CONTENTS

Report of the Task Force on the Quality of Student Experience

I. Introduction

The Task Force on the Quality of Student Experience is a group of faculty, staff, students, and Trustees appointed in Autumn 1994 by the President and Provost to conduct a broad evaluation of student experience outside the classroom. As a complement to the concurrent Task Forces on Undergraduate Education and Graduate Education, we were asked to identify weaknesses as well as strengths in the overall student experience at Chicago, considering in particular the ways in which these influence current student satisfaction and, concomitantly, student recruitment and alumni satisfaction. The University has not experienced any downturn in these latter areas—in fact, applications among prospective undergraduate and graduate students have continued to increase, and the University enjoys a higher percentage of alumni giving than does the vast majority of its peer institutions. However, in the Chicago tradition of critical self-examination, the new administration sought to take stock of student satisfaction in the broadest sense: to identify what works well and is valued, warranting preservation or even enhancement and expansion; what does not work well, requiring modification or elimination; and what is missing, prompting implementation. The experiences of undergraduate, graduate, and professional school students were to be examined, as was the full range of factors contributing to student life, including academic atmosphere, extracurricular opportunities and other aspects of social life, relations with the community, preparation for life after graduation, and the quality of administrative services rendered to students.

This is an extraordinarily broad array of issues. Fortunately, however, our investigation has been only one of several concurrent studies of student experience at the University. Those efforts include the other two task forces, the Abbott survey of undergraduate concentrations, the Taub survey of undergraduate quality of life, the McKinsey study of student recruitment issues, the Richman task force on voluntarism, and the work of a variety of *ad hoc* and standing faculty and administrative committees. Multiple jurisdictions and diverse deadlines have made it virtually impossible to provide a comprehensive analysis of all these issues at this time. Indeed, some important issues relating to student life that are merely introduced in this report, such as minority and gender issues, require further evaluation by a body with requisite expertise and resources. For the remaining issues, however, especially those concerning undergraduate students (where this task force applied most of its energy), we summarize existing data, provide additional information, and present strategic goals and recommendations for improvement. We hope this report will provide a general framework for further discussion and action on issues of student experience, and that the snapshot description we provide of student experience at the University today will provide a baseline for measuring future improvements.

A. Organization of Task Force Effort

The Task Force on the Quality of Student Experience (hereafter referred to as the task force) was not charged with conducting formal surveys of students and alumni: recently completed and in-progress surveys along with records from various administrative offices were expected to provide sufficient quantitative data [Table 1]. Our work focused instead on (1) synthesizing this available data and (2) testing and expanding upon it through open-ended interviews with students and with staff and faculty closely concerned with student life. In the interview process, small focus groups, town-hall gatherings, staff, and others were asked to (a) describe what they saw as present or past problem areas in the overall student experience and to rank their relative importance, (b) suggest how these problems might be addressed, and (c) identify aspects of the student experience that were especially positive. Individuals also had the opportunity to contribute their views by means of a suggestion box at Regenstein Library and a task force e-mail address.

Through informal interim meeting with and reports to elected faculty groups, the Alumni Association, Student Government, and various administrators over the past eighteen months, the task force has received updated information and useful feedback. It also, as mandated, has insured that student life issues remain on the table during a period of financial exigency. The task force has had input into new initiatives and has served as a sounding board for efforts already under way to improve the quality of student life, for example, renovation of the Reynolds Club, trial expansion of College orientation, re-evaluation of food services on campus, facilitation of community voluntarism, and the streamlining of student administrative services.

The President and Provost recognized that the recommendations of this task force may well cost money to implement. We were not asked to find short-term cost savings, but to focus instead on longer-term issues of student satisfaction, student recruitment, and alumni satisfaction. Consequently, we have attempted to identify the underlying causes of student dissatisfaction where they exist so that recommended changes might have lasting effect. Because of our mission—critical self-evaluation of the University—and the high standards our institution strives for, this report necessarily emphasizes areas for improvement rather than detailing its many strengths.

This report also emphasizes undergraduates because of serious consideration being given to increasing College enrollment. In section II (The Undergraduate Experience) we summarize findings on the magnitude of student dissatisfaction, identify the issues of greatest concern to students, and discuss current efforts and ways to further improve our performance on these key issues. Separate sections are devoted to graduate students (section III) and several of the University's professional schools (section IV). In section V, we discuss the information we have gleaned on the minority student experience and on gender concerns and propose that a group be charged to examine these issues more closely. Strategic goals and recommendations are gathered into a single section (VI). The task force believes these improvements to be desirable even if the University were not considering increasing the size of the student body, but they are especially important if the University wishes to increase the yield of highly qualified applicants at the undergraduate level and to accommodate additional master's students within the graduate divisions.

Table 1: Summary of Available Quantitative Data

Date	Name of Survey	Response Level	Number of Respondents	Methods, Focus of Questions
College				
In preparation	Taub Survey of Current Students	63%	718	face-to-face interview in 1995 using form, random selection; academic experience and general quality of life; commissioned by College Dean
1993	Admitted Student Questionnaires	54%	1,583	return by mail when accept or decline admittance; rank importance of issues in decision and rate Chicago and other schools applied to; conducted annually by College Admissions Office
1994	COFHE Class of 1982 Survey	17%	105	volunteer return of form; overall satisfaction and loyalty (willingness to recommend), plus particular satisfaction with academic life, student life, facilities, faculty/administration; conducted by Consortium on Financing Higher Education
June 1995	Senior Survey	24%	164	distributed to all graduating seniors; poll of participation in campus activities, housing, post-graduation plans, open section for comments; conducted annually by College Dean
1994–95	Housing Survey	51%	1,143	standard form distributed to all residents; rating of housing facilities, staffing, activities, and food services; conducted annually by Housing Office
October 1995	Response to Orientation Week	46% students; 28% O-Aides	473 students; 68 O-Aides	rating by first-year students and by Orientation Aides, return by mail with lottery prize offered; conducted by College Dean's Office
Graduate Divisions				
January 1995	Council on Teaching (CoT) survey of recent alumni	~30%	833	mailed to recipients of master's and doctor's degrees from 4 divisions 1988 through 1993; academic program, campus life, services, overall experience
January 1995	Graduate Affairs Office survey of current students	~30%	1,133	mailed to current students in the 4 divisions and Divinity School in May 1994; same topics, similar form as survey of recent alumni; combined in single report with CoT results
January 1995	BSD Dean's Council survey of current students	41%	128	sent to all BSD graduate students, return by mail; recruitment and admissions procedures, course work, research/thesis advising, teaching requirement, quality of life, post-degree advising

B. Sources of Information

Quantitative information on the level of satisfaction among students is difficult to acquire because of the low response rates attained by most surveys [Table 1], especially when participation requires the effort of returning written comments by mail. The 1995 Taub survey of current undergraduates, commissioned by John Boyer, Dean of the College, is a very notable exception, with a response rate of 65 percent (n=718). A target 1,100 students were selected randomly from the Registrar's lists for face-to-face interviews on a wide range of academic and quality of life issues. The task force was consulted during the design of the questions, and was also provided with early information from the results; however, because the analysis and report are not yet complete, we have relied on partial information.

For graduate students, surveys conducted by the Council on Teaching (recent alumni), the Graduate Affairs Office (current students), and the Dean's Council of the Biological Sciences Division (current divisional students in BSD) have lower response rates but strongly corroborate each other. The brief summary of student life as it relates to several professional schools was based primarily on conversations with current students and administrators in those units.

These data supplement the qualitative information acquired by the task force from undergraduate students who attended open town-hall meetings within residence halls; these were "listening visits" for task force members. Similar meetings were held with residence staff, College Advisers, departmental Administrative Assistants for Graduate Affairs, College Admissions staff, Deans of Students, and various advisory groups that had not been polled in surveys but had a wealth of relevant first-hand experience. Because information from these listening visits was highly consistent with survey results, we have a high degree of confidence in the relative importance of issues discussed in this report and in how the University's performance is perceived. These meetings had the advantages of (a) allowing participants to determine the issues raised (and the order in which they were raised, which we interpreted as an index of relative importance and/or magnitude of satisfaction or dissatisfaction) and (b) giving participants maximum flexibility in the definition of terms and issues ("social life," for example, meant something far more encompassing to students than parties, organized groups, or romantic attachments). In reporting these interviews here, we have tried to retain the original phrasing of the participants as much as possible.

In interviews with self-selected (rather than individually invited) participants, we were concerned that there would be a bias toward negative comments. In the Council on Teaching survey of recent alumni of graduate divisions, for example, students scoring an aspect of experience as negative were more likely to provide additional longhand comments than were students who scored the experience as positive. Our actual experience, however, was that participants were eager to discuss the issues in a critical yet balanced manner.

Unfortunately, very little reliable comparative information on quality of experience is available from other institutions. Exit surveys of our College seniors are conducted periodically by the Consortium on the Funding of Higher Education (COFHE), but the most recent survey had a response rate of approximately 20 percent on this campus and so is of very questionable use. (We clearly need to improve the rate of return in future surveys so that senior opinions can be monitored more closely.) Interviews with undergraduate transfer students to Chicago also provided insights on programs that work elsewhere.

A final comment on procedure: the composition of this task force has changed somewhat over the past eighteen months due to graduation, leaves of absence, etc., but has maintained a mixture of faculty, staff, students, and Trustees as listed at the end of this report. These permanent members have brought a wealth of experience and perspectives, but they have all been faced with steep learning curves given the breadth of our assignment. This has had the positive effect of driving us to gather information rather than relying upon previously formed ideas or impressions. Information on specific issues (campus food services, geography of residence system, staffing and aims of housing, community relations, first-year undergraduate programs and follow-up, life after graduation) has been collected through a series of *ad hoc* subcommittees, in most instances augmented by additional student members.

II. The Undergraduate Experience

A. Level of Student Satisfaction

The Taub survey indicates that 85 percent of our College students describe themselves as personally happy with their lives in general. Seventy percent describe their College experience as having met their expectation, and about 65 percent describe themselves as happy or very happy with their overall College experience. Interestingly, while the Taub survey found that the College was not the first choice of half of our current students, sixty percent of *those* students are nonetheless happy to be here, corroborating residence staff and College Advisers' accounts that many of the students who matriculate somewhat reluctantly are quickly won over and become our strongest boosters. These numbers are relatively high, but they nonetheless indicate a significant number of dissatisfied students. Information on efforts to transfer out of the institution is consistent with this level of dissatisfaction. The College reports that approximately 10 percent of students withdraw by the end of the first year, and the Taub survey indicates that 35 percent of our current undergraduates report that they have taken some step to leave at some time during their College careers.

Many students who described themselves in interviews as being satisfied with their academic performance and as being well matched to the College nonetheless indicated disappointment with other aspects of their Collegiate experience. Suggestions for improving the quality of experience thus should not be dismissed as originating in a small core of malcontents: this hard core may present these views most strongly, but they are shared to some degree by many other students [also see COFHE survey]. It is not unreasonable to presume that students' ambivalent feelings regarding their experience here will continue after they become alumni and will also be expressed to prospective students.

Despite the many strengths of the College, the internal consistency of the quantitative data and the qualitative substance of the interviews indicate non-trivial shortcomings in the undergraduate experience. We believe the University can and should improve the level of student satisfaction.

B. Issues Raised Most Often by Current Students

1. Caliber of Academic Program

Not surprisingly, the Taub survey found that undergraduates overwhelmingly identify academic pursuits as their primary reason for attending this University. Students find their academic experience the most enjoyable aspect of their experience (50 percent) and are highly motivated to excel academically. In ranking their goals for college, 90 percent cited a well-rounded education, 80 percent cited preparation for a career, and 75 percent cited good grades.

It is not possible to overemphasize the pride that students take in the academic caliber of the College program and their protectiveness of it. They express concern that improvements to non-academic aspects of their experience might compromise or come at the expense of academic quality. This concern also extends to such issues as an increase in the size of the College: students worry that standards for admission will be lowered or that programs will be watered down to attract and retain a larger number of students.

Pride in the College also appears to be one of the factors in student frustration with the public's apparent lack of awareness of the University. In these students' experience, although people who are familiar with the University hold it in high regard, too many neighbors, extended family members, prospective employers, and others are unfamiliar with this institution or fail to recognize us as at least equal to our peer institutions. Disappointment with the University's lack of success in making itself and its accomplishments known among the general public arises consistently in interviews.

2. Academic Pressure

Although College students take immense pride in the excellence of the academic program here, many feel that this comes at a high price, citing excessive academic pressure, lack of time, and competitiveness, including student self-competitiveness, as the biggest difficulties they encounter at the University [Taub: 40 percent combined]. Time and pressure were also a subtext in many task force interviews with students. Resident Masters and College Advisers, who share both personal and professional relationships with a large number of students, especially in their first and second years, also see academic pressure as a major problem, causing students to be too busy and anxious to participate in non-curricular activities, even those purposely organized to alleviate their stress. This academic pressure has been explained in many ways and in fact almost certainly does have multiple sources. Below are listed some of the most important.

2.a. Serious mind-set. Many residence staff and College Advisers see students here as axiomatically serious, and in task force interviews the students themselves suggest that much of the pressure is self-generated. Many of these students conclude that the College is meant to be an unforgiving challenge, requiring much sacrifice. Moreover, they believe that many outside the institution and some inside do not appreciate the magnitude of the challenge. They also perceive few rewards along the way or at the end. Not all students are able to adjust to the rigor of the academic program (compared to their high school experience) and to the lack of grade inflation (relative to what their friends experience at other universities). Seriousness of purpose is underscored by anecdotes of students who arrive at Student Counseling before orientation to seek tutors for placement exams. Some graduate students state their belief that this is the only campus in the United States where undergraduates are more stressed than graduate students.

Students remark on the sense of inadequacy that they and many of their peers experience for significant periods during their careers here. Such feelings are especially disturbing because they often are expressed by students who seem well-adjusted and outgoing but who cite the way "something here breeds a sense of inadequacy." Some describe their belief that the first two years here are designed to break them down to where they feel they know nothing about anything, so they can be built back up in the last two years. Unfortunately, they add, despite the boot-camp-like experience of those first two years, they do not leave with the positive camaraderie of a "platoon" because the work is excessively individual and too often competitive rather than collaborative. Many students tell us that early on, they must decide either to become "a grind," forsaking much of life outside the classroom in order to do well academically, or to compromise and live with a disappointing academic record, anxiety about career opportunities, and issues of low self-esteem and parental disapproval.

2.b. Academic work load. Students clearly appreciate challenging courses when the educational benefit is high, as demonstrated by most course evaluations. In interviews students report the work load as very heavy (see 2.a above). They voice resignation about this, attributing it to the price of a challenging education; but they also indicate considerable frustration that no one in authority seems to respond to negative course evaluations identifying the most egregious cases of unrealistic work loads or class schedules. Students complain that in subsequent years the same faculty members teach courses with equally unrealistic assignments. Other specific issues include enormously long reading lists, term papers due on exam dates for the same course, and class meetings on the Friday after Thanksgiving or during reading periods.

Residence staff, College Advisers, and student counselors are particularly aware of the weight of class assignments: unlike faculty, these staff know the *total* list of books and term papers that individual students are expected to complete each quarter, and they witness on either a regular or crisis basis

how students handle it. Many staff members we interviewed (some of whom have taught in the College) feel very strongly that overall work loads are simply too high, placing frustrating restrictions on time available for other activities that normally are (and should be) part of a young adult's life. In their perception, the College asks too much of even our most talented students, and student complaints about unrealistic faculty demands are often warranted.

These staff members suggest that faculty should to be sensitized to the cumulative demands of student work loads. However difficult it may be to design a system that maintains a realistic balance, efforts should be made to do so. Students have asked that more summer courses be offered, that transferring credit for some introductory courses be made easier, and that there be options to start Core sequences in quarters other than the fall. They believe this will allow them to reduce course loads during the normal academic year. Although no students suggested a *Pass/Fail* system for first-year students, when asked some thought such a system might reduce stress the first quarter. The reaction to first-year *Pass/Fail* grading was guarded by both students and staff because of fears of diluting the quality of the education. Students definitely do not see any advantage to be gained from reducing the number of credits for the degree; they believe that professors would simply increase the work load per class in response.

To deal with academic pressure, staff of the Student Counseling and Resource Service cite the need for greater resources devoted to tutoring and to study and life skills seminars. Adjustments that many have to make to University life, such as managing a heavy work load and moving to a new city, can be overwhelming for some. Staff note that foreign students (4 percent of College; 13 percent in University overall), first-generation students, and students who are the first in their family to attend college understandably may require disproportionate assistance, including academic and personal counseling and in some instances ESL (English as a Second Language). It is not clear to College Advisers and counseling staff that the University provides sufficient support in these areas for the numbers of students currently enrolled, much less for growing undergraduate and international student populations.

Advisers and other staff also cite employment (as part of a financial aid package) as an important factor in academic stress and the overall quality of students' experiences. Surprisingly, this issue was not raised by students in interviews, nor was it singled out as a significant factor in the Taub survey.

2.c. Calendar. When the question was put directly to students, most, not surprisingly, responded that the present quarter system increases academic stress. A few students remarked on compensating advantages (including greater number of subjects that can be explored, psychological advantages of a sprint versus a marathon, scheduling of final exams before quarter breaks), and some expressed concern that faculty would compensate with comparably enlarged work loads if the University adopted a semester system. All interviewed students, however, felt that the specifics of the academic calendar (and in particular the shortness of quarter breaks and reading periods) unduly aggravate academic stress. These same issues were also raised by College Advisers and faculty at the College Curricular Retreat in December 1995 and are currently under discussion for possible change.

Advisers also observe students having difficulties in completing concentrations or in selecting from an adequate choice of Core and elective courses because of course scheduling conflicts. Courses tend to be scheduled into a few time slots most favored by faculty; they are occasionally taught at non-traditional hours; and many classes require extra meeting hours that are not listed in published time schedules. More reasonable scheduling of classes is necessary.

2.d. Competition. The Taub survey suggests that perception of peer competitiveness is an additional ingredient of student-generated pressure (2.a): 90 percent of students polled viewed both themselves and the "typical" University of Chicago undergraduate as intellectual; but whereas they consider themselves "well-rounded," they overwhelmingly described the other students as competitive and nerdy. Interestingly, in open-ended interviews, students did not raise competitiveness among students as a problem. Indeed, when asked, students generally rejected this, stating that self-generated pressure to excel is the primary source of stress rather than a lack of cooperation or competitiveness among students. Students noted that excelling is less difficult if others do not have the same high standards for themselves but also that the expectation of excellence is a hallmark of a great university.

2.e. Academic advising. College Advisers handle the mechanics of registration, insure that Core and graduation requirements are met, and attempt to establish supportive relationships with students. As the registration process moves increasingly on-line, more time should be available for them to devote to general life advising for students. There is a need, however, to standardize a high level of concentration-specific advising and mentoring that deals with the intellectual components of students' progress in their concentration. College Advisers are not geared to providing this mentoring because most are non-specialists, have 250 advisees, and undergo high turnover. This crucial aspect of advising is, in our view, most logically provided by faculty members. Some students do develop relationships in their concentration with individual faculty who provide advice on scholarly issues, and they rank the College very high for faculty accessibility [COFHE Report 1994], but the level of faculty mentoring of students is highly variable among concentrations and among individuals. This mentoring and oversight role of faculty is important not only in terms of students' course selection and course work, but also to insure that students can get detailed faculty letters of recommendation for employment and graduate and fellowship applications.

2.f. Value of liberal arts education. A further source of anxiety for students (and, based on interviews with administrators, probably for some parents) is uncertainty about the value of a liberal arts education in the 1990s. This issue was not addressed explicitly in the Taub survey, but many faculty and staff point to this concern and it also arose in open-ended interviews with students. As an indirect measure, the Taub survey indicates 80 percent of our students regard preparation for a career as "important to get from college." However, 90 percent of students cite a well-rounded education as important. Our impression from interviews is that students value both a well-rounded education and career preparation, but they need assurances that there are satisfying career paths available to students with a Chicago liberal arts education.

In the past, students have asserted that Career and Placement Services (CAPS) has not met their needs. Recent attention and activity in this area (including increased outreach to all students; the bringing of more and different kinds of companies to campus to recruit; improved library of videos and tapes about jobs; increased use of Internet Web pages; improved credentials file system), however, is receiving high praise from students; further improvements are being developed. CAPS and the alumni office have renewed efforts to involve alumni in a meaningful way in this process. Alumni are a vital resource. Not only can they provide professional contacts to employers, but equally or more importantly, they are valuable role models for the wide array of professions in which former College students have been successful. In addition, they can serve as the University's emissaries in the larger professional world, advertising the talents and strengths of the current generation of students.

2.g. Signals sent . . . signals received. Students report that institutional culture and rhetoric contribute to academic pressure in several ways. One factor is the attitude expressed in published articles and addresses in which we have a tendency to extol the quality of our faculty to the exclusion of our alumni and current students. Moreover, we focus on Nobelists and academic success as if success at any lesser level and in any other profession were a disappointment. In fact, although 95 percent of alumni continue their education within five years of graduation [30 percent immediately; Spring 1995 Senior Survey], the vast majority of alumni eventually pursue non-academic professions. The appearance of a single-minded focus on academic success sends a message that the institution values only a subset of students' talents and interests.

Another factor raised by staff as well as by students is the heavy focus on placement exams and other academic administrative issues during orientation, leaving little time for students to meet other students, explore the neighborhood, and otherwise adjust to a new phase in their lives. In response, orientation for Autumn 1995 was expanded from eight to twelve days on a trial basis to accommodate more social and community events, more unscheduled time, and a less intense schedule of course registration. Initial reactions have been very positive [Orientation surveys], and the expanded orientation will be continued and further developed next year.

There is also a sense among students that insufficient time and effort are devoted to listening to students' concerns and soliciting their suggestions. Students desire a more consistent and meaningful voice in deliberations and decisions that affect them. More formal arrangements for vetting proposals with students and getting their feedback would enable students to respond to proposed changes and to learn why the administration is considering certain trade-offs (for example, reallocation of space, changes in housing rates and bus services, etc.). Students are angry about what they see as a lack of responsiveness to course evaluations because they believe their comments are constructive and reasonable. They interpret that the lack of response to mean that student opinions do not matter to the University. Student comments include complaints about such matters as a lack of office hours or failure to show up for office hours, unreasonable reading loads, late return of graded material, inconvenient timing of exams and due dates, etc. Students care deeply about their education, and they believe their complaints and recommendations should be taken seriously.

The quality of administrative services speaks clearly about how an administration values its students. In the last eighteen months, there has been considerable progress in this regard. The University has extended the hours of the Bursar's Office, relaxed restrictions on the assignment of dining halls, and increased use of Web sites for course schedule and research opportunity (CROP) information. It has also introduced the Chicago Card, which in coming years will be expanded to simplify many campus and personal financial transactions. University Health Service (UHS, now the Primary Care Group), which was sharply criticized in the Council on Teaching (CoT) graduate surveys as well as by undergraduates we interviewed, has established an acute appointment service, instituted a system of primary care physicians to reduce waiting time, and established a student advisory committee. Efforts have been made to address the slowness of financial aid processing and the problem of erroneous and high late charges on bills. Telecommunications, on the other hand, continues to be a sore spot: students do not feel that they are receiving equivalent or superior service to what they would receive on the private market, despite seemingly higher charges. Moreover, they cannot charge long-distance calls to their own credit cards, and some residence halls are nearing capacity for Internet access. More generally, students report that all too often they encounter a lack of service mentality in the University's administrative bureaucracy.

3. Social Life and Sense of Community

The perceived poor quality of student social life at the University has been the subject of many *Maroon* articles and is a durable part of campus folklore. Ever since our ranking at the very bottom of a list of three hundred institutions by a tongue-in-cheek article in *Inside Edge Magazine* in 1994, our un-funness has been the subject of both mirth and pride (for example, lampooning Admissions materials and commemorative "300" T-shirts). The Taub survey included many questions designed to determine the importance current students place on social life

Table 2: Student Participation Levels in Organized Social Activity (1995–96)

Activity Category of Participants	Number of Organizations	Number of Participants
Athletics		
Club Sports	34	1,000
Intramural Teams	715	7,700
Varsity Athletic Teams	20	400
Governing Bodies		
Student Government		
House Councils	38	252
Divisional Advisory Councils		
Social and Other Interest Groups		
Student Organizations	160	8,000
Professional School Student Organizations		
Greek Organizations	11	388

and their judgment of its quality here, and the task force was, of course, eager to hear what students would volunteer in open-ended interviews. Campus folklore, for example, appears to be contradicted by the extremely high participation rates by students in intramural sports on campus and the long-running success of organized groups such as University Theater, various club sports, Model United Nations of the University of Chicago, DOC Films, the *Chicago Maroon,* and the many other student organizations on campus [Table 2].

The Taub Survey found that few students (10 percent) describe "social life" as a problem (compared to insufficient time and academic pressure at 40 percent), and 50 percent cite their social life as a positive factor in making College life enjoyable (equal to the 50 percent who cite their academic experience as such a positive factor). "Social life" is nonetheless the most frequently cited item (25 percent) in Taub's open-ended question about how the College had not met students' *expectations*, and it was by far the most common complaint among respondents in the 1995 Senior Survey (30 percent, versus 15 percent size of Core and 15 percent housing and food plan). A "sense of isolation" was one of the first things students mentioned as a source of dissatisfaction in our interviews. It thus appears that about 50 percent of students are satisfied with social aspects, about 25 percent are not, and the rest are neutral or have mixed feelings. The apparent contradiction between campus folklore and, for example, intramural participation rates may be explained if most participants in organized social events are among the half reporting social satisfaction.

Based on our interviews, we believe that disparate definitions of "social life" also contribute to divergent opinions. In interviews, faculty and staff tended to consider "social life" as code for parties and romantic attachments and "lack of social life" as code for too many term papers. Students, however, were quite clear in open-ended interviews that "social life" is much broader than numbers of parties attended or romantic fortune. Their definition stresses time simply to be sociable or "non-academic" and a general ease of informal interactions: Do people on campus seem friendly, open, and supportive? Do instructors assist students in getting acquainted within classrooms, for example, through assigning small-group projects, encouraging study groups, and using name cards? Is it relatively easy to meet people outside the classroom or residence hall? Do they have time to be or do things that are not identified as student or academic? For faculty and administrators to define "social life" more narrowly (and often dismissively) is to miss the students' point entirely. Not only students but also alumni reflecting on their experience in the College often recall this as an important and missed opportunity of their time here.

3.a. The House System. Most undergraduates we interviewed currently live in residence halls or recently left (approximately two-thirds of current undergraduates live in residence halls). These students view the House System (residence halls are subdivided into units called "houses," which are known collectively as the House System) as the primary focus of social life in the College. This focusing of social life in residence halls is not an accident. Since the 1970s, the University has invested heavily in staff and organized social events within residence halls as a means of compensating for the geographic dispersion of students away from the central campus. This placement of residence halls throughout Hyde Park was undertaken in the 1960s to help stabilize parts of the neighborhood.

This arrangement has many advantages. Student housing varies tremendously in style, availability of food service, size of hall, degree of privacy, and location within the neighborhood, among other factors, and students seem to appreciate this choice. Some clearly prefer housing somewhat removed from campus because of the psychological separation it provides between "home" and school and because it enables them to feel a part of the larger Hyde Park community. Housing facilities are further supported by an extensive shuttle bus system, twenty-four-hour front desk service for security, and a staff of undergraduate and graduate student Resident Assistants, Resident Heads (mostly married couples, at least one of whom is a graduate student or staff member at the University), and, in the large residence halls, a faculty Resident Master. This support system, which also offers residents a large number of in-house and off-campus activities, is a significant reason why housing receives such high evaluations as having a positive impact on students' College experience [40 percent; compare with 40 percent citing faculty as positive impact and 60 percent citing their concentration; Taub survey]. In addition, each house is governed by a house council, providing students with opportunities to participate, voice concerns, act constructively on them, and acquire leadership skills. Admissions Officers and administrators in the Dean of Students Office also cite the housing arrangement as an important selling point for prospective students and their parents: students are guaranteed positions in residence halls during their College years, and the level of staffing and involvement in residence life is much higher than at most other universities. Residence staff also cite the importance of house-dedicated tables in dining halls as an important means of socializing and bonding students.

Despite its many advantages, the current housing arrangement is also described as having several significant drawbacks. One is that, because of the travel time to their residence halls (even Blackstone, Breckinridge, and Burton-Judson are considered as "outlying"), virtually all of our students describe themselves as commuters: students ride the bus or walk into campus in the morning, spend the entire day there, return to residence halls only for dinner or after dinner, and tend to stay in their own residence hall until morning. Many students living in apartments throughout the neighborhood have similar routines. Some students clearly like the sense of getting away from school, but the commuter lifestyle creates feelings of isolation for many others as well as a certain inefficiency (transit time, bus-stop waiting time, etc.).

A second drawback is that, in developing house programs to compensate for the geographic isolation of residence halls, residence halls have become the primary focus for social activities: students report a social vacuum between the house and the classroom, tend not to associate positive experiences in the house with the College, and feel isolated from students outside their house because they have few ways to meet them. The Housing Office offers associate house memberships so that students who have left the residence hall system can retain a connection and participate in house intramural teams, but this has had limited success, apparently because of the special effort it takes to get to the residence halls and the dispersal of the original house cohort.

Efforts to increase faculty involvement in residential hall life (and thus directly associate the residence hall experience with the College) have focused primarily on one-time dinner and lecture visits. This format succeeds in exposing students to faculty but fails to provide a venue for comfortable informal social interaction and rarely leads to development of meaningful mentoring relationships. Repeat opportunities for contact with individual faculty are more likely to accomplish these aims: for example, weekly lunch-time groups organized around topics of interest to groups of students with regular attendance by particular faculty members who share those interests might be much more effective in bringing faculty and students together. Students outside the House System, too, should be encouraged to participate in such groups; a Chicago Card that permits students to eat at any number of campus dining facilities and coffee shops would facilitate this.

Based on our interviews, students and residence staff overwhelmingly approve of having a mix of year-classes in houses, which is seen as speeding the integration of first-year students into College life and bringing new faces and energy to the life of the house. Others, primarily administrators, have recommended concentrating first-year students within the House System to foster a greater sense of class cohesion. They point out that concentration allows for more effective administration of various programs, resources, and events of particular interest to first-year students; permits all must-board students to be located close to dining facilities; and gives the University the option of reserving buildings with kitchens for upperclassmen. They also note that "freshman dorms" and houses are common at other universities, including those of our competitors who have extraordinary class and school spirit. On the other hand, arguments in favor of a full mix of year-classes include quicker integration of first-year students into the College, opportunities for mentoring by upperclassmen, and concern that freshman halls would encourage a less mature atmosphere. Moreover, although the current system certainly does not advance class cohesion, it is not clear that this cannot be built effectively through other means, nor is it clear that the high spirits at other schools arise from their freshman housing policies alone.

3.b. Student center. Because of the commuter lifestyle discussed above, and the fact that approximately one-third of College students live outside the House System, the students we interviewed overwhelmingly recommend establishing a student center on campus. They see this as providing the necessary structure for informal socializing on campus when they are away from the residence halls, for example between classes and during library study breaks, without the structured time commitment required by organized groups. They are specific that this is not a request for more Registered Student Organizations, but for a place to hang out—TV rooms, lounges with com-

fortable furniture, lockers, late-night food availability, and centralized bulletin-board type information—and that these services be centrally located outside Regenstein Library. The center should be open past midnight to provide a welcoming and secure space for students, who work long hours. In interviews, students placed higher priority on a student center than on additional common space in residence halls and academic departments, and the students we interviewed even prefer a student center to improved athletic facilities. Students believe that the administration will have to assist in making the center work, at least initially, for example by sponsoring or encouraging food vendors to hold inexpensive and informal events such as the popular milk-shake night of Morry's. However, they believe that the existence of an off-hours student center will not only serve as an informal gathering space, but also will increase the likelihood that students will take advantage of organized groups (because they will be easier to find) and already existing campus events such as DOC Films. Such a center would also increase potential interactions between undergraduates and the many graduate students who have no central place to meet or socialize on campus.

In response, the University began a major renovation of the Reynolds Club during the summer and early fall of 1995 to make it more amenable to informal student use. By relocating Career and Placement Services from the second floor of the Reynolds Club to newly renovated offices in Ida Noyes Hall and relocating many of the student group offices to the Reynolds Club, this renovation restored the Reynolds Club to its original purpose. After its first two quarters of operation, the renovated Reynolds Club with its three lounges, pool tables, televisions, and student-run coffee shop that is open until 2 a.m., has received very positive reviews by students [various *Maroon* articles and informal comments made to staff]. There is an overall sense that more is happening on campus because much of the activity is centered in the Reynolds Club. It is a rare Saturday night when there are not multiple events in the building, including a music concert in Mandel Hall, a University Theater production, a student band performance in the coffee shop, and a student group–sponsored dance or dinner in Hutchinson Commons.

There is still a need in the Reynolds Club, however, for additional informal lounge space. In a recent conversation with the Student Government committee that advises the Office of the Reynolds Club, students strongly suggested that they want even more recreational lounge space (including more pool tables, a TV room to watch news events, etc.). Additionally, the metamorphosis of the McCormick Tribune Lounge (formerly the first-floor North Lounge) into a silent study area from its intended purpose as an informal meeting lounge for conversation indicates that there is a need for additional study space on campus, particularly space that is convenient, inviting, and allows food and drink. The ongoing review to reconfigure campus libraries provides another opportunity to develop more space of this sort (including upgrading canteen areas in Regenstein and

Crerar and recouping informal study space lost in the renovation of the Harper Romper Room).

The newly renovated Reynolds Club and the concurrent increased energy level on campus provide an opportunity to encourage a wide range of formal and informal social activities on and off campus. As mentioned above [Table 2], organized athletics, governing boards, and clubs already are extremely popular among students, and student participation should further increase with Reynolds Club being a central clearing area for information. This energy might also invent new events and help transform existing annual events into full-fledged College traditions (such as Summer Breeze, Spring Formal, Kuviasungnerk, Scavenger Hunt). Such traditions are important highlights to look forward to in the school year and can become part of the collective institutional memory. Equally important are low-key but regularly scheduled events such as weekly shake day and concerts at the Music Department that students can easily participate in and enjoy, either individually or in small groups of their choosing. Students stress the importance of regular scheduling of events because this gives them something to anticipate and enables them to plan their schedules.

These structures—a student center for "creative procrastination" and finding each other, a series of large traditional events (whether social parties, community voluntarism efforts, year-class–centered events, or "sanctioned fun" in the sense of Sleep-Out), and a variety of small frequent events (food nights, lunch groups with a faculty member)—were all mentioned repeatedly by students as essential supplements to organized student groups. They are extremely important motivators for socializing and are also important in giving students a means of directly associating with the College the fun they have in their undergraduate years. The University has made considerable progress in the last few years in these directions and should continue to evaluate the way it spends its budget for student activities with the diverse needs of students in mind. It also needs to do a much better job of communicating to students the wide variety of opportunities that do exist and, equally importantly, the high levels of participation that exist, so that student perception more accurately reflects the reality of campus life.

3.c. Voluntarism and community involvement. A variety of factors motivate students to volunteer their time, including the desire to return something to the community, to explore future career options, to diversify résumés, and to engage in activities with friends. The College and the various graduate divisions and professional schools each coordinate their own volunteer programs. It is thus difficult to assess the full extent to which students are involved in volunteer efforts. Campus-wide, however, voluntarism falls into four categories: (1) student sponsored, (2) religious affiliated, (3) agency sponsored, and (4) administration and faculty sponsored. [This section reflects work by a subcommittee of this task force and by the Richman task force.]

Recent efforts to centralize student-spon-

sored volunteer efforts have helped extend more opportunities to more students than in the past. At the undergraduate level, the University Community Service Center (UCSC) is particularly active in coordinating and supporting the efforts of recognized student organizations whose primary mission is community service. A newsletter detailing on- and off-campus volunteer opportunities is published periodically and circulated to all community service organization members and other interested volunteers. In addition, a database has been established to collect and organize service opportunities both in and around the University as well as throughout the metropolitan Chicago area. Word of mouth among networks of friends remains the primary medium through which undergraduates learn of and become involved in community service. These undergraduate volunteer programs welcome graduate students, but are typically geared to the undergraduates' needs and schedules.

The professional school volunteer programs tend to draw participants exclusively from their own students. The Law School and the Graduate School of Business, for example, have both established successful multi-project programs. These programs have given students valuable entrepreneurial and management experience. The duplication of effort has created unnecessary competition for shared resources and consequently lost opportunities to improve the options available to all students.

Religious institutions also play an important role in encouraging voluntarism. The Dean and Associate Dean of Rockefeller Memorial Chapel serve as advisers to UCSC as well as to many student-run volunteer groups. Campus ministries maintain an active role in various decentralized volunteer efforts. Calvert House and Hillel, just to name a few, have both expanded volunteer activities in recent years, for example, continuing to enhance the relationship between the University and the surrounding community.

Many volunteer efforts are student run although others are agency sponsored. The Blue Gargoyle, for example, plays a central role in the efforts of those interested in adult literacy and tutoring, and the University of Chicago Hospitals offers opportunities to those interested in pursuing a career in the health professions.

Administration- and faculty-sponsored volunteer activities also have increased in the recent past. From the newly introduced community-service component of undergraduate freshman orientation to the yearly Celebration of Community Night, the administration has heightened its role in voluntarism, including the recent use of University of Chicago Police vans during the day to help students get to volunteer activities. Despite this, students still complain of a shortage of administrative support for volunteer efforts, especially in the areas of establishing new groups, maintaining consistent relationships with the community, and day-to-day administrative tasks.

Student volunteer efforts are distributed by area of study, dorm or living arrangements, religious affiliation, and choice of social activities. This diversity and decen-

tralization is beneficial in many ways, but it also presents structural and administrative concerns. For example, students in one group often know little about other groups that may be highly related but in a different part of the University. As a consequence, duplication of volunteer efforts results in multiple targeting of the same population and competition for transportation or administrative support. In addition, students continue to experience a shortage of office space, centrally located resources, and guidance to negotiate through administrative channels.

C. Programs to Enhance the Experience of First-Year and Returning Students

In the course of our information gathering and discussions, the task force has come to realize that the initiation or expansion of a relatively few but well-executed programs might help alleviate a broad array of concerns on the quality of undergraduate student experience. These programs are, namely, (1) enhanced orientation programs for first-year students, (2) other programs (retreats, seminars, purely social events) later in the first year designed to reinforce and build upon orientation, and (3) orientation-type programs for returning students, perhaps culminating in a capstone senior program. In this section, we offer justification for such programs and describe a range of specific structures used elsewhere that might be adaptable to the University.

1. Orientation Programs for First-Year Students

We have been struck by the immense value of investing time and resources in running effective, positive orientation programs for new students. Such programs are important in familiarizing students with University academic facilities such as the library, computing centers, and student support services, as well as with the diverse array of academic and non-academic resources in the surrounding neighborhood. They also permit students to establish an initial set of social connections among classmates, facilitating and increasing class identity and the bond with their residential houses. More broadly, orientation should foster a sense of connectedness and belonging both to the University and to the larger community, provide opportunities to meet with University faculty and staff in non-traditional venues, and in general help reduce initial anxieties about living in a new setting and embarking on a new phase of life. In addition to helping students get their College careers off on the right foot, orientation programs provide an important opportunity for the University as well to get off on the right foot with the students. Through public presentations and student activities, the University can clarify the goals, missions, and ideals of the educational experience, demonstrate its pride in the accomplishments of its students, and indicate its commitment to support students in their aspirations.

The task force applauds the efforts already under way to expand the College's orientation program; as discussed above (2.g), the initial experiment in 1995 was a success. Continuation and further refinements of the program deserve the full sup-

port of the administration.

2. Follow-up Programs for the First Year

No matter how well-organized and effective an orientation program may be, students will be overwhelmed with information. Hence, it is essential that orientation be followed by other programs or retreats during the rest of the first year to reinforce and build upon the initial efforts. Whereas other institutions offer special programs during the first year to help students build the skills needed for academic and social adjustment, the University of Chicago does not. Students we have interviewed have expressed the desirability of such programs. Although some administrators and faculty believe that Core courses accomplish the same goals as freshman seminars at other institutions, many students indicate that the majority of Core courses are entirely academic and do not focus on skills building and student interaction outside the classroom, particularly when a class is large.

Other post-orientation efforts should focus on developing resources and skills of particular importance in the transition from high school, such as programs that target the development and maintenance of good study skills, note taking, time management, and priority setting, as well as resolution of interpersonal conflict, healthy lifestyles, and stress management. Advice and counseling on these topics are available on a limited basis from the Student Counseling and Resource Service and the Primary Care Group, but the University needs to do more both to increase the offerings and to encourage students to take advantage of them. In addition, the continuation of orientation-type programs throughout the first year provides an excellent opportunity for students to build an even larger social network, especially within their year-cohort, benefiting them both individually and as a group in solidifying groups that will work effectively in organizing class events in their future student and alumni lives.

3. Orientation-Type Programs for Returning Students

There is a great deal to be gained from orientation programs for returning students, culminating in some form of senior week shortly before graduation. Students currently return to residence halls only one or two days before classes begin in the Autumn Quarter, giving them little time to renew friendships, make new friends, organize their living quarters, learn about new University resources and policies, or investigate new activities or groups before the onslaught of a new, academically intense quarter. This time (or other time set aside during the school year, perhaps coinciding with first-year retreats) also would be useful for introducing students to the next level of programming and advising, and would further bolster growing social networks.

Programs for returning students would be designed to meet student needs at different times in their careers. For example, for second-year students the choice of programs might include social events, full- or half-day community voluntarism projects, seminars in time-management and study skill brush-ups. For returning 3rd year students, the choices might focus more on leadership skills, oral presentations, career planning,

information about study abroad programs or special scholarships (such as Rhodes), as well as social events and community voluntarism projects. Well thought-through capstone courses and senior week are other ideas that institutions use to help students bring their undergraduate experience to a positive, memorable close.

Returning students should have a graduated orientation program, each year of which focuses on community building, acquisition of new skills, and exposure to additional opportunities appropriate to the different stages of their College careers. To assure continuity, some institutions appoint for each undergraduate class an assistant dean of students who develops an ongoing relationship with that class from its first day of orientation until the time it graduates.

III. The Graduate Student Experience

A. Sources of Information

As noted earlier, the task force focused predominantly on undergraduate students. Our brief comments here on the quality of graduate student experience are based mostly on standing reports, such as the Council on Teaching/Graduate Affairs Office surveys of current students and recent alumni of the graduate divisions and Divinity School (hereafter referred to as CoT survey), a survey of current students in the Biological Sciences Division conducted by the BSD Dean's Council, and the report of the Task Force on Graduate Education (March 1996). We also interviewed departmental administrators from selected departments in the Humanities and Social Sciences divisions, and we have drawn on our own experience. While we had neither time nor resources to conduct a complete, original survey of graduate students and alumni, this struck us as duplicating the effort of the very recent (November 1994) CoT report. Moreover, given the Council on Teaching's conclusion that the quality of graduate student experience is overwhelmingly determined by the culture and conditions in individual programs or departments, it seemed unlikely that anything short of a massive department-by-department survey would move us significantly ahead in our understanding.

B. Factors in Student Satisfaction

Faculty reputation in research, the perceived caliber of the academic program as measured by alumni success, and financial considerations are probably the paramount issues in recruiting excellent graduate students. Once here, academic and financial issues remain important, followed in importance by concerns with the quality of various administrative services, social opportunities, and living conditions in the neighborhood.

1. Faculty Access

The most fundamental issue for graduate students, both doctoral and master's, is access to faculty. The most important factor determining faculty access seems to be competing demands for faculty time, including the number of graduate student advisees per faculty member and the size and relative instructional importance of an undergraduate program or second graduate track. This

applies to all graduate divisions, whether laboratory sciences or Humanities, because of student expectations of genuine mentorship and technical apprenticeship. From the Ph.D. student's perspective, access to faculty seems to be most difficult in departments with large master's programs in which entering students compete for a limited number of doctoral slots. Chicago has a proportionally large graduate student population, and some departments are under financial and academic pressure to have a high number of graduate student admissions [see Task Force on Graduate Education report]. Because of the issue of faculty access, decisions on program size can have significant consequences on graduate student success and satisfaction. According to departmental administrators, Ph.D. students already perceive difficulties arising from reconfigured master's programs: some departments decreased their Ph.D. programs in order to have smaller seminars, only to see seminar sizes increase back to former levels because of master's students from other programs.

2. Funding and Placement

Some students are concerned about both lack of financial support during their initial years and funding levels in the dissertation writing phase. As suggested in the CoT report, many students expressed dissatisfaction with the present system of tuition remission and differential stipends. Some master's and Ph.D.-level students pay full tuition while others receive fellowships from the University. While the decision to award fellowships is based on merit, the unfunded students report considerable morale problems. Because of the competitive and still shrinking academic job market, graduate students in the 1990s have a high level of concern about teaching opportunities while in school, preparation for teaching in institutions with larger class sizes and different missions than Chicago, and, for those not planning on academic careers, being prepared for alternative career tracks. Although CAPS is now being redesigned, in the past it has been perceived as mainly serving undergraduates. These concerns deserve to be taken very seriously by faculty and administration.

3. Academic Atmosphere and Culture

Other important factors in graduate student experience include (a) policies of student admission and the degree to which students compete with each other to be a particular faculty member's advisee, (b) cooperative versus competitive atmosphere among faculty (this collegiality, or lack thereof, also influences faculty access), (c) the degree of social integration among students and between students and faculty, (d) willingness of faculty to provide effective leadership of departmental and center programs (so that highly effective programs do not risk collapse if a key faculty member leaves), (e) faculty respect for students, as signaled through access, mentorship, and general opportunities for feedback and communication to faculty, (f) quality and on-site presence of departmental administrators, (g) general sense of a welcoming atmosphere, (h) general opportunities for feedback and communication with faculty, and (i) the extent to which students must rely on

word of mouth to get information on policies and resources. For minority graduate students, the presence of a sympathetic faculty member in a program can make a huge difference in the perceived atmosphere. Programs that are judged to provide high-quality experiences are those that integrate students into research or faculty-moderated study groups at the earliest opportunity, monitor student progress regularly, and pay special attention to the quality of instruction in the first-year sequence.

These goals and qualities are manifested in the notable success of graduate student workshops in the Humanities and Social Sciences and terminal master's programs like MAPSS. Many Ph.D. students cite the graduate student workshops as among the best aspects of their educational experience because they provide much needed opportunities for open and mutually beneficial student-faculty exchanges. The most successful master's programs also have a clear and well-articulated structure, clear lines of responsibility among faculty, and ample opportunities for faculty-student interaction. Ph.D. programs in the Physical and Biological Sciences tend to receive especially high evaluations: because of the scientific culture, students have virtually continuous contact with faculty advisers, high levels of cooperative interaction with fellow students, counseling and first-hand experiences in professional skills (publication, grantsmanship, oral presentation, lab management, undergraduate teaching), and consistent levels of financial support that continue through the dissertation-writing phase.

4. Support of Students' Academic Effort

Quality of experience is also influenced by the academic support structure. One particular concern is the already high need for English as a Second Language (ESL) programs; if total student numbers were increased, or if foreign students were targeted more intensively for recruitment, the situation would become even more severe. Foreign students need to take ESL courses in the summer before matriculating, but, according to departmental administrators, courses offered in the Chicago area that fit our quarter schedule are of inadequate quality. They suggest that the University consider running an ESL summer program itself, as this would not only satisfy the needs of our own students but would also attract tuition-paying students from elsewhere. Such a course could be taught by outside contractors rather than increasing demands on existing faculty.

Other academic support issues cited by respondents to the CoT study concerned the library and, for students outside the natural sciences, computational support. Library comments focused on the limited hours (Regenstein), level of staffing (staff members themselves were highly praised), and general atmosphere (non-academic staff attitude, noise levels, shortage of copy machines, fine policies).

The departmental administrators we interviewed felt very strongly that programs to develop professional skills, such as seminars on teaching, are of low priority to doctoral students in the Humanities and Social Sciences divisions. They believe that graduate students would much prefer that such funds were used to enable students to

attend (or at least subsidize attendance at) professional meetings, to develop more office space, or to support dissertation writing (including small research grants, better computers and printers for general student use, and especially fellowships to support students during the dissertation-writing phase). In some programs the lack of office space for students prompts students to work in the library or at home rather than within the department, which should be the hub of the intellectual and social community. The success of lounge areas devoted to graduate students or shared with faculty for lunches and seminars suggests one means of compensating for this. Students in the natural sciences also can suffer from isolation from other graduate students in their department if their work is highly lab intensive, but the close association of graduate students, faculty, postdoctoral fellows, and technicians within each lab produces its own social group and commonly leads to long-lasting personal bonds.

Departmental administrators are themselves valuable assets to programs. They commonly are the most reliable source of information within a department for students to learn about policies and support services. Because of their personal contact with graduate students from the entire department or program, they are also important sources of information to faculty on the effects of policies and structures on student morale, and on the adequacy of student support services. For these reasons, it is important that these staff members retain offices physically within departments and that they, as well as divisional Deans of Students, are effective in conveying a sense that the success of its students is University priority.

5. Social Life and the Neighborhood
In the CoT surveys, the inadequacy of athletic/recreational facilities was cited most frequently following library conditions and computational resources. Many students consider facilities to be undersized and not well maintained, and comment that they are typically closed when graduate students are most likely to have time to use them (for example, in the late evening and during quarter breaks). The quality and expense of University health services and of housing handled by the Neighborhood Student Apartments Office were also particular concerns.

Like undergraduates, graduate students see a strong need for more space dedicated to student-union type activities and for longer hours of food service on campus. Renovations and new services in the Reynolds Club directly address these concerns, and efforts are underway to renegotiate food services across the campus. Concerns about personal security also ranked high in the CoT surveys, particularly since graduate students tend to keep long and late hours. The shortage of social opportunities and amenities in Hyde Park (music, bars, pool tables, gyms, stores for jeans and inexpensive children's clothes) were more frequently cited by graduate students than by undergraduates. Consequently, like undergraduate students, they suggest improvements in public transportation to downtown and the North Side (late-night hours).

In general, graduate students seem to have higher expectations for social opportunities in the surrounding community and larger metropolitan Chicago area. Some look outward because of disappointment with social opportunities directly on campus (including perceived poor quality and inconvenient hours of athletic facilities). However, many arrive believing that the University is located in a more urban, downtown part of Chicago or that Hyde Park is a social and commercial facsimile of the North Side. This dissonance between expectation and reality of the University's surroundings is an important cause of dissatisfaction for some graduate students; the sense of having been misled during recruitment seems to frustrate them as much or more than the actual living conditions in Hyde Park.

IV. The Professional School Experience

A. Sources of Information
Members of the task force met with administrators and students from the Graduate School of Business, the Law School, and the Pritzker School of Medicine. Owing to time limitations, we were not able to pursue such conversations with those at the School of Social Service Administration, the Irving B. Harris Graduate School of Public Policy Studies, or the Divinity School (the Divinity School is included in the CoT report).

The professional schools represent very different aspects of the university, with each providing a determinate two- to four-year program in largely its own academic and social environment (these schools have small numbers of Ph.D. students). In the GSB, Law School, and medical school, reputation of the academic program and faculty are considered the paramount issues in recruiting excellent students, because high external rankings are seen by students as indicators of the likely attention that recruiters will focus on the school. Once here, academic stress and individual debt burden are the most important concerns. These professional schools are particularly aware of competition for top-quality students and therefore tend to be responsive to student concerns.

B. Factors in Student Satisfaction

1. Academic Program Administration and Atmosphere
Course evaluation data and interviews indicate that students seem to be pleased with the quality of the teaching and academic programs. However, professional school students, like those elsewhere on campus, have mixed views about the quarter system and academic schedule. A perceived advantage of the quarter system is the diverse range of courses that can be offered. Some believe that the greater number of courses available outweighs the disadvantages of three sets of examinations per year and the stress of twelve-week quarters. The scheduling of quarters presents practical problems for law students since many summer employment opportunities as well as all bar review courses begin in May, before the school year is finished.

All three schools have a system of course evaluations to provide students with information about the quality of each course; these evaluations are taken seriously by the administrations (faculty curriculum committees and appointment committees). Law School students believe that they feel much more academic pressure and competition with classmates than do students in other law schools. At both the Law School and GSB, the out-of-the-norm grading (meaning that both schools regularly assign C and lower grades to students) is a concern for students. Students worry that recruiters will not recognize that the schools assign grades differently than peer institutions and that they will therefore be hurt in the job market. This pressure and competition are increased by the quarter system and grade quotas (such as caps on percentages of As, etc.). In the medical school, students report being challenged but not excessively competitive with each other. The *Pass/Fail* grading system encourages group learning, and the school provides funds for special tutoring if necessary.

Although faculty access and interaction are not as crucial a source of academic success in the professional schools as in Ph.D. programs, they are a source of continuing student concern. There is also a perception among the students in some of the schools that faculty primarily value teaching as a career choice. Law students, for example, cite a desire for an atmosphere that values legal practice careers as well as teaching and for more interaction with practicing alumni.

2. Finances and Post-Graduation Career
Students at all three schools typically face at graduation a heavy debt load that increases the pressure to secure high-paying jobs. Even though graduates of the Law School typically have numerous job opportunities with high starting salaries, many feel they cannot pursue lower-paying public interest positions because of the debt they have incurred. Financial counseling and career advice are also becoming increasingly important to medical students. In general, concerns about jobs raise general stress levels, place more pressure to obtain good grades, and drive higher expectations for assistance in career placement.

The issues of school pride and the status of the institution present the same concerns for the professional school students as for undergraduate and graduate students. Students believe that they receive a superior education, but students at both the Law School and GSB are frustrated by the University of Chicago's lack of name recognition. Those familiar with the legal profession understand the stature of the Law School, but the students often find themselves defensively explaining to family and friends that the University of Chicago Law School is one of the top-ranked national law schools. Students at the business school are concerned about their perceptions that the school is mentioned less prominently than its peer institutions in business publications such as the *Wall Street Journal*. Students would like the University to do more to publicize the activities of faculty and alumni, both to enhance the broader name recognition of the University and to increase pride in the institution among students while they are here.

3. Support of Student Community
The professional schools are particularly aware of competition for top-quality students. Most schools dedicate considerable funds and staff to provide efficient student services and support their student organizations, which are an essential component of the schools' academic programs. These programs and administrative staff enhance communication among faculty, administration, and students, and confirm to students that the school is responsive to their needs.

Co-curricular non-credit activities at the professional schools are also very successful. An innovative and successful example is the GSB Leadership Exploration and Development (LEAD) Program. The school instituted the Lead Program in 1989 to develop the leadership and team skills of its M.B.A. students and to build a stronger sense of community at the GSB. The program has worked very effectively to counter feelings of isolation and alienation, which were common among the students before the program, by helping them get to know one another and to interact with a sizable but not overwhelming group of other M.B.A. students (approximately fifty-five to sixty per group or "cohort" as they are called). The business school also has about thirty-five student special interest groups, focused on occupation (such as management or consulting), geography (for example, Asian business students), demography, and other bases; a full-time staff member works with these groups. The Law School supports students in similarly diverse ways. In the first-year legal research and writing program, thirty students are assigned to each Bigelow Fellow for small-group instruction. The school also supports three student-edited law journals, the Mandel Legal Aid Clinic, Moot Court, thirty-two student organizations, and a variety of public service programs within the Hyde Park community; it also schedules regular town meetings and Dean's breakfasts to encourage student input. The medical school provides an orientation program, career day programs on medical specialties, computerized lists of alumni, about twenty student groups of social or professional nature, and retreats for first-year students, faculty, and their families.

These varied activities support an active extracurricular life for professional students, many of whom live outside Hyde Park. One of the few social needs expressed by professional students was for improved and expanded athletic and recreational facilities so that there is sufficient space for recreational users and varsity athletes during the day when they are on campus. They see recreational athletics as an important means of socializing and relaxing.

V. Minority Students and Gender Issues

A. The Experience of Underrepresented Minority Students
After talking with a variety of students and staff members, it appears that there are a number of student experience issues that primarily and disproportionately impact underrepresented minority students. The term "underrepresented minority students" refers to students from racial and ethnic groups whose enrollment at the University of Chicago is generally much smaller than that group's representation in the general

population. African-Americans, Latinos, and Native Americans currently fit this definition. These issues did not surface in the task force's listening conversations, possibly because many have difficulty discussing this concern frankly in public. A series of meetings held with members of culturally specific student organizations by Student Government and some one-on-one conversations have revealed a number of concerns specific to minority students.

Many of these issues can broadly be classified as issues of overall "climate." Many minority students see the University's climate as insensitive or even hostile to their racial or ethnic identity, and much of this alleged insensitivity comes from other students. Upon encountering a racially or culturally insensitive remark or action, many minority students feel limited to one of two responses. Some choose to ignore it or not discuss it with anyone other than close friends. While this may sometimes be an appropriate strategy, it is not advisable in cases of more egregious behavior. It also fails to alert and educate the other party about what remarks are appropriate. Students who choose to confront others often find such a strategy to be emotionally exhausting and socially off-putting, particularly when the incident resulted from another's ignorance rather than malice. Some minority students feel that they are called on more often than is appropriate or comfortable for them to educate other students about aspects of their culture and history.

There is also a perception that current methods of dealing with and discussing campus security sometimes place minority students in awkward situations. Incidents at building access points have given rise to complaints that minority students' University status is challenged more often or more aggressively than that of other individuals, with no apparent justification. Additionally, some students have reported offhand remarks and statements made during orientation security presentations that they found to be stereotypical and demeaning. This problem has tended to surface in professional schools where there is not a standardized security presentation made by a representative of the University Police.

Finally, underrepresentation itself can add to a feeling of isolation among minority students. The lack of fellow minority students, staff, and faculty at the University often creates a sense of being in the "out" group. The recent increase in activity of such groups as Organization of Black Students, HACER (Hispanic Association for Cultural Expression and Recognition), South Asian Students Association, Sistafriends, and Minority Graduate Students Association suggests that these students are looking to create support networks that will help them better cope with feelings of isolation.

It should be noted that issues of "climate," while of special concern to minority students, contain elements that are common to many students of different backgrounds. Emphasizing civil discourse, even-handed treatment inside and outside the classroom, and sensitivity to differences in background and culture will benefit the entire campus and broaden every student's horizons. Because of the complexity of the

above issues and their prevalence as well as their persistence, the task force strongly encourages the University to take a closer look at the overall experience of its underrepresented minority students.

B. Gender Issues

As was true with minority concerns, students themselves did not raise gender issues in our listening conversations with them. A number of our task force members, however, related concerns that students have expressed to them. We realize that these issues are not unique to the University community, but they do bear on some students' experience. Since data is limited, we do not know whether these issues are more pronounced at the University than elsewhere [CoT report on graduate satisfaction; while the Taub report explores these questions with undergraduates, data has not yet been processed]. Existing reports of dissatisfaction sort into three broad categories:

• *Classroom culture*—Insofar as some students perceive biases in the classroom, we encourage faculty to discuss the relationship between issues of gender and pedagogical practice.

• *Academic culture*—Some graduate students perceive a relationship between gender and success in an academic discipline. Issues raised include progress toward degree, problems with collegiality within an insufficiently diverse faculty, and in some instances of difficulties finding mentors. The University's recent establishment of the Gender Studies Center and program should help remedy this situation for those students studying gender issues. We suggest that members of the center be consulted in future studies of gender issues involving the University community.

• *Social environment*—Some students, particularly undergraduates, report difficulties establishing and maintaining appropriate social relationships and boundaries with their peers. We encourage the University to make better known its resources for advising and assisting students with questions and concerns in this area. These resources include residence staff, College Advisers, and Deans of Students.

The University has in place a complement of resources and procedures for addressing the related but distinct issue of sexual harassment. These mechanisms, which include the Sexual Harassment Complaint Advisors, have been designed to address hostile environment and *quid pro quo* sexual harassment as well as to help with related issues. While there is a sense among administrators and many students that these mechanisms work well, other students are skeptical. Their skepticism ranges from a belief that these mechanisms are not communicated well to a conviction that sexual harassment and sexual assault should be addressed by a single policy and procedure.

These concerns merit further discussion and examination, perhaps by a smaller working group formed specifically to explore gender issues and perceptions of gender bias in the University community. The University has both a tradition and a responsibility to be a leader in studying these complex and deeply contextual issues, and it is in this spirit that we suggest further study.

VI. Strategic Goals and Recommendations

The task force takes as a given that, above all, the University must maintain its high academic standards: enhancing the University as an institutional leader in scholarship and teaching should remain our paramount priority. All segments of the University community with whom we spoke, including students, agreed on this priority. Students very much wish to feel a part of the larger institutional community and its mission. They also, however, expect their years in college and post-baccalaureate programs to be a multidimensional experience, encompassing much more than the acquisition of new knowledge and skills. They expect opportunities to develop new friends and establish lifelong personal and professional relationships, to have access to mentors, to find their vocation and avocation, and to mature as individuals in myriad ways.

Following eighteen months of consultation with students, staff, and faculty, we recommend the following five strategic goals with respect to improving the quality of the student experience: (1) reduce factors that unnecessarily aggravate academic stress, (2) increase students' sense of social community, (3) foster an institutional philosophy that clearly values students, (4) increase assistance to students in developing plans and skills for life after graduation, and (5) broaden awareness of the institution outside the University and of the talents of its students both inside and outside the University. Our specific recommendations for accomplishing these goals include some changes that are already in the process of being effected and others that can be implemented immediately. Recommendations also include topics for further investigation and development, either by *ad hoc* committees or by standing groups such as the Council on Teaching, the College Council, and the University Senate. We have written these recommendations based upon current student body size and composition. If increases occur in either undergraduate or graduate programs, these suggestions will take on an added urgency.

Strategic Goal 1: Reduce factors that unnecessarily aggravate academic stress

This is the most fundamental issue for improving the quality of undergraduate, graduate, and professional student life. Undergraduates report that the greatest impediment to their having a well-rounded experience is a lack of time due to heavy work loads. While a number of approaches might be taken to improve this situation, we only recommend changes that insure that academic rigor is not diluted.

Recommendations
• Lengthen breaks between academic terms.
• Insure that undergraduate reading periods and holidays are respected.
• Consider increasing summer course offerings for time-intensive courses such as languages and science labs.
• Review University course scheduling policies and practices to assure that courses are distributed throughout the day and year to help students complete requirements.

• Insure reliable course evaluation system for student feedback on the quality of teaching and on work loads; insure timely communication of evaluations to faculty and department chairs; improve responsiveness of the system to criticism.
• Reconsider structure of undergraduate academic advising, particularly with respect to the concentrations.
• Establish a joint faculty-student group to examine the issue of *Pass/Fail* options for the first year.
• Insure availability of resources that students need, including computer access and, for graduate students, office space and small research grants.
• Improve ESL support to foreign students, perhaps through summer courses.
• Increase number of relaxed study areas for students, including comfortable areas in the libraries that allow food and drink.
• Re-evaluate the size and structure of graduate programs with large numbers of master's students who are funneled into small Ph.D. programs.
• Insure that Core courses introduce undergraduates to a similar array of skills and provide a comparable level of interaction with instructors as do freshman seminars elsewhere.
• Make every effort to insure that the faculty's accessibility to undergraduates is preserved.

Strategic Goal 2: Increase students' sense of social community

Many students feel socially isolated. The perception of inadequate social opportunities appears to be driven more by academic pressure and geography than by the availability of planned social events. There is much room for improvement, particularly in compensating for the commuter lifestyle that many students have, even when living in residence halls, and in broadening the sense of community within year-class cohorts, with the campus at large, and with Hyde Park and the city of Chicago.

Recommendations
• Proceed with Phase II of the Reynolds Club renovation as well as with long-range planning to establish an effective, adequately sized Student Center for unscheduled and planned activities.
• Support the growth of "traditions" that foster a sense of institutional pride and community; "sanctioned fun" ameliorates the perceived tension between academic rigor and an improved social atmosphere.
• Promote regularly scheduled events in which students may participate singly or in small groups.
• Expand "late night" food options on campus and continue evaluation of campus food services using the Chicago Card to link Hutchinson Commons and residential dining halls.
• Consider extending Chicago Card use to charge rides on campus buses.
• Encourage faculty and others to assist in the creation of small informal breakfast, lunch, or dinner groups with common interests that meet weekly in dining halls, Reynolds Club, local restaurants, or private homes.
• Continue expanded first-year orientation program that introduces students to each other as well as to resources on cam-

pus, in Hyde Park, and in Chicago.

• Create additional opportunities in first and subsequent years to encourage year-class cohesion by initiating freshmen seminars; experimenting with some first-year residence halls or houses within halls; offering orientation-type experiences for returning students that provide renewed opportunities for socializing, community voluntarism efforts, advanced skills training, and career development before classes begin; and strengthening senior week.

• Improve ease and regularity of inexpensive access to downtown and the North Side.

• Consider appointing for each new class an Assistant Dean of Students who will maintain relations with that class over the full four years.

• For graduate programs with scarce student office space or with many commuter students, consider establishing lounge areas and regular social hours or tea times to facilitate informal interactions and a sense of community; increase efforts to incorporate students into faculty-led research groups as early as possible.

• Build new Athletics Center including a swimming pool, with improved and expanded facilities for both recreational use, intramural teams, and varsity athletics.

• Work in whatever ways possible to increase the concentration of undergraduates on and close to campus in selection of site for any new residence halls.

Strategic Goal 3: Foster an institutional philosophy that clearly values students
Valuation of students can be demonstrated in three main ways: (a) by the attitude we convey in speeches—we tend to focus on faculty rather than on student and alumni achievement, (b) by the degree of voice students have in decision making on campus, and (c) by the quality of administrative services rendered to students. The consideration of quality of student life issues should become a continuing priority at all levels of the University, and student participation in the process should be increased. Student satisfaction with their experience is strongly influenced by their sense of being valued by the institution.

Recommendations
• Aggressively communicate to the University's constituents, friends, and other interested parties—ranging from students, alumni, parents, prospective students, prospective employers, and other academic institutions—the achievements of not only our faculty but of our students and alumni as well.

• Avoid implying to our students that the only measure of academic achievement is a Nobel Prize or that the only career path to be valued is the academic one.

• Encourage and support direct, two-way communication between representative student bodies and the University.

• Establish permanent means by which students can convey their concerns and suggestions (academic and non-academic) directly to the administration—for example, a suggestion box in Regenstein; a standing column in the *Maroon* for timely publication of questions and administrative responses; a description of the changes implemented or

planned, or an explanation of the difficulties or trade-offs involved; regularly scheduled quarterly or semiannual town-hall meetings of area Deans of Students with students, and an annual University-wide meeting with the President and area Deans of Students. In all of the above, be certain that questions, concerns, and suggestions are responded to promptly. Chairs of undergraduate concentrations and graduate programs should consider instituting similar semiannual town-hall meetings for open discussion of issues with their students.

• Clarify Deans of Students' role as general problem solvers for academic and non-academic concerns of all types.

• Insure student input to reviews of possible change to the calendar, *Pass/Fail* options, and other factors related to academic stress.

• Continue to increase the level of student involvement in designing changes in community resources mentioned in goal 2 above and in the administrative maintenance of these programs once established; student involvement should be a continuing, not episodic, feature.

• Encourage University publications and News Office to increase coverage of students' achievements and alumni successes in non-academic as well as academic areas.

• Encourage undergraduate concentrations and graduate programs to initiate annual newsletters for their alumni; for many students, this is an appealing means of keeping in touch with former classmates, faculty, and staff connected to a specific program; also use newsletters to report initiatives at the departmental and University level in which alumni input would be valuable.

• Continue work that has already begun to improve the delivery of student services, including the graduate housing office, the Primary Care Group (formerly the University Health Service), and food and other services associated with the Chicago Card; improve financial aid processing, telecommunication services, and Internet access capacity; encourage a service mentality, particularly among those who have direct contact with students.

• Provide easy-to-use information about which forms and offices are needed to complete common administrative processes; the fragmentation of many processes, especially in financial aid, and lack of instruction result in much irksome trial and error by students.

Strategic Goal 4: Increase assistance to students in developing plans and skills for post-graduation life
Students desire practical advice in preparing themselves for professional careers after graduation. This is not a request for a completely different kind of education at the University, but for supplemental training in basic professional skills, for contacts and mentoring relationships with alumni, especially those outside academia, and for wider information on pre-graduation internships and other opportunities to explore career choices and build their résumés.

Recommendations
• Capitalize on our alumni as resources; include them in highly visible relationships

with students, from orientation through role modeling and career mentoring; focus on alumni as speakers and as subjects of speeches and feature articles; alumni reassure students of the value of their education by demonstrating their success in diverse careers.

• Arrange for more internships and other opportunities for students to develop hands-on, practical experience.

• Provide general, life-skills training (for example, time management, conflict resolution, stress management) through additional orientation for returning undergraduates and other programs described above.

• Encourage and support programs that offer students leadership opportunities.

• Expand CAPS's responsibilities to include aiding master's and Ph.D. students seeking non-academic careers.

Strategic Goal 5: Broaden awareness of the institution and the talents of its students both inside and outside the University
To support the process of student recruitment and further the success of alumni, we must be more aggressive in raising nationally the name recognition of the University and in communicating to the public the high standards and remarkable accomplishments of its students and faculty. It is not sufficient to rely on the strength of our reputation among the cognoscenti, particularly as other institutions become more aggressive in recruiting and as more students look to careers outside academia. Additionally we need to work within the institution to acquaint current students with the successes of fellow students and recent alumni. To list specific recommendations for achieving wider recognition is outside the expertise of this task force. However, we do stress our strong belief that public recognition is fundamental to the morale of current students, the satisfaction of alumni, and the successful recruitment of outstanding students. Wider recognition of the University and the standards of academic achievement for which it stands will not only assist our students in their lives after graduation and further our efforts to continue to attract the best students in the country, but will also bolster students' sense of pride in their association with the University and in their accomplishments while here as students. McKinsey and Company has been retained to make recommendations, which should be helpful in this regard. We look forward to the insights of that study and hope that this work will open the way for other marketing and public relations studies. We urge the University to make broader awareness of the institution a high priority over the coming years.

Members of the Task Force on the Quality of Student Experience
Susan Kidwell, Geophysical Sciences, *Chair* (1994–96)
Brad Barbeau, Graduate School of Business (1995–96)
Alison Boden, Rockefeller Chapel (1995–96)
Sondra Cohen, Resident Master (1994–96)
James Crown, Trustee (1994–95)
Ingrid Gould, Provost's Office (1994–96)
Janice Knight, English (1994–96)
John MacAloon, Social Sciences (1994–96)

John McCarter, Trustee (1994–96)
Michael Mendoza, Student in the College (1994–96)
William Michel, Reynolds Club (1994–96)
William Novak, History (1995–96)
Harvey Plotnick, Trustee (1994–96)
Thomas Rosenbaum, Physics (1994–96)
Steven Shevell, Ophthalmology and Visual Sciences (1994–95)
Morton Silverman, Psychiatry (1994–96)
William Simms, Physical Education (1994–96)
Abbie Smith, Graduate School of Business (1994)
Jonathan Z. Smith, Humanities (1994–95)
Geoffrey Stone, Provost (1994–96)
Arthur Sussman, Vice-President (1994–96)
Henry Webber, Associate Vice-President (1994–96)
Karen Wilson, Graduate Student (1994–95)
Judith Wright, Law School (1994–96)

Additional Student Members of Task Force 1994–95 Subcommittees
Chris Albanis, Student in the College and Student Government representative
Sara Bruce, Student in the College and Food Committee representative
June Chung, Student in the College and Council representative
Andy Curtis, Student in the College and Housing Activities Resource Council representative
Mike Gelatka, Student in the College and Housing Activities Resource Council representative
Lisa Grumberger, Graduate Student and Assistant Ombudsperson
Tony Hermans, Student in the College and Council representative
Sri Mani, Student in the College and Student Government representative
Susan Popper, Student in the College and Inter-House Council representative
Geoff Sant, Student in the College and Housing Activities Resource Council representative
Jamie Stankiewicz, Student in the College and Housing Activities Resource Council representative
Rachel Swain, Student in the College and Student Government representative

Appendix on First-Year Orientation Programs

Students need support in making a successful transition from: (a) high school to college, (b) each academic year to the next, (c) undergraduate life to graduate school, and (d) the completion of their studies or training to entering the "real world." Each transitional step requires the acquisition of new skills, perspectives, and tools for success.

Issues identified by staff (counselors, advisers, etc.) and general manuals as specific needs during the freshman year of college include:

1. dealing with new-found freedoms, relationships, responsibilities, and expectations;

2. adjusting to new environments and independent-living conditions;

3. developing "survival techniques" such as being responsible for daily routine, conflict resolution, learning from experience, developing tolerance and civility toward

others;

4. developing and/or enhancing study skills—time management, reading proficiency and comprehension, note taking, memorization techniques;

5. refining mechanical skills, such as writing skills, critical thinking skills, computer skills, problem solving skills, test taking skills;

6. building healthy self-esteem;

7. managing money;

8. managing stress;

9. making and retaining friends;

10. making connections to campus and community activities;

11. making a lifelong commitment to wellness;

12. assessing realistically one's strengths and weaknesses, expectations and limitations.

The following common developmental themes exist for all students:

1. Students need to hear that they are wanted and appreciated by virtue of their background, skills, talents, and potential contributions.

2. Students need to be instructed about their duties and responsibilities by virtue of their student status. Expectations must be clarified and reinforced.

3. Students need to be reminded of the University's limits, values, expectations, priorities, and ethos. Students need to know what is their relative role in an institution of higher education which is, first and foremost, committed to the acquisition and dissemination of new knowledge.

4. Students need to know that the institution fosters exploring and experimenting with new roles and responsibilities in a safe and secure environment. They need role models to emulate, react to, or even reject.

5. Students need to be regularly reassured that they made the correct choices (and sacrifices) to engage in a University of Chicago education. This should occur both inside and outside the classroom, and all University faculty, staff, and administrators should be involved.

Report of the Panel on Sexual Harassment

December 12, 1995

The Policy and Procedures concerning Sexual Harassment (adopted by the Council of the University Senate, May 8, 1990) require that an annual report be made to the council (1) describing the University's program to prevent sexual harassment and (2) reviewing the incidents brought to the attention of the Sexual Harassment Complaint Advisors or the Panel on Sexual Harassment. This is the report for the year 1994–95. It was originally scheduled to be presented to the council on May 23, 1995, but because of a crowded agenda, was moved to December 12, 1995.

Prevention and Education
The Sexual Harassment Complaint Advisors received and accepted sixteen invitations to make presentations on the subject of sexual harassment and to lead discussions on this topic. This is approximately the same level as the previous year, representing a continuing interest in this topic. Many orientation programs for entering graduate students, tutors, and teaching assistants have established a permanent place in their annual schedule for a presentation from the Complaint Advisors. Also, after five years of successful operation, a cadre of former Complaint Advisors exists, translating into additional presentations courtesy of these veterans. One goal of rotating an individual through a two-year appointment as a Complaint Advisor is to develop expertise and awareness that will continue to benefit the community long after the two-year term has expired.

As in past years, the pamphlet *Sexual Harassment: What We Can Do,* revised in 1994, was distributed in the fall to all students and to all faculty with a memo from the Provost. This process has already been repeated for 1995.

Monthly meetings remain central to the Complaint Advisors' efforts to educate themselves. By sharing strategies that have helped resolve problematic situations, they benefit from each other's experiences. Again this year, invited speakers from the Office of Legal Counsel, the Student Counseling and Resource Service, and the Department of Psychiatry shared their perspectives and expertise with the Complaint Advisors.

Quarterly round table discussion with representatives of the various campus offices that work on and around the subject of sexual harassment continues to provide a valuable forum in which to share ideas, promote collaborative projects, and eliminate duplication of efforts. These offices include the Sexual Violence Prevention Resource Center, the Student Counseling and Resource Service, the Peer Health Educators, the College Orientation Office, the Dean of Students Office, and the Housing Office.

Formal and Informal "Cases"
Formal
No formal complaints were brought before the Sexual Harassment Panel.

Informal
Sexual Harassment Complaints about Faculty. There were three complaints about faculty members and one complaint about a student in an instructional capacity. One case involved an inappropriate relationship between a faculty member and a female staff member he supervised. When the matter was brought to the University's attention, the employee was assisted in locating another position, the Provost officially reprimanded the faculty member, and the situation was resolved.

In two other cases, male faculty members acknowledged making inappropriate sexual remarks to female staff members. In both cases, the faculty were warned by the appropriate University official about the consequences of such conduct persisting, the behavior ceased, and the situation was resolved.

The remaining case concerned a student who was receiving unwanted attention from her male student-instructor. The department chair reprimanded the student-instructor, the behavior ceased, and the situation was resolved.

Sexual Harassment Complaints about Staff Members. The only complaint concerned a graduate student who contacted a Complaint Advisor for guidance when a staff member tried to pressure him into continuing their romantic relationship. Assistance was provided to the graduate student but the outcome of the situation remains unknown at this time.

Sexual Harassment Complaints about Students. A graduate student sought assistance from a Complaint Advisor when her ex-boyfriend, also a graduate student, made repeated, unwanted efforts to continue their relationship. With assistance from a representative of the Dean of Students Office, the situation was resolved.

Questions about Related Matters. Students, faculty, and staff consulted with Complaint Advisors on another twenty-two matters related to but not actually constituting sexual harassment. Typically, advice rather than intervention was sought and provided, helping the individual to bring the problem into focus and to a successful conclusion. About one-third of these matters involved a student perceiving a faculty member's conversation, invitation, or touch as inappropriate and carrying sexual overtones or as overtly sexually suggestive. Another four individuals sought advice on how to deal with troubling situations with people not affiliated with the University, ranging from a Peeping Tom to co-workers at off-campus jobs. The remaining matters included students' efforts to communicate unequivocally their lack of interest in pursuing a peer relationship and staff problems arising in part—but not exclusively—from gender tensions.

While the incidents in this report reflect inappropriate and unprofessional conduct, it should, of course, be remembered that the vast majority of interactions between individuals on campus are characterized by mutual respect.

The Provost's *Ad Hoc* Committee on Instructional and Research Media

February 1996

Summary of Findings and Recommendations

Faculty from nearly all disciplines at the University of Chicago now use—or wish to use—audiovisual and digital media in their teaching and research, either as primary or integral objects of study or as essential supplemental and illustrative materials. Some want to make the media a subject of their teaching, because understanding the media (which citizens encounter on television, radio, and the home computer, in advertising and the movie theater) is central to understanding modernity and late–twentieth-century culture. Others want to use media resources (slides, video segments, projected text, computer-generated maps, graphics, and simulations) as a crucial supplement to printed media in their teaching. Many of our faculty have come to Chicago from universities where the availability of the media resources necessary for such teaching is taken for granted and have been astonished by the degree to which Chicago lags behind other institutions in the provision of such resources.

The lack of basic media services on campus frustrates faculty, limits the scope of their intellectual inquiry, reduces their ability to teach and develop courses as they wish, and puts the University at a serious disadvantage in preparing students for life in the twenty-first century. Chicago's proud record of providing a home for advanced interdisciplinary research and instruction is seriously threatened by its lack of multimedia resources. As the most searching inquiries in many fields are today tending to approach cultures not only as textually-based but as visually- (or iconologically-) and aurally-constituted, the provision of adequate technical resources for pursuing these inquiries must be counted as an urgent necessity.

Many faculty are forced to go to unacceptable lengths to use media in their courses—carrying heavy equipment across campus, holding classes in their homes, and spending inordinate amounts of time that would be better used in teaching and research trying to track down media resources. Many more have been so frustrated by the obstacles to using media at Chicago that they have stopped trying to do so, but believe that this has compromised their teaching and research.

It is time for the University to act decisively to support faculty and student use of media in research and teaching. A major fund-raising initiative would allow the University to become a national leader in the development of multimedia instruction and media services. Without such a campaign, it probably will not be possible for Chicago to develop a media center comparable to those available at peer institutions. But even without such a campaign there are a number of steps the University could and should take to satisfy the minimum needs of its faculty and students.

Our recommendations may be summarized as follows:

1. Six additional classrooms on the Main Quadrangle should permanently be equipped with both traditional audiovisual equipment and more advanced digital media.

2. Mobile media equipment should be made readily available to faculty in the most heavily used classroom buildings.

3. Procedures should be initiated to centralize the purchase, rental, storage, management, and cataloging of media materials, such as videos, slides, and CD-ROMs. The Library is the most appropriate unit on campus for this responsibility.

4. Existing media services should be coordinated and publicized more effectively, and an Instructional Media Services Coordinator should be hired to provide direct media services to courses, workshops, and special events, and to coordinate and publicize the efforts of existing media services.

5. Budgetary provisions should be made so that faculty do not incur additional expenses for using media in their courses.

6. The need for additional media facilities should be reflected in the University's long-range planning.

The Committee's Charge

Noting that "faculty and students are increasingly interested in using visual and aural media for teaching and research," Provost Geoffrey Stone established the *Ad Hoc* Committee on Instructional and Research Media in May 1995. He asked the committee to investigate how important media were to teaching and research and how other universities have provided media services. He also asked the committee to develop recommendations for the provision of media resources and services at Chicago, particularly regarding the most important equipment and facilities needed, the procedures that should be established for the purchase or rental of media materials, and the organization of staff support.

The committee held its first meeting in July and met regularly in the autumn of 1995. It surveyed media services available at Chicago and at other universities; it contacted faculty who had indicated interest in using media to ask them for more detailed statements concerning their needs; and it studied and discussed the appropriateness for Chicago of the various models available for the provision of media services. This report summarizes its findings and recommendations.

The Need for Instructional Media

We have assessed faculty need for media services by surveying and requesting records from existing media service centers such as the Film Studies Center and by requesting more detailed statements about media needs from faculty who have tried to use existing services. This survey has made it clear that many faculty are committed to using media in their courses, have been frustrated by the lack of resources at Chicago, and believe they cannot teach as creatively or effectively as they would like because of the lack of such resources.

Requests for media services made to the Film Studies Center provide one of the best indications of the extensive demand for media facilities on campus. Since the center opened in November 1992, it has received hundreds of requests for media services from faculty in African-American Studies, Anthropology, Art, Art History, East Asian Languages and Civilizations, English, French, Gender Studies, General Studies in the Humanities, German, History, Humanities Core courses, Italian, Music, Philosophy, Political Science, Russian, Scandinavian, Social Sciences Core courses, South Asian Studies, and Spanish. The center has also received requests for use of its facilities from numerous workshops, including American Studies, the Chicago Group on Modern France, Early American Cultures, Gay and Lesbian Studies, Gender and Society, and Latin American Studies. It has received additional requests from other University centers, including the Chicago Humanities Institute, the Olin Center, and *Critical Inquiry*, and from the Renaissance Society.

Accommodating such requests from non-cinema studies courses and workshops has accounted for about a third of the use of the Film Studies Center facilities and for a substantial amount of the time of the center's Assistant Director. But the limited staff of the Film Studies Center cannot be expected to field the inquiries of faculty about audiovisual and other multimedia instructional resources, a task handled at most universities by a separate media services center. Moreover, although the center accommodates as many requests for media services as possible, it already has to turn down most of them, since its primary mission is to serve the needs of courses in Cinema and Media Studies. In the near future it will become virtually impossible for the Film Studies Center to accommodate any such requests because the number of Cinema Studies courses and students will grow with the appointment of a second tenured faculty in Cinema Studies and the likely establishment of an undergraduate concentration in Cinema and Media Studies. The expansion of the program in Cinema and Media Studies—a development we wholeheartedly support—means, in other words, that the Film Studies Center will no longer be able to serve as a safety valve for media needs, and this, in turn, will dramatically increase the problems encountered by faculty needing to use media.

As the number of requests to the Film Studies Center indicates, faculty use (or attempt to use) media in a wide range of courses.

Many faculty teaching in the Core have expressed particular interest in using media. Faculty teaching South Asian, East Asian, Latin American, and American Civilization all use or want to use video in their courses. In recent years Amy Kass (College) has shown Shakespeare films every winter in Human Being and Citizen, a Common Core humanities course with more than 375 students enrolled, but has depended on the Film Studies Center to do so. Susan Goldin-Meadow (Psychology) uses video segments in her Core social sciences course (Mind) as well as a graduate/undergraduate course (Introduction to Developmental Psychology) to show how children learn language. But to do so, she has had to carry video equipment from the Psychology Department to Judd Hall, set it up, and dismantle it for each class. Moreover, things have gone wrong with the equipment often enough that she has had to "reconsider using the equipment at all . . . [although] I believe [media] are an important part of the learning experience."[1]

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1. All quotations are from memoranda prepared by faculty concerning their experiences using media at Chicago.

Faculty teaching courses in a wide range of disciplines have expressed equally strong interest in using media and equally great frustration with the inadequacy of the media services available to them. Anne Robertson, the Chair of the Music Department, reports that all sections of Music 101 and many advanced courses in the department now use projection equipment and slide projectors frequently, but only with considerable difficulty. Rashid Khalidi (History and Center for International Studies) reports that courses in Arabic, Hebrew, and other Middle Eastern languages and cultures would like to be able to use "movies, television, and tapes as a supplement to instruction in order to give students a better sense of the real-life nature of the societies they were studying." "By comparison with peer institutions," he notes, "we are far behind in this regard." Tamara Trojanowska (Slavic) wishes to show theater videos in her drama courses, since her courses "rely not only on dramatic texts but also on the visual aspects of theater productions," but, as a new member of the faculty, she is "particularly concerned with the very limited [video] collection of theater materials available . . . at U. of C."

Even faculty whose teaching has a central focus on media have found it difficult to incorporate media presentations in their courses. For several years, for instance, Martha Ward and her course assistants in Art 101 were forced every day the class met to "lug across campus from Cochrane-Woods to Kersten the following gear: two projectors in their cases, one lectern light with a small extension cord, a collection of spare light bulbs, six large electrical cords, a three-foot long board, and several telephone books [on which to balance the projector]."

The paucity of media resources is felt most acutely by faculty who need to use media only occasionally in their courses, but who believe such media play a crucial role at those moments. Jean and John Comaroff (Anthropology), for instance, report that while none of their classes in Anthropology and African Studies focus primarily on media as topics, "nearly all make use of film, video, and slide projection to some degree—usually about five times per quarter." But, they add, "arranging to show films or videos to large classes has been a long-standing headache; modes of securing machinery have been unsystematic and the equipment is often in poor condition." At times, they—along with several other faculty reporting on their experiences—have had to resort to holding classes at home.

Like many faculty, Larry Rothfield (English) makes only occasional use of video or slides in his courses, but feels they play a crucial role in developing certain themes. In a course on subcultures, for instance, Professor Rothfield wanted to include filmic and musical expressions and representations of subcultures but found it virtually impossible to do so. "I have experienced similar problems when trying to do something as simple as show a slide of van Gogh's painting of a pair of shoes in a class on literary theory (the painting having been a critical crux)," he adds; "even getting hold of the slide, not to mention the slide projector, took a ludicrously long time."

Similarly, Robert von Hallberg (English)

does not teach courses focusing on media as a topic, but he believes it would enhance his students' understanding of poetry if they could hear the poets read their work or hear how the meaning of poems changes when they are turned into song lyrics in his Introduction to Poetry and Contemporary American Poetry courses. Finding a classroom with a tape recorder and adequate sound system has proven almost impossible, however.

Robert Kaster (Classics) would like to be able to project texts, related images, and bibliographic resources onto a screen to facilitate discussion in his courses, but has found it impossible to do so.

The cumbersome procedures in place for securing media services (or the absence of any such procedures at all) have so discouraged many faculty that they have stopped trying to incorporate media in their teaching, although they believe this has had a considerable pedagogical cost. "Combining filmic and print texts in a course today involves such intricate coordination so far in advance that I have simply ceased trying to plan such courses," William Veeder (English) reports. "There are a considerable number of us … who would teach more film and thus more interesting and intricate courses if the campus facilities would allow." Sander Gilman (German) laments the fact that "it was (and remains) impossible to use spontaneously this material. One must plan months in advance and this means that any brilliant insights that grow out of the classroom energy can not generate moments in which we look—only read."

In short, many faculty would like to use multimedia instructional resources in their teaching. Whatever their degree of interest in using media, however, faculty have been discouraged and frustrated by the inadequacy of the facilities available at Chicago.

As Arjun Appadurai (Anthropology and Chicago Humanities Institute) notes, "the idea that faculty in the humanitis and social sciences don't really need or use all this fancy stuff is, of course, self-fulfilling and will assure that as everyone [at other universities] moves into the twenty-first century we will stride boldly into the nineteenth."

As Professor Appadurai's comment suggests, it is widely recognized among the faculty that Chicago lags far behind other universities—and even many small colleges—in the provision of media services to its faculty and students. Indeed, faculty who come to Chicago from other institutions are often dismayed by the paucity of media resources available here compared to peer institutions. "In my undergraduate courses at Harvard and at the University of Virginia," Janice Knight (English) reports, "I always incorporated a unit on visual representations of Native Americans, colonial architecture, and American landscape painting." The difficulty of securing slides, projectors, and classrooms with projection facilities at Chicago has forced her to "greatly reduce the number of sessions that include any visual materials." William Sibley (East Asian Languages and Civilizations) recalls that when he left the University of Michigan for Chicago a dozen years ago, his former university "already had in place a very extensive A-V 'department,' with all kinds of equipment and a hefty budget to match."

The anecdotal impression that the University of Chicago is far behind other institutions in the provision of media services has been confirmed by our research. At the beginning of our deliberations, our committee studied the availability and organization of media resources at several other universities selected because of the variety of media policies they had adopted: Northwestern, M.I.T., Columbia, Notre Dame, Wayne State, and the Berkeley and Santa Cruz campuses of the University of California.

Although we realized before conducting this survey that the University of Chicago had not made the same commitment to the development of instructional media that many other schools have, we were startled to discover just how wide the gap between Chicago and other universities has become. Every school we investigated has made a far greater commitment to providing its faculty and students with media resources than Chicago has. Some universities, such as Notre Dame, have equipped every single classroom on campus with at least a VCR and a video monitor or ceiling-mounted video projector. Many schools in the middle range, such as Santa Cruz, have as many as seventy well-equipped classrooms. Every school investigated has at least five to fifteen classrooms (available to faculty in any part of the University) permanently equipped with a VCR, screen, and other audiovisual equipment. Most universities are also moving to supplement traditional analog audiovisual presentation equipment with computers, laser discs, CD-ROMs, and other equipment for the display of digital, networked, and multimedia material.

Most schools also provide a cluster of individual viewing stations where faculty can conduct research or preview videos and where students can conduct research or review videos they missed in class or are writing about. These stations are usually located in the university's media center or, where such a center does not exist, in its library. Every school has a centralized mechanism for the delivery of media equipment to non-equipped classrooms. These facilities and services provide essential support for classroom teaching.

As we took our guided tours of the impressive multimedia classrooms at Northwestern, Notre Dame, and other schools, it occurred to us that high school seniors, who take the same tours while looking at colleges, have doubtless noticed the same discrepancy. It is likely, in fact, that many of them come from high schools offering more multimedia instruction than Chicago does and that many of them are startled to discover the absence of comparable facilities at a major research university. Similarly, Chicago's ability to attract the best graduate students, both for the Ph.D. and for existing and anticipated M.A. programs, will be compromised if the increasingly media-literate and computer-savvy college students realize how woefully under-equipped Chicago is. If Chicago is to attract top students, as well as to support faculty leaders committed to developing innovative teaching strategies, it must make a much stronger commitment to multimedia instructional and research resources. The University cannot be an educational leader in the twenty-first century without doing so.

Recommendations

The growing demand for media services from faculty and students and the utter inadequacy of media services at Chicago lead us to believe that an ambitious and costly program of media development would be fully justified. But the budgetary constraints that currently shape almost every aspect of University planning have led us to recommend, instead, a more limited program of media development. We therefore feel obliged to note that even the full implementation of the following recommendations would only satisfy the minimum requirements of the University community for media services and would not even bring Chicago up to the standards set by our peer institutions. Nonetheless, their implementation would represent an important beginning and a sign of the University's commitment to teaching excellence, and would offer significant support to advanced teaching and research. We believe the University can do no less than we propose here, aznd urge the University to keep in mind the need for additional media services in all of its long-range planning.

1. Media equipment should be permanently installed in six additional classrooms.

At least six additional classrooms (four large and two small) on the Main Quadrangle should be equipped with multimedia presentation equipment. This equipment should include both traditional and more advanced media:

- ceiling-mounted data/video projector with computer and high-speed graphics card
- VHS and videodisk players
- appropriate audio support (built-in speakers, audiocassette players)
- computer linked to the University network (via fully activated network faceplates with high-performance connections to the university network [100 mb/sec minimum, fiber where possible in the near term, 100 percent fiber over the longer term])
- dual slide projection (traditional)
- large projection screen
- controlled incandescent (not fluorescent) lighting
- window blinds
- security system

It is crucial that both "low-end" (traditional audiovisual technologies) and "high-end" (digital, network, and multimedia technologies) media instruction and research be supported by the University in such classrooms. Digital technologies are clearly the wave of the future, and the University must continue to invest in the infrastructure necessary to support their use if we are not to fall behind other institutions. At the same time, many faculty continue to rely on older audiovisual technologies in their teaching and research. Both copyright and market considerations will prevent much of the media faculty use from being available in affordable digital or network-distributed form in the foreseeable future. Both technologies must therefore be supported.

While a certain number of specially equipped classrooms will be needed, in general we recommend that the equipment and operating controls be standardized throughout the campus, so that faculty do not need to learn how to operate a whole new system every time they teach in a new classroom. The principles enunciated by the media center at the University of California at Santa Cruz for the selection and operation of media equipment are sound:

- ease of use,
- self-service operation,
- off-shelf (i.e., familiar and commercially supported) technology,
- built-in provisions for expansion and upgrade,
- accessible technical support, and
- high reliability and fast repair (i.e., we must invest in industrial strength equipment to avoid later repair costs and disruption of service).

In selecting the six classrooms to be equipped, we reasoned that they should:

1. seat at least twenty-five students;
2. be located in buildings that serve the instructional mission of the College and the graduate divisions;
3. be assigned by the Registrar's Office (not, i.e., "owned" by a particular department or school); and
4. be connected to the campus network.

The following four large classrooms are particularly good candidates:

- Harper 103 (seats 48 in a 4-tier amphitheatre; already provided with a large projection screen)
- SS 122 (seats 164; the largest lecture hall on the south side of the Main Quadrangle)
- Harper 130 (seats 78 in a long, rectangular room; would need projection screen and some remodelling)
- Pick 16 (seats 76; has no connection to the campus network, but would provide good distribution of resources to the east side of the Main Quadrangle)

One lesson we take from the problems encountered at other universities is that it is not a good policy to equip only the largest classrooms with the best equipment, since the number of students enrolled in a course, rather than the course's media requirements, has priority in determining room allocations. Large classrooms are needed by classes with large enrollments, that is, whether or not media are used, forcing smaller classes with large media needs to meet in small, poorly equipped classrooms.

We therefore recommend that at least two smaller classrooms be equipped with the same multimedia equipment, as long as appropriate security can be insured. If security considerations can be addressed, the University should fully equip two classrooms seating twenty-five to thirty-five students, probably in Social Science (SS 105-8) and Cobb (203, 214, or 425).

Once outfitted, these rooms should continue to be assigned by the Registrar, but the Registrar should give preference to courses making significant use of multimedia instructional resources.

Faculty showing full-length films or videos (instead of video segments, graphics, etc.) often choose to screen them in the evening in order to save regular class time for discussion and lectures. This means that these classrooms must be accessible during the evening, but at present only Harper 103 is accessible after 5 p.m. Steps should be taken to provide security at the buildings on the evenings when films are scheduled. Although this will entail additional cost, it will have the added advantage of giving students

and faculty a greater sense of security in the Main Quadrangle during the evening by making it less deserted.

In addition, as many classrooms as possible—at least half of them—should be equipped with projection screens; these will play a crucial role in facilitating the use of mobile media equipment (see 2 below). Whiteboards should replace blackboards in those rooms so that chalk dust will not damage media equipment. The University should also consider permanently installing overhead projectors in a number of these rooms. These low-cost, traditional machines have a new utility because they can be used with an LCD panel and laptop computer to project data and images from the network onto a screen. This capability will be particularly useful in lecture courses, but it will also be of use in smaller classes devoted to textual or iconological analysis. Almost all classrooms in the Graduate School of Business, where this technology is already widely used by faculty, have overhead projectors, and theft has not been a problem.

2. Establish mobile equipment stations in classroom buildings.

Many faculty do not need a classroom fully equipped with media on a regular basis but, rather, need to be able to incorporate media in their teaching occasionally. As we have shown, most faculty have found this extremely difficult to do, given the present lack of mobile media resources and the difficulty of locating and gaining access to the limited resources available. Some faculty have actually been forced to transport equipment from one end of the campus to the other.

We therefore recommend that a package of multimedia instructional equipment be made available to faculty on mobile carts, dispersed sufficiently widely throughout the campus that they can easily be transported to classrooms. Approximately five to seven "mobile equipment stations" should be established in buildings with large concentrations of classrooms. These stations should include equipment available for use in courses not meeting in media-equipped classrooms. Media staff will need to determine the most secure and logistically reasonable places for the equipment to be stored, and which staff already working near these locations would be responsible for their check-in and check-out.

The following equipment should be available on carts for check-out from secure storage sites in heavily used classroom buildings:
- slide projectors
- industrial-strength VCRs
- video monitors
- traditional overhead projectors
- portable LCD panels
- audiocassette and audio CD players
- mini-speakers

Individual faculty or teaching assistants would be responsible for reserving, picking up, operating, and returning this equipment. The Instructional Media Services Coordinator (see 4 below) would coordinate the equipment's assignment, its check-out and check-in, and maintenance. She or he (or work/study student assistants) would also train faculty to use the equipment, operate a technical support hot line to respond to problems, and provide staff for

unusually complex media presentations. The Coordinator would also need to survey the buildings on the Main Quadrangle to determine where this equipment could be stored securely and research and recommend appropriate security systems.

Although we were initially concerned that this system, despite its merits, might subject the equipment to an unacceptable risk of theft or damage, we have been reassured by the success of a similar system in place at the University of California at Santa Cruz for several years. A complement of the most frequently requested lower-tech media equipment is stored in nine Equipment Loan Pools at Santa Cruz; faculty sign in and out for the equipment, transport it to their classrooms, and return it. The Director of Media Service reports that this system has saved money by not requiring staff to deliver the equipment, has reduced wear and tear on the equipment by reducing the distance it has to be transported and saving it from trips between buildings in inclement weather, and has resulted in "a very low theft rate and low damage rate."

3. Develop procedures for the purchase and maintenance of media materials by the Library.

While the University provides an infrastructure and budget for traditional print-based research and teaching materials through the Library (which purchases and catalogs books, journals, and microforms, and in addition supports courses by purchasing instructional materials through regular and reserve book funds and making them available in the Library's reserve reading rooms), it does not offer equivalent support for audiovisual and most other multimedia instructional and research materials. This limits the access faculty and students have to such resources, which, in turn, limits the scope of their research and teaching. The Library and University need to treat media materials the same way they treat print materials. In this regard, we welcome both the general vision and the specific recommendations made by the Library's Media Review and Implementation Committee.[2]

A centralized and efficient system should be established for the purchase, rental, storage, and cataloging of media materials (sound recordings; moving image and still image materials, e.g., videos, films, and slides; and computer files, e.g., floppy disks, CD-ROMs; etc.). The present lack of such a system for general teaching and research forces the University to incur unnecessary expense and discourages its faculty from using instructional and research media. Faculty must spend an inordinate amount of time tracking down media materials and persuading departments (or units) to purchase them, for instance, and many of the materials acquired this way are stored haphazardly in faculty offices, where they re-

2. "Enhancing Media Services in the Library, Phase Two: Long-Range Planning," a report by the Media Review and Implementation Committee, Victor Cardell, Chair (The University of Chicago Library, 1996). The content of the report and its recommendations will be considered by appropriate Library committees and implementation actions will follow this review. Interested parties may review the report on-line at http://www.lib.uchicago.edu/LibInfo/Services/media.

main unknown and inaccessible to other faculty. A more desirable model is offered by the many universities that have a central office, often located in the library, responsible for the purchase, storage, management, and cataloging of such materials. Such an office makes a higher level of expertise about media resources available to faculty and students and reduces costs by ensuring adequate storage and eliminating unnecessary duplication.

We recommend that the purchase, storage, and cataloging of general-use media materials be centralized in the Library. Faculty should be able to request the acquisition of media materials through their subject bibliographer, who would determine, as in the case of books and journals, whether the demand justified and the budget allowed the purchase. (Existing specialized facilities, such as the Film Studies Center, should continue to provide these services to their designated constituencies.)

Faculty should be made aware of the fact that they may order media materials for use in their courses not only through subject bibliographers but also through reserve book funds. Such media materials should be stored at the appropriate locations in the library system. Faculty should be able to check out non-archival materials for short periods, either for personal previewing or for use in class; and students should be able to access the materials at workstations for individuals or in small rooms for group study.

Students planning to conduct course or thesis-related research on films and other media materials not being used in a course should be able to review them at the designated location in the Library, or to review them at the Film Studies Center if they are held only by the FSC.

In order for this system to work, the Library needs to:

1. Ensure that appropriate Library staff members, including bibliographers, reference librarians, and members of the Acquisitions and Serials Departments, are adequately informed or trained in order to:
   a. identify relevant suppliers for media materials,
   b. provide information about the availability of media materials and about resource finders for networked information at the Library and through Interlibrary Loan,
   c. provide adequate instruction in the playback of media,
   d. publicize the Library's media holdings and equipment more widely, and
   e. catalog the Library's media holdings.

2. Review collection development policies and acquisition funding with regard to media, and obtain additional funding for media acquisitions as needed.

3. Provide full cataloging for all library media materials on the Library's on-line information system, as appropriate.

Recognizing the crucial role of Library services and collections in the implementation of this report, the committee further recommends that an increase in the base budget for the Library be made by the University to support funding for media services and collections that respond to the increasing needs of faculty and students.

4. Establish an Instructional Media Coordinating Committee and appoint an Instructional Media Services Coordinator.

Many universities now have a single, centralized media services office (with its own budget) responsible for the purchase and maintenance of equipment installed in classrooms throughout the campus, scheduling equipment and services in classrooms not permanently equipped with media, and providing technical support to faculty. This centralization seems sensible, since it makes a high level of technical expertise available to faculty throughout the university and reduces the number of people faculty must contact in order to use media. It also seems prudent financially, since the only real alternative—asking each division to hire its own media specialist—would involve an uneconomical duplication of services. Moreover, the University's Academic Computing Services and, more generally, the Networking Services and Information Technologies (NSIT) office already offer desirable models of an effective, centralized technical development and support office.

We therefore recommend the creation of a new staff position: *Instructional Media Services Coordinator* (IMSC). The Coordinator, who would have both technical and managerial responsibilities, would work with traditional audiovisual media as well as newer digital media. We believe that the creation of this position is crucial, because we believe that the complex project of developing and coordinating the range of media services needed on campus will be successful only if a single individual is made fully responsible for its success. We think this new staff position should logically be placed in a preexisting unit, NSIT, in part because this would facilitate the coordination of audiovisual and computer technology services, which are increasingly integrated in technologically sophisticated instruction and research.

The Coordinator would provide the following services:

1. oversee the design of classrooms with permanently installed equipment; coordinate equipment purchases and installation;
2. supervise equipment installed in classrooms and coordinate maintenance and repair;
3. supervise mobile media equipment: security, placement in key campus buildings, reservations, check-in and check-out;
4. disseminate information about all media resources on campus;
5. plan and provide media services for workshops, lectures by visitors, and other symposia and special events;
6. train faculty and teaching assistants in the use of classroom equipment;
7. supply equipment and train faculty and students in its use in order to facilitate video- and audio-recording in classrooms; and
8. coordinate other media services (see below).

We believe that these tasks can be undertaken by a single full-time staff member if she or he is assisted by a secretary and trained work-study students, who should be able to provide several of these services (particularly 3, 4, 6, 7; possibly some of 2) under proper supervision. It should also be

possible for the staff of Academic Computing to take on some of the responsibility for technical support.

In cooperation with the Multimedia Visualization Center, the Coordinator should also be asked to provide the following services:

9. limited media production for courses (e.g., audio, video, computer graphics, 35 mm slides and transparencies);

10. assistance in developing media presentations;

11. consulting for media projects in progress; and

12. media duplication, when copyright cleared.

The Coordinator should work closely with the Library's new Media Center, which will be responsible for the acquisition, storage, and management of most media titles.

The Coordinator should also be charged with the coordination of existing media services. Several offices already provide limited media services on campus. The Biological Sciences Division's Office of Audio Visual Communications primarily supports the extensive audio-visual needs of the Hospitals and BSD (e.g., videotaping surgical procedures and lectures), but also provides photographic and video services to other faculty on a fee basis. The Language Faculty Resource Center supports language instruction and has provided audiovisual services to Humanities Division courses meeting in Cobb Hall. The Multimedia and Visualization Center assists faculty and researchers in the development of advanced computer-generated visualizations, computer-aided instruction, and a number of other multimedia projects. The Film Studies Center supports courses and research in Cinema and Media Studies. Although each office has performed its tasks responsibly, the fact that they are intended to serve specialized constituencies, the lack of coordination among them and the faculty's general lack of information about them have stymied the efforts of faculty in general to use instructional media.

The establishment of a permanent *Instructional Media Coordinating Committee* (IMCC), convened and coordinated by the Instructional Media Services Coordinator and drawing staff from each of the media services providers on campus, would overcome some of these problems. The coordinating committee would allow media staff to coordinate their services and prepare and disseminate information about media services on campus through a Web site and a printed brochure. This informa-tion would include: availability of equipped classrooms and mobile media equipment, services offered by the various units (including costs), scheduling of training sessions, etc. This committee should have a faculty advisory committee, which might be constituted as a permanent Faculty Committee on Instructional Technology (advisory to the Provost) or made a standing subcommittee of the College or of the Board of Computing Services and Activities.

5. Faculty should not incur additional expense for using media in their courses.
Most universities have found that media centers need to have their own budgets in order to be successful. Basic media facilities and services are offered to regularly scheduled classes at no extra charge to faculty at all of the universities surveyed. Faculty at Notre Dame and M.I.T. complain that they must negotiate with their department chairs (and often with other departments as well) if they wish to purchase media materials. A better model is offered by Northwestern and the University of California, where faculty do not face this disincentive, because they only have to ask the library to purchase media materials through a centralized fund.

Given what we have learned from other universities, we believe it crucial that Chicago supply its media program with its own budget. As the head of Northwestern's media center said, if the university charges faculty to use media resources it might as well issue them a $200 parking ticket every time they want to show a video. Faculty want to use media to enhance their teaching, and the University should not create disincentives that inhibit such use.

We therefore recommend that basic classroom services be provided at no cost to the instructor's department; media equipment and services should be provided just as classrooms and library books are.

We also believe that the course-related services provided by the Instructional Media Services Coordinator (e.g., limited production of 35 mm slides or computer graphics; see 4.9, 10, 11, 12 above) should be provided at no charge to faculty. While the committee acknowledges that such media services have a cost that must be borne by the University, we believe that the recommendation to waive fees for the services of the IMSC is a reasonable request, given both the limited production services of the position as described above and the savings that might be effected by waiving relatively high transaction costs. More importantly, the faculty who request such services are already investing additional time in their teaching and should not be discouraged from investing such time by being charged for doing so.

6. The need for additional media facilities should be reflected in the University's long-range planning.
The implementation of the recommendations in this report will provide only a partial and temporary solution to the growing need for multimedia research and instructional resources on campus. It is therefore crucial that the University keep the need for additional such resources in mind as it makes long-range plans for the development of instructional facilities. It is particularly important that the University commit itself to equipping all new classrooms built in the future with adequate media resources. The Biological Sciences Learning Center provides a superb model in this regard.

Conclusion
The University of Chicago will have increasing difficulty in maintaining academic leadership if it cannot provide media services and resources already taken for granted at other leading research institutions. Audio-visual media and, increasingly, computerized information networks are central to our rapidly changing society and are fast becoming the most prominent means of information delivery for the majority of our population. Without instruction in and a sophisticated critical appreciation of these media, University of Chicago students will be sorely unprepared to work, teach, or lead in this rapidly changing world. They will graduate without having learned to understand, analyze, and create the range of audiovisual media central to daily life, work, and modern intellectual and creative life. They will not have encountered audiovisual or digital media as part of their day-to-day learning and research within the intellectual context of a University of Chicago education. They will not have developed "individual powers of expression" nor have been equipped "to ask fresh questions" (to quote the College's statement of intellectual mission) with respect to the dominant communication and information media of this century.

It is time for the University of Chicago to catch up with the late twentieth century by making multimedia instructional and research resources available to its faculty and students. We encourage the University to engage in a major fund-raising campaign to support the development of a first-rank media services program. But if such a campaign is unfeasible, we beseech the University to act promptly to satisfy the minimum needs of its faculty and students for instructional and research media.

Implementation
On March 11, 1996, members of the committee met with the Provost to discuss the report. The Provost agreed in principle that improved media facilities, including those for computer-based, networked media, are important for effective instruction.

As a next step, the Provost asked the committee to undertake more detailed planning and to develop cost estimates. To this end, the committee designated a group of its members, Mary Carbine, Victor Cardell, Joe Mambretti, and Pat Swanson, to specify the necessary equipment and to work with Duane Hickling, Associate Vice-President for Facilities, Ken Lyon, University Architect, and Karen Landahl, Associate Professor in Linguistics and Director of the Language Laboratories and Archives and the Language Faculty Resource Center, to construct accurate estimates of the cost and the time needed to renovate selected classrooms to incorporate the necessary equipment. A consultant with experience in developing classrooms with media equipment has been retained to work with the group.

The committee hopes to complete the planning process and develop firm cost estimates by the end of the 95/96 academic year.

The Provost's *Ad Hoc* Committee on Instructional and Research Media
Mary Carbine, Film Studies Center
Victor Cardell, Library
George Chauncey, Department of History, *Chair*
Martha Feldman, Department of Music
Wendy Griswold, Department of Sociology
Robert Kaster, Department of Classical Languages and Literatures
John Kruper, Director, Biological Sciences Division Academic Computing
Christopher Looby, Department of English Language and Literature
Joel Mambretti, Director, Academic Computing Services
R. Kipp Martin, Graduate School of Business
Patricia Swanson, Associate Provost, *ex officio*
Martha Ward, Department of Art

Report of the Student Ombudsperson for Winter Quarter 1996

by Marc Jonathan Blitz

Overview of Complaints

During the Winter Quarter, the Ombudsperson's Office intervened in forty-two cases and gave substantial advice in thirty others. Most of these cases were new variations on the same sorts of complaints that have come to the Ombudsperson's Office (in one form or another) for the last twenty-seven years: students complained about misleading guarantees, about unclear policies and procedures, and about having their complaint rudely dismissed as soon as they raised it.

As was the case last quarter, some of the angriest students who came to us felt they had been misled by administrators whose job it is to keep students informed. One student, for example, told me that he had relied on such misleading guarantees when he decided to attend the University of Chicago in the first place. He said he had been promised a certain level of aid by the division he wished to attend and told also that his aid would almost certainly not be lowered in subsequent years. When his aid was in fact lowered, a divisional administrator explained to the student that the University had not *guaranteed* him that his aid would not go down—it had said only that a decrease in aid was unlikely. She did offer to help the student find loans to replace the lost aid, but this did not erase the student's conviction that he had been given false assurances.

Other students relied on false expectations not when entering the University but when making plans to leave: two college students complained that their advisers had misled them about when they would be able to graduate. Both students had made graduation plans (one even had her parents make hotel reservations) only to learn that their graduation would be delayed by certain requirements never mentioned to them by their advisers. Of course, students can read about these requirements in the Student Information Manual, the Time Schedules, and the College Course Guide. But they can also find in such manuals those requirements which *are* mentioned explicitly by their advisers—and I don't think it is fair to blame students for being confused when their advisers warn them about some course requirements but don't say a word about other requirements that it is just as important for a student to be reminded about when making graduation plans.

Another policy which surprised some students was the Library's policy of recalling books at any time during the year—even during the Winter break. Upon returning to Hyde Park from relaxing winter vacations, some students discovered that they owed heavy fines for books recalled in December after the Autumn Quarter had ended. One student, in fact, owed $72 for three books he was supposed to return by December 27.

We asked a Library administrator whether it would be possible for the Library to switch to a slightly more complicated recall system, whereby it issues recall notices only when classes are in session (and perhaps also during the long September break). But the Library argued that it could not do so: not only would a more complex recall policy be too taxing for Horizon (its new computer system), it would also—in the Library's view—be unfair to those who stay during breaks and might need to recall books during this time. Students who leave

for vacation, the Library argues, should simply remember to return their books before a break so that Library users who stay in Hyde Park can have access to them.

This is a reasonable request, but the Library should find ways to better advertise and publicly justify what is—for many students it seems—an obscure and idiosyncratic policy. In addition to the unobtrusive signs at the circulation desk which tell students about the Library's recall policy, the Library might help students by alerting them to the policy when they need to know about it: at the end of each quarter. During the tenth and eleventh weeks, for example, it could place visible signs about its recall policy at the entrance of every library, signs which make it clear that there might be a painful penalty to pay if one leaves for vacation without returning one's books.

In other cases we handled, students were stopped from solving a problem almost as soon as they started inquiring about it: they were brusquely told by the first staff member they spoke to that that there was nothing to be done and that there is no one else who could help them. In most cases, students were told this, it was untrue. One student was told by a staff member at the Bursar's Office that she would *have* to accept responsibility for a late fee when, in fact, she could have appealed to the staff member's supervisor. Another student was told that there was no way she could contest her library fines when, in fact, there is a process by which one can file a written claim asking for a review of charges. Needless to say, appeals processes exist for a reason, and it is disturbing when a staff member takes it upon himself or herself to act as the final judge of a case which the student has every right to appeal.

Complaints about Administrative Inaction

Having discussed some of the more typical cases that came to our office during the Winter Quarter, I want to turn—in the remainder of the report—to another issue that has received less attention in past Ombudsperson's reports: complaints that administrators either failed to investigate a student's claim or, having examined a student's complaint, failed to take the appropriate action with respect to the student's case. I will discuss two more specific variants of this complaint. The first concerns cases where faculty members or administrators penalized a student in some way without having fully investigated his or her claims. The second concerns cases where students felt that they had been treated unfairly by other students (and in some cases, by student groups), but had difficulty securing the help of administrators in addressing this mistreatment.

Penalties without Investigation: Absence Excuses and Compensation for Damages

In two cases we received, students complained to us that faculty or administrators not only refused to believe their claims, but refused even to investigate these claims. In one case, for example, a student was told that he would be penalized for his absence from a class even though he had a compelling excuse: his flight back to Chicago had been delayed. The instructor, as it turns out, was willing to believe the student and also realized that the student couldn't be held respon-

sible for the flight delay. But she was worried that if she accepted this student's absence excuse, she would either have to accept all students' excuses at face value (which would be unfair to those students who do come to class) or she would have to take on a role which neither she nor other instructors in her situation had the time to perform: that of investigator and judge. Every time a student blamed an absence on a transportation problem, she and other instructors would have to investigate the student's claim. Moreover, some of these claims would be particularly hard to investigate: if, for example, a student claimed that his or her cab driver got lost on the way back to Hyde Park, it would not be clear how an instructor might verify the student's claim. To solve this problem, she and other instructors decided to excuse students from class only for family emergencies and for certain University-related events.

Still, as important as it is to keep policies manageable, it seems unreasonable to do so by ignoring a compelling absence excuse. In these kinds of cases, moreover, it may well be possible to have a policy which is both manageable and fair—by making the absence policy only a little more complex: instructors who worry about taking students at their word, might ask for documentation (e.g., a plane ticket or a letter from the airline company confirming a flight delay); when a student's excuse is more difficult to confirm and an instructor doesn't have the time to investigate it, he or she should not automatically treat the excuse as an invalid one; instead instructors might send students to another University official who might be better suited to investigate their claims—such as the Ombudsperson's Office or a Dean of Students office.

A similar problem arose when a student complained to the Housing Office that University Housing staff had inadvertently ruined some of his possessions. An administrator in the Housing Office agreed that the damage might have been caused by University Housing staff but said that it also might have come from other sources. She did not feel that she was qualified to fully investigate the student's claims and did not feel that she could offer the student compensation for damages which she couldn't verify were caused by University Housing Staff. The student, however, insisted that he was not merely asking that Housing Office to take his statements at face value: he claimed that there were certain facts about the story which supported his account of what happened.

Fortunately, the Housing Office and the student ultimately reached a mutually agreeable solution to the student's problem. But I worry that, as in the case of the absence excuse I discussed above, administrators might be too willing to assume that when they do not have the time or resources investigate a student's case, then there is—in effect—no case to be made for a student. While it would be naive to hope that University administrators can *always* uncover all the facts about a student's story, it is not unreasonable to ask that they learn as much as they can about the circumstances which might shed light on the fairness, or unfairness, of their decisions.

Mediation and Intervention in Student Disputes

A number of students came to us because they felt that they were being treated unfairly by other students. One student, for example, told us that he had been prevented by a student organization from participating in its central activities. Another complained that fellow students of hers were systematically slandering her by spreading false accusations among other students and among various administrators. Still another said that it had become impossible for him to continue in his job because other students in his workplace were simply refusing to cooperate with him.

When I discussed such cases with administrators, I often was told that problems of the sort experienced by these students were beyond any remedy that the University might offer: while administrators might use disciplinary measures to stop students from abusing or endangering other students, it could not—I was told—force students to like each other, to socialize with each other, or to help each other out at work. Students, therefore, would have to work out "personality conflicts" on their own—by talking informally with those with whom they were in dispute and by working out a mutually-agreeable solution.

There is more than a little truth in this analysis and administrators are right to be cautious about meddling in students' disputes; after all, student groups and communities probably will not be able to flourish if they are under the constant watch of outside officials. Still, however free and unregulated student groups and communities should be, this does not mean that they should be allowed to scar a student's reputation, to arbitrarily bar him or her from a University-funded social activity, or to effectively deprive him or her of a University job. When there is a plausible case to be made that a student has suffered in any of these ways, then it seems inadequate for administrators to tell a student that he or she should simply talk things over with those students who might be responsible for the harm.

While I don't think that administrators should automatically give such cases formal hearings, they should perhaps think more carefully about how to structure informal meetings so that they are fair to both sides of a conflict (and do not give favor to the side which is more powerful and more numerous).

It is often useful, for example, to make sure that even an informal meeting is presided over—and run—by someone who is impartial and not closely connected to either side of a conflict. Such an impartial mediator would have been useful in one meeting late Winter quarter when a student arrived to find that the ostensible "mediator" was actually a close friend of one of the people with whom the student was in conflict. Needless to say, a meeting that is run by one side of a dispute is not likely to gain the confidence of the student or students on the other side. Consequently, administrators who encourage students to work out their problems informally should be willing to mediate informal negotiations themselves—or should be willing to recruit someone else who is well suited to the task. They should not, I think, simply watch in silence as one side of a dispute commandeers what

is supposed to be a fair and impartial process.

Moreover, there are times when students are owed more than just mediation; they are owed a clear explanation of why other students' actions are consistent with fairness. Such an explanation is especially crucial for a student who has been excluded from a student group with high levels of University funding or control of resources which can be found nowhere else on campus (e.g., expensive equipment, office space, more opportunities to speak with administrators). When a student group is entrusted by the University with significant powers or valuable resources, it should be expected to exercise such powers and distribute such resources in a way consistent with fairness and with the group's essential purposes. It should also be expected to justify itself (to aggrieved students and to the University) when its fairness is in doubt.

I haven't heard administrators or student groups vigorously disagree with what I've just said, but there are times when they have apparently found it awkward or difficult to clearly justify their actions to a student. In one case, for example, a student felt he was being excluded from a student organization's central activities and brought his complaint to the organization's staff and faculty advisers. The advisers agreed that the student had not received an adequate explanation for his exclusion from the organization's activities but, instead of providing one, essentially deferred to the students they oversaw: they simply reminded the student of the official reasons which the group had already offered him for his exclusion and then suggested to the student that he try joining the group again later (when hostility among the group's members might have faded). The student, I think, was owed more than this: he was never given a thorough account of why he "fell short" of the group's standards in the first place and was given no good reason why a second attempt to enter the group should be handled any differently from his first attempt. Instead of just telling him to try again later, the staff and faculty advisers might have sought to assure that the student's questions about the group's decision would be fully answered and that a second attempt to join the group would take place under fairer circumstances (perhaps with the participation of an impartial third party).

Aside from structuring informal meetings so that they are more likely to produce a fair outcome, staff at the University also should probably think about what might be done if informal mediation fails. For example, mediation failed to work in a number of cases where a student's grades or work was at stake. In one case, a student suddenly found it impossible to do his job: while the other students in his workplace didn't violate any University policy, they found ways to interfere with his work efforts and they made him miserable whenever he was in their presence. Talks between the students and their supervisor didn't help very much. What was at stake here was not just a student's relationship with his community, but also his ability to keep a job which he needed in order to pay his bills and stay at the University. Fortunately, with the help of a sympathetic administrator, he found a way to leave the job and still stay in school. In another case, a student in the

College complained to me that her grade was hurt by the actions of her classmates: her instructor had made her final grade depend significantly on a group project and other members of her group had allowed her almost no input into the project. As a result of this problem, her grade for the project and for the class was lower than she expected it to be and—by the time she realized this—it was too late to resolve the problem with mediation.

I think the essential problem in this case deserves more attention than it has received: students can be effectively deprived of jobs or social opportunities not just by unfair supervisors or administrators, but by the arbitrary actions of fellow students. It is by no means easy for the University to address this sort of problem and I certainly don't think that the solution is to destroy the autonomy of student groups here by putting them under the constant watch of a dictatorial administrator. But nor is the solution simply to tell excluded or aggrieved students to go and work out their problems on their own. At the risk of introducing a little more formality and complexity into student life, administrators might try to structure informal meetings so that they are more likely to be fair to all students involved and to produce clear answers to students' central questions. Many administrators, I should note, already do so and the Ombudsperson's Office can mediate student disputes and try to make sure that an aggrieved student gets thorough answers to his or her questions. But the cases I have dealt with in the past six months convince me that in this area, as in others, there is still room for improvement.

Marc Blitz is the Student Ombudsperson for the University during the 1995–96 academic year.

Statistics

Winter Quarter 1996

	Action	Discussion	Total
Academic Affairs	**12**	**11**	**23**
Admissions	0	0	0
Grade Appeals	3	5	8
Policy Inquiries	5	3	8
Other	4	3	7
Student Affairs	**10**	**9**	**19**
Athletics	1	0	1
Hospitals	3	1	4
Housing and Commons	5	5	10
Student Activities	0	2	2
Student Employment	1	1	2
Other	0	0	0
Administrative Affairs	**17**	**5**	**22**
Bursar	3	4	7
Discipline	1	0	1
Facilities and Security	1	1	2
Financial Aid	3	0	3
Legal Problems	0	0	0
Library	6	0	6
Registrar	3	0	3
Other	0	0	0
Sexual Harassment	**0**	**3**	**3**
Discrimination	**0**	**0**	**0**
Miscellaneous	**3**	**2**	**5**
Total Cases	**42**	**30**	**72**

Arthur W. H. Adkins, 1929–1996

By Ian Mueller

Arthur W. H. Adkins was the Edward Olson Professor in the Departments of Classical Languages and Literatures, New Testament and Early Christian Literature, and Philosophy; the Committee on the Ancient Mediterranean World; and the College.

The topic of Plato's dialogue, *Laches,* is *andreia,* literally "manliness" but standardly translated "courage." *Laches* first characterizes courage in terms of the steadfastness of the foot soldier fighting in a phalanx—undoubtedly as standard an account in fifth-century Athens as one in terms of combative exploits would be today. However, Socrates indicates that he has something much broader in mind. In a passage which has been seen as a locus of the Socratic transformation of Greek values, he says:

> I mean to ask you not only about the courage of the heavy infantry but of cavalry, and of every kind of soldier. And not just of the military, but also of those who are brave in perils at sea, and those who are brave in poverty or political adversity or illness. (191d)

All of us who worked with Arthur Adkins in the last years of his life learned something about what it is to be brave in illness. Teaching with him or studying under him—sometimes in a University classroom, frequently in the later years at his home—one recognized the extraordinary strength and commitment of this quiet, calm, reserved, gentle human being who bore the brunt of an assault much more long-lasting and relentless than any military force could launch. And he was so calm and gentle that I confess I frequently forgot how brave he was being at every moment of his working life in those last years. And then there'd come the time

when, absorbed in a discussion, he would forget to take his medicine. He would "freeze" up and lose control of his hands and legs, and even of his speaking. He would then take his medicine, tell us that he had frozen up, and ask us to be patient. And then, continuing to listen to the discussion, he would gradually un-"freeze." Eventually he would return to the discussion and ultimately, of course, become its center.

I imagine that most people in this chapel come here with vivid memories of Arthur's courage. I know that all of the students I have spoken with have those memories, and I think they will never lose them. But there is something else they spoke about, which I imagine would be much more important to Arthur, namely, what he taught and the way in which he taught it.

Arthur was made an associate member of the Philosophy Department as soon as he arrived here as Professor of Greek almost twenty-two years ago. The faculty members here today know that departmental associates come in all shapes and sizes; more often than not, an associate member is a member in name only. Arthur lives in the memory of my older departmental colleagues as a real member of the department, who came to all meetings prepared to discuss the issues and who participated fully in our decisions. And a welcome and wise participant he was. And he did this extra duty during a period in which he served as Chair of Classics and of the Committee on the Ancient Mediterranean World—originally, I think, largely Arthur's baby and now an important center of intellectual life in the Humanities Division.

I came to work closely with Arthur when, with his urging, the Committee on the Ancient Mediterranean World and the Philosophy Department founded a joint program in Ancient Greek and Roman Phi-

losophy, the forerunner of what is now a cooperative endeavor involving several Chicago area universities and the source of many subsequent reading groups and workshops. At that time it was just beginning to become clear that the important work in ancient philosophy was no longer being done, as it had frequently been done earlier, by people whose knowledge of the original languages was minimal at best. (It is perhaps acceptable in this chapel for me to make a confession: although at the time I did not satisfy Ben Jonson's characterization of Shakespeare as knowing small Latin and less Greek, I could be said to have known small Greek and less Latin.) The joint program and its offshoots changed the intellectual life of the Philosophy Department, creating a forum where students and Ian Mueller could come together to discuss major philosophical texts in detail under the tutelage of first Arthur Adkins and later also Elizabeth Asmis. I know that other people saw the same Arthur Adkins in other similar contexts. He was enormously generous in sharing his time and deep understanding of ancient Greece with both students and faculty. I know he had at least one reading group for faculty. I doubt that anyone could give an accurate estimate of the number of different regular meetings he had with students in small groups and individually, meetings in which he would offer improvements to infelicitous translations, make incisive comments on the specific content of passages and on their significance in their ancient context, explain words by calling to mind what seemed to be their every important occurrence, and make clear some of the wonders of Greek and Latin syntax. Since I know no words adequate to convey my gratitude or the gratitude of those many students of Arthur Adkins, I would like to read a few sentences from a letter which one recent philosophy Ph.D. wrote to me from the college where he now teaches:

> Together, Arthur and I went over every line of Greek that I translated in my

dissertation. I would give him Plotinus's Greek, Armstrong's translation, and my translation of passages, and we'd spend upwards of a couple of hours once a week talking about them. Arthur was always supportive and encouraging of my work on Plotinus, and he was also patient with my Greek, which he knew was not great. (I had taken the introductory course with him in the Summer of 1987.) And I know that he gave lots of attention to others—I certainly wasn't the only one. To be honest, Arthur has always been one of my models as far as the quality and quantity of time you're willing to devote to students. I know already that my colleagues have been amazed at the kind of time I've put into helping students, and I know that it keeps me from doing my own work at times, but this is something I truly value in higher education, and Arthur was an extraordinary role model in that regard.

I will always remember Arthur's courage. I hope I will always remember his encouragement of my work and his patience with my Greek, which he knew was not great. (There are lots of courses I have taught with—that is, taken from—him.) As I was trying to think of what would make me remember that patient expertise, I recalled something which I can hope to count on for at least a couple of years. This past quarter after a class meeting in which I had offered my understanding of an Aristotelian term, a student came up to me and said with the same quiet authority I shall always associate with Arthur: "What you said is right, Mr. Mueller. Professor Adkins said the same thing last quarter." Of course, sometimes students correct me with that same quiet authority, the authority of Arthur Adkins.

Ian Mueller is Professor in the Department of Philosophy, the Committee on Conceptual Foundations of Science, and the College.

Subrahmanyan Chandrasekhar, 1910–1995

"Some Personal Recollections of Chandra"
By Eugene N. Parker

Subrahmanyan Chandrasekhar was the Morton D. Hull Distinguished Service Professor Emeritus in the Departments of Astronomy and Astrophysics and Physics and the Enrico Fermi Institute.

I first met Chandra in the winter of 1953. We had had correspondence on some aspects of hydrodynamic turbulence of mutual interest, and Chandra invited me to stop by the Yerkes Observatory when I was traveling to the east coast. I was an assistant professor in the Department of Physics at the University of Utah at the time. In those days Williams Bay had a direct rail connection to Chicago—steam powered, no less. There was snow on the ground and

I recall the attractive setting of the Observatory. My ideas and opinions on the subject of turbulence were certainly of no great consequence, so I was impressed by Chandra's interest and willingness to spend time talking with me.

Chandra must not have been too badly impressed, however, because he volunteered my name a year later when John Simpson asked him who he might recommend as a research associate to give theoretical support to Simpson's observations of the variations of cosmic rays. Simpson was the first to recognize cosmic ray variations as the one available tool for probing conditions in interplanetary space from the surface of Earth (to which humanity was then re-

stricted), and he designed his cosmic ray studies to that end.

I was happy to accept Simpson's offer, and Niesje and I came to Chicago in June 1955. I was fascinated by the interplanetary implications of Simpson's cosmic ray research and my thoughts turned to the dynamics of the interplanetary medium. The concept of the solar wind, produced by the hydrodynamic expansion of the solar corona, was the result some two and a half years later. I submitted my paper on the solar wind to the *Astrophysical Journal,* of which Chandra was the editor, and, in view of the novel ideas in the paper, I was not greatly surprised by the adamant negative report of the referee. Chandra sent the paper to a second referee, with the same result. It is a measure of the time and effort that Chandra devoted to his work as editor that he came to my office one day to discuss the paper. It was evident that he had looked over my paper, and he said to me, "Now see here, Parker. Do you really want to publish this paper?" I replied that I did. He said, "I have sent the paper to two competent refer-

ees, both distinguished researchers in the field, and they both say that the paper is wrong." I replied that neither referee was specific as to what was wrong, so that I had no basis for honoring their opinions. Chandra said, "So you want to publish it." I said, "Yes." After a moment of thought Chandra said, "All right, I will publish it." I wonder what would have been the outcome if a lesser man had been the editor. I was "nothing and nobody" in those days. One must not forget the wrath of influential referees aroused by an editor who does not follow their divinely inspired recommendations. I am sure I would eventually have succeeded in getting the solar wind paper into print. But only after substantial delay and likely in a journal of less prominence.

Chandra once told me a story of a conversation that he had with his famous and autocratic uncle, C. V. Raman. Chandra was thinking about writing his (now famous) book on radiative transfer, when he mentioned the fact to Raman. Raman replied that he had once considered writing a book on spectroscopy. However, on reflect-

ing upon the enormous time and effort the writing would require, Raman said that he decided to invest his energies in research instead. The research led to his discovery of the Raman effect, for which he was awarded the Nobel Prize in 1930. Clearly Raman thought poorly of Chandra's idea of a book on radiative transfer. In jest Chandra replied something to the effect, "Then I must have missed two Nobel Prizes because I have written two books." Raman was furious. As we all know, Chandra's book on radiative transfer has become a classic, although it earned no Nobel Prize. He was awarded the Nobel Prize for his work on degenerate relativistic gases and the resulting mass limit on stars that fade out as white dwarfs rather than becoming black holes.

One morning not long after Niesje and I came to Chicago I met Chandra as I was walking north on Ellis Avenue. He was in high spirits, and as we met he said, "Well, Parker, I have been immortalized." To my puzzled look he added, "Dover [Publications, New York] has decided to publish my book on radiative transfer." As we all know, Dover went on to reprint most of Chandra's monographs, so Chandra has been immortalized several times over.

Eugene N. Parker is the Subrahmanyan Chandrasekhar Distinguished Service Professor Emeritus in the Departments of Physics and Astronomy and Astrophysics, the Enrico Fermi Institute, and the College.

James S. Coleman, 1926–1995

By Gary S. Becker

James S. Coleman was University Professor in the Departments of Sociology and Education and the School of Social Service Administration.

Jim and I both returned to Chicago in the early 1970s as university professors. I do not remember much contact with him until 1974 and 1975 when he gave two papers in our Workshop on Applications of Economics. One was his controversial study of white flight from compulsory busing of black students into what had been mainly white schools. Using a simple model of rational choice, he concluded that whites moved out of public schools in massive numbers from communities with busing problems.

I was highly impressed by the study, even though it was criticized for some of its statistical techniques. It showed an imaginative use of rational choice theory to analyze an immensely important and politically charged subject. My respect for Jim's talents and character grew rapidly after that. But some leading members of the American Sociological Association were so upset by the conclusions of his study that they moved to have him expelled from the association. Fortunately the move failed, but for many years Jim refused to go to the annual meetings of this association because that episode bothered him enormously.

Jim and I had only a modest amount of direct contact after that until he shyly asked in 1984 whether I would consider a joint appointment in sociology. He appeared to expect that I would turn him down, but I was happy to accept for several reasons. It was an excellent department, and in this way I would have more contact with Jim. Shortly afterwards, we decided to start an interdisciplinary evening seminar on rational choice in the social sciences. This seminar succeeded beyond our wildest expectations. We attracted outstanding faculty and students from many disciplines who attended on a regular basis.

The seminar soon acquired a worldwide reputation as a center for hard-hitting, probing discussions of both the strengths and weaknesses of rational choice theory in interpreting social, political, economic, and other behavior. We began to receive far more requests each year than we could accommodate from scholars who wanted the opportunity to give a paper and be attacked at the seminar. But we sometimes had to admonish speakers not to interrupt too often, so that the discussion among the participants could proceed more smoothly.

Jim was quite active during the discussions. He was sympathetic to the speaker's point of view and yet critical when that was called for. Our comments were usually in agreement, but occasionally we had sharp differences of opinion. But these differences never for a moment affected our personal relations.

Of course, in planning and running the seminar, Jim and I had frequent contact. He was tough-minded and stubborn, yet at the same time was appropriately flexible. In more than ten years of running the seminar we seldom disagreed on who was worth inviting and whether a seminar failed or succeeded. I was pleasantly surprised how similar our views were on most issues, from national and University politics to the evaluation of economic and sociological research.

When the seminar began, his theoretical interests were moving rapidly toward rational choice, and he began to work on his magnum opus, *Foundations of Social Theory*. In this work Coleman takes over the basic assumption of rational choice theory as developed in economics, namely, that individuals choose those actions that maximize their utility, considering both benefits and costs of the actions. But Jim makes a major advance by incorporating social structure into the theory. He shows how individual choices are greatly affected by social norms, peer pressure, a desire to emulate leaders, and other group influences.

Jim was not content simply to take social structure as given. He recognized that it was desirable to try to build up the structure from the interactions among the choices of individuals and other actors. He attempted to explain the development of norms and other social structures through aggregating the behavior of individual and corporate actors. He called this the micro to macro problem in sociology and believed it was the major challenge to be overcome before there would be a satisfactory theory of social behavior.

Foundations, published in 1990, is already a classic and deservedly so. It contains a rich mixture of imaginative theorizing and common examples of social behavior. The theory is developed both verbally and with mathematics in order to reach the many potentially interested readers who lack sufficient mathematical tools and also to attract those who prefer a more concise formal statement. His decision to use both modes of expression was wise, for it not only widened the audience but also enriched the book since each part contains many insights that are not fully captured by the other part.

He considers individual actors and corporate actors, as in collective action through voting and interest group politics. He has exciting chapters on norms and social capital—the concept of social capital is already being extensively applied by economists and sociologists to explain the influence of communities on behavior. Social capital is an aspect of human capital—and Jim first presented his work on social capital at the 1987 meetings of the American Economics Association that I organized. Social capital describes a class of interdependencies among individuals that arise from community structure. For example, I benefit when my neighbors are alert to strangers who may be trying to break into my house.

As the other speakers have made clear, Jim was no ivory tower theorist removed from the real world. Although *Foundations* contains less systematic quantitative evidence of the type found in many of his other studies, it does have a stimulating dialogue between theory and evidence. The theory is used to explain, among other things, bank runs, fads and fashions, acquisitive crazes, behavior in communes, trust in business and social relations, management practices—including quality circles—voting, the organization of schools, and peer pressure on students.

I claimed on the jacket of *Foundations* that this is "the most important book in social theory in a long time." Its impact has strongly confirmed this judgment. The book is having an especially large influence on the slowly growing number of younger sociologists interested in rational choice theory and the more rapidly expanding number of younger economists and political scientists who are beginning to appreciate the importance of social structure for economic and political behavior.

Jim greatly influenced my own work as it shifted during the past decade toward greater attention to social influences on behavior. Jim said that I was becoming a sociologist. He meant it, and I took it as a fine compliment. I will forever be indebted to Jim for this impact on my approach to explaining behavior.

Jim was a truly outstanding and innovative sociologist; in my judgment he was the most creative sociologist of his generation. He was also a better analyst of real economic problems than most economists who know far more economic theory. He had a working knowledge of economic theory and public choice theory, along with his mastery of sociological theory. In addition, he had a vast command of evidence, examples, and the social science literature.

Throughout his long career Jim was concerned both with improving sociological theory by placing it on a more rigorous and firmer foundation and with the quantitative analysis of behavior in social situations. He combined exceptional ability with fertile imagination and courage to go against received opinion and bear vicious attacks. This helps to explain his enormous contributions to sociology and social science more generally.

I would like to end on a more personal note. My wife, Guity, heard me often repeat how much I liked and admired Jim. I looked forward to our time together, not only because I learned so much from him, nor because our views and prejudices about the world were so similar. He was loyal and generous as well as creative, and he was willing to stand up and be counted for what he believed. This is an extremely rare trait in academia and probably in most other fields as well.

It is common at memorial services to indicate that the world has lost an outstanding person, but in Jim Coleman's case that is no exaggeration. There is no way anyone can express the loss to his family, close friends, and colleagues. Fortunately, the impact of his work and personality, and the memories of our association with him, cannot be taken away.

Gary S. Becker is University Professor in the Departments of Economics and Sociology.

Philip B. Kurland, 1921–1996

By Gerhard Casper

Philip B. Kurland was the William R. Kenan, Jr., Distinguished Service Professor Emeritus in the Law School and the College.

Phil and I got to our offices at the Law School most mornings at about 7:30. Phil, displaced Brooklynite than he was, would first turn to the *New York Times*. Throughout my life, beginning in 1966, whenever something truly exasperated me, I turned to Phil. Thus, no sooner had I read the Times obituary of Phil with the headline "Philip B. Kurland, 74, Scholar Who Ruled on Nixon Tapes," I went to his office. He was there, the most sedentary person I have known, sitting in the chair from which he could survey the Midway and the buildings beyond. "What is it now, Casper?" he asked. In the age of well nigh universal first names, we followed the ironic habit of showing affection by frequently addressing one another by our last names.

"Kurland, how can it be that the *New York Times* considers your comments on Nixon and Bork as the most memorable things you ever said?" Phil, who had already read his obituary and clearly had been both bemused and amused, responded the same way he had done many times before: "Remember, Casper, it doesn't matter what they say about you, as long as they talk about you."

Since—under the cover of irony and nonchalance that he so frequently displayed—Phil was a deeply serious and often emotional person, his response actually meant: "They need to take notice of you and you need to be true to yourself." And Phil was true to himself and paid no attention to the world if he thought what he was doing was right. He preached to those of us who were deans of the Law School that "a thick skin is not inconsistent with a sensitive mind." And his understanding of the human condition was sufficiently pessimistic for him to take a dim view of the notion of linear progress. As Phil said in concluding a talk to University of Chicago Law School alumni at an American Law Institute meeting in Washington in May of 1992, at which I was present: "[L]et me close as I ended all my meetings with Gerhard Casper as we solemnly wasted a morning or afternoon hour solving the world's problems: 'Cheer up! Things will get worse!'"

Phil was not a "politically correct" person, which was the main reason the press and colleagues had such a hard time finding a label for him: "conservative" and "liberal" were categories into which he simply did not fit. Nor did Phil bother to endear himself to his colleagues, sometimes not even to his friends—as those know who were privileged to be his friends. At times he became angry with those among us who held office at the University about matters of University governance. He did appreciate that the obligations of office did not leave to the officeholder the same freedom of deci-

sion that was available to Phil as a faculty member and such moments of conflict did not impair warm feelings of friendship. However, intense moments they were nevertheless.

It was not that Phil was a man of many strongly held "can't helps." His favorite literary form was the essay and he was fond of quoting Felix Frankfurter, saying, "the essay is tentative, reflective, suggestive, contradictory and incomplete. It mirrors the perversities and complexities of life."

To him, most contemporary legal scholarship tried to do too much and, as little as he could stand cant, could he endure the certainty that flows from big doctrinal schemes. His impatience did not flow from knowing everything better but from being way of those who think that they know everything better. In his last years, he expressed distress over what he thought was the disappearance of the common low system from the United States. He was much disenchanted with what you might call an "anything goes" approach. Steve Stigler recently reminded me of a famous Quadrangle Club roundtable display of Phil's quick and cutting wit. George Stigler, at lunch, began a sentence by opining, "No lawyer would. . . ." Whereupon Phil interrupted him impatiently, saying: "Stop right there. There is no way you can finish that sentence!"

Phil has been my friend for most of my adult life and he played an exceedingly important role in it. He and Mary Jane were close friends also to Regina and Hanna. Regina and I left Germany in 1964 and came to Chicago in 1966. We were immigrants and recent ones for that. While being of foreign background has never been a big deal at the University of Chicago, Phil was second to none in considering my ethnicity, my legal education, my accent as completely irrelevant to the life of the University and to legal scholarship with one telling exception.

When I arrived in Chicago, primarily to teach comparative law, he said to me: "Gerhard, do not just do comparative law. You have to be engaged in a major field of American law because otherwise your colleagues will find it difficult to take you seriously as they will lack the expertise to evaluate your work." I immediately went to Dean Neal: he was a good sport about it and gave me Constitutional Law I to teach and my life has not been the same ever since. I think that was the only time that Phil concerned himself explicitly with my background. Otherwise, he had no inhibition to recommend this, at the time not even naturalized, professor to congressional committees as an expert witness on the Constitution, and eventually he asked me to join him as editor of the *Supreme Court Review*. Phil firmly believed that no university can thrive unless each member can speak and will be listened to without regard to labels and stereotypes.

Come to think of it, he did indulge ethnic disparagement in one setting—at the Symphony, where Regina and I had seats a few rows in front of the Rothshilds, who frequently invited Phil and Mary Jane. Phil seemed to hold Regina and me collectively responsible for Anton Bruckner—a composer for whom Solti displayed a strong liking. And while it was rather unfair to call us to account for Bruckner, it reflected Phil's, let us say, somewhat narrow range in musical taste. A year of so after Regina and I had left Chicago, he wrote me spontaneously about a Beethoven concert at Symphony Hall. I quote: "It proved again, to me, that a repertoire confined to Beethoven, Mozart, and Brahms, varying only the interpreters and, therefore, the interpretations, would satisfy all my musical hunger."

As I suggested, Phil cared deeply about universities and in the late 1960s and early '70s he was ready to leave the academy, not just Chicago. He was deeply disturbed, for instance, by what was happening at Stanford in 1970. He thought too many faculty and students did not share his notions of the mission of the university, his aspirations for standards of academic excellence, his concept for the reasons for academic freedom, and the uses to which that freedom can properly be put. He had no patience for student participation in disciplinary and other committees. The only university mission (Phil wrote "I use the phrase with pride") he would recognize was the search for knowledge and its dissemination and the sole means of discourse within the university most be reason—"the utilization of force as means of persuasion is anathema." And he was, of course, right but also a bit too unwilling to acknowledge flaws within the academy.

While in the end, due to the valiant efforts of Phil Neal and Edward Levi, he did not leave, in 1973 Phil became the William R. Kenan, Jr., Professor in the College and, for some years, reduced his presence in the Law School. The new task was most congenial. It meant the pursuit of law as one of the humanities, an intellectual pursuit that, as he said, "can lead to a much wider, and deeper, understanding of the world."

Few constitutional scholars of this century have as consistently as Phil Kurland thought about and worried about the Constitution as a complex system that cannot be reduced to one of its components. Majority rule, separation of powers within the national government, the system of checks and balances, federalism, the Bill of Rights, and, last but not least, the independence of the judiciary he has never viewed as separate topics that can be treated in isolation but as the Framers' interdependent devices for the restraint of brute power, however disguised, within the American democracy.

Phil did not only seek a deeper understanding of the world but he also enjoyed being part of it as a lawyer. Apart from his clerkships with Jerome Frank and Felix Frankfurter, probably nothing gave him greater pleasure than the seven years he spent as chief consultant to the Senate Judiciary Committee's Subcommittee on Sepa-

ration of Powers that was chaired by Senator Ervin. He became very fond of Sam Ervin and liked to shock the rest of us, who thought of that development as somewhat strange. He was also fond of quoting a warning that the senator had given him when Phil took on his new Washington responsibilities. I quote: "Most people around here think that the greatest danger to the United States is communism, when in fact it is stupidity." This was the kind of pithy dictum that Phil himself delighted in.

About Phil Kurland, Senator Ervin said in the Senate on September 28, 1971: "Incidentally, I cannot refrain from stating my conviction that Philip Kurland possesses the qualifications [for greatness in a Supreme Court Justice] described by him through quotation from Judge Learned Hand and Justice Felix Frankfurter, and that he would go down in history as an outstanding Supreme Court Justice if any President possessed the wisdom to nominate him for such a post." While Phil's name was often bandied about in the newspapers when there was a Supreme Court vacancy, in the end, just like in the case of Learned Hand, we have had no president wise enough to nominate him.

The Kurlands frequently came to our apartment for my birthday at Christmas. In 1990, he wrote: "We shan't be able to call on you on your birthday. We are going to Vermont to visit with the three ladies." Julie, Martha, and Ellen, Phil often, as you know, referred to you and your mother as "My Fair Ladies," he dedicated books to you with that printed inscription, as he dedicated to each of you one of the volumes of the Supreme Court Review from 1964 to 1966. And, of course, you were present in his office through your photos and through his talking about you. You were indeed a dear family to him and of inestimable importance when he got discouraged about the world. That he left that pessimism behind in the last years of his life under Allie's influence and love has given great joy to his friends.

Tomorrow, exactly a year ago, Phil gave what turned out to be the last of the many talks he delivered throughout his professional life. It was at a conference about judicial biography in New York. In it, he quoted Felix Frankfurter about the Bible's admonition "to praise famous men." I quote Phil quoting Frankfurter: "The Biblical phrase is 'not an exhortation for a gesture of pietistic generosity, the placing of verbal flowers on the graves of famous men. It is for our sake that we are to praise them for, as Ecclesiasticus added, they have given us an 'inheritance.' We commune with them to enlighten our understanding of the significance of life, to refine our faculties as assayers of values, to fortify our will in pursuing worthy ends." Phil, you have made it easy for us to praise you because you did leave a rich inheritance. All of us thank you.

Gerhard Casper is president of Stanford University.

Daniel Leifer, 1936–1996

By the Reverend Samuel H. Speers

Rabbi Daniel Leifer was Director of the Newberger Hillel Center on the University of Chicago campus.

We who are gathered here remember Danny Leifer as an extraordinary teacher, rabbi, friend, and leader—this was no less true in his role among his colleagues in campus ministry. In the seven years I had the privilege to work with Danny, I remember especially his wisdom in conceiving and planning events; he was an extraordinary administrator. I consulted him about a remarkable range of subjects—from how to conceive of the annual Aims of Religion address to how best to plan a costume contest at Rockefeller Chapel's screening with live organ accompaniment of the film *Nosferatu,* for which Danny was himself an elegantly costumed judge. It was Danny's searching, penetrating, and ever curious mind, constantly renewed and challenged in the discipline of study, that made him the one we so often turned to for guidance or confirmation that we were heading in the right direction. Indeed, part of what made him such an effective administrator is that he wanted always to work productively in order to make more time for study, for teaching, and for learning. It seems appropriate then to remember Danny with another reading.

Remembering Danny's love for searching for meaning in unusual and perhaps unexpected texts, I want to read to you today from the book of Second Kings; it is a story that reveals a community of faith struggling with the loss of its prophet and teacher, Elijah. The books of Kings recount the royal history of Israel, from the death of King David to the destruction of Jerusalem and the end of the monarchy. In this history, the prophets are called to speak out against idolatry and remind their rulers that the LORD is Israel's only God. In this passage, we read of Elijah's mysterious and wonderful ascension, of the community of faith's grief at Elijah's anticipated death, and of the mantle of the prophet being passed on to the one Elijah had already called, his attendant, Elisha.

When the Lord was about to take Elijah up to heaven in a whirlwind, Elijah and Elisha had set out from Gilgal. Elijah said to Elisha, "Stay here, for the Lord has sent me on to Bethel". . . .

"As the Lord lives and as you live, I will not leave you," he said, and the two of them went on. Fifty men of the disciples of the prophets followed and stood by at a distance from them as the two of them stopped at the Jordan. Thereupon Elijah took his mantle and, rolling it up, he struck the water; it divided to the right and left, so that the two of them crossed over on dry land. As they were crossing, Elijah said to Elisha, "Tell me, what can I do for you before I am taken from you?" Elisha answered, "Let a double portion of your spirit pass on to me." "You have asked a difficult thing," he said. "If you see me as I am being taken from you, this will be granted to you; if not, it will not." As they kept on walking and talking, a fiery chariot with fiery horses suddenly appeared and separated one from the other; and Elijah went up to heaven in a whirlwind. Elisha saw it, and he cried out, "Oh, father, father! Israel's chariots and horsemen!" When he could no longer see him, he grasped his garments and rent them in two.

He picked up Elijah's mantle, which had dropped from him; and he went back and stood on the bank of the Jordan. Taking the mantle which had dropped from Elijah, he struck the water and said, "Where is the Lord, the God of Elijah?" As he took struck the water, it parted to the right and to the left, and Elisha crossed over. When the disciples of the prophets at Jericho saw him from a distance, they exclaimed, "The spirit of Elijah has settled on Elisha! And they went to meet him and bowed low before him to the ground. [2 Kings 2:1-2a,4b–15]

We who are here today share Elisha's sorrow at the loss of our teacher. Yet in this story we can find hope, I think, in the ways that Elisha confronts his own grief, pain, and self-doubt at the loss of his teacher, Elijah. For Elisha is one who makes real what he has learned from his teacher by carrying on in his teacher's absence—Elisha's disciples see the spirit of Elijah in him, when he transforms his grief into action by taking up Elijah's mantle. Wayne Booth, George M. Pullman Professor Emeritus of this faculty, likes to say that a good teacher is one who makes him or herself irrelevant. It is hard for us to imagine ever wanting Danny to feel irrelevant to our work and life here—and this is not Mr. Booth's point. But as we look for the spirit that was in Daniel Leifer to settle on new teachers and rabbis among us, we can take heart from Professor Booth's insight, and Elisha's example, that we most honor our revered teachers by what we do in their absence. We have lost a superb teacher and extraordinary friend. We may wonder who could ever have, in Elisha's phrase, a "double portion" of Daniel Leifer's spirit; as we seek such teachers, we also hope and pray to honor Danny's memory and to transform our grief by carrying on ourselves what he so ably taught us.

The Reverend Samuel Speers is Associate Dean of Rockefeller Memorial Chapel.

Daniel Nelson, 1959–1995

By Peter Rossi

Daniel Nelson was Associate Professor in the Graduate School of Business.

My purpose here today is to try to give Dan's relatives and friends some sense of what Dan's research was about and how Dan is regarded by his profession. This is an easy but also an essential task. It is an easy task because Dan's research was so focused, well fulfilled, and influential. It is an essential task because Dan's research is his defining characteristic—his intensity of commitment to research stands out even at Chicago, one of the very top research universities. Dan's commitment can be appreciated by considering his research activities during the two and one half years he was battling cancer. Even while enduring a total of seventeen rounds of chemotherapy, Dan wrote furiously, was in the office more regularly than many of my well colleagues, and made no less than fifteen seminar presentations at virtually all of the top universities. His latest seminar was presented at the University of Minnesota in February of this year—a trip that is best viewed as an amazing feat of will.

Dan's research concerned the modeling and prediction of changes in the variability of financial data. "Variability" (which is synonymous with "variance" or "volatility") is a statistical term which is associated with the average size of price changes. It has long been observed that changes in the price of stock or a stock price index such as the Dow Jones Industrials are not predictable. That is to say, if the DJ goes up today, it is equally likely to go up as it is to go down tomorrow. This is called the Random Walk Hypothesis and it is prominently associated with statistical research conducted by faculty at the GSB. While changes in price levels are not predictable, magnitudes are. As it turns out, large price changes are followed by more large changes in either direction with a higher probability than small price changes. This is the fundamental fact that Dan pursued in his research.

As a graduate student at MIT, Dan took a look at this literature on modeling volatility and started a ten-year research project to fill important holes and advance this literature. It is important to understand that Dan crafted this agenda by himself and that he emerged as one of the most prominent researchers independently of the other workers in this field. In 1985, when Dan started his work, there were two basic approaches. The auto regressive conditional heteroskedasticity, or ARCH, model, invented only three years before, was already enjoying empirical success in application to financial data. On the other hand, much of the theoretical literature on pricing of financial assets used an approach which implies a different model for the data—the so-called stochastic volatility model. Dan was persuaded that ARCH-like models were the wave of the future because these models can be fit to data easily. He decided to embark on a research program to shore up deficiencies in ARCH models and forge a link between ARCH and stochastic volatility models.

Dan's first major contribution to the ARCH literature is his 1988 MIT thesis, in which he proposed the exponential ARCH model which has come to be known as the EGARCH model. This model provides for an asymmetry in the way in which variability evolves. In the EGARCH model, large price changes are still followed by large price changes more frequently than small price changes but this effect is accentuated for large negative price changes. Thus, the crash of 1987 is followed by a period of much higher volatility than the periods following recent upward runs in prices. The EGARCH model was an instant hit and fits the data better than most competitors. In the short time since EGARCH was introduced, at least 100 studies have used the model. EGARCH has received the ultimate endorsement—it has been incorporated into commercial statistical software.

Dan's other major contribution to this literature is embodied in some six or so papers on the relationship between ARCH models and certain types of stochastic volatility models. This work links the typical sorts of models used in mathematical finance with the empirical work contained in the ARCH literature. Dan views the ARCH model as a certain sort of approximation to these more difficult to estimate stochastic volatility models. Both the method of analysis used in these papers and the theoretical results have had a major impact on thinking in this area.

Only a week ago, Dan finished the final revisions of the last article in this research agenda. Dan started this particular project shortly before he was diagnosed with cancer. Very rapidly, he came to realize that he didn't know the mathematics needed to crack the problem. Over the next two years, he learned the mathematics and got the paper submitted and finally accepted into one of the top scholarly journals. I know it was a great source of satisfaction to him that he finished this last piece of his ARCH research agenda. Given Dan's talent, creativity and drive, it is a great shame that we will not get to see the fruits of his next research agenda.

During Dan's seven years on the faculty at the U of C, he authored nineteen published and six unpublished papers. Four of these papers have or will be published in *Econometrica,* which is the premier journal in Dan's field. While I haven't conducted a formal study, I would venture that there are less than twenty-five economic researchers who have published four or more articles in this journal. The set of people who have published four articles in their first seven years as an academic is still smaller. When the editors of the prestigious *Handbook of Econometrics* decided to include a chapter on ARCH models, Dan was the obvious choice, along with Tim Bollerslev and Rob Engle. A collection of Dan's work and some closely related papers by others will be published by Academic Press later this year.

In summary, it seems to me that the ideal

scholar is someone who identifies an important class of unresolved problems, sets about a systematic attack on this class, and after a period of time has achieved closure on many if not most of these problems. This is a good description of Dan Nelson's ten-year long research project on ARCH models.

Dan's good friend, co-author, and math tutor, Dean Foster, sent me some of his thoughts about Dan's work last night. I would like to conclude with a paragraph from Dean which I think is particularly well put.

"The next time you read the newspaper, turn to page 2 or 3 of the business section. You will almost always find some sort of graph of Stock prices. This graph will have a lot of 'gitters' or oscillations in it. If the time period covered is about one year, then look carefully at the plot. See if you can find a month which has more gitters than the other months. If so, I want you to say to yourself: 'Ah, there is the ARCH that Dan pursued.' And know that there are hundreds or even thousands of people studying the same data. These people have all benefited in some way from Dan's work."

Peter Rossi is Professor in the Graduate School of Business.

W. Alvin Pitcher, 1913–1996

By the Reverend Ann Marie Coleman

W. Alvin Pitcher was Associate Professor Emeritus in the Divinity School.

It is my pleasure to introduce to you this year's recipient of the Victor Lawson Award. W. Alvin Pitcher is a person who has made enormous contributions to the many struggles for justice which have been waged in Chicago. Grounded in faith and trust in God, Al has used his intellect and his compassion for people and the earth to make the world a better place. His life has been significant in many ways and they are all interconnected to one another.

A graduate of the University of Chicago and its Divinity School, Al was ordained by the Congregational Church in 1940. While a teacher at Denison University, he decided to return to the Divinity School, where he received his Ph.D. Appointed to the faculty in 1952, Al and James Luther Adams developed the field known as ethics and society. He believes that involvement in the community is critical to the life of the intellectual. He is a mentor and a model for intellectual excellence and commitment to understanding how and where God is at work. Because of his work, many students learned through following his example to combine intellectual pursuits with action. Although Al retired from the University in 1977, students continued to seek him out for conversations and classes.

Al became involved in the Civil Rights movement in 1937 when he worked with an unemployed union of African Americans. He put a loudspeaker on his Ford, organized a cell during the week, and attended mass meetings. He is a hero for many of us because of his dedicated commitment to the struggle against racism. His involvements are to a great extent an important part of the history of the struggle for black equality and justice. Among his many activities, he participated in the March on Washington and the organization that followed in Chicago—Protest at the Polls—to elect African-American aldermen. He organized a three-day visit of Dr. Martin Luther King, Jr., to this city, with fifteen community meetings, a downtown march, a professional meeting, and a fundraiser. He was secretary for the Agenda Committee formed in 1966 for Dr. King's northern campaign. He was part of the logistical team for the marches and became subject to the injunction against the marches and participated in the summit discussions.

Al was a member of the staff of Operation Breadbasket and also organized the Committee for One Society, which negotiated with corporations to deal with institutional racism. He was co-director of the PUSH International Trade Bureau and assistant to the president for economic development at Operation PUSH. He worked on Jesse Jackson's presidential campaign.

Al is deeply grounded in the religious community. As a member of Hyde Park Baptist Church, he served in many capacities, including work with the Chicago Baptist Association and the Church Federation of Greater Chicago, where for fourteen years he served as a member, chair of research, and chair of the Department of Christian Citizenship.

In 1979, Al and Sara joined University Church. Al had a vision for bridging the Midway, and he called people together to begin the formation of an intentional Christian community named the Covenantal Community. One of the wonderful gifts that Al has is the ability to get others to share his vision. A deteriorated building in Woodlawn became the focus of work and organizing for the community. After lots of hard work by many people—especially Al—twenty-one families and individuals moved into the community of care, where the focus was on stability of place and long-term relations. Al was instrumental in the founding of the Covenant Development Corporation, which has rebuilt and refurbished a number of buildings in Woodlawn. Al is a member of the Woodlawn Ministers Alliance and has continued to work on a vision of Woodlawn with First Presbyterian Church and the Woodlawn Development Associates, which Al staffs for University Church.

As minister for social concerns for University Church, Al provides the skills for developing an intellectual and compassionate response to the signs of the times. Al has an expanding vision of the world where God is making all things new. He makes connections between issues and people. Central America, the sanctuary movement, the church as nuclear-free zone, health care for all, the environment, and most recently the Contract with American have been concerns for the church which Al has helped develop both an analysis and a public-policy response. With patient care and concern he has helped our church become a multiracial congregation. Al's sermons and prayers are legendary. There are those who say they have been healed by his prayer and others who affirm that the deepest part of their souls have been touched.

I've told you some of the things that Al has been involved in and a little about his abilities to make connections between God and issues, between justice and people. Al keeps his mind on social justice twenty-four hours a day and has helped many of us to develop a more comprehensive political and social analysis, which is lived out in commitments to justice and caring. Most of all, however, Al is a warm human being who has a capacity to listen deeply to people. He manages to act in small, nitty-gritty, concrete ways in people's lives while at the same time thinking and acting globally.

The Reverend Ann Marie Coleman is co–senior minister at University Church in Hyde Park.

This tribute was given on the occasion of W. Alvin Pitcher receiving the 1995 Victor Lawson Award, given by the Community Renewal Society for work on behalf of racial justice.

Sol Tax, 1907–1995

By George W. Stocking, Jr.

Sol Tax was Professor Emeritus in the Department of Anthropology.

Sol Tax, 87, innovative kinship analyst and economic anthropologist, facilitator of "action anthropology" and the modern Native American movement and organizer of international anthropology, died of a heart attack on January 4, 1995. Tax was born in Chicago in 1907, child of an immigrant family with a strong rabbinical tradition. He grew up in Milwaukee, where he absorbed the reformist spirit of a city with a socialist mayor, and at 12 served as editor of the *Newsboy's World*. "I was a Walter Mitty, and had constant dreams of glory . . . somehow or other saving the troubled world." The means he discovered was anthropology, to which he was introduced by Ralph Linton at the U of Wisconsin. From the beginning, Tax's anthropology was, like Linton's, embracive: in 1930 he went with Beloit's Logan Museum Archaeological Expedition to North Africa; in 1931 he participated in an ethnological summer field program among the Mescalero Apache led by Ruth Benedict. By that time, Tax had become convinced that "pure science" must provide the prior knowledge for effective social reform, and for almost 20 years he "dropped everything but anthropological research."

Undertaking graduate study at the U of Chicago, Tax was introduced to social anthropology, serving as Radcliffe-Brown's research assistant in the study of Native American kinship. He did fieldwork on the Mesquakie (Fox) reservation near Tama, Iowa, augmented by comparative and historical research, to produce his doctoral dissertation on "The Social Organization of the Fox Indians" (1935). He was also strongly influenced by the "folk culture" approach of Robert Redfield, who in 1934 recruited him for fieldwork in highland Guatemala under the auspices of the Carnegie Institution. Accompanied by his wife, Tax worked there during 7 years, focusing on issues of economics and worldview, which he was later to treat in his innovative study of *Penny Capitalism* (1953).

After a year as visiting professor at the Instituto Nacional de Antropología in Mexico, Tax returned to Chicago in 1943 as Research Associate (retaining until 1946 his position as tenured scientist at the Carnegie Institution). Appointed Associate Professor in 1944, he was instrumental in developing a new 3-year graduate curriculum in the 4-field tradition. Promoted to Professor in 1948, Tax served for 5 years as Associate Dean of the Social Sciences Division, and was chair of the Department of Anthropology (1955–58).

Around 1950, the focus of Tax's anthropological activities shifted from "pure" research toward the social welfare, editorial and organizational interests of his youth. When graduate students in a summer field school at the Fox reservation expressed concern in 1948 that their work should somehow treat the problems faced by returning Indian veterans, Tax worked with them to establish a program of "action anthropology"—which differed from "applied anthropology" in seeking to facilitate goals set by the Indians themselves, rather than by any outside individual or agency. Convinced that assimilation was not inevitable, Tax became an active opponent of the government's "termination" policy and in 1961 coordinated the American Indian Chicago Conference, where 800 Native American leaders formulated a "Declaration of Indian Purpose" and the American Indian

Youth Council was founded.

During the 1950s Tax was active in the professional propagation of anthropology on a national and world scale. He edited a number of volumes produced from major symposia, including the *Heritage of Conquest* (1949), an appraisal volume of the "Anthropology Today" conference (1952) and three volumes from the Darwin Centennial (1959). During a stint as editor of the *American Anthropologist* (1953–56) he doubled its capacity, and in 1958 was elected president of the AAA. In the late 1950s he traveled worldwide on behalf of the Wenner-Gren Foundation, meeting with anthropologists behind the Iron Curtain and in Third World countries, to organize *Current Anthropology* (in the grass-roots spirit of action anthropology) as "an open-ended international journal." He served as editor until 1974, and was in this period perhaps the most widely known anthropologist in the world. In 1973 he organized and presided over the Ninth International Congress of Anthropological and Ethnological Sciences in Chicago, editing the resulting 91-volume *World Anthropology Series.* Although he retired that year, Tax continued active as Emeritus Professor and in the Library-Anthropology Resource Group—one of a number of bibliographic and biographic resources he promoted. He is survived by his wife Gertrude Kate Tax, his daughters Susan Tax Freeman and Marianna Tax Choldin, and three grandchildren. His papers are preserved in the Sol Tax collection of the Regenstein Library at the U of Chicago. See also Tax's autobiographical "Pride and Puzzlement" in the *Annual Review of Anthropology,* 1988.

George W. Stocking, Jr., is the Stein-Freiler Distinguished Service Professor in the Department of Anthropology and the Committee on Conceptual Foundations of Science.

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Dr. Diana Woo, 1941–1995

By Dr. Kwang-sun Lee

Dr. Diana Woo was Associate Professor of Clinical Pediatrics in the Department of Pediatrics and Associate Dean for Student Affairs in the Pritzker School of Medicine.

I met Diana in the summer of 1980, when I came to the University for a job interview. Ever since then, Diana never stopped nurturing me.

Diana tried to convince me that I should be her young brother since her birthday happened to be several months earlier than mine. This was not difficult for me at all! In the Chinese tradition, as a younger brother, you are at the receiving end. Diana was always there for me. She never hesitated to help me, particularly during the rough times. I remember numerous occasions in the intensive care nursery when I did not know quite what to do—should all life-giving measure be withdrawn or is there still hope of saving the baby's life? Diana would talk to me in her soft and gentle voice, arguing both sides.

As you all know, her caring and giving was not only for me. At some point in our lives, she was there for everyone—for her family and friends, for her patients and their families, for her colleagues in the Section of Neonatology, the Department of Pediatrics, and the Medical School and her students.
- Many of Diana's patients have gone home to their families, but her phone and beeper were always on for their parents.
- She was one of the most sought after faculty by the students in the Medical School because of her guidance for the troubles in their daily lives. For many students, her guidance continued many years after graduation. She taught students to be a human being first before becoming a physician.
- Even during her illness, her patients were not off her mind. When she was very itchy with jaundice, she was saying how difficult it must be for those little children with this kind of jaundice and are unable to complain.

To me, Diana epitomizes the East from where I came. She lived simply and with little need for elaborate things. She was humble, kind, thoughtful, and caring. Yet, she had fire in her—unable to tolerate injustice and outspoken for the causes she believed in, such as the plight of the underprivileged and the rights of women. In every way, Diana made our world better than before. We are better today than yesterday and will be better tomorrow than today because Diana has been with us, has touched us. She will be with us for many years to come.

She was a noble lady.

Dr. Kwang-sun Lee is Professor in the Departments of Pediatrics and Obstetrics and Gynecology, Director and Section Chief of Neonatology, and Administrative Co-Director of the Perinatal Center.