

# Almanac

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Pullout: October at Penn

## SAS: Proposal to Close Five Departments, Retain Faculty/Staff

On page 5 of this issue, Dean Rosemary Stevens details in a letter to the School of Arts and Sciences Faculty her recommendations that by June 30, 1994, SAS:

- merge Astronomy and Astrophysics into the physics department;
- close Slavic Languages and Literature, placing it in receivership for five years [with an acting chair and an executive committee from outside the department] as a "holding action";
- close Regional Science, dispersing its faculty and programs to other parts of the University, phasing out the graduate program as current students complete their degrees, and eliminating the undergraduate, primarily submatriculant, program;
- close American Civilization as a department, retaining the interdisciplinary graduate group and continuing to offer the Ph.D. while exploring an interdepartmental major for undergraduates;
- close Religious Studies as a department and reconceive religious studies as an interdepartmental teaching program.

In all cases the recommendation is to transferring faculty to other departments. In a University news release last Thursday Dean Stevens said, "The 22 faculty members affected, including two non-tenured, will continue to teach within the School. Duties of some of the administrative staff in the departments may change, but none will lose their jobs." Calling the choices "difficult, but necessary," she added, "The five departments include some wonderful faculty. But organizational structure and individual quality are quite distinct concepts. You do not need to set up a department in order to create a world-class teaching program in a field."

Dean Stevens met with the five departmental chairs Wednesday, and with the faculty members of the five departments Thursday and Friday.

The proposals, which go before the SAS

Faculty Meeting for discussion on October 12, were reviewed last Wednesday by the eight-member SAS Planning and Priorities Committee, which has spent the past two years developing the School's new master plan. The work of this faculty advisory committee has included evaluation, with the help of divisional committees, all 28 SAS departments' five-year plans.

The resulting master plan, *The School of Arts and Sciences Strategic Plan: Priorities for the Twenty-First Century, 1993-2000*, is to be released after formal acceptance by the Provost and President.

"The recommendations for these five departments are the only recommendations for closure or merger of departments following from the strategic planning process," Dean Stevens says in her letter on page 5.

In her letter Dean Stevens discusses general financial constraints but says that the recom-

mendations, "while formulated during a period of financial exigency, are not primarily a response or a solution to that financial exigency, although these recommendations will produce some savings in the longer term.

In her department-by-department analysis, the dean cites such factors as size, scope and need for additional investment in each. "Many of our interdisciplinary departments—American Civilization, Regional Science, Religious Studies among them—have impressive histories of accomplishment. That we are now recommending that the School move on to different organizational modes for study in those fields, as well as in Astronomy and Slavics, should not in any way diminish the significant accomplishments of the faculty in those departments."

**Ed. Note:** Readers are urged to examine the full text on page 5; the proposals could not be summarized adequately in this space. —K.C.G.

## Town Meeting: Tackling Penn's Problems in Video

President Claire Fagin and Provost Marvin Lazerson will host the first Penn Town Meeting next week, videotaping Monday afternoon before a live audience of students and members of the Commission on Strengthening the Community. "We anticipate an honest discussion of the community's problems, but we also expect you to raise your ideas about how we might solve these issues," Dr. Fagin told students she invited to participate, "Discussing our problems brings us together as a community; proposing solutions helps us move together toward common goals."

The town meeting is one forum among many others planned to open dialogue and solicit perspectives from the campus community, she added. It is also a pilot for other town meetings, with other audiences, if response shows that the community wants such a forum.

In the audience will be thirty or more undergraduate, graduate and professional students who have been self-selected from campus organizations with the largest memberships. Also present will be four members of the Commission on Strengthening the Community, including the undergraduate and graduate student members. The program will be aired via ResNet in the five wired residence halls and will be made available on cassette to heads of all schools and centers, who will be encouraged to make the program accessible to interested faculty and staff, said Leah Binder, coordinator of the project. Ms. Binder can be reached at Ext. 8-8893. The town meeting will also be available live on the Academic Video Network, which goes to 25 classroom and research buildings on campus. A full list of public showings will be posted to PennInfo this week. Members of the University who plan to tune into the AVN are advised to test their reception in advance and if problems are found, call DCCS at 898-3121.

## Affirmative Action: Interim Director Sharon Harris

Sharon Moorer Harris (*left*), who has been assistant director of Penn's Office of Affirmative Action since 1987, will serve as Interim Director during the national search for a successor to Joann Mitchell, who leaves October 1 for her new post as associate provost and affirmative action director at Princeton.

Ms. Harris took her first Penn administrative position as a counselor in the Office of Supportive Services on graduating magna cum laude from Penn's College for Women in 1975. The following year she became head counselor of the University's Commonwealth Achievement Program: Act 101, enrolling also in the Graduate School of Education's psychological services specialization. In 1983 Ms. Harris became associate director of the undergraduate support program called PENNCAP. From 1981 until joining the Affirmative Action Office in 1987, she held concurrently the position of recruitment coordinator for A Better Chance, Inc., which channels academically talented minority students for placement in private college preparatory schools throughout the country.

As assistant director of the Affirmative Action Office, Ms. Harris's roles have included consulting and technical assistance to the Penn community on equal opportunity and affirmative action policies and procedures; monitoring personnel actions; and investigating allegations of unlawful discrimination.



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# SENATE

## From the Chair

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### It's Your University ... Let Your Voice Be Heard

We are all aware that this is a year of transition for Penn. The search for president is well underway and the committee hopes that a new president will be named early in 1994. At the same time the provost search committee plans to have a list of names to present to the new president once he or she is chosen. Each of these committees has written to you soliciting the names of candidates. A few of you have responded; most have not. There are important issues involved in the searches. These include internal versus external choice, experience, and commitment to remain in the job for a number of years. What qualities are most important to you? Can you suggest good candidates that meet your criteria? This is your opportunity to make your voice heard on these issues. The names of the faculty members on these search committees are listed at right.

Two ad hoc Faculty Senate committees will be working concurrently with the searches to craft a vision of the future of the University for presentation to the new president. The Campaign for Penn has increased Penn's endowment to over a billion dollars. The endowment exists to support the academic mission of the University and that mission must be articulated by the faculty. The Academic Strengths Committee, chaired by Harvey Rubin of the School of Medicine, is examining disciplines both intra and inter school with the goal of identifying areas of strengths that with additional investment can become the best in the world. The Academic Goals Committee, chaired by John Bassani of the School of Engineering and Applied Science, is examining the goals that have already been stated in various documents and identifying those that have been achieved and those that require additional effort. These two committees are about to begin their work. The membership is also listed at right. Please share with them your concerns and aspirations about the future of the University.

It's your University! Speak to the members of these committees, send a letter, send e-mail, but most importantly let your voice be heard!

**Ed Note:** An additional message from the Senate leadership appears in Speaking Out, page 4.



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### From the Senate Office

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*The following agenda is published in accordance with the Senate Rules.*

#### **Agenda of Senate Executive Committee Meeting** **Wednesday, October 6, 1993,** **3-5:30 p.m.**

1. Chair's Report
  2. Report on activities of the Academic Planning and Budget Committee
  3. Discussion of Final Report of the Task Force on Procedures Governing Sanctions Taken with members of the task force
  4. Discussion with Trustee Board Chair Alvin Shoemaker and members of the Consultative Committee for a President
  5. Other new business
  6. Adjournment by 5:30 p.m.
- Questions can be directed to Carolyn Burdon, Executive Assistant to the Faculty Senate Chair at 898-6943 or burdon@A1.Quaker.

#### **Consultative Committee for a President (Faculty Members\*)**

Houston Baker (English)  
Stephen B. Burbank (law)  
G. Drew Faust (history)  
Peter J. Hand (animal biology/veterinary)  
David K. Hildebrand (statistics)  
Barbara J. Lowery (nursing)  
Donald H. Silberberg (neurology/medicine)

#### **Consultative Committee for a Provost (Faculty Members\*\*)**

Linda H. Aiken (nursing)  
John L. Bassani (mechanical engineering)  
Edward H. Bowman (management)  
Phoebe S. Leboy (biochemistry/dental)  
Rebecca Maynard (education)  
Peter J. Nowell (pathology/medicine)  
Gerald J. Porter (mathematics)  
Andrew Postlewaite (economics), *chair*  
Louise P. Shoemaker (social work)  
Gail Slap (medicine/pediatrics)  
Peter Vaughan (social work)  
Susan M. Wachter (finance)

#### **Academic Strengths Committee**

Ellen Baer (nursing)  
Robert F. Boruch (education)  
O. Peter Buneman (computer & information science)  
Peter Conn (English)  
Louis A. Girifalco (materials science & engineering)  
William F. Harris II (political science)  
Gary Hatfield (philosophy)  
Robin M. Hochstrasser (chemistry)  
Barbara Kahn (marketing)  
Alan E. Mann (anthropology)  
Jane Menken (sociology)  
Harvey Rubin (medicine), *chair*  
Donald Schwarz (pediatrics)  
Paul Steinhardt (physics)

#### **Academic Goals Committee**

Ralph D. Amado (physics)  
Elijah Anderson (sociology)  
John L. Bassani (mechanical engineering), *chair*  
Robert F. Giegengack (geology)  
Larry Gross (communication)  
David K. Hildebrand (statistics)  
Jerry Jacobs (sociology)  
Elizabeth Johns (history of art)  
Daniel Malamud (biochemistry/dental)  
Charles J. McMahon, Jr. (materials science & engineering)  
Peter C. Nowell (pathology/medicine)  
Paul Rozin (psychology)  
Saul Winegrad (physiology/medicine)

#### **\* Ed. Note:**

The Consultative Committee for the Selection of a President is composed of students, faculty and trustees whose selection was announced in *Almanac* May 4, 1993, with a call for nominations by faculty, staff, and students. Chairman Alvin V. Shoemaker's progress report in *Almanac* September 21 reiterates the call for input.

In addition to the seven faculty members listed in the Senate column above, the Committee has eight trustees and four students, whose names are listed at right.

#### *Trustees*

Mrs. Susan W. Catherwood  
Dr. Gloria Twine Chisum  
Mr. Stephen J. Heyman  
Mrs. Norma P. Killebrew (alumni trustee)  
Mr. Paul F. Miller, Jr.  
Mr. Russell E. Palmer  
Mr. Alvin V. Shoemaker (*Chair*)  
Dr. P. Roy Vagelos

#### *Students*

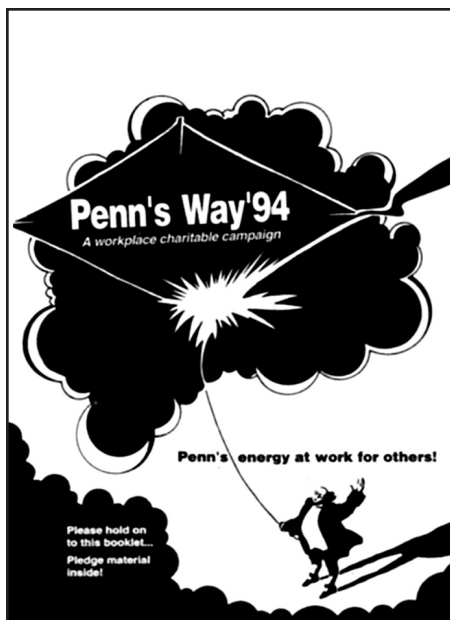
Ms. Jun S. Bang, Col. '94  
Ms. Susan L. Garfinkel, GA&S  
Ms. Sharon A. Molinoff, Col. '94  
Mr. Douglas H. Thamm, Vet '95

#### **\*\* Ed. Note:**

The Committee for a Provost (*Almanac* March 30, 1993, has four students in addition to the 12 faculty members listed in the Senate column above. A call for nominations from all members of the University was published by the chair in *Almanac* September 21.

#### *Student Representatives:*

Anne Cubilie, Graduate Arts & Sciences, GAPSA;  
Jonathan Goldstein, College '93, UA;  
Beth Hirschfelder, College '95, UA;  
Allen J. Orsi, pursuing Ph.D. in Nursing, chair of GAPSA



## Penn's Way: 'When Times Are Rough...'

Next week, Penn's Way, the University's annual charitable giving program, will begin this year's campaign. Through Penn's Way last year, we and our colleagues pledged \$367,000 which went to support the activities of a wide variety of charitable organizations in the region. Our generosity did an enormous amount of good for our neighbors in need.

Our goal this year is to be just as generous in helping those who are less fortunate. Unfortunately, this has not been an easy year for many people here at Penn, and the modest salary increases most employees received will no doubt discourage some from contributing. Though the external need is as great or greater than last year, our sense of generosity may be somewhat strained.

My goal, as Penn's Way Chair, is to work to encourage all to participate in Penn's Way, however modestly. We need everyone's support, and we hope to see more members of the Penn community participate in Penn's Way than ever before. Even when times are rough, people feel better for doing good.

Some will participate enthusiastically, others may need a gentle reminder before they join in. I need your help in three ways. First, I hope you will endorse the campaign and communicate your support to all those who work with you. I also ask that you personally participate in the campaign. Finally, please recognize and encourage the Penn's Way coordinator and volunteers in your area as they work to help us all do our best for others. Please let them know that they have your support in their important work.

Because the times are difficult, our community needs our help more than ever. We most definitely can make a difference, so please join with me in doing all you can to promote Penn's Way 1993-94. You have my thanks, and more importantly the gratitude of many you have never met whose lives will be better for our care.

— Gregory C. Farrington, Dean, School of Engineering and Applied Sciences, and Chair, Penn's Way '94

## Speaking Out

### Complainant: On the DP Case

Due to an inappropriate action by the then acting JIO I became the complainant in the recent DP removal case. I was the only complainant. My complaint charged the students involved with violating the Open Expression Guidelines.

In August I met with the special JIO and discussed the matter. I pointed out to the special JIO, that in my opinion and the opinion of the Committee on Open Expression, the action of these students violated the Guidelines on Open Expression as given in the *University Policies and Procedures (1992-94)*. This is a booklet produced by the Office of the Vice Provost for University Life. A copy of it is given to each student at this University. In addition, I pointed out to the special JIO that these students had violated the Guidelines when they removed the newspapers from the museum, hospital and library. This act clearly violates the Guidelines as specified in Section III, B, 2, b, since the students claim that what they were doing was protesting. The Guidelines clearly prohibit such actions in these locations.

At no time in my written complaint to the acting JIO or in my conversation with the special JIO, did I mention the University Policy on Confiscation of Publications.

The special JIO explained to me that he was trying to settle this matter quickly and that he did not want it to go to a hearing. I asked that, as the complainant, I be informed of the terms of any settlement before it became effective, so that I might comment on it. The acting JIO asked me what I thought the terms of a settlement might be. I answered that there were several important requirements to any settlement in this case. The students involved must agree that they were guilty of having violated the Open Expression Guidelines, that there be some minimal punishment, and that the University community be informed of the

punishment so that future students realize that these sort of events will not be tolerated.

I was not afforded the opportunity to comment on the settlement until after it was published. I find the report of the JIO amazing. It finds that the students are guilty of violating the University's Confiscation of Publications Policy (which they were never charged with) and does not speak to the matter of whether these students were guilty of violating the Guidelines on Open Expression (which they were charged with).

It seems that the University has decided that students may violate the Open Expression Guidelines if they think their cause is just. It seems to me that the University should completely scrap the Guidelines (since this is not the first time that the University has decided not to act when there were obvious violations of the Guidelines), and disband the Committee on Open Expression. As a first step towards this end, I have resigned from the Committee.

—Howard Brody,  
Professor of Physics

### Response from Provost Lazerson

In May, the Committee on Open Expression found that the confiscation of the D.P. done with intent to impede the circulation of ideas by members of the University community is a violation of the Guidelines on Open Expression. Those Guidelines specify that cases involving undergraduate students be referred to the Judicial Inquiry Officer who investigates the event and decides what disciplinary proceedings, if any to pursue. That is what Professor Arnold did. As I have stated previously, the action of the students violated long-held principles of freedom of the press and freedom of speech on the University of Pennsylvania campus, principles to which the President and I are firmly committed.

— Marvin Lazerson, Interim Provost

### Open Letters and Responses

*Below and on the following page are three letters addressing the Trustees' statement of September 17, followed by messages of the Chairman of the Board and the Interim President—Ed.*

#### Dr. Ricketts to Mr. Shoemaker:

I write to express my deep concern at parts of the September 17 "Statement of the Executive Committee of the Trustees" (*Almanac* September 21).

While I have come to appreciate the perceptions and frustrations that motivated some African-American students to remove an issue of *The Daily Pennsylvanian* from circulation last April 15, I deplore their action as a violation of the freedom of expression that is central to the University's mission, and I endorse the Open Letter by Professor Summers and his colleagues in the May 11 *Almanac*. I thus thought it fitting that students who had been identified as participants in the action should face charges for violation of the Open Expression Policy and Confiscation of Publications Policy in accordance with the Judicial Charter.

Special Judicial Inquiry Officer Howard Arnold has now resolved those charges. In my opinion, the conclusions and recommendations he reached are entirely reasonable, given the circumstances of this incident and the handling of the somewhat similar 1987 incident. I was especially heartened by the precedent set by Professor Arnold's forthright conclusion that the confiscation of the DP was "...inconsistent with the interest of the University community to encourage the broadest possible dissemination of ideas."

The Executive Committee Statement questions Professor Arnold's resolution of the charges and clearly suggests that members

Speaking Out continues next page

## Speaking Out continued

of the University community have not been treated equally as regards free speech. As I read the Judicial Charter, it is a mistake to say "... the charges against the students who confiscated the DP were dropped," a mistake that may arise from a false assimilation of the Judicial Charter to the criminal justice system. In fact, the disposal of the charges against the students is fully compatible with the Judicial Charter, which grants the JIO significant discretion. In this instance, unlike the "water buffalo" incident, the system worked: a reasonable outcome was expeditiously reached. Unless the Executive Committee maintains either that the procedures of the Judicial Charter were violated or that Professor Arnold incompetently discharged the office of Special JIO, it is highly improper for it publicly to disparage the resolution of the case. Moreover, a charge of unequal treatment in a judicial system cannot be sustained by count-erfactual speculation, but only by the examination of the full circumstances and particularities of actual cases. Here, as I have said, I found Professor Arnold's Report reasonable. The Executive Committee Statement does not speak to Professor Arnold's findings: its insinuation of unequal treatment is unsupported and tawdry.

I fully support President Fagin and Provost Lazerson's recent initiatives to strengthen a community in which uninhibited dialogue and debate on all topics occurs in an atmosphere of civility and respect for the dignity of every human being. The Executive Committee Statement is a further obstacle to progress toward this goal.

— Thomas Ricketts  
Associate Professor of Philosophy

### From Dr. Conn

The Executive Committee of the Trustees has passed a resolution criticizing the administration for its handling of the D.P. case. I interpret this as a vote of no confidence in the new president, and I write to protest this Trustee action in the strongest possible terms.

To begin with, the resolution represents an unwarranted and imprudent interference with the authority and responsibility of the faculty and administration. To be sure, the Trustees, like everyone else on campus, are inarguably entitled to whatever opinions they choose to entertain about the conduct of our students, faculty, and administration. That right, however, ought not to lead to public displays of bad temper, and to statements that undermine our collective efforts to find reconciliation in a season of turmoil.

The Trustee pronouncement on the case seems to me sadly disruptive, since it bespeaks contempt for our internal processes. Professor Howard Arnold, the Special Judicial Inquiry Officer in this case, is a senior member of the University faculty. He is deeply experienced and widely respected as an analyst and mediator of the sorts of

conflicts that were at issue in the case. In accepting his report, the president and provost, facing a decision that bristled with complexity, reached a conclusion that they considered to be in the University's best interest.

It is certainly permissible for any of us to disagree with Professor Arnold's evaluation or with his recommendations. However, the Trustees ought to measure the form of their disagreement on such matters with great care. In my view, their public resolution can only further erode the atmosphere of civility and mutual trust to which the new president and provost have committed themselves.

Furthermore, by ignoring the context in which last spring's events took place, the Trustees have offered an unbalanced and ultimately mischievous view of our situation. A few weeks ago, I wrote to all the incoming new students who would be living in Community House, the First-Year House in which I serve as Senior Faculty Resident. Among other things, I said in my letter: "Too many members of our community, in particular among our minority students and women, feel unwelcome, sometimes even threatened and besieged. We need to change that." The Trustees' resolution, alas, makes a poor beginning to such change.

I believe that the resolution is uncollegial, that it contributes to our divisions, and that it does nothing to forward our communal aspirations. Whatever the merits of the debate over the students' behavior, the Trustees should be cautious about adopting ungenerous, even punitive propositions. As the Trustees must be aware, their resolution effectively rebukes the new president, who made a hard decision in a difficult case and deserves support, not humiliation, as she tries to move forward.

— Peter Conn, Professor of English

### Senate Chairs to Mr. Shoemaker

We write concerning the resolution passed by the Board of Trustees last Friday criticizing the University's decision to accept the recommendation of the Special Judicial Inquiry Officer that the students—who he concluded had violated the University's policy on confiscation of publications—not be punished. We welcome statements by the board in support of freedom of speech and freedom of the press and we recognize the intense pressure brought upon the trustees to speak on this issue because of the wide publicity it has received. Nevertheless, we believe that it is inappropriate for the Board of Trustees to involve itself in issues that deal with particular cases involving students, faculty or staff.

We recognize that there are many faculty as well as trustees who are "not comfortable" with the resolution of this case and it is not our intention here to discuss the substance of that decision. We do believe, however, that the final decision on this case belongs with the president and that public statements by

the Board of Trustees criticizing her decision are harmful both to the internal and external image of the University. President Fagin inherited this problem from her predecessor and has moved rapidly and decisively to resolve this issue. She deserves all of our support in bringing a difficult incident to a close.

— Gerald J. Porter Chair, Faculty Senate  
— Barbara Lowery, Chair-elect, Faculty Senate  
— David Hildebrand, Past Chair, Faculty Senate

### Response of President Fagin

As is their right, some faculty and other members of the University community are expressing concern over the Trustees recent exercise of their right to freedom of expression. I just want to say that I don't feel in the least bit intimidated, insulted, or rebuked by the Trustees' action which followed my and Provost Lazerson's decision in the D.P. confiscation case. The Trustees did endorse strongly our view of the importance of freedom of speech and freedom of the press on our campus, and they agreed with us that "it is time for Penn to put the events of the spring behind us."

— Claire Fagin, Interim President

### Response of Mr. Shoemaker

I have read carefully the concerns expressed. Obviously those who wrote care deeply about Penn. The Trustees also care deeply, and because we do not wish to interfere in particular situations, we refrained from commenting on the events until this case was resolved.

The Trustees selected Claire Fagin to serve as Penn's interim President. We have enormous regard for her and a vested stake in her success. She has our full support and I am gratified but not at all surprised that she has yours as well. I know she can count on all of us as she leads Penn this year.

— Alvin V. Shoemaker, Chairman  
University of Pennsylvania  
Board of Trustees

### On the Speech Code

There is not much question that the speech code [see *Almanac* September 14: For Comment, proposal to suspend Racial Harassment Policy, Part II], as currently implemented, has led us to ridiculous outcomes. It is, however, one piece of a broader problem of divisiveness, incivility, and intolerance, which has not been addressed successfully. There are many things wrong with our system for dealing with this problem; and we should take a coordinated rather than a piecemeal approach to fixing it. To fix one piece without taking the rest into account will devalue and undermine the other values that we seek to protect.

— Jean A. Crockett  
Professor Emeritus of Finance

*Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.*

# Dean's Letter to the SAS Faculty: Recommendations on the Five Departments

*Dear Colleagues:*

Over the course of the 1992-93 academic year, I met weekly with the SAS Planning and Priorities Committee to chart the course for the School for the remainder of the 20th Century. One major product of those meetings was the recently-issued *Strategic Plan: Priorities for the Twenty-First Century: 1993-2000*. As part of the planning process, the PPC, divisional subcommittees, and members of my staff evaluated carefully the five-year plans submitted by each of the School's 28 departments. Those evaluations gave all of us a better sense not only of the present circumstance and intellectual strengths of each of the departments in the School, but also of the quality of leadership and foresight that those departments are able to muster as they face the future.

During the same year in which the PPC was evaluating individual department five-year plans, the School of Arts and Sciences was engaged in one of the most difficult budget negotiations in its history. Those negotiations—and the difficult financial decisions flowing from those negotiations—reinforced our sense of the importance of making conscious choices in our investment of School resources, concentrating our limited resources on those programs that have achieved excellence or at least show the promise of excellence in the future.

I am now writing to inform you of some specific recommendations that I am making as an outgrowth of our planning process. The recommendations that follow, while formulated during a period of financial exigency, are not primarily a response or a solution to that financial exigency, although these recommendations will produce some savings in the longer term; rather at issue is the most effective and efficient organization of our intellectual resources for the 1990s. The vitality of learning depends on change and renewal. The challenge is to build optimal intellectual programs across Arts and Sciences for the 1990s and beyond, within a faculty of approximately 480 members. Many of our inter-disciplinary departments—American Civilization, Regional Science, Religious Studies among them—have impressive histories of accomplishment. That we are now recommending that the School move on to different organizational modes for study in those fields, as well as in Astronomy and Slavic, should not in any way diminish the significant accomplishments of the faculty in those departments.

## Recommendations

**American Civilization:** I am recommending the elimination of the American Civilization Department as of June 30, 1994, with transfer of its three standing (and tenured) faculty members to other departments in the School.

This action will have no effect on the status of the School's inter-disciplinary Ph.D. program in American Civilization. That program, which is administered by a graduate group composed of a wide array of talented faculty from across the entire School, will not be affected by the elimination of the Department.

The American Civilization Department also currently runs an undergraduate program. It has relatively few majors (19 graduates in May 1993), and its faculty, though attempting valiantly to stretch itself across a wide range of fields, is not numerous enough to provide the combination of coverage and intellectual focus that one would expect of a first-rate American studies program.

There is every reason to believe that a revised, inter-departmental undergraduate major could offer many of the same attractions as the revised graduate program—namely, that such an inter-departmental major could bring together more effectively than the current departmental structure, the wealth of intellectual talent in SAS in the field of American Studies. A faculty committee will be constituted to make appropriate recommendations. All students currently in the major will be enabled to complete their major.

**Astronomy:** I recommend that the Department of Astronomy be merged into the Department of Physics effective July 1, 1994. This will complete a process that was begun by Dean Michael Aiken in consultation with the Planning Task Force in 1988 but never fully implemented. Our goal is to preserve a research presence in astronomy within the Physics Department while building an astrophysics initiative, to strengthen the undergraduate course offerings in astronomy, to maintain an undergraduate astronomy major track within Physics, and to re-establish graduate studies in astronomy within the physics graduate program.

Quite simply, we do not have the resources to rebuild the Astronomy Department as a separate department and at the same time to develop Astrophysics within the Physics Department. However, we do have the chance to preserve a presence in astronomy and to build in astrophysics if both efforts are coordinated within a single department. Both departments have been notified on numerous occasions that the issue of merger must be addressed. Work on plans for implementation is in progress.

**Regional Science:** We recommend that the Department of Regional Science be closed effective June 30, 1994 and that the faculty be transferred to other departments.

The concept of a Regional Science Department as a special focus for applied economics originated at Penn under the leadership of Walter Isard in the early 60s. This format has not been widely copied. Similar programs may be housed in City Planning departments, or in Geography departments. The latter have nearly disappeared in the United States.

The Regional Science department has a graduate program, which will be phased out as current students complete their degree. Faculty from across several schools will be encouraged to find new ways to design programs in urban and regional planning and applied social sciences for the University of Pennsylvania. The undergraduate program, which is primarily a submatriculation program would be eliminated, although current students will be able to complete their major program.

**Religious Studies:** As in the case in American Studies, the array of talent across the School in the field of religious studies—including Asian and Middle Eastern Studies, History, Classics, Anthropology—is impressive. The recent merger of the Annenberg Research Institute into Penn—now the School's Center for Judaic Studies: Classical and Modern—further symbolizes our commitment to religious studies as a field. But, as in the case of American Civilization, fields are not always best or necessarily served through the structure of a specialized department. The programs of the Religious Studies Department at both the graduate and undergraduate levels are inadequate reflections of the strength of interest in religious studies across the School; for example, the Department has had few undergraduate majors in recent years (2 graduates in May 1993), and the department's graduate program has consistently fallen short of attracting the financial resources that it needs to flourish.

In the present economic climate we cannot make the significant investment that it would take to bring this department into a competitive position vis-a-vis other first-rate Departments of Religion

or Religious Studies across the world. Nor can we justify shifting resources from other departments.

I am recommending that the Department be closed as of June 30, 1994 with transfer of the six standing faculty (five tenured) to other departments, and to reconceive religious studies as an inter-departmental teaching program which will attract the best and the brightest students in the future. The shape and scope of this program at both the undergraduate and graduate levels will depend on the degree of faculty interest and involvement.

**Slavic Languages and Literature:** The field of Slavic languages and literature is an important one. Indeed, it is likely to be even more important to the School's programs in the future, as issues relating to Russia, Eastern, and Central Europe are given more attention in the curricula in a number of departments within the School. Unfortunately, the Department, as presently composed, is not well-positioned to play either a leading or a strongly supporting role in those programs. In particular, the department presently is unable to marshal the faculty leadership requisite to effective administration.

We have given careful consideration to the diversion of resources to the Department from other departments in the School, to allow for the appointment of new senior and tenured faculty. In the end, however, we have concluded that such an investment would be insufficient to substantially change the Department's profile in the immediate future. I recommend that, effective immediately the Department of Slavic Languages and Literature be placed in receivership, for a period of five years, with governance of the department to be overseen by an acting chair and executive committee drawn from outside the department.

We recognize that this recommendation for Slavics is a "holding action" until such time as we are able to create a world-class program.

The recommendations for these five departments are the only recommendations for closure or merger of departments following from the strategic planning process. With the relevant associate deans I will meet with members of the above departments, collectively and individually.

I want to emphasize that no faculty or staff positions are being eliminated in this restructuring, although some staff may be reassigned to other duties. University procedures on the establishment or discontinuation of a department call for a discussion of the recommendation at a meeting of the standing faculty of the school. These recommendations will be discussed at the school faculty meeting on October 12, 1993. Once the recommendations are approved by the Trustees, the Dean and Associate Deans will work with individual faculty and staff in order to make the necessary transitions as easy as possible for these valued members of our community.

The goals are simple: academic excellence for all departments in SAS, and superb teaching programs that draw on strengths throughout the School. In this time of financial constraint, we have to use our resources wisely. We have to be inventive—to seize opportunities to reorganize our intellectual efforts in order to achieve economies as we go about our business. Most important, we must make choices about the initiatives in which we should invest but also eschew investments where we do not have a good prospect of achieving distinction and have the necessary determination to cease making investments in areas no longer at the forefront of our endeavors.

—Sincerely,  
Rosemary A. Stevens, Dean

*The 1992-1993 Lindback Lecture was delivered on April 27, 1993, as the third in an annual series sponsored by the University's Lindback Society. Dr. Charles Dwyer, associate professor of education, introduced this year's lecturer, who is professor of philosophy at Rhode Island College.*

## A Philosopher Looks at (Higher) Education and Assessment

by Willard F. Enteman

You deserve an explanation of the title for this talk, so I shall start there and use that as a means for introducing other topics I would like to take up with you today.

Those of you who saw a printed announcement of the talk will have noticed that I put the word "higher" in parentheses. Perhaps a brief anecdote will explain my intention. In one of my earlier incarnations, I was asked to address an audience of distinguished educators whose interests ranged over the entire firmament of education. When it came time for questions and answers, I was asked a particularly challenging question which related primarily to elementary and secondary education. Since I disliked the pontificating about elementary and secondary education which seems to be an occupational proclivity of college and university presidents, I decided that I would not engage in it. Thus, in fashioning my answer, I indicated that I could speak only about higher education because I did not know enough about what I impertinently referred to as "lower" education. At the conclusion of the meeting, one of the questioners made his way to the dais, called me over and said, "Mr. Enteman, I enjoyed your talk, but I want you to know that there is *nothing* lower than higher education." An important point. Even though my major focus today will be on undergraduate education, I hope my comments will have broader application.

As to the use of "assessment" in the title, Professor Dwyer indicated some people asked whether my focus would be on institutional assessment. I hope it will become clear as the talk proceeds that my interest is dominantly in assessing teaching and learning. My primary interest is on student learning and asking the rather simplistic question of how we know when students are learning and how we know what enhances or detracts from their learning. Toward the end of the talk, I shall say a few words about putting total institutional assessment in the context of the task I address here.

As to the more controversial part of the title, which is that of referring to myself as a philosopher, I would point out what you have perhaps already surmised from Professor Dwyer's generous introduction. Even if I am a philosopher now, and there are those who doubt it, I have not always been a philosopher. A little like the prodigal son, I wandered away from philosophy and serious academic pursuits for a considerable period of time.

The tension between an interest in practical affairs and philosophical issues has been with me all my adult life. When I was looking for an appointment as a philosophy instructor, one of my favorite professors suggested that since I did not have an obligation to disclose *everything* in my curriculum vita, I should omit the fact that I had an MBA. His reasoning was that if I included it, prospective appointees would take it as evidence of a lack of seriousness about philosophy. Later when I agreed to serve as Provost of Union College, some of my philosophic colleagues suspected I did lack seriousness in philosophy, and when I became a President, they believed their worst suspicions were confirmed.

For my part, when I entered into administration, it was not because I had long-term ambitions to be an administrator, but because I thought I might make some contributions to an enterprise in which I believe deeply. I never changed my fundamental definition of myself as a philosopher and a teacher. I continued teaching throughout my administrative career—to the obvious disappointment of some of my administrative colleagues who decided thereby that I must not be serious about being an administrator!

Fortunately, when the time to return came, I was ready, and I joyfully returned to the classroom and the library. However, I did not leave all those experiences behind. Twenty years of involvement in educational administration have left their mark. When I returned initially, I decided to go cold turkey and not even discuss administrative matters. My wife bet me that I could not keep still. I am pleased to say that this is one of the few times in our married life when I knew *me* better than she did.

Professor Dwyer will confirm, I think, that when he called me originally, I was ambivalent about accepting his invitation to speak with you.

I almost told him I had sworn off talking about education, and could not in good conscience accept. However, something nagged at me.

I am still interested in education and in the institutional settings in which education is conducted. I was also hesitant about dismissing the invitation because Professor Dwyer said that Dr. Karelis, who is Director of the Fund for the Improvement of Postsecondary Education (FIPSE), had recommended me. Dr. Karelis is a fellow philosopher gone bad. Each time I have even the briefest conversation with him, we quickly settle in to discussing fundamental issues about education, and I always learn a great deal. He is not restrained by conventional educational wisdom and is willing to think broadly about important issues in education. My guess was that Professor Dwyer had already asked Dr. Karelis to be your speaker, but that he had to decline. If so, being second to him is an honor. I reasoned that if you wanted him, you would have gotten philosophy with all the trimmings, and if you cannot have the cake with the icing, perhaps I can at least give you some of the cake.

At the outset, I should warn you that there is an identifiable spirit in which this talk has been prepared. You may have heard of the aphorism attributed to James Garfield, who was to become President of the United States, which runs roughly as follows: *The ideal College is Mark Hopkins on one end of a log and a student on the other*. Hopkins was the President of Williams College at the time, but in the aphorism, he is a surrogate for a faculty member. Soon after the statement was made about him, he returned from administration to spend the remainder of his life as a Professor of Philosophy. It is in the spirit of that Hopkins reference that I shall look at education and assessment. Professor Rudolph concludes his biography of Hopkins by suggesting that Hopkins wrote his own epitaph when he said, "I have always been of the opinion . . . that my forte was teaching. The place I should have preferred would have been a teacher with no responsibility beyond the classroom."<sup>1</sup> It is in that spirit that this philosopher *returns* now to look at higher education and assessment.

While the ultimate motivation for this talk will be to discuss assessment and while assessment is a popular topic today for all education, I believe that much that has been accepted in the recent assessment movement is not grounded in a coherent conceptual understanding of students or education.

With that much as an explanation of the title and some personal intellectual background, let me tell you about the philosophic journey I intend to take you on today. As you might have gathered from my checkered background, it will not be pure philosophy—whatever that means. Like Plato, Marx and Dewey, I want to find linkages between philosophy and the world of practice, in this case, education. As much as I enjoy discussing what might be called "pure" philosophy, I am also interested in the relations between philosophy and the world of practice. In fact my book due out next fall,<sup>2</sup> to which Professor Dwyer kindly referred in his introduction, is about linkages between philosophy and what goes on in this great business school, which has kindly provided the place for this talk. I am quite as much convinced that there are unexamined conceptual foundations in the practice of business as I am that there are unexamined conceptual foundations for assessment in education.

If philosophers are good at anything, and there are those within philosophy and outside who have their doubts, it is the examination of concepts. Thus, I intend to examine what I take to be some fundamental concepts which are employed in education. I shall argue that those concepts are grounded in metaphors which give rise to theories and eventually to unexamined educational dogma. Once having established the existence of

<sup>1</sup> Frederick Rudolph, *Mark Hopkins and the Log* (New Haven: Yale University Press, 1956), 238.

<sup>2</sup> Willard F. Enteman, *Managerialism: The Emergence of a New Ideology* (Madison: University of Wisconsin Press, forthcoming).

these concepts, I want to show how they are linked to institutional practice in terms of students, institutional actions and assessment.

My notion is that assessment does not arise in a theory-neutral context. Both policies and practices of assessment are related to our concepts of students and education. You will see why I was at such pains previously to align myself with the aphorism about Mark Hopkins.

For me, students should be the center of our attention. I believe they are our primary responsibility, and that all else should be recast around that fact.<sup>3</sup> In discussing the conceptual issues, I shall start by discussing what are offered as metaphors about students. Metaphors, which seem harmless enough, are used and accepted by us because they seem harmless. My argument will not be with metaphorical thinking in general. I do not think we can get away from metaphorical thinking, nor that we should want to do so. As I indicated previously, once we are clear on the metaphors, I shall try to show how their adoption as truths influences the lives of our universities and of assessment.

For the sake of convenience, I take a rough chronological look at three of our metaphors about students: those of past, present and future. When operative, these notions are not considered either metaphors or even mere theories. They are taken as assumptions beyond need for examination. Enter, then, the philosopher. If we are known for nothing else, we are surely known for asking questions which others believe have obvious answers.

Let us turn first to the past when the metaphorical assumption was that students are children. That assumption led naturally to another enshrined in law and known as *in loco parentis*. Let me suggest some developments which have flowed from what seemed like a natural instantiation of this metaphor.

First of all, we should acknowledge that as parents—this time I mean as real ones, not metaphorical ones—we have ambivalent, not to say conflicting attitudes about how we should act toward our children. On the one hand, we accept obligations to safeguard our children from the dangerous world beyond and on the other hand, we accept obligations to control anti-social behavior of our children so they will be able to function effectively when they enter the world beyond.

That ambivalence expressed itself institutionally and is behind the development of gender-specific institutions and gender-specific regulations within coeducational institutions. It was believed that male children needed constraining as well, perhaps, as a little indulgence while they sowed their wild oats. Female children needed safeguarding from both males and from what was imagined as the dangerous rigors of intellectual studies.

It is no surprise that the colleges for males came first, so let us look there. The male-student-as-child is a metaphor for an aggressive, self-centered child who is physically too strong to control and, consequently, must be cunningly contained by adults. The most obvious strategy was to channel that physical energy through sponsoring athletic programs. What happened, however, was that it was soon forgotten that this was based on a metaphorical assumption regarding students. Athletics became intercollegiate athletics and took on a life of its own. It became much more important for so-called adults than for students. As a consequence, currently, we have an increasingly embarrassing situation especially with regard to intercollegiate athletics. No one can see the way out because everyone has forgotten the way in.

Another theme I would like to suggest is that over time people—in this case, students—conform to the image held of them. There is a thesis in labor relations that in the end management gets the labor relations it deserves. Well, much the same insight seems to me to commend itself to our consideration of

<sup>3</sup> Perhaps in view of my distinguished audience, I should digress for a moment to say I know that great research universities, such as this one, have a substantial research mission which has equal billing with its teaching responsibilities. I do not join the current fashion of deprecating the contributions of the faculty of our research universities. However, I would make two points in this digression. In the first place, there are many fewer authentic research universities than there are counterfeits. People responsible for great research universities know that such a mission demands substantial resources, and they make appropriate provisions. Unhappily, people responsible for the counterfeits usually rob the undergraduate Peter in order to pay the research Paul while doing neither well. This is one reason I have been interested in assessment. In the second place, I wish to evade those issues today by concentrating on undergraduate education. In my view, most of the problems with graduate education could be solved easily: we should shut down weak programs. Take the two disciplines I know best—philosophy and business. Perhaps the only thing they have in common is the exorbitant number of mediocre graduate programs in both areas. The central issue for me in this talk is whether we can develop reasonably objective information about undergraduate learning. However, as I indicated, that takes, among other things, getting clear on our concepts about students, and that recognition allows me to return us to the main topic at hand.

students. If we treat them like children, no matter what the reality is, eventually, they will act like children. To the consternation of most administrators, the male students responded in kind by developing their own living arrangements and thereby created that monument to immaturity we call fraternities.

In the case of women's education, too, both physical education and living arrangements were developed in the context of different approaches for the student-children. Higher education merely perpetuated the prejudices of the society.

Consider athletics for women. Rudolph reminds us that Benjamin Rush had declared that the American woman possessed a responsibility which belonged to no other women in the world: "her sons were free to partake actively in the affairs of government."<sup>4</sup> Higher education then supplied a rationale for concerns about the physiological impact of too much education for women. Dr. Edward Clarke's popular book for educating women went through numerous editions at the end of the nineteenth century.<sup>5</sup> Throughout each edition, he gave the credence of scholarly writing to the notion that women's bodies possess a finite amount of force and if too much of that force went to their brains in order to study, it would be taken from their reproductive system, and they would not be able to be good mothers for Rush's sons. Nevertheless, the society faced a set of conflicts. The prejudices of the time held that women were the best nurturers of children (especially in the primary grades). Those same prejudices also created conditions in which women were a source of cheap labor. At the same time, people were coming to the conclusion that in order to provide an education, the teachers should be educated. Yet, educating the future teachers threatened their primary function—providing sons for important aspects of civil life. The way through this thicket was found by insuring that where women were to be educated, there would be strong attention to their physical education. Female obstreperousness did not need controlling; what was needed was insurance that her reproductive capabilities would not be impaired by too much learning. Rudolph tells us, "Sensitive to public expectation that college women would waste away under the stress of the intellectual life, colleges for women from the very beginning placed extraordinary stress on health, hygiene and physiology."<sup>6</sup>

As to living arrangements, they, too, had to be created especially for women, who needed to be protected from the dangers of immature males. That was especially true in the developing coeducational settings where males were ever present. In spite of the pioneering efforts of Oberlin and Antioch in the early nineteenth century, Rudolph identifies Cornell as the leader of coeducational changes. When Patricia Foster Haines was on the faculty of this fine university, she wrote a most intriguing article on coeducation at Cornell. She tells us that it was the arrival of women that made Cornell turn to the dormitory system—at first for women only. She goes on to say that the Chairman of Cornell's Board of Trustees persuaded the other Trustees that, and here I shall quote from Haines, "in order to save the University from failure in its *in loco parentis* duties, they must require student residence in a dormitory."<sup>7</sup> The Chairman personally donated the funds for the purpose of housing female students. There followed a skirmish of activity by women and alumnae protesting unequal treatment. Listen to an excerpt from a wonderful letter of protest written by a female Cornell student in 1884:

... by this action, the Board of Trustees has for the first time made a distinction between men and women of the University, exerting a control over the personal life of the women which it does not exert and would not think of exerting over the men.<sup>8</sup>

Note, also, her language. *She* did not accept the student-as-child metaphor. There are no children here (neither boys nor girls). In 1884, she apparently realized the perniciousness of such a metaphor. She talks quite directly of women and men. Political correctness is older than we imagine. Even when she was in her seventies, the same woman wrote again about the incident:

The whole thing from our view-point was reactionary and damaging to the advancement of the woman movement, which we as college women held in special trust.<sup>9</sup>

(continued next page)

<sup>4</sup> Frederick Rudolph, *The American College and University* (New York: Vintage Books, 1962), 309.

<sup>5</sup> Edward H. Clarke, *Sex in Education; Or, a Fair Chance for the Girls* (Boston: Upgood, 1873). As far as I can tell, this was the first edition.

<sup>6</sup> *Ibid.*, 325-326.

<sup>7</sup> Patricia Foster Haines, "For Honor and Alma Mater: Perspectives on Coeducation at Cornell University, 1868-1885," *Journal of Education* 159 (August 1977), 25.

<sup>8</sup> *Ibid.*, 30.

<sup>9</sup> *Ibid.*, 29.

I have only given a few examples of how institutions were influenced by their own metaphor. The impact of this metaphor on assessment was to stifle its development at least insofar as assessment means attempting to determine how well the student is learning as a consequence of how well we are doing as professors. Since students are children, it is senseless to ask them.

The metaphor of the student as a child was replaced by another metaphor, this time of the student as a consumer. Capitalism arrived in the university. There are customers: the students; there are employees: the faculty and staff, and there is management: the administration. The university is a factory which produces degrees. Actually, one of the more popular management systems, called RRPM 1.6, had it that we produce course credits. The student-as-consumer movement is on its side the conceptual sibling of the university-as-business metaphor.

Back in the seventies, I was first introduced to this notion when I was asked to give the keynote address to a conference in New York State on the subject of student consumerism. The more research I did in preparation for the talk, the more I became convinced that the metaphor itself was both bankrupt and dangerous. In spite of the appreciation I felt in response to the generosity of inviting me to deliver the keynote address, I increasingly came to the conclusion that there were insurmountable problems with the basic concept of the student as a consumer. Honesty inclined me to discourtesy; courtesy inclined me to dishonesty. I decided to be discourteous and addressed the conference with a talk in which I tried to show that the basis of the conference was incoherent. I took up those cudgels again when I was asked to contribute a chapter to the book, *Disorders in Higher Education*.<sup>10</sup> Having successfully defeated the conceptual foundations of the movement, I assumed it would go away.

However, since that time, the metaphor has been transported into a theory and quickly into a dogma which no one sees any reason to question. It has been defended and promoted on the highest levels. It was a favorite metaphor of William Bennett when he was Secretary of Education. Here was a person with a Ph.D. in philosophy. Surely, we could safely assume that he would understand the power of concepts and metaphors.

Actually, I would not have worried about all this so much if it had been confined to the Secretary of Education. I was one of those who opposed the creation of a Department of Education in the first place. In addition, it seems to me that the position is so political that it makes little sense to expect clear thinking and intellectual honesty, no matter who holds it. However, the dogma has been extended well beyond the Secretary's Office.

I'll not repeat all my arguments against this theory here. Since they were not persuasive fifteen years ago, I have no reason to suspect they would be persuasive now. What I shall do is to take another philosophic approach by examining the implications rather than the assumptions. Nevertheless, I would point out that in economics, the other side of consumer is producer. My basic argument against the student-as-consumer notion was that by virtue of the theoretical structure undergirding consumers and producers, consumers have no obligations to producers. Consumers do not owe producers anything. If there are moral obligations at all in the producer-consumer relationship, they all flow one way only from the producer to the consumer.

Such is not the case with regard to education, however. I presume we believe that students have acquired moral obligations by virtue of the education they receive. Obligations not only to the larger world but also obligations even to the institutions which provide them with the education. In addition, students in my classes, at least, have an obligation to share their learning with fellow students. Students *qua* students do not have a right to do whatever they wish once they have paid tuition. Furthermore, having been given an education, the graduate has acquired obligations to the institution itself and to education in general.

Well, what happens when we adopt new dogmas and tell students that they are consumers. As in the case of the child metaphor, the students catch on pretty quickly. They start acting like consumers. I think alumni officers and development officers of the future are going to rue the day this notion was so solidly implanted in the minds of students today. And on the elementary and secondary level of public education, I think we are already seeing the results. The notion that someone who was provided an education in the past has acquired an obligation to provide for the next generation has lost its persuasive power. Obviously, consumers have no moral obligations to other consumers who follow them. When we convince students that they are merely consumers of education, they respond as we have taught them, and in this case, at least, we are doing a good job as teachers.

The dogma has also influenced the university itself. Throughout much of my administrative career, I frequently heard people outside the university

telling us to become more "businesslike" (as a business school graduate and as one who has been active in business, I was never clear what they meant by the use of that unattractive word, but it was clear they meant something different from caring primarily about the education of students). I suppose there is some sense in which universities *have* become more businesslike. The notion of being more businesslike, which is just an extension of the consumerism notion, disturbed me so much that I used one of my annual reports as President of Bowdoin College to make what I thought was an obvious point: that colleges and universities are like businesses only in superficial ways. Well, I can tell you while I did not hear from educators in response to my ruminating about education, I heard from some Board members, and they were not happy. They, of course, had been listening to the popular commentators and the popular commentators had been listening to the professional educators and they had all concluded that the fact that colleges and universities were not run like businesses was a sign of a defect rather than merely an obvious sign of a difference. Those Board members wanted that defect fixed.

One of the amusing ironies in all this was never commented on by the people pushing the student-as-consumer and university-as-business metaphor. During this period in which consumerism has become rampant in higher education, the extraordinary raises in tuition especially at the prestigious colleges and universities have been enacted. Now, think about this. I am reasonably sure that here in the Wharton School, students are taught that *businesses* price their products and services in accordance with a simple principle: what the market will bear. If the market cannot sustain a particular price, the producer either has to lower the price or close down the product. Similarly, if the market will sustain a higher price the producer should raise prices. That is just what many colleges and universities did in the eighties. They tested the market by raising their prices to see what the market would bear. William Bennett used to accuse the colleges, for example, his alma mater, Williams, of exploiting what he called a "Chivas" effect. His presumption was that the price of Chivas Regal is not justified by the value of the underlying product but sustained because of the status desires of consumers. Thus, by analogy, the only justification for the high tuitions in, for example, the Ivy League was the status which came with having children go to an Ivy League school. But economic theory predicts just such a Chivas effect where it can be sustained irrespective of whether the product is scotch, perfume, fur coats or undergraduate education. Bennett was complaining about something of which he was a cause. In the higher education board rooms, I can tell you a radical shift has occurred during my career in administration. When I began, Board members worried about the impact of tuition on the ability of students to afford to go to college. Now, the debate focuses almost entirely on pricing strategies. Let me refer directly to the most recent issue of *The Chronicle of Higher Education* in an article discussing financial aid. As is common in current journalism, the reporter concentrated on a few cases which the reader is left to assume are representative of a much larger population. One of the representative subjects in this article was Phillips University and its President, Robert D. Peck. The article says that Phillips University "...considers its financial-aid spending as foregone income and as a marketing tool much as manufacturers use 'factory discounts' to attract customers." Apparently, the marketing strategy at Phillips is to charge a high tuition and then "discount" it for some students through the financial aid mechanism. You may wonder why Phillips charges the high tuition and doesn't simply lower the charge to everyone. The answer is that even the tuition level itself is a marketing tool. President Peck is quoted as saying, that if the tuition is too low, "they'll think you're a low quality institution and they won't come."<sup>11</sup> Given this approach, one of the few regrets of my years in administration is the extensive amount of time I spent poring over financial data in an attempt to see where we might be able to save some money without damaging the educational program so we could keep tuition low and the education affordable to more students. I should have spent more time doing market research to see what the market would bear, how much we could get away with charging and how we might manipulate the financial aid system, not as a system to help talented needy students, but as a system for generating maximum net income. I forgot the lessons of my marketing courses in business school, and had I remembered, I would have been able to guide the institutions to be more businesslike.

Beyond higher education, I think that this attitude toward education is what makes voucher plans so popular among just those who suggest that education should be more businesslike. Voucher plans are just another device for insuring that students, or, perhaps their parents, act like consumers with the consequence they will accept no responsibilities to anyone else. Just last evening, NBC's

<sup>10</sup> See Clarence C. Walton and Fredrick deW. Bolman, *Disorders in Higher Education* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979).

<sup>11</sup> Both references are from *The Chronicle of Higher Education*, April 21, 1993, p. A34.

evening news carried a special on some early results of school choice programs. The reporter observed almost breathlessly that school choice had resulted in the marginally more wealthy city residents sending their children to suburban schools while the less wealthy residents kept their children in the city schools which declined even further in quality. One wants to ask whether the reporter was asleep during Economics 101. That result, after all, fits perfectly with the economists' model of consumer behavior.

Now, of course this dogma infected the interest in assessment also. I could cite a number of examples for you, but let me identify the most recent to come to my attention. In an op-ed piece in the *Wall Street Journal* recently, Peter Drucker makes a number of interesting points.<sup>12</sup> The first is that the accounting systems we use in business are archaic. To put it in conceptual terms, what Drucker says is that current accounting systems are essentially static and what is needed are dynamic accounting systems. It is not important to go into details here for the issue is not whether Drucker is right, nor is it to bemoan the fact that education has rather mindlessly adopted the accounting systems of business and, so the static assumptions. Drucker makes the point, rather, that there is under development a dynamic accounting system sometimes called "activity-based" accounting. I join Drucker in celebrating its arrival and its application to manufacturing. Where we part however, is that Drucker seems to me like the child who has just been given his first hammer. To him everything is a nail. Drucker wants to extend this new accounting system immediately to all sorts of activities, most important from our point of view to universities.<sup>13</sup> It gives him a basis for arguing for assessment. Drucker suggests that the new accounting system will allow us to measure the output of universities in order to reduce costs which he says are "out of control." I make two points. First, President Peck could probably go a long way in explaining to Drucker why the costs are out of control, if they are. In business, the costs of marketing departments are exceeded only by legal departments in being out of control. If the primary focus is on students as consumers (i.e. as the objects of marketing efforts), then the costs will be difficult to control since all costs will be construed to be an extension of the marketing effort. Second, we need to keep our eye on our priorities. Whereas accounting system results may be an adequate surrogate of purpose for business, it seems unlikely that it will be in education. Now let me be clear. Since I am an advocate of assessment, you can be sure that I am not going to adopt the sloppy sentimental view that what we are up to is so mysterious that it defies serious analysis. I am suggesting, rather, that measurements of what we do should be responsive to fundamental purposes. However, much of the push for assessment came about because people assumed universities are businesses with consumers. That approach kept assessment from catching on where it might matter to education: with faculty and students. Of course, as the faculty and students have showed less than complete enthusiasm for that kind of assessment, instead of going back to address first principles, the assessment pushers have tried to mandate their version. What should be a home-grown operation in the interest of improving learning has become an external operation in the interest of external agenda such as making colleges and universities into businesses.<sup>14</sup>

If the consumerism movement dies, that will not come about, I think, because of what Marx would have called its own internal contradictions. It will come about because the consequences of that metaphor will run

its course and we shall adopt a new fad. I think I can see the beginnings already. As we might expect, the new metaphor—the metaphor of the future—has already itself been raised to the level of a dogma and it has had its impact. Having given up the notion of the student as a child or as consumer, the new metaphor now casts the student as a politician and education as a political, not an intellectual or businesslike exercise.<sup>15</sup>

I would say that higher education as an enterprise has now become politicized almost beyond recognition. From Washington through the states, the growth sector of higher education during the '70s and '80s was not in the schools or on the campuses where students stand a *chance* of learning something. It was in the offices of education, offices of higher education and the official and unofficial lobbying offices in Washington and state capitals. At a time when over a third of the teaching in higher education is being conducted by part-time faculty, we have full time positions occupied by people whose contribution to the education of students is too small to measure. And, we have not even accounted for the hidden costs. For each new office which is set up in Washington or in the state capital, each campus usually finds it necessary to set up a counter-office and then, perhaps, a coordinating office. Soon enough, a new fad hits education and we have to set up even more offices and counter offices. The bureaucracy of higher education has grown much faster than the educational activities it is supposed to support. I know it is popular for faculty members to decry such growth, but I am suggesting that the reasons are not the ones the faculty usually think they can identify. Fundamentally, it is not because the administrative office holders are intent on building their own empires at the expense of students. It is because we have adopted metaphors about students, universities and education which are corrosive.

Internally and externally, universities are seen as political entities. Notice how insidiously even our language has changed. We now unapologetically talk of numerous constituencies on and off campus. There is an alumni constituency, a community constituency, a staff constituency, etc. There is even a student constituency and a faculty constituency, and, theoretically, at least, they are equivalent constituencies to all the others. The constituencies gain greater or lesser attention as they are able to force the institution to adjust to their needs or interests. In short, to use one of Clark Kerr's expressions, the university reflects the universe. The university is becoming a microcosm of the political world. Numerous issues from appointing presidents to curricular reform to investments for the endowment are viewed primarily through political lenses.

The consequence is predictable, of course: campuses have become politicized on all topics. If some constituency's interests are not being served, it will lobby, logroll and make deals until its interests are served. No constituency has an automatic priority. In this process, there are no principles: no educational ones, no moral ones, no intellectual ones. There is only political success, compromise or failure for some constituency. Mission statements are rewritten to reflect the interests of the various constituencies so that everyone with power gets his or her place and no one is slighted.

One of the worst charges which can be made in this process is to suggest that some constituency is made up of second-class citizens. In a politicized process, there should be no second-class citizens. And notice how the language has corrupted our ability to think clearly. The university obviously exists to promote learning and just as obviously some activities are more central for promoting learning than others. Some activities exist only because they support the central purpose, whether those be activities such as painting the buildings, or registering students. But merely expressing such a notion could cause a political explosion and at the head of the charges would be the one which said that painters and registrars are second-class citizens. That cannot be true in a fundamentally political unit, so anybody with significant responsibilities would have to retreat immediately and quickly deny that there are *any* second-class citizens, much less those who are now expressing paranoia. (Actually, the politically astute strike preemptively by claiming—with neither provocation nor cause—that they are treated as second-class citizens. In that way, they can make sure responsible authorities explicitly deny such treatment, and the denial can be used later should the need arise in some politically charged setting.)

You must know why I could not say some of these things as long as I held administrative responsibilities. If I ever even hinted that I thought the faculty and students are more centrally important to the operations of the college than, let's say, support staff, the hue and cry which would follow would distract me from whatever effort I had in mind when I made the statement. Recent presidents of both Harvard and Yale learned that lesson the hard way.

(continued next page)

<sup>15</sup> Drucker's concern with "out of control" expenses in a businesslike setting would have to be raised to a new level with the arrival of the university as a political enterprise.

<sup>12</sup> Peter Drucker, "We Need to Measure, Not Count," *The Wall Street Journal*, April 13, 1993, A22.

<sup>13</sup> It is at least ironic to note that universities were responsible for the development of the double-entry bookkeeping system and for the more recent activity-based system. We might suggest that universities will probably be around long enough to witness whatever additional systems of accounting are created in the future.

<sup>14</sup> Without detracting from the flow of the argument here, I feel impelled in this note to return to addressing the question of mandated assessment. I know that some of those who have heard me utter these sentiments in other fora have taken them to support the view that external authorities have no role to play with regard to assessment. That is not my view. The appropriate role external authorities have is that of asking reasonable questions and insisting on thoughtful and reasonable answers. It is not unreasonable for an external authority to ask us how we know that what we do is as effective as it might be. It is not unreasonable for an external authority to insist that we use the well-developed tools of good scholarship to show that we are providing the best education possible for the students, given resource constraints. And, for those who like punitive actions, it is not unreasonable for external authorities to use their powers to punish until they get reasonable answers to those reasonable questions. Notice, however, what I suggest is in the interest of educating students, not in the

So, one is left with the terrible dilemma of choosing to be deceptive *versus* committing political suicide. But that is not surprising. That is the nature of politics. It seems to me that we believe lying and deception are all right in politics under two conditions: first, it is successful; second, it is for my side. Thus, we have a theory which will drive the campus apart, for while politics by its very nature presumes nothing is important except power, the university—at least the one I care about—presumes that something like a joint commitment to the truth and learning is at the center.

I think that we can avoid accepting the conditions or constraints of such a forced choice, and we do not have to revive the notion of the student as a child to do so. It seems to me there is a way off this perpetual treadmill of treating students as metaphors. Suppose we concentrate, instead, on thinking of students as: students. I know that does not seem like a shocking proposal, but it must be since we work so hard to evade it. What, then, is a student? That, too, seems pretty clear to me. A student is a person who wishes to learn. Since students are persons, they have the rights and obligations which adhere to being a person. I shall not digress to articulate those rights. That is a fit topic for another occasion. Let us focus, rather, on learning. Doing that may suggest we revive the notion of an ideal college as a professor on one end of a log and a student on the other.

You may say that is *still* a metaphor, and surely it is, but note the difference. In the case of this metaphorical expression, notice that what is treated directly is the professor-student-learning nexus. What is treated metaphorically is the log—the supporting apparatus. In this aphorism, the support system is understood as a support system. It has no legitimate independent life of its own. If we were to return to that approach, I believe we could give a more satisfactory answer to the question of whether I would focus primarily on the assessment of institutions. What I suggest is that we turn our scholarly attention to the assessment of student learning. Of course, that would mean we should examine how well teachers enhance or detract from learning. But we should examine the entire edifice in that spirit, including the support systems and—indeed—assessment activities, too.

Now let us return to what should have been Drucker's *questions* rather than his enigmatic answers. The questions should be along the lines of how we can identify when learning has taken place, how we can identify the conditions which advance learning as well as the conditions which frustrate learning, how we can, in a word, measure learning. One answer, it seems to me, is that professionally we *own* the relevant methodologies. Perhaps someone will suggest there is an impossibility proof for the assessment of learning akin to Godel's impossibility proof in mathematics. Perhaps, but I have not seen it, and I would say that it is unlikely. Someone else might suggest that perhaps on the basis of current knowledge and technology, it is impossible to responsibly assess learning. Again, perhaps, but the most rational basis for such a conclusion would come from honest attempts which failed, not from a failure to make honest attempts.

One of the reasons I think the pessimistic view is not likely to be true comes as a result of the early successes we had with some grants FIPSE made to Rhode Island College. Our efforts, primitive as they were and by no means complete would indicate what is hardly doubtful: that learning can be assessed in a variety of disciplines; that faculty and students can find means to improve learning; that faculty *are* genuinely enthusiastic and rewarded to discover means for improving learning.

For my final topic, then, I shall describe the principles on which our efforts at assessment proceeded and I shall address some questions often raised about our efforts. I presume it is principles, not details, which are important to you. From all I have said, you can imagine that I think it would be foolhardy, not to say arrogant, to suggest that whatever was done at Rhode Island College could be mechanistically transported to your university or, indeed, any other.

Our grants were based on the fundamental assumptions I tried to develop in this paper. The first, of course, was that the purpose of what we do is learning. The second was that it is possible to identify improvements in learning. The third was that we could also identify the contribution of faculty to student learning. The fourth was that, popular political opinion to the contrary notwithstanding, faculty really do want to help students learn and that if it is possible to identify procedures which are successful in that regard, faculty will use them. Finally, we assumed that while it is important for the administration to support the project in the sense of not being opposed to it, we believed the real locus of responsibility had to be with faculty and in that case for our institution it meant at the departmental level. Obviously, each institution would have to find the most appropriate locus for itself. In our institution, for academic purposes, faculty, and to a large extent students, identify themselves with departments, not schools or even less, the institution at large. Finally, we assumed that much more

would be accomplished by including only those departments which volunteered to participate and we assumed that, to use an expression my mother taught me, we would catch more flies with honey than with vinegar. That is a lesson which neither the promoters of the business metaphor nor the promoters of the political metaphor seem to understand. Once those insights had been gained, it was both interesting and reassuring to see how the involved faculty quickly took to the task of assessment. Of course, not all were successful. Some stumbled and fell along the way. However, others worked hard on the project and learned a great deal which they still find important for their continuing improvement of the program.

What, then, did we learn? In answering that, let me move from the obvious to the less obvious and finally to the startling.

We learned first that the assessment of learning is discipline bound and, at least in our case, departmentally bound. We learned that the proper assessment of sociology undergraduates is quite different in form and content from the proper assessment of chemistry undergraduates.

We learned that once students are involved and given explanations by people they respect, they participate willingly in assessment activities and are interested in the process. One of the substantial disadvantages of assessment at large is that it ends up manipulating the very people it is supposed to advantage: the students. I have often discussed with the people interested in the methodology of mandated assessment the issue of using data which has come from coercing students as seniors to sit for exit assessment examinations. I have heard many stories of obvious student subterfuge—such as not answering blocks of questions or drawing lines through a single column in answer to multiple-choice questions.<sup>16</sup> One methodologist even told me of reviewing results of one university exit test in which it seemed that the student who had taken the test figured out the right answers in each case and then purposefully answered each question in a way that would make as low a score as possible. I would ask how we could have faith in such data. They insisted that they had numerous statistical tricks for countering such manipulation. But what is going on, then? The institution manipulates the student into taking the test in the first place; the students counter by trying to manipulate the test results; the institution counters with new manipulations, and so forth. This kind of behavior gets us all the way back to fraternities and the reinforcement of immature behavior.

Well, what we learned was that if students are involved from the start with people they respect, they will willingly participate in assessment activities even if it means sitting for examinations. In short, we do not have to treat the students as children who need to be forced to do something just because the parents say so; we can successfully appeal to their better side and ask them to help us make the learning process better for those who will follow them. We learned they will gladly participate and do their best and by these actions deny they are children, consumers or politicians.

Let me tell you about the unexpected result we found. When we applied for the grant, I believed that in order to persuade faculty to participate, there would have to be some form of reward system developed and those rewards would have to be linked to faculty effort to help students do as well as possible. In a sense, I think I was right. I do not think any of the faculty would have agreed to prepare the grant if there had been no opportunity for rewards linked to attainments. I argued with FIPSE, with the administration of the college and even with the Board of Governors that we not only had to provide for incentives but that, assuming success, the form of incentive had to be determined by the faculty and that form might even be money for individual faculty members. It was not an easy argument to win, and there is no doubt in my mind that without the commitment of FIPSE, I would not have won it. But I did, and the experiment in assessment went on. Not all showed appropriate levels of improvement, so not all were eligible for incentives, but a significant proportion were eligible. And what did they want in the way of incentives? Universally, those which had earned the rights to incentives wanted the money used to make purchases which would enhance student learning! Their reward was in the form of documenting their accomplishments and those of their students. I tell this story because it says to me that the dream of the professor on one end of the log and the student on the other has not died in spite of persistent attempts to kill it. In my view, the past few years have left little room for optimism about the future of higher education, but this experiment and the results obtained are for me a bright light on a pretty dark horizon.

<sup>16</sup> I think I remember reading about a high school which had funding dependent upon student performance on graduation-level testing. The students were so angry with the Principal that they purposefully did poorly on the test.

## Penn Football and a Picnic

All Penn faculty and staff are invited by Interim President Claire Fagin, Interim Provost Marvin Lazerson, and Executive Vice President Janet Hale to attend the Penn-Fordham football game at 1 p.m. and a special pre-game picnic beginning at 11 a.m. on Saturday, October 2.

Admission to the game is free for all Penn faculty and staff (additional football game tickets for family and friends can be purchased for \$2 each). The picnic lunch is free for faculty, staff and guests will need tickets.

The picnic will be at Hill Field, 34th and Walnut Streets (rain location: Hill House). Free parking at the 34th and Chestnut Street garage (with PennCard) will be available on a first-come-first serve basis.

For tickets to picnic and the game go to the Ticket Office, 235 S. 33rd Street, Weightman Hall or call Ext. 8-6151.

## Bike Auction: October 9

The University of Pennsylvania Police Department's annual bike auction will be held Saturday, October 9, 1993 at 10 a.m. in front of High Rise North, 3901 Locust Walk.

Bikes may be inspected starting at 9:30 a.m. The auction will be held rain or shine. Only checks with ID or cash will be accepted.

There will be bike locks and bike registration available during the auction. For information: Ext. 8-4485.

## Academic Career Conference

The Career Planning and Placement Service and the Vice Provost for Graduate Education, will host the *Academic Career Conference, A Program for Future Academics* on October 5, 1993. This program will give graduate students access to years of faculty experience and help them make the most of their study, whether they are beginning or completing their work.

The programs, listed below, will be held in the Ben Franklin Room, Houston Hall. Call 898-7530 to register. All University community members are welcome. Encourage graduate students to attend!

— Office of Career Planning and Placement

*Faculty Personnel Practices*; Dr. Janice Madden, Vice Provost for Graduate Education, tells how faculty get hired and promoted; 4 p.m.

*Applying for Funding and Dissertation and Post-Doctoral Research*; 4:30 p.m.

*Writing a strong application, working with your advisor, getting feedback, identifying what the funding agency is looking for*; Thomas Callaghy, political science.

*Funding Resources on Campus*; Ann Kuhlman, Associate Director, Office of International Programs; Ellen DeMarinis, Reference Librarian, Van Pelt Library; Julie Vick, Graduate Career Counselor, CPPS.

*Job Hunting Strategies for Academic Jobs*; John Sabini, psychology; Christopher Hasty, music; David Ludden, history; defining your search, issues for dual career couples and preparing to be interviewed; 5:30 p.m.

## The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of September 20, 1993 and September 26, 1993. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 8-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—1, Simple assaults—1, Threats & harassment—5

|          |          |                 |   |
|----------|----------|-----------------|---|
| 09/22/93 | 9:34 AM  | Craig Dorm      | Complainant received unwanted phone calls |
| 09/25/93 | 10:15 AM | 3409 Walnut St. | Complainant received unwanted calls       |
| 09/23/93 | 5:42 PM  | Bodine Dorm     | Dispute between two persons               |
| 09/24/93 | 2:37 AM  | Chestnut Dorm   | Resident received threat letters          |
| 09/25/93 | 3:21 PM  | Graduate Dorm   | Resident received threatening calls       |
| 09/26/93 | 12:00 AM | Grad Tower B    | Complainant received unwanted phone calls |
| 09/26/93 | 1:49 PM  | Houston Hall    | Female attempted to take purse            |

**38th to 41st/Market to Baltimore:** Robberies (& attempts)—3, Aggravated assaults—1, Threats & harassment—3

|          |          |                   |  |
|----------|----------|-------------------|--|
| 09/20/93 | 6:41 PM  | Lot # 31          | Dispute between two drivers              |
| 09/21/93 | 10:39 AM | 3929 Walnut St.   | Complainant reported robbery/lacerations |
| 09/22/93 | 8:17 PM  | 40th & Chestnut   | Complainant robbed/money from wallet     |
| 09/25/93 | 2:21 AM  | 300 Blk 40th      | Assault in progress/assault on officer   |
| 09/25/93 | 2:45 AM  | High Rise North   | Desk clerk received harassing calls      |
| 09/25/93 | 9:12 PM  | 3900 Blk DeLancey | Complainant threatened                   |
| 09/25/93 | 10:38 PM | 3901 Walnut St.   | Unknown male robbed delivery person      |

**41st to 43rd/Market to Baltimore:** Robberies (& attempts)—3

|          |         |                 |   |
|----------|---------|-----------------|---|
| 09/22/93 | 7:38 PM | 4200 Blk Locust | Unknown male stole complainant's wallet |
| 09/24/93 | 9:11 PM | 200 Blk 42nd    | 2 unknown males robbed 3 complainants   |
| 09/25/93 | 4:11 PM | 41st & Spruce   | 2 unknown males robbed establishment    |

**30th to 34th/Market to University:** Robberies (& attempts)—2

|          |         |                 |                             |
|----------|---------|-----------------|-----------------------------|
| 09/21/93 | 7:31 PM | Lot # 7         | Employee robbed at gunpoint |
| 09/22/93 | 5:06 PM | 3200 Blk Walnut | Unknown actors took wallet  |

**Outside 30th to 43rd/Market to Baltimore:** Robberies (& attempts)—1,

|                        |          |                |   |
|------------------------|----------|----------------|---|
| Threats & harassment—1 |          |                |   |
| 09/21/93               | 11:37 AM | 3512 Lancaster | Student received unwanted phone calls   |
| 09/22/93               | 9:23 AM  | 13th & Market  | Backpack snatched while entering subway |

### Crimes Against Property

**34th to 38th/Market to Civic Center:** Burglaries (& attempts)—1, Total thefts (& attempts)—22, Thefts of auto (& attempts)—2, Thefts from autos—1, Thefts of bicycles & parts—5, Forgery & fraud —1, Criminal mischief & vandalism—2

|          |          |                      |   |
|----------|----------|----------------------|---|
| 09/20/93 | 12:35 AM | 3604 Chestnut St.    | Items taken from store/arrest           |
| 09/20/93 | 4:28 PM  | English House        | Secured bike taken from storage area    |
| 09/20/93 | 10:44 PM | Medical School       | Copper pipe taken from side of building |
| 09/20/93 | 11:57 PM | Lot # 25             | Car window broken/property taken        |
| 09/21/93 | 5:42 AM  | Van Pelt Library     | Vending machine broken/goods removed    |
| 09/21/93 | 10:11 AM | Van Pelt Library     | Unsecured bike taken from rack          |
| 09/21/93 | 12:36 PM | Steinberg/Dietrich   | Unattended computers & parts from room  |
| 09/21/93 | 12:46 PM | Meyerson Hall        | Unattended jacket taken                 |
| 09/21/93 | 1:16 PM  | 3402 Sansom St.      | Unattended wallet taken                 |
| 09/21/93 | 8:52 PM  | Lot # 17             | Auto taken                              |
| 09/21/93 | 9:58 PM  | 300 Blk 38th         | Secured truck taken                     |
| 09/22/93 | 1:20 PM  | Vance Hall           | Unattended knapsack taken               |
| 09/22/93 | 4:18 PM  | 3423 Walnut St.      | Unattended wallet/contents taken        |
| 09/22/93 | 7:58 PM  | Furness Bldg.        | Copper taken from building              |
| 09/23/93 | 12:26 AM | Irvine Auditorium    | Unattended property taken               |
| 09/23/93 | 9:16 PM  | Steinberg/Dietrich   | Unattended computer/calculator taken    |
| 09/24/93 | 7:44 AM  | 200 Blk 37th         | Vendors stand taken                     |
| 09/24/93 | 12:15 PM | Bookstore            | Unauthorized use of credit card         |
| 09/24/93 | 7:11 PM  | Meyerson Hall        | Backpack & contents taken               |
| 09/24/93 | 9:10 PM  | 3600 Blk Market      | Complainant conned while at MAC machine |
| 09/25/93 | 3:13 AM  | Intercultural Center | Rear window broken with unknown object  |
| 09/25/93 | 1:44 PM  | Leidy Lab            | Room ransacked/nothing taken            |
| 09/25/93 | 6:53 PM  | 3400 Blk Sansom      | Secured bicycle taken from rack         |
| 09/25/93 | 7:51 PM  | Leidy Lab            | Juveniles stopped w/stolen computers    |
| 09/26/93 | 4:39 PM  | Kings Court          | Secured bike taken                      |
| 09/26/93 | 8:23 PM  | 3700 Blk Spruce      | Wheels removed from secured bike        |

**38th to 41st/Market to Baltimore:** Total thefts (& attempts)—13, Thefts of auto (& attempts)—1, Thefts from autos—2, Thefts of bicycles & parts—2, Forgery & fraud—1, Criminal mischief & vandalism—3, Trespassing & loitering—1

|          |          |                 |  |
|----------|----------|-----------------|--|
| 09/20/93 | 1:26 PM  | 4037 Spruce St. | Car window broken/phone & stereo taken       |
| 09/21/93 | 11:21 AM | 3925 Walnut St. | Snack foods taken from store/actor fled area |
| 09/21/93 | 11:27 AM | 3814 Walnut St. | Petty cash taken from unsecured cash box     |
| 09/21/93 | 3:46 PM  | Harrison House  | Attempted unauthorized credit card use       |
| 09/22/93 | 1:40 AM  | Harrison House  | Secured bicycle taken from rack              |
| 09/22/93 | 12:52 PM | 4040 Locust St. | Cash taken from unattended purse             |
| 09/22/93 | 4:30 PM  | Harnwell House  | Secured bike taken from rack                 |
| 09/22/93 | 9:16 PM  | 305 S. 41st     | Unknown male in open basement/arrest         |
| 09/23/93 | 3:37 AM  | 3900 Blk Walnut | Male apprehended breaking into auto          |
| 09/23/93 | 11:53 AM | Dining Commons  | Coat taken from unsecured locker             |

continued on page 12

## Fire Prevention: A Chicago Remembrance



*In 1871, the Chicago Fire killed 250 people, destroyed 17,450 buildings, and did \$196 million worth of damage. Legend and a 20th-century song say it started when "Mrs. O'Leary's cow kicked the lantern..."*

To mark the Chicago conflagration, Fire Prevention Week is observed annually during the week of October 9, its anniversary. Fire Prevention Week was first officially proclaimed in the U. S. and Canada in 1922.

Fires are not unavoidable accidents and are usually the result of a thoughtless act or neglect.

Don't gamble that you can escape the financial headache or family heartbreak fire always brings. Make fire prevention your concern, at home or on the job—every day.

On Tuesday, October 5, at 8 p.m., several Delaware Valley residents will participate in a planned home fire drill. The planning and practicing of home drills, along with proper installation and maintenance of smoke detectors, could help save your life in the event of fire. Remember:

People don't plan to fail—they fail to plan.

— John A. Cook

*Fire and Occupational Safety*

## To Plan a Home Fire Drill

*Instruct your family in a pre-arranged evacuation plan.*

*Have an escape floor plan.*

Show windows, doors and stair locations. Discuss alternate escape routes. Know two ways out of every room. Designate an outside place for all to meet.

*How Could We Escape?*

Sit down with all members of the family and discuss escape routes to the outside from each room in the house, especially from bedrooms. Whatever you do, as soon as smoke or fire is detected, must be done quickly, safely and from habit brought about by training.

Most fatal home fires occur at night while people sleep. Be certain everyone sleeps with their bedroom doors closed. Especially if you do not have a smoke detector. If fire strikes, closed doors protect the occupants from heat and smoke.

If you should find smoke seeping under the door of your room—Don't panic—feel the door. If hot, use the alternative escape route. If cool, brace your shoulder against the door and open it cautiously. Be ready to slam it shut if smoke or heat comes in.

Smoke, heat and gases can choke and kill you after only a few breaths. If caught in smoke, stay low. Take short breaths through your nose.

Windows normally offer the best alternate escape route. Make sure all windows and screens work easily to permit escape through them. Look for a porch or shed roof under windows that can provide a path to safety. Give special attention to windows with air conditioners and security bars.

If the window can't be opened, break it with a chair, drawer or other large object, but be careful to protect yourself against flying glass. Shout for help. Exit to shed or porch roof if available or stay at the window. Firefighters will rescue you when they arrive. **DON'T JUMP!** Metal escape ladders could possibly make your escape easier from 2- or 3-story buildings if no roof is available.

**Once Out—Stay Out:** Your escape plan must include a prearranged assembly point; all family members must be instructed to go to there as soon as they are out of the house. This way, no one will be overlooked.

—J.A.C.

### Campus Crime Report continued from page 11

|          |          |                    |  |
|----------|----------|--------------------|--|
| 09/23/93 | 3:56 PM  | Lot # 14           | Auto found w/4 flat tires              |
| 09/24/93 | 2:54 AM  | 232 S. 41st        | Rock thrown through 2nd floor window   |
| 09/24/93 | 6:37 PM  | Veterinary School  | Briefcase taken from lobby             |
| 09/24/93 | 6:50 PM  | 200 Blk 40th       | Cash taken from vendor                 |
| 09/25/93 | 6:05 AM  | 3927 Walnut St.    | Glass scratched                        |
| 09/25/93 | 12:57 PM | 4000 Blk Baltimore | Motorcycle taken                       |
| 09/25/93 | 3:45 PM  | 3901 Walnut St.    | Unattended camera & bag taken          |
| 09/25/93 | 6:09 PM  | 4000 Blk Chestnut  | 2 complainants conned by unknown males |

**30th to 34th/Market to University:** Total thefts (& attempts) — 11, Thefts of auto (& attempts) — 2, Thefts from autos — 4, Thefts of bicycles & parts — 2, Criminal mischief & vandalism — 1, Trespassing & loitering — 1

|          |          |                 |   |
|----------|----------|-----------------|---|
| 09/20/93 | 4:12 PM  | Lot # 1         | 4 hub caps taken from auto                    |
| 09/20/93 | 5:08 PM  | Lot # 37        | Vehicle door forced open/property taken       |
| 09/21/93 | 10:06 AM | Hayden Hall     | Unattended wallet & contents taken            |
| 09/21/93 | 11:52 PM | Lot # 26        | Damage to driver & passenger doors/ignition   |
| 09/22/93 | 9:31 AM  | Morgan Bldg.    | Backpack & contents from secured room         |
| 09/22/93 | 11:20 AM | Rittenhouse Lab | Unsecured bike taken from unsecured office    |
| 09/22/93 | 11:58 AM | Morgan Bldg.    | Secured bike taken from rack                  |
| 09/23/93 | 10:13 AM | Lot # 5         | Vehicle broken into/roller blade skates taken |
| 09/23/93 | 3:47 PM  | Towne Bldg.     | Unauthorized male in building/arrest          |
| 09/23/93 | 6:23 PM  | Lot # 33        | Car phone taken from auto                     |
| 09/24/93 | 8:56 AM  | Moore School    | GE radio taken from unsecured office.         |
| 09/24/93 | 9:27 AM  | Lot # 26        | Auto taken                                    |
| 09/25/93 | 4:26 PM  | Lot # 5         | Damage to car door                            |

**Outside 30th to 43rd/Market to Baltimore:** Total thefts (& attempts) — 2,

Thefts of auto (& attempts) — 2

|          |         |                    |                                 |
|----------|---------|--------------------|---------------------------------|
| 09/23/93 | 5:14 PM | 100 Blk 49th St.   | Auto & operators license stolen |
| 09/24/93 | 6:06 PM | 46th & Springfield | Auto taken                      |

### Crimes Against Society

**34th to 38th/Market to Civic Center:** Disorderly conduct — 1

|          |          |                 |                                      |
|----------|----------|-----------------|--------------------------------------|
| 09/25/93 | 12:08 AM | 3401 Walnut St. | Disorderly/intoxicated male arrested |
|----------|----------|-----------------|--------------------------------------|

**38th to 41st/Market to Baltimore:** disorderly conduct — 1

|          |          |                |  |
|----------|----------|----------------|--|
| 09/22/93 | 12:34 PM | Harnwell House | Attempt to take bike/swung at officer/arrest |
|----------|----------|----------------|--|

### 18th District Crimes Against Person

September 13, 1993 to September 19, 1993

Schuykill River to 49th Street, Market Street to Woodland Avenue

Totals: 20 Incidents, 1 Arrest

| Date     | Time     | Location           | Incident           | Arrest |
|----------|----------|--------------------|--------------------|--------|
| 09/13/93 | 12:24 AM | 4400 Locust        | Robbery            | No     |
| 09/13/92 | 12:43 AM | 100 Blk. S. 39th   | Robbery            | No     |
| 09/13/93 | 9:51 PM  | 4000 Market St     | Robbery            | Yes    |
| 09/13/93 | 10:46 PM | 4417 Pine St.      | Robbery            | No     |
| 09/15/93 | 2:02 AM  | 4600 Woodland Ave. | Robbery            | No     |
| 09/15/93 | 11:22 PM | 500 S. 42nd St.    | Robbery            | No     |
| 09/16/93 | 3:36 AM  | 100 S. 36th St.    | Robbery            | No     |
| 09/16/93 | 9:49 PM  | 4100 Pine St.      | Robbery            | No     |
| 09/16/93 | 11:49 PM | 4300 Pine St.      | Robbery            | No     |
| 09/18/93 | 4:00 AM  | 4300 Walnut St.    | Aggravated Assault | No     |
| 09/18/93 | 4:05 AM  | 3925 Walnut St.    | Robbery            | No     |
| 09/18/93 | 6:04 AM  | 3600 Walnut St.    | Robbery            | No     |
| 09/18/93 | 4:10 PM  | 4018 Sansom St.    | Robbery            | No     |
| 09/18/93 | 8:05 PM  | 3400 Spruce St.    | Robbery            | No     |
| 09/18/93 | 11:31 PM | 100 S. 43rd St.    | Robbery            | No     |
| 09/19/93 | 12:18 AM | 4701 Woodland Ave. | Aggravated Assault | No     |
| 09/19/93 | 12:29 AM | 4200 Ludlow St.    | Robbery            | No     |
| 09/19/93 | 1:35 AM  | 4200 Sansom St.    | Robbery            | No     |
| 09/19/93 | 4:50 PM  | 4400 Walnut St.    | Robbery            | No     |
| 09/19/93 | 8:14 PM  | 4200 Pine St.      | Robbery            | No     |



*Almanac*

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