

AN ANALYSIS OF PRESENT AND
PREDICTED STUDENT UNION PROGRAMS
AND FACILITIES OF SELECTED
MIDWESTERN PUBLIC URBAN
UNIVERSITIES

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This is to certify that the

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presented by

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ABSTRACT

AN ANALYSIS OF PRESENT AND PREDICTED STUDENT UNION PROGRAMS AND FACILITIES OF SELECTED MIDWESTERN PUBLIC URBAN UNIVERSITIES

By

Fredrick Arnold Strache

Urban universities and other urban educational institutions are serving an increasingly larger number of students. These students, the majority of whom live at home and commute to the campus, require recreational, service, and educational programs and facilities while on the campus. Student Unions have been developed in an attempt to meet the demand for these requirements. The problems and concerns faced by the commuting students, the nature of the urban university and the general environment of the city, differ from that of the residential institution. With these differences it is important to develop a union compatible with the urban commuter university setting.

The purposes of the study were to:

- (1) Identify current program offerings at six urban university unions which have been purposely selected for study;

- (2) Determine the philosophical orientation of these urban university unions;
- (3) Identify current facilities which are available in these unions;
- (4) Identify any unique aspects in programs and facilities which characterize these unions;
- (5) Based on the opinions of the respondents, ascertain the recommendations on possible planning and programming for urban university unions.

The sample for this study consisted of six mid-western urban universities whose student bodies included a majority of commuters. Data, obtained by use of questionnaires and interviews, were analyzed and interpreted using a descriptive approach.

The six union facilities studied were all constructed or remodeled, primarily with borrowed funds, during the last eight years, 1965-1972. The majority contain forty-one of the same types of facilities, some of which are particularly suitable for the predominantly commuter student bodies of the institutions. The six responding universities all reported nineteen facilities necessary for a new building on their campus. Twenty-eight other facilities were defined necessary by at least four of the six respondents. Out of the list of

eighty-two possible types of areas or services, thirteen facilities would be eliminated. For any urban commuter campuses, thirty-two facilities were seen as necessary, with additional ones suggested as growing in importance in the future.

Current program offerings at the six commuter campuses were generally no different from those available in residential campus unions. Some program concerns or aspects considered unique for the commuter campus were: the presenting of programs which were highly visible to the students, staff-run programs (or at least, strongly staff-supported programs), and activities directed toward the nonuniversity community. There were not perceived differences in philosophy between the commuter and residential campus.

Under the area of new directions, the "Gateway" concept, with high visibility in diverse types of facilities, is seen as one possibility. Community programming will continue to grow in importance with emphasis on the area in which the university is located. Budget matters are seen as the major problem area in the coming years for both commuter and residential campuses. The commuter campus, due to construction of facilities in the last few years and lack of a broad financial base, may have the greater problem. A series of problems with the larger community, including competition for facility and program

use, and general questions of relationship between the two communities are seen as requiring great attention. The final concern centers around the union's ability to reach, recognize, and support the individual student, as the campuses continue to grow larger and more impersonal.

Based on the findings from the study the following were recommended:

It is recommended that prior to any construction or renovation a thorough study be made of the nature of the student body, the needs of the students, the mission of the institution, and the physical environment of the campus.

It is recommended that careful consideration be given to facility selection and design to insure that the commuters' specific needs can be served.

It is recommended that programs be designed compatible with the schedule of the commuting student. Furthermore, programming must be consistent with the great diversity of interest represented by the students of an urban commuting campus. The programs must be presented and publicized for casual rather than planned participation. Finally, the cost of the program and its relationship to other revenue-producing operations of the union must be constantly re-evaluated.

It is recommended that the staffing structure and duties be developed to facilitate student involvement in all levels of program and management, while maintaining a high quality and quantity of programs.

It is recommended that the urban commuting student union consistent with the basic philosophy of urban higher education reach out into the community with its programs and facilities.

Further research related to the above recommendations was also indicated.

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CHAPTER I

THE PROBLEM

The urban universities and other urban institutions of post-secondary education have become an important part of the educational framework in the United States. The students attending these institutions, unlike the college students in the residential campus, spend a limited time on the campus each day commuting to and from home and school. Klotsche describes this situation, stating:

More than half of the students enrolled in American colleges and universities today are living at home while attending college. Their number will continue to rise. Since ours is an urban society, more of our youth will be brought up in the cities, will be educated there, and after completing their education will remain there to work and live.

.

The steady migration from farm to urban communities suggests that most future undergraduates will be commuters. . . . Peter Drucker has suggested that within a generation, resident campuses will have become obsolete except for graduate and professional education.¹

¹J. Martin Klotsche, The Urban University and the Future of our Cities (New York: Harper and Row, 1966), p. 88. (Hereinafter referred to as The Urban University.)

This development of a large population of commuting students demands a new look at the facilities and programs traditionally offered for the student population. Often the facilities and programs on the urban campus are not geared for the commuter student. A committee at Wayne State University in studying commuting student needs noted this saying, "Our colleges and universities have a structure which appears to be based in every way upon the full-time student."²

Bebb supports this saying,

If space has permitted, it seems that the usual appearance of urban universities, even with commuter populations which exceed 80 percent, has been that of sprawling tree and mall-studded campuses with all the physical appearances of residential campuses except for row upon row of residence halls. It would not be surprising to find their union buildings to be equally unadapted to their urban and commuter characteristics.³

Statement of the Problem

The union facility on the urban campus, serving as the major nonclassroom building, plays a major role in the total life of the student, and hence, requires care in both development and operation.

²Richard Ward and Theodore Kurz, The Commuter Student: A Study of Facilities at Wayne State University (Detroit: Wayne State University, 1969), p. 2. (Hereinafter referred to as The Commuter Student.)

³Ernest L. Bebb, "The Urban Campus: No Longer an Atypical College Union Setting," Association of College Unions--International Conference Proceedings (Stanford, 1970), p. 3-1. (Hereinafter referred to as "The Urban Campus.")

Butts, one of the pioneer union professionals, has observed the unique role of the union in serving the commuting student.

In an earlier era many universities sought the values of a campus-centered fellowship principally by way of recreating the Oxford kind of residential college, with the Union as the supplement which counteracted the attraction of the town and facilitated interchange among the several college residences. But the residence halls are no longer the answer--not when non-residents are beginning to outnumber all resident students put together. For the increasing number of commuters, the residence halls are simply of no significance.

This spectacular turn of events in who goes to college assigns to the union the role of creating a common life for students that educators once anticipated the residence halls, mainly, would fulfill. For it is the union that now largely supplies the reasons and attractions for staying on the campus or returning to the campus.⁴

Further, he felt the commuting students, more than their residence hall counterparts, need a place to serve as a base on the campus and an adequate place to eat, talk, and study. Also, the administrative personnel, student organizations, and activities need an effective convenient way to communicate with them. The commuters' ties to the central body, their participation in the life of the academic community, and their satisfaction with their college experience increase immeasurably when there is an adequate social-dining-activities center.⁵

⁴Porter Butts, The College Union Idea, Association of College Unions--International (Stanford, 1971), p. 103. (Hereinafter referred to as Union Idea.)

⁵Ibid., p. 114.

A union director, speaking at the 1970 Association of College Unions International Annual Convention, felt the multi-faceted concerns of the urban union also extended beyond the university.

Our society is irretrievably urban. Since our cities are here to stay, the time is at hand to take a new look at them. It (the urban university) can, in fact, become the single most important force in the recreation of our cities. It is equipped to perform a task that no other institution can do as well. Here then, is a unique role for our universities, that of giving meaning to urban life and assisting in the creation of a new image for our cities.

As for college unions, perhaps a new breed will emerge or is emerging. Not in spite of, but because of, the successes and failures of their predecessors, only they will no longer simply be made-over, high-rise versions of their resident campus contemporaries and they will no longer try to make the out-of-classroom life just as good as going away to school for the urban student. And a new interdependence with the whole university is in order.⁶

The union of the urban commuter campus is faced with the usual concerns of any union. The rising costs of new construction or remodeling, developing activities and programs which serve the needs and desires of the university community, and designing an organization where students are actively involved, but where the programs are financially sound, are but a few of the common problems. The urban union, because of factors of physical location, nature of the student body, and different role of the university, faces another series of problems. The unions as now designed and operated on

⁶Bebb, "The Urban Campus," p. 3-3.

primarily residential campuses are simply not the models for the urban institutions. The questions involved in the development of urban campus unions include: what kind of union building is needed; what kinds of programs are desirable; how can the commuter students be reached; what is the staff role? Also, larger concerns must be considered, such as, what is the role of the union in the total educational picture and in the community outside the university? Or to summarize, given the differences between commuting and residential campuses, the problems of urban life, which the university because of the location must share, and the continually developing and changing urban education setting, what kind of a student union building, program, and operation are needed, and how can these be determined?

The Purposes of the Study

One aspect of this larger problem, thus, is to undertake a study of the larger urban campus student unions in an attempt to answer some of the above questions or at least suggest means of getting at the answers. The purposes of this study are to:

- (1) Identify current program offerings at six urban university unions which have been purposely selected for study;

- (2) Determine the philosophical orientation of these urban university unions;
- (3) Identify current facilities which are available in these unions;
- (4) Identify any unique aspects in programs and facilities which characterize these;
- (5) Based on the opinions of the respondents, elicit the recommendations on possible planning and programming for urban university unions.

Background and Need for the Study

This is a study of selected urban university unions, their programs and facilities, with an emphasis on what differences there are between serving commuting and residential students. As indicated in the statement of the problem, developing and operating facilities, services, and activities for the commuting student in the urban university challenge many concepts of the traditional student union. Based on the opinion of union professionals, through questionnaires and interviews, an attempt will be made to determine the best type of facility and program which will meet the needs of the students on an urban commuter campus.

The development of large institutions of higher education serving students of urban America, who live at home while attending college, has accelerated in the

past few decades. Most all urban areas now have one or more of these institutions, and most institutions have developed or are developing student centers. Student centers at such institutions have, according to several authors,⁷ not been developed with the unique student body in mind.

Furthermore, relatively little research has been conducted related to the urban student center. In fact, little research has been conducted on the urban university and commuting students.⁸ This investigation may provide some directions for planning and programming, or at least give some direction for further study. The experiences and reactions of the union staff members consulted for this study, while limited to a few institutions, may help prevent faulty program emphasis and nonfunctional or ineffective facility design.

Definition of Terms

Commuting Student.--A student who resides at home while attending a college or university.

⁷Ward and Kurz, The Commuter Student, p. 2; Bebb, "The Urban Campus," p. 3-1; Association of College Unions--International, Planning the Urban College Union for a Commuter Campus, Association of College Unions--International (Stanford, 1969), p. 1.

⁸Thomas F. Harrington, "The Literature on the Commuter Student," Journal of College Student Personnel, XIII, No. 6 (November, 1972), 546-50. (Hereinafter referred to as "Literature on Student.")

Facilities (Student Union).--Any space located in or around a student union from which students and others receive services, or use either individually or for group programs. Examples include recreation facilities (billiard room, bowling alley, card room, swimming pool, pin ball machine room); social facilities (ball room, party room, lounges); cultural-hobby facilities (music room, art gallery, art cases, photo darkroom, theatre, television room, craft shop); meeting facilities (committee and meeting room, kitchenette); service facilities (coat room, information desk, phones, ticket office, mail boxes, day care center, barber shop, parking area); food facilities (cafeteria, snack bar, pub, coffee shop); commuter facilities (lockers, coat room, dressing room); and organizations-activity facilities (organization lockers and mail boxes, union board offices, workrooms, organization offices, chapel).

Policy Board.--A group which may be composed of students, staff, faculty, or community people responsible for development and maintenance of facilities, staff, budget, general operation, regulations governing the use of facilities, and in some cases, program.

Program Board.--A group, most often composed of students, responsible for development and maintenance

of programs in the union facilities, The program board generally reports to the policy board.

Programs.--Any activity developed to serve students, faculty, or the larger community in or around the union facilities or through the union staff, boards, or facilities for general campus programs.

Student Union (Student Center, University Union, or Center).--A building or group of buildings constructed primarily to serve the nonclassroom educational interests, recreation, and leisure needs and physical requirements (food and books) of the student body, faculty and staff, and to varying degrees, the larger community.

Urban Universities.--Institutions of higher education offering post-baccalaureate degrees, with a primary emphasis on services directed to an urban population. (There are institutions of higher education located in urban areas which serve a larger population, both urban and nonurban, and, hence, not included under this designation.)

Union Staff.--The paid employees of the student union who assist in providing and maintaining facilities and program.

Residential Students.--Students who live on or around the campus in other than their own home. This

includes residence halls on the campus, cooperatives, fraternities, sororities, rooming houses, apartments, and shared houses.

Limitations and Scope of the Study

The study is limited to six midwestern universities, serving primarily commuter students. These institutions are located in or near large urban areas. The data are limited to responses from questionnaires and interviews which resulted in subjective replies. The possibility of bias, therefore, must be taken into account. These conditions may limit the ability to generalize the findings; however, the findings could provide direction for more exact research.

Procedures Used in the Study

The sample for this study consists of six midwestern urban universities whose student bodies include a majority of commuters. They were selected from the institutions which met the following criteria.

The institutions were:

- (1) Located in or near large midwestern population centers. The selection of a single geographic area was to have universities serving students with similar backgrounds;
- (2) Primarily serving urban students;

- (3) Primarily serving commuter students;
- (4) Public institutions under state or local control;
- (5) Offering at least a four-year baccalaureate degree;
- (6) Currently operating a student union building and program.

After meeting the above criteria, the final determining factor was selecting universities where the union staff, particularly the director, was willing to cooperate with research requiring interviews and responses to several questionnaires. The data were obtained by use of three questionnaires, interviews conducted on each campus, observation of the actual facility, and written materials collected from each union. The staff members were asked to respond with emphasis on what is necessary or desirable for future urban student centers, as well as reflecting on current programs and facilities. Where applicable, the replies were compared with other studies to determine any differences and were analyzed to find similarities in suggestions for directions or trends for future and present union facilities and programs.

Finally, based on the material obtained from the questionnaires, the interviews and observation of the facilities and programs, recommendations for future facility development, program implementation, and continued investigation were made.

Organization of the Study

This study is organized into five chapters.

In Chapter I, the problem, statement of the problem, purposes of the study, background and need for the study, definition of terms, limitations and scope of the study, and procedures used are presented. Chapter II provides for a review of the literature including sections on historical perspective, the commuting student and the urban university, the student union in general, and the urban commuter student union. In the third chapter the methodology used in the research is developed, defining procedures and methods used in collecting, presenting, analyzing, and interpreting the data. Chapter IV contains the report of the findings and an interpretation of the data. In the last chapter a summary, recommendations for development of future programs and facilities, and suggestions for additional studies are presented.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter a historical perspective on student union movement will be presented. Research relating to the commuting student and urban university, the student union in general, and the urban commuter student union will also be reviewed.

Historical Perspective

In considering the urban union, a better understanding of the present physical structure, function, and program may be obtained by reviewing the history of the student union movement generally. Credit is given to students at two English universities--Cambridge and Oxford--founded in 1815, and the Oxford group, then known as the United Debating Society formed in 1823, were concerned with debating as an educational activity outside the University. Early in their history they became concerned with a building to house the debate, along with a library, lounge, furnishings, and equipment.⁹

⁹Edith O. Humphreys, College Unions (Ithaca, N.Y.: Association of College Unions, Willard Straight Hall, 1946), pp. 11-12.

In the United States, Harvard students, following the lead of their English contemporaries, developed a similar debating union in 1832. These three unions fit into what Humphreys calls the debate stage in the history of college unions, during the period 1815-1894.¹⁰

The second period, named by Humphreys as the club stage, from 1895-1918, ushers in the first union buildings in the United States. Historian Edward Cheyney gives an interesting, if lengthy, description of the building at the University of Pennsylvania, the first union constructed in the United States.

For some years there had been an effort in progress among the students, principally inspired by the Young Men's Christian Association, to collect funds for the erection of a students' hall intended for various purposes, including the holding of religious services. This movement was brought by Mr. Harrison to the attention of Henry H. Houston, a member of the Board of Trustees, and on November 6, 1894, it was announced to the Board that Mr. and Mrs. Houston had given \$50,000 each to carry out the original plans. . . . The gift was intended as a memorial to their son Howard Houston who died in the midst of his college course. The Trustees resolved therefore that the building should be known as "Howard Houston Hall."

When completed it proved to be the most beautiful and artistic building in the University, with every appointment of good taste and convenience and suited to a very great variety of student uses. It contained a swimming pool and baths, gymnasium, bowling alleys, billiard, pool and chess tables, lunch counters and facilities for more extensive repasts, reading and writing rooms, an auditorium and smaller rooms for religious services, and a large number of separate rooms for the use of committees, the Athletic Association, the Young Men's Christian

¹⁰Ibid., p. 16.

Association, for the college papers, for the musical clubs and a dark room for photographic purposes. The Hall was opened January 2, 1896.

Student self-government was applied by putting it under the immediate charge of a House Committee composed of students with one member of the faculty, and in case of need an ultimate right of veto at the hands of a Board of Directors consisting of the Deans of the various Faculties. . . . The influence of Houston Hall over the physical, mental and moral life of the students has been most beneficial. Few if any gifts to colleges have exerted a more varied or more continuous influence for good.¹¹

During this same general time period educators at other American Universities promoted and supported the union concept, but with a distinctive American character. The President of the University of Wisconsin said in 1904:

If one were to name the most fundamental characteristic of these English institutions (Oxford and Cambridge), it would be the system of halls of residence, commons, unions, and athletic fields. The communal life of instructors and students in work, in play, and in social relations is the very essence of the spirit of Oxford and Cambridge. It might almost be said that this constitutes Oxford and Cambridge.

.. . . . If the University of Wisconsin is to do for the sons of the State what Oxford and Cambridge are doing for the sons of England, not only in producing scholars but in making men, it must once more have a commons and union. For when a student goes out into the world, no other part of his education is of such fundamental importance as capacity to deal with men. Nothing that the professor or laboratory can do for the student can take the place of daily close companionship with hundreds of his fellows.¹²

¹¹ Ibid., pp. 19-20.

¹² Butts, Union Idea, p. 11.

Other unions developed during the club stage were located on the campuses of Brown University (1903), University of Michigan (1904), University of Minnesota (1908), Ohio State University (1909), University of Illinois (1909), Indiana University (1909), Purdue University (1912), and Case School of Applied Science (1914).¹³ In a 1912 address President Lovett of Rice Institute in Houston, Texas, summarized the major concept of the unions in that period.

It was at Princeton that President Wilson proposed the reorganization of the social life of that ancient seat of learning. The program there suggested was an adaptation of the English residential college to American undergraduate life.

.
In the residential college men grow in wisdom, not alone in the wisdom of books but also in the wisdom of work and service; here they find the incomparable fellowship of college years.

.
It is hoped that ultimately all students (at Rice) will be housed in halls of residence . . . in a great quadrangle whose main axis terminates at one end by a great gymnasium and at the other by a great union club. . . . The union will offer many opportunities to members of all colleges . . . the liveliest sort of rivalry in musical, literary and debating activities. To those students who for one reason or another are obliged to live in the city, the union will afford many of the opportunities of the residential hall. . . . Side by side with the building of halls of instruction is to proceed the building of these collegiate homes for human living.¹⁴

¹³Humphreys, College Unions, p. 21.

¹⁴Butts, Union Idea, p. 12.

The next major phase in the development of the union indicated by Humphreys was the Campus Democracy Stage, 1919-1929. During this time the total number of union buildings on American campuses grew to fifty-nine.

Much of this growth was stimulated by the end of the first World War and the desire on the part of many to erect memorials. Butts sums this period up saying:

Along in the 1920s when women's suffrage appeared and the ancient tradition of education-for-men-only began to dissolve, students saw that it was odd for men and women to eye each other across the campus from their respective strongholds when they really wanted to be together; so unions turned into social centers for everybody and have, with few exceptions, been thoroughly coeducational ever since. The idea of campus unity, of a union for all, became an even stronger motivating force.¹⁵

During this period in the 1920s, two situations converged which helped create the rapid development of college unions. There was a massive increase in enrollment with the return of the World War I veteran. Housing was not available and students were forced to live in rooming houses and private homes. Places to eat were not the best and were hard to find.

Colleges had seen what the war canteen and recreation centers had meant to the servicemen away from home. A counterpart on the campus--a union--now loomed importantly as an answer to the many problems of life on the campus.

And the answer to the problem of how to get a building also came out of the war. What better type of living memorial to honor those who served in the war? What better way to serve the cause of

¹⁵Ibid., p. 17.

democracy they served than to create a new campus democracy? The memorial theme was joined to the felt need, and this fund appeal, coming in a time of prosperity, gave a sudden and successful impetus to the slow-maturing union movement on a wide front.¹⁶

Unions in other parts of the world were also being built and developing programs, many with greater similarity to the unions in the United States than to those in England. Canada and Scotland had universities with unions by the turn of the century. Germany also had several student unions which formed a national organization called the Deutsches Studentverk.¹⁷ It is interesting to note that during this "campus democracy stage," the unions in Germany also encouraged this democratic development. The director of the Munich Studentenhaus was shot for refusing to exclude Jewish students from the building.¹⁸

Toward the end of this period one of the major university unions, that of the University of Wisconsin, had as its objectives four basic functions. First, the union existed to make the "large" university a more human place, serving as the "living room" for the campus. Second, the union provided both physical facilities and programs in which students and instructors could find a

¹⁶ Ibid., pp. 17-18.

¹⁷ Humphreys, College Unions, p. 26.

¹⁸ Butts, Union Idea, p. 112.

comprehensive social life. The union also stood as the university's recognition of leisure activities as a necessary part of the students' education. Lastly, the union was a student cooperative enterprise, providing both experiences in managing their own affairs and lowering costs of basic needs.¹⁹

The final stage of development as outlined by Humphreys was the community recreation stage beginning in 1930. During this period, the description of the unions approached that often used to describe those of today. Humphreys states:

From the author's point of view the development of the college union into a community recreation center represents a sign of the times. It is a natural development from a democratic social club to a common leisure time center for the entire university community. Considering the social and educational changes that have been and are contributory to the full development of the whole personality, approaching this state seems inevitable.

.
The term "college union" implies an organization and a building. The organization, ordinarily composed of students, faculty and alumni, is an informal educational medium for individual and group self-discovery and expression through a broad program of social and cultural recreation adapted to the leisure-time interests and needs of the college community. The union building is the community center--the physical instrument for implementing the objectives of the organization and for facilitating a community life.²⁰

¹⁹ Ibid., pp. 23-24.

²⁰ Humphreys, College Unions, p. 28.

As may be seen from examining each period or stage, the concept of the union was growing and expanding but not radically changing. The community recreation aspect continued to grow as the major emphasis through the end of the second World War.

Stevens²¹ suggests three other stages following the development as outlined by Humphreys. They include The Educational Stage--1946 through 1956; The Personalization Stage--1957 through 1966; and The Humanization Stage--1967, extending to the present.

The Educational Stage developed with the problems of sudden growth of the student population due to the return of the veteran. Stevens states:

By this time unions were regarded as essential and integral parts of the colleges they served; but more important, the educational role of the union emerged as being a significant factor in the total educational program. In 1954 Dr. Virgil M. Hancher, then president of the University of Iowa, in an address to the membership of the Association of College Unions said, "It seems to me that the union should be thought of as a part of the total educational enterprise, as an integral part of the institution, as contributing a supplementary form of education--outside the classroom in a sense but certainly not unrelated to it."²²

At the end of this stage, the Association of College Unions, then composed of 260 student unions,

²¹George Stevens, "The College Union--Past, Present and Future," NASPA Journal, VII, No. 1 (July, 1969), 18-19. (Hereinafter referred to as "College Union.")

²²Ibid., p. 18.

issued a statement of purpose known as The Role of the College Union. This statement reflected the perceived role then, and still, to a large degree, now, and serves as a basic statement of purpose for most college unions today.

The Role of the College Union

1. The union is the community center of the college, for all the members of the college family--students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the "living room" or the "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff, it provides a cultural, social and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.²³

The Personalization Stage--1957-1966, came during a period in American education where masses of students

²³Chester Berry (ED), College Unions . . . Year Fifty (Stanford: Association of College Unions--International), p. 72.

appeared on the campuses. Students were interested in small group experiences, with less emphasis on large events. The union, activities offices, and student groups worked to develop campus-wide programs covering as many interests as possible. Stevens summarized this period:

The Personalization Stage was a stage in which the student sought to determine his own identity within the framework of an impersonal society filled with contradictions, and an even more immediate impersonal campus environment nurtured by the need for efficient administrative and mass educational techniques. The college union, through its services and programs, attempted and is still attempting the almost formidable task of providing the environment and opportunities for personal interaction and self expression for which there is such an evident need.

The Personalization Stage is still with us, but there is some evidence to suggest that a subtle transition is taking place if one can agree to a discreet distinction between commitment and involvement within the terms of my definitions.²⁴

The final stage as seen by the observers of the student union movement extends into today's operations. The Humanization Stage, beginning in 1967, saw students concerned with personal involvement in various issues. Although some areas attract less attention (civil rights, drug experimentation, social values), the concern is still great with new issues emerging. Students want the opportunity to participate in the decision making in the university and the larger community. The student union has the responsibility to provide the facilities and services necessary to meet these goals and needs.

²⁴Stevens, "College Union," p. 19.

The Commuting Student

No study of the urban university student center could be put in proper perspective without some background on the student who is served and the university in which the center operates. Unfortunately, the research on the commuter student is quite limited.²⁵ The data that are available may indicate some substantial difference between the commuter and residential student, and these differences could have implications for both programming and facilities.

Harrington points out this fact in his study:

More than half of all American college students live at home with their family and commute to college. In the past most research has focused on the residential student, with little attention given to the development of the commuter student living off campus. Knowledge is now accumulating which reveals differential factors that influence students' decisions to commute or reside on campus and shows that special considerations enter into choosing a local community college over a residential four year institution. More important is the evidence indicating that the educational, social and psychological development of commuters is different from that of residential students.²⁶

²⁵Gerald Brown, "The Urban Institution and the Commuting Student," Association of College Unions--International Conference Proceedings (Stanford, 1971), p. 5-98.

²⁶Harrington, "Literature on Student," p. 546.

Klotsche²⁷ indicates our historical commitment was to the residential college and its limited spectrum of students. The working, older, part-time minority, and working-class background students were the exception a generation ago. The variety of differences brought by these students demands consideration of different services in the university.

Ward and Kurz in a study of facilities for commuting students made these observations:

For the resident student the transition from high school to college includes that fundamental initiation to adulthood--leaving home. Whatever changes in responsibilities may accompany this move, its most important aspect is that he has gone from an environment where he has been a child and treated as one to a place in which he has been known only as a student. Depending upon the institution he may or may not be treated as an adult but he can never, in the new environment, be anyone's child. Anyone who has experienced this rapid transition knows that it has at least as profound an effect upon a student as the curricular rigor does.

The urban commuter enjoys no such clear break with childhood even though he may have far more adult responsibilities than the resident collegian. Several hours a day he is the son and brother he has always been. For some this may be comforting at times, but for every young person it is a situation fraught with both inner and manifest conflict.

The commuter is obliged to feel or feign concerns for the social and emotional problems of his

²⁷J. Martin Klotsche, "Urban Higher Education: Its Implications for Student Personnel Administrators," NASPA Journal, VI, No. 1 (July, 1968), 14-21. (Hereinafter referred to as "Urban Higher Education.")

or her parents, brothers and sisters. Young siblings and no longer young parents often make demands of time and energy which devour much of the spiritual reserve of urban students.²⁸

The reference above introduces a major difficulty for the commuting student--his relationship to his home and family. Most of the research on the commuter student refers in one way or another to this potential problem area.

In a variety of aspects the commuter differs from other college students in his relationship to his parents. Kronovet²⁹ felt that although the parents of the students on the residential campus have some influence on their son or daughter, the scope and depth of influence is much more pronounced for the student living at home. The commuter is caught between the desire for and expectation of independence and the parents' demand for continued ties with the family.

Evans, in studying the student and parent perceptions on a commuter campus, found the parents

. . . apparently have only a vague understanding of the demands that the college environment places upon students. They lack an understanding of: (a) the purpose of a university; (b) on-campus student life (how students behave, what they talk about, where they stand on issues concerning morals and social problems, and their everyday problems);

²⁸Ward and Kurz, The Commuting Student, p. 10.

²⁹Ester Kronovet, "Freshmen Reactions to Parents' Seminars on a Commuter Campus," The Personnel and Guidance Journal, XLIII (1965), 692-95.

and (c) the university offices and regulations that minister to the needs of students, such as the Student Senate, Student Center Board, and Security Office.³⁰

Branson and Monaco point out this same problem of home and family for the counselor dealing with the commuter student.

Although most college counselors see students with similar problems, whether those students attend schools in a rural or urban setting, the urban college counselor is faced with problems unique to an urban school. The student does not live away from home. At the end of his college day he returns not to a dormitory but to his own room or a room shared with his family.³¹

The authors further point out that this creates a difficult situation of identity crisis for the commuting student.

He cannot live away from home in an atmosphere free from family conflict which would permit him to achieve a sense of independence and enable him to come to grips with problems touching upon an evaluation of himself and the nature of his relationship with his parents.

In his home the demands of his parents continue as before, and he is torn between growing up or remaining a child. Faced with the knowledge of the important intellectual tasks which are demanded by the university, the demands of his parents and those of his peers, the urban student finds confusion compounded by his inability to break away from the home.³²

³⁰Thomas D. Evans, "Parent and Student Perceptions of a Computer [sic] Campus," NASPA Journal, VII, No. 3 (January, 1970), 167.

³¹Bernard D. Branson and Donald A. Monaco, "Counseling in an Urban Setting," NASPA Journal, VII, No. 3 (January, 1970), 172.

³²Ibid., pp. 172-73.

Klotsche, in his chapter on the urban university student, sees the commuting student as:

. . . slow to break away from high school habits and the more rigid discipline to which he has been accustomed. Some students who doubt their ability to do college work and need to make only a small initial investment, enter an urban university on a trial basis without a strong personal commitment. Hence, the stimulation of a new education experience, with its unlimited intellectual opportunities and its endless exposure to new knowledge, tends to escape them. As a result they do not always bring an adult attitude toward learning but fall back upon the practices to which they were accustomed while attending secondary school.³³

Further, he found that:

The need to work while attending college often prevents the urban student from taking full advantage of university campus life. He finds his loyalties divided, his outlook restricted by his former associates, and his activities controlled by influences unrelated to university life. Often he attends the university for part of the day, works to earn his way for another part of the day, and then returns to his home for the remainder of the time. His daily routine is interrupted and compartmentalized, and many influences conducive to a good climate for learning are dissipated. His opportunity for social expression is often limited and he is denied exposure to a wide variety of campus activities. Many campus influences beyond the courses which the student takes, such as peer relationship, responsibility-taking experiences in university affairs, and out-of-classroom contact with faculty, are vital to the development of a university student. But the commuter, "half at school and half at home" unable to take full advantage of these opportunities, is inclined to view his education narrowly, concluding that attendance at classes and the completion of assignments for them fully meet his educational requirements.³⁴

³³Klotsche, The Urban University, p. 92.

³⁴Ibid., p. 93.

Segal, in discussing the implications of residential setting for development of the student, found the home situation to possess these characteristics:

Here is the most direct continuance of what has been the high school setting. The family is present. Their behavior will not markedly alter because the student is now in college rather than in high school. The interference and/or the support is there as it was. The recognition of the child's adult status is less apparent. For example, it is unlikely that a student living at home, in a family that frowns on drinking, can stay out all night, come in reeking of stale liquor, and expect no comment, no lectures, no condemnation. We, in our ivory tower, may be able to say, "He's just trying it out, don't fret," but it is unlikely that parents can so easily accept this. The freedom of the youngster to do or not to do is still the direct concern of the parent--and elicits comment, criticism, evaluation. The physical environment is the same, the demands of younger siblings are still present. Battles over independence and growing up are direct. Support is also direct and available face to face. Growth is essentially tested out within the context of old relationships. The impact of peers and a peer culture is less certain--certainly less intense.³⁵

In comparing commuter and residence hall students, Stark³⁶ found a significantly greater number of problems among the commuter student in areas of finances, living conditions, employment and home and family. In addition, he found significantly lower scores for these students on vocabulary.

³⁵ Stanley J. Segal, "Implications of Residential Setting for Development During College," Journal of College Student Personnel, VIII, No. 5 (September, 1967), 309.

³⁶ Matthew Stark, "Commuter and Residence Hall Students Compared," Personnel and Guidance Journal, XLIV, No. 3 (1965), 277.

Penney and Buckley found in comparing commuter and resident students that the commuter students had significantly greater problems in several areas. These areas included academic adjustment to college life, scholastic difficulties, financial, vocational, and emotional problems. They also found resources for resolving these problems, particularly those of a financial or scholastic nature, highly inadequate in the urban university community.³⁷

Several other researchers found similar problems of mental health and general adjustment. Graff and Cooley in comparing noncommuters and commuters found poorer mental health and curricular adjustment and a lack of maturity in establishment of goals and aspirations among the commuters. They also noted the commuter coupled this with feelings of failure and insecurity.³⁸ Kysar felt that many commuter students selected the non-residential colleges because of emotional ties with their home and family. He expressed the view that:

. . . Students select this commuter school for multiple reasons which have to do with individual and/or family pathology.

³⁷James F. Penney and Delora E. Buckley, "Student Needs and Services on an Urban Campus," Journal of College Student Personnel, VII, No. 3 (May, 1965), 185.

³⁸Robert W. Graff and Gary R. Cooley, "Adjustment of Commuter and Resident Students," Journal of College Student Personnel, XI (1970), 56.

1. There is a considerable group from unstable or broken homes. . . .
2. There is another large group from families of lower socioeconomic status. . . . The student shared the many fateful consequences of this status such as bad housing, strife-ridden neighborhoods, unwholesome peer group influences, poor schools . . .
3. There is still another group of students who do not come from broken homes or families of below average socioeconomic status but who nevertheless have individual pathology which is related to their selection of this commuter school.³⁹

He saw the more normal pattern of leaving home as a young adult as important to the mental development of the person. In one study, the writers found one-fourth of the students on a large commuter campus suffered from chronic health problems. They attributed this to lack of proper health care, poor diet, use of drugs, and situations compounded by living conditions in the lower socioeconomic section of the city.⁴⁰

Residential students and commuters perceive their colleges quite differently. Lindahl, in looking at students on seven campuses in the same state system, found a definite relationship between the proportion of the enrollment commuting and the student environmental

³⁹John E. Kysar, "Mental Health in an Urban Com-muter University," Archives of General Psychiatry, XI (1964), 479.

⁴⁰Alan Leavitt, Judith Carey, and Jacqueline Swartz, "Developing a Mental Health Program at an Urban Community College," Journal of American College Health Association, XIX (1971), 290.

perceptions of the college. He found contradiction in the perceptions, but definite differences in the commuters' view of their college.⁴¹

Schuchman⁴² identified five types of commuter students. The largest group contains those students who are of the first generation of their family to attend college. They come from ethnic, racial, or economic classes where college has not been a regular part of the educational experiences of past generations. Often college is seen by this group as a means of improving or raising their class or economic status. He states:

They may have been subjected to considerable pressure from their parents to go to college even though the parents had not had that amount of education themselves. Sometimes this is seen as a vocational experience which will permit the student to obtain higher paying or easier working jobs or jobs with more status. Often the student goes to college against the wishes of the parents who do not see the value or importance of college. In either case, it is quite likely that the parents will have little understanding of what college involves in the way of studying, investment of time, social and intellectual challenges, or commitment of energy. These parents will often continue to make the same kind of requirements for the student regarding household chores and other activities as they asked while the student

⁴¹Charles Lindahl, "Impact of Living Arrangements on Student Environmental Perceptions," Journal of College Student Personnel, VIII, No. 1 (1967), 15.

⁴²Herman Schuchman, "Psychological Tasks of Com-muter Students," The Proceedings of Association of College Unions--International Conference (Stanford, 1970), pp. 2-1. (Hereinafter referred to as "Psychological Tasks.")

was still in high school. They frequently do not understand the student's use of time and they often do not appreciate the importance of quiet and privacy or need for emotional or financial support.⁴³

A second group of commuter students is that described in earlier studies as being overly dependent on their families. Such a student may be subject to emotional problems. The author describes this group and their problems in these terms:

While these ties are frequently expressed as financial, i.e., lack of sufficient funds to go away from the home to college, this is often not the determining factor. Such students remain at home because they have feelings about one or both parents which make separation difficult. Some feel that the parent will completely forget them while they are gone and that they will lose their source of emotional gratification, ambivalent though it may be. Others may be afraid that upon their departure the discord between the parents may destroy the existing family structure; still others may feel so cheated emotionally that the prospect of leaving home is too frightening because they will then be eligible for even less emotional support than they are presently getting. Some deny or cover their anger at parents by staying at home as if that proves their devotion. The variety of such psychological ties is tremendous.⁴⁴

Schuchman identified a third type of student which includes those who want the urban educational scene. Klotsche describes these students as those who " . . . had become disenchanted with the isolated residential campus and were lured to the urban university by the excitement of the metropolis."⁴⁵ The students

⁴³Ibid.

⁴⁴Ibid.

⁴⁵Klotsche, "Urban Higher Education," p. 15.

see and want the natural laboratories the city provides, along with the realities of life as may be seen and experienced in the city. This may be the group of students that will be the prototype of the future urban student.

A fourth group consists of those students who, for academic or financial reasons, cannot attend a residential college. These are mostly students who come from the

. . . lower economic groups whose families are unable to pay the high cost of a residential college. . . . They are restricted in their choices to the commuter college operated by the state or some local branch of government. Those who have academic problems, i.e., low high school grades or scores which prevent their being accepted in the larger and more structured college or university settings, have an additional problem which they attempt to resolve by a period of one or more years of improving their grades in a commuter university or junior college because the financial investment is less and their uncertainty about their ability to succeed pushes them to seek to protect their investment in this manner.⁴⁶

The members of the last identifiable group are not true commuters as defined in Chapter I. This small, but perhaps growing segment of the urban student body comes from the suburbs or nearby small communities. They live in rooming houses, apartments, fraternity

⁴⁶Schuchman, "Psychological Tasks," pp. 2-1, 2-2.

houses, or similar nonuniversity facilities. They still may not view the campus as their residential counterparts do. "While they are not residing with their families and, therefore, avoid many of the situations students listed above would have to deal with, their investment in campus life tends to be much less than the typical residential college student."⁴⁷

The commuting students, with whatever problems and backgrounds, attend educational institutions which are different from the traditional concept of a college or university, at least as perceived by many in the United States. Klotsche points out that at the beginning of this century, urban universities were virtually nonexistent in the country, but have grown to the point now that every large city has at least one urban university of considerable size.⁴⁸

The Urban University

There are a variety of colleges and universities located in the large cities, many which cannot be included under the definition of urban universities. Universities such as Harvard, MIT, Columbia, Chicago, Minnesota, and Berkley are great universities that happen

⁴⁷ Ibid., p. 2-2.

⁴⁸ Klotsche, The Urban University, pp. 4-5.

to be located in urban areas. The urban universities are those whose major characteristic is their urban nature. Wayne State University, University of Wisconsin--Milwaukee, and the University of Illinois--Chicago Circle fall into this category.⁴⁹

These urban universities have been seen as different from the residential universities in urban areas and rural and small town institutions and will tend to become more so. Gusfield, Kronus, and Mark point out that:

Higher Education in its urban context is more than a matter of the expansion and development of an existing system to serve the needs of large population centers. The trend that is involved needs also to be recognized as a significant departure from the past of American higher education.⁵⁰

Authors, in attempting to explain the uniqueness of the urban university, often point to the goals and objectives along with programs. Location in a metropolitan area is of course a prerequisite. The institution must also be "concerned in outlook and program with its urban environment."⁵¹

⁴⁹Leonard E. Goodall, "The Urban University: Is There Such a Thing?" Journal of Higher Education, XLI, No. 1 (1970), 45. (Hereinafter referred to as "The Urban University.")

⁵⁰Joseph Gusfield, Sidney Kronus, and Harold Mark, "The Urban Context and Higher Education: A Delineation of Issues," Journal of Higher Education, XLI, No. 1 (1970), 29.

⁵¹Klotsche, The Urban University, p. 7.

Goodall sees three major areas with which urban universities must be concerned. They must seek to:

1. Maintain the high quality of teaching, research, and public service that has long been expected of universities;
2. Place more emphasis than has usually been the case in the past on the public service and community involvement aspect of the university; and
3. Develop ways to take advantage of the urban location to enrich the educational and research programs of the university while at the same time being of use to the community.⁵²

The Carnegie Commission on Higher Education introduces its recent study on the urban university with this designation:

Those American universities which happen to be situated in large centers of population are now commonly classified as urban universities. But the term, as used in educational circles, designates something beyond the mere accident of location. The term implies that the university accepts a special obligation to respond to the immediate educational needs of the community in which it is set; that, without compromising the standards appropriate to university instruction and investigation, it plans its offerings with direct reference to these needs; and that within the limits of its resources it is hospitable to all local requests for those intellectual services which a university may legitimately render.⁵³

The clear delineation of responsibilities is not enough, as Commager pointed out over a decade ago.

⁵²Goodall, "The Urban University," p. 48.

⁵³The Carnegie Commission on Higher Education, The Campus and the City (New York: McGraw-Hill, 1972), p. iv. (Hereinafter referred to as The Campus.)

If our universities are to enjoy the advantages of their urban position, if they are to be to American society what the great urban universities of Europe have been to their societies, they must assume responsibility for the development of urban and regional civilization. . . . What they need is an awareness of their opportunities and potentialities; what they need is a philosophy.⁵⁴

The urban campus is struggling to meet the demands placed on it, but often is ill-equipped to do so.

The urban university has not developed the type of physical plant which facilitate its urban mission.

Rovetch points out from an architectural viewpoint:

"Nowhere have we created the new, organic urban campus and, at the moment, nowhere has a college or university made a firm commitment to do so."⁵⁵

In terms of relating to its urban community, Coddington feels that too often

. . . the campus, a city within a city, is perceived by those living in the surrounding community as being forbidden ground. The architectural plan of the campus tends to reinforce this community perception. High walls with few or no windows on the street side, inner courts and walkways, gates and patrolling security personnel connote an insular existence. People in the community begin to ask, "What does all this do for me?"⁵⁶

⁵⁴Henry Steele Commager, "Is Ivy Necessary," Saturday Review, September 17, 1960, p. 89.

⁵⁵Warren Rovetch, "Architecture for the Urban Campus," in Agony and Promise, ed. by G. Kerry Smith (San Francisco: Jossey-Bass, Inc., 1969), p. 78. (Hereinafter referred to as "Architecture.")

⁵⁶Anthony S. Coddington, "The Meaning of Urbanism," The Proceedings of the Association of College Unions--International, 1971, p. 5-96.

In its 1972 study of higher education in the urban areas, the Carnegie Commission points out that the task of providing the necessary higher education opportunities for today's cities is complicated by the problems of the past and the present near-crisis situation. Fiscal concerns loom as one of the major problems.

Demands for new urban-oriented services and programs come at a time when many colleges and universities are facing a period of financial stringency.

Dependence on political units and private donors for resources makes institutions reluctant to become closely involved directly in highly controversial city problems. But the demands for involvement, coming from groups within and without our colleges and universities seem to be growing.

While rising proportions of urban youth are both economically and educationally disadvantaged, many of our major urban-located colleges and universities have increased both their student charges and admission standards over the last several decades.⁵⁷

Another area of concern is the clash between the desire to open the university to the public, by removing the university's "Medieval" walls, and the growing need for security, which leads to a closed campus. The cities have also become unhappy with the growing cost to them. The massive urban institutions remove property from the tax roll, and at the same time demand costly city services.

The final two concerns as seen in the Carnegie Commission study relate more directly to teaching and service within the urban university.

⁵⁷ Carnegie Commission on Higher Education, The Campus, p. 13.

To preserve academic freedom, many inside the campus insist that the university or college must remain aloof from direct involvement in social problems, but others insist that at this time in history educational institutions must serve as agents of change directly aiding in the solution of today's problems.

Institutions of higher education, historically oriented to white middle-class clientele, find it difficult to cope with the needs and demands of the economically and culturally disadvantaged, and of the blacks and other ethnic groups.⁵⁸

The Carnegie Commission's report which covers all higher education in the cities, not just universities, indicates that the specific answers to what the urban university is doing or should be doing is often unclear. However, certain items must be considered by all urban educational institutions if they are to better serve the urban student and his community. The Commission points out that:

Wise choice of urban public service activities and research projects could make the city a highly effective laboratory for higher education while at the same time making positive contributions to the life of the city.

Ways must be found to facilitate appropriate use of higher education resources by the urban student.

Cities' higher education resources must be organized in a way which will enhance their overall value to the city.

Each college and university must learn to assess its impacts--physical and environmental, economic, social and cultural--on the life of the city.⁵⁹

⁵⁸ Ibid., p. 14.

⁵⁹ Ibid., p. 17.

Freedman, in discussing the situation at a largely commuter campus, states: ". . . The problems of San Francisco State are basically the problems of any urban campus, and the future of American higher education is increasingly the large, urban, commuter campus."⁶⁰

The urban university reflects the urban society--the problems, the advantages, the present, and the future. Whatever the urban university is, whatever it will be, it is a complex organization trying to find and continue a variety of relationships with an even more complex structure--the growing, changing, problem-ridden urban society.

The Student Union in General

Research on student unions in general is quite abundant. Christensen lists 1,229 entries in his annotated bibliography of the college union.⁶¹ The Bulletin of the Association of College Unions--International has been published for forty-one years and in its five issues a year reports the latest in union programs and

⁶⁰Mervin B. Freedman, "San Francisco State: Urban Campus Prototype," Agony and Promise (San Francisco: Jossey-Bass, Inc., 1969), p. 85.

⁶¹Ernest Martin Christensen, An Annotated Bibliography of the College Union (Ithaca, N.Y.: Association of College Unions, 1967).

activities.⁶² The proceedings from the Annual Conferences of the Association of College Unions--International also contains numerous reports of research in the field.⁶³ In this study only the research related to the urban student union will be presented in any detail.

The history of the development of the college union in America and the basic concepts and operations of the unions through the end of World War II were presented in a study by Humphreys.⁶⁴ Her study, credited as being the first major publication in the field, attempts to give a comprehensive picture of the union movement to that date. The major emphasis was to present what existed on thirty campuses which were operating a college union and suggest ways of implementing programs. She summed up the purpose of her handbook in these words:

The primary purpose has been to interpret and then suggest procedures for carrying out the educational aspect of the college union rather than to supply tables on cost of the buildings, annual expenditures, and the like. This does not mean that the factual material is discredited by the use of a number of tables and charts. It is hoped, however, that the essential substance of the union has been so

⁶²The Bulletin, I-XLI (Stanford, Calif.: Association of College Unions--International).

⁶³The Proceedings of the 50th. Annual Conference (Stanford, Calif.: Association of College Unions--International, 1973), and The Proceedings of Earlier Conferences.

⁶⁴Humphreys, College Unions.

guarded that buildings and equipment and salaries and programs do not appear more important than the human beings for whom they were created.⁶⁵

In the next twenty years three major operational studies were conducted. Whiting in 1951,⁶⁶ Hesser in 1957,⁶⁷ and a major study by Bell⁶⁸ developed a pattern of study to examine facilities, programs, and operations. The latter research, using a twenty-five page questionnaire probed the major operational aspects of the unions in seven areas. These areas were physical plant, organizational structure, professional staff, financial operation of the union, general union policies, facilities, and the relation of union to other college or university departments. The study covered 190 unions or 40 per cent of the unions belonging to the Association of College Unions--International. This study again examined current and past union operation and

⁶⁵ Ibid., p. 8.

⁶⁶ Edgar A. Whiting, "Union Operating and Use Policies," College Unions-1953 (Ithaca, N.Y.: Association of College Unions--International, 1953), pp. 70-76. (Hereinafter referred to as "Union Operating.")

⁶⁷ Abel Hesser, "How Do Unions Operate?" College Unions--1958 (Ithaca, N.Y., 1958), pp. 83-95. (Hereinafter referred to as "How Do Unions Operate?")

⁶⁸ Boris C. Bell, Administration and Operation of the College Union (Ithaca, N.Y.: ACU-I, Williard Straight Hall, Cornell University, 1965). (Hereinafter referred to as Administration and Operation.)

administration. There was no attempt to judge the appropriateness of the policies or actions. He summed up his study stating:

Following the pattern set by previous studies, this effort reflected a continued broadening of the investigation into the complex operational aspects of the college union. With the project's conclusion, the author is forced to admit, however, that much remains to be done in this area. While the extensive, wide-range survey instrument used to gather the data reported in the preceeding pages probably discouraged a more substantial response than was actually recorded, it is felt that much greater depth needs to be developed if we are to truly determine how unions do operate.

At best, this study has succeeded, to a reasonable degree, in updating patterns of union operation. Hopefully, it has also established a firm basis for more significant probing which serves a most useful purpose when done at regular intervals.⁶⁹

Of particular interest in Bell's study is a listing of the most common facilities existing in the student unions studied. The following table (Table 1) indicates the twenty-eight most prevalent facilities which were found in at least half the unions.

Several articles and books have been addressed to the overall planning on any student union. Berry developed a comprehensive guide for all phases of union planning, covering the background and characteristics of a union, technical aspects (building materials, lighting, sound equipment, furniture, and other physical components of a building), and relationships of the physical

⁶⁹Ibid., p. 39.

TABLE 1.--Twenty-eight most prevalent facilities.⁷⁰

Facility	Percentage of Frequency
<u>Recreation</u>	
Table Tennis Room	82
Billiard Room	79
Card Room	57
<u>Social</u>	
Lounge	82
Ballroom	72
<u>Cultural-Hobby</u>	
Television Room	83
Music Listening Room	70
Poster Room	59
Art Gallery	50
<u>Meeting</u>	
Committee Rooms	91
Meeting Rooms	79
<u>Service</u>	
Pay Telephones	94
Information Desk	87
Coat Room	67
Parking Area	61
House Phones	52
Ticket Office	52
<u>Food</u>	
Snack Bar	89
Cafeteria	84
Banquet Rooms	77
Private Dining Room	56
<u>Organization-Activity</u>	
Student Government Office	81
Union Board Committee Office	65
Yearbook Office	60
Organization Mail Box	59
General Work Room	57
<u>Other</u>	
Union Staff Administrative Offices	76
Bookstore	59

⁷⁰Ibid., p. 38.

structure to operation and program.⁷¹ Butts' manual on planning and operation covers such areas as financial policies, general organization, planning of a new building, along with a general outline of the nature and purpose of college unions.⁷² Similarly, Noffke has a basic planning guide with a step-by-step program for the construction of a building from the idea stage through the beginning of construction.⁷³

Another study developed and published by the Association of College Unions--International presented a "nuts and bolts" guide for planning union facilities. The main emphasis of that study was development of multi-use facilities when both cost and efficiency of operation were of major concern. While focusing on the physical and fiscal aspects of a union, the study indicated that

. . . the most important thing about a union . . . is not the building but the program within it and the adequacy of the staff, in numbers (and, of course, calibre), to develop a program of worth and to respond to the needs of the building users . . . so any means that can be devised by

⁷¹Chester A. Berry, Planning a College Union Building (New York: New York Bureau of Publications, Teachers College, Columbia University, 1960).

⁷²Porter Butts, Planning and Operating College Union Buildings (Ithaca, N.Y.: Association of College Unions--International, Williard Straight Hall, Cornell University, 1965).

⁷³Frank E. Noffke, Planning for a College Union (Ithaca, N.Y.: Association of College Unions--International, Williard Straight Hall, Cornell University, 1965).

way of facility arrangements or space contraction, that conserve funds for program and staffing are of the utmost significance. Else the building, no matter how ample, may subsequently fail of its purpose.⁷⁴

The most recent report on changes in facility demand, indicates the entire food service operation is undergoing drastic changes. Factors of rising cost and change in student lifestyle have forced the revamping of cafeteria schedules and developing more snack menus and facilities. Other facilities--programs which appear to be on the upswing--are arts and crafts, outdoor activities, bowling, beer pubs, and small shops and stores. Security, regardless of the type of building, remains a serious concern, particularly affecting furniture, art objects, and electronic equipment, such as ear phones in the listening rooms.⁷⁵

Another factor affecting student union operations is the continued rise in the cost of construction for both new buildings and renovation. Between the 1970-71 and 1971-72 fiscal years, the average cost per square foot of student union construction started in all institutions of higher education rose from \$34.46 to \$39.54, or

⁷⁴Association of College Unions--International, Planning College Union Facilities for Multiple Use (Madison, Wisconsin: Association of College Unions--International, 1966), p. 17.

⁷⁵"What's Happening," The Bulletin of the Association of College Unions--International, XL, No. 1 (1972), 1.

14.7 per cent. The food facilities area construction fell slightly (\$36.70 to \$36.07). This was contributed to the wider use of convenience foods and catering services which do not require extensive kitchen facilities. The more casual eating habits of students, centered around vending machines and snack bars, may be another contributive factor.⁷⁶

Another of Bell's findings, relating to organizational structure, indicated a distinct tendency toward a two-board arrangement. A policy board with representatives from the various segments of the university community--faculty, administration, students, and alumni--represents the usual form of governing groups for the unions. The program board made up primarily of students with union staff members as advisors, was most frequently responsible for programming. Bell did note, however, that "individual unions have consistently styled their governing bodies to meet their own particular needs."⁷⁷

In the program areas of college unions the changes in today's student, as well as in the larger society, have affected the function of union programming on most campuses. Jordan, Brattain, and Shaffer indicate these changes have:

⁷⁶Velma Adams, College Management, VII, No. 9 (September, 1972), 12.

⁷⁷Bell, Administration and Operation, p. 8.

. . . brought to the campus the ambiguity and challenges of conflicting values characteristic of [the] larger society. Thus, school traditions, morals and customs clash with new patterns of behavior brought to the campus from a wide variety of backgrounds. Since the campus reflects the frustration, the irritation, the contradictions and the doubts of society, the union as the campus living room will no longer be a calm, serene place characterized by the hearthstone but will be the scene of varied individuals and ideas all vying for acceptance.⁷⁸

Other researchers see the union as an excellent agency for meeting the demands for student power. Siggelkow points out that from the very beginning unions have been in the forefront of encouraging student responsibility or at least a joint responsibility in the development of union buildings and programs. This tradition now must be even more vigorously pursued to enable the unions to remain a viable force.⁷⁹

Burke, in looking for new trends in programming, found that the program content tends to be quite predictable and the methods used in programming quite traditional. She saw a new development in the expansion

⁷⁸Harold Jordan, William Brattain, and Robert Shaffer, "The College Union Looks Ahead," NASPA Journal, VII, No. 1 (1969), 4.

⁷⁹Edwin O. Siggelkow, "The College Union: A Model for Student Power," NASPA Journal, VII, No. 1 (1969), 7-12.

of outdoor programs, building on the current concerns of ecology and environment.⁸⁰

Other programming areas now reported in the literature parallel campus activities in general. Symposiums on women's rights,⁸¹ minority needs, activities, etc.,⁸² and crafts programs⁸³ have met with considerable success.

In examining the future programming in the college union, Andrews believes that program changes will be subtle and only a matter of degree.

Essentially the union program will contain more updated variations of the basic core of union programs: dance, social (non-dance), games, art, craft, and hobbies, music, films, discussions, literary and personnel. Variations of the core will be caused by the type of institution. Most changes will transpire in the commuter college and in the junior and community college.⁸⁴

⁸⁰Kathryn Burke, "Are There Really Any New Trends in Programming?" The Proceedings of the 48th. Annual Conference Association of College Unions--International (1971), p. 4-1.

⁸¹Linda W. Simmons, "The Union and Women's Movement," Proceedings of the 49th Annual Conference of the Association of College Unions--International (1972), p. 5-21.

⁸²Floyd Flake, "Programming in the Minority College Union," Proceedings of the 49th Annual Conference of the Association of College Unions--International (1972), p. 5-27.

⁸³"Promotion Workshop Proves Valuable," The Bulletin of the Association of College Unions--International, XLI, No. 1 (1973), 8-9.

⁸⁴Max H. Andrews, "College Union Programming," NASPA Journal, VII, No. 1 (1969), 13.

On several campuses, research is currently being conducted to investigate the specific needs, programs, and operations of a particular union. At the University of Iowa such a study produced a reorganization acknowledging the relationships between the Union Staff and Student Affairs. Now, in addition to the activities staff, the Student Development Center, located in the Union, includes the Career Counseling Center, Placement Center, and University Counseling Center.⁸⁵ Similar research has been conducted by the Association of College Unions--International to improve operations on individual campuses. Regional meetings and national conferences are used to both develop and disseminate research. At a 1969 national conference several problems facing today's unions were presented. A sample of the problems gives some indication of the extent of concerns requiring more research.

The problem of so affecting the campus environment that each individual has a sense of belonging and personal worth . . .

Failure of the union to earn a position as an authentic partner in higher education . . .

The union's critical need to review its role, governance, and reason for existence . . .

People inside and outside the campus community fail to perceive the role and potential of the union . . .

⁸⁵Robert M. Casse, "Experimental Role of a College Union," The Bulletin of the Association of College Unions--International, XXXIX, No. 4 (1971), 7-8.

What is the role of the student in the management of the union building and program? . . .

What type of programming is best and which approach is most effective in discovering what students want?⁸⁶

The Association of College Unions--International has recently begun a major series of self-study programs. The direction of this research is to improve the services of the Association to individual campuses. In addition, the Association promotes and supports research by individuals through its research committee.⁸⁷

The Urban Commuter Student Union

The studies referred to in the section "The Student Union in General" often included the urban student union serving a commuter population. Most principles of good management and program development are applicable regardless of location of the union or the type of students served. A few studies have tried to single out the commuter union, focusing on its unique needs and operation. This section will be addressed to these past findings.

⁸⁶ Association of College Unions--International, "The Four Most Important Problems Facing Unions . . . as Seen by the Discussion Groups at Mishawak," The Bulletin of the Association of College Unions--International, XXXVII, No. 4 (1969), 5.

⁸⁷ "Phase One of Self Studies Begins," The Bulletin of the Association of College Unions--International, XLI, No. 2 (1973), 9.

Researchers in the past have observed that unions on both commuter and resident campuses have similar facilities, but noted that the need and extent varies with the percentage of commuting students.⁸⁸ Wayne State University, a large and almost completely commuter campus, undertook the task of determining the unique needs of the commuter student, for the purpose of better serving its students. Several recommendations were made at the completion of the study. Major differences were found between the life of the commuter and resident collegian. Relating to the urban union, three areas of concern were found: schedule, environment, and facilities.

According to the study, the urban "commuter arranges his schedule, so as to minimize his on-campus time."⁸⁹ Required classes, particular instructors, even graduation take second place to a schedule which allows for job and travel convenience. Social events, campus programs, and general college activities are viewed with time placement as a major consideration. Union activities and programs, committee work, and general periods of use of facilities are all influenced by the schedule factor.

⁸⁸Nelson B. Jones, "The College Union and the Residence Hall," Proceedings of the 27th Annual Conference of the Association of College Unions (1950), p. 18.

⁸⁹Ward, The Commuting Student, p. 7.

Secondly, it was noted that the environment, both at home and at the university, was not in the best interests of the students for social, emotional, or educational needs. The home, as stated earlier, places a series of demands on the students, most of which do "not make an atmosphere which nurtures academic excellence."⁹⁰ The lack of a community on campus, with both faculty and students dispersed throughout the city, compounds the deprivation.

The facilities, according to this study, have not been designed to meet the basic needs of the commuter student. In areas which include facilities for studying, eating, socializing, resting, and communicating, the design, quality, and quantity are based on residential student needs, not those of the commuter.⁹¹

The recommendations which begin to alleviate this problem include three major developments:

1. The university should provide a series of outposts or small student centers to "assist the commuter student in linking his living and academic environments. These miniature satellite campuses serve as meeting places, student centers, and express transport campus stations."⁹²

⁹⁰Ibid., p. 10.

⁹¹Ibid., p. 14.

⁹²Ibid., p. 20.

2. "Campus Streets" to help achieve a sense of community should be located in various areas of the campus. The pedestrian patterns should be changed to "form the framework for locating most the campus' academic and communal, retail support and student social and recreational facilities."⁹³
3. Existing facilities should be redeveloped to provide the students with a full range of amenities. Commons areas or general lounges should be located in various areas of the campus, but most generously be provided in major academic buildings. Study areas, eating places, and "substitute domiciles" similarly should be provided.⁹⁴

Rovetch feels the urban campus should reflect the patterns, the needs, and the commerce of urban man. He states: "The old notion of one student union, one place to eat, one place for coffee, one place to shop, is stilted and monastic."⁹⁵ He suggests three possible planning concepts. One would extend the campus into the surrounding city, with the facilities of the community serving campus needs. A second plan calls for a number of subcenters spread throughout the campus instead of a

⁹³Ibid., p. 24.

⁹⁴Ibid., pp. 32-38.

⁹⁵Rovetch, "Architecture," p. 79.

central facility. Lastly, the campus plan could incorporate classrooms, snack bars, offices, and other campus facilities in the same structure using "horizontal zoning" in a highrise building.⁹⁶

A study similar to the one at Wayne State was conducted in 1967 but focused on the urban college union itself. The study, conducted as a three-day work conference, identified similar problems relating to the student needs, facility and program design, and the general environment of the campus and larger community. The task or challenge for the urban union was stated in these words:

The union has been and must continue to be the community center of the college, for all members of the college family; the living room of the college, providing services, conveniences, and amenities that the members of the college family need in their daily life on the campus; a part of the educational program of the college, and a unifying force in the life of the college. This is the union's heritage and applies both to the urban and residential colleges. More emphasis is put on the humanizing role of the union. There has always been a "personalization" goal in the college union development, an opportunity for the student to seek to determine his own identity within the framework of an impersonal college environment. The college union through its services and programs is still attempting the task of providing environment and opportunity for personal interaction and self expression. But there is equally a need for actual involvement of commuter students in the social issues of the day, and involvement in decisions that affect him both on and off campus. The college union has long been concerned with "the education of persons as well as intellects." So it is the urban college union that

⁹⁶Ibid., pp. 79-80.

has got to be concerned with providing services and facilities to meet the needs of its particular educational community. It has responsibilities for relating to, and being a coordinating part of, that program that provides the means for personal involvement, interaction, experience, and understanding which are essential to the development of leadership skills and social competency.⁹⁷

The report of the conference was brief, mostly providing "checklists" to serve as guidelines for more specific study. The findings of the study include the following list of services as necessary for a commuter union:

1. Mailboxes
2. Small meeting rooms
3. Poster and duplicating rooms
4. Offices for student organizations
5. Work and file room for student organizations
6. Large meeting rooms
7. Postal service area
8. Ticket sales area
9. Party room facility
10. Library
11. Bank, or at least, check cashing service
12. Visual and sound equipment
13. Typewriter rental
14. Central publicity distribution center
15. Professional duplicating and poster making
16. Group and charter travel service bureau
17. Meeting rooms, with kitchenettes for self-prepared refreshments⁹⁸

Faculty members at this conference saw need for the following services, activities, and facilities:

⁹⁷ Association of College Unions, Planning the Urban College Union for A Commuter Campus, p. 2.

⁹⁸ Ibid., p. 3.

1. Lounges
2. Meeting rooms
3. Food service
4. Nap rooms
5. Recreation area
6. Duplicating
7. Multi-purpose ballroom
8. Parking
9. Check cashing service ⁹⁹
10. Restaurant with liquor

Specific facilities for faculty members were not seen as desirable. Similarly, separate facilities for such groups as fraternities and sororities were excluded.

Other considerations for the urban commuting student union mentioned by the study group were outlined. These were not separate facilities, but general areas of special interest to the following categories of students:

Graduate and Married Students

1. Designed space for information conversations, and for groups getting together for refreshment or food.
2. Accessible typewriters and copy equipment.
3. Book browsing.

International Students

1. Kitchen facilities for preparation of native national dishes.
2. Programs involving international visitors as resources for discussion.

Evening Students

1. Easy to attend recreation programs (e.g., films that continue through the evening hours).
2. Staff for the evening as well as for the day students.
3. Food facilities, with extended hours in the cafeteria or snack bar.
4. Extended building hours, generally.
5. Audio and visual taping of programs (e.g., guest speaker at a day conference) for broadcast later in the evening.¹⁰⁰

⁹⁹Ibid., p. 4.

¹⁰⁰Ibid., p. 6.

Also involved in the study group were a number of students. These commuter students rated the following union programs as desirable in their campus union.

1. Regular showing of feature films.
2. Popular magazines for leisure time reading.
3. Music listening room.
4. Informal discussions fostering faculty student relationships.
5. Outdoor summer concerts.
6. Major concert artist series.
7. Lectures, public forums, and discussions by off-campus speakers.
8. Open House (simultaneous programming of all union building facilities).
9. Art and foreign film series.
10. Dances.¹⁰¹

This study also pointed to the concern for totally coordinated planning of the facility. Items which must be considered include: the need for large areas to accommodate the rush at noon, when the majority of students arrive to eat, talk, and relax; the need to review all facilities available for student use--both on and around the campus; the structure of the campus, designating the union as a "gateway" for the campus; and a selection of lighting, furnishings, and equipment which are useful, attractive, flexible, and easy to maintain and secure.

Union facilities and operations have been studied much more than programs. The urban commuter campus facilities have been examined by three researchers in the last few years.

¹⁰¹Ibid., p. 5.

Bell stratified his study by enrollment (under 2,500 students; 2,500-4,999; 5,000-9,999; and over 10,000); age of participating union (established before 1957, established 1957-1962); location of school (urban, rural, suburban); type of control (public or private). However, this breakdown does not provide for the category of the urban commuter union.¹⁰²

In surveying 190 unions, Bell found certain facilities directly related to the commuters.

1. Twenty-eight per cent of the unions had lockers for commuting students. The actual number of lockers per union could not be determined from the data.
2. A commuter lounge facility, which Bell felt might have been the main lounge used by commuters and others, was checked as being available by 41 per cent of the schools.
3. Although separation of commuter dining rooms from regular dining was not determined, 23 per cent of the unions did list commuter dining facilities.
4. Only 12 per cent of the schools indicated a cot room in their union building.

¹⁰²Bell, Administration and Operation, pp. 26-39.

5. Dressing rooms were also in low demand--only 9 per cent listed this facility.
6. Office space for commuters was listed by only 7 per cent of the unions. Most of them were in the "over 10,000" category.¹⁰³

In areas of administrative structure and general union policies, the study provided little differentiating information of any significance.

The complicated administrative structure of a college and the uniqueness of each college's overall organization have rendered the development of standard operating policies in college unions an unlikely eventuality. The many variables associated with our colleges--size of enrollment, private vs. public, urban vs. rural, resident vs. commuter, long-standing traditions, unique organizational structure, personal preferences of the top administrators in the office, etc.--obviously produce many different operating conditions, calling for individual approaches to each.¹⁰⁴

No other areas in this study could be singled out as being particularly related to the urban commuting union. Some other aspects were covered earlier in this chapter under the "Student Union in General" section.

Carroll, in a 1964 study, examined the influence of the presence of a large body of commuting students on the programs and operations of urban campus unions. He surveyed thirty-eight institutions to determine existing facilities and programs and attempted to develop a measure of their effectiveness. He concluded that the presence

¹⁰³Ibid., p. 34.

¹⁰⁴Ibid., p. 21.

of a sizable percentage of commuting students in a university does influence the services, activities, and programs of urban college unions. The day commuting students tend to use the union primarily during the time they are on campus for classes. The factors which limit the use of the facilities at night and on weekends include problems of convenient transportation and off-campus obligations of employment and family. The union activities, therefore, are affected by this and most programs are planned during the weekdays with little emphasis on weekend and evenings.

In terms of facilities, he states:

The traditional facilities of college unions, such as food service, lounges, meeting rooms, and recreation areas are present in urban college unions and are used by the daytime commuter, particularly during the time when he is on campus to attend classes. There does not appear to be an emphasis on specialized commuter facilities such as lockers, cots, showers, etc. It seems that commercial recreation facilities are used by the commuter to a greater extent than union recreation facilities after the commuter has finished his classes for the day. There does not appear to be an emphasis on extensive conference facilities.¹⁰⁵

The activities of the union appear similar to those available in the traditional student union. The commuters react differently to programs and are considered

¹⁰⁵ John A. Carroll, "Urban Campus College Unions and the Commuting Student" (unpublished Master's Thesis, University of Illinois, 1964), p. 76. (Hereinafter referred to as "Urban Campus College.")

as a different group by the staff working with them.

Carroll expresses the view that:

Most of the traditional union activity programs are present on commuter campuses. The day commuter seems to be interested in participating in planning these programs particularly when commuters comprise a majority of the student body. Attendance at these programs appears to be governed by convenience and the particular attraction to the commuter. Problems involved in programming for the commuter are amplified by the difficulty of communication and the off-campus demands for his time. The day commuter is difficult to attract back to campus in the evenings and on weekends.

The commuter is considered unique when contrasted to the resident student by most union administrators. A large number of respondents felt that the commuter worked part time in greater proportions. Many respondents felt that commuters, as a group, are of modest economic means, are less interested in student activities, seek recreation to a great degree off campus, and make fewer new friends when compared to the resident student.¹⁰⁶

He recommended, based on these findings, that the following items should be considered in the planning or programming of an urban student center serving a commuting population.

1. The commuter should be considered as a unique group in planning union facilities, services and programs.
2. College unions should be included as an urban campus facility for the commuter:
 - a. To provide an on-campus home and headquarters;
 - b. To provide an out-of-class life in common with other students that may be missed by the lack of a group living situation;
 - c. To promote information identification with the college community and engender loyalty to the institution;

¹⁰⁶Ibid.

- d. To keep the commuter on campus after classes, and attract the commuter back to campus in the evenings and on weekends through programs;
 - e. To facilitate informal and formal communication with the commuter.
3. While generalizations are necessary, each metropolitan area, urban campus and urban campus union should be considered on the basis of their unique characteristics when planning union facilities, services and programs.
 4. Night students should be considered separately from the day commuter student in evaluating needs for union services and programs.
 5. The influence of a location in a large metropolitan area on a college union should be considered as affecting the use of that union by both resident and commuting students.¹⁰⁷

A more recent study on facilities for the urban union gives the clearest indication of what commuting students expect of the college union. Butts¹⁰⁸ took the results of twenty-seven campus-wide surveys which had been conducted over the past dozen years and classified the replies by urban and nonurban institutions, commuter, and resident students. The patterns of interest do not show major differences in the student support for different facilities. He did find the commuter, because he commutes, needed the cafeteria, parking, quiet rooms, and lockers. The commuter did not want certain of the recreation facilities as much as the residential student. Table 2 indicates his major findings.

¹⁰⁷ Ibid., p. 78.

¹⁰⁸ Porter Butts, "Do Commuters Need a Different Union?" The Bulletin of the Association of College Unions--International, XXXVIII, No. 2 (1970), 3.

TABLE 2.--Union facilities typically wanted¹⁰⁹

Union Facilities Typically Wanted More by Students at Urban
Campuses than by Students at Residential Campuses

Bookstore	Music Room	Quiet Rooms ^a
General Lounge	Browsing Library	Lockers ^a
Cafeteria ^a	Meeting Rooms	
Parking ^a	Art Gallery ^a	

Union Facilities Typically Wanted Less by Students at Urban
Campuses than by Students at Residential Campuses

Ballroom	Table Tennis
Bowling ^a	Television

^aRepresents significant difference

His conclusion was that the major differences in programming for the commuter and residential student was the time of day for programs and the limited time the commuter has for activities.

He did issue this suggestion, however:

I suspect the essential difference in the case of the commuter is the time of day at which he can use the union facilities and the length of time he has at his disposal to do the things he wants to do, and here there is a considerable contrast with the student who lives nearby and is on the campus evenings and weekends as well as during the class day.

So I would think union planners could proceed with some confidence that the facilities which are useful to dormitory and fraternity students are also useful, and maybe more so, to commuter students--but for more limited periods of time--meanwhile not overlooking the facilities of particular and unique importance to commuters like parking, lockers, quiet rooms, and facilities that lend themselves to easy-to-come-by recreation of short duration, mainly daytime.¹¹⁰

¹⁰⁹Ibid., p. 5.

¹¹⁰Ibid., p. 4.

Periodically in the literature, reference is made to the greater need for space in various buildings where a large commuter population is to be served. Bareither and Schillinger recommended that an additional square foot of space for each full-time equivalent commuter student is required to provide locker space. In addition, in what was termed a student services "building block" which included the student union building, an extra square foot of space per full-time equivalent commuter student should be provided in the lounge and vending facilities.¹¹¹ Their recommendation, therefore, is for approximately nine square feet of space per commuting student. This is only slightly less than the recommendation by Ward and Kurz.¹¹²

Many of the articles relating to the urban commuter union deal with specific programs or segments of the operation. Outdoor programming as mentioned earlier is becoming exceptionally popular in the urban union. The urban center, perhaps even more than its residential counterpart, has the obligation to promote and develop outdoor programs. Many unions have developed such

¹¹¹Harland D. Bareither and Jerry L. Schillinger, University Space Planning (Urbana: University of Illinois Press, 1968), pp. 66-67.

¹¹²Ward, The Commuting Student, p. 40.

programs in the past.¹¹³ The recent surge of interest in ecology has further increased this program area. Much of this activity is conducted on weekends or over the vacation periods. Equipment can be purchased by the union and rented to the student at low but financially sound rates. Typical outing programs include sailing, skiing, hiking, camping, mountaineering, archery, caving, biking, cookouts, and lectures and movies about such subjects; but the unusual, ranging from whale watching to kite flying, may attract the urban student. As Crabb indicates, the "Particular locality and facilities at hand will determine the kind and extent of the outing program."¹¹⁴ However, outing activities are suitable and desirable for introducing urban students to a great variety of programs at a low cost in materials and facilities.

Harada sees many opportunities to develop outdoor activities in unions in urban settings. The commuter

¹¹³In a 1961 survey conducted by The Association of College Unions, over half of the unions surveyed had or were planning an outdoor program. This was reported in the Proceedings of 1961 Conference of Association of College Unions, "The Union Moves Outdoors," p. 243.

¹¹⁴Theodore Crabb, The College Union Outdoors (Ithaca, N.Y.: The Association of College Unions--International, 1965), pp. 2-3.

campus about which he writes has developed eight major areas of extensive program opportunities.¹¹⁵

Another area that urban unions must be aware of is transportation. Practically every study on urban university facilities, students and administrators list parking and/or transportation as a major concern. It has been pointed out that even on largely residential campuses there must be parking near the union to encourage the use of the building by commuters.¹¹⁶ In addition to the usual parking lots, urban student unions have developed unique programs to serve the commuting student. One commuter campus union has opened a service station. It has provided a service needed by the students, at a savings to them, and has created jobs for other students, and an income for the student center.¹¹⁷ Other unions in addition to parking ramps, bus shelters, bike racks, and the usual lots offer such things as a bike carrels,

¹¹⁵ Takeshi Harada, "A Time for Outdoor Activities," Proceedings on the 49th Annual Conference of the College Unions International, 1972, pp. 5-30 through 5-34.

¹¹⁶ George E. Fritz, "Effective Use of Space in the Michigan State Union Building" (unpublished Master's Thesis, Michigan State University, 1959), p. 64.

¹¹⁷ "News Makers," College Management, VII, No. 11 (November, 1972), 4.

where bikes are checked in and protected during the day, repair and sales of bikes, and bike rentals.¹¹⁸

Art galleries, shows, and displays have become an important aspect of programming in many urban unions. Urban union art programs have had the type of facilities now being used more and more by museums to encourage visitors. Museums have created such facilities as restaurants, cafeterias, and lounges. Hours of the museums have been extended through the student union.¹¹⁹

On the urban campus, security needs have closed or curtailed the operation of some art programs. It has been suggested that the answer to vandalism and theft is more programming, not less.¹²⁰ With redesigned facilities, limited entrances to the gallery and the use of student attendants, the program can continue to provide for students to plan, conduct, and view works of art.

Even with the art available for public view in the average city, many urban students have not had the

¹¹⁸ ACU-I Bulletin, XLI, No. 1 (February, 1973), 10.

¹¹⁹ Norman F. Moore, Art in the Union (Ithaca, N.Y.: Association of College Unions--International, 1965), p. 3.

¹²⁰ Robert M. Ruday, "The Urban Campus College Union," Proceedings of the 48th Annual Convention (Association of College Unions--International, 1971), pp. 5-92 through 5-93.

interest to observe or study the works of art. The union can by skillful programming at least expose the student to art and perhaps help "develop sensitivity and discrimination in those who are aesthetically illiterate." The use of corridor art cases, exhibits in lounges and food services areas have served to attract the student to the more traditional art gallery areas of the building.¹²¹

One point has been stated often, but is still not fully considered at many unions. The food operation is part of the total educational program of the union. Osterheld states it this way: "The financial operation of the dining program cannot be treated as a separate entity. It goes 'Hand in Glove' with the entire operation."¹²² The food service operation, both philosophically and financially, must be part of the total program, under one authority, designed to compliment the other segments of the union. The commuter union faces several major problems in designing enough space to accommodate the majority of students at one time (11 A.M. to 2 P.M.), and at the same time be financially able to sustain its operation with limited business at all other times. Coupled with this situation is the lack of fixed income

¹²¹Moore, Art in the Union, p. 1.

¹²²Douglas C. Osterheld, Food Service and the College Union (Ithaca, N.Y.: Association of College Unions--International, 1967), p. 2.

from meal tickets, competition from private vendors off campus, and lower amounts spent by each customer. The residential campus often has a base of income from dorm students on meal tickets, limited competition from off campus and students, with no "brown bag from home" or a large evening meal at the family table to allow a light lunch. The student living on campus must, of course, buy all his meals seven days per week. The commuter may eat five or less meals, yet requires the same physical space and service.¹²³

The hobby center, with machines, workspace, storage, equipment checkout, and a hobby store is appearing or expanding on several urban campuses. The centers attract students who have a desire to work with their hands, make items for sale or for class projects. Opening the facilities to the entire campus community has attracted new users to the center. Noonhour mini classes have been attractive to secretaries or other similar staff members, along with the students. Some recommendations for the center have included limiting the use of the facility to the specific university community. If "outsiders" wish to use the facilities, special memberships should be available, fees must be charged--first to maintain the facility and equipment and,

¹²³ Robert B. Anderson, "Food Must Sell Itself to Commuters," College Management, VI, No. 7 (1971), 38-39.

secondly, to ensure proper care for these items. Tools should be checked out at a central desk, using I.D. or activity cards. Noisy activity should be separated from the quiet crafts. The offering should be broad to keep the interest up, and encourage development of skills in several areas. Storage areas for individual projects must also be available.¹²⁴ A place to sell the handicrafts also adds to the attractiveness of the facility. New unions are seeing this service as part of the service operation.¹²⁵ Overall the hobby center is seen as a major new program area.¹²⁶

Outside of the limited description of programs in the previous paragraphs, few articles or studies are available which specifically look at programming on the urban commuting campus. Mayer states: "Urban college unions have problems in programming that must be overcome if the union is going to have any role in higher education during the next decade."¹²⁷ Fryer feels

¹²⁴Roger Gillespie, "BYU Hobby Center: The Long Road to Success," College Management, VII, No. 8 (August, 1972), 22-24.

¹²⁵Adams, College Management, p. 27.

¹²⁶The Bulletin of The Association of College Unions--International, XLI, No. 1 (February, 1973), 10.

¹²⁷Richard E. Mayer, "Change Is Still Possible," The Proceedings of the 48th Annual Conference of the Association of College Unions--International (1970), p. 3-3.

that the union at this point has failed to meet the needs of the students primarily in the development of an appropriate environment. She concluded: "We need to continually develop our sense of the multitude of needs of commuting students."¹²⁸ Coddling sums up the current situation for the urban union, stating:

As the college union is aligned to meet urban campus needs, constant consideration will have to be given to programming, operations, budgeting, and planning. Programming for commuting students and security appears to be a key area of concern for a number of urban college unions. The demand on urban college unions is great; they must cater to many campus needs as well as be involved with the community. The recent experiences of some urban unions have not been pleasant. However, we must accumulate both the good and the bad information, analyze it, and use it to the best advantage of all the people served by college unions on urban campuses.¹²⁹

The most recent recommendations on facilities and programs for the urban commuter campus emerged from a study by the Carnegie Commission on Higher Education. The Commission voiced concern that most of the commuter colleges and universities were not designed physically or educationally for the commuter. They felt that the cafeterias and other food services should be planned specifically for the commuter. In addition, "The Commission recommends that commuter institutions make

¹²⁸Diene Fryer, "Programming for the Divided Life," The Proceedings of the 47th Annual Conference of The Association of College Unions--International (1970), pp. 3-5, 3-6.

¹²⁹Coddling, The Meaning of Urbanism, p. 5-96.

available lockers, study and lounge areas, and other physical facilities designed to meet the special needs of commuters, and that scheduling of educational programs and activities be undertaken with the commuter in mind."¹³⁰

Summary

The student union has evolved from its simple English birth as debating societies into a complex physical facility and programming agency serving the entire university community and in many situations, the larger community.

During its history, the student unions in the United States have gone through a series of stages. The first stage, from 1815-1894, saw debating and its extension as the major concern. The club stage, from 1895-1918, witnessed the beginning of programs and physical structures similar to those found today. The campus democracy stage, following World War I from 1919-1929, saw the expansion of the unions to serve all students with co-curricular activities as part of the educational framework. The recreation stage, from 1930-1946, found the unions striving to serve the entire college community with broad programs of social and cultural recreation. The educational stage, dating from the close of World War II through 1956, saw universities

¹³⁰Carnegie Commission, The Campus, p. 54.

and unions becoming more concerned with the unions role in the total educational program. Toward the end of that period the credo now used by college unions, The Role of The College Union, was developed. The personalization stage, from 1957-1966, found the unions becoming concerned for providing an environment where students had an opportunity for personal interaction and self-expression. The final stage, extending into today's operations, has been called the humanization stage. This period finds students becoming concerned with a personal involvement in a variety of issues.

The commuting student and the urban university which he attends both differ from the dominant stereotype of the residential student and his grass-covered campus. The commuting student, living with his parents well into adulthood, tends to develop emotional and social problems not necessarily common to his resident collegiate counterpart. Researchers have found significant differences between commuters and noncommuters in a variety of areas including academic adjustment, emotional problems, financial difficulties, and maturity of goals and aspirations.

The urban university, slow to develop in the United States, now constitutes a major part of the higher education complex. The problems of the urban institution reflect the problems of the city. Costs, diversity of

people to be served, conflicting goals and lack of tested answers are all part of the shared problem. The future of both campus and city remain uncertain, but the ever-increasing urbanization demands answers.

A considerable amount of research has been conducted in the area of the student union in general. Four major studies over the last thirty years have been concerned with the structure and operation of union buildings. Recently, three authors have undertaken to develop planning guides for the construction of student centers. In areas of programming, the authors have tended to find a basic core of activities: dance, social (nondance), games, art, craft, hobbies, music, films, discussions, literary, and personnel. Although the relative desirability of programs may change, programming itself seems to remain essentially the same. Research in the general student union movement is continuing to be conducted by the Association of College Unions--International and individual campuses.

The urban commuter student union paralleling the expansion of the growth of the urban institutions of higher education has not been studied in as great a detail. The few studies that have been conducted indicate the traditional unions of the residential campuses are not adequate to serve the needs of the commuting student. In a recent study, union professionals and others

have looked at the needs on the commuting campus, and while arriving at some recommendations, concluded that the best use of their study was to warn planners of the complexity of an urban facility. Other researchers have concurred that there were differences in both facilities and programs but most felt the differences were minimal and could be overcome by program timing and change of emphasis. Reports of certain programs have appeared in the literature which indicates changing patterns of operation and activities.

Several authors conclude, however, that the answers to the questions relating to urban union programming needs and structures still remain unanswered, and further research in these areas is mandatory.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to present the methods used in conducting the study. The discussion will include methods used in selecting the sample and participants; the nature of research; techniques; the procedures used to collect the information; and the method of developing the data for analysis and interpretation.

The Sample

The universities were purposely selected because they were among those successfully operating a relatively new student center and were available for extensive observation. The institutions selected for the study all meet the following criteria:

1. They were located in or near large midwestern population centers.
2. They primarily served students who commuted from home.

3. They primarily served students who resided in urban areas.
4. They were public institutions under state or local control.
5. They offered at least a four-year baccalaureate degree.
6. They currently were operating a student union building and program.

A list of universities meeting these criteria was derived from the Education Directory, 1972-1973, Higher Education¹³¹ and interviews with student personnel staff members and student union administrators familiar with institutions in this area.

After a tentative list of universities was selected, the final choice was made after ascertaining, by phone call to the director of the union, the willingness of the staff, particularly the director, to cooperate with research requiring repeated responses to questionnaires and interviews. Six institutions were selected for this study.

The individuals asked to respond to the questionnaires were all directors of the student unions or program

¹³¹U.S., Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, Education Directory, 1972-1973, Higher Education (Washington, D.C.: Government Printing Office, 1972).

directors within the unions. The total number of staff members responding to the questionnaires and/or interviewed during on-site visits was twenty-seven. They included associate deans of students, directors of unions, assistant directors, program directors, directors of student organization offices, food service and bookstore managers, coordinators, and supervisors. In addition, several students, both individually and in groups, were interviewed.

The Research Procedures

Two different means of collecting data were used: an on-site interview and a series of three questionnaires. The directors were first sent questionnaires designed to obtain general information about the union and its operation, and their opinion of present and future programs, activities, and structures for the urban student union. Following their responses, a third questionnaire, based on replies in the previous ones, was constructed and returned to them. This questionnaire, based on the Delphi Technique developed by Helmer,¹³² has been used in similar research. Wayne State University Center for Urban Studies used this approach to plan future facilities.

¹³²Olaf Helmer, Social Technology (New York: Basic Books, Inc., 1966).

It was stated in their report that,

In a first attempt to compile these forecasts, the Center will conduct a "Detroit-Delphi," relying on an adaptation of the Delphi Technique. . . . Under this technique an effort is made to forecast the future by compiling the judgments of a select panel of "experts." . . . Two or three rounds of structured questionnaires will be sent to the panelists, seeking first their predictions of the possible alternative futures in Detroit; then the anonymous replies to the first round will be reconsidered and adjusted in the light of all the answers given by the panelists.¹³³

According to Judd, the Delphi Technique permits the obtaining individual views of all experts without submerging the individual views of anyone.¹³⁴

Some questions were drawn from previous studies and planning conferences for comparison purposes and to aid in arriving at early agreement in the questionnaires. Boris Bell's 1965 study,¹³⁵ which was based on earlier operational studies by Edan A. Whiting (1951)¹³⁶ and Abel Hesser (1957)¹³⁷ provided for the format of the

¹³³Wayne State University--Center of Urban Studies, Toward a New Style Urban University in a New Detroit (Detroit: Wayne State University, 1969), p. 25.

¹³⁴Robert C. Judd, "Delphi Method: Computerized 'Oracle' Accelerates Consensus Formation," College and University Business, XIX, No. 3 (September, 1970), 30-34.

¹³⁵Bell, Administration and Operation.

¹³⁶Whiting, "Union Operating."

¹³⁷Hesser, "How Do Unions Operate?"

first basic questionnaire (see Appendix B). Conclusions from two other studies, The Association of College Unions--International--Planning the Urban College Union for a Commuter Campus,¹³⁸ and Butts,¹³⁹ study of commuter facilities, were used to form questions in the first round of repeated questionnaires (see Appendix C).

A pilot study, consisting of responses to the questionnaires by student personnel staff members and union staff members at a university operating a large union, was undertaken to determine that the questions were clear and would provide answers which would be meaningful to the completion of the study. Some changes in the original questions were necessitated by their criticisms and suggestions.

The questions for the last repeated questionnaire were drawn from replies to the basic questionnaire and the first repeated one (see Appendix D).

The on-site interviews were generally conducted after the first two questionnaires were returned. It was felt that the responses previously given served as a basis for both discussion about programs and facilities and observation of them. All respondents were contacted

¹³⁸ Association of College Unions--International, Planning the Urban College Union for a Commuter Campus.

¹³⁹ Butts, "Do Commuters Need a Different Union?"

by phone prior to the visits. The interviews and inspections required between three to ten hours, with an average of about four. Three universities were visited twice during the course of this study for the purpose of additional interview and observation. The interviews were tape recorded or hand written notes were taken.

During the on-campus visits a variety of printed material was collected to help develop a more complete picture of the structure, organization, operation, and programs of the unions. These materials included constitutions, description of staff duties, program guides, committee handbooks, publicity handouts, and similar printed information.

Procedures for Collection of the Data

The directors for each of the six unions were initially contacted by phone to ascertain their willingness to participate in the study. At that time the general format of the study was presented, along with requirements for their part of the research. Following the phone call, the first two questionnaires were forwarded, along with an initial letter to the directors.

The basic questionnaire consisted of three parts:

- (1) Questions relating to general information on staff, size and cost of building, program costs, and organization;

- (2) Checklist of facilities now in the building;
- (3) A section for the rating of facilities to be included in future urban student centers.

The first round of the repeated questionnaire consisted of five questions, three of which were drawn from reports of other studies on urban unions. The other two questions related to philosophical differences and unique needs for the urban campus. These two questionnaires were forwarded with the cover letter to the directors. Generally the basic questionnaires were returned first with the repeated questionnaire later. Phone calls were made after a month to the directors who had not replied.

With the return of a majority of the first two questionnaires, the directors were again contacted by phone and letter to establish a mutually convenient time for a visit to their student unions. The questionnaires were thoroughly reviewed before the visits to find subject areas which invited in-person discussion or conversation. The campuses were all visited during March, April, and May, 1973.

During the visits, replies from the earlier questionnaires were discussed, and general interviews were conducted regarding present and future programs and facilities. In each case a thorough tour of the facilities was made and copies of printed materials were collected for later review.

The final questionnaire was developed after the return of the first two. Data from the basic questionnaire, along with observations from the visits, formed the basis for the first question. Three other questions were drawn from replies to the first repeated questionnaire. The final questions asked the respondent's opinion of future problem areas. This questionnaire was mailed for response in four cases. The other two were hand-carried and completed during the final visits to the campuses.

Procedures for the Analysis and Interpretation of the Data

The data regarding the facilities taken from the basic questionnaire was reported using percentages (to indicate frequency of response by the directors) and, also, for formulation of additional questions and comparison with earlier studies. However, the presentation of the findings was basically a descriptive one.

This type of research "involves the description, recording, analysis and interpretation of the present nature, composition, or process or phenomenon. The focus is on prevailing conditions, or how a person, group or thing behaves or functions in the present."¹⁴⁰ However,

¹⁴⁰John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 12.

this study goes beyond the present and as Hillway¹⁴¹ indicates, "It [the descriptive study] can also provide a means of testing and establishing principles, of comparing the past with the present, of identifying trends, and thus, of presenting a sound basis for action." Descriptive research often is used as a starting point and is carried out as a preliminary step, followed by research using more rigorous control and more objective methods.¹⁴²

With the use of the three questionnaires and interviewing of several individuals, tentative conclusions were checked and rechecked as the study progressed. During the on-site visits, the responses from the first two questionnaires were reviewed with the staff members of each union to help insure more accurate interpretation. The structure of the third questionnaire, with open-ended potential, also allowed the respondents the opportunity to expand on the conclusions tentatively reached.

The data obtained from the questionnaires, visits, and printed material were divided into categories which would facilitate presentation consistent with the purposes of the study. Both areas of agreement and disagreement

¹⁴¹Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Company, 1964), p. 210.

¹⁴²Walter R. Borg, Educational Research on Introduction (New York: David McKay Company, Inc., 1963), p. 202.

were presented with direct quotes used to indicate the positions of the respondents.

Summary

The study included a determination of the current student union programs and facilities of six midwestern urban universities and, by questionnaires and interviews, the procurement of the studied opinion of several union staff members as to the future programs and facilities required for these similar urban campuses.

The data obtained were analyzed and interpreted using a descriptive approach, employing percentages for purposes of comparison, where appropriate.

CHAPTER IV

REPORT OF THE FINDINGS

This chapter includes the report of the findings as collected by use of the three questionnaires, visits to the six campuses, interviews with various staff members on each campus, and materials (handouts on programs, printed guides to facilities and programs, and other descriptive printed literature developed on each campus), and an interpretation of the data.

Specifically there was an attempt to:

- (1) Identify current facilities available on the six campuses;
- (2) Identify current program offering on the six campuses;
- (3) Determine any unique aspects in these programs and facilities, as they relate to an urban commuting campus;
- (4) Determine the philosophy from which these programs and facilities developed;

- (5) Ascertain any change in direction of these programs and structures.

The data and interpretations will be presented in this order: background data on the campuses and their unions; identification of current facilities; identification of facilities which would be included in a new building on the campuses; identification of current program offerings; unique aspects of programming on the commuter campus; philosophical differences between commuter and other unions; new directions for the urban commuter campus; possible problem areas.

Background Data on the Campuses and Their Unions

The six campuses selected for this study all served urban areas with commuter enrollments ranging from just over 60 per cent of the student body to 100 per cent. The average on all campuses was over 90 per cent commuters in the student bodies.

The student centers of the institutions were generally constructed from the mid 1960s through 1972. One university has a building constructed in 1937, but an addition, valued at five times the original cost, was constructed in 1965 along with the complete renovation of the old building. Another building has been constructed in three stages--in 1956, 1963, and was completed in 1972 with a massive addition. The other four

were completed in 1965, 1967, 1968, and 1971. The total construction costs for all six structures ran forty-three million with a range of twelve million down to two and one-half. The cost of the latter is deceptively low considering the facilities available on the campus. A continuing education building is attached to the center, providing additional union type facilities, but not included in the cost.

The square footage of the unions range from 60,000 to 374,000 with an average of 225,000 square feet per building. Again, the lower figure is distorted by the exclusion of the space in contiguous building with complementing facilities. The smallest enrollment of the six campuses was 11,600 students with the two largest institutions serving around 34,000 students each. The average full- and part-time enrollment was approximately 23,000 students.

The buildings were primarily financed by use of revenue bonds, with student fees and profits from the operations used to retire the bonds. One institution, in an unusual situation for a public, state-supported university, constructed its center with state appropriated funds. The effect of the sizable debt payment schedule is a major consideration in determining the type and direction of the programs. The fees paid by current students range from no charge to \$27 per term. Most

of the fees go directly to meeting the debt, with a small amount available for programming. No average amount for programming could be determined as revenue-producing events are sometimes included in gross data. The amounts reported indicated a range of programming money of \$85,000 to none for the six unions, but observation of the actual programs indicates differences in the reporting. A second factor which makes it difficult to determine programming costs is disagreement as to what constitutes a program.

Identification of Current Facilities

By use of the basic questionnaire, the directors were asked to indicate which facilities were currently available in their student centers.

In the basic questionnaire (see Appendix B) eighty-two facilities were listed. All six unions reported having sixteen of these facilities (see Table 3).

In previous studies related to facilities of student unions in the United States, Bell¹⁴³ found fifteen of these same facilities in over one-half of unions (lost and found was not listed in his study). Carroll,¹⁴⁴ in comparing commuter preference for facilities, found

¹⁴³Bell, Administration and Operation, p. 38.

¹⁴⁴Carroll, Urban Campus College, pp. 49-52.

TABLE 3.--Sixteen facilities reported by all six unions

All six unions reported having sixteen of the eighty-two facilities.

1. Billiard Room	9. Ticket Office
2. Table Tennis	10. Lost and Found
3. Lounge	11. Cafeteria
4. Small Committee Rooms	12. Snack Bar
5. Meeting Rooms	13. Vending Machine Room
6. Information Desk	14. Mail Boxes for Organizations
7. Public Phones	15. Student Government Office
8. House Phones	16. Union Staff Administrative and Program Office

eleven of the facilities in 75 per cent of the twenty commuter unions he surveyed. He did not include in his study small committee rooms, public and house phones, mail boxes for organizations, or student government offices.

Of the forty-one facilities listed in Tables 3, 4, and 5 as currently available on a majority of the six campuses, several are designed primarily for commuter use. The commuter lounge, dining room, office space, and lockers are obviously for the student residing at home. Facilities such as storage lockers for organizations, vending machine areas and the parking areas may also be of greater value on the commuter campus. Butts¹⁴⁵ indicates in his study that the urban commuter student was different from his residential counterpart in his desire

¹⁴⁵Butts, "Do Commuters Need a Different Union?" pp. 1, 4, 5.

TABLE 4.--Ten facilities reported by five unions

Five of the six unions (83%) surveyed have the following ten facilities.

- | | |
|-------------------|--------------------------------------|
| 1. Ballroom | 6. Restaurant-type Dining Room |
| 2. Party Room | 7. Banqueting Facility |
| 3. Music Room | 8. Storage Lockers for Organizations |
| 4. Photo Darkroom | 9. Union Board Committee Office |
| 5. Parking Area | 10. Lounge (Commuter) |
-

TABLE 5.--Fifteen facilities reported by four unions

A majority (four of the six) or 66.7 per cent of the union directors reported having these fifteen facilities in the union.

- | | |
|---------------------------|-----------------------------|
| 1. Bowling | 9. Private Dining Room |
| 2. Art Gallery | 10. Dining Room (Commuter) |
| 3. Poster Room | 11. Office Space (Commuter) |
| 4. Auditorium | 12. Campus Newspaper Office |
| 5. Television Room | 13. IFC Office |
| 6. Coat Room (Unattended) | 14. Panhellenic Office |
| 7. Lockers | 15. Bookstore |
| 8. Lockers (Commuter) | |
-

for ten of the facilities listed here. These were bookstore, lounge, cafeteria, parking, music room, meeting rooms, party room, art gallery, quiet rooms (commuter lounges), and lockers.

The forty-one facilities are broken down into nine categories for analization purposes.

Recreation Facilities:	Billiard Room
	Table Tennis
	Bowling

These facilities all have income-producing abilities. Pinball-type machines were also available on some campuses in the "game" room area. (Pinball-type machines have perhaps the greatest income capability per square footage of space.) (Chess and checker areas have tended to be included in other areas such as lounges and were not listed as separate facilities.

Social Facilities:	Ballroom
	Party Room
	Lounge

Faculty social areas, such as a separate lounge, have lost popularity. Lounge space on the commuter campus is very great and tends to be multi-purpose. The ballroom also has many functions including banquets, movies, meetings, dances, skating, and sometimes classes, orientation, and registration activity.

Cultural-Hobby Facilities:	Music Room (Listening)
	Art Gallery
	Photo Darkroom
	Poster Room
	Auditorium
	Television Room

There appears to be a growth in the use of cultural-hobby facilities. The unions that did not have the above facilities indicated interest in developing them, and in some cases were planning renovations of the building to enable them to incorporate more hobby-craft programs. The auditorium in some cases was a combination theatre-meeting room or ballroom operation. Many of the unions did not have a television room as such (as may be seen in many residence halls) but had lounges with television available for use when desired. Special events (i.e., World Series, Moon shots, hearings) require use of large areas for television. Flexibility to expand seating in these areas becomes important.

Meeting Facilities:	Small Committee Rooms
	Meeting Rooms

The commuter union has a great need for meeting rooms of all types. Typically, to meet the demand of classes at prime time, few if any class rooms are available for meetings when students and staff desire them. Also, fraternity houses, residence halls, etc., are not available, even for small committee meetings, thus, further emphasizing the need for numerous small meeting rooms. Since luncheon meetings are popular, meal service is often needed in these facilities.

Service Facilities:	Coat Room (Unattended)
	Information Desk
	Public (pay) phones
	House Phones
	Ticket Office
	Lockers
	Parking Area
	Lost and Found

Because the union building is the central facility on most campuses, information desks, phones, lockers, ticket office, and lost and found become extremely important. The parking area near the building is the very life blood of the union. It is a must if the commuter is to be attracted to the building at the beginning and end of each school day. Facilities such as barber shops, beauty shops, laundry-dry cleaning have little use on the urban campus.

Food Facilities:	Cafeteria
	Snack Bar
	Restaurant-type Dining Room
	Private Dining Room
	Vending Machine Room
	Banqueting Facility

In the last few years the vending machines have seen a great growth on commuter campuses. As a money maker, vending machines have outstanding potential, and when used to compliment the other food facilities they can produce a real savings in the food labor cost area. The off-peak hours can be serviced by the machines with relatively little labor cost, as compared to any other types of food facility. The restaurant-type dining room, while listed in a majority of the unions, is

undergoing a change. Self-service is beginning to be a requirement due to increased cost of labor and the desire on the part of students for fast service. One of the unions studied has franchised its food service out to atypical firms (steak houses, pizza parlors, ice cream shops) in an attempt to meet the demand for fast, efficient service and still operate a profitable facility. One union still has a contract with a more typical institutional food vendor.

The pub, bar, or similar facility while now located on a few campuses has been slow to develop widespread use, due to state or local laws. More will be said about this later in this chapter. The students tend to demand great varieties in their food. Ethnic food services are beginning to appear.

Commuter Facilities:	Lockers
	Lounge
	Dining Room
	Office Space

Commuter facilities as separate rooms have been over-rated in some studies. Cot rooms, dressing rooms, showers have not been well received by students. Lounges (quiet rooms in some reports) are required--lots of them, with few rules--so students can eat, sleep, study, play cards, and talk. A reasonable number of lockers, particularly when students travel by public transportation, are necessary.

Organization-Activity Facilities:	Mail Boxes for Organizations
	Storage Lockers for Organizations
	Campus Newspaper Office
	Union Board Committee Office
	Student Government Office
	IFC Office
	Panhellenic Office

Student organization offices and supporting facilities are most important for a good activity program on a commuting campus. Alumni and faculty facilities on the other hand do not enjoy much favor. The continuous change in types of student organizations requires flexibility in assignment and type of facility available. Yearbooks have not been "in" in recent years, while several newspapers or magazines may appeal on the same campus.

Other Facilities: Bookstore
Union Staff Administrative
and Program Office

The bookstores are much more than just retail stores. A well-run facility opens to the student new ideas in reading, art, creative activities, and interests. While there was lack of agreement as to how extensive an offering the bookstore should have, it is necessary in the union, as a service, to attract students to the building, and as an income producer.

With some change in staff responsibility, a concept which will be developed later in the chapter,

office space for staff members is becoming even more important. Guest rooms as another facility has limited appeal.

Other facilities currently on these urban campuses range from bike shops to office for vice-presidents. The list of facilities presented here seems typical of urban facilities generally, with local conditions demanding special variation.

A director summed up the urban union building with this statement:

The urban campus building is the "community center" in fact. It is used by more people in less time than the average resident campus college union. It needs to be located near the core of the campus. It must be open with large spaces for dining. Dining rooms [cafeterias, snack bars, and rathskellers (pubs)], vending, too, must be larger than those elsewhere. The campus bookstore must have a larger variety of convenience merchandise for sale. The need for study and meeting rooms is extensive. Places to rest, sleep, study, talk, should be available in sufficient numbers. Program space should be visible to the commuter.

This summary of the urban campus center indicates that the urban union is not greatly different from a residential one, but is perhaps of more necessity to the commuting student. A director expressed the opinion that:

A commuter student must do three things--go to class, work, and go home. When he or she comes to the union facility, each wants peace of mind and an atmosphere of freedom. The need for the union on a commuter campus exceeds that of the resident campus. . . . There is greater need on the commuter campus for a quality "home away from home" where you can really "relax" with your friends, watch people, create, see many people at one time, yet be alone to yourself.

Facilities Which Would Be Included
in a New Building on the Campus

The respondents were asked to indicate how important they felt each of the eighty-two facilities listed in the basic questionnaire would be if they were building a new union on their campus, by using one of three codes:

- (1) (Would Be Included)
- (2) (Desirable But Not Necessary)
- (3) (Would Probably Eliminate)

Nineteen facilities were listed by all six union directors as necessary (would be included). They were:

TABLE 6.--Nineteen necessary facilities reported by all six unions

1. Lounge	11. Cafeteria
2. Music Room (Listening)	12. Snack Bar
3. Small Committee Meeting Room	13. Vending Machine Facility
4. Meeting Room	14. Pub or Similar Facility
5. Information Desk	15. Mail Boxes for Organizations
6. Public Phone	16. Storage Lockers for Organizations
7. House Phone	17. Student Government Office
8. Ticket Office	18. Bookstore
9. Parking Area	19. Union Staff Administrative and Program Office
10. Lost and Found	

In looking at differences in the list of what all six unions currently have and what the directors felt necessary, it is worthwhile to note a slightly lower

interest in game activity (billiards, table tennis) and a greater interest in having a music room, parking area, pub or similar facility, bookstore, and storage lockers for organization. The limiting factor for the pub or similar facility was local or state regulations prohibiting the use of alcoholic beverages on state property. Parking, of course, is a major concern for any commuter campus. The bookstore was left out on some campuses due to lack of space or need for previous allocated bookstore space for other uses.

Five of the six union directors (83%) agreed that the following fourteen facilities would be included:

TABLE 7.--Fourteen facilities reported by five unions

1. Billiard Room	8. Restaurant-type Dining Room
2. Table Tennis	9. Private Dining Room
3. Art Gallery	10. Banqueting Facilities
4. Photo Darkroom	11. Lockers (Commuter)
5. Auditorium	12. Lounge (Commuter)
6. Television Room	13. Union Board Committee Office
7. Lockers	14. International Student Office

The following (page 101) fourteen facilities were listed as necessary by four of the six (66.7%) directors.

The twenty-eight types of facilities listed by a majority of the directors, but not included in the unanimous list, may be categorized into: recreation and hobby facilities (bowling, craft shop, billiards, photo

TABLE 8.--Fourteen necessary facilities reported by four unions

1. Bowling	8. Coat Room (Unattended)
2. Ballroom	9. Dining Room (Commuter)
3. Party Room	10. IFC Office
4. Music Room (Practice)	11. Panhellenic Office
5. Corridor Art Cases	12. Office (Commuter)
6. Poster Room	13. General Work Room
7. Craft Shop	14. Campus Newspaper Office

darkroom, table tennis); commuter specialty areas (lounge, office, lockers, dining); and student group offices (IFC, Panhellenic, campus newspaper, union board committees, international students).

Included in the determination of what facilities the directors would have, if they were building a new structure on their campus, is the converse--what facilities would probably be eliminated. All six agreed the laundry-dry cleaning would be eliminated.

Nonstudent facilities (faculty lounges, alumni lounges) and certain types of business (barber shop, beauty shop, coffee shop, and laundry-dry cleaners) were not considered necessary on any of the six campuses polled. The kitchenette as a self-service food facility is against health regulations in many areas; hence, its use has declined. The other facilities listed have had

limited popularity in the past,¹⁴⁶ and are now not considered desirable even if they could be afforded.

TABLE 9.--Facilities not included

Five union directors would not include these four facilities.

1. Alumni Lounge
 2. Western Union
 3. Beauty Shop
 4. Kitchenette (Self-service as a Food Facility)
-

A majority would also exclude these eight facilities.

- | | |
|--------------------------|---|
| 1. Barber Shop | 5. Floor Shuffleboard |
| 2. Individual Mail Boxes | 6. Faculty Lounge |
| 3. Coffee Shop | 7. Rehearsal Theatre |
| 4. Ice Skating | 8. Faculty Lounge (Organization Activity) |
-

The differences between the list of current facilities and those which will be required is not too great. This is not really surprising, considering that all of the six unions have been built or remodeled in the last few years. There are some slight changes in facilities that bear closer observation. (A repeat of this type of survey in a year or so would be of value in actually determining any trends.) The facilities listed by category are:

¹⁴⁶Bell, Administration and Operation, pp. 102-36.

Recreation Facilities:	Billiard Room
	Table Tennis
	Bowling

All of these facilities can be located in the same area and supervised by one or two individuals, with both low overhead and high demand, these facilities promise to be assets in maintaining a profit to meet budgetary needs. One union converted an area designed for a bookstore to accommodate these recreation facilities.

Social Facilities:	Ballroom
	Lounge
	Party Room

The ballroom remains the multi-purpose facility in many unions. The uses, if service facilities are available, are many--food, recreational, educational--day, night, and weekend programs. The lounges are the major required facilities for the commuter. They become the true "living room" for the students--a place to sleep, eat, talk, study, date--it's the dorm room, dining room, fraternity house all rolled into one. The party rooms are not as important as in the past. Lounge facilities are replacing these areas for some functions. The use of alcoholic beverages in unions, but under management control, has perhaps also lessened the demand for this type of facility. Faculty lounges are not seen as necessary facilities. Planning committees for student unions have viewed separate facilities for special groups, who do not pay the union fee, as foreign to the union philosophy.

Cultural-Hobby Facilities :	Auditorium
	Corridor Art Cases
	Music Room (Practice)
	Music Room (Listening)
	Art Gallery
	Photo Darkroom
	Poster Room
	Craft Shop
	Television Room

Facilities which provide for certain cultural-hobby activities appear to be growing in number and more importantly, in size and range of offerings. The craft shops have particularly gained support, with a wide range of activity. Mini classes of all types of creative skills are seen as important, not just for students, but for the entire community, both on and off campus. Connected with this type of facility is a need for a sales outlet.

The art gallery, while considered most important in a good student center, can be a major problem. The need for security to protect art works from theft and vandalism has caused some unions to close or restrict the operation of the gallery. The cost of maintaining guards is just too great. Where this problem has been overcome, the art gallery stands as a necessary facility. One union found a faculty wives club interested in maintaining the necessary "guards" for a small fee. The nominal amount charged the union by the women was returned to the university in the form of scholarships for art students.

Poster rooms have and will continue to expand into full service reproduction or duplication facilities. This is seen as important, not only as a service and to enhance publicity within the union, but also as a source of income. The television rooms of yesterday are now just becoming lounges, with flexible arrangements to accommodate large numbers of students during special television events.

Other facilities which would traditionally be considered as culturally related in the union, such as theatre, rehearsal theatre, and music practice rooms, are perhaps necessary or at least desirable on a campus. It was reported that the practice rooms are included in some unions because the ones in the academic buildings often close early. The theatre facility need not be included in the union building, and in fact, are more closely related to the academic buildings. The auditorium is often seen as very desirable for the union, but the cost factor has prohibited its inclusion in some unions.

Meeting Facilities:	Small Committee Rooms
	Meeting Rooms

With the growing number of interest groups and organizations, the need for all sizes of meeting rooms will continue to grow. Commuter campuses, as previously mentioned, tend to have classes and activities during the same general time period. The time from 9:00 A.M. to 3:00 P.M. also includes the lunch schedule, causing

most all rooms on the typical commuter campus to be in use. The need or at least the desire to have meal service in these rooms will continue as a concern for planners.

Service Facilities:	Information Desk
	Public (pay) Phones
	House Phones
	Ticket Office
	Lockers
	Parking Area
	Lost and Found
	Coat Room (Unattended)

The service facilities required on the commuter campus may not be appreciably different from other campuses. But since the union may be the only building on campus with these facilities, they take on a new importance. A postal facility may also be required, depending on the availability of city postal services. If the university is not conveniently near a post office, the volume of mail can justify the use of the space. A self-service post office can on most campuses satisfy the student needs, although a full-service facility with federal employees is possible to attain.

Service facilities such as barber shops and beauty shops hold little potential, both for service and income. The students are not using these facilities to as great an extent as in the past.

The parking area, near or in many cases under the union, is a must, if the union is to attract the volume of students before and after the peak periods.

Community business--meetings, conferences, dining, etc.--will not grow unless convenient parking is provided.

Coat rooms, standard facilities in the past, may well be phased out and replaced with portable facilities, set up for specific events.

Food Facilities:	Cafeteria
	Snack Bar
	Restaurant-type Dining Room
	Private Dining Room
	Vending Machine Room
	Banqueting
	Pub or Similar Facility

Of all the traditional facilities offered in the union, the whole area of food facilities may change the most. The urban union, unlike many residence campus unions, does not have a fixed base of residence hall students to feed on a meal plan. In addition to this lack of base, the major meal time is noon--five days a week. The volume at noon tends to require all available space. Ballrooms, lounges, and other nonfood services areas are often pressed into service. The future is apt to see growth of fast-service operations--snack bars, cafeterias, stand-up counters. (Next year a MacDonalds Restaurant may be opened in one of the unions studied.)

Vending machines with an even greater variety of offerings will continue to be the salvation for the food operations on many campuses. Service is provided to the university community at off-hours, with little labor cost.

With the change in drinking laws to allow eighteen-year-olds the right to drink, there will be an even greater drive to obtain union facilities offering beer, wine, and other beverages. Where this has been allowed both business and profits have grown. Programming possibilities-- movies, singing, wine tasting, etc., are also emerging.

The restaurant-type dining, while not as popular as in the past, may well return with alcoholic beverages being allowed. The desire for night and weekend business is also causing the managers to consider restaurants which will attract the public. Varieties of good food with entertainment may become standard in unions which try to serve the community during the off-peak time.

The unions which are interested in serving the community by being available for conferences and meetings will also be required to provide banquet facilities that can compete with other businesses in the city.

Commuter Facilities:	Lockers
	Lounge
	Dining Room
	Office

The facilities particularly identified for commuter use were not frequently separate facilities but simply the general facilities used by all members of the educational community. The lockers provided include those rented for a term and those available on a day-to-day basis. Lounges often become identified through usage as "belonging" to certain groups. This was voiced as a

concern on several campuses but no real attempt has been made to discourage this practice. On one campus a lunch room was specifically designated for commuters bringing their lunch. Vending machines were available in the room to supplement the "brown bag" lunches.

Organization-Activity
Facilities:

Mail Boxes for Organizations
Storage Lockers for Organizations
Campus Newspaper Office
Union Board Committee Office
Student Government Office
IFC Office
Panhellenic Office
International Student Office
General Work Room

Communication with student organizations is extremely important to the success of activities in the union and on campus generally. Mailboxes for these organizations located in a central area serves as the main source of contact. Storage lockers for smaller organizations and office space for the larger groups is in great demand. Relatively few student office spaces were provided on a permanent basis but temporary allocation of space was extremely common. A proliferation of student organizations will cause further demand for this type of facility. The directors felt that the centralization of these offices in the union contributed greatly to the success of the union programs. In addition, union staff members were more readily available to assist the nonunion groups.

Other Facilities: Bookstore
 Union Staff and Administra-
 tive Program Office

The bookstore as mentioned earlier is seen as an extremely important facility to be located in the union. Although frequently there is pressure from off campus retail outlets to curtail the union bookstore offerings, a facility with a wide variety of supplies is a most desirable feature. The union staff administrative and program offices will be in greater demand with the apparent increase staff role in programming.

Finally, in looking at facilities, the respondents were asked the following in the last questionnaire:

In previous questionnaires, a majority of the directors indicated the following facilities are necessary for an urban student center:

Billiard Room	Information Desk	Pub or Similar
Table Tennis	Pay Phones	Facility
Ballroom	House Phones	Commuter Lockers
Lounge	Ticket Office	Commuter Lounge
Music Room	Lockers	Facility
Art Gallery	Parking	Mail Boxes for
Photo Darkroom	Lost and Found	Organizations
Poster Room	Cafeteria	Storage Lockers
Craft Shop	Snack Bar	Union Board Com-
Small Committee	Vending Machine	mittee Office
Room	Room	International Stu-
Meeting Rooms	Banqueting	dent Office
	Facility	Student Government
		Office
		Book Store
		Union Staff and
		Administrative
		Program Office

What other facilities would you include and why?

The thirty-two facilities listed above were drawn from the first two questionnaires, with some adjustment in the list suggested from visits to the campuses. In

the first questionnaire, the directors were asked to indicate which of the list of eighty-two facilities they would include in a new union on their campus. This list broadens the scope to "An Urban Student Center." In comparing the list of what either five or six of the union directors agreed on, the auditorium, television room, restaurant-type dining room, and private dining room were eliminated.

In observing the unions and discussing the facilities with the staff members at these unions, there was a feeling on the part of many that the auditorium, while required on a campus, need not be part of a union. The restaurant-type dining room is giving way to "self-service" facilities with less waiter-type service. The television room and private dining rooms tend to be included under lounge facilities and banqueting or meeting rooms, respectively.

Added to the list of desired facilities for their campus (as reported by the directors) was pub or similar facility, craft shop, and ballroom. These facilities had not been listed in the previous "necessary" list, as they were not needed for their particular campus but would be generally necessary on an urban commuting campus.

The directors responded as follows to the list of thirty-two facilities. One director stated:

In reviewing the facilities I had indicated were necessary but were not so indicated by a majority of the other directors, I realize that most of the items were ones I considered necessary to my existing situation and would not be necessary in all cases.

I would, however, feel strongly about the inclusion of more student offices than were mentioned by the majority since the inclusion of literally all the student offices greatly enhances the interaction of students and the image of the union as the hub of activity.

I also feel that a commuter union plays a vital role in information dissemination and that corridor display cases and glassed-in bulletin boards are necessary to this function.

We also feel our bowling alleys offer unique opportunities to relate to the total recreation program, the physical education department, intramurals, staff and faculty, as well as providing program opportunities with coed leagues, etc., and are an important asset to the building.

Another director listed other facilities he would include:

The first five items listed [below] are more necessary than items six through eight. The last three are nice extras if a budget permits and the facility is large enough to need them and to be able to accommodate them.

(1) An evening dining/night club establishment for those who prefer to dine or drink in a more sophisticated atmosphere than a cafeteria or snack bar (this sort of establishment draws professors and staff as well as community members).

(2) A main desk which sells cigarettes, candy and gum, popcorn, cough drops, magazines, hostess cupcakes, etc., and other convenience items.

(3) A public address system for paging union staff and private individuals in case of emergency.

(4) An outing area, to handle bicycle rental, hosteling, skiing and sailing needs.

(5) Student Organizations offices--if the offices are right in the union, student organizations members often lend their involvement of union activities and the union staff becomes more attuned to the needs of these different groups.

(6) A reservations and catering area for handling union room reservations and food orders.

(7) A health food store.

(8) An ice cream shop.

The other directors indicated one or more of the following: more student organization offices, bowling lanes, student activity offices, post office, pinball machines, and the Dean of Students Office.

In the first repeated questionnaire, the directors saw little differences between facilities on a commuter and noncommuter campus. One director felt:

The differences in facilities between a commuter campus union and its residential counterpart are few, or should be few. Both unions must have facilities which meet the educational, recreational, social and cultural requirements of its populace. A commuter campus union may have more lounge space and additional daytime food serving areas but other facilities should compare.

Another said:

A good union building is a good union building anywhere. However, as I have stated, facilities for food, activities, recreation and the bookstore should be quite large and provide efficient and exceptional service. We must be prepared to serve large numbers of persons in a shorter time than on the resident campus. This means we must build giant buildings even though they will sit empty during evenings and on weekends.

A third supported this statement, saying:

I believe there can, probably should, be a consistency in philosophy and at the basic level there is certainly a consistency in the needs of a university community and its constituents. This would imply a degree, at least, of consistency in the facility to meet these needs. I suspect one of the main differences would be in terms of the relative proportion of the facility given to various functions in relation to ready availability of those same facilities elsewhere on campus. For example, the student on a small residential campus would tend to be able to return to his residence hall for a number of the facilities that a commuter union would need to furnish for its students.

Most of the facilities covered in this section are used directly for programs or for service. Several other aspects not covered by this study should, of course, be considered when planning, constructing, or remodeling a union building. Adequate storage for supplies and furniture is extremely important on the urban campus. With the use of various facilities for a variety of programs it is necessary to have both nearby and adequate storage. For example, a ballroom may also be used as a meeting place and as a cafeteria. Similarly, if the furniture can be removed from a lounge, its service for other purposes can be greatly enhanced.

A second factor to be considered is the type of furniture used to equip the facilities. The urban commuter union with the demand for flexibility must use easily movable and stackable chairs. However, this also creates a problem of security. The urban unions with their high volume of students, long hours of use, and openness to the community must be prepared to deal with both theft and vandalism. The use of informal eating areas in carpeted rooms has been one answer to the problem. Built-in seating, while limiting flexibility, has also been part of the answer to theft. This has been primarily used in lounges, corridors, and open areas.

Other considerations relating to facilities includes an adequate and flexible electrical system.

Musical programs, art exhibits, and craft shows frequently require a variety of lighting and sound systems. One institution, looking toward the future, has built-in closed circuit TV capacity for all rooms. They anticipate its use for communications, programs, and security.

A final consideration, while a concern to all unions, is particularly important in the high-use urban buildings. This area usually categorized as maintenance concerns everything from daily routine cleaning through major repairs and replacements. When a union serves thousands of students during a short period of time and yet uses its same facilities for programs throughout the day, ease and speed of maintenance is of primary concern.

Identification of Current Program Offerings

In the first repeated questionnaire, the respondents were asked:

What programs have you developed or are you planning to develop which serve unique needs for the urban campus?

One director replied:

There are not necessarily types of programs which serve unique needs of an urban campus. The volume and the manner of programming is more important to the commuter [union].

This statement set the tone for most of the lists of programs. The following are excerpts indicating current types of activities:

This union has developed and implemented programs which are of an ongoing nature, rather than one-shot. Because of the need for a great volume of activities the emphasis is made on series and continuing programs. Some examples of this are the nightly entertainment programs in its restaurant and cocktail lounge; a free series of films weekly in its beer bar; a six-day film program; an ongoing weekly noontime concert series and others.

Another director stated:

We find success with films, concerts, art exhibits, handicrafts, photography, open dialogues, co-recreation in the ballroom (basketball, roller skating, etc.), coffee house (entertainment), and good speakers.

And a third expressed the view that:

Outdoor programs are popular when weather permits. These can be of the entertainment or recreation type. Outdoor rock concerts are extremely popular--more than indoor of the same type.

The deliniation between facilities and programs is not always so clear, but the combination has, in the minds of the directors, some unique characteristics for the commuter. One director explained:

Due to the significant percentage of our students who are commuters, we have created particular programs and facilities to meet their needs. Examples include brown bag lunch rooms, more study areas than a residential campus would necessitate, noontime lobby programming, special commuter forums, staying open twenty-four hours during exam week for the commuter who stays here all night, etc.

The above quote introduces the major differences of timing as a factor in programming. Another director in responding also saw little difference in types of programs but rather in their placement during the day:

The emphasis on programs is placed on daytime events rather than evening programs. The type of program is not significantly different than on a residential campus. . . . Students tend to arrive on campus early and are eager to have space and facilities available. Students remain on campus until [the] class day is finished and tend to leave as soon as possible to avoid rush hour city travel or to go to work (generally in the area where they live).

Our programs are designed to be scheduled when the greatest number of students are on campus (11:00 A.M. until 3:00 P.M.). Few programs are held in the evenings with exception of dances, concerts (major) and films.

We should be open between 7:00 A.M. until 1:00 A.M. Friday and Saturday and 12:00 noon until 10:00 P.M. on Sunday. Better yet, each campus is different. If students need the building earlier or later than the hours indicated above, then keep the building open. The cost is minimal but the rewards are great.

In early discussion there were some differences among the union staff members as to the advisability of presenting programs in the evening and on weekends. One union has tried, and to a significant degree succeeded, with evening and weekend programming. The director said:

Many people might feel that a concentration of programs, services and activities at a commuter campus union should be focused during the day because that is when there is the largest usership. The large concentration, however, should occur during the evening and weekend hours so that it will force more people to come to the union then. A commuter campus union must strive to meet its philosophical goals seven days a week, during all its open hours.

Another indicated, however, that:

The commuter student must be served while he or she is on campus. They won't come back in the evening (majority) and should not be expected to.

In the last round of questionnaires, the directors were asked to agree or disagree with a question relating to the timing of programs, particularly weekends and nights. The majority felt this extended programming was indeed desirable, but difficult. One director expressed it this way:

. . . Because students have this choice, the commuter campus union must strive harder, especially on evenings and weekends when a large percentage of its patrons would not ordinarily be on campus, to force them to make the choice to remain on campus or return to campus. It must offer unique, dynamic and diversified programs and services to meet and beat the competition of the easily accessible world outside the campus. Essentially, the commuter campus union must have more appeal than the resident campus union in order to flourish. In return for the greater amount of effort put forth to insure its success, it [the union] offers the satisfaction of being a healthy and productive place where students want to go, not by necessity, but by choice.

Another director also emphasizes this:

I think the key to developing off-peak hour use is to be responsive to the need rather than to be forcing. A recognition of the differences in need between peak daytime users and evening or weekend users is important. It is necessary to program and promote the building, services, and activities at all times; however, there must be some feel for your clientele at all times and a compatibility of philosophies between the union and the university.

The directors all felt most programs were similar, both on commuting and noncommuting campuses. The differences in timing were most important. The greatest number of students will require mid-day programs, but the night and weekend planning must be considered.

The use of student program boards varied greatly from union to union. No one pattern of operation could be ascertained. The majority of the unions offered the following programs: lectures, debates, forum, tournaments (games--table tennis, chess, billiards, etc.), dances, movies (mid-day, weekends, and evenings), various music programs, craft instruction, noncredit classes (leather work, silk screening, photography, weaving, etc.), and regular programs consistent with facilities (bowling, billiards, art shows, etc.).

The programs themselves were not greatly different from traditional residential unions. The unique aspects of programming will be discussed in the next section.

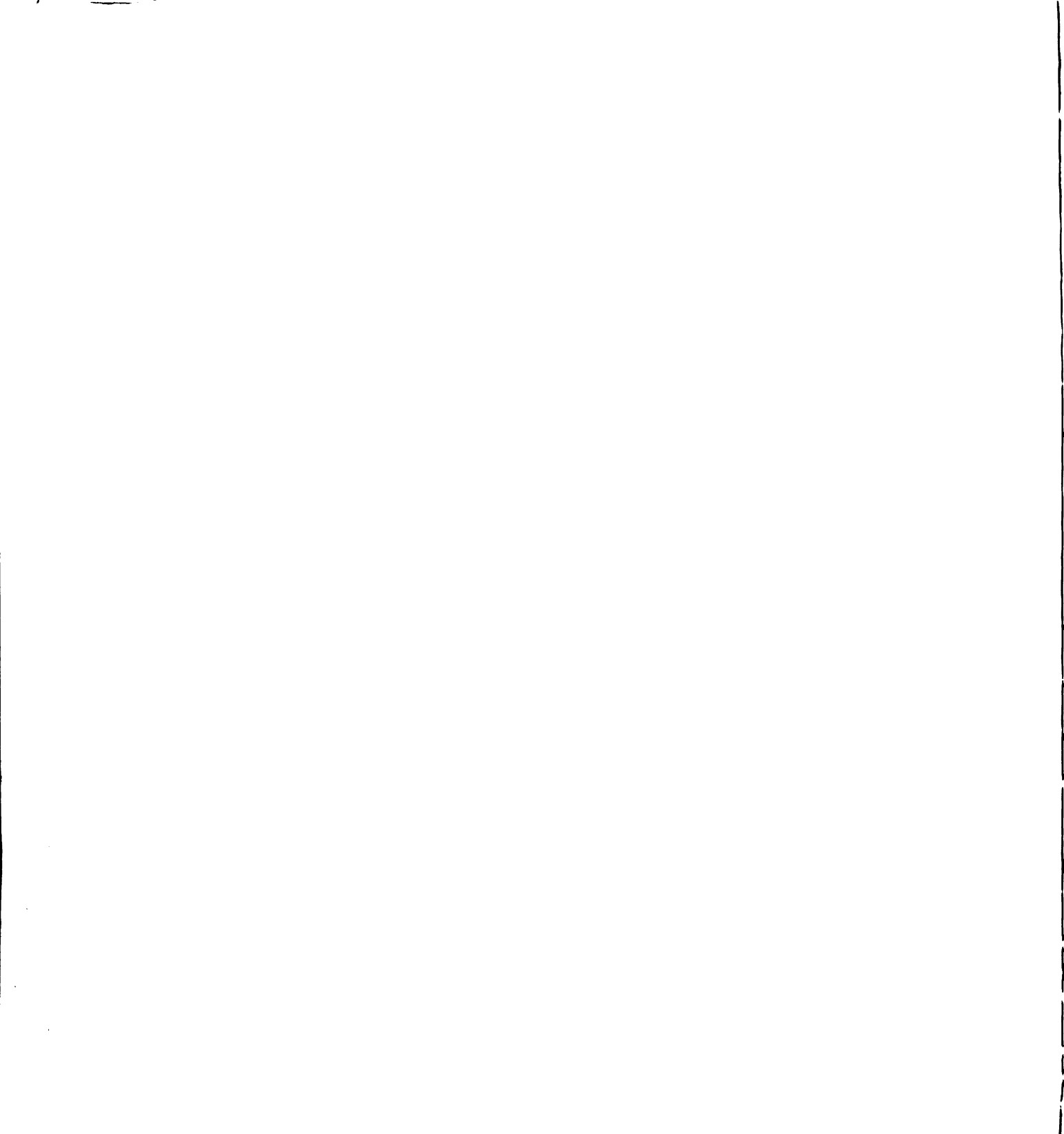
Based on other surveys,¹⁴⁷ it was anticipated that union policy boards and program boards with committees would play a prominent role in the operation and programming of the college unions. However, the replies from the six union directors indicated a variety of structures. Two of the campuses had one central body responsible for all aspects of the student union. A third indicated the student government of the campus had overall policy control with programming primarily a staff responsibility. Student volunteers participated periodically but no program board as such was established.

¹⁴⁷Bell, Administration and Operation; Whiting, "Union Operating and Use Policies"; Hesser, "How Do Unions Operate?"

Two other unions followed a more traditional two-board pattern with the various segments of the university community represented. Both unions included students, faculty members, alumni, staff, and community representatives on the policy boards. The program boards were composed of students and union staff members.

Of the four unions that used the board structure, in all cases the nonstudent members were appointed by the chief administrative officer of the university or the faculty governing group. The majority of the student members on all boards were appointed or elected by the outgoing board. No campus-wide elections were used to select members. In all cases applicants were interviewed by students and staff prior to their appointment or election.

One of the unions studied did not program through its staff or student boards, but relied on the office of student affairs, student groups, and religious organizations for activities. This union chose this path for several reasons. First, the student affairs office operated with a philosophy of providing only facilities and services in the union. The building was built with state funds and, thus, did not appear to have the financial press the other five unions had. Lastly, the upper two floors of the union were used by religious groups for programs, services, and general activities. These three



considerations promoted the concept of no union board or staff programming and appears to be quite the unusual situation. One staff member at that institution felt the university should be more aggressive in planning for the physical facilities within the university for better service for the commuter students.

Unique Aspects of Programming on the Commuter Campus

In looking for unique qualities in programming, several areas were identified. One of those is the question of visibility. On many residential campuses publicity far in advance of an event is common. On commuter campuses there appears to be a greater response to spontaneous participation; hence, visibility becomes important. Most directors spoke to this aspect. One director indicated:

We hold as many programs as possible in open space where they can be seen. Therefore, we bring the program to the students rather than the student to the program.

Another union makes considerable use of the main lounge for programs, and student organizations use corridor space daily for activities. The director of that union sums up the description of their programming with, "The programs must be visible." This is not to say that publicity, planning, and continuous development of programs are unnecessary.

Urban commuter unions must continually strive to find effective means of communicating with the university community. One institution effectively uses a slide presentation with the activities of the day projected on a large screen just inside the main entrance of the union. The sixty slides are shown continuously throughout the day and are changed with the completion of each program. Several of the campuses make considerable use of daily ads in the student newspaper. In addition, two unions published their own newspaper on an irregular basis throughout the year.

One major question emerging in union circles is the role of the staff in programming. The urban unions have perhaps a unique problem.

The proceedings from the Conference on Planning the Urban College Union for a Commuter Campus (held February, 1967, in New York)¹⁴⁸ states:

Commuter students seem to be more interested in talking with each other rather than attending a planned program. If they do attend a function, it appears that attending is as far as they will go; they very rarely are interested in planning the event.

If the time demands on commuter students continues, there may be a movement towards staff-run programs rather than student-run programs. This tendency may require an elaboration of staff office and planning space (and less area for student planning committees).

¹⁴⁸ Association of College Unions, Planning the Urban College Union for a Commuter Campus, p. 1.

The directors were asked to agree or disagree with the above statement. Excerpts from their replies indicate much agreement with the statement. One director felt:

It is difficult to find a commuter student willing to plan. Programs should be spontaneous and with little planning, except content. Staff must take a super active role in planning. However, a sensitive, active, aggressive and intelligent staff can motivate students to serve in leadership roles. Once committed, the commuter student becomes as good or better a leader than one from the resident campus.

Another expressed the opinion that:

There does appear to be a trend toward staff-run programs which requires more staff office space and planning areas. The trend developed for two reasons, one which was mentioned in the above statement.

It does seem that commuter students are less willing to plan events at unions on a voluntary basis. There is little volunteerism among students at a commuter campus union--the reasons for it are many.

The second factor which has influenced the trend toward staff programming is the need for a high volume of activities at a commuter campus union. In order to achieve philosophical and financial goals, the commuter campus union has been forced to bring more people into its facility--particularly during traditional low usage periods. One way to increase union building traffic is to hold more activities which can bring more people there. On many commuter campuses students have not been able to produce the volume of programs needed to accomplish higher traffic. The staff has had to, first, complement student programs with its own, and later take on the burden of doing the majority of the programming at a commuter campus union.

A third director reports that:

Generalizing is always dangerous, but to again do so, I feel that in general there has been, over the last decade, an over emphasis or at least misunderstanding of the role of staff in student-run programming. Perhaps the problem is really in a lack of understanding about how one initiates a

student-run program. In any case, the manifestation of what I'm concerned about is the staff person who reports that there has been very little programming taking place in their area of responsibility but that, as we all know, successful programming must originate with the students. The staff member goes on to report that he has been diligently waiting in his office all quarter for the students to come in with some ideas but they just don't seem to want to do anything.

I suggest that in situations like this we ask ourselves where we expect the students to get their ideas. If nothing much has happened in the past and nothing much is happening now, it just might be that students are figuring that's the way it is/has to be/should be. If we feel there is educational (in the broad sense of the word) value to programs (and that's an important IF) then while the goal should always be to have the students assume as much responsibility as possible, it needs to be more widely recognized that staff may well need to lead the way to get things started. To charges that staff does not know what students really want, I simply respond that they should. They should because: (1) their experience should give them some ideas; (2) their professional training should have equipped them with means to determine, by both standard and unobstructive measures, what student needs and desires are; (3) they should be able to do some quick trial-and-error programming to check out their conclusions from #1 and #2 and get on the right track quickly if they were not in the first place.

A director commented on the "education" benefits of some of the activities often given students. He states:

I strongly agree with the need to keep planning time to a minimum and see this as an important staff function. I believe that too often we have had students stuffing envelopes and folding flyers for some supposed educational benefit which never existed.

A statement by one of the directors summed up, to a degree, what the others were saying. He felt:

The majority of commuter students are interested in talking with each other rather than being actively involved in program planning. Students will attend functions, other than social, if the program content is timely. We have observed a continuing trend of increased participation by students in planning and executing daytime events. Staff involvement and planning is very important in order to minimize the amount of time necessary for planning. There is a critical need for the staff resource person to coordinate and direct interested students in a time-saving direction to reduce red tape and bureaucratic procedures. Staff and space to conduct a variety of programs virtually simultaneously is extremely important. Commuter students are interested in participating in planning single events or programs rather than series types and are not particularly interested in long-term commitment.

This statement because it appeared to represent an accurate description of the situation on many urban campuses, was used in the last questionnaire to get the reaction of the directors to this concept. There was general agreement with most of the statement, except the last idea. Most felt all students tend to share that lack of commitment--commuter students are no different. One person stated:

I think the lack of interest in long-term commitment is not a commuter student characteristic but is reflective of the general student population. Relate it to the pervading existential philosophy or whatever, but it's there in all segments of campus.

One indication of the extent and effect of staff programming became quite evident during the on-site visits. The unions with a great variety of programs tended to have the larger professional staff. The institution with no programming conducted by the union had only two professional staff members. A second union with limited

programs and no policy or program board had only three staff members. At the other extreme, the two unions offering the most programs and services had an average of twenty professional staff members each. The duties of the staff members and their titles varied greatly from campus to campus (see Appendix E).

Another area of programming which, if not unique to the urban campus, certainly is more of a cause of concern than on the more rural, residential institution. That area has become known as community programming. A considerable amount of staff time on several of the campuses is being directed toward the nonuniversity community. One director expressed the view that:

. . . It is not the program itself but certain adaptations or modifications of it which help to meet the unique needs of the urban campus. For instance, a crafts program is not uniquely urban in nature, but the fact that we make it open to community members thereby encouraging their involvement in nonthreatening university activity and the fact that we utilize numerous instructors from shops in the surrounding area are unique modifications.

The challenge is to produce quality programs relevant to both communities, on and off campus. Four of the campuses now plan much greater development of broader services to the community.

The unions have in the past cooperated with certain types of off-campus groups--government agencies, established organizations, and alumni organizations--but the new urban union is looking to assist in the



development of programs for the people living in the area of the university. This often means people from lower income areas who have less education than the average. The traditional programs, with assumed acceptance, is being challenged. New programs, methods, and staff are called for to meet these demands.

Philosophical Differences Between Commuter and Other Unions

During the early discussions with the directors and in the first round of questionnaires, there was an attempt to discover any differences in philosophy between an urban commuter campus union and others. The directors did not see any real differences between the philosophies of the two types of unions. One respondent wrote:

My reaction is that there are, or should be, few differences in philosophy. The implementation may well be varied, but the philosophy under which we operate would, it seems to me, be as valid in one kind of union as another. . . .

The university community on an urban campus has different needs than the community on a rural campus and this will necessitate different means, programs, and delivery systems to carry out the same philosophy.

The timing factor was cited as the major differences in philosophy by all the directors. One stated:

The major difference in philosophy comes through needing to provide programs, events and facilities during the day rather than evenings. Major social events involving the entire campus community are not well received and for the most part not heavily attended. There is more emphasis placed on special interest events for diverse groups of students.

In an attempt to reach agreement on the questions of philosophical differences between commuter and other unions, a statement from the previous questionnaire was returned to the directors, asking if they agreed with it. If they did not, they were to indicate why. The statement was:

There are no differences in philosophy between an urban commuter campus union and other unions; the only difference is in the means whereby the two unions achieve this philosophy. The philosophy is to bring people together in a common environment and the people within it. Urban commuter campuses and their unions must approach the philosophy from a different viewpoint than their residential counterparts.

It is true that a commuter campus union may reach its philosophical goals during the day when it has a large usership within its confines. However, it must strive to reach these goals during the evening hours and on weekends. The commuter campus union must create an environment which forces its usership to make a decision to come to the union. It is necessary for a commuter campus union to promote and program its building, services and activities so that people will be brought together.

All of the respondents agreed with the statement (most did not like the word "force"). Many saw the philosophy of their union consistent with the stated role of the union as developed by the Association of College Unions--International (see page 21 for text). All six of the unions studied belong to the association. What differences in approach the urban union may take was well defined by one director. He stated:

A union is what you make it. It can offer the minimum necessities--food and a place to relax and socialize--or it can strive to offer many diversified programs, activities and facilities to many people. If it is the first kind of union, it can probably

survive on a residence campus because of the convenience of its location; if it is the latter, it can provide a strong unifying force, a warm, personal, exciting "home away from home" for commuter students who might otherwise come to campus five minutes before their first class and go home immediately after their last class, without a place to rest, relax and learn in between.

I do not think the philosophy differs significantly between a commuter campus union and a residence campus union, but the approach to the philosophy must be significantly different if the commuter union is to succeed. The commuter campus union must work much harder to "sell itself" to its students, since they have more of a choice of whether they wish to eat, relax and be entertained at the union or elsewhere. On a residence campus students are almost "confined" to the union as a social outlet, having nowhere else to go except their dorm or nearby apartment. On a commuter campus, the majority of students have cars and, therefore, much more of a choice of where to spend their time.

Although there was agreement that there was no difference in philosophy, there are a few factors which influence the methods or means by which the philosophy is formulated. These factors are:

1. The students live at home and tend to be on campus only during the day, therefore a greater percentage of the programs (as compares with a union serving a residential campus) must be conducted during the day.
2. Evening and weekend programming are also the responsibility of a commuter union. The programs, services, and activities must be of high quality and tailored to the local needs in order to attract the students back to the campus.

3. The students not having a residence hall to return to causes a readjustment of the role of the union, but not a basic change in mission or philosophy.
4. The urban union, in most cases, is the major source of out-of-classroom activity connected with the university. The responsibility to provide relevant program and activities is, therefore, greater than on a residential campus.

New Directions for the Urban Commuter Campus

One of the possible directions for the urban student center was suggested at a planning conference for unions on commuter campuses.¹⁴⁹ The conference described a "gateway" union as follows:

For many years the union has been considered a part of the "inner city" of campus planning. Classrooms, administration building, library, union building have constituted the center of the concentric ring; residence halls the next ring; playing fields the next; parking next; and the community the outer ring.

The urban union has a "gateway" function. "Gateway" can be used as a concept rather than a specific location. The significance is that the union must have high visibility whether located at a point of entry or at a geographic center. The urban union can be a series of sidewalk cafes. It can be a row of shops on a city street containing a barber shop, haberdashery, boutique, bake shop and any number of these types of facilities occupying rentable space

¹⁴⁹ Association of College Unions--International, Planning the Urban College, p. 5.

on the ground level facing the street and available to the college community. The union may be above it, behind it, among it. It may reduce the cost of the project to students by producing rental or other necessary income.

The six directors were asked to react to this concept as a possible direction for future unions. There was some interest in this type of structuring as one person reported:

The "Gateway" concept I think is very sound and of increasing importance. Convenient location of service is important and students tend to gravitate to areas close to where the majority of their classes are held. Specialty shops and services are popular. We see an expanding need to develop facilities at decentralized locations. This not only provides for daily needs of students, but reduces the crush of traffic to a single facility. We have developed satellite food, store, vending, and lounge facilities in buildings at the edge of the campus. The smaller shop and special item offering appears to be gaining in popularity.

Another director responded in this way:

Any campus needs a "center of enrichment" outside the classroom. I will always recommend a carefully planned central building with as many facilities as possible to serve the greatest possible number of persons at one time.

However, the commuter campus has another important need for the "mini" union building in other academic facilities. These facilities and services should include manual-vending snack bar, ice cream parlor, bake shop, school supply store, billiard tables (game room), study lounges, etc. The urban union should not be limited to the four walls.

The one union which has begun to adopt this gateway concept (in fact, the last stage of construction in 1971 created a gateway structure) sees this as having new possibilities:

It is becoming a trend for many urban unions to adopt a type of "gateway" function in its operations and building design--insofar as visibility is concerned. The urban union can be in any design which brings people together--whether it be to offer them services, activities or the chance to interact with other people. It is, of course, possible that the union can be a series of sidewalk cafes or shops--anything which can attract users and "force" bringing people together.

This concept has been developed into several areas of operation functions--a health food center, an ice cream shop, an outing equipment rental and sales center, a crafts center offering sales of materials and finished handicrafts, an art sales gallery, a record store and two concession desks--all operated by the union.

This idea can certainly be developed further, as suggested by the question itself. It is probable that this type of operation can only enhance an urban union's mission.

This same union has been criticized by some members of the university community for developing in this direction. The campus newspaper reported at the opening of the new building that "all in all, if you like Southridge (a shopping center in the city), you'll love the new union." The union has responded to this type of comment with even more diverse offerings. This past March they developed "Eastridge Days." (The union is located in the east end of the city.) They report the program development since the opening as follows:

. . . Since that time many people have criticized more than the buildings appearance, rapping some of the union's new services, activities and programs. Since the advent of the union's new operations, with a restaurant with nightly entertainment, two concessions desks, an ice cream shop, a health food center, several dining areas, a beer bar and a liquor bar, a recreation center with every conceivable amusement, a multi-service bookstore and others, many people have compared it to a shopping center.

Some have called the mammoth structure Eastridge. Eastridge Days, March 19 to 25, began as a spoof on this shopping center syndrome. It has, however, a deeper and more meaningful purpose.

Its purpose and the purpose of the total union operation is to bring people together on a common ground so that they might share in themselves, in others and in the environment of the union.

The purpose of Eastridge Days is to bring more people into the union. The hopes are that these people will be introduced to some things (and people) which they may never have experienced. They can, perhaps, discover art, entertainment, film, crafts, music or other people.

The people who use the union are not consumers; they are people and people are what make the union. It is a union of people.

This week, during Eastridge Days, discover the union: have a beer, watch a film, wander through the art gallery, bowl a few lanes, meet others. And during Eastridge Days doing these things will be easier. There will be more things to do and at a cheaper price.

The "Gateway" concept seems to be developing on many of the urban campuses and should be considered as a possibility in future planning.

Another direction which needs consideration is community programming. As mentioned earlier in this chapter, what community programming there is now in operation is considered somewhat unique for union operations. In the late 1960s the pressures and disruptions on the campuses caused many unions to close their facilities to nonstudents. Now the directors indicated a reverse of this policy. One director stated:

We have essentially open-door policy regarding use of the facility. We open early and close late to meet the needs of the early morning commuter who arrives before 7:00 A.M. for a good parking place and the evening college student who has class until 10:00 P.M. We have a special relationship with

the large urban high school across the street that permits use of our recreational facilities by members of their honor society, use of party facilities for their senior class party and homecoming celebration, etc.

We have numerous special arrangements with the student community Involvement Project, Neighborhood Youth Corp, Upward Bound, Educational Development Program and Project for Youth for use of our facilities by community, business and civic groups--both public relations and income being motives in so doing.

One union now has a full-time staff member who works with off-campus groups. The trend from a closed to open building appears to be gaining, at least on the urban campus. In many cases it has not been from planned changes, but pressures from the larger community.

Possible Problem Areas

Budget problems ranked high on all campuses studied. As indicated at the beginning of this chapter most of the buildings were constructed during the last eight years and at a very high cost. When asked about financial problems one director felt:

There are now, and will continue to be, financial concerns deriving from the fact that a great percentage of urban unions are either only a few years old, are presently under construction, or are undergoing extensive and costly remodeling or additions. Thus, the urban union, in addition to generating revenue enough to sustain itself on at least a break-even basis, must incorporate extensive building amortization costs into its budget and generate revenue at a whirlwind pace for at least several years to keep its head above water.

There was a general feeling that the financial situation was not unique to the urban campus; however, it was pointed out, in addition to the factors mentioned

above, that the union is often the only building on an urban campus paid for by bonds. There is less likelihood that other funds will be available in case the union operates in the red. On many older residential campuses, the debt can be shared with operations such as food service, residence halls, and married housing.

Another concern voiced by several respondents was the community involvement problem, and the competition for space and time with the university community. One director stated it this way:

I believe the major concern will be how to set priorities on the increasing demands that are and will be placed on the union. Given that the urban campus building is the "community center" in fact, everyone wants to do their thing where the action is. As our student body becomes more and more heterogeneous and as the urban university becomes more and more involved in the urban community in which it is located, more and more pressures to house offices, services, programs and nonuniversity activities will be made upon the union. Deciding upon the allocation of a limited quantity of facilities and staff support to traditional services and programs as well as such new demands as day care, continuing education, veterans and minority programs, program from the community, etc., pose a real challenge.

Along this same vein one staff member sees not just priorities, but justification of purpose to the larger community as a potential problem area. He stated:

The other area of prime concern is the relationship between the urban union and its surrounding community. The college union continues to be pressed to justify its existence to the community as legitimate learning and cultural center. Because it does not deal in structured academic training like other areas of the university, it is often passed off as a superfluous and unnecessary extravagance, a frill which really serves no worthy purpose, a taxpayer's dilemma.

Student interest in and involvement in all aspects of union programs and operations is on the rise and is being reflected in the union's branching out into many new areas: craft centers, art galleries, recreation centers, outing areas, to name a few. Hopefully, this trend should help to convince the community of the validity of the urban union as a learning center and an invaluable part of university life.

Following this same train of thought, but centered more just in the university, was this director's concern:

I want to suggest that one of their major concerns may be making their building more relevant to the educational process. A major concern will be the extension of both their facilities and their staff to experiential learning experiences or the provision of experiential learning that will be recognized by the educational community. I think there has been a tendency for these buildings to try to stay away from the academic mainstream so that their facilities will not be taken over by classes, and thereby requiring the lounges to be used for meetings when they should be available for individuals.

Finally, there was a concern for the union to continue to do what it has stated as a goal, but with more responsiveness to the individual. The humanizing role of the union will become a major concern. One director referred to the need to:

. . . develop a sense of belonging . . . identification needs to be given attention. There is need for the opportunity to be recognized and the legitimacy of creditability of recognition improved . . . greater cognizance of the time and energy expended by commuting students must be given attention.

If the campuses continue to grow as predicted, the problem of responding to an individual student will become of increasing concern. On a residential campus, no matter how large, the ratio of student to dorm staff,

for instance, is the same. The urban university cannot provide this type of "personnel staff." The challenge will be on the union.

Summary

The six union facilities studied were all constructed or remodeled, primarily with borrowed funds, during the last eight years. The majority contain forty-one of the same types of facilities, some of which are particularly suitable for the predominantly commuter student bodies of the institutions. The six responding universities all reported nineteen facilities necessary for a new building on their campus. Twenty-eight other facilities were defined necessary by at least four of the six respondents. Out of the list of eighty-two possible types of areas or services, thirteen facilities would be eliminated. For any urban commuter campuses, thirty-two facilities were seen as necessary, with additional ones suggested as growing in importance in the future.

Current program offerings at the six commuter campuses were generally no different from those available in residential campus unions. Some program concerns or aspects considered unique for the commuter campus were: the presenting of programs which were highly visible to the students, staff-run programs (or at least, strongly staff-supported programs), and activities directed toward

the nonuniversity community. There were no perceived differences in philosophy between the commuter and residential campus.

Under the area of new directions, the "Gateway" concept, with high visibility and diverse types of facilities, is seen as one possibility. Community programming will continue to grow in importance with emphasis on the area in which the university is located. Budget problems are seen as the major problem area in the coming years for both commuter and residential campuses. The commuter campus, due to construction of facilities in the last few years and the lack of a broad financial base, may have the greater problem. A series of problems with the larger community, including competition for facility and program use, and general questions of relationship between the two communities are seen as requiring great attention. The final concern centers around the union's ability to reach, recognize, and support the individual student, as the campuses continue to grow larger and more impersonal.

CHAPTER V

SUMMARY OF THE FINDINGS AND
RECOMMENDATIONS

The purpose of this chapter is to present a summary of the findings derived from the data obtained from the three questionnaires, visits, interviews, and material obtained from the six urban commuter unions. Based on the findings, recommendations for future development of programs and facilities will be reported. Finally, implications for further study will be indicated.

The Problem

The purposes of this study were to:

- (1) Identify current program offerings at six urban university unions which have been purposely selected for study;
- (2) Determine the philosophical orientation of these urban university unions;
- (3) Identify current facilities which are available in these unions;

- (4) Identify any unique aspects in programs and facilities which characterize these;
- (5) Ascertain, based on the opinions of the respondents, the recommendations on possible planning and programming for urban university unions.

The study was conducted in the spring of 1973 at six midwestern, public, urban universities whose student body consisted of primarily urban, commuting students. The focus of the study was on the six student centers currently in operation on the campuses.

The Design and Procedures of the Study

The major means used for the collection of data in this study were three questionnaires (patterned from the Delphi technique), sent to the directors of the urban universities over a period of three months. The questionnaires were initially constructed from previous studies, then, upon return from the respondents, the final questionnaires were developed. In addition, each campus was visited at least once, several staff members were interviewed and materials regarding program and facilities were obtained.

Summary

The student unions developed from debating societies in England into major structures serving the

entire higher education community. From the debate period, the union movement focus evolved through the campus democracy stage, recreation stage, educational stage, personalization stage, into the complex humanization stage of today.

A considerable amount of research has been conducted in the area of the student union in general. Four major studies over the last thirty years have been concerned with the structure and operation of union buildings. Recently, three authors have undertaken to develop planning guides for the construction of student centers. In areas of programming, the authors have tended to find a basic core of activities: dance, social (nondance), games, art, craft and hobbies, music, films, discussion, literary, and personnel. Although the relative desirability of programs may change, programming itself seems to remain essentially the same. Research in the general student union movement is continuing to be conducted by the Association of College Unions--International and individual campuses.

The urban commuter union appeared on the late developing urban universities in an attempt to provide the same services and programs available to the students on residential campuses.

The urban commuter student union and the urban institutions of higher education have not been studied

in great detail. The few studies that have been conducted indicate the traditional unions of the residential campuses are not adequate to serve the needs of the commuting student. In a recent study, union professionals and others have looked at the needs on the commuting campus, and while arriving at some recommendations, concluded that the best use of their study was to warn planners of the complexity of an urban facility. Other researchers have concurred that there are differences in both facilities and programs, but most felt the differences were minimal and could be overcome by program timing and change of emphasis. Reports of certain programs have appeared in the literature which indicates changing patterns of operation and activities.

Several authors conclude, however, that the answers to the questions relating to urban union programming needs and structures still remain unanswered, and further research in these areas is mandatory.

This study was undertaken in an effort to provide a better understanding of the complexity of the urban commuter union.

The six union facilities studied were all recently constructed or remodeled. The majority contain forty-one of the same types of facilities, some of which are particularly suitable for the predominantly commuter student bodies of the institutions. The universities

all reported nineteen facilities necessary for a new building on their campus. Twenty-eight other facilities were defined necessary by at least four of the six respondents. Out of the list of eighty-two possible types of areas or services, thirteen facilities would be eliminated. For any urban commuter campuses, thirty-two facilities were seen as necessary, with additional ones suggested as growing in importance in the future.

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Recommendations for Development of Future Programs and Facilities

Based on the findings from this study, some recommendations for the development of future programs and facilities can be made. While a majority of the findings were not specific in nature, they do provide a framework for a general direction.

The facilities identified as being currently available and the list of those deemed desirable in the future indicates that there are differences in both type and quantity of service and program facilities for the urban campus. Since there does not appear to be an established "blueprint" for the architectural design for the urban commuter union, the first consideration must be the construction of a facility compatible with the needs of the students, the location of the university, and the mission of the university. It is recommended that prior to any construction or renovation a thorough study be

made of the nature of the student body, the needs of the students, the mission of the institution, and the physical environment of the campus. It has been amply demonstrated that often the student body on an urban campus tend to be more heterogeneous than their residential counterparts. A thorough investigation must be made to determine not only the present composition of the student body but the composition of the projected population to be served for several years. The urban university serving a rapidly changing, new urbanized America must be prepared to meet the insatiable educational appetite of a variety of people from under educated segments of a diverse community.

Neatly defined parameters of student interests are not and will not be available to assist the planner of the urban student union. Student interest generally has been changing at a greatly accelerated pace in all institutions of higher education. However, the urban student body, made up of people from various ethnic backgrounds, economic levels, age groups, with wide divergence of goals and aspirations, cannot be easily categorized in terms of program or service demands.

The urban institution with its relative adolescence in the context of a traditional residential heritage, and its commitment to serve the sprawling, problem-ridden, and almost unmanageable metropolitan areas of the country,

while demanding traditional comforts and ammenities for its students in the student union, cannot provide a firm definition of its specific objective or the next decade's plans.

The urban university and the city which it serves are both seeking answers to problems relating to the physical environment. The city, with its problems, decaying tenements, transportation chaos, inadequate housing, and polluted air, shares the same environmental framework with its academic partner.

Until a better grasp is obtained of the ramifications of the circumstances listed above, facility planning itself will at best be based on indefinite answers and semi-obsolete traditions.

Even with the incomplete data for planning, the demand for new and remodeled facilities will continue to require new student centers. Whatever types of students to be served, and whatever the location and mission of the university, the facilities requirements on a commuter campus are likely to be different from those on the traditional campus. It is recommended that careful consideration be given to facility selection and design to insure that the commuters' specific needs can be served.

The food service operation, the heart of the commuter union, must be prepared to serve the majority of

the students in a relatively short period of time during the week days. The facility must also be capable of nearly continuous low-volume service during the rest of the week and still maintain a financially sound position. The changing eating habits of students generally forces rethinking of the type of food facility housed in the union. There would appear to be a greater demand for fast and convenient service, ethnic food offerings, and alcoholic beverages than in the past. Although good management practices in the past have called for a thoroughly integrated food system as part of the overall operation of the union, experimentation with franchised service may prove worthwhile. The franchised firms to be considered must extend beyond the institutional vendors into the commercial retail establishments and modern convenience food purveyors.

The recreational facilities must be considered from two points of view. First, they must more accurately reflect the interests and needs of the urban college student. Secondly, they must be economically feasible in terms of floor space required, ease of maintenance, cost of supervision, and potential receipts. Students who cannot find the type of recreational facilities which they are accustomed to will not frequent the union, and thus, deprive the union of necessary income and themselves of possible exposure to and interest in other educational and recreational programs.

The social facilities which probably serve more students for longer periods of time than any other facility in the union must be attractive, spacious, easily maintained, and exceedingly flexible to meet the myriads of demands placed on them by the extremely heterogeneous commuter student body. The lounges, the "living room" for the urban student truly serve the function of the dormitory of the resident campus. The students expect and need a place to relax, converse, study, sleep, and entertain. The furnishings must also be attractive, easy to maintain, and easy to protect from theft and vandalism.

The cultural-hobby facilities of the union will continue to expand as students and the larger community seek educational and recreational opportunities. The heart of the nonclassroom education is likely to be focused on these areas. The "free university" of the late 1960s and early 1970s could be the forerunners of the relatively unstructured classes for the student union of tomorrow.

The urban commuting student center as the major service facility on the campus must become increasingly concerned with this aspect of its role. With the anticipated growth of the size of the student bodies, the union must be prepared with lockers, communication facilities

(phones, information desks, post office, etc.), and adequate parking and mass transit compatibility.

Facilities for student organizations must be provided in great quantity. However, care must be taken that they remain flexible enough to meet the needs of new and more diverse student interests. The development of defined specialty facilities for groups such as faculty and alumni as well as defacto designation of facilities for ethnic and other groups should be avoided. The possibility of increased staff programming and the lessening of the traditional committee structure of student unions is likely to create demands for different office arrangements.

Finally, the bookstore and other sales outlets within the union will become increasingly an important part of the program and will demand increased allocation of space. These outlets, while primarily a service to the university community, also provide necessary revenue to maintain both facilities and programs and attract students, staff, and community alike to the union.

The content of the programs on an urban campus is not likely to differ from those on the rural campus; however, there are a number of unique considerations in terms of time, visibility, diversification, and relationship to finance that will influence the activities aspect. It is recommended that programs be designed compatible

with the schedule of the commuting student. Programming must be consistent with the great diversity of interest represented by the students of an urban commuting campus. The programs must be presented and publicized for casual rather than planned participation. Finally, the cost of the program and its relationship to other revenue-producing operations of the union must be constantly re-evaluated.

While a majority of the programs must be scheduled during the period of time the students are on campus for classes, an effort must be made to help the student develop an interest in participating in activities during the evening and on weekends. While there is some indication that the commuter student has less time for activities, the problem is more likely to be competition from community facilities and program. The urban commuting union must strive to maintain a balanced educational and recreational program over longer periods of time than have been expected in the past.

The urban commuting union is in constant competition with the daily attractions and distractions of the city and the students' homes. The student is not likely to plan his recreational and leisure time activities, but rather will attend on a casual basis.

As has been mentioned numerous times, the students on the urban commuting campus come from all types of backgrounds, and it should be expected that an equally

diversified program in the student union is required. The planned all-campus event intended for the entire student body has about the same appeal as freshmen beanie. A variety of programs, in terms of subject matter and breadth of appeal, must be available on a regular basis if the union is to truly serve the entire student body. This fact, coupled with the financial consideration, will call for increased staff participation in originating and conducting programs.

Many of the urban commuting unions have been recently constructed, are under construction, or require renovation. This construction along with the enormous space requirement, particularly in nonrevenue-producing areas, creates major financial considerations. In order to provide and maintain these most necessary facilities, the relationship between potential income production and program must be upper most in the minds of those responsible for the activity. While experimentation is still part of the union tradition, more judicious decisions must be made regarding the economic feasibility of any individual or series of programs.

It is recommended that the staffing structure and duties be developed to facilitate student involvement in all levels of program and management, while maintaining a high quality and quantity of programs. One of the goals of any student union is to provide experiences for the

students in group work, leadership development, and program planning. With the proper structure and attitude on the part of the staff, this goal can be achieved and still maintain the depth and breadth of programs required for the educational community. The traditional two-board structure, with numerous activity committees and the staff serving as advisor needs to be re-evaluated. While it is not necessarily incompatible with the high-volume program operation of the diversified urban commuting union, other patterns may prove to be more practical. The "begin as a freshman and work your way up" system does not seem desirable for the mature and experienced students increasingly present in today's higher educational system.

While a precise description of staff qualifications has not emerged, care must be taken that the staff members are capable of functioning in this type of setting. The educational background of many student personnel and union professionals is based in the more placid residential university communities of the land-grant variety.

It is recommended that the urban commuting student union consistent with the basic philosophy of urban higher education reach out into the community with its programs and facilities. The union, as well as the university, can no longer afford to ignore the larger

community. The mission of urban education requires it, the community desires it, and elementary politics demands it. While there are numerous pitfalls in the expansion outside the university walls, if the urban union indeed wants to become the community center, it must be the community of the students, and that is the city.

Implications for Further Study

This study was concerned with only six midwestern urban commuter campuses. Future studies dealing with special areas of the urban unions, their campuses, and the students served should include a wider sample of geographic locations and institutions.

Specific topics which require further research include:

- (1) The commuter students, their problems, needs, and goals;
- (2) Models to assist in the planning of new or remodeled unions designed for the urban campus;
- (3) The role of the staff in programming;
- (4) Facility selection and design to insure commuter's specific needs can be served;
- (5) Models to evaluate all programming aspects of the urban union;

- (6) Models for service and programming for the larger community;
- (7) Models for involving students, faculty, and community representatives in policy formulation and programming.

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APPENDICES

APPENDIX A

INITIAL LETTER

APPENDIX A

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

March 2, 1973

Dear :

Thank you for agreeing to participate in this study. I have completed the basic research and am now at the point of asking a group of experts to look at present and future programs and facilities for urban unions.

I plan to visit your campus, hopefully in the month of March, to both discuss with you some of the answers obtained from the enclosed questionnaire and to look at the facilities and operations. I will contact you shortly to determine a convenient time for this visit.

The two enclosed questionnaires are, as you can see, quite different. The basic questionnaire, among other things, will be compared with past studies (mainly Boris Bell's report, Administration and Operation of the College Union). The second questionnaire, containing only five questions, will serve as a basis for another, and at most, third, round of replies. You may expect a similar number of essay-type questions in these other rounds.

I greatly appreciate your taking the time to participate in this study and sincerely hope the response will have use in the evaluation and development of urban union programs and facilities.

Sincerely,

Fred Strache
Area Director
Off Campus Housing
Student Activities Division

FS/Jad

Enclosures

APPENDIX B

BASIC URBAN UNION QUESTIONNAIRE

Basic Urban Union Questionnaire

1. Name of Institution _____
2. Name and position of person responding to questionnaire _____

3. Date and costs of construction of original building _____
_____ Dates and costs of additions _____

4. Full time enrollment for Fall 1972 _____
Part time enrollment for Fall 1972 _____
5. Gross square footage of union building _____
Planned expansion in square footage _____
6. Method of finance of original building _____
Additions _____
7. Composition of policy board by office _____

8. Composition of program board by office _____

9. Method of selection of non-student board members _____

10. Method of selection of student board members _____

11. Types of program committees: (please check)

<input type="checkbox"/> Music--Arts	<input type="checkbox"/> House--Hospitality	<input type="checkbox"/> International
<input type="checkbox"/> Games--Tournaments	<input type="checkbox"/> Public Relations	<input type="checkbox"/> Coffee Hour
<input type="checkbox"/> Publicity	<input type="checkbox"/> Forum--Lecture	<input type="checkbox"/> Finance
<input type="checkbox"/> Dance	<input type="checkbox"/> Decorations	<input type="checkbox"/> Travel
<input type="checkbox"/> Movies	<input type="checkbox"/> Personnel	<input type="checkbox"/> Crafts
<input type="checkbox"/> Outing	<input type="checkbox"/> Debate	<input type="checkbox"/> Other

12. Method of selection of program committee chairman _____

13. Number of professional staff members _____
14. Description of duties for director _____
(14-17 - May attach separate description)

15. Description of duties for assistant director _____

16. Description of duties for program director _____

17. Description of duties of other professional staff _____

18. Amount of student union fee per (semester or quarter) _____
19. Amount of student union fee per summer session _____
20. Total cost of union programs per year _____
21. Source of funding for union programs _____
22. Number of student organizations provided office space on a permanent
basis _____
23. Number of student organizations provided office space on an annual
basis _____
24. Number of student organizations provided office space on a short-term
basis _____

25. Available Facilities: (Please check the first blank if the facility is included in your present union. In the second blank please indicate by inserting 1, 2, or 3 how important you feel this facility would be if you were building a new union on your campus.

1. Would be included
2. Desirable but not necessary
3. Would probably eliminate

Recreation facilities:

☐ Billiard Room
☐ Table Tennis
☐ Bowling
☐ Swimming Pool
☐ Card Room
☐ Ice Skating Rink
☐ Table Shuffleboard
☐ Floor Shuffleboard
☐ Other _____

Social Facilities:

☐ Ballroom
☐ Party Room
☐ Lounge
☐ Faculty Lounge
☐ Other _____

Cultural-Hobby Facilities:

☐ Music Room (listening)
☐ Music Room (practice)
☐ Art Gallery
☐ Corridor Art Cases
☐ Photo Dark Room
☐ Poster Room
☐ Outing Headquarters
☐ Amateur Radio Room
☐ Auditorium
☐ Theatre
☐ Rehearsal Theatre
☐ Craft Shop
☐ Television Room
☐ Browsing Room
☐ Other _____

Meeting Facilities:

☐ Small Committee Rooms
☐ Meeting Rooms
☐ Kitchenette
☐ Other _____

Service Facilities:

☐ Coat Room (Unattended)
☐ Check Room (Attended)
☐ Information Desk
☐ Western Union
☐ Public (Pay) Phones
☐ House Phones
☐ Postal Service
☐ Individual Mail Boxes
☐ Ticket Office
☐ Laundry-Dry-Cleaning
☐ Barber Shop
☐ Day Care Center
☐ Beauty Shop
☐ Lockers
☐ Travel Agency
☐ Parking Area
☐ Lost and Found
☐ Other _____

Food Facilities:

☐ Cafeteria
☐ Snack Bar
☐ Restaurant-type Dining Room
☐ Coffee Shop
☐ Private Dining Room
☐ Vending Machine Room
☐ Banqueting
☐ Kitchenette (Self Service)
☐ Pub or similar
☐ Other _____

Commuter Facilities:

☐ Lockers
☐ Lounge
☐ Dining Room
☐ Cot Room
☐ Dressing Room
☐ Office Space
☐ Other _____

Organization-Activity Facilities:

_____ Mail Boxes for Organizations
 _____ Storage Lockers for Organizations
 _____ Campus Newspaper Office
 _____ Year Book Office
 _____ Union-Board-Committee Office
 _____ Student Government Office
 _____ IFC Office
 _____ Panhellenic Office
 _____ Alumni Office
 _____ Religious Counselor Office
 _____ International Student Office
 _____ General Work Room
 _____ AWS Office
 _____ Alumni Lounge
 _____ Faculty Lounge
 _____ Chapel
 _____ Meditation Room
 _____ Student Literary Publications Office
 _____ Other _____

Other Facilities:

_____ Bookstore
 _____ Guest Rooms
 _____ Union Staff Administrative and Program Office
 _____ Other _____

Please Return To:

Fred Strache
 103 Student Services Building
 Michigan State University
 East Lansing, Michigan 48823
 (517) 355-5280

APPENDIX C

FIRST ROUND OF REPEATED QUESTIONNAIRE

APPENDIX C

Question One - First Round of Repeated Questionnaire

What programs have you developed or are planning to develop which serve unique needs for the Urban Campus?

Question Two - First Round of Repeated Questionnaire

In what ways are there differences in philosophy between
Urban Commuter Campus Unions and others?

Question Three - First Round of Repeated Questionnaire

An article in The Bulletin of the Association of College Unions suggests the commuter student needs the same general type of union facility as his residential counterpart. "The essential difference in the case of the commuter is the time of day at which he can use the union facilities and the length of time he has at his disposal." Do you agree or disagree with this statement and why?

Question Four - First Round of Repeated Questionnaire

The proceedings from the Conference on Planning the Urban College Union for a Commuter Campus (held February, 1967, in New York) states

Commuter students seem to be more interested in talking with each other rather than attending a planned program. If they do attend a function, it appears that attending is as far as they will go; they very rarely are interested in planning the event.

If the time demands on commuter students continues, there may be a movement towards staff-run programs rather than student-run programs. This tendency may require an elaboration of staff office and planning space (and less area for student planning committees).

How do you react to this statement, both in Staff Vs. Student Planning and Space Requirements?

Question Five - First Round of Repeated Questionnaire

This same program suggested the "Gateway" Concept as opposed to the "Center of the Campus" Plan

The urban union has a 'gateway' function. 'Gateway' can be used as a concept rather than a specific location. The significance is that the union must have high visibility whether located at a point of entry or at a geographic center.

The urban union can be a series of sidewalk cafes. It can be a row of shops on a city street containing a barber shop, haberdashery, boutique, bake shop, and any number of these types of facilities occupying rentable space on the ground level facing the street and available to the college community. The union may be above it, behind it, among it.

To what degree does your union see itself in this function and how have you developed this?

APPENDIX D

SECOND ROUND OF REPEATED QUESTIONNAIRE

Second Round of Repeated Questionnaire

QUESTION 1

In previous questionnaires, a majority indicated the following facilities are necessary for an Urban Student Center:

Billiard Room	Information Desk	Pub or Similar Facility
Table Tennis	Pay Phones	Commuter Lockers
Ball Room	House Phones	Commuter Lounge Facility
Lounge	Ticket Office	Mail Boxes for Organizations
Music Room	Lockers	Storage Lockers
Art Gallery	Parking	Union Board Committee Office
Photo Dark Room	Lost & Found	International Student Office
Poster Room	Cafeteria	Student Government Office
Craft Shop	Snack Bar	Book Store
Small Committee Room	Vending Machine Room	Union Staff and Administrative
Meeting Rooms	Banqueting Facility	Program Office

What other facilities would you include, and why?

Second Round of Repeated Questionnaire

QUESTION 2

One of the directors stated in reply to the first questionnaire:

There are no differences in philosophy between an Urban Commuter Campus Union and other Unions; the only difference is in the means the two Unions achieve this philosophy. The philosophy is to bring people together in a common environment so that they may share in that environment and the people within it. Urban Commuter Campuses and their Unions must approach the philosophy from a different viewpoint than their residential counterparts.

It is true that a Commuter Campus Union may reach its philosophical goals during the day when it has a large usership within its confines. However, it must strive to reach these goals during the evening hours and on weekends. The Commuter Campus Union must create an environment which forces its usership to make a decision to come to the Union. It is necessary for a Commuter Campus Union to promote and program its building, services and activities so that people will be brought together.

Do you agree with this statement? -- If not, why not?

Second Round of Repeated Questionnaire

QUESTION 3

In the first round, a director stated:

The urban campus building is the "community center" in fact. It is used by more people in less time than the average resident campus college union. It needs to be located near the core of the campus. It must be open with large spaces for dining. Dining rooms (cafeterias, snack bars and rathskellers (pubs), vending too, must be larger than those elsewhere. The campus bookstore must have a larger variety of convenience merchandise for sale. The recreation, especially variety, must be quality. The need for study and meeting rooms is extensive. Places to rest, sleep, study, talk should be in sufficient numbers. Program space should be visable to the commuter. If so, they become involved.

Do you agree with this statement? If not, why not?

Second Round of Repeated Questionnaire

QUESTION 4

One of the directors stated in reply to the first questionnaire:

The majority of commuter students are interested in talking with each other rather than being actively involved in program planning. Students will attend functions, other than social, if the program content is timely. We have observed a continuing trend of increased participation by students in planning and executing daytime events. Staff involvement and planning is very important in order to minimize the amount of time necessary for planning. There is a critical need for the staff resource person to coordinate and direct interested students in a time saving direction to reduce red tape and bureaucratic procedures. Staff and space to conduct a variety of programs virtually simultaneously is extremely important. Commuter students are interested in participating in planning single events or programs rather than series types and are not particularly interested in long-term commitment.

Do you agree with this statement? If not, why not?

Second Round of Repeated Questionnaire

QUESTION 5

What, in your opinion, will be the major concern or problem area of Urban Campus Centers in the next few years?

APPENDIX E

STAFF DUTIES

APPENDIX E

DIRECTOR

UNIVERSITY CENTER

The following is an attempt to put down in outline form the varied activities of the Director of the University Center as they have existed this past year.

ADMINISTRATION AND STAFF-ORIENTED ACTIVITIES:

Staff: Select, encourage, consult with, back up, assign responsibilities, act as final appeal regarding concerns, give direction, assist in setting goals.

Administration: Conduct staff meetings, meet monthly with secretaries, make budgetary decisions, ultimate responsibility for total operation of building.

Liaison with contract food service, instrumental in bidding and contract negotiations, act as third party mediator in food service employee matters, oversee and coordinate improvements to food service areas, monitor customer satisfaction.

Assist in creating awareness of need for expansion of conference coordination and continuing education functions.

Participation in SAD reorganization and numerous interdepartmental discussions and decisions centering around improved procedures and policies.

STUDENT GROUP CONSULTING/ADVISING

Center Board: Work extensively with executive and personnel committees as well as Board as a whole, instrumental in planning and implementation of extensive orientation program for new Board and several trips to other tri-state Unions. Assisted in planning and hosted ACU-I Regional Mini-Conference. Considerable personal counseling with members of the Board.

Student Government: Consultant to Student Senate, financial advisor to Student Government, worked some with cabinet, advised Elections Board, attended weekly committee meetings, caucuses, Senate meetings, and consultant meetings with the President and Vice President; attended

workshops and other government-sponsored programs. Personally advised numerous committees and individuals on a variety of matters. Personal counseling often occurred as natural byproduct.

General: Participated to varying degrees in the activities of ODK, some fraternities, Sophos, University Program Committee, several programming activities, etc. Informally interact with, assist and make suggestions to student organizations housed with TUC. Serve as liaison with the UBA "Black House" at 3004 Woodside Place.

INVOLVEMENT WITH OTHER FACULTY AND STAFF:

Significant interaction with faculty and other staff in a planned fashion (Faculty Bowling League, conscious efforts to "mingle" with persons outside SAD, social contacts, Faculty Club, Christian Faculty Group) as well as informally by virtue of the variety of activities which draw others to the Center. Attempt at all times to assist in developing a "sense of community" among those with whom I interact.

PERSONAL COUNSELING:

A growing number of referrals by other students is offset by all too frequent fact that my calendar is full at the time a student would like to see me. The need for "listening ears" is great and a personal dilemma is balancing what could become an all encompassing activity (personal counseling) with numerous other priorities.

Personal counseling areas most frequently encountered with students include questions of value judgments, interpersonal sexual conflicts, feelings about self, priorities on one's time and energies, after graduation planning, the need for part-time work and personal religious matters.

I also do personal counseling with adults outside the University community and have been quite deeply involved in a variety of marital and financial counseling situations. Have also served quite successfully as a third party in several structured conflict resolution situations.

COMMITTEE WORK: Have served on the following committees not already mentioned:

- University Space Allocations Committee
- Food Service Advisory Committee
- YMCA Committee of Management
- University Program Committee

I. Activities

1. Bowling
2. Billiards
3. Table tennis
4. Playing cards
5. Checkers
6. Chess
7. Arcade games
8. Student bowling leagues
9. Intramural bowling leagues
10. UC Bowling Team: OIBC and ACU-I (men and women)
11. Tournaments: Billiards, Table Tennis, and Chess
12. ACU-I tournaments: Billiards, chess, table tennis (men&women)
13. Intramural tournaments: table tennis and bowling
14. SCIP programs
15. Upward Bound programs
16. EDP programs
17. Community and church groups
18. Greek, residence hall, student groups renting facilities
19. Physical education bowling classes
20. General Hospital leagues
21. Kettering leagues

II. Manager Responsibilities

1. Interviewing, hiring, training, evaluating, and scheduling all student employees.
2. Counseling and advising student employees in regards to school, home life, jobs, etc.
3. Supervising maintenance men who work in the area.
4. Supervising the cleaners who work in the area.
5. Providing copy for campus communications.
6. Keeping inventory and ordering supplies for area.
7. Working with Campus Graphics to remodel and redecorate area.
8. Advisor for Recreation Committee, Bowling Team, and Concert Committee.
9. Working with Special Programs Committee on selection of groups for Free Hour entertainment.
10. Working with Center Board to help decide policies for Game Room.
11. Doing promotional work for Canteen in regards to their film series--travel and ecology, sports, and comedies--and food service areas.

12. Helping to implement the intramural program in our building.
13. Cooperating with security to alleviate the truancy problem of local high schools.
14. Member of the Recreational Advisory Committee that deals with leisure time and intramural programming.
15. Responsible for supervising the selection of school representative for some ACU-I activities.
16. Represent the University at the ACU-I regional meeting.
17. Interacting, advising, and counseling students who frequent the Game Room.
18. Organizing student assistant teams for intramurals.
19. Working with campus and community groups who utilize area.
20. Participate in reorganization of Concert Committee to return a balance between committee power and advisor power.
21. Begin negotiations with an outside production company to handle our major concerts.
22. Reorganize maintenance men's schedule to better accommodate the needs of the Game Room facility.

Priorities

How does what I am doing meet the needs of the community and how can I extend the scope of the programs to include an even larger number of the university community.

1. Responsible for interviewing, hiring, training, evaluating, scheduling, and supervising all student employees.
2. Work with Recreation Committee, Bowling Team, Concert Committee, Special Programs Committee, Recreational Advisory Committee, Center Board, and Intramural Program.
3. Work with various TUC programs and activities outside area.
4. Promotional work for Canteen Food Service.
5. Keep inventory and order supplies and equipment for area.
6. Supervise maintenance men and cleaners in area.
7. Work with campus and community groups not mentioned above.
8. Provide copy for campus communications.
9. Represent University at ACU-I functions and programs.
10. Counsel and advise student employees in regard to school, home life, etc.
11. Interact with, advise, and counsel students who frequent Game Room area.

ASSISTANT DIRECTOR

The Assistant Director has primary responsibility for all operations within TUC with the exception of the Campus Calendar Office and Food Service. However, contact with both Food Service and the Campus Calendar Office is essential to insure the successful completion of events within the building.

I. Operational Responsibilities**A. Information Desk, Game Room, Ticket Office, Concession Stand, Campus Graphics, Night and Resident Managers, Technicians**

1. To meet with the various area supervisors in order to keep abreast of services, time schedules, etc. and to discuss and advise on situations of concern.
2. To perform the necessary budget organization and adjustments for the above areas.
3. To consult with the area supervisors in the determination of operating policies and procedures for their respective areas.
4. Assignment of special duties to Night and Resident Managers.
5. Hiring of personnel for the Technician staff and coordinating policies for the Technicians.
6. Dealing with any problems occurring in these areas, whether operational or involving students, faculty, or outside staff.

B. Financial Responsibilities

1. To assist the Director in the preparation of an operating budget for the building.
2. To review the budget print-out sheets to amend errors, redirect funds, etc.
3. To assign priorities in a planned program of needed expenditures.
4. To evaluate individual areas in terms of profit/loss and to make necessary adjustments where possible.
5. To keep in close contact with the Accountant regarding expenditures, etc.
6. Approving and signing of payroll sheets.

C. Cleaning and Set-Up Personnel¹⁸¹

1. Complete responsibility for hiring, job assignments, and special duties.
2. Assignment of over-time work.
3. Handling of grievances and disciplinary procedures.
4. Scheduling of vacation leave.
5. Purchasing needed janitorial supplies.
6. To institute training sessions.
7. To be "on call" for the handling of problems.

D. Maintenance Personnel

1. Keeping abreast of most maintenance work, including preventive maintenance within the building.
2. Assigning over-time work as suggested by the maintenance foreman.
3. Purchasing necessary items for repair and maintaining an adequate inventory of often used items.
4. Maintaining close contact with physical plant supervisors as related to those men assigned to TUC.
5. Maintaining close contact with tradesmen from physical plant performing duties within the building (carpenters, painters, etc.)

E. General Building Responsibilities

1. To coordinate all the factors necessary for the set-up of meetings, dinners, and other events through close contact with Food Service, Campus Calendar Office, and TUC set-up staff.
2. Coordinating and overseeing any work done by outside contractors within TUC.
3. Assignment of and record keeping for all keys within TUC.
4. Responsible for telephone changes within TUC.
5. Responsible for general checks of building in coordination with maintenance and janitorial personnel.
6. Determination of building hours in coordination with Campus Calendar Office, Center Board, and TUC staff.

7. Handling of problems which occur within TUC (Motorola Page Boy unit carried).
8. To consult with sales representatives and specialists in building maintenance.
9. "On call" for emergencies of any nature.

II. Involvement with Students, Faculty, and Staff

A. Students

1. Committee advisor on Center Board.
2. Attend Executive Committee meetings of Center Board.
3. Attend Center Board meetings.
4. Involvement with those students having organization offices within the building.
5. Involvement with students using the building, knowing most of the frequent users.
6. Keeping flexibility within our procedures to meet student needs when feasible.
7. Available for individual counseling.

B. Faculty and Staff

1. Meeting those persons who have scheduled meetings or events within TUC.
2. Maintaining flexibility of procedures to meet specific needs when feasible.
3. Trying to encourage more use of our facilities by faculty and staff to promote student-faculty interaction.

II. Responsibilities to the Director

A. Operations

1. Keep Director informed of operations and to seek his advice on matters of concern.
2. Relate the outcome of special assignments.
3. Prepare reports pertaining to operational data.

B. Planning

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1. To discuss and evaluate future building needs and the priorities of these needs.
2. To conduct research programs.

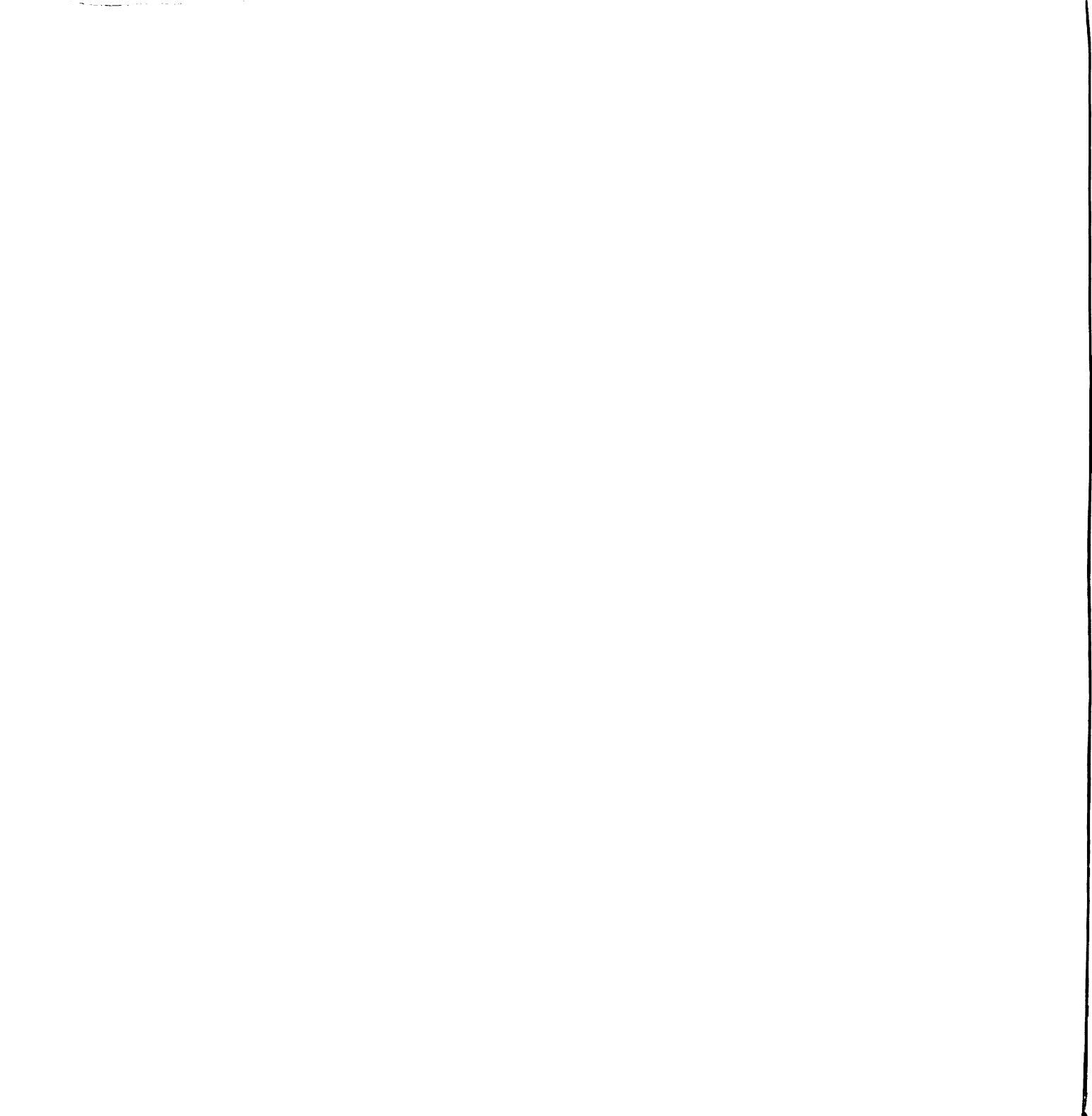
V. Priorities (on time spent basis)

A. Operations as noted under I.

B. Involvement with students, Center Board, organizations housed in TUC and persons using our facilities and services.

C. Future planning and research.

These priorities in no way reflect what I envision as the ideal priority structure, but do represent present priorities based upon time.



University Center

Program Department

Job Description

PROGRAM DIRECTOR

1. Coordinate the program of activities sponsored by the University Center Board.
2. Serve as a liason between the Board, Director, Dean of Students, Director of Student Activities and University Center Staff.
3. Advise and give assistance to committee chairmen and the members of the committees.
4. Communicate the role and purpose of the University Center program to the University Community.
5. Interpret the University Center operating policies and procedures to members of the Board.
6. Represent the program staff in assigned areas.
7. Participate in the training and development of students and staff.
8. Assist in the preparation and presentation of an annual program budget.
9. Attend Board and committee meetings.
10. Coordinate the continued evaluation of the University Center program.
11. Initiate and develop program content areas as needed.
12. Quarterly performance evaluation of the Program Department Staff.
13. Available for quarterly evaluation of performance by the University Center Director.

Job Description

Assistant Program Director

1. Strive to carry out duties and responsibilities in accordance with the statement and philosophy of the Program Department.
2. Be responsible for coordinating the program of activities sponsored by assigned University Center Board committees in light of consideration of the entire organizational program.
3. Be responsible for advising and giving assistance to committee chairmen and the members of the committees in their efforts to accomplish the program activities.
4. Be responsible for participation in training and development of student and staff.
5. Be responsible for assisting in the preparation of annual program department and University Center Board budget.
6. Be responsible for awareness of University Center Board direction and program plans by:
 - a. attending University Center Board meetings.
 - b. attending University Center Board executive meetings
 - c. attending committee functions
 - d. evaluation of committee and individual activities.
7. Be available for quarterly evaluations of performance in this position with the Program Director.
8. To participate in weekly staff meetings.
9. To keep abreast of innovations in the field, implementing these where possible, and communicating these ideas with other members of the organization.
10. To participate in professional development programs at least once per year for continued growth and experience.
11. Be responsible for familiarity with campus services in order to provide resource counseling, information and advice to students seeking assistance.
12. Be familiar with the role and responsibilities of the Program Director in order to perform those duties in his/her absence.
13. To accept new responsibilities as assigned.

UNIVERSITY CENTER

Program Department

Job Description

Graduate Assistant

1. Develop and maintain instructional programs to fulfill the craft and leisure time needs of the university and community.
2. Manage an annual budget for Craft Shop operation.
3. Select, train, and supervise employees of the Craft Shop.
4. Actively participate in functions of the Program Department staff.
5. Advise at least one committee of the University Center Board.
6. Assist Program Department staff in projects as assigned.
7. Available for quarterly performance evaluation with the Program Department staff.
8. Attend Program Department Staff meetings and University Center Board meetings.



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