

# Almanac

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**Dr. David Stonehill,**  
the Rochester computer  
expert who will become  
Vice Provost for Computing  
here in June. (Photo  
arrived too late for  
story of his appointment: See  
Almanac April 17, p. 1)



Drawing by James R. Mann

**GAPSA Officers:** Amy Lyman of GSE has been elected 1984-85 chair of the Graduate and Professional Student Assembly, succeeding Bette Kauffman. Ph.D. Candidate Naomi Rogers will serve as first vice chair; and vice chairs with specific program areas will be Lindsay Wright (Ph.D. Candidate) and Alisa Colbert (SEAS) for student affairs; Jim Guller (Wh.G.) for nominations; Gwen Jackaway (Annenberg) for coordination; and Dennis Whitmer (Ph.D. candidate) for policy.

**Council May 2:** Two action items on the Council's year-end meeting agenda are the revised proposals for a student judiciary system and the report of the Communications Committee with findings and recommendations on *The Penn Paper* and *Almanac* (see pages 9-11). Council will also elect members to the Steering Committee for 1984-85.

**Trustees May 4:** Action will be taken on a resolution making PNB (CoreStates Financial Corporation and the Philadelphia National Bank) the source of below-prime loans for The Penn Plan that parents can use to finance tuition here.

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Photos by Dianne Felton



Ms. Duffield



Mr. McFall



Mr. Renzulli

## Communications/University Relations: Ann Duffield

Ann Duffield, director of publications since 1981 and deputy director of communications since 1983, has been appointed Director of University Relations. (the renamed communications services area of Development and University Relations).

The unit is made up of the News Bureau; a Publications Office which performs editing, typesetting, design and printing placement services University-wide; and *The Penn Paper*, a faculty-staff weekly founded last fall. Penn's redesigned catalogs, and the materials for launching the new Penn Plan, are among the department's major recent products.

In the restructuring of the unit, News Bureau Director Ed McFall becomes Deputy Director of University Relations taking unit-wide responsibilities; and former Assistant Director Virgil Renzulli moves up to Associate Director for the News Bureau where he will oversee day-to-day News Bureau activities.

Ms. Duffield, who joined Penn in 1973 as an

editor of Engineering publications, was later an editor at the Publications Office and then manager of publications for the Wharton School. A graduate of Chatham, she is also a former teaching assistant at the University of Nebraska.

Mr. McFall, former Philadelphia Bureau Chief for United Press International and veteran of 27 years with UPI in the Commonwealth, became News Bureau director here in 1979. He is as an instructor in journalism at Temple, where he took his degree in 1952.

Mr. Renzulli (C '66), who attended Wharton Graduate and Temple's graduate communications school, was a newspaper reporter and editor before joining Penn in 1980.

In making the announcement, Vice President for Development and University Relations Ross Webber said the people in the department were "some of the brightest and most creative in the University," and that the new structure would help them perform their jobs more effectively.

## Procedures for Ordering and Distribution of Microcomputers.

The University of Pennsylvania Computer Shack opened yesterday. Orders are initially being accepted for both the Apple Macintosh and the Digital Equipment Corporation (DEC) Rainbow computers. The procedures for placing an order and how that order will be filled are outlined in this document. These procedures are subject to revision, and any suggestions for changes or improvement should be sent to the manager of the University of Pennsylvania Computer Shack.

### Who can order?

Orders will be accepted from full-time faculty members, full-time staff, and full-time matriculated students of the University of Pennsylvania. All orders will be checked against the most current University listings of persons in these categories. If an individual's name is not contained on these lists, then that person will have an opportunity to show that they are eligible. A University I.D. card will be required when the computer is paid for and picked up.

### What computers can be ordered?

At this time orders can be placed for the Apple Macintosh computer and a DEC Rainbow computer. Each of these computers has its own order form which contains the current prices. In the near future the Computer Shack will carry other computers manufactured by Apple and DEC. Other vendors are currently negotiating with the University and will be included in the Computer Shack as soon as possible.

### How many computers can be ordered?

There is a "one computer per vendor per person" limit on the number of computers that can be ordered. Thus, one person may order both an Apple Macintosh and a DEC Rainbow, but no one person can order two of any particular computer.

### What restrictions apply?

The computers supplied by the University Computer Shack are for the use of the University community and are not to be resold.

### What are the computer prices?

Because of the University's negotiations with Apple and DEC, the microcomputers offered through the Computer Shack will be priced considerably below the current retail prices for these machines. The Computer Shack has a minimal markup over the University's cost to cover such items as transportation, setting up and testing the computers when they arrive, and the actual costs of running the Computer Shack itself. The current price list for the Com-

puter Shack is below. This list will change as more items are added to the Shack's inventory.

### How is an order placed?

To place an order a person must fill out one of the order forms (there are separate forms for the Apple and DEC computers) and return it along with the required \$75.00 deposit to the Computer Shack. *No cash will be accepted as a deposit.* Deposits should be in the form of checks made out to the "U. of P. Computer Shack." All completed orders must be received in the Computer Shack by the end of business on Wednesday, May 9, 1984.

### How will the delivery priorities be determined?

Because demand is expected to exceed supply, all completed orders received by Wednesday, May 9, 1984, will be included in a series of lotteries to determine the delivery order for the persons placing orders. There will be separate lotteries for staff, for students, and for faculty. There will be separate lotteries for those persons ordering Apple computers and for those ordering DEC computers. Everyone who placed an order will then be informed of his location within the delivery queue, along with a "best guess" of when delivery can be expected.

### How will computers be allocated among the student, faculty, and staff groups?

The allocations of the number of computers going to each of the three groups is determined by the Provost and the Council of Deans. The allocations for the computers currently in stock are 50 percent to faculty, 25 percent to students, and 25 percent to staff. These allocations will be reviewed periodically in light of the number of orders placed by each group and the expected delivery dates supplied by the vendors.

### When will the first computers be delivered?

The lottery numbers will be selected following the closing date for orders. Persons with high enough numbers to receive a computer from the present stock will be notified starting *Friday, May 11, 1984*. These persons will arrange for a time to come to the Computer Shack, pay the remaining cost of their computer by certified check, and pick up their machines.

### What happens to those persons who do not immediately receive a computer?

The lottery numbers selected will constitute a waiting list for future deliveries. The Computer Shack is ordering as many computers as possible to meet the expected demand. The number of computers, especially the Apple Macintosh, will be limited. Persons on the waiting list may have a wait of several months before their delivery number is reached.

### Can an order be placed after this initial ordering period?

After the May 9, 1984, cutoff date for the lotteries, orders will be taken on a first come, first served basis. These orders will be placed at the end of the waiting lists determined by the lotteries.

### Where can the computers being offered be viewed?

The Apple and DEC computers are available in the Computer Shack.

### Where can more information be obtained?

Questions can be directed to the Computer Shack. Please keep in mind that all these procedures are still untried and may be revised.

### Which computer should I buy?

Everyone contemplating the purchase of a computer should carefully review his own requirements. Consultants will be hired by the Computer Shack during the next several weeks to help answer questions. Individuals who delay their decisions may have the longest wait, but will also have a much wider variety of alternatives to select from.

### DEC Rainbow Price List

System Unit:	
Rainbow 100B System Unit (128k with two 400k floppy disk drives)	\$1054
Rainbow 100+ System Unit (128k with one 400k floppy and one 10M hard disk drive)	\$2099
Keyboard:	
Keyboard	\$ 94
Display:	
Monochrome Monitor (white/green/amber)	\$ 125
Graphics Option	\$ 173
Color Monitor (requires graphics option)	\$ 364
Operating System:	
CPM-86/80 V2.0 and MS-POSV2.05	\$ 96
Additional Memory 128k	\$ 172
Additional Memory 256k	\$ 343
Printers:	
Dot Matrix Printer	\$ 266
Letter Quality Printer	\$1073
Other:	
Technical Character Set ROMs	\$ 36

### Apple Macintosh Price List

Macintosh	\$1,150
Printer	\$ 452
MacWrite and MacPaint	\$ 114

**Ed. Note:** Dr. Dennis Silage's suggestion (*Speaking Out 4/24*) that the name of this column be changed to *On-Line* was sent to those who prepare this column. They put the question back in *Almanac's* court. We drew straws.—K.C.G.

## Almanac

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ALMANAC, May 1, 1984

## SPEAKING OUT

### Consensus

I am continually dismayed at Faculty Senate meetings. The April 18 meeting was a repeat of many others, where questions of vital concern to the faculty were voted upon by a small number, frequently less than five percent of the total membership. Votes have often been taken late in the meeting with the remaining faculty dominated by a group that outlasts the others in order to promulgate a special interest.

How can the Faculty Senate properly exercise its advisory role to the administration with such poor attendance at meetings? If the response of faculty that do attend is a representative sample of faculty opinion, perhaps the unanimous vote in favor of the proposed Five Year Plan for faculty salary increases has meaning. But, in other instances, the voting has no impact. What course of action was the administration advised to take with regard to the differential in minimum salary increases for assistant, associate and full professors? With an almost even split in the voting, the administration received no concrete advice and was left to pursue its own course.

A question arises whether some routine means can be found to assess the feelings of larger numbers of the faculty on controversial matters. Since important decisions relating to the faculty are made in the Committee on Economic Status of the Faculty, could that committee make public its agenda and the faculty be asked for input early in its deliberations? If this had been done, perhaps the divisive subject of differential minimum salary pay raises with rank would not have been brought before the Senate. In issues that are brought before the Senate, some information gathering process for full faculty participation should be available. This could take such form as a polling of Senate constituents by elected representatives to SEC, a questionnaire in each departmental office or a mailing to each faculty member.

The administration depends on the Faculty Senate for input. The Senate should be in a position to provide advice on the collective wisdom of the faculty. The broadest participation of the faculty in Senate affairs is essential.

—*Stanton Segal, M.D.  
Professor of Pediatrics & Medicine*

### Toward Improving ...

While we were initially well disposed toward the idea of a President's Forum in which the University would return to "its mission of educating society at large," several aspects of last year's forum, and the one now in progress on "Toward Improving the American Political System," make us uneasy. Our concern is that rather than bringing the most innovative and challenging comment and scholarship to bear on political problems, the University is simply providing another forum for those mainstream politicians and policy makers whose analyses and messages already dominate political discourse. How do we "educate society at large" by giving such men as Dean Rusk, Samuel Huntington, George Ball, Henry Reuss, and Jim Rhodes yet another

chance to hold forth? All of them have served at the highest levels of government and already had more than enough opportunity to "educate society" through the particular policies that they pursued and through numerous interviews, press conferences, and personal memoirs. Isn't the proper role of the University quite different? Isn't our job to provide systematic analyses of what such men as these achieved or failed to achieve?

This focus on people with recognizable "brand names" greatly reduces the potential of the President's Forum. This emphasis creates an institutional bias toward the familiar and away from the more critical perspectives ignored in the mainstream of society. This means that certain questions, such as illegal behavior of the state and its impact on democracy, are simply not addressed. It leads to the formalistic pursuit of "balance," which by mobilizing conventional arguments on both sides of conventional issues yields a minimum of enlightenment. While such a frame of reference is to be expected in the mass media (e.g. Point/Counterpoint), there is no reason why the University should be perpetuating such narrow interpretations of the range of political views. Finally, this approach leads to the systematic underrepresentation of women and minority speakers, even when the topic is one where their contribution is essential.

More positively, for the President's Forum to achieve its objective of genuine education, several changes are necessary. First, there must be a de-emphasis on well-known political figures of past and present administrations. Such individuals should be included in sessions where their views can be examined, even challenged, by people with different viewpoints and experiences. Second, there should be more emphasis on drawing experts from the academic community, and not just those academics who move in and out of government positions or who are known to have safe and respectable viewpoints. Third, there must be a search to include those questions and viewpoints that are currently excluded from political debate. As long as we pursue the issues as defined by *Time Magazine* or NBC, we will miss out on the most important and intellectually exciting questions. Finally, genuine education demands more interaction, such as workshops in which issues can be thrashed out in small groups, rather than simply having positions presented from on high.

—*Edwin Baker, Professor of Law  
—Fred Block, Associate Professor of Sociology  
—Helen Davies, Professor of Microbiology (Med.)  
—Michelle Fine, Assistant Professor of Education  
—Jamshed Ghandhi, Associate Professor of Finance  
—Larry Gross, Professor of Communications  
—Edward Herman, Professor of Finance  
—Antoine Joseph, Assistant Professor of American Civilization  
—Leigh Lisker, Professor of Linguistics  
—Elizabeth Spelke, Associate Professor of Psychology*

### Response on 'Improving'

There is merit in our colleagues' criticism that "unconventional," by which I presume they mean "radical," points of view were inadequately (if at all) represented in this year's President's Forum. The Forum participants did reflect a reasonably wide diversity of opinions and perspectives (from Jerry Falwell to Bella Abzug) and a roughly even balance between academics and political practitioners. (That "liberals" substantially outnumbered "conservatives"—for which we have been criticized in other quarters—was due in large part to the underrepresentation of conservatives in academic and intellectual circles and to the fact that so many of them, now holding office in the national administration, have their hands full). It is true, however, that the participants were drawn almost exclusively from what might, in a very broad sense, be called "the political mainstream." There were no Marxists, no democratic socialists (though Michael Harrington was invited), no extreme libertarians—in short, no one who could fairly be described as a radical either of the left or (with the exception of Jerry Falwell) the right. The value of the Forum admittedly would have been much enhanced had these polar regions of the political and intellectual spectrum been represented.

I disagree, however, with our colleagues' further contention that the Forum should not have presented such "brand name" luminaries as Dean Rusk, Robert McNamara, and George Ball. Vast experience in public affairs, while no sure prescription for wisdom about government, is not incompatible with it; occasionally it may even contribute. Nor is the wisdom one might expect from a Dean Rusk or George Ball inevitably of the "conventional" sort. Last week, for example, George Ball delivered a brilliant, scathing, and wide-ranging indictment of current American foreign policy in which he stressed that our country must align itself with the forces of change in Latin America and pointed ominously to the ticking demographic time bomb in that region. In addition, he severely criticized America's support of Israeli foreign policy during eight administrations, including those in which he served. If this was a "safe" and "respectable" point of view, it was at any rate a view to which our students are rarely exposed and which must have caused many of them to re-examine cherished assumptions.

The fact that men like Rusk and Ball have written extensively in their field and that their books and articles have been widely read surely does not disqualify them from appearing before a University audience. Indeed, students who are daily exposed to an academic diet might find special nourishment in being able to observe in the flesh men and women they have read about in history books or in the current press. Those who saw and heard Jerry Falwell in the Irvine Auditorium last week may have learned every bit as much about "The Role of Religion in American Politics" (even though Falwell, in the tradition of the Forum, barely addressed the scripted topic) as they might from the most perceptive academic analysis of the Falwell phe-

*SPEAKING OUT* welcomes the contributions of readers. Almanac's normal Tuesday deadlines for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.

## SPEAKING OUT

nomenon. Nor can it be ignored that the educational value of the Falwell session was gleaned by 50 students for every one who would have attended a professorial lecture.

Our colleagues give the impression that the only ideas worth airing in a University forum are those that have been neglected by the rest of society and the only discussants worthy of a platform those who have been unable to get one elsewhere (a criterion that would exclude even radical critics whose ideas have to a degree "caught on.") While I agree that the unorthodox, the neglected, the radically critical or innovative point of view deserves a hearing in any future Forum, I would reject any suggestion that this should be its sole or even its dominant purpose or that ideas, issues, options, or discussants lying within the broad mainstream should be banished or downplayed. In the future, for example, the President may wish to consider a Forum on "Toward Understanding the Sexual Revolution," in which relations between men and women, the evolving status of the family, and many other deeply meaningful contemporary social issues could be explored. The fact that such trendy periodicals as *Time* and *Newsweek* have latched onto the subject does not, in my

view, disqualify either the topic itself or those potential discussants whose ideas on it have been widely publicized.

Our colleagues' suggestions for future Forums—e.g., small-group workshops, and sessions in which well-known political figures can interact with their critics—are constructive and valuable (though I wonder how likely it is that a Henry Kissinger or a McGeorge Bundy would submit to the interrogations of a William Shawcross or a David Halberstam, let alone "unconventional" academicians further to the left). At all events, this year's Forum did not lend itself to this format. The aim of the Forum, contrary to the letter-writers' assumptions, was not to evaluate the substantive policies and achievements of present or past public officials but to examine the system itself—the processes and institutions of American politics and government. In this context, former, even incumbent, public officials are as likely to be critics as champions of the status quo.

There is a final point. Our colleagues charge the Forum with "systematic underrepresentation" of minorities and women. In the present context, this phrase is by no means self-defining. I would simply point out that two of the most

notable events in this year's Forum were Professor Martin Kilson's lecture on "The Maturation of Black Politics" and the joint appearance of Mayor Wilson Goode and former mayor Kevin White of Boston to discuss "Governing Urban America." Two other Forum sessions are (or will be) devoted specifically to the subject of women in the political system, one by Ann Lewis (Political Director of the Democratic National Committee), the other by former Congresswoman Bella Abzug. Two University of Pennsylvania women, Professor Christine Bachen and Eva Moskowitz, have participated in panels on other subjects. And invitations were extended to, but declined by, a number of eminent women, including Congresswomen Geraldine Ferraro and Barbara Mikulsky, former Congresswomen Barbara Jordan and Shirley Chisholm, Eleanor Smeal, Kathy Wilson, Elizabeth Drew, Alice Rivlin, Katherine Graham, and others. In light of these facts, the charge of "systematic underrepresentation" is grossly unfair.

—Frank Goodman, Professor of Law  
(Chairman of the President's Forum  
Advisory Committee)

## SENATE

*These two items complete the reports given at the April 18 Senate Meeting*

### Report of the Senate Publication Policy Committee

In September, the Senate Publication Policy Committee was charged to play "a watch-dog role for the year as regards the ease with which *Almanac* is able to function given the existence of a second University newspaper" and "to consider and evaluate the future role of *Almanac*."

On November 16, 1983, I made a progress report to the Senate pointing out that *Almanac* was continuing to function in its generally-accepted role, and to function very well indeed, given the existence of the *Penn Paper*. We divided up the turf fairly well, despite the fact that there was sometimes overlap of functions. We also came to realize more clearly than before that *Almanac* has the responsibility to serve the staff of the University as fully as the faculty. The record for the year shows that we achieved both goals handily. This is reflected in the informal feedback we received on the survey conducted by the Council Committee on Communications which showed that *Almanac* is the most respected, most trusted, and pretty universally, the most read of the campus publications.

The Council Committee on Communications will come up with a set of recommendations about whether to have two campus weeklies or whether to merge *Almanac* and *Penn Paper* in some way. The President has asked for recommendations from *Almanac* and from *Penn Paper* about how a merger should come about, if that is the choice.

Karen Gaines is developing a very attractive set of recommendations based on the fact that *Almanac*, in its present form, is highly regarded by faculty and staff alike. It is a quality paper with an identifiable signature and format that is highly trusted and respected. In view of that, Karen is proposing a merger of some portions of the *Penn Paper* into *Almanac*, as follows:

1) A cost-effective 16-page format with some expansion of *Almanac*'s own space plus room for inserts covering the feature material of *Penn Paper*, and possibly including a staff news component as well as traditional contributions from other divisions of the University such as the Library, FAS, etc. As in the past, those inserts would be edited by the unit concerned, would be paid for by the unit, and would provide a source of reprints that could be distributed apart from *Almanac*, if desired.

2) Production would be facilitated and made more cost-effective by computer production of final copy and typesetting. Thousands of dollars would be saved each year.

3) *Almanac* would continue to be a journal of record, convey campus news and honors, publish *Speaking Out* letters, publish a monthly pullout calendar with weekly updates, and print job opportunities again.

4) *Almanac* would remain in the same administrative reporting line, namely through the President's office, with an Advisory Board composed of the present mix of faculty, staff, and administrators.

5) Some extra personnel will be needed to carry out the expanded mission of *Almanac*.

6) All this can be done, however, with additions to the present budget that are less than the extra money that is currently being put into *Penn Paper* over and above the cost of running the Communications Office.

The four tentative recommendations of our November progress report are now reaffirmed.

1) Keep faculty and staff control of *Almanac* through the present Board structure.

2) Keep and encourage its present editor.

3) Fund it adequately and keep it fiscally well managed.

4) Consider expanding its coverage in ways that better meet the needs of faculty and staff.

—Eliot Stellar, Chair

### Action: Appreciation

*The following was passed unanimously by voice vote at the end of the Spring Meeting.*

*Whereas, Professor June Axinn has served the faculty and the University with abundant grace, wisdom and unfailing good humor.*

*Be it resolved that, the Faculty Senate expresses its gratitude and admiration for her year of leadership.*

—Jacob M. Abel

*In recent weeks, student governance organizations have raised questions in *The Daily Pennsylvanian* on the role of the Vice Provost for University Life. The VPUL, who took office last fall, furnishes a detailed description below. In addition, his unit is developing a five-year plan which is being reviewed with student groups.*

## **The Role of the Vice Provost for University Life**

*April 25, 1984*

As recent discussions with some student leaders indicated, the role and duties of the Vice Provost for University Life should be clear. Because the responsibilities and title of the post have changed over the years with new incumbents and with organizational realignments, it is quite understandable that students and others need more information about the Office of the Vice Provost. I have given the responsibilities of the Vice Provost considerable thought, and I hope that the following remarks can provide further insight into my view of this exciting position.

When the Search Committee was seeking candidates for the post in late 1982, it offered the following description, which in large part generated my enthusiasm for the job:

"The job is an enormously important one which includes coordinating responsibility for: the efforts of the undergraduate deans to ensure maximum interaction among the four schools offering undergraduate curricula; integrating graduate/professional students into university life; an extensive network of college houses and living-learning programs; and other major aspects of university life, encompassing admissions, advising, career counseling, health services, international programs, and much more. The position is designed to fuse the conventional poles of academic and non-academic affairs, thus freeing the University from the need for a traditional dean of students, and we identify the Vice Provost, wholly without reservation, as a senior academic officer."

First and foremost, the Vice Provost must be an educator, with the ability to develop, perhaps especially for undergraduates, a clear vision of an integrated student life on our campus, and to implement that vision over time. Second, the Vice Provost must listen hard to what students are saying and empathize deeply with them, while at the same time conveying to students what others in the administration are doing and why they are doing it. Third, the Vice Provost has some 400 employees, deployed across a horizontal organization, and the management of this structure, with its very large budget, will require the most accomplished kind of administrative skills."

I agree with this description completely. In discharging these responsibilities, members of the Division of University Life and I ensure that the concerns of Penn's undergraduate, graduate and professional students, as well as other groups within the University such as minorities and women, are understood and are addressed. The concerns of hundreds of students are *resolved* each day by the counseling, advice and service provided by more than two dozen departments which make up this division, and by the key decisions which we make on issues affecting the lives and education of students. Student concerns are also raised with the many committees, councils, task forces, staff conferences, management groups and other University bodies which I and my colleagues attend.

In addition to responding to immediate needs and concerns of students, the VPUL is responsible for supervising divisional efforts to integrate curricular and other formal academic programs with the diverse extracurricular activities of University life, and creating environments in which students may develop intellectually, socially, professionally, and personally.

To fulfill these demanding and important tasks I, as VPUL, and my colleagues in the division, must first understand the multitude of interests, activities and needs of students. I believe that we can gain such understandings of the campus, especially student needs, through engaging students often and in many different settings. The approaches I have used during the past year have included scheduling meetings with student government officials and other organizational representatives; let-

ting students know that as much as possible I try to see individually those who wish to see me; inviting randomly selected students to dinner to ensure that a diverse set of views is heard; attending students' performances, art shows, athletic events, panels; walking around the campus and chatting with students, especially along Locust Walk and in Houston Hall; and reading campus literature, including campus newspapers, dorm newsletters, and occasionally listening to WXPN.

To supplement these direct communications with students, I also turn frequently to my colleagues within the division and other segments of the University community for their perceptions of students' lives and needs. As part of their daily work, these individuals see an even wider segment of the student body than I could possibly meet. Without their information, my role in improving the quality of education and students' lives would be severely limited.

It is my responsibility to ensure that what I learn from and about students is used in those decisions which I and divisional offices make and that this information is also clearly and forcefully communicated to others making University decisions. Sharing such information with other students, faculty and administrators is essential to constructive educational decision-making, although the process is frequently more delicate and complicated than it may first appear. It sometimes involves reconciling divergent viewpoints. Often it requires collecting over a period of time scattered information and ensuring that unrelated groups receive a complete and accurate synthesis. Whatever the issue, it is important to represent both the short-term and long-term needs of all constituencies as fairly as possible.

To be effective, the role of the VPUL involves advocating on some issues within the University channels without being an adversary of any campus group. In all cases we would like to make certain that the potential impact upon students is fully considered in the evaluation of University options. We also try to make sure that students understand the reasons behind University decisions. When decisions are implemented, members of the division and I evaluate the actual results and propose changes, where needed.

For persons like me, who have long been committed to and deeply involved in the education and improvement of the quality of life of students, the Office of the Vice Provost for University Life provides superb challenges and rewarding personal experiences. Among the challenges is recognizing that the VPUL's responsibilities, like most things at the University, are in constant process of evaluation, subject to refinements and changes in emphasis that occur through conversations with students and other associates. I know that my fellow members of the division and I will continue to explore ways of strengthening our communications with students and others, of assessing the needs of students, and of improving the quality of life and effectiveness of education for today's as well as tomorrow's undergraduate, graduate and professional students.

On behalf of my colleagues, I warmly welcome suggestions on how we can best accomplish these goals.





*The following report was presented to the University Council on February 8 for discussion, receiving positive responses from the floor and raising questions primarily of specifics of implementation, and the possibility of comparable efforts for upperclass academic years. Provost Thomas Ehrlich said his office will continue its consideration of the document, and invites comment from the University community.*

## Report of the Goal Team on the Freshman Year

### 1. Introduction and Goals

The freshman year is a crucial juncture in a student's educational career, offering new choices, a wealth of opportunities and seemingly unending information and resources. A student's ability to successfully negotiate this new environment and to gain a sense of belonging to the Pennsylvania community will significantly contribute to his or her future success as an undergraduate. Emphasizing that the freshman year is the foundation of the overall undergraduate experience, the Acting Vice Provost of University Life, George S. Koval, charged this goal team with providing recommendations designed to help the Division of University Life more effectively achieve the following:

Promote the freshman year experience by strengthening the existing relationships between academic departments, schools, and student service departments, easing the transition which students must make into this environment and maximizing their chances for success throughout their college years.

### 2. Procedure

In working toward the goal of developing recommendations designed to improve the freshman experience, it is, of course, necessary to assess accurately the nature of that experience. A broadly representative team was constructed with individuals from three of the four undergraduate schools, seven offices and programs in the Division of University Life as well as a graduate and undergraduate student. A series of steps were taken aimed at providing as comprehensive a picture as possible within the time available. In the process, suggestions were solicited concerning how the freshman year could be changed for the better.

2.1 Three reports were produced. These reports, which were largely compilations of summaries written by each goal team member, included:

2.1.1 A status report on the freshman experience (Appendix 1).

2.1.2 A report on how the undergraduate schools and the various components of the Division of University Life can contribute to reducing the psychological size of the University during the freshman year (Appendix 2).

2.1.3 A report on how various groups on campus create group identity (Appendix 3).

2.2 Relevant materials were collected and comments solicited from interested members of the faculty and administration. (A sample of material and comments are contained in Appendix 4.)\*

2.3 Programs at other universities and colleges were investigated. Two members of the committee participated in the Freshman Year Experience Conference at the University of South Carolina. (Appendix 5 contains summaries of the conference as well as material from the University of California at Davis and Michigan State University.)

2.4 A survey on the attitudes and perceptions of Penn students about their freshman year was commissioned. The survey, conducted by Frank I. Luntz, a junior in the College, played a significant role in the team's deliberations. The survey indicated that Penn students had a highly positive view of their freshman year, with 86.5 percent of the students rating their overall experience good or excellent. The freshman academic experience and the quality of teaching were also rated quite favorably.

The survey, however, did point to three general problems:

2.4.1 The delivery of student services is not as effective as it should be. Specifically, a number of offices in the Division have to increase their visibility and outreach to the freshman class.

2.4.2 Strengthening student-faculty interaction needs to be addressed. The problem in this instance appears to be largely structural and

*(continued past insert)*

\*It should be noted that the chair of the goal team had particularly detailed and useful conversations with Jeannie F. Dissette, Associate Dean of Admissions, on February 28, 1983, and with Carol J. Kontos, Director of Residential Living, on April 12, 1983.

programmatic. That is, while student-faculty interaction was rated poor or fair by 67.8 percent of the surveyed population, 63 percent found the accessibility of faculty during the freshman year to be either good or excellent.

**2.4.3** Helping students to adjust to the University could be improved. Although only 10 percent claimed their adjustment to be very difficult, a sizeable population, 34.4 percent, found adjusting to Penn somewhat difficult. Although this question could have been better formulated, other findings also seem to indicate that more can be done to facilitate adjustment to University life. (See Appendix 6 for the protocol and background of the survey, the questionnaire, and the survey results.)

2.5 The goal team was divided into two working groups. One group focused on the residences; the other on University-wide programs and services for the freshman year. Each group was charged with developing recommendations and strategies for action that were to be approved by the entire team. (Appendix 7 contains memoranda on the relationship between the residences and other components of the Division.)\*

### 3. Findings and Orientation

From our analysis of the survey results as well as our own personal observations, it became clear that the specific problems identified could be classified as part of the larger problem of a freshman experience that often appears too fragmented, uncoordinated, and amorphous. The goal team rephrased that central problem in question form: What can be done "to shrink the psychological size of the University" for freshmen?\*\*

It was our sense that to shrink the psychological size of the University, the issue of creating a positive identification among freshmen with the University of Pennsylvania had to be addressed. Quite simply, the goal team concluded that freshmen should be able to build a strong tie to the University on two different, yet complementary, levels: within a small, well-defined group as well as with the class as a whole. The smaller grouping can be viewed as an effective "building block" of the larger freshman class identity. Both levels would thus complement and strengthen one another, as well as generate an identification with the University lasting long beyond the freshman year.

### 4. Strategies and Recommendations

On the basis of these findings we have arrived at a series of recommendations which focus on two specific areas, the residences and University-wide programs and services.

#### 4.1 Residences

Since approximately 95 percent of freshmen live on campus in either University residences or College Houses, and since University residences and College Houses possess many of the ingredients needed for creating a community, the choice of the residential environment as a site for addressing the issues of identity, better delivery of services and enhanced student-faculty interaction is by no means an arbitrary one. Indeed, the freshman survey points up the crucial role that residences and their staff play in a student's perceptions about his or her freshman year (Appendix 6). The common experience of living in a freshman residence lends itself more readily to the creation of a freshman class identity as well as an identification with Pennsylvania which students will carry beyond their freshman year. Also, the diverse intellectual and social resources and services of the University can be brought to bear more effectively through an organized and active program of seeking out freshmen in

their place of residence rather than through a passive consultative relationship.\*

4.1.1 Create smaller, identifiable residential units for the entire freshman class in order to generate a stronger sense of identity among residents of individual freshman residences. (completion Fall 1988)

4.1.1.1 Develop support facilities such as common dining areas, computer terminal facilities and common study areas within each freshman residential unit. (Fall 1988)

4.1.1.2 Provide each freshman residence with a full-time director who is part of the live-in community. (Fall 1984)

4.1.1.3 Compile a directory for each freshman residence over the summer so that incoming students can become more easily acquainted with fellow residents, staff and facilities of their particular residence. (Fall 1984)

4.1.1.4 Create a Freshman Advisory Board with representatives elected from each freshman residence.\*\* The purpose of this body would be to coordinate activities and information directed at freshmen as well as express needs and concerns from freshman residential groups. This Board might also direct various on-campus "freshman projects" as well as a class project which could contribute to improving the quality of life in the West Philadelphia community. (Fall 1984)

4.1.2 Assign a team of representatives from the appropriate offices (Advising, Career Planning, Counseling, etc.) to each freshman residence in order to promote a more effective delivery of services to freshmen and to raise student perception of these services. This team should work together with the staff and upperclassmen of the freshman units toward this end. (completion Fall 1984)

4.1.2.1 Have resident advisors function as academic role models in addition to their usual responsibilities. The academic standards for these RAs should be raised to about a 2.75 G.P.A. with the appropriate Dean's office involved in the selection process. However, individuals who do not meet the G.P.A. standard, but who offer unique talents or life experiences, should also be considered.\*\*\* (Fall 1984)

4.1.2.2 Have the resident advisor act as a link between the "services team" and freshmen. The team should meet regularly with resident staff for the purpose of problem referral, consultation of specific cases, program planning, and training and information sharing. (Fall 1984)

4.1.2.3 Give upperclassmen a more formal role in freshman residences. (Fall 1984)

\*Our choice of the residences as crucial to shrinking the psychological size of the University is certainly not unique. For example, in a 1963 article Burton Clark and Martin Trow wrote:

The effective size of an institution can be reduced, even without a reduction of its absolute enrollment, by creating what are in effect distinctive smaller communities within the larger organization, communities which include both students and faculty which have a sense of identity, and above all whose members share interests and commitments which can be supported and furthered, rather than diluted and discouraged, through the ordinary ongoing relations of the members of the community. Such communities cannot be called into being by proclamation. They have to have structural definition and support, formal members, physical place for meeting and working, and insulation against distracting and competitive interests and appeals. In short, these have to be genuine intellectual communities, rooted in residence halls and groups of departments, or in some other combination of structured interaction and shared intellectual interests. "The Campus Viewed as a Culture," in *Research on College Students*, ed. H.T. Sprague (Boulder: Western Institute Commission for Higher Education; Berkeley: The Center for the Study of Higher Education, 1963), p. 122.

\*\*The Freshman Advisory Board would be advisory to the Director of the Freshman Year (see 4.2.3).

\*\*\*The evaluation of resident advisors in the survey points up the need for taking strong steps in this area (Appendix 6).

\*A chronological and more detailed account of the goal team's activities can be found in the minutes to our meetings (see Appendix 8).

\*\*The quoted phrase is from President Hackney's strategic plan for the University, "Choosing Penn's Future."

# FOR COMMENT

4.1.2.3.1 Organize upperclass members of freshman residences to aid in the orientation of incoming freshmen and to continue this function throughout the year as necessary.

4.1.2.3.2 Have upperclassmen serve as aides to the resident advisors in two ways: by developing and carrying out programs with the RA's, and by initiating interaction among floor or suite residents in an ongoing, though less formal, manner.

4.1.2.4 Include specific programming in freshman residences which would support the goals of aiding the academic, social and personal success of freshmen at Penn in a more consistent manner. (Fall 1984)

4.1.2.4.1 Include supportive and helpful programs in the list of New Student Week activities which are held in freshmen residences.

4.1.2.4.2 Have incoming freshmen processed through an activity, such as acquiring an ID card or meal card, according to their respective residence.

4.1.2.4.3 Incorporate workshops or seminars such as those on study skills, writing skills, and career development into the yearly programming of each freshman residence.

4.1.3 Facilitate the increased interaction of faculty and students in order to eliminate perceived barriers between the student's academic and non-academic life at Penn (ongoing).

4.1.3.1 Each freshman residence should have a faculty member in residence as well as a network of faculty advisers who are readily identified as part of the community. (Fall 1988)

4.1.3.2 Enhance the quality and quantity of programming in freshman residences which would bring faculty into the residence on a regular basis (e.g., dining, discussions, lectures). (Fall 1983)

4.1.3.3 Arrange for courses which are frequently taken by freshmen to be taught in the residences themselves. (Fall 1984)

## 4.2 University-Wide Programs and Services

Because of the opportunities and complexities the freshman year offers, it should be organized as a coherent period that addresses the needs and development of freshman on a year-long continuum. To help freshman feel part of a group and the Pennsylvania community, and to create unity among freshman throughout the freshman year, more programs and traditions need to be developed specifically for freshman. Our goal then is to create a positive class identity based on service to the University and to the larger community rather than on demeaning freshman rituals.

4.2.1 Coordinate the organization and delivery of information sent to freshmen in a better, more efficient fashion. (completion Fall 1984)

4.2.1.1 Compile a comprehensive calendar of all important dates, deadlines, mid-term periods, pre-registration drop/add and special events and send the calendar to all incoming freshmen. (Fall 1984)

4.2.1.2 Give all new students and staff a "Guide to Student Services" which should include photographs of staff in each office. (Fall 1984)

4.2.1.3 Compile a handbook of campus-wide resource information for University Life and school staff so that more accurate information can be provided to freshmen. Update annually. (Fall 1984)

4.2.2 Develop University-wide programs and improve services for freshmen. (completion Fall 1984)

4.2.2.1 Establish a central location of orientation information in Houston Hall during New Student Week. This center can be staffed with trained upperclass students (e.g., Students Helping Students, Kite and Key, New Student Week volunteers) who can answer questions and direct freshmen to appropriate resources. Houston Hall Information Desk personnel should be trained to answer similar questions throughout the year. (Fall 1983)

4.2.2.2 Improve the Students Helping Students services. Provide more training, better coordination with academic advising staff and other appropriate staff across campus. (Fall 1984)

4.2.2.3 Start the drop/add period earlier in New Student Week to reduce pressure on new students and departments. (Fall 1984)

4.2.2.4 Consider the feasibility of a two-day summer orientation program for new students. Groups of approximately 200 students could receive more individualized attention than possible presently during New Student Week. (Fall 1983)

4.2.2.5 Establish a Freshman Advisory Board which would sponsor and coordinate freshman class activities with representation from residential areas and schools. This Board could oversee community projects in West Philadelphia and on campus and would offer the freshman class the opportunity to sponsor a project as a group (see 4.1.1.4). (Fall 1984)

4.2.2.6 Compile a profile of each incoming freshman class in order to determine appropriate programs to be developed for the respective classes. Student interests and abilities should be identified in order to connect students to resources, opportunities or services. (Fall 1984)

4.2.3 Create the position of Director of the Freshman Year and hire the necessary support staff. If the array of recommendations made above are to be put into practice effectively, and if the freshman experience is to be given prominence within the University community, an individual must be responsible for overseeing the freshman year. Therefore, we call for the appointment of a Director of the Freshman Year from among the faculty. The creation of such a position would further the coordination and integration of the academic and service areas. The responsibilities of the Director could include:

- establishing standards and agendas for the freshman year
- helping to create group identity among the freshman class
- providing leadership to help integrate value education with academic curriculum
- developing year-long programs and services for freshmen
- encouraging faculty-student interaction through dining, receptions, retreats, off-campus programs, talks during New Student Week and throughout the year
- integrating University Life Division and academic programs and services
- influencing freshman residential programs
- working with the Freshman Advisory Board to coordinate freshman class projects and activities
- reviewing and coordinating all communications sent to freshmen
- coordinating New Student Week and year-long orientation/information programs

(completion Fall 1985)

## 5. Conclusion

Over the past six months, the Division of University Life has been engaged in a major planning process. The members of the Goal Team on the Freshman Year have found that process to be extremely worthwhile. We have learned a great deal from each other, and all of us have an improved understanding of the different programs and activities affecting freshman. That improved understanding in itself should facilitate communication and coordination. Working on the goal team has also given us the opportunity to reflect on our concrete experiences and place those experiences in a wider, more comprehensive framework. Our strategies and recommendations are the product of this process. It is our hope that they will contribute to the Division of University Life's effort to improve the freshman year.

### Goal Team Members:

Ira Harkavy; Chair

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# The Evaluation of the Penn Paper and Almanac

*The Report of the Communications Committee*

*For Action at University Council May 2*

The Communications Committee was asked by the University Council to evaluate the relative roles and effectiveness of Almanac and The Penn Paper. We decided to use four vehicles to make our evaluation. The four approaches used were:

1. A survey of randomly selected individuals from all segments of the campus community.
2. A content analysis comparison of Almanac and The Penn Paper.
3. Interviews with staff of the papers and selected officers of the University with regard to communication needs.
4. Extensive deliberations within the Communications Committee.

The survey was sent to approximately 10% of University employees and 2% of the students. The response rate for employees was 42% and for students 14%. Additional written comments were made by 132 of the 350 respondents. A copy of the survey is found in Appendix I\*. A summary of the major findings is included in section I below. A copy of the complete data analysis as well as the raw data will be available in the Secretary's office.

The content analysis included review of all issues of The Penn Paper and Almanac published during a six-month period beginning with the first issue of The Penn Paper in September, 1983. These data are presented below with a brief summary of the findings. The form used in this analysis is seen in Appendix II\*. We interviewed the editors and two staff members of both Almanac and The Penn Paper and several senior University administrators. Section III\* summarizes these interviews. In the Committee's deliberations we also discussed the written comments that were appended to a large proportion of the survey returns. Section IV\* is a brief summary of our deliberations. An overview of our findings and recommendations is presented below.

Through an analysis of 350 respondents to a mail survey of 1100 randomly drawn employees including A1's (administration), A2's (faculty), A3's (support staff) and students, and a content analysis of the last six months of publications we compared Almanac and The Penn Paper regarding:

- (a) accessibility-distribution to readers
- (b) value of information provided to readers
- (c) overlap in coverage
- (d) journalistic qualities
- (e) preferences regarding which publication to keep and how to expand or merge the papers.

## **Findings**

In comparison to The Penn Paper, Almanac is by far the more important publication on the University of Pennsylvania campus with 65% of the campus reading Almanac and 44% reading The Penn Paper frequently. Although The Penn Paper was introduced only 6 months ago and therefore did not have the chance to build the lengthy publication record established by Almanac, the fact that only 15% of all respondents 'never read The Penn Paper suggests that the findings might not change drastically if these 15% would come closer to the comparable never read figure of 3% for Almanac.

For more than half of the fourteen areas of information investigated, Almanac is perceived to be the best source of information. The Penn Paper is perceived to be the best source for only one such area, employment opportunities, which was originally a regular department in Almanac but was moved to The Penn Paper.

Almanac's journalistic qualities (accuracy, writing, design, coverage and responsiveness to readers) are also judged to be superior to those of The Penn Paper by a majority of all respondents. Almanac's greater

responsiveness to readership input is substantiated by both the survey and the content analysis.

A previous survey of A1's and A3's had suggested relatively ineffective communications and as a result we included a similar question in the present survey. Whereas A2's by majority deny a lack of communication within the University, they do perceive a small improvement after the launching of The Penn Paper. A1's and A3's on the other hand, feel that communication was lacking and that the situation during The Penn Paper's tenure was improved. This finding may be the result of a well-known investigator bias. If publications are believed to enhance communication, the question of whether communication has improved as a result of introducing The Penn Paper is then likely to be answered affirmatively. Had we made no reference to The Penn Paper and asked whether communication has improved since last year the answer may have been less biased.

The content analysis revealed a considerable amount of redundancy between the two publications. Redundancy has not been decreasing during The Penn Paper tenure. By volume, each publication is about 11% redundant relative to preceding publications of the other paper. By number of articles Almanac is about half as redundant (8%) as The Penn Paper (17%).

The content analysis also showed Almanac publishes a greater diversity of articles in subject matter categories whose importance to the University was established in the survey. Not only did Almanac lead The Penn Paper in different kinds of articles by printing a greater number of different articles on similar subjects but also by expressing different points of view and publishing more readership opinions.

The Penn Paper has developed a readership among the A3's of the University. A3's constitute the only group on campus of which a majority reads The Penn Paper as frequently as it does Almanac and The Daily Pennsylvanian. Although this may be explained by The Penn Paper's exclusive publication of employment opportunities, which A3's by majority rank second in importance, A3's more so than A1's also turn to The Penn Paper for employee benefits, human interest stories, and entertainment on or near campus as a secondary source (the primary source of the latter is Almanac or The Daily Pennsylvanian for all employees including A3's).

If only one of the publications is to be published weekly, nearly 70% of all respondents prefer that this be Almanac and not The Penn Paper. This preference is shared by all categories of employees and of students. A2's most strongly support this position (95%) and A3's less strongly, but nevertheless a majority is in favor of it (54%). Of all those preferring that Almanac rather than The Penn Paper be kept, the majority (78%) are in favor of expanding Almanac to include information currently provided by The Penn Paper.

The written comments highlighted the existence of distribution problems, redundancy, the notion of a communications overload as a result of too many newspapers, and finally the concept that more publications will not solve our communications problems.

The Committee would like to thank David Graper, a graduate student in the School of Communications, who prepared the materials for analysis.

## **Recommendations**

On the basis of these findings as well as our deliberations, the Communications Committee strongly recommends that Almanac be expanded to include inserts of information specifically geared to the interest of A3 employees. These may include human interest stories, employee benefits and entertainment options on or near the campus.

*(continued)*

\*Appendices I and II and Sections III and IV are available for examination in the Office of the Secretary.

# COUNCIL

These inserts could have the status of weekly departments, prepared by the current staff of The Penn Paper, and distinguished perhaps, by being printed on colored paper. This option would have the additional advantage of using Almanac's more efficient distribution system. After a year of this format Almanac should conduct a readership survey to see if it is more effective in meeting A3 needs.

As an alternative, we would suggest that The Penn Paper become a newsletter specializing in areas of interest to the support staff of the University. Just as The Daily Pennsylvanian primarily serves the interests of undergraduate students, and the Gazette primarily serves the interests of alumni, so should the Penn Paper be geared to serve the needs of A3's without duplicating or prejudicing access to the other campus publications and without aiming to be a substitute for Almanac. In this second case The Penn Paper would have to examine and reorganize its means of distribution. A3's find copies of The Penn Paper harder to get (13%) than copies of Almanac (5%).

Communications Committee, 1983-84

Chair: Barbara F. Atkinson (Pathology)

Faculty: Raymond S. Berkowitz (Systems Engineering)  
Adelaide J. Delluva (Biochemistry in Veterinary Medicine)  
Larry Gross (Communications)  
Klaus Krippendorff (Communications)  
Daniel Malamud (Biochemistry in Dental Medicine)  
Clyde W. Summers (Law)

Administration: Phoebe R. Resnick (Museum)  
Shirley J. Winters (Development)

A-3 Staff: Russell Muth (School of Medicine)  
Harry Hance (Veterinary Medicine)

Students: Jeff Pollock (Col '84)  
Patricia Y. Woo (SEAS '86)  
Frederic Catlin (GrFac)  
Ken Cohen (Law)

Ex Officio: Ann Duffield (Director, Publications Office)

## Response Rate

Number of questionnaires	sent	returned	rate of return
A1	200	82	41.0%
A2	200	86	43.0%
A3	300	127	42.3%
UN	200	35	17.5%
GR	200	20	10.0%
ALL	1100	350	31.8%

The only major differences in responses exist between students and employees:

Employees A1, A1, A3 42.1%  
Students UN, GR 13.8%

Based on response rates in other mail questionnaires, the employee response rate is high.

## Familiarity With the Publications

Of the 350 respondents:  
2.3% never read the DP  
3.5% never read AL  
15.0% never read PP  
15.7% never read AL or PP.  
"Never read" can mean either "lack of familiarity" with the publication or "knowledgeable disinterest" in the publication. Respondents unfamiliar with the publication or unable to answer the questions posed in the questionnaire had the option of not answering. The omission of 15.7% of respondents that never read AL or PP made no appreciable difference in the findings. The data presented below therefore include all 350 respondents.

## Read Publications Frequently

	AL	DP	PP
A1	72.8%	66.7%	46.8%
A2	86.0%	51.2%	33.3%
A3	63.4%	62.1%	64.5%
UN	22.9%	97.1%	8.6%
GR	21.1%	50.0%	15.8%
ALL	64.8%	63.3%	44.2%

The majority of the University community reads AL and DP frequently. The majority of students read the DP frequently. Only A3s read PP as frequently as AL and DP.

## Distribution Problems

(is difficult to get)

	AL	DP	PP
A1	10.0%	10.1%	18.9%
A2	0.0%	12.9%	10.0%
A3	4.9%	11.4%	13.3%
UN	11.8%	2.9%	50.0%
GR	42.1%	5.3%	44.0%
ALL	7.7%	10.3%	18.9%
Empl only	4.9	11.5%	13.9%

Generally, it is easier to obtain copies of AL than of PP with DP occupying a middle position in this respect. For students the rank order is DP, AL and PP, with DP the easiest and PP the most difficult to find.

## Results of the Communications Committee Survey

Starting at left and continuing on the opposite page are data displays and annotations from the survey section of the Communications Committee's report. Minor changes have been made in the order of items reported, for fitting purposes. Additional sections of the report—including a content analysis and a report on interviews with individuals—are available for inspection at the Office of the Secretary, 121 College Hall/CO.

### Importance of areas of Information

Respondents rank the areas of information as follows: (Ranks express the proportion of respondents judging the area of information important vs. unimportant).

ALL	A1	A2	A3	UN	GR	
1	4	3	5	1.5	1	Developments in Departments & Schools
2	1	4	1	14	13	Employee benefits
3	5	9	3	1.5	5	Calendar
4	2	8	4	8	6	Controversial views
5	3	1	8	3	12	Faculty/Administration issues
6	9	5	11	6	2	Scholarly developments
7	10	2	12	7	3.5	Faculty/Student issues
8	7	7	10	10	11	Appointments, Promotions, etc.
9	12	11	9	9	8	University vis-à-vis other universities
10	11	10	13	4.5	7	Student/Administration issues
11	6	12	7	11	9	Human interest stories
12	8	14	2	12	10	Employment opportunities
13	14	13	6	4.5	3.5	Entertainment on or near campus
14	13	6	14	13	14	Records

By majority (exceeding 50% of the respondents considered unimportant areas)

A1	None
A2	Employment opportunities Entertainment on or near campus Human interest stories
A3	Records Student/Administration issues
UN	Employee benefits Records
GR	Records Employee benefits Faculty/Administration issues Appointments, promotions, etc. Employment opportunities

Ranked less important than by all other categories of respondents

A1	Entertainment on or near campus University vis-à-vis other universities
A2	Employment opportunities Human interest stories Calendar
A3	Student/Administration issues Faculty/Student issues Scholarly developments Developments in Departments and Schools
UN	Employment benefits
GR	Faculty/Administrative issues Appointments, promotions, etc.

Ranked more important than by all other categories of respondents

A1	Controversial views Human interest stories
A2	Faculty/Administration issues Faculty/Student issues Records
A3	Employment opportunities
UN	Calendar Student/Administration issues
GR	Developments in Departments and Schools Scholarly Developments Entertainment on or near campus University vis-à-vis other universities

### Importance of Unique Features

% of respondents judging features unique to a paper as important

	AL	PP
A1	73.9%	50.8%
A2	84.2%	28.6%
A3	84.5%	79.0%
UN	86.4%	50.0%
GR	90.0%	30.0%
ALL	82.2%	55.1%

All respondents agree by a majority of 82.2% on the importance of areas of information covered by AL. Although A3s find features in PP and not in AL important by a 79% majority, they judge features unique to AL slightly more important than features unique to PP.

## Best Sources of Information

AL	DP	PP	
89.4%	4.9%	5.7%	Records
77.0%	11.0%	12.0%	Faculty/Administration issues
73.7%	12.4%	13.9%	Appointments, promotions, etc.
68.7%	19.8%	11.5%	Scholarly developments
61.5%	5.3%	33.2%	Employee benefits
57.5%	25.8%	16.8%	Devel's in Departments and Schools
48.1%	31.8%	19.9%	Calendar
42.2%	42.7%	15.0%	University vis-à-vis other universities
9.4%	77.7%	12.8%	Entertainment on or near campus
19.5%	73.4%	7.1%	Controversial views
7.2%	66.2%	26.6%	Human Interest Stories
26%	64%	8%	Student/Administration issues
31.8%	61.4%	6.7%	Faculty/Student issues
36.8%	8.4%	54.8%	Employment opportunities

Boxes indicate majority judgments as to which source of information is judged best. With 1/2 indicating a tie, the response shows that there are:  
 7½ areas for which AL is considered the best source,  
 5½ areas for which DP is considered the best source, and there is  
 1 area for which PP is considered the best source.  
 14 areas were investigated.

Summarizing findings on the *importance* and the *best source* of information on campus:

AL is perceived to be the best source of information for more than half of the areas investigated. These were also those judged most important by the University community as a whole (except for records which are favored by A2s more so than by the other categories of respondents).

DP is perceived to be the best source of information for more than one third of the areas investigated and leads the other publications largely in student-related issues but also in controversial views, human interest stories and entertainment on or near campus.

PP is perceived to be the best source of information for one of the areas investigated. This is employment opportunities, ranked second in importance by A3s, eighth by A1s and twelfth over all. At the same time, PP has achieved the position of a second best source in the areas of employee benefits and human interest stories.

## Comparative Journalistic Qualities

In case of discrepancies, which one publication would respondents rely on for accuracy?

	AL	DP	PP
A1	80.0%	5.7%	14.3%
A2	93.8%	5.0%	1.2%
A3	74.8%	5.4%	19.8%
UN	70.0%	25.8%	3.2%
GR	61.5%	30.8%	7.7%
ALL	80.1%	8.5%	11.4%

In case of discrepancies, AL is judged to be the most reliable of the three publications. This perception is shared by the majority of all employees and students. Students rely on DP as their second choice. A1s and A3s rely on PP as their second choice. For the latter employment categories AL is preferred to PP for its accuracy at a ratio of 6:1 and 4:1 respectively.

## AL PP

better than average	worse than average	better than average	worse than average	better than average	worse than average
61.7%	36.5%	1.8%	27.7%	65.1%	7.2%
49.2%	45.5%	5.3%	27.0%	52.6%	20.4%
41.9%	53.1%	5.0%	33.6%	58.1%	8.3%
42.3%	53.8%	4.0%	30.8%	57.7%	11.5%

In writing and design, AL is predominately put into the above-average category. PP is predominately judged average and received the largest proportion of worse-than-average judgments about its design. In responsiveness to readership input and coverage, both publications are judged predominately average, with AL judged more often than PP to be better-than-average and PP judged slightly more often than AL to be worse-than-average.

## Improvement of Communication within the University

A previous survey of A1s and A3s had suggested relatively ineffective communication within the University, and as a result, we included a similar question in the present survey.

	Perceived lack of communication		improvement as the difference
	pre PP	post PP	
A1	66.2%	45.2%	21.0%
A2	31.1%	26.6%	4.5%
A3	65.3%	38.6%	26.7%
UN	35.3%	18.8%	16.5%
GR	28.6%	37.5%	8.9%
ALL	52.9%	35.6%	17.3%

A2s by majority deny a lack of communication within the University. A1s and A3s, on the other hand, feel that communication was lacking and that the situation during PP's tenure has improved. (The same pattern, only somewhat more pronounced, holds for perceived changes in communication between management and employees of the university).

Note: This finding is subject to two investigator biases and must be used cautiously. The first is the Hawthorne effect which results in perceived improvements in working conditions as a result not of changes in these conditions but of management's expressed interest in the employees. The second is the tendency towards cognitive consistency. If one believes publications are a means of communication, the existence of a new paper makes it difficult to deny that communications has improved from where it was before. Had we avoided reference to PP, the answer may have been less biased. As it is, no causality can be imputed from these answers.

## Addition of the PP to the Campus

	makes more information available	is redundant	meets new needs	does not meet new needs	is worthwhile	wastes University resources
A1	50.0%	50.0%	56.1%	43.9%	43.3%	56.7%
A2	34.7%	65.3%	31.3%	68.7%	25.4%	74.6%
A3	75.5%	24.5%	71.4%	28.6%	64.8%	35.2%
UN	40.0%	60.0%	47.6%	52.2%	41.7%	58.3%
GR	50.0%	50.0%	20.0%	80.0%	27.3%	72.7%
ALL	54.0%	46.0%	52.9%	47.1%	45.1%	54.6%

Appreciable differences in the perceived value of information provided by PP occur largely between A2s and A3s. By a 2:1 majority A2s consider the information in PP redundant, meeting no new needs, and by a 3:1 majority wasteful of University resources. In contrast, by a 3:1 majority A3s consider PP to provide more information, by a 2.5:1 majority to meet new needs, and by a 2:1 majority to be a worthwhile use of University resources.

## If the University Publishes Only One Weekly Paper

	Keep AL	Keep PP
A1	62.2%	37.8%
A2	95.2%	4.8%
A3	54.0%	46.1%
UN	70.9%	29.0%
GR	80.0%	20.0%
ALL	69.3%	30.7%
AL in present form	AL expanded	PP expanded
A1	10.8%	51.4%
A2	32.5%	62.7%
A3	7.0%	47.0%
UN	3.2%	67.7%
GR	30.0%	20.0%
ALL	15.0%	54.3%
PP in present form		

**Conclusion:** If the University were to publish only one weekly paper:  
 The majority of 69.3% prefer to keep AL rather than PP and this position is supported by 62.2% of A1 70.9% of UN 95.2% of A2 80.0% of GR 54.0% of A3 of those preferring AL to be kept 78.4% are in favour of expanding AL 21.6% are in favour of keeping AL as is.  
 A minority of 30.7% prefer to keep PP rather than AL and this position is supported by 37.8% of A1 29.1% of UN 4.8% of A2 20.0% of GR 46.0% of A3 of those preferring PP to be kept 84.4% are in favour of expanding PP 15.6% are in favour of keeping PP as is.

## A Secretarial Search: Outreach to Experienced Applicants

On Saturday, May 12 from 9 a.m. to 5 p.m., the Office of Human Resources will sponsor a *Secretarial Search*. The Search is designed as an outreach to the greater Philadelphia and southern New Jersey areas for experienced secretaries and word processors.

For several years, the University has been experiencing its share of a nationwide decrease in the numbers of qualified secretaries who possess general secretarial skills, medical, technical or statistical typing, an expertise in word processing or microcomputers.

The search will provide an opportunity for potential candidates to complete an application, take a typing test and be interviewed, all in the same day.

Additionally, participants will have the chance to discuss current and future openings, obtain benefits information and explore the campus.

Applicants will be pre-screened by telephone on *Monday, May 7, and Tuesday, May 8, from 9 a.m. to 4 p.m.* If you know individuals skilled in the secretarial areas who may be interested in joining the Penn community, please urge them to call.

Anyone interested in participating should look for the University's advertisement in the Sunday, May 6 edition of *The Philadelphia Inquirer* and the May 1, and 4 editions of *The Philadelphia Tribune* and call Susan Drinker at Ext. 1399 on May 7 or 8 to preregister. —*Employment Office, Human Resources*

## DEATHS

**Elizabeth Goolsby**, a retired custodian, died April 1 at the age of 72. Mrs. Goolsby came to Penn in 1967 as a custodian in Physical Plant and retired in 1977. She is survived by her daughter, Addie Ryder, who has been a custodian in Physical Plant since 1969.

**Lilly Larson**, a clerk in the Wharton Duplicating Center, died April 1 at the age of 81. Mrs. Larson came to the University in 1957 and worked part-time as a clerk until her death. She is survived by her daughter, Inga Larson, an administrative assistant in Wharton's Executive Education Division.

**Harriet Rennard**, a retired secretary, died March 30 at the age of 75. Ms. Rennard came to Penn in 1927 as a stenographer in the Bursar's Office. She became a clerk in 1928, moved to the Comptroller's Office later that year, becoming an assistant bookkeeper. In 1932 she became a secretary and held that position until she retired in 1971. She is survived by her niece, Genevieve R. Timm.

## Need a Ride to the Northeast?

The University's vanpool #7, Northeast Philadelphia, is looking for riders who live in the vicinity of Red Lion Road and Roosevelt Blvd., Welsh Road, Bustleton Avenue, Grant Avenue, Academy Road, Torresdale Train Station or State Road. Interested University or HUP employees may call me at Ext. 3242.

—*Doreen Gallo, Administrative Assistant, School of Medicine*

## Want to Say Goodbye to Carol Tracy?

The Vice Provost for University Life is giving a farewell reception for Women's Center Director Carol E. Tracy on Thursday, May 3, from 4 to 7 p.m. in Bodek Lounge at Houston Hall. "It's a kind of come-all-ye," said Dr. James Bishop, "because so many people in all walks of University life have felt Carol's presence and want to thank her and wish her well."

For logistical reasons an R.S.V.P. to Ext. 8611 is requested.

## Penn-Ibadan Exchange Lecture

The annual Penn-Ibadan Exchange Lecture will be delivered this year by Professor E. Oluwole Akande, Provost of the Medical School of the University of Ibadan, Nigeria. All members of the University community are invited to attend the talk entitled "The Current Status of Medical Education in Nigeria," to be held on Friday, May 11 at 3:30 p.m. in the Annenberg Center Studio Theater. This year's lecture is jointly sponsored by the Offices of the President, the Provost, the Dean of the School of Medicine, and International Programs, and will come as a climax to Provost Akande's week-long visit to Penn during which he will engage in substantive discussions with faculty colleagues in the health sciences and administrators involved in the Penn-Ibadan Exchange Program.

The annual lecture was conceived as an integral part of the original agreement between the University of Pennsylvania and the University of Ibadan, signed in 1981, to serve as a public symbol of the vitality of the linkage. Previous lecturers have been the late Vice-Chancellor S. O. Olayide and current Acting Vice-Chancellor L. Ayo-Banjo of Ibadan, as well as President Sheldon Hackney who will introduce Provost Akande at this year's lecture. Provost Thomas Ehrlich will make a reciprocal visit to Ibadan in June to lecture on "Legal Education and Legal Development: The American Experience."

## Summer On Campus Events: May 8

May 8, at noon, is the deadline for submitting information for the summer calendar about June, July, and August events to be held on campus. We will publish a calendar of events, *Summer On Campus*, in our last weekly issue of the semester, Tuesday, May 22.

## OF RECORD



### University Summer Hours

Beginning June 4, 1984, the University will once again alter its regular schedule of weekly hours worked during the months of June, July, and August. The *summer* schedule of hours worked at the University, as referred to in this statement, is 9 a.m. to 4:30 p.m. Monday through Friday with a one hour lunch period, resulting in a work week of 32.5 hours.

The following should serve as a set of guidelines in the implementation of summer hours for this year.

#### A. Effective Period

Summer hours resulting in the following time reductions will be observed Monday, June 4, through Friday, August 31, 1984:

½ hour per day totaling 2½ hours per week.

35.0 hour work week is reduced to 32.5 hours;

37.5 hour work week is reduced to 35.0 hours;

40.0 hour work week is reduced to 37.5 hours;

#### B. Guidelines for Implementation

In recognition of the varying operating requirements throughout the University, a particular unit or school may need to adopt a flexible schedule to meet its particular needs. However, that summer schedule of hours worked cannot exceed the reduced rate of weekly hours indicated above without additional compensation. Supervisors should advise employees as soon as possible what the summer schedule of hours worked will be in their unit or school.

Units are given flexibility in the scheduling of the reduced work week. Some examples follow:

#### Scheduled Work Week: (Using a 35-hour work week reduced to 32.5 hours)

Example A. Monday through Friday, 9 a.m. to 4:30 p.m.

Example B. Staggered hours to extend daily coverage:

Employee I. Monday through Friday, 8:30 a.m. to 4 p.m.

Employee II. Monday through Friday, 9 a.m. to 4:30 p.m.

Employee III. Monday through Thursday, 9 a.m. to 5 p.m.

Friday, 9 a.m. to 2:30 p.m.

#### C. Compensation Practices

1. All employees are to be paid their regular weekly or monthly salary.
2. Any unit deciding to maintain the regular work week schedule throughout the summer months should discuss this decision with Barbara Johnson, Manager, Staff Relations, prior to June 4, 1984.
  - a) If a weekly-paid employee works more than the summer schedule of hours, that employee is to receive extra compensation for those hours worked at straight time up to 40 hours worked in the week.
  - b) If the supervisor and the employee mutually agree, compensatory time may be taken equal to these additional hours worked.
3. If an employee works more than 40 hours, that employee is to be compensated for these hours at the overtime rate of time and one half.

#### D. Exclusions

Permanent part-time employees, University employees working at HUP whose units do not observe the summer hours schedule, and employees covered by collective bargaining agreements are excluded from this reduced summer hours procedure.

#### E. Questions

Any questions concerning the above should be directed to Barbara Johnson, manager, Staff Relations, at Ext. 6093.

—*Gary J. Posner  
Vice President for Human Resources*

*ALMANAC, May 1, 1984*