

# UNIVERSITY of PENNSYLVANIA *Almanac*

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## Commencement Speaker '99: Robert Rubin

Secretary of the Treasury Robert E. Rubin will deliver the Commencement address at Penn's 243rd Commencement, to be held Monday, May 17, starting at 9:30 a.m. at Franklin Field.

Mr. Rubin, who was sworn in as the 70th Secretary of the Treasury on January 10, 1995, had earlier been Assistant to the President for Economic Policy at the White House. There he directed the activities of the National Economic Council, and had oversight responsibility for the Administration's domestic and international economic policymaking process. The post included coordinating economic policy recommendations to Mr. Clinton to ensure that economic policy decisions and programs were consistent with the President's goals, and monitoring the implementation of those goals.

Secretary Rubin also will receive an honorary Doctor of Laws degree at the Commencement ceremonies, "in recognition of his many and varied contributions to economic growth in this country and throughout the world," President Judith Rodin said.

"Secretary Rubin has been one of the most active and productive Treasury Secretaries in our country's history," Dr. Rodin added. "He has redefined the role of the post, effectively blending economics and diplomacy to effect change in world markets."

A native of New York City, Secretary Rubin, now 60, received a bachelor's degree *summa cum laude* from Harvard in 1960. He received an LL.B. from Yale in 1964, and he attended the London School of Economics.

He began his career with the New York firm of Cleary, Gottlieb, Steen & Hamilton, then moved to Goldman, Sachs & Co., where he worked for 26 years before joining the Clinton Administration. Mr. Rubin was Vice Chairman and Co-Chief Operating Officer at Goldman, 1987-1990, and he was Co-Senior Partner and Co-Chairman at Goldman, 1990-1992.

Secretary Rubin has served on the board of directors of the New York Stock Exchange, the Harvard Management Company, the New York Futures Exchange, the New York City Partnership and the Center for National Policy. He also served as a trustee of the Carnegie Corporation of New York, Mt. Sinai Hospital and Medical School, the President's Advisory Committee for Trade Negotiations, the Market Oversight and Financial Services Advisory Committee of the Securities and Exchange Commission, the Council of Economic Advisors of the Mayor of New York and the Governor's Council on Fiscal and Economic Priorities for the State of New York.



Robert Rubin

## Tuition Rising 4.1% in 1999-2000; Overall Increase of 3.7% is Lowest in Three Decades

Total student charges at the University of Pennsylvania will increase 3.7 percent for the 1999-00 academic year, the lowest percentage increase in more than three decades, President Judith Rodin announced Thursday.

Tuition and fees for undergraduate students will increase 4.1 percent, from \$23,254 to \$24,230 while average room and board will increase 2.2 percent, from \$7,206 to \$7,362.

Total student charges will increase 3.7 percent, from \$30,460 to \$31,592. "This maintains our commitment to moderate the rate of increase for both tuition and total student charges for our undergraduates at Penn," Dr. Rodin said, adding that the 3.7 percent increase in total student charges is slightly below last year's growth rate for the average family income, which was about 4.1 percent across the nation.

Total student charges at Penn are expected to be the lowest in the Ivy League, based on charges already announced at Brown, Cornell, Dartmouth, Princeton and Yale as well as those anticipated at Columbia and Harvard.

### Need-Blind Admission

Dr. Rodin said that with the support of the trustees, Penn "is able to maintain its need-blind admission policy," continuing to provide financial aid packages to those students who demonstrate need throughout their undergraduate experience. Penn's undergraduate, need-based grant budget for the 1999-2000 academic year will exceed the \$55 million budgeted this year, reflecting "the University's commitment to enrolling the most talented students without regard to their financial circumstances." More than 40 percent of the undergraduate student body at Penn received such support in 1998-99.

Trustees are also committed to campaign to raise \$200 million to build the endowment for undergraduate financial aid as one of the goals of the *Agenda for Excellence*, the University's strategic plan. More than \$73 million has been raised to date with Dr. P. Roy Vagelos, chairman of the Board of Trustees, making endowment for undergraduate financial aid "his personal priority," Dr. Rodin said.

### Death on Campus

The death of a recent alumnus at a campus fraternity house early Sunday morning is reported on page 2.

### Death of Ed Lane

At presstime *Almanac* was advised of the death of Edward Franklin Lane, a legendary development officer who retired in 1983 after 33 years on staff. An obituary is being prepared for next week. He was 77 years old.

Dr. Rodin said that Penn has received 17,649 applications for undergraduate admission for the class of 2003, an increase of 6.3 percent over the 16,658 applicants a year ago. "Our applicant pool is increasingly broad-based," she said, and "We do not intend to lose a single student because he or she believes a Penn education is financially out of reach."

Dr. Rodin called attention to these new or expanded financial aid programs:

*Trustee Scholarships*, for the most academically gifted students with demonstrated financial need. The packages contain no loan component, but grants and work-study opportunities cover the full amount of the demonstrated need. More than 90 Trustee Scholars are enrolled in the current academic year, at an estimated commitment of more than \$6.5 million for their four undergraduate years.

*Mayor's Scholarships*, for exceptionally-gifted students from public, private and Archdiocesan high schools in Philadelphia, with demonstrated financial need. These also have no loan component, covering the demonstrated need via grants and work-study opportunities. The 145 Mayor's Scholars now at Penn include 43 freshmen, for whom more than \$4 million is committed for their four undergraduate years.

*Annenberg Scholarships*, for exceptional students with outstanding leadership potential and demonstrated financial need, will begin with the Class of 2003, funded through the generosity of the Hon. Walter H. Annenberg and his wife, the Hon. Leonore Annenberg. Annenberg Scholars' packages include the maximum grant award possible, Dr. Rodin said.

*Leadership Grants*, for exceptional students who have shown "impressive" leadership skills in high school and who have demonstrated financial need. Again, there is no loan component; grants and work-study opportunities cover the full amount of the demonstrated need. Leadership is demonstrated through "excellence in the performing or visual arts, athletics, community service, student government or other, similar activities," plus strong academic records.

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## Death at Phi Gamma Delta: Michael Tobin, C'94

At presstime, investigation was in progress into the death of Michael E. Tobin, a 26-year-old alumnus from Pittsford, New York, whose body was found at the Phi Gamma Delta fraternity house early Sunday morning.

Penn Police Director Maureen Rush said that at 6:39 a.m. on Sunday, University dispatchers picked up a Philadelphia Police radio call for assistance of a man unconscious at the foot of a fire stairwell at the 3619 Locust Walk address of the fraternity known as FIJI. Moments later Penn officers arrived to find a Philadelphia officer and personnel from the Philadelphia Fire Department present. Mr. Tobin was pronounced dead at the scene, and an autopsy is being conducted.

Mr. Tobin, a member of the College's Class of 1994, was a FIJI brother who had returned for the house's annual alumni dinner. During his junior year he received all-Ivy recognition for his outstanding efforts on the lacrosse field. He was co-captain and leader of the defensive side of the team during his senior year. He also played with the Philadelphia Wings championship team briefly before taking up a position in Wall Street where he worked for four years. About a year ago he joined the family firm in upstate New York.

"We are terribly saddened by this tragic loss of life," said President Judith Rodin. "Our thoughts and prayers are with Michael's parents and his family."

He is survived by his father and mother, John and Jeanne Tobin, and by two younger brothers, Patrick and Jay.

### Correction on Clark Professorship

*Almanac* was misinformed on the history of the Clark Professorship in Assyriology (see last week's front page story).

The inaugural Clark Professor, Dr. Herman Hilprecht, was followed by at least two others—Dr. Leon Legrain, and the late Dr. Samuel Noah Kramer—before Dr. Åke Sjöberg took the chair in 1968. This would make Dr. Erle Leichty the fifth, not the third, Clark Professor.

Both *Almanac* and the SAS External Affairs Office regret the error, and we are grateful to Carl Seaquist, G 2001, for his citation of Dr. Kramer's autobiography, *In the World of Sumer*, supplying information that was missing from an SAS database on the history of its named chairs that is still in progress.—Ed.

### Dig for Treasures

The Women's Committee of the University Museum is sponsoring a special sale of donated fine art, books, books on tape, collectibles and ethnic clothing on Saturday, April 17 from 10 a.m. to 3 p.m.

To make Dig for Treasures a reality, the committee invites the University community to join the Museum's curators, researchers, staff and volunteers in donating fun and unusual items in good condition. Donations can be brought to the Museum's loading dock, Monday through Friday, from 10 a.m. to 2 p.m., from April 9 through April 14. Up to ten books per person will be accepted; however no textbooks, paperbacks or magazines. Acknowledgement of donations will be sent. Pick-up is available; call (215) 898-9202 or fax (215) 573-9184. Proceeds from Dig for Treasures will support the ongoing educational, exhibiton and academic programs of the University Museum.

## FROM THE PROVOST

### On the Report on Recruitment and Retention of Minority Faculty and Students

I write in response to the report "On Recruitment and Retention of Minority Faculty and Students" by Dr. Phoebe Leboy, member of the Steering Committee of University Council [see *COUNCIL*, pp. 3-6 of this issue—Ed.].

Dr. Leboy usefully calls attention to the University's continuing need to recruit and retain minority students and faculty. The same need exists at all of our peer institutions; it presses on all of us.

Penn's commitment to minority recruitment was strongly affirmed by President Rodin in her open letter of September 1996 that was published in these pages. In that letter she rightly said that "[s]ustaining diversity is vital to the future of Penn, higher education and our country. It is central to our institutional commitment and highest calling to provide Penn students with the best possible education."

As we continue our efforts to expand diversity on campus and enhance our success in the recruitment and retention of minority students and faculty, Dr. Leboy's report will be a helpful source of information and support. With that in mind, I would like to emphasize certain conclusions in the report and correct certain data that I believe are inaccurate.

I am pleased that, as the report points out, Penn appears to be at the top of the Ivy League in the application, admission and matriculation of Asian-American undergraduates. I am also pleased that, as the graduate student numbers reveal, Penn has 32 percent more minority Ph.D. students today than in 1990 and, in particular, that the percentage of doctoral degrees awarded to African-American and Latino graduate students has increased continuously over the past 14 years.

However, I also agree with the report's position that Penn—and our Ivy peers—need to do better in recruiting and retaining African-American and Latino undergraduates. I am optimistic that we will see continued improvement in the future thanks to sustained efforts by our Admissions Office as well as to recent retention initiatives on the part of Penn's undergraduate schools.

I am pleased that the faculty section of Dr. Leboy's report recognizes growth in the number of minority faculty in each of Penn's undergraduate schools over the past decade. The majority of the senior faculty in Dr. Leboy's group who are no longer present reflect retirements or death rather than retention failure. Without question, however, we do need additional growth. Rigorous review of all available data will be required before we can assess the full significance of these retention data.

In general, Dr. Leboy's analyses of minority students and faculty deal with small numbers, and do not fully address the statistical significance of differences that are noted. However, it is not my purpose to question the rigor of a report that I believe is otherwise helpful. In fact, I concur with Dr. Leboy's basic position, that Penn and our sister institutions must work even harder to recruit the best minority students and faculty, and must provide these talented individuals with every opportunity to develop and succeed once they reach our campus. I look forward to further discussion at University Council and across campus of the important issue of recruitment and retention of minority faculty and students.

— Robert Barchi, Provost

## OF RECORD

*The following is a republication and updating (for job titles) of a policy that has been in practice for 15 years. —VPGE*

### Policy on Graduate Research Assistant Tuition

The University provides one-half of a graduate research assistant's or fellow's tuition cost when an externally-funded research grant or contract provides the other half and the student is paid a stipend from the grant that is at least at the minimum University Fellowship level. The following criteria have been established for this subsidy:

1. Only full-time graduate students funded through faculty research grants are eligible;
2. Only those students who are performing research on the sponsored research agreement as evidenced by their receiving compensation at least as high as the level for the minimum University Fellowship stipend as a Research Assistant (Job Class 206060 or Job Class 206061) or a Research Fellow (Job Class 217303) will be eligible;
3. The University will provide an amount for tuition equal to the amount charged to the grant; and
4. Graduate students supported by training grants, fellowship awards, unrestricted funds or other restricted funds are not eligible.

Questions concerning the eligibility of particular students or groups of students should be addressed to the Vice Provost for Graduate Education. Exceptions will be granted only upon recommendation of the cognizant Dean and with the approval of the Vice Provost for Graduate Education. Questions concerning the processing of tuition subsidy payments should be addressed to the responsible school business officer.

— Office of the Vice Provost for Graduate Education

At the September 1998 meeting of University Council, minority recruitment and retention was identified as a “focus issue” for this year. Two broad areas of concern were raised: 1) the apparent lack of increase in under-represented minority groups at Penn; and 2) the question of whether Penn can maintain a competitive position in offering financial aid for minority students. The consensus was that these two issues should be discussed separately, with recruitment and retention of minority undergraduate students, graduate students and faculty being the subject of a full Council discussion as soon as the existing reports on the subject had been assembled. The information presented below is a compilation of the most recent data currently available.

—Phoebe S. Leboy, Member of the Steering Committee of Council

## On Recruitment and Retention of Minority Faculty and Students

### Undergraduate Students

Given the size of the undergraduate student population, it becomes difficult to track sub-populations of students in a way which might give accurate information on minority student retention and career choices. However, the University and its peer institutions do maintain data on recruitment of minority students, and a summary of these data for 1998 is provided in Table I. The reader will bear in mind that this table provides only a one-year snapshot of Penn’s students. In it, Penn is compared with its Ivy League counterparts in four ways: percent which is the lowest and highest value among the Ivies, and both the average and the median for all the Ivies.

The information for Asian-Americans indicates that Penn is the most attractive Ivy League institution for this group of applicants: the Ivy median is 18.8% but Penn’s applicant pool con-

tains 23.3% Asian-Americans. Penn also ranks at the top in admitting and matriculating Asian-American undergraduates. In contrast, the data for African-Americans and Latinos/as indicate some problems.

Penn attracts a relatively high percentage of African-American applicants; above the Ivy League average or median (although below the proportion in the US population). In addition, our 7.5% admission rate is higher than the 6% application rate. However, our admit rate for African-Americans is 1.6-2.1 percentage points below the Ivy average or median, and the matriculation rate is comparably low. While this should be cause for concern, the data suggest that Penn’s retention rate for African-American undergraduates may be better than most of the Ivies; our total enrollment percentage is the same as our 1998 matriculation rate while total

enrollment values for the Ivy League are lower than the Ivy 1998 matriculation rate. However, in the absence of information on matriculation rates for other years and information about the effect of increased time to graduation on total enrollment, it is difficult to draw firm conclusions about retention. Another factor which should have a major impact on these data is the financial aid packages. A report on financial aid as it impacts on minority student presence has been requested by University Council.

The situation with respect to Latino and Latina undergraduates is slightly different with respect to applications, but similar to African-Americans by other measures. Our 4.1% application rate, compared with the 5.2-5.4% rates for the Ivy group, indicates that this group perceives Penn as less attractive than most other Ivy League institutions. As with African-Americans, our

**Table I. University of Pennsylvania and Ivy League Undergraduate Diversity Statistics**

		1998 Percentage of Applicants	1998 Percentage of Admitted Students	1998 Percentage of Matriculants	Fall 1997 Percentage of Enrollment of Full-time Undergraduates	Average 4-Year Graduation Rates for Classes Entering 1986-1990
<b>Asian Americans</b> (Non-foreign)	Penn	23.3%	20.5%	19.7%	17.9%	82.2%
	Ivy League Low	10.7%	12.9%	8.4%	9.1%	80.7%
	Ivy League High	23.3%	20.5%	19.7%	20.6%	89.9%
	Ivy League Average	18.5%	16.4%	14.8%	15.5%	85.3%
	Ivy League Median	18.8%	16.7%	14.9%	15.9%	85.8%
<b>African Americans</b>	Penn	6.0%	7.5%	5.6%	5.6%	60.1%
	Ivy League Low	3.8%	4.7%	4.2%	4.3%	57.8%
	Ivy League High	6.6%	12.1%	9.8%	8.2%	82.5%
	Ivy League Average	5.5%	9.1%	6.9%	6.5%	69.6%
	Ivy League Median	5.8%	9.6%	7.0%	6.7%	69.2%
<b>Latinos/as</b>	Penn	4.1%	5.6%	4.3%	4.3%	72.8%
	Ivy League Low	4.0%	5.2%	4.2%	4.0%	61.1%
	Ivy League High	6.8%	9.3%	8.3%	7.4%	86.1%
	Ivy League Average	5.4%	7.1%	6.2%	5.5%	75.0%
	Ivy League Median	5.2%	7.6%	6.5%	5.7%	77.2%
<b>Native Americans</b>	Penn	0.3%	0.3%	0.3%	0.2%	N/A
	Ivy League Low	0.1%	0.2%	0.0%	0.2%	N/A
	Ivy League High	1.3%	2.0%	2.1%	1.9%	N/A
	Ivy League Average	0.5%	0.7%	0.6%	0.7%	N/A
	Ivy League Median	0.4%	0.5%	0.4%	0.6%	N/A
<b>White</b> (Non-foreign)	Penn	43.6%	47.7%	52.0%	64.1%	81.7%
	Ivy League Low	39.1%	43.7%	43.9%	43.4%	78.6%
	Ivy League High	60.2%	60.3%	67.3%	67.9%	89.4%
	Ivy League Average	47.9%	49.5%	54.5%	57.1%	83.9%
	Ivy League Median	43.1%	46.4%	51.6%	57.0%	82.9%

(Sources: Integrated Postsecondary Education Data System, Consortium on Financing Higher Education)

admission rate for Latino students is 1.6-2.1 percentage points below the overall Ivy values, and our matriculation rate shows an even greater disparity between Penn and the total Ivy League. While the total Ivy data show that Latino and Latina undergraduates make up a smaller proportion of the total enrollment than would be expected by the 1998 matriculation rate, Penn's total enrollment of Latino students is the same as the matriculation rate. Also included in Table I is information on Native-American undergraduates; however, the numbers at Penn and most other Ivies seem to be too small to draw meaningful conclusions.

The last column in **Table I** provides data on the percentage of undergraduates who enrolled during five year period 1986-1990 and who graduated within 4 years. African-Americans and Latinos at Ivy League institutions apparently have lower 4-year graduation rates, but whether this results from increased time to graduation or increased drop-out rate is not clear from these data. It also appears that fewer Penn students graduate in 4 years than the Ivy norm, but the differences are greater for minority students than white students.

**Graduate Students**

The Office of the Vice-Provost for Graduate Studies has provided information both on the proportion of minority students among the graduate student population for the past nine years (Table II) and Ph.D. degrees awarded to African-American and Latino students since 1985 (Table III). Since our university has large numbers of graduate students who come from foreign countries and, in many cases, return to their homes after receiving their degree, the data in both Tables II and III are limited to those minority students who are either US citizens or permanent residents. Table II shows two trends with respect to graduate student enrollment.

1) The total number of Ph.D. students enrolled at Penn has shown a significant decline during the '90s, and there are 21% fewer graduate students in 1998 than were enrolled in 1990. One factor contributing to this decline is the University's decision, in 1992, to increase funding per graduate student and finance it by decreasing the number of students supported. Enrollment therefore declined as programs continued to increase both the level and the time period

of support for doctoral students.

2) The numbers of minority students have steadily increased during the same time period, with the result that there are 32% more minority Ph.D. students in 1998 than in 1990. The net effect of both of these trends is a marked increase in the proportion of U.S. minority students among our graduate student enrollment. Unfortunately, the data in Table II does not provide information about trends in Ph.D. enrollment for individual minority groups.

In contrast, Table III does supply information concerning Ph.D. degrees awarded for African-Americans and Latino-Americans, as well as information about minority student representation in each of the three broad groupings: Humanities, Social Sciences, and Sciences. As indicated in the table, these groupings include both Ph.D.'s awarded in SAS graduate programs and Ph.D.'s awarded in other schools at Penn. The numbers for '85-'90 are aggregates for 6 calendar years (18 commencements), while the data since 1990 is grouped in 2 year periods (6 commencements). The numbers within each disciplinary grouping are small, making it difficult to discern trends at this level, but it is clear that the numbers of African-American and Latino graduate student receiving Ph.D. degrees has been increasing in recent years. This is reflected in the fact that percent of Ph.D.'s awarded to African-American and Latino shows a continuous increase over the past 14 years.

**Faculty**

Detailed information on the composition of the Standing Faculty (including Standing Faculty-Clinician Educator) has been compiled annually by the Provost's Office and Penn's Office of Institutional Research and Analysis since 1988. The data include, for each department at the University, information on the numbers of African-American, Asian-American, and Latino faculty at each rank, as well as analyses of new faculty hires in each department for the preceding 10 years. The most recent version of this *Affirmative Action Report for the Current Standing Faculty* was produced in 1998. It contains approximately 150 pages of information concerning the faculty at Penn in the '97 academic year.

**Table IV** presents a greatly condensed version of the data on composition of the faculty, in comparison with faculty composition in the '88 academic year. To conserve space, we have focused on the undergraduate schools. Faculty in the professional schools are included only in the "All Schools" summary at the bottom of the table, and data for each professional school will be available at tomorrow's meeting of University Council. It is encouraging that, with a few exceptions, the number of minority faculty in each of the undergraduate schools has slightly increased in the '88-'97 period although the total size of the faculty has remained relatively stable (Wharton and Nursing) or declined (SAS and Engineering). Table IV reveals that the modest increase in undergraduate school minority faculty is, in large part, a reflection of increased numbers of Associate Professors: the aggregate number of African-American, Asian-American and Latino Associate Professors was 10 in 1988, and 27 in 1997.

Because the data in this table aggregates information from individual departments, it tends to obscure the fact that some departments had several minority faculty while other departments had few or none. There were 5 departments in SAS in which over 10% of their faculty was African-American, Latino or Asian-American in 1997, and 3 of these had at least 15% minority faculty. However, there were also 9 SAS departments, with a total of 99 faculty, which had no minority faculty in 1997. The Natural Sciences grouping in SAS had only 1 African-American and no Latino faculty; this is a reflection of the

**Table II. Ph.D. Enrollment at Penn  
Fall Semesters 1990-1998**

Year	Total Ph.D. Students	Students of Color Who Are US Citizens
	Number	Number/Percentage
1990	4465	135 3.0
1991	4534	163 3.6
1992	4441	173 3.9
1993	4363	186 4.3
1994	4326	199 4.6
1995	3961	183 4.6
1996	3738	178 4.8
1997	3623	182 5.0
1998	3517	178 5.1

(Source: Vice Provost for Graduate Education)

**Table III. Doctoral Degrees Awarded at Penn\***

		Number of Graduate Students Awarded Degree Calendar Years**					Percent of Total Doctorates Awarded Calendar Years**				
		85 to 90	91 & 92	93 & 94	95 & 96	97 & 98	85 to 90	91 & 92	93 & 94	95 & 96	97 & 98
Humanities (includes Architecture)	African-Am.	8	6	3	5	12	2.50%	4.60%	1.80%	2.70%	6.30%
	Latino/a	9	3	5	6	9	2.90%	2.30%	3.00%	3.20%	4.70%
<b>Total Penn Doctorates: Humanities</b>		<b>316</b>	<b>132</b>	<b>167</b>	<b>187</b>	<b>192</b>					
Sciences (includes BGS, Nursing & Engineering)	African-Am.	11	4	4	9	10	1.40%	1.40%	1.20%	2.20%	2.40%
	Latino/a	20	3	5	10	9	2.50%	1.00%	1.50%	2.40%	2.10%
<b>Total Penn Doctorates: Sciences</b>		<b>787</b>	<b>293</b>	<b>337</b>	<b>414</b>	<b>420</b>					
Social Sciences (includes Wharton, SW & Education)	African-Am.	27	14	18	12	13	3.40%	5.70%	6.70%	4.30%	3.80%
	Latino/a	14	5	8	13	8	1.90%	2.00%	3.00%	4.70%	2.30%
<b>Total Penn Doctorates: Soc.Sci.</b>		<b>776</b>	<b>246</b>	<b>267</b>	<b>276</b>	<b>342</b>					
<b>All disciplines, African-American + Latino/a</b>							<b>4.80%</b>	<b>5.20%</b>	<b>5.50%</b>	<b>6.30%</b>	<b>6.40%</b>

\* Excludes professional doctoral degrees

\*\* Represents May, August and December graduations in each year

(Source: Vice Provost for Graduate Education)

fact that 5 of 6 departments in the Natural Sciences, with a total of 116 faculty, had no African-American or Latino faculty. Similarly 9 of the 14 departments in the Humanities had no African-American or Latino faculty in 1997. The 5 Social Sciences departments were generally more diverse, with 3 departments containing at least 12% minority faculty. The other 2 departments, however, showed no minorities among their 31 faculty. In Wharton, 6 of the departments had no African-American or Latino faculty last year.

One approach towards analyzing Penn's efforts in recruiting minority faculty is to examine the composition of newly hired faculty. Analyses of Penn hiring have been carried out annually by the Office of Institutional Research and Analysis, and data listing new hires in the undergraduate schools for the period 1987-1997 is presented in Table V. It shows that in the past 10 years the undergraduate schools have hired 20 new African-American faculty, 14 new Latino faculty and 54 new Asian-American faculty.

A comparison of the numbers of minority undergraduate faculty in Table IV and new hires of minority undergraduate faculty in Table V raises questions about retention of our minority faculty members. The past 10 years saw 20 African-Americans among the newly-hired faculty of undergraduate schools, yet in 1997 the undergraduate faculties included only 20 African-Americans. Similarly, while there were 14 Latino faculty hired in undergraduate schools from 1987 to 1997, Latinos in the undergraduate faculties by 1997 totaled only 15. Most extraordinary is the fact that, although Asian-American new hires were 54 in the past 10 years, only 46 Asian-Americans were faculty members in the undergraduate schools in 1997, suggesting a very rapid turnover of faculty within this group.

It is therefore logical to ask whether faculty appointment represents a "revolving door" for some or all minority faculty. This question has been addressed in two ways. A report from the Office of the Associate Provost on tenure decisions of faculty appointed during FY 1980 through 1990 was published in *Almanac* on September 30, 1997, and is reproduced in part here as Table VI. Comparing percentage of minority awarded tenure vs. percent of total awarded tenure suggests that, with the exception of the cohorts hired in FY'83 and in FY'85, minorities tend to be tenured at a rate slightly lower than that of their peer group of faculty. However, the numbers of minority faculty are small, the variation in their tenure rate is large, and the difference in tenure rate for minority vs. total is not statistically significant. Furthermore, these data include all of the schools, which

makes them heavily influenced by School of Medicine decisions; in addition, the numbers are an aggregate of all minority groups. Nonetheless, while Table IV may indicate that the University is increasing the absolute number of minority faculty, comparing Table IV with Table V implies that we are losing existing minority faculty from undergraduate schools approximately as fast as we are hiring new minority faculty, and Table VI suggests that one contributing factor might be a lower rate of promotion from Assistant Professor to Associate Professor.

We have performed a more limited analysis of African-Americans and Latinos who were on the Penn faculty in 1991, and asked about their faculty status 7 years later. The results are pre-

sented in Figure 1. The retention rate of African-American faculty who were Assistant Professors in 1991 gives a view roughly consistent with the data in Table VI: 44% of the total are still faculty members. The pattern for retention of African-American faculty hired as Assistant Professors (top panel in Figure 1) is also very similar to that for white Assistant Professors (bottom panel). However, 5 of the 6 of the Latinos/as at Assistant Professor rank in 1991 are no longer on the Penn faculty. Focusing on the undergraduate schools, we have retained 4 out of 8 African-Americans who were Assistant Professors in 1991, presumably by award of tenure since we have a 7-year limitation on appointment as Assistant Professor. However,

**Table IV. Standing Faculty at Penn: 1988 and 1997**

	African American 88 v. 97		Latino/a 88 v. 97		Asian American 88 v. 97		White non-Latino 88 v. 97		Total in rank 88 v. 97	
<b>Undergraduate Schools</b>										
<b>SAS: Humanities</b>										
Asst Prof	2	3	1	3	0	4	42	28	45	38
Assoc Prof	2	3	1	2	0	1	47	40	50	46
Full Prof	3	3	2	2	0	0	106	98	111	103
<i>ST. (Humanities)</i>	7	9	4	7	0	5	195	166	206	187
<b>SAS: Social Sciences</b>										
Asst Prof	1	0	1	1	2	5	30	12	34	18
Assoc Prof	0	1	0	0	0	0	19	19	19	20
Full Prof	1	1	3	1	5	2	58	62	67	66
<i>ST. (Social Sciences)</i>	2	2	4	2	7	7	107	93	120	104
<b>SAS: Natural Sciences</b>										
Asst Prof	1	0	1	0	4	1	21	22	27	23
Assoc Prof	0	1	0	0	1	1	26	24	27	26
Full Prof	0	0	0	0	4	6	101	97	105	103
<i>ST. (Natural Sciences)</i>	1	1	1	0	9	8	148	143	159	152
<b>Total SAS</b>										
Asst Prof	4	3	3	4	6	10	93	62	106	79
Assoc Prof	2	5	1	2	1	2	92	83	96	92
Full Prof	4	4	5	3	9	8	265	257	283	272
<b>Total SAS</b>	<b>10</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>16</b>	<b>20</b>	<b>450</b>	<b>402</b>	<b>485</b>	<b>443</b>
<b>SEAS</b>										
Asst Prof	0	2	1	1	11	4	13	7	25	14
Assoc Prof	0	0	1	2	0	6	20	18	21	26
Full Prof	0	0	1	1	4	5	57	47	62	53
<b>Total SEAS</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>15</b>	<b>15</b>	<b>90</b>	<b>72</b>	<b>108</b>	<b>93</b>
<b>NURSING</b>										
Asst Prof	2	1	0	1	0	0	17	13	19	15
Assoc Prof	1	2	0	0	0	0	19	17	20	19
Full Prof	0	0	0	0	0	0	10	14	10	14
<b>Total Nursing</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>44</b>	<b>49</b>	<b>48</b>
<b>WHARTON</b>										
Asst Prof	2	2	0	1	12	2	40	54	54	59
Assoc Prof	0	1	0	0	4	7	38	27	42	35
Full Prof	1	0	0	0	1	2	74	83	76	85
<b>Total Wharton</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>17</b>	<b>11</b>	<b>152</b>	<b>164</b>	<b>172</b>	<b>179</b>
<b>All Undergrad Schools</b>										
Asst Prof	8	8	4	7	29	16	163	136	204	167
Assoc Prof	3	8	2	4	5	15	169	145	179	172
Full Prof	5	4	6	4	14	15	406	401	431	424
<b>Total Ugrad Schools</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>15</b>	<b>48</b>	<b>46</b>	<b>738</b>	<b>682</b>	<b>814</b>	<b>763</b>
<b>All Schools</b>										
Asst Prof	24	26	8	18	40	62	514	657	586	763
Assoc Prof	14	17	7	7	16	26	437	404	474	454
Full Prof	10	13	11	7	24	32	793	840	840	892
<b>Total All Schools</b>	<b>48</b>	<b>56</b>	<b>26</b>	<b>32</b>	<b>80</b>	<b>120</b>	<b>1744</b>	<b>1901</b>	<b>1900</b>	<b>2109</b>
% of ran	2.5%	2.7%	1.4%	1.5%	4.2%	5.7%				

(Source: Office of Institutional Research and Analysis)

**Table V.**  
**New Hires at Penn, 1987-1997**  
**(All Faculty Ranks)**

Under-graduate School	African Amer.	Latino	Asian Amer.	Total Hires
<b>SAS</b>				
Humanities	8	6	8	117
Soc.Sci.	2	2	7	87
Nat. Sc.	1	0	7	67
<b>SAS Total</b>	<b>11</b>	<b>8</b>	<b>22</b>	<b>271</b>
<b>Wharton</b>	<b>3</b>	<b>2</b>	<b>19</b>	<b>153</b>
<b>Engineering</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>46</b>
<b>Nursing</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>42</b>

(Source: Office of Institutional Research and Analysis)

we retained only 1 of the 4 Latinos who were Assistant Professors in undergraduate schools in 1991.

A surprising finding is the rate of loss of African-American and Latino faculty from more senior ranks. Of the 23 African-Americans who were Associate or Full Professors in 1991, only 13 remain. Similarly, of the 19 Latinos who were Associate or Full Professors in 1991, 7 have left. The conventional wisdom might suggest that we are losing our senior minority faculty to the vigorous recruiting of peer institutions, but this is not the case for most of the senior African-American faculty who left Penn between 1991 and 1997. Of the 17 who are no longer at Penn, 11 retired or died during the 7-year period. It therefore appears that one part of the problem is that many newly hired minority faculty are simply replacing retiring minority faculty and therefore not markedly increasing the total numbers.

**Table VI. Historical Data on Timely Tenure of Minority Faculty**

**Note:** The tables below are excerpted from a report published in *Almanac* September 30, 1997; as Associate Provost Barbara Lowery and Analyst Bernard Lentz pointed out in the original presentation, the data set does not include individuals hired from the outside with tenure.

Table A shows minority hires and promotions in relation to total hires and promotions for the latest years then available, with the notation that since achieving internal tenure can be a seven-year process for most faculty, and a ten-year process for some faculty in the Medical School, the tenure success data were available only through 1990. Table B shows average time to tenure for minorities in relation to all faculty.

**A. Hires and Promotions (Minorities v. Total)**

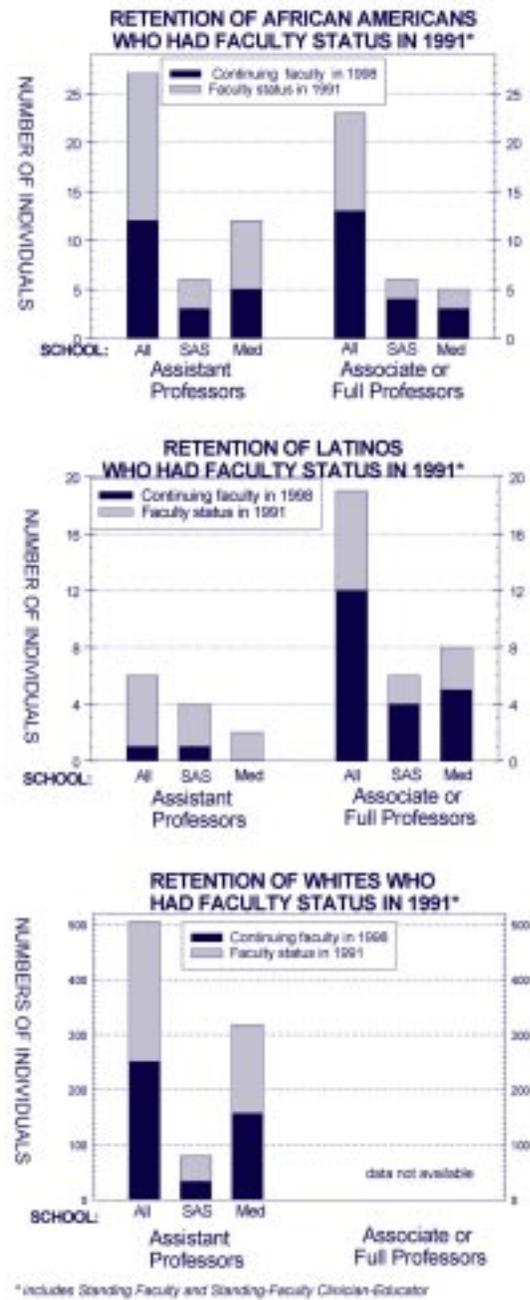
Appointment Fiscal Year	Minority Hires	%Min. of Total Hires	% of Min. Hires Tenured	% of Total Hires Tenured	Tenure Decision Pending*
FY80	8	6%	25%	30%	0
FY81	9	6%	33%	32%	0
FY82	8	7%	13%	34%	0
FY83	7	5%	43%	33%	1
FY84	9	9%	22%	34%	1
FY85	13	11%	46%	38%	0
FY86	14	12%	21%	33%	2
FY87	9	9%	33%	42%	2
FY88	19	19%	26%	29%	10
FY89	14	11%	21%	24%	26
FY90	16	13%	6%	20%	41
FY91	19	18%	-	-	-
FY92	5	4%	-	-	-
FY93	16	14%	-	-	-
FY94	20	13%	-	-	-
FY95	18	13%	-	-	-
FY96	20	16%	-	-	-

\* Primarily Clinician-Educator faculty who have not, as yet, achieved Associate Professor status, or Ten-Year Tenure-Track faculty in Medicine

**B. Total University Average Time To Tenure (in Years)**

Appointment Fiscal Year	Female	Minority	Male	All
FY80	7.8	8.5	6.7	6.9
FY81	6.6	6.3	6.2	6.3
FY82	8.8	9.0	5.7	6.2
FY83	6.4	6.0	6.7	6.6
FY84	7.1	6.0	6.6	6.7
FY85	6.6	6.5	6.0	6.1
FY86	7.3	6.3	6.5	6.5
FY87	5.6	6.3	6.8	6.5
FY88	7.4	4.2	5.4	5.7
FY89	5.8	4.7	5.7	5.7
FY90	5.8	5.0	5.3	5.4

**Figure 1: Comparative Retention of Faculty**



**Additional Readings**

In this issue, on page 2, Provost Robert Barchi comments on the report above.

At right, Dr. Phoebe Leboy provides a list of past *Almanac* articles on Minority Presence. The five most recent titles are on line and can be accessed via [www.upenn.edu/almanac](http://www.upenn.edu/almanac). For earlier ones, please e-mail [almanac@pobox.upenn.edu](mailto:almanac@pobox.upenn.edu).—Ed.

**Selected Almanac Documents on Minority Presence**

- Report of the President's Asian/Pacific American Student Affairs Committee.* 11/3/98
- Report of the Council Committee on Pluralism.* 4/21/98
- Report on Tenure Decisions.* 9/30/97
- Affirmative Action Report for 1986–1996.* 5/20/97 and 5/27/97
- Report of the Faculty Senate Committee on the Faculty: Review of Affirmative Action.* 5/13/97
- Minority Permanence at Penn: A Progress Report and Next Steps.* 5/10/94
- Minority Permanence at the University of Pennsylvania: A Retrospective Analysis.* 5/10/94 (report completed June 1993)
- Affirmative Action Report for 1982–1992.* 5/25/93
- On Minority Permanence at Penn.* 1/26/93
- Numbers of Standing Faculty at Penn by School, Tenure Status, Gender and Minority Status.* 2/11/92
- Numbers of Standing Faculty at Penn by School, Tenure Status, Gender and Minority Status.* 2/19/91
- Numbers of Black Standing Faculty by School and Tenure Status.* 3/6/90

# Update

MARCH AT PENN

## CHANGE

The East Asian Studies Colloquium entitled *Making the Nomads Imperial: The Cultural Domain of the Early Khitan Empire (907-1215) Seen through Archaeological Findings*, originally scheduled for March 16, will be held on Monday, March 29, at 4:30 p.m. in room 110, Annenberg School Bldg.

## CONFERENCE

**27** *The Second Annual Chinese Military History Workshop*; topics to be discussed: Use and Misuse of Military Thought in the Northern Song Dynasty; Xunzi, History as Bingfa; Who knew Bingfa in the Northern Song?; and the relationship between Daoism and military thought in the Warring State period; 10 a.m.-6 p.m.; Gates room, Van Pelt Library (Center for East Asian Studies).

## MUSIC

**27** *University Wind Ensemble*; Congressman Chaka Fattah narrates Aaron Copland's *Lincoln Portrait*, 8 p.m., Cathedral Church of the Saviour (Music). See March at Penn for more details.

## TALKS

**23** *Undergraduate Education in Engineering: Effective Teaching, Real Learning, with Examples from Material Science*; Blair London, Cal Poly-San Louis Obispo; 11 a.m.; LRSM Auditorium, 3231 Walnut St. (GSE; SEAS).

**24** *Before Pulp Fiction: Illustrating Slavery in Antebellum America*; William L. Van Deburg, U. Wisconsin-Madison; 4 p.m.; 3808 Walnut St. (Center for Study of Black Literature & Culture).

**25** *Is China's Twenty-Year Boom Ending?*; Tom Rawski, University of Pittsburgh; noon; Auditorium, Lauder Institute (Center for East Asian Studies).

*Viewing Qing History Through Its Art*; Evelyn Rawski, University of Pittsburgh; 3:30 p.m.; room 632, Williams Hall (Center for East Asian Studies; Penn's Fund to Encourage Women).

*Integrin Signaling in Prostate Cancer Cells*; Lucia R. Languino, Yale; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

**29** *Synergy Between Arp 2/3 Complex and Cofilin in Assembly of the Leading Edge in Crawling Cells*; John S. Condeelis, Albert Einstein College of Medicine; 2 p.m.; Physiology Dept. Conference Room, 4th floor, Richards Bldg. (Pennsylvania Muscle Institute).

*Making Natural Knowledge: Constructivism and the History of Science*; Jan Golinski, University of New Hampshire; 4 p.m.; room 392, Logan Hall (History and Sociology of Science).

**30** *Multi-Photon Microscopy*; Winifred Denk, Bell Labs, Lucent Technologies; noon; 2nd floor, Vagelos Research Labs (Institute for Medicine and Engineering; Imaging/Micromanipulation Series).

*Cold War Culture and Postwar German Film*; Barton Byg, University of Massachusetts-Amherst; 7 p.m.; room 23, Moore School Bldg. (Germanic Languages and Literatures).

**Deadlines:** The deadline for the Update At Penn is a week before the date of publication. The deadline for the May At Penn calendar is April 13.

## Financial Planning Week: April 6-8

To All Faculty and Staff:

Dreyfus Advice and Guidance, in association with The AYCO Company, will be on campus to offer a financial planning services seminar entitled *Estate Planning—Maximizing your Wealth from Generation to Generation*.

This seminar will be offered at the Faculty Club (check front desk for exact room location) twice each day on April 6, 7 and 8 as follows:

April 6: 9:30 to 11 a.m. and 2 to 3:30 p.m.

April 7: noon to 1:30 p.m. and 4:30 to 6 p.m.

April 8: 9:30 to 11 a.m. and 2 to 3:30 p.m.

We hope that you will be able to join us for one of these sessions in our continuing financial education series.

To register please e-mail [upenn@dreyfus.com](mailto:upenn@dreyfus.com) or call 1-800-526-3444.

— Division of Human Resources

## Take Our Daughters to Work Day

Mark your calendar: Thursday, April 22. Details will be published in the March 30 issue. Contact Orna Rosenthal at 898-5116, or [orna@pobox.upenn.edu](mailto:orna@pobox.upenn.edu) for more information.

— Human Resources

## Classifieds

### THERAPY

**Shari D. Sobel**, Ph.D. Psychotherapy (215) 747-0460.

To place a classified ad call (215) 898-5274.

## OPPORTUNITIES

All open positions at Penn for qualified applicants in office support, research, computing, professional, and financial areas, among others, are posted on the Human Resources web site at [www.hr.upenn.edu](http://www.hr.upenn.edu).

Penn's Job Application Center, at 3550 Market Street, Suite 110, is open 8 a.m.-6 p.m. weekdays where computer stations are available for you to browse the openings and/or apply on-line.



## Almanac

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3600 Chestnut Street, Philadelphia, PA 19104-6106  
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E-Mail: [almanac@pobox.upenn.edu](mailto:almanac@pobox.upenn.edu)  
URL: [www.upenn.edu/almanac/](http://www.upenn.edu/almanac/)

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

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## The University of Pennsylvania Police Department Community Crime Report

**About the Crime Report:** Below are all Crimes Against Persons and Crimes Against Society from the campus report for **March 8, 1999 through March 14, 1999**. Also reported were **Crimes Against Property: 19 total thefts & attempts (including 2 burglaries (& attempts), 2 thefts of auto (& attempts), 2 thefts of bicycles & parts), 6 incidents of criminal mischief & vandalism and 1 incident of trespassing & loitering**. Full reports on the Web ([www.upenn.edu/almanac/v45/n25/crimes.html](http://www.upenn.edu/almanac/v45/n25/crimes.html)).—Ed.

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 **March 8, 1999 and March 14, 1999**. The University Police actively patrols 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 898-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—2; Threats & harassment—2  
3/11/99 4:41 AM 3744 Spruce St Unknown suspect robbed retail store  
3/12/99 12:57 PM Kings Court Complainant reported being threatened by ex-girlfriend  
3/13/99 2:37 AM 3604 Chestnut St Complainant robbed by 2 unknown suspects  
3/14/99 12:46 AM Bodine Dorm Harrassing phone calls

**38th to 41st/Market to Baltimore:** Aggravated assaults—1; Simple assaults—1; Threats & harassment—2

3/09/99 2:01 AM 308 S 40th Unwanted calls received  
3/10/99 1:33 PM 3915 Walnut St Employees threatened via phone  
3/12/99 10:30 PM 3935 Walnut St Complainant assaulted/suspect  
3/13/99 4:59 PM 39th & Walnut Large crowd engaged in disturbance/3 apprehended

**30th to 34th/Market to University:** Threats & harassment—1

3/12/99 8:28 AM 300 Blk 34th Complainant threatened by former patient

### Crimes Against Society

**34th to 38th/Market to Civic Center:** Weapons offenses—1  
3/08/99 7:14 AM Univ Hospital Weapon found on male's possession/arrest per PPD

### 18th District Crimes Against Persons

9 Incidents and 3 arrests (including 3 robberies and 4 aggravated assaults and 2 rapes) were reported between **March 8, 1999 and March 14, 1999** by the 18th District covering the Schuylkill River to 49th Street and Market St. to Woodland Avenue.

3/08/99	9:20 AM	126 S 49th	Aggravated Assault/Arrest
3/08/99	3:05 PM	4700 Chestnut	Robbery
3/10/99	8:00 PM	5100 blk Catherine	Rape
3/11/99	4:30 AM	3744 Spruce	Robbery
3/12/99	3:00 AM	4935 Spruce	Aggravated Assault/Arrest
3/13/99	4:59 PM	3900 Walnut	Aggravated Assault/Arrest
3/13/99	7:21 PM	3900 Sansom	Aggravated Assault
3/13/99	2:30 AM	4900 blk Walnut	Rape
3/13/99	2:37 AM	3604 Chestnut	Robbery

## Learning the Library, Teaching the Library

by Stephen Lehmann

The library teaches itself—or not? At least until recently, students and faculty understood the library to be a fundamentally transparent system that stored and made available a self-contained body of texts. Occasionally faculty or librarians would see a need to teach the library, but more often than not they assumed that students would learn to do research by doing it, just as their teachers and their teachers' teachers had done.

Of course The Library as one physical space has long been a fiction: The crumbling of the library's famous walls began at the latest with the advent of union catalogs and efficient interlibrary loan operations in the late 1930s, and "serious" researchers have long understood the local system to be a gateway to a worldwide network of libraries. But if the model used to be incomplete, by now it has a status roughly equivalent to that of long-playing records, slide rules, and dial phones. For this there are many reasons, the most obvious being a technological transformation of information storage and retrieval that requires an infinitely more complex and sophisticated mediation on the part of students and faculty. And though today's students come to the University with native fluency in their use of technology—most of them having learned to wield a mouse and manipulate digitized icons long before they could give shape to letters, or read them—this technical ease and comfort does not, on its own, get them very far with structures of complex information systems. So, too, the dissolution of the canon in the humanities, the growing importance of images and film, the ongoing proliferation of publications in every conceivable format, and the softening of once-firm disciplinary boundaries have blown apart core collections and with them the student's ability to rely on a finite and relatively contained body of texts in any area of study.

What is a student to do?

Though the library offers tours, one-on-one consultations, and sessions on specific resources or topics, we know from experience that students learn most when specific class assignments drive instruction in library resources, when the library piece is more clearly a means than an end. Only then does it become a purposeful activity with a meaningful goal, rather than an ultimately self-referential exercise in ingenuity. A famous exception is Haverford College's Seminar on Historical Evidence, in which every Haverford junior spends a semester working closely with a single, previously unstudied document from the Library's own Special Collections Department and identifying an unknown object (examples: cornhusker, tourist art from an African airport, elephant bell) using the widest possible array of texts and research tools. (The document portion of the course is described in an article by Margaret Schaus and her colleagues in *AHA Perspectives*, v. 29, no. 5, pp. 16-18, May-June 1991; the entire course in *C&RL News*, v. 51, no. 9, pp. 825-831, October 1990).

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*...students learn most when specific class assignments drive instruction in library resources, when the library piece is more clearly a means than an end.*

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Increasingly, Penn faculty—themselves not always able to keep up with the rapidly changing nature of information provision—are working with librarians to integrate instruction in the finding and evaluating of information into their courses and developing assignments one of whose heuristic benefits is the ability to navigate a complex system of resources efficiently and critically.

Some examples:

- A history class used a wide array of the library's primary sources to assemble a collection of Civil War soldiers' letters that would be better than the ones currently available.
- In an undergraduate Urban Studies class, students, with the help of their professor and a librarian, used microhistory sources—such as Sanborn fire insurance maps and other real property atlases, decennial census printed reports and manuscript population censuses, and countless city directories available in print, microform and electronic formats—to track a single Philadelphia site over three different time periods from the nineteenth century to the present.
  - Honors history students are exploring electronic library research tools in a hands-on session in the library, followed up by continuing library support—in the form of a course-specific library web page and one-on-one consultations with the librarians—as these students write their senior theses.
- Students in a Wharton undergraduate class, Multinational Management, create and solve their own "minicases" by using Lippincott's large collection of full-text electronic sources. A case concerning trade practices, for example, might have a student pick a topic such as maritime piracy, and conjecture how it might apply to a hypothetical or even a real company.
  - In a class on community nursing, students were required to compile neighborhood community assessments, drawing in part on demographic and socioeconomic statistics, counts of business establishments and other institutions, and descriptions of health conditions and access to public transportation. Van Pelt reference librarians wrote a Penn Library web page linking and describing individual web sites with factual information useful for the profiles. The web page was demonstrated in class not by Penn librarians, but by Nursing School technicians.
  - Now being planned is a graduate course on fakes and forgeries that will draw on the rare printed and manuscript resources of Van Pelt's Special Collections Department.

Three years ago Penn history professor Drew Gilpin Faust gave a talk that was subsequently published in this space. Entitled *We Are All Teachers; We Are All Learners*, it eloquently makes the case for an institution that "fully dedicate[s] itself to the ideal of integrated and interdependent teaching and learning." As an extension of the classroom, the library has a critical role to play in realizing this ideal.

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*This is the fifth essay in the 1998-99 Talk About Teaching series, a joint project of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.*

*Mr. Lehmann is Coordinating Bibliographer of Humanities at Van Pelt Library.*

*For information on library instructional support, contact Patricia Renfro, Director, Public Services, at 898-7091 or [renfro@pobox.upenn.edu](mailto:renfro@pobox.upenn.edu).*