

Almanac

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Senate: Election of Dr. Adams

Dr. F. Gerard Adams, professor of economics and finance nominated by petition to run for chair-elect of the Faculty Senate, won the mail ballot with 443 votes over the 427 of Dr. Michael Katz, professor of history, who was nominated by committee.

As Dr. Roger Soloway takes office later this spring as chair, the Consultation Committee that meets regularly with the administration on faculty affairs will consist of Dr. Anthony Tomazinis as past-chair; Dr. Soloway as chair; and Dr. Adams as chair-elect.

The six offices contested in this year's election were evenly split, in the final voting, between candidates nominated by committee and those nominated by petition.

From the nominating committee slate, Dr. Ellen Pollak of English was chosen secretary-elect with 471 votes to 331 for Dr. David Silverman of Oriental Studies, nominated by petition.

For the at-large seats on the Senate Executive Committee, the four highest are declared elected under the Senate Rules. The votes tallied:

*Dr. Anna-Marie Chirico, Medicine, 603

*Dr. Robert P. Inman, finance, 523

†Dr. Marilyn Hess, Medicine, 486

†Dr. Paul Liebman, Medicine, 486

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*Dr. Jerry Jacobs, Sociology, 350

†Dr. Oliver Williams, Political Science, 344

*Dr. Howard Arnold, Social Work, 321

†Dr. John A. McCarthy, German, 284

Votes were counted Thursday morning in the Senate Office with Dr. Tomazinis serving as moderator; Drs. Helen C. Davies, Adrian Morrison, Henry Teune, Peter Gaeffke, and Roger Soloway as counters; Dr. June Axinn and Dr. Michael Cohen were observers, and Dr. Axinn was asked to assist as a counter.

At the time of counting, 35 unopened ballots were disqualified either because they arrived after Tuesday's 5 p.m. deadline (22 of them) or had not been properly transmitted, according to Carolyn P. Burdon of the Senate Office. Ballots not returned in both of the two envelopes provided, or lacking a verifying signature on one, are not counted in Senate elections.

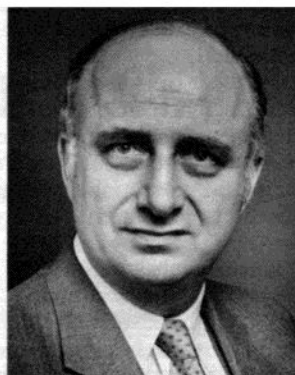
After the end of counting at noon Thursday, 10 more late ballots arrived, and another 8 came Friday, Ms. Burdon said. Disqualified ballots are not opened for examination, Dr. Tomazinis added.

* Nominating Committee Slate

† Petition Slate



Dr. Adams



Dr. Soloway



Dr. Tomazinis

Freshman Halls: Starting Two in Fall 1986

Starting with two houses in the Quad, the proposed Freshman Year Residential Program will be phased in over a period of years, according to a position paper released this week by President Sheldon Hackney, Provost Thomas Ehrlich and Vice Provost James Bishop.

The initial phase will include about 650 students, of whom 75% will be freshmen, in what will be called Spruce Street House and Upper Quadrangle House. Faculty will be sought to lead these two houses, and their experience will in turn help in planning Freshman House programs at Kings Court/English House and Harrison House. "For several reasons, it will take some years to implement [the] Program on the lines we envision," the co-authors say. "Most important is that the Program should be developed incrementally, to learn from experience."

The position paper (to be published in *Almanac* next week) outlines among the basics:

- grouping first-year undergraduates into predominantly-freshman living units of about 300 students, but with the possibility of smaller units as architectural features and program purposes indicate;

- continuing the College House option for freshmen, and keeping the predominantly-freshman Hill House an integral part of the College House System.

- providing for each Freshman House a Senior Resident Faculty member, assisted by another Residential Faculty member, a Senior Administrative Fellow, upper class students, and freshmen. In most cases the Senior Resident will be from the tenured ranks.

The houses are expected to work cooperatively, but with flexibility to enable "each

Freshman House to develop and shift as it chooses under the leadership of the faculty members involved, with high levels of participation by the students." Overall coordination will be through a Council of Senior Resident faculty, chaired by the Vice Provost for University Life. The Master of Hill House and Director of Residential Living are to be on the Council, and it will be staffed by the South Campus Director in Residential Living. The Council's role will be to discuss policy, evaluate and plan for special requirements, and coordinate development as needed.

The new position paper responds to proposals discussed at Council in February, when the President's Seminar on the Freshman Experience recommended Freshman Houses but without the College House option. Council voted with the dissenting members of the Seminar (*Almanac*, February 11) and with College House masters who urged continuation of a mix including freshmen.

"Although some differences of opinion naturally exist within the University about methods," the paper says, "we believe there is a strong consensus about the desirable goals."

INSIDE

- Senate Chair: April 16 Meeting, p. 2
- Academic Freedom Report, p. 2
- Faculty: Rights & Responsibilities, p. 3
- For Comment: Liberal Arts and Professional School Education, pp. 4-6
- PennCard Photo Schedule, p. 6
- Council Minutes, p. 6
- April Open Enrollment, p. 7
- CrimeStats, p. 8

SENATE

From the Chair

On the Senate Meeting of April 16

There seems to be a new problem that concerns the faculty deeply. Its manifestation took several forms in the recent past and the expectation is that it will take many more forms in the near future. In its essential outline, it involves sharp conflicts between faculty members who differ essentially in their philosophies. When one side decides to act, by word or deed, against what the other side says or does the conflict becomes a confrontation, at best, or an overt or perceived threat at worst. The distinguishing characteristic is strong and sincere feelings and beliefs on both sides. The question that the University faces is: How such situations can, or shall, be handled within this campus?

One side perceives dire consequences about their research and their field of scientific endeavor. They see the risk that coercion, exercised on many levels, will produce a devastating impact on their line of research (or on even their area of teaching) even though their research is done according to all the University regulations, the sponsoring agency guidelines, the laws of the country and the freedoms guaranteed to all through the Constitution.

The other side in each of these conflicts is equally sincere and concerned with what they consider their rights and ethical norms. They believe that it is time to change things, to introduce new directions, to impose new restrictions. Many scholarly and research fields are involved in these new types of controversies. No one seems to know how it can best be resolved or handled within the environment of a university campus. The few skirmishes that were experienced in the recent past produced more confusion than clarity, and compounded the confusion with additional personal and institutional complexities.

The Senate Committee on the Faculty was asked to spend some time this year deciphering the issues and thinking about potential directions of action. After months of deliberations, many meetings, and much testimony from many sources, the committee concluded with a draft proposal. I particularly invite the deans from the twelve schools to read carefully the recommended document and then to suggest to their faculty to attend in good proportion the meeting of April 16 to discuss and vote

on the proposals. We should remember that whatever pertinent policies and procedures we will have in effect next year will depend on what the Faculty Senate does on April 16. The administration has clearly concluded that this matter must be adjudicated by the faculty. They are prepared to go along with what the faculty recommends. After all it is a matter that directly affects the welfare of the faculty and it may involve actions of other faculty, too.

On April 16 there will also be brief, but very important, reports by the Senate Committee on Academic Freedom and Responsibility and the Faculty Grievance Commission. Both groups have been very busy this year with important items and their reports should be of real interest to the faculty.

The president and the provost will also report on the latest developments in Washington, D.C. that relate to Penn's welfare and on the developments on campus that relate to the status of the faculty in this University. The chair of the Committee on the Economic Status of the Faculty will also be there for a brief update of this committee.

The Spring meeting of the Faculty Senate is particularly suitable for questions and answers about all matters that concern the faculty. The meeting presents a unique opportunity for faculty members to ask pertinent questions of all officials present and to receive direct and as complete answers as possible.

A final point needs to be made. It refers to the opportunity that plenary meetings like the regular meeting of the Faculty Senate offer to discuss concerns about the Faculty Senate itself. In my mind, this opportunity by itself is worth attending the meeting, adding your support and thoughtfulness, and at the same time contributing to the effort to convey to the administration the notion that the faculty is quite serious when it comes to matters of University governance.



Annual Report

Senate Committee on Academic Freedom and Responsibility

March 24, 1986

The Senate Committee on Academic Freedom and Responsibility has devoted its time this year to two issues. We have been involved first in negotiations with the administration on the formulation of what we have come to call the Schmidgall Rule. As we discovered last year, our sense of equity was clear but there was no explicit provision protecting a faculty member whose appointment had ended though a tenure proceeding was continuing under the Provost's order. We have not yet agreed upon a draft of such a provision and so cannot recommend to the Faculty Senate an addition to the Handbook.

The second issue—upon which we have spent a great deal of time—is the relationship between “responsibility” and “freedom.” We anticipated that our statement to the Senate would take the form of a comment on the report of the Ad Hoc Senate Committee on Behavioral Standards. It is apparent, however, that the initiative in formulating proposals has shifted to mixed student, faculty and staff task forces: one appointed by the University Council and chaired by Professor June Axinn; the other appointed by the Provost and

chaired by Vice Provost James Bishop. These two groups have not yet brought forward any recommendations and we harbor a hope that when all their internal debates are concluded we will be left with very little to say. We are absolutely clear, however, that whatever the wisdom of displacing initiative from a faculty group to mixed groups, the Faculty Senate will have a veto over all matters which affect academic freedom.

Senate Committee on Academic Freedom and Responsibility

Regina Austin (law)

James C. Davis (history)

Fred R. Frankel (microbiology/medicine)

Frank Goodman (law)

Seymour J. Mandelbaum (city and regional planning), Chair

Judith Ann Smith (nursing)

Roger D. Soloway (medicine), ex officio

Michael W. Zuckerman (history)

Report of The Senate Committee on the Faculty

March 21, 1986

The Senate Committee on the Faculty has met twelve times so far this year. Its major effort has been devoted to developing a statement on the rights and responsibilities of faculty members with regard to their research and their criticism of the research of others (see below). Various incidents during the past year have made it apparent that there are no clear guidelines covering intra-faculty disputes in this area. The statement framed by the Committee after consultation with a wide range of concerned individuals and groups will be presented to the Faculty Senate for approval at the regular Spring meeting on Wednesday, April 16, 1986. The Senate will also be asked to recommend that it be adopted as University policy.

In other business, the Committee considered a proposal by the Graduate School of Fine Arts for a new Practice Professorship. It recommended against the adoption of the proposal as presented, but suggested a possible alternative for the consideration of the school. No new proposal has been received thus far. The Committee was also consulted about a proposed revision in the promotion procedures of the School of Arts and Sciences, which it found to be acceptable.

Finally, the Committee is continuing to monitor the development of policies regarding the problem of sexual harassment insofar as these may impinge on faculty rights and responsibilities.

Statement Concerning Faculty Rights and Responsibilities

I. The Senate Committee on the Faculty reaffirms two basic rights of every faculty member, which have been promulgated variously by the AAUP in its Policy Documents and Reports (1977 edition), by the University Guidelines on Open Expression (*Almanac*, May 2, 1978), by the *Handbook for Faculty and Administrators*, and most recently by President Hackney in a message to the Faculty Senate (*Almanac*, November 26, 1985):

1. Full freedom in research, subject only to the limitations indicated below.

2. Freedom to express his or her views on the research of others.

Both of these rights are essential for the maintenance of a spirit of free inquiry and the advancement of knowledge. They are accompanied, however, by equally vital responsibilities:

a. The research must be conducted in a responsible, competent, and safe manner and must not conflict with any national, local, or University laws or regulations.¹

b. Criticism of the research of others should be expressed in a reasoned and reasonable fashion, and should be clearly identified either as the competent evaluation of a scholar with expertise in the area or as a personal opinion of a member of the University community who is not speaking for the institution or the scientific community.

In general, these obligations are respected by a responsible faculty; however, over-zealous dedication to a particular goal may occasionally lead to disagreements over what constitutes "responsible" research or "responsible" criticism. It is therefore desirable to have somewhat more specific guidelines as well as mechanisms for adjudicating such disagreements.

II. A. In recent years, concentration has appeared to be centered on responsible research: in addition to the controls built into all funded research by the government, foundations, and the University, there is, for example, a committee on research involving human subjects, a newly-formed University wide committee on research involving animal subjects, a committee on research involving radioactive materials, etc. As new needs arise, additional committees can be created to control hazardous or inhumane research; it is important, however, to insure that such controls are not allowed to stifle controversial research. The Committee therefore supports the right of any faculty member to conduct research in any area, provided that it conforms to the above mentioned criteria of responsibility, competence, safety, and legality.

B. Less attention has been paid to guidelines for responsible criticism. Some types of criticism have long been accepted and defined: the right of a scholar to dispute or refute the work of another in his field in articles, reviews, or papers delivered orally at scholarly meetings, for example.

Moreover, attempts by faculty or other members of the University community to influence University policy with respect to "proper" areas of research through speeches or demonstrations are accepted by the Guidelines on Open Expression as entirely legitimate. While any faculty member has a right to engage in controversial research, he or she must also accept the right of others to object to such research, so long as those objecting do not violate the principle reiterated by President Hackney in his message to the Faculty Senate: "All members of the University must conduct themselves at all times in a mature and responsible manner, so that the rights and property of all persons are respected regardless of time or place."

The Committee believes that certain types of behavior are clearly forbidden by this accepted principle; in particular, objections to the work of a faculty member may not include: 1) threats, coercion or harassment; 2) physical interference with a faculty member's work; 3) uninvited intrusions by unauthorized persons into a faculty member's laboratory, office, or classroom.²

C. The Committee further believes that it is the responsibility of the dean of each school to make his or her faculty aware of these guidelines and to hold each faculty member accountable for any violation. (Department chairs should assume a similar role vis a vis the faculty in their departments.) Deans should make every effort to settle disputes among their faculty members concerning violations of the guidelines; the appropriate deans, together with the Provost should attempt to resolve disputes involving faculty from different schools. Unresolved disputes may be submitted to the Ombudsman for mediation.

If no satisfactory solution can be reached through mediation, the dean of the school involved (or the Provost, if more than one school or one or more deans are involved) will convene a faculty fact-finding committee to investigate the issues and report back to the dean (or Provost), who will then take whatever executive action is appropriate. Appeals may be made to the school's Committee on Academic Freedom and Responsibility (or the Senate Committee on Academic Freedom and Responsibility), or to the Faculty Grievance Commission.

Senate Committee on the Faculty

Madeleine Joulle (chemistry)
Abba M. Krieger (statistics)
Herbert S. Levine (economics)
Albert L. Lloyd (German), Chair
Margaret Mills (folklore and folklife)
Jack Nagel (political science)
Maureen Quilligan (English)
Irving Shapiro (biochemistry/dental)
Roger D. Soloway (medicine), ex officio
Anthony R. Tomazinis (city planning), ex officio

¹ See Research Investigator's Handbook.

² Compare Guidelines on Open Expression, III, D, 1a and 2a. Complaints concerning alleged intrusions may be brought to the Committee on Open Expression.

From the Faculty Council on Undergraduate Education

The following paper is directed to current and prospective Penn undergraduates and their parents. It addresses concerns raised by the frequent claim that Penn is a predominately "preprofessional" institution; it stresses the advantages of an undergraduate liberal arts education in preparation for careers and post-baccalaureate study in law, management, medicine, and other professional fields; and it expresses what we believe is a unique strength of undergraduate education at Penn: the creative integration of strong liberal arts and professional offerings throughout the undergraduate experience.

These issues are complex and important. The Faculty Council on Undergraduate Education is eager to receive comments and advice on the paper from throughout the University community: from faculty of liberal arts and professional schools, from students—undergraduate, graduate, and professional—and their parents, and from administrative staff.

Since the statement continues the process of defining the character of undergraduate education at Penn, we also welcome suggestions regarding steps that the University can take to implement more effectively the "One University" perspective in our undergraduate programs, to reduce the preprofessional anxieties of our students, and better to convey the broad range of opportunities and variations in successful undergraduate study.

Please forward comments, no later than May 1, to:
Faculty Council on Undergraduate Education
c/o Office of the Provost
102 College Hall/6381

Liberal Arts Preparation for Professional Study and Careers

"Profession: An occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specialized field."

—*The American Heritage Dictionary*

Doubts are sometimes expressed whether—as the above definition states—the liberal arts and sciences are really central to the undergraduate preparation of students seeking a professional career, particularly those considering application to schools of law, medicine, or management after graduation.*

Paradoxically, those doubts may be enhanced at Penn by the excellence of the University's professional schools and the academic opportunities they provide to Penn undergraduates. The University offers undergraduates not only a superb liberal arts education, but also an exposure to professional disciplines as part of the undergraduate experience in ways that are unique. The singular strength of Penn's professional schools gives the University a comparative advantage in relation to other great research universities and allows extraordinary linkages among its strong liberal arts and professional resources.

Yet many prospective students, parents, and even current undergraduates seem to misperceive both what professional schools are seeking and the kind of preparation required for successful professional careers. All know that professional schools and employers want outstanding applicants, but many seem to believe that they must major in a particular field or take a substantial number of specific prerequisites in a limited area of study—often to the exclusion of liberal arts courses.

In our view, such attitudes are profoundly mistaken and, in the long run, damaging to the development of students who will inevitably have to cope with an unpredictable and unstable professional environment. We believe that the above definition is exactly on target. For most of those interested in professional education after graduation, we urge "training in the liberal arts and sciences," as the dictionary says. This is, in fact, exactly what most professional schools also urge. Yet the liberal arts and sciences in isolation are no more complete or adequate than would be a strictly professional preparation. As Penn's founder, Benjamin Franklin, put it long ago:

* Throughout this paper, the term "liberal arts" is used to include the physical and biological sciences, the study of foreign languages, cultures and literatures, the psychological, economic, political, sociological, historical and anthropological appraisal of human behavior, the creation and interpretation of artistic, literary and philosophic understanding, and the ability to use both our own and the symbolic languages of mathematics and logic.

As to their studies, it would be well if they could be taught everything that is useful, and everything that is ornamental: but art is long, and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental. Regard being had to the several professions for which they are intended.

It is precisely this regard to the needs of professional life and to the realities involved in gaining acceptance to highly competitive professional schools that demands the kind of balanced undergraduate preparation available at Penn.

Admission to Professional Schools

These are the facts, first for law, medicine, and management, and then for other careers and professions:

Law: Currently, 175 law schools are accredited by the American Bar Association. All use the Law School Aptitude (LSAT) test and grade point averages as the prime criteria for admission. More than other professional schools, law schools rely on such quantitative data. A review of studies by the Law School Admissions Council reveals that there is a general distribution of majors from the humanities, social sciences, and natural sciences among those admitted to all types of law schools. It also suggests that a strong liberal arts education is the best preparation in the view of law school admissions officers and faculty. The Law School Aptitude Test focuses on reading, writing, reasoning, and analytic skills. Therefore, some courses in fields requiring those skills will be helpful.

The Association of American Law Schools, the Law School Admissions Council, and the Law School Admissions Services Committee recently drafted a statement on "Undergraduate Education in Preparation for Law School." That statement urges a "broadly-based liberal education." It stresses that "there is no single field or fields particularly well suited to those who plan to enter law school. Rather, experience suggests that those who major in fields they find most challenging are most likely to gain the richest educational experience and be best equipped to shift intellectual gears when they come to law school. In making this choice, be assured that there is no preferred 'pre-law' major."

Management: Most schools of management or business in the United States have no formal course requirements for admission. Students who have had no prior familiarity with computing or calculus may be required to take a non-credit course at the outset of their M.B.A. education. Some management schools also require a year of economics. But all stress that a strong undergraduate record in a variety of disciplines combined with several years of work experience is the best preparation. Many explicitly urge a liberal arts education as important to gain, in particular, the analytical competence, reasoning abilities, general knowledge and quantitative skills needed to succeed on the Graduate Management Aptitude Test (GMAT) and in a management career. Whether or not they are explicit in this regard, all accept a liberal arts education as sound undergraduate preparation.

Undergraduate and graduate business curricula overlap significantly, and for that reason some advisers—including Penn's own Wharton School—consider a strong undergraduate liberal arts education the preferable preparation for an M.B.A. program, and the B.A.-M.B.A. combination the strongest possible foundation for a successful and rewarding business career.

Further, several recent studies* of liberal arts graduates entering business careers suggest that these employees, once hired, are actually somewhat more likely to reach higher management levels than undergraduate business majors. For some liberal arts graduates, the lack of quantitative skills is an obstacle to admission to a graduate management program or a career-entry position. The inclusion of elective courses in such fields as economics, computing, mathematics, and statistics can provide the liberal arts graduate with the needed quantitative background.

Medicine (including Dental Medicine and Veterinary Medicine): All medical schools in the United States consider undergraduate grade point averages and virtually all also weigh results from the Medical College Admissions Test (MCAT). Even more than management and law schools, medical schools generally also use non-quantifiable information such as recommendations and interviews.

Contrary to commonly accepted beliefs of many undergraduates, both medical school admissions requirements and the content of the Medical College Admissions Test are designed only to ensure that students entering medical school have the basic knowledge of biology, chemistry, and physics required to begin their studies. To ensure this minimal level of preparation, most medical schools require one year of biology and physics and two years of chemistry. Fewer than half of the medical schools require a year of mathematics, and the others usually recommend basic concepts of college-level algebra, probability, and statistics. Most medical schools indicate they have no preference regarding majors, but recommend that potential applicants study well whatever interests them most. Studies of medical school acceptances consistently confirm that students who major in the humanities or social sciences are as likely to be accepted as those who major in biology or chemistry. In fact, the University of Pennsylvania's School of Medicine recently reduced the number of required pre-med courses with the express intention that this step would "encourage a broad liberal arts education." Most medical school advisers urge precisely the same approach.

In general, schools of dental medicine and schools of veterinary medicine follow a similar pattern. Admissions standards differ, of course, based on the number of positions available compared to the number of applicants, and the Dental Admissions Test or Graduate Record Examination (for some veterinary schools) is required instead of the MCAT. But the level of previous science study required as a prerequisite to admission or needed as preparation for admissions tests is no higher than that described for medical schools.

Other Professional Schools: Other professional schools on the post-baccalaureate level generally also urge a sound liberal arts education, without particular course prerequisites. Some professional schools, however, do require substantial undergraduate education in the field. Nursing is a prime illustration; normally, one enters graduate education in nursing with an undergraduate nursing degree. Engineering graduate study in most institutions also has a substantial set of course prerequisites, though an undergraduate major in engineering is not required.

By contrast, professional study in social work, fine arts, architecture, elementary or secondary education, and counseling or educational psychology primarily requires a thorough grounding in the liberal arts, supplemented by the inclusion of a limited number of profession-specific prerequisites: e.g., at Penn, studio work for fine arts and architecture, an educational psychology course and mastery of an appropriate liberal arts discipline for prospective high school teachers, and a background in the social and behavioral sciences as well as non-academic experience for social work. Requirements among different institutions vary sufficiently, however, to call for a careful review of professional school catalogues by undergraduates interested in these fields.

Graduate Study in the Liberal Arts: Graduate Ph.D. study in the liberal arts in preparation for careers as college teachers and research scholars—as opposed to study for the professional degrees mentioned above—often requires substantial undergraduate work in the same field. Each discipline is sufficiently different, however, that generalizations are impossible. In some fields the early graduate work repeats much of the undergraduate major at a higher level, so previous work in the field is essentially irrelevant. Other areas require significant specific preparation. Early consultation with faculty in the discipline is highly desirable.

Other Careers: There are many careers for which specific vocational study in an academic setting is of questionable value (and therefore not offered at Penn) or not yet developed as a professional norm. Examples include advertising, bio-medical technology, human resources, public relations, journalism, technical writing, editing, and publishing, as well as many careers in government, community work, and the non-profit sector. All these fields do require excellent communication skills, significant analytical capabilities, a good general knowledge of "how the world works," a considerable flexibility and breadth of interests, and an understanding of the circumstances and motivations that shape human behavior in different cultural and social settings. These, of course, are the traditional hallmarks of a liberal arts education.

The Role of the Liberal Arts

Against this background, the facts are clear that those who intend post-baccalaureate professional study in most disciplines should seek a strong liberal arts undergraduate education. There are exceptions, but law, management, and medicine are not among them. Even disciplines such as engineering and nursing, which require substantial undergraduate prerequisites, also stress the importance of a significant exposure to the liberal arts. Annual surveys of Penn alumni conducted by the Office of Career Planning and Placement clearly indicate the competitiveness of liberal arts graduates both in gaining admission to schools of law, management, and medicine and in the non-academic job market.

Two questions naturally follow. First, what are the intended outcomes of a liberal arts undergraduate education? Second, why is the perception so prevalent that undergraduate education on a narrow track is necessary to gain entry to a professional school, when the facts belie that perception?

On the first issue, undergraduate education in the arts and sciences at Penn means a significant exposure to courses in the humanities, the natural sciences, and the social sciences, and an in-depth involvement in one field as a major. Through this combination, the intended outcomes of a liberal arts education include: clarity and a measure of grace in expression; skills of analysis, synthesis, and organization; creative, critical, and independent thinking; an aptitude for experimentation and evaluation; an appreciation of the artistic and scientific legacy of our own culture and some knowledge of at least one other culture; and an ability to reason with logic, rigor, and even subtlety. Most important, a liberal education represents more than mere technique and the sharpening of marketable proficiencies. It is an education that seeks to develop intellectual adaptability, an informed sense of values, and an historical perspective. These are the tools and qualities that will enable learners to recognize the connections between society and nature and generate creative ideas for the improvement of human life. They provide a framework for making personal choices and determining an individual's place and responsibilities in society. In short, the liberal arts are not peripheral—they are the core of preparation for life's personal and professional challenges.

The Integration of Undergraduate Liberal Arts and Professional Studies

At the University of Pennsylvania, a series of concrete programs, options, and requirements encourage all students, whether in the School of Arts and Sciences, the School of Engineering and Applied Science, the School of Nursing, or the Wharton School, to undertake the creative integration of their career needs and concerns with the resources and general education offered in the liberal arts.

In this sense, undergraduates at Penn have a special advantage because all four undergraduate schools at the University strike a balance between breadth and depth, between a diversified education and a specialized one. Wharton, Engineering, and Nursing all require students to take a substantial number of courses from other schools, most notably Arts and Sciences. All of Penn's schools recognize that over-specialization during a student's undergraduate years may be reflected in an unfortunate drift toward passivity and conformity. They urge that, while specialization is sometimes essential in our highly complex society, an education that is narrowly instrumental and thinly-targeted for a specific job can be both unrealistic and dangerous. Similarly, the College of Arts and Sciences offers many opportunities to incorporate preprofessional prerequisites into a strong liberal arts curriculum: majors in communications, education, design of the environment, urban studies, fine arts, environmental studies, and theatre arts may lead relatively directly to related careers; every student can take a significant number of courses from the offerings of the undergraduate professional schools; a substantial elective requirement allows ample room to complete even the most formidable set of professional school prerequisites while majoring in an essentially unrelated discipline; internships and fieldwork placements provide opportunities for direct career-related experience; and dual-degree programs with the professional schools of engineering, management, and nursing permit the thorough joining of these preparations. In short, the choice is not *between* the liberal arts and professional preparation, rather opportunities exist for every student to *join* both dimensions in an undergraduate experience uniquely reflective of his or her own special ambitions, needs, and interests.

(continued on page 6)

* Such as Robert Beck, *The Liberal Arts Major in Bell System Management*, Association of American Colleges, 1981.

(continued from page 5)

Against the Spirit of An Age

The question still remains, then, why we sense that a short-sighted vision of the sure road to success skews the academic perspective of many students and adults. Often, this vision is imposed by parents and peers, with unfortunate effects. Some students submit, some rebel, but too many feel pressured to choose a narrow career treadmill that will order their academic lives. Among these students, substantial financial obligations are common and it is understandable that many seek the fastest and surest possible return on their investment in undergraduate education. Still others are influenced by ignorance about the world of work, anxieties related to "making it", a taste for the material signs of financial success, a false sense of limited alternatives, or their own expectations of the Penn environment. Whatever the cause, such short-sighted career planning ignores the current realities of American professional life: the fact that professional training does not guarantee security, the necessity of life-long career development, increased options for career change, and, in some cases, the value and acceptability of work experience prior to post-baccalaureate professional education.

It is not our intent to influence any one's choice of a career. We do urge, however—in the spirit of Penn's concept of "One University"—that the union of a strong liberal arts education with Franklin's due regard to the practical needs of later professional life is essential for all Penn undergraduates. This is true not just because those in the admissions offices of leading law schools, management schools, and medical schools say it

is—though that is exactly what they do say—but rather because this combination addresses more fundamental issues than merely providing a proper learning path to a particular profession. The abilities and attributes gained from a liberal education are basic to all structures of knowledge and all walks of life.

We recognize that the very flexibility and open-endedness of the arts and sciences curriculum—two of its strongest features—may be sources of concern for some liberal arts students as they compare themselves with the apparently more focused career-track student and as they listen to the views of parents and friends. A liberal education emphasizes toleration for ambiguity, but students should not view that virtue as a euphemism for indecisiveness or lack of career focus. Those who view the world of higher education through lenses distorted by that perception may stifle their own interests, values, and desires, and risk losing the intellectual breadth and adaptability needed to succeed in a rapidly changing environment. In the long run, nothing could be more harmful as a career strategy.

In sum, we urge prospective students and undergraduates at Penn to follow their own intellectual interests and curiosities, and not to be limited by false perceptions of what they think professional schools and careers may require. In our experience, those false perceptions can undercut the richness of a Penn undergraduate education and limit one's post-baccalaureate opportunities and growth.

—The Faculty Council on Undergraduate Education, April 1986

Attached was *Information and Advising Resources on Undergraduate Preparation for Professional Study and Careers*.

Faculty/Staff PENNcard Available

Throughout the next few months Human Resources/Records will set up temporary I.D. stations on campus between 9:30 a.m. and 4:30 p.m. to issue current faculty and staff new PENNcards.

The following is the schedule through May 16 of the dates these stations will be set up, the faculty and staff to be issued new cards on these dates, and the locations of their temporary stations. A second set of dates and locations will be communicated in *Almanac* in early May.

If Faculty or staff working in the buildings or nearby departments listed below miss their designated temporary I.D. station, they may come to the permanent Faculty/Staff I.D. Center, 116 Franklin Building, weekdays 9:30 a.m.-4:30 p.m.

Faculty/staff will need to bring their current Penn I.D. card to either the temporary station or the Franklin Building station. If a current I.D. card is not presented, they will be asked to show at least one piece of acceptable identification, preferably with a photo.

Issuance Schedule

Dates	Work Locations	Temporary I.D. Station
April 7-11	College, Houston, Logan and Williams Halls	220 College Hall (closed April 10, 2-5 p.m.)
April 14-16	Bennett Hall, and Departments of Anthropology, Chemistry, Geology, History & Sociology of Science, and Music	237 Old Chemistry Building
April 17-18	David Rittenhouse Labs	2N 11 DRL
April 21-23	McNeil Building and Departments of Political Science and Psychology	287 McNeil Building
April 24-25	Biology Department	210 Goddard Lab
April 28-May 2	The Wharton School (Zip+4 mail codes beginning with 63)	1070 SH/DH
May 5-9	School of Engineering and Applied Science	M-56 Towne Building
May 12-16	Nursing School and Blockley Hall	Training & Development Center, Ground Floor, Blockley Hall

COUNCIL

Synopsis of Minutes: March 19

A proposed revision of the Conflict of Interest Policy for Faculty Members was adopted (*Almanac*, 4/30/85) to provide more flexibility to faculty members who are conducting research sponsored by industry. A computer software policy (*Almanac*, 4/16/85) representing a combination of the principles of patent policy and copyright policy as to ownership and believed to be the first of its kind in higher education, was also adopted.

A report by the Undergraduate Assembly proposing a new student union was discussed. The proposal was based on a survey of undergraduate students and recommended construction on the present site of the Bookstore. The

Council adopted a resolution requesting the Steering Committee to charge the Facilities Committee with "the responsibility of researching the feasibility of the construction of a new student union."

A resolution (*Almanac*, 3/18/86) was adopted asking the Trustees to place an immediate freeze on the acquisition of new securities involving South Africa and to amend their January 17 action, primarily to reduce from 18 months to six months the waiting period during which South Africa is to be given an opportunity to make substantial progress toward dismantling apartheid.

—Robert G. Lorrndale,
Secretary of the Council

Almanac

3601 Locust Walk, Philadelphia, Pa. 19104-6224
(215) 898-5274 or 5275.

The University of Pennsylvania's journal of record and opinion is published Tuesdays during the academic year and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

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ALMANAC ADVISORY BOARD Chair, Alfred J. Rieber; Linda Brodkey, Lucienne Frappier-Mazur, Henry Hiz, Alfred Rieber, Roger D. Soloway, Anthony R. Tomazinis, Michael Zuckerman, for the Faculty Senate; ... William G. Owen for the Administration; ... Carol Carr for the Librarians Assembly; ... John Hayden for the Administrative Assembly; ... Joseph Kane for the A-3 Assembly.

Open Enrollment

April is Open Enrollment Month for Penn's health and dental plans. Open Enrollment is the time for you to consider how you are spending your health and dental care dollars. Among the choices Penn offers, you may find a plan that meets your needs. Coverage in the Penn Faculty Practice dental plan and in several of the health maintenance organizations (HMO's) is significantly less costly to subscribers. If you decide, you may change your enrollment any time through April 30, 1986.

Representative Day

This is a particularly important day for you. This year Representative Day will be held at the Faculty Club on Wednesday, April 16 from 11

a.m.-2 p.m. Representatives from the health and dental plans will be present to answer your questions and staff of the Benefits Office will also be available to help you complete and/or change enrollment forms and to answer questions about payroll deductions.

On Representative Day you can: have your blood pressure tested; receive a computerized health assessment; hear more about the Faculty/Staff Assistance Program; discover holistic health; become a Weight Watcher at Work™; learn about first aid; visit with Penn Plus; meet with child care consultants; consider quitting smoking, and explore campus recreation opportunities.

Health and Dental Plan Rates for 1986-87

Premium rates for Penn's Blue Cross, Blue Shield 100 plan will go up 3.5% for the plan year beginning July 1, 1986. Rates for the two dental plans will increase by 5%.

Because payroll contributions from faculty and staff are sheltered from federal taxes, the net impact of these increases on take-home pay will be somewhat less than the percentages shown.

Contributions for the health maintenance organizations vary with each HMO and in some have actually decreased as will be seen in the accompanying schedule of rates.

During the month of April, the Office of Human Resources/Benefits will hold a number of events designed to get you to "Think Benefits." An Open Enrollment brochure listing all of April's activities has been mailed to all faculty and staff. Remember, also, that Benefits staff members will be stationed in the lobby of the Franklin Building from April 24 through April 30, noon-3 p.m. to discuss your benefits with you and help you make any changes you wish. (Faculty and staff from the Medical School should visit Dot Lenahan in Room 316 Blockley Hall to discuss benefits.)

Stop by to see us in April. This is your once-a-year opportunity to change your health and dental benefits coverages for the 1986-87 fiscal year.

—James J. Keller

Manager, Human Resources/Benefits

Group Dental Programs

Monthly Premium Rates Effective July 1, 1986 through June 30, 1987

	Prudential Plan	Penn Faculty Practice Plan
Total Rate—Single:	\$13.91	\$13.91
University Contribution	13.91	13.91
Subscriber Contribution (Monthly Pay Deduction)	-0-	-0-
Subscriber Contribution (Weekly Pay Deduction)	-0-	-0-
Total Rate—Family:	49.66	45.36
University Contribution	28.56	28.56
Subscriber Contribution* (Monthly Pay Deduction)	21.10	16.80
Subscriber Contribution* (Weekly Pay Deduction)	4.87	3.87

Health Plan Rates 1986-87

These charts represent the health and dental plan rates for the 1986-87 plan year. These new rates will be reflected in weekly and monthly deductions in the JUNE payroll cycle and apply to health plan coverage effective July 1, 1986. Faculty and staff contributions will be sheltered under section 125 of the IRS code. That means that contributions are subtracted from gross salary before Federal Withholding and Social Security taxes are calculated.

Group Medical Insurance and Health Maintenance Programs

Premium Rates for Subscribers and Dependents
Effective July 1, 1986 Through June 30, 1987

	Blue Cross 100	Philadelphia Health Plan	Health America	HMO PA	HMO NJ	Delaware Valley HMO	Health Care Plan of NJ
Total Rate—Single	\$ 71.34	\$ 66.60	\$ 63.77	\$ 69.00	\$ 62.80	\$ 69.89	\$ 69.45
University Contribution (Full-time Faculty & Staff)	54.99	54.99	54.99	54.99	54.99	54.99	54.99
Subscriber Contribution* (Monthly Pay Deduction)	16.35	11.61	8.78	14.01	7.81	14.90	14.46
Subscriber Contribution* (Weekly Pay Deduction)	3.77	2.68	2.03	3.23	1.80	3.44	3.34
Total Rate—Family	207.34	182.48	185.75	188.80	158.60	195.68	185.42
University Contribution (Full-time Faculty & Staff)	150.73	150.73	150.73	150.73	150.73	150.73	150.73
Subscriber Contribution* (Monthly Pay Deduction)	56.61	31.75	34.84	38.07	7.87	44.95	34.69
Subscriber Contribution* (Weekly Pay Deduction)	13.06	7.33	8.04	8.79	1.82	10.37	8.01

* These rates are tax sheltered and the net effect on take-home pay is significantly less.

CONFERENCES

12 Dramatic Dickens, a two-day symposium and workshop devoted to the latest research and new methods of interpreting and teaching Dickens' novels; Annenberg Center. Registration fee: \$7, \$10 for both days. Information: Jerry Custer, Ext. 4953. Through April 13.

FILMS

International House

Films shown at International House. Tickets: \$3, \$2.50 students, members, senior citizens.

10 1985 Whitney Biennial Film Exhibition; featuring films by Hutton, Fisher, and Davis, 7:30 p.m.

16 History Through Film for Teachers, 3:30-5:30 p.m.

Middle East Center

16 Arslan Bey (Turkey); 4 p.m., 8th floor lounge, Williams Hall

FITNESS/LEARNING

Computing Resource Center

16 IBM Computer Demonstration; 10 a.m.-4 p.m., 1st floor Conference Room, Van Pelt Library. Information: Ext. 1786.

Social Science Data Center

All workshops held on Wednesdays, 3 p.m., Room 169, McNeil. Information: Janusz Szyrmer, Ext. 3202.

9 Getting a Correct Picture: Graphics at DRL; Michael Kearney, DRL Computing Facility.

16 Thematic Mapping and its Use in Spatial Data Analysis; Greg Slayden, Social Science Data Center and Jonathan Siegel, SEPENN Project.

SPECIAL EVENTS

10 Changing Women in a Changing World; International Women's Day Celebration, featuring a Nairobi panel discussion and slide presentation, speakers, films and discussions; 10 a.m.-6 p.m., Bowl Room, Houston Hall. Information: Ext. 8611 (Penn Women's Center).

TALKS

8 Images of Arabs in Israeli Fiction; Gershon Shaked, professor of Hebrew Literature, Hebrew University; 4:30 p.m., 4th floor lounge, Williams Hall (Middle East Center, Department of Oriental Studies).

9 The Art of Islamic Architecture; Renata Holod, department of art history; 4 p.m., Classroom 2, University Museum (Middle East Center).
Pharmacology of Anti-Metabolites; Carmen Allegra, National Institutes of Health, National Cancer Institute; 4 p.m., Conference Room, 7 Silvestein, HUP (Hematology-Oncology Section).

Treatment of Chronic Liver Disease: HBV, Alcohol-Induced and Non-alcoholic Steatonecrosis; Philadelphia GI Training Group, Philadelphia County Medical Society; 3-6 p.m., 2nd floor, Hope Auditorium, CHOP (Gastrointestinal Research Conference, School of Medicine).

10 Problems of Urbanization in Morocco; Mohamed Laghouat, Mohamed V. University, Morocco; noon, 8th floor lounge, Williams Hall (Middle East Center Brown Bag Seminar).

Neurochemical Basis of Stress-induced Depression; Jay Weiss, department of psychiatry, Duke University Medical Center; 4 p.m., Pharmacology Seminar Rooms, Med Labs Building (Department of Pharmacology).

War Dead and the Development of Nationalism; Bernard Cohn; 3 p.m., Room 221, College Hall (Ethnohistory Program).

Anesthetic Considerations for Neurovascular Surgery; Leslie Newberg Milde, department of anesthesiology, The Mayo Clinic; 3 p.m., Dripps Library of Anesthesia, Dulles (Department of Anesthesia, Dripps Library, Anesthesia).

11 Tolerance in Clinical and Experimental Marrow Transplantation; Shimon Slavin, director, Bone Marrow Transplantation Unit, Hadassah University Hospital, Jerusalem, Israel; 2 p.m., Auditorium, Wistar Institute (Wistar Institute).

Relevance of Arabic Grammar to the Study of Islam; Michael Carter, Duke University; 2 p.m., 8th floor lounge, Williams Hall (Middle East Center Colloquium).

15 The Israeli Writer Confronting His Society; A.B. Yehoshua, Israeli writer; 4 p.m., Room B17, Logan Hall (Middle East Center, Oriental Studies Department, Hillel).

Membrane Receptors and Mechanism of Action of Tumor Necrosis Factor and Interferon-gamma in Human Tumor Cells; Klaus Pfizenmaier, Max Planck Institute, West Germany; 4 p.m., Auditorium, Wistar Institute (Wistar Institute).

Middle Iranian Philology and Linguistics; Oktar Skjaervo, *Encyclopedia Persica*, Columbia University; 4:30 p.m., 8th floor lounge, Williams Hall (Iranian Studies Seminar).

Gn Rh Agonist Versus Antagonists: Physiological Basis for Clinical Applications; Gary D. Hodgen, scientific director, Eastern Virginia Medical School, The Howard and Georgeanna Jones Institute for Reproductive Medicine, Division of Pregnancy Research; 4 p.m., Hirst Auditorium (Department of Obstetrics and Gynecology).

16 Origin of HTLV-III; Max Essex, department of Cancer Biology, Harvard University; 3 p.m., Auditorium, Wistar Institute (Wistar Institute).

What Causes Nucleation of Cholesterol Crystals in Human Bile; Steven M. Strasberg, division of general surgery, Mount Sinai Hospital, University of Toronto; 2:30-3:30 p.m., Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Research Conference, School of Medicine).

Getting Down to Fundamentals: Chemistry Through the Eyes of William Whewell; John Hedley Brooke, University of Lancaster; 2:30 p.m., Room 514, Chemistry Building (Center for History of Chemistry, Department of Chemistry).

Deadlines

The deadline for the weekly calendar update entries in Monday, a week before the Tuesday of publication. The deadline for the May pullout is Monday, April 14. Send to *Almanac*, 3601 Locust Walk/6224 (second floor of the Christian Association).

Department of Public Safety Crime Report Week Ending Sunday, April 6, 1986

The following report includes a weekly count of all reported crimes on campus, a listing of all reported crimes against the person(s), as well as the campus area where the highest amount of crime has occurred that week with a listing of those crimes.

Total Crime

*Crimes Against the Person—1, Burglary—0, Theft—21, Theft of Auto—0, Criminal Mischief—4, Trespass—1

*4-2-86 3:49 PM Levy Building Male apprehended exposing himself to others

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
Locust Walk to Walnut St., 34th St. to 36th St.			
4-1-86	5:05 PM	Van Pelt Library	Pen taken from knapsack
4-1-86	9:53 PM	Van Pelt Library	Unattended wallet taken
4-2-86	4:34 PM	Van Pelt Library	Wallet taken from unattended knapsack
Spruce St. to Hamilton Walk, 36th St. to 38th St.			
4-4-86	10:29 AM	Bodine Dorm	Briefcase taken from unsecured room
4-4-86	10:43 AM	Stouffer Triangle	Micro wave oven taken
4-4-86	4:46 PM	Thomas Penn Dorm	Wallet taken from unsecured room
Spruce St. to Locust Walk, 34th St. to 36th St.			
3-31-86	4:11 PM	Furness Bldg.	Computer equipment taken
4-4-86	10:44 AM	College Hall	Unattended wallet taken. Recovered without currency
Spruce St. to Locust Walk, 36th St. to 37th St.			
4-2-86	3:35 PM	Steinberg-Dietrich	Unattended wallet taken
4-4-86	2:31 PM	Steinberg-Dietrich	Wallet taken from unlocked room
Locust Walk to Walnut St., 39th St. to 40th St.			
4-4-86	11:05 PM	Low Rise North	Wallet taken from lobby area
4-5-86	2:00 AM	Low Rise North	Wallet taken while attending a party

Safety Tip: The first line of defense against crime is you.