

3-20-1998

## Campus News March 20, 1998

La Salle University

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# CAMPUS NEWS

LA SALLE UNIVERSITY'S WEEKLY INFORMATION CIRCULAR

March 20, 1998



La Salle University

1900 West Olney Avenue

Box 632

Philadelphia, Pennsylvania

19141

Phone: 215/951-1456

Fax: 215/951-5043

## *La Salle 56 Electronic Message Board*

If your department/organization would like to run an announcement on the station's message board system, please fill out the following "message board request" form and return it to Box #632. Since *La Salle 56* is shown throughout Philadelphia, **all announcements for events and programs should be available to the public.** (Be sure to read the request form's fine print!)

*La Salle 56* serves La Salle University and its surrounding community with educational and entertaining programs. The cable station also serves as a hands-on teaching facility for students interested in learning about the communication field. *La Salle 56* reaches over 300,000 homes within the City of Philadelphia and is operated by La Salle University's Communication Department.

Please direct any questions to the station manager, Tonya Ellis. You can either call x1456 or send email to [ellis@lasalle.edu](mailto:ellis@lasalle.edu). We would like to hear any show ideas you are interested in producing.

***Campus News* is distributed weekly to foster communication and encourage information sharing among University departments. Articles submitted are the responsibility of their authors alone and do not imply an opinion on the part of La Salle University or the Department of Mail and Duplicating Services.**

Please return to Tonya Ellis – Box 632  
Call 951-1456 for more information.

Office Use Only  
Date Submitted:  
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**- LA SALLE 56**  
**Message Board Request**

**CAMPUS SPONSOR INFORMATION**

Department/Organization:

Requested by:

La Salle ID #:

Campus Address:

Campus Phone #:

**MESSAGE INFORMATION**

Dates to Run:

Single Announcement or Series:

Message:

**TERMS AND CONDITIONS**

Message services are intended for campus events and academic and administrative announcements. Message services are available to members of the La Salle community, including faculty, staff, students, and organizations.

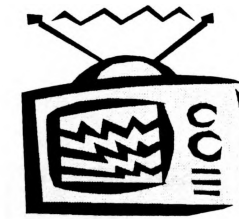
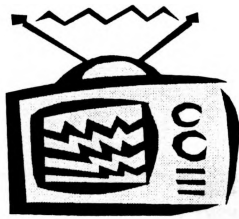
Messages should be short and to the point. However, *La Salle 56* reserves the right to edit or shorten a message to fit the technical requirements of the system. *La Salle 56* also reserves the right to refuse any message if the content is deemed inappropriate. Messages should be consistent with the mission of the station and be of interest to a broad, off-campus audience. Advertisements for any non-La Salle-related product or service will not be accepted.

Please note that the person requesting the message accepts all responsibility for its accuracy and content. All telephone numbers should be double-checked for accuracy.

The message board schedule runs Monday through Sunday. All requests must be made at least one week prior to start of next running week. Requests will be typeset by the Friday proceeding the next running week.

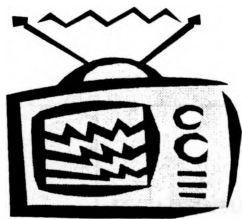
Please read the conditions on this form carefully. In requesting message services, you agree to all of its terms and conditions.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



## La Salle 56 Program Schedule for the week of 3-22-98

	SUNDAY 3-22	MONDAY 3-23	TUESDAY 3-24	WEDNESDAY 3-25	THURSDAY 3-26	FRIDAY 3-27	SATURDAY 3-28
9:00am		The Blue & Gold Scoreboard	Healthy Neighborhoods: Nutrition & Fire Safety	Healthy Neighborhoods: Prenatal Care & Child Safety	Healthy Neighborhoods: Smoking & Lead Poisoning	The Blue & Gold Scoreboard	Student Film: "Restless"
9:30am	Archdiocese Parish Study			American Writer: Fred Busch	HN: Diabetes		Healthy Neighborhoods: Crime Prevention
10:00am	Mass	La Salle Forum: IQ + EQ = So What?	American Writer: Chris Bohjalian	From Student to Senator: Rick Santorum	Classical Guitarist: Leon Bernardyn	American Writer: Jonathan Franzen	David Bradley: The Chaneyville Incident Readings
10:30am	The Blue & Gold Scoreboard			Healthy Neighborhoods: Children's Health			
11:00am	NFL Films: Silent Soliders	American Writer: Madison Smartt Bell	Branch Out '97 followed by HN: Immunization	Student Film: "Restless"	Student Film: "With My Regrets"	Evesham Township, NJ: A Historic Portrait	Face to Face: Race to Race
11:30am				Healthy Neighborhoods: Irish Northern Aid			
12:00pm	Healthy Neighborhoods: Stress Management	The Blue & Gold Scoreboard	An Interview with Bruno Kirby	David Bradley: The Chaneyville Incident Readings	Healthy Neighborhoods: Narcolepsy	The Blue & Gold Scoreboard	Concert Pianist: Enrique Arias
12:30pm	HN: Alternative Medicine				HN: Driving Safety		
1:00pm	Sisters of St Joseph	Healthy Neighborhoods: Smoking & Lead Poisoning	Healthy Neighborhoods: Pets	Worth Hearing: Lansdowne	Sisters of St Joseph	La Salle Forum: Sex-What Do You Know?	Healthy Neighborhoods: Pets
1:30pm	Christian Brothers of La Salle University	HN: Diabetes		Student Film: "Monuments"			
2:00pm	Welfare Reform in PA	Classical Guitarist: Leon Bernardyn	The Little Singers of Passy-Buzenval	HN: Asthma	Welfare Reform in PA	NFL Films: The Stylists & Story Tellers followed by HN: Prostate Cancer	The Little Singers of Passy-Buzenval
2:30pm				HN: Learning Disabilities & In Line Skating			



## La Salle 56 Program Schedule for the week of 3-22-98

	SUNDAY 3-22	MONDAY 3-23	TUESDAY 3-24	WEDNESDAY 3-25	THURSDAY 3-26	FRIDAY 3-27	SATURDAY 3-28
3:00pm	American Writer: Jonathan Franzen	The Blue & Gold Scoreboard	Face to Face: Race to Race	Student Film "With My Regrets"	American Writer: Jonathan Franzen	The Blue & Gold Scoreboard	Student Film: "Restless"
3:30pm				"The Reporter", "Truth", "Dog Years"			HN: Crime Prevention
4:00pm	Evesham Township, NJ: A Historic Portrait	Healthy Neighborhoods: Exercise	Concert Pianist: Enrique Arias	Healthy Neighborhoods: Narcolepsy	Evesham Township, NJ: A Historic Portrait		David Bradley: The Chaneyville Incident Reading <i>followed by</i> Student Film: "A Touch of Love"
4:30pm				HN: Driving Safety			
5:00pm	NFL Films: Silent Soldiers	HN: Prenatal Care & Child Safety	HN: Smoking & Lead Poisoning	Healthy Neighborhoods: Nutrition & Fire Safety	La Salle Forum: IQ + EQ= So What?	Healthy Neighborhoods: Pets	Face to Face: Race to Race
5:30pm		American Writer: Fred Busch	NH: Diabetes				
6:00pm	Healthy Neighborhoods: Stress Management	From Student to Senator: Rick Santorum	Classical Guitarist: Leon Bernardyn	American Writer: Chris Bohjalian	American Writer: Madison Smartt Bell	The Little Singers of Passy- Buzenval	Concert Pianist: Enrique Arias
6:30pm	HN: Alternative Medicine	Healthy Neighborhoods: Children's Health		<i>followed by</i> Student Film "Balls"	<i>followed by</i> H.N.: Cancer		<i>followed by</i> Student Film: "Balls"
7:00pm	Sisters of St Joseph	Worth Hearing: Lansdowne	La Salle Forum: Sex- What Do You Know?	Branch Out '97 <i>Followed by</i> H.N.: Immunization	Belfast Poet: Ciaran Carson	Student Film "Restless"	Healthy Neighborhoods: Pets
7:30pm	Christians Brothers of La Salle University	Student Film: Monuments"		HN: Irish Northern Aid		Healthy Neighborhoods: Crime Prevention	
8:00pm	Welfare Reform in PA	Healthy Neighborhoods: Asthma	NFL Films: The Stylists & Story Tellers	An Interview with Actor Bruno Kirby	Healthy Neighborhoods: Exercise	David Bradley: The Chaneyville Incident Readings	The Little Singers of Passy- Buzenval
8:30pm		HN: Learning Disabilities & In-Line Skating	HN: Prostate Cancer		The Blue & Gold Scoreboard	<i>followed by</i> Student Film "A Touch of Love"	



## LA SALLE UNIVERSITY

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OFFICE OF THE PRESIDENT  
PHILADELPHIA, PA 19141 • (215) 951-1010 • FAX (215) 951-1783

March, 1998

Dear Students and Parents,

On the reverse side of this letter is the schedule of tuition and fees for the University for the 1998-1999 academic year.

As you know from the news media, some are questioning the rising cost of a college education. However, a close look at what is happening in higher education reveals that most colleges and universities are working hard to curtail costs and enhance revenue through expanded fund raising efforts and other initiatives. Still, given dwindling federal and state support and ever-increasing program, technology, facility, and personnel demands, tuition increases are inevitable. Even so, tuition and fees fall far short of covering the total cost of running the University, so we are deeply indebted to the thousands of donors, the majority of whom are alumni and parents, who support the University on an ongoing basis.

This year we begin a fee for parking in most University parking lots, a common practice on college and university campuses. Like other fees we have initiated over the past several years, this fee is assessed to those persons at La Salle who use the service. Now, depending upon where you park, La Salle students, faculty, and staff will pay for parking on a graduated scale. There will be no charge for those who use the Good Shepherd parking lot.

I am keenly aware of the sacrifices you are making to afford an education in a private university. At the same time, I also know that all of the research points to the fact that it is an investment that pays handsomely in the long-term. We at La Salle continue our commitment to providing a first class education at an affordable rate.

Thank you for your understanding and support.

Sincerely,

Joseph F. Burke, F.S.C., Ph.D.  
President

# TUITION AND FEE SCHEDULE

	1997-98	1998-99
<u>DAY DIVISION</u>		
Basic full-time tuition, per semester	7,235	7,815
Additional for science, nursing & business major, per semester	100	100
Part-time and extra, per credit hour	510	551
Pre-college Counseling & Orientation Fee	100	100
Science lab/Communications/Nursing/Business course fee	50	50
Student Activities Fee, per semester	75	75
Health Services Fee, per semester	30	30
Freshman Commuter Orientation Fee	25	25
Reinstatement fee (a)	100	100
<i>(a) After mid-term Reinstatement Fee increases to \$250</i>		
<u>CONTINUING STUDIES &amp; SUMMER SESSION</u>		
Tuition, per credit hour	270	292
Science lab/Communication/Nursing/Business course fee	40	40
Reinstatement fee	50	50
<u>GRADUATE PROGRAMS</u>		
M.B.A. Program	460	497
M.A. Education, M.A. Bilingual, M.A. Psychology, MA Communication	365	383
M.S. Nursing, M.A. European Studies, M.A. Computer Info Science	435	470
Graduate Religion-Ministerial	225	243
Psychology Doctorate - Post Masters	445	481
Psychology Doctorate - Post Bachelors	365	394
Reinstatement fee	50	50
<u>ALL PROGRAMS</u>		
Registration fee:		
Fall & spring semester - 8 hours or more	40	40
Fall & spring semester - 7 hours or less	20	20
Summer sessions (excluding MBA-where regular semester fees apply)	15	15
Instructional Technology Fee		
Full-time (12 hours or more)	45	45
Part-time (11 hours or less), per course	10	10
Application for admission fee	30	30
Graduation Fee	50	50
<u>RESIDENCE HALLS AND FOOD SERVICE</u>		
Single room rent, per semester	1,835	1,927
Premium single room, per semester	2,045	2,147
Double room rent, per semester	1,695	1,780
Premium double room rent, per semester	1,785	1,874
Economy Triple room rent, per semester	1,390	1,460
Triple room rent, per semester	1,500	1,575
Quad room rent, per semester	1,835	1,927
Apartment rent, per semester	1,870	1,964
Premium apartment, per semester	1,980	2,079
Townhouse, per semester	2,100	2,205
Telephone service fee, per semester	45	45
Meal Plans, per semester:		
<i>For Residence Hall Students (must select one)</i>		
12 Meal Plan (Alternate: 10 meals and \$75 PLUS Plan)	1,145	1,180
10 Meal PLUS Plan	1,390	1,430
12 Meal PLUS Plan	1,490	1,535
15 Meal PLUS plan	1,720	1,770
7 Meal PLUS Plan	1,375	1,415
Plan for commuters, apartment & townhouse residents		
5 Meal Plan	530	565
Freshman resident orientation fee	75	75



LA SALLE UNIVERSITY

OFFICE OF THE PROVOST  
PHILADELPHIA, PA 19141 • (215) 951-1015 • FAX (215) 951-1785

## FULBRIGHT SCHOLAR AWARDS FOR U.S. FACULTY AND PROFESSIONALS: 1999-2000 COMPETITION

The competition for 1999-2000 Fulbright scholar awards opens on March 1, 1998. Opportunities for lecturing or advanced research in nearly 130 countries are available to college and university faculty and professionals outside academe. Awards range from two months to a full academic year, and many assignments are flexible to the needs of the grantee.

Virtually all disciplines participate: openings exist in almost every area of the arts and humanities, social sciences, natural and applied sciences, and professional fields such as business, journalism, and law.

The basic eligibility requirements for a Fulbright scholar award are U.S. citizenship and the Ph.D. or comparable professional qualifications (for certain fields such as the fine arts or TEFL, the terminal degree in the field may be sufficient). For lecturing awards, university or college teaching experience is expected. Foreign language skills are needed for some countries, but most lecturing assignments are in English.

Applications are encouraged from faculty at all types of institutions as well as from professionals outside academe. Every academic rank—from instructor to professor emeritus—is represented. Academic administrators regularly receive Fulbrights, as do independent scholars, artists, and professionals from the private and public sectors.

The deadline for lecturing or research grants for 1999-2000 is **AUGUST 1, 1998**. Other deadlines are in effect for special programs: distinguished Fulbright Chairs in Western Europe and Canada (May 1) and Fulbright seminars for international education and academic administrators (November 1).

Funding for the Fulbright Program is provided by the United States Information Agency, on behalf of the U.S. government, and by cooperating governments and host institutions abroad.

For further information and application materials, contact the USIA Fulbright Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5L, Washington, DC 20008-3009. Telephone: 202-686-8677. Web Page: <http://www.cies.org>; E-mail: [apprequest@cies.iie.org](mailto:apprequest@cies.iie.org) (requests for mailing of application materials only).



## Fulbright Scholar Program

*Next year, some 700 U.S. faculty and professionals will travel to nearly 130 countries around the world to lecture and conduct research. We invite you to become one of them.*

For over 50 years the Fulbright Program has offered faculty, professionals, teachers, and students the opportunity to teach, conduct research, or study abroad. At the same time, these Fulbright participants contribute significantly to the growth of mutual understanding among countries and individuals.

To be a Fulbrighter is to share an extraordinary experience with virtually thousands of colleagues . . . the exhilaration of working abroad, the excitement of living in a new environment, the travel, the wealth of research insights, the challenge of explaining to a foreign audience the importance of the Civil War or the role of entrepreneurs in American business.

Few other opportunities enrich one's personal life and career as does a Fulbright award. Living in a different culture, forming lasting friendships with colleagues from other countries, and sharing new horizons with family are all part of what has come to be known as "the Fulbright experience."

Fulbright grants for faculty and professionals present an opportunity for professional growth and the development of new interests and expertise. Unique resources and settings for scholarly research abound. Collaborative endeavors that emerge during a Fulbright assignment can last for decades.

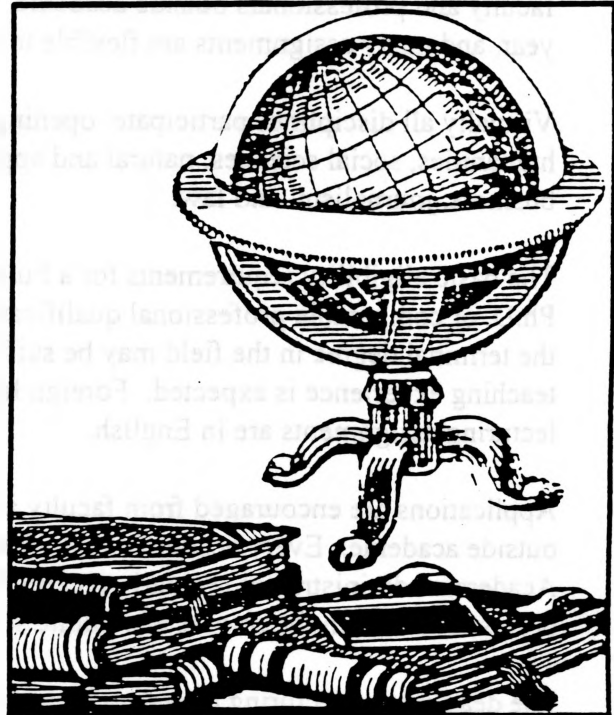
★★★★★

A Fulbright lecturing appointment can be one of the most stimulating and challenging assignments of a teaching career. For many, it is the teaching experience of a lifetime.

Fulbright scholars often experience the profound satisfaction of making a lasting contribution, having set in motion plans to establish a more advanced chemistry lab or a new academic program in popular culture.

Although other fellowship programs and grants fund various types of overseas activity, the

Fulbright Scholar Program plays a unique role in supporting international scholarship and educational exchange.



With awards in nearly 130 countries, Fulbright literally offers the world:

- The vibrancy and rich cultural heritage of Africa
- The dynamism and rapid transition of Eastern Europe and the Newly Independent States
- The ageless traditions and fresh visions for the future of Asia and the Pacific
- The unique contrasts and excitement of the Middle East and South Asia
- The old world charm and cutting-edge developments of a new Europe and Canada
- The diversity and innovativeness of Latin America

★★★★★

Three-fourths of each year's Fulbright grants are for lecturing or combined lecturing/research, while one-fourth are for research. A Fulbright appointment, however, involves much more.

Fulbright scholars pursue individual research or collaborate with foreign colleagues on projects; teach undergraduate or graduate courses; conduct seminars for business and community leaders; consult with government ministries and schools; advise on curriculum development; lead symposiums for faculty and professionals; and guest lecture at other universities and in other countries.

Each year grantees come from over 500 colleges and universities and public and private agencies in all 50 states. Every academic rank—from instructor to professor emeritus—is represented. Untenured faculty and professionals outside academe are encouraged to apply.

Fulbright awards go to

- Scholars with international reputations;
- Recent Ph.D.'s who show great potential as researchers;
- Community college faculty who teach at the undergraduate level;
- Excellent teachers with modest publishing records;
- Academic administrators and independent scholars; and
- Artists, lawyers, journalists, research scientists, and other professionals.

★ ★ ★ ★ ★

Consider that . . .

- All disciplines are represented in the program—from art to zoology.
- Grant duration is variable; one need not go for the full academic year. Awards normally range from two to twelve months in length.
- Language is not necessarily an obstacle. With the exception of Latin America and francophone Africa, most lecturing

assignments are in English. Language capability may be required for research, depending on the area of the world and the project.

- Many awards throughout the program allow scholars to propose their own lecturing or research projects.
- Former Fulbrighters can participate again after an interval between awards.

You are eligible to apply if you

- Have U.S. citizenship (permanent resident status is not sufficient);
- Hold the Ph.D. or equivalent professional/terminal degree at the time of application; and
- Have college or university teaching experience at the level and in the field of the advertised assignment or proposed lecturing activity for lecturing and lecturing/research awards.

The competition for Fulbright lecturing or research awards formally opens March 1, with an application deadline of August 1. Some special programs have later deadlines. Grants begin approximately one year (or later) following the application deadline.

★ ★ ★ ★ ★

To receive a book describing awards available for 1999–2000, write or call:

**USIA Fulbright Senior Scholar Program**

**Council for International Exchange of Scholars  
Box GPOS**

**3007 Tilden Street, NW, Suite 5L  
Washington, DC 20008-3009**

**Internet: [apprequest@cies.iie.org](mailto:apprequest@cies.iie.org)**

**Telephone: 202.686.7877**

**World Wide Web: [www.cies.org](http://www.cies.org)**



## THE FACULTY SENATE

### Minutes for February 11, 1998

**Present:** S. Borkowski, J. Bulter, D. Cichowicz, J. Duffy, D. Falcone, P. Feden, C. Freeman, M. Gauss, W. Grosnick, K. McNichol, L. Miller, E. Mollenhauer, M. Moreau, D. Smith, J. Smither, S. Stickel, T. Straub, M. Watson

**Excused:** S. Longo, M. Soven, J. Volpe

The meeting was called to order at 2:31 p.m. The minutes from January 20, 1998 were reviewed, modified, and approved as modified 11-0-2.

\* \* \*

#### **Report from the Financial Affairs Planning Committee (FAP)**

Scott Stickel, Chair of the Financial Affairs Planning Committee, distributed two items: the first handout was the Senate minutes from the January 21, 1997 meeting which extensively described the major issues concerning the University's deficit; the second handout was a draft of the proposed raise together with External Market Percent (EMP) adjustment calculations. The EMP calculations were based on a salary benchmarking study that compared salary increases at La Salle to those of a peer group of schools.

Tentatively a salary increase of 2.8% is offered. The preferred distribution is 1.8% MOTS – an equal percentage increase granted to all faculty, and a 1.0% Step - an equal dollar increase for all faculty of about \$500. It is understood that the 2.8% increase will also be given to part-time instructors.

Senator Stickel distinguished between what the raise should be and what the raise can be. The “should be” is based on raises given by our competitors in our marketplace as demonstrated by the EMP calculations. The “can be” is based on La Salle's current financial condition. The EMP formula says that the administration “should be” able to provide a raise equal to that provided by our peer/competitor group of schools. Senator Stickel noted that the EMP agreement ensures that competition among universities determines what our average raise should be, not the subjective judgement of any one person at La Salle. Personal, subjective assessment of what is fair and what is not fair are minimized. The theory is – to the greatest extent possible - let the marketplace be the arbitrator. Linking La Salle raises to the peer group has resulted in an IOU from La Salle to faculty, an IOU that would not exist without the EMP agreement. The EMP agreement encourages the administration to pay a raise each year so that the IOU doesn't increase.

The raise should be greater than it currently can be. Since EMP indexing began in 1993, cumulative raises at peer schools have been 19.6%, while cumulative raises at La Salle have been 16%. The 3.6% discrepancy is the “EMP deficit” and represents the difference between “should be” and “can be.” While stock market gains have been large, the unusually large gains cannot be expected in the future. Paying the entire EMP deficit now would increase our salary burden at a time when recurring revenues are less than recurring costs. In conclusion, it is prudent to pay a “normal”, or 2.8%, raise next year, and hope to achieve financial equilibrium so that La Salle can prudently pay the EMP deficit to faculty in the future.

Senator Stickel commented on the meaning of the statement that La Salle is tuition-driven. Tuition and related auxiliary revenue from dorms and food services is about 90% of total revenue. This information prompted questions about how our fundraising efforts contribute to this situation. Senator Stickel said that our endowment assets are small, but well managed. He explained that if our ratio of endowment-to-operating expenses were at the median of other institutions, La Salle would generate enough additional dividend and interest income to bring La Salle into financial equilibrium. Several senators expressed curiosity about the status of the search for the VP of Institutional Advancement. They opined that the vacancy in this position is detrimental to our future financial viability. Senator Stickel offered that he has suggested several times that we give thought to asking Brother Patrick Ellis to return as a fundraiser.

Last year's Senate minutes are still very descriptive of our current financial condition. La Salle's financial condition will usually not change dramatically from year-to-year. The structural deficit is about \$3 million per year, every year. This structurally recurring situation cannot be sustained indefinitely. La Salle covers deficits by paying money out of endowment, which has occurred in four of our last five years.

Despite the fact that La Salle has paid money out of the endowment to cover deficits in recent years, it should be noted that the total endowment has not decreased on a year-to-year basis. This is because unexpectedly large capital gains on our stock portfolio have covered the deficits. These unexpectedly large capital gains should not be expected in the future. We've been lucky. Stock market gains of the past few years give us more time to find financial equilibrium.

Some priorities in achieving financial equilibrium that have been mentioned include Bucks County utilization for graduate programs, undergraduate programs, and non-degree programs; undergraduate enrollments at the main campus; and fundraising of gifts and grants.

Discussion ensued about the rationale and reasoning for the split in the raise. The advantage of this approach is for those in the lower salary ranges. Those earning lower wages will benefit more from, and appreciate, the larger increase than those in the higher salary range will suffer. Senator Stickel explained the details by saying that the average 2.8% raise is actually 1.8% plus about \$500, where \$500 is 1% of total faculty salaries. Faculty making \$50,000 per year are relatively unaffected by the 1.0% step, since the 1.0% step is \$500 per faculty. Faculty making \$60,000 per year will receive \$100 less than a 2.8% raise, and faculty making \$40,000 per year will receive \$100 more than a 2.8% raise, and so on.

Stickel said that the reasoning for the "step" is disputable. Some faculty think that it is more "fair" to have a step, while other faculty feel that "fair" is subjective. Some years there is a step; some years there is no step (just a straight percentage). Most faculty familiar with the calculations felt that the net effect on salary of the 1% step is so small that the dispute should be settled quickly. This year FAP chose a 1% step.

A senator asked if the step contributes to the fact that, in salary comparisons to our peer schools, La Salle full professors and associate professors fare worse than assistant professors, a fact apparent from the supplied benchmarking calculations. Stickel responded by saying that using a step contributes to relative underpayment of higher ranks, but cautioned that the step effect is small. Stickel said that another explanation for the relative underpayment of higher ranks is a less-than-market percentage increase for changing ranks. For example, La Salle gives a 10% raise for a rank promotion; other schools probably give a bigger percentage raise.

A senator asked if comparisons of total salaries in the benchmarking analyses show that La Salle faculty are underpaid by more than 4%. Stickel responded by saying the EMP agreement assumes that underpayment of La Salle faculty began in 1993-94, the first year of no pay raises. Proving underpayment before 1993-94 is difficult. A comparison to other schools of total salaries is somewhat "apples to oranges" because some schools have law schools, etc., which have highly paid faculty.

A senator questioned whether staff would receive their raise using this split as well. The sentiment was expressed that individuals in the staff category should be given the benefit of the step increase since they are in much lower salary ranges. Stickel said that he believed that staff do not have a step, in other words, there will be a straight 2.8% raise for non-faculty employees. Another senator said that non-faculty have no voice in this matter and reminded senators of the discussion with Rosemary Barbera at a previous Senate meeting. Senators hoped that mentioning this issue in the minutes might promote fruitful discussion of this matter between top administration and non-faculty employees.

One senator questioned the validity of using tables with financial data for salary negotiation. The numbers produced from an analytical technique such as EMP are treated as objective. This senator feels that salary negotiation should be a chance to have a dialogue with administration about who we are and what we do. There may be differences between La Salle and our peer competitors that should be taken into consideration.

Discussion continued on issues related to the impact of this pay raise on the size of the deficit, possible change in insurance costs, and the outlook for next year's enrollment.

A motion was made to accept the raise as proposed. The proposal was accepted 14-0-3.

\* \* \*

#### **Proposed Non-tenure Track Positions for Coordinators of New Programs in Nutrition and in Interactive Arts and Technology**

In response to questions from the last senate meeting, the Senate President reported that both programs have gone through stage one approval. Market research and curriculum development must be done before final approval for the programs can be obtained. Approval is requested for the positions so that when/if the programs are formally approved by the required committees, immediate action can be taken to hire the necessary personnel.

The Nutrition program will require a registered dietician who may not necessarily be able to teach in a flexible way. The program is strong academically and is very desirable in this geographic area. A motion was presented to approve the non-tenure track position for the Coordinator of the Nutrition Program. The motion passed 13-0-4.

The Interactive Arts and Technology Program is an inter-disciplinary program which means that the person who is hired must be capable in all related areas. Special technical skills and expertise are needed. Discussion focused on enrollment support for the program and on several issues regarding the advisability of using a non-tenure track slot. Senators were concerned that approval of these positions as non-tenure track may erode tenure, but there was also a desire to support the administration in the development of these new programs. The importance of monitoring the number of non-tenure track positions was emphasized. There was also concern expressed that, once here, these individuals must be treated fairly. A motion was presented to approve the non-tenure track position for the Coordinator of the Interactive Arts and Technology Program, with the codicil that tenure track positions replace both non-tenure track positions if the programs prove successful. The motion passed 12-0-2.

\* \* \*

#### **Review of Draft Report on the Selection of Department Chairpersons**

Due to the lateness of the hour, discussion of this topic was postponed.

\* \* \*

#### **Update from the Executive Committee**

**Sabbatical Program** - the Senate President informed senators of a recent discussion that had taken place between the Executive Committee, the Provost, and the Deans about the possibility of postponing the implementation of the new sabbatical program. The new program was approved on the premise that it would be budget neutral, that is, no more adjuncts would need to be hired to replace faculty members on sabbatical leave than under the old program. But in the current environment of reduced sections and faculty members with more administrative responsibility, it is not reasonable to expect that no replacements will be needed. The Senate President indicated that the Executive Committee pushed strongly for implementation of the program as planned and the program will go forward.

Another issue related to sabbaticals and the cost of the new program, had to do with faculty members receiving chair pay, graduate increments, and overload pay while they are on sabbatical leave. Including these extras causes an increase in the cost of the program. The issue needs to be discussed further.

Related to the sabbatical discussion, a senator recounted her understanding about the manner in which faculty members were being notified of their eligibility for sabbatical leave, and the nature of the information that they were being given. Her colleagues' experiences led her, and others, to feel that the sabbatical program is in jeopardy, that awarding of a sabbatical is tighter than believed, and that no one on sabbatical could be replaced. Those in attendance who were familiar with the intended implementation procedures for, and subsequent management of, the sabbatical program expressed surprise and concern at this information. It was suggested that those who are expert in the program should meet with the Provost to clarify these discrepancies.

**President's Cabinet** – the Senate President reported that two subcommittees have been formed. One subcommittee is related to *Structures* with discussion focusing on utilization and coordination of resources; and the other is related to *Programs* focusing on new programs, graduate study and co-curricular programs.

The meeting adjourned at 4:35 p.m.

Respectfully submitted,

Kathleen S. McNichol

**LA SALLE UNIVERSITY**  
**1998 DIPLOMAT-IN-RESIDENCE PROGRAM**  
**CONFERENCE**

**DEMOCRACY IN THE 21<sup>ST</sup> CENTURY**

**March 31-April 2 1998**

**Tuesday March 31, 12:30-2:30 pm Dunleavy Room**

**Wednesday April 1, 7:00-9:00 pm Dunleavy Room**

**Thursday April 2, 12:30-2:30 pm Dunleavy Room**

\*\*\*\*\*

**March 31<sup>st</sup> Session:** *Transitions in Democracy: Free Markets, Politics, Media in Europe's New Republics*

Professor William Sullivan, Philosophy

Mr. Gabor Csaba, Embassy of the Republic of Hungary\*

Mr. Henning Simon, Consulate General of Germany (New York)\*

Mr. Boguslaw M. Majewski, Embassy of the Republic of Poland\*

Mr. Christian Matei, Embassy of the Republic of Romania\*

Moderators: Prof. Edward Turzanski, Political Science/Director of Government Affairs

Prof. Michael Smith, Communication

**April 1<sup>st</sup> Session:** *Turning the Century: Democracy, Human Development, Environment in Latin America*

Ambassador Rene Leon, Embassy of El Salvador\*

Consul Georgia Athanasopoulos, Consulate General of Panama (Philadelphia)\*

Consul Manuel Lombera, Consulate General of Mexico (Philadelphia)\*

Mr. Guillermo Anguita, Chief of Staff, Embassy of Chile

Ms. Carmeryl Hill-Macon, Environmental Protection Agency, Washington D.C., South American Programs\*

Moderators: Prof. Mark Ratkus, Economics

Prof. Henry Bart, Environmental Science

**April 2<sup>nd</sup> Session:** *The Road Ahead: African Democracy in the Post-Colonial Era*

Ambassador Rachel Diggs, Embassy of Liberia

Moderator: Prof. Richard Mshomba, Economics

\*\*\*\*\*

(\*) participation confirmed

For information call: Prof. Cornelia A. Tsakiridou (215) 951-1558



LA SALLE UNIVERSITY

Teaching and Learning Center

Philadelphia, PA 19141 ♦ (215) 951-1687

[www.lasalle.edu/services/tlc/tlc.htm](http://www.lasalle.edu/services/tlc/tlc.htm)

E-mail: [tlc@lasalle.edu](mailto:tlc@lasalle.edu)

Preston D. Feden, Ed. D., Director

## TEACHING AND LEARNING CENTER Spring Semester Sessions

*The following sessions are now being planned for the dates and times listed. Please indicate interest on the form below, or through email ([tlc@lasalle.edu](mailto:tlc@lasalle.edu)), or by phone (x1687). Thank you.*

### *Coming soon . . .*

April 2

Thursday

2:45 - 4:00 PM

Location: Olney 99

#### ***Brain Research: Implications for College Teachers***

Offered by Dr. Gerald Ballough, Assistant Professor of Biology, La Salle, who will help us to understand what recent research suggests for instructional practices.

### *Mark your calendars now . . .*

April 15

Wednesday

2:45 - 4:15PM

Connelly Library

#### ***The Perfect Faculty Nightmare: Or,***

***When Students Actually Do Know More Than You Do (sort of)***

John Baky, Director of the Connelly Library, and his staff of professional librarians will address the challenges electronic access of information by students pose to college faculty.

May

Date: TBA

#### ***Cooperative Learning In La Salle Classrooms: Promises and Pitfalls***

Members of the Cooperative Learning Study Group will host a half-day conference that will include information about the five essential components of cooperative learning, the design of cooperative learning activities, and the results of evaluations of the use of this technique in their classrooms with their students.

-----  
Please preregister me for:  *Brain Research*    *Faculty Nightmare*    *Cooperative Learning*

Name: \_\_\_\_\_ Box: \_\_\_\_\_ Phone ext: \_\_\_\_\_ Email \_\_\_\_\_



# What The Research Says

## University Outcomes Assessment

A number of colleges and universities have begun the process of defining and implementing various outcomes assessment projects over the past five years. **The forms of such efforts have varied along with the methods used, the structures designed, and the time and resources available.** However, there are some similarities in the planning and implementation stages that are worth sharing. **The following summary comes from the Report of the Task Force on Assessment, Willamette University, November 1995, released in April of 1996.** Other detailed reports of efforts are available from the University of Colorado at Boulder, Oberlin College, Northern Illinois University, King's College, Montana State University, Eastern New Mexico University, Indiana University, Oklahoma State University, and North Carolina State University.

"The Taskforce examined the following institutional models: Alverno College, Kean College of New Jersey, Harvard University, James Madison University, the University of Tennessee, Evergreen State College, Indiana University, Eastern Michigan University and King's College...Although the Task Force would have preferred to review assessment models from private schools that are more similar to Willamette University, **it found that assessment activities at private, selective institutions tend to be in an embryonic state.**" [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, 5(p.1).

- **Goals statements:** "...all the models reviewed by the Task Force ultimately emphasize local determination of goals and objectives. For example, **goals with particular majors need to reflect general institutional goals, but departments also need the freedom to define how those goals translate into specific objectives with their programs. Goals imposed from the outside meet with considerable resistance;** they also run the risk of holding programs to standards that are irrelevant to or in direct opposition to the specific local mission of the program." [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, 5(p.10).
- **Methods for ascertaining attainment of goals:** "...no single method or measurement device is sufficient for assessing an important goal or outcome. Any good assessment method at least taps the quality of interest<sup>1</sup> to some degree (the validity of the test); yet it may not tap all aspects and may inadvertently measure unrelated elements...Regardless of the measures used, however, **two considerations must be kept in mind. First, we need to be concerned about the reliability and validity of all measures...Second, the information has to be usable.** ...that is amenable to compilation in a way that allows an institution to draw aggregate conclusions without an inordinate amount of work and then use that information to guide institutional and departmental planning." [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, 5(p.11).
- **Assessment of "value-added":** "...the greatest challenge in assessment is showing that any beneficial (or even harmful) effects that have been measured are attributable to the university or the specific program in questions...**Ideally, we need comparison/control group designs to determine whether specific programs are playing a causal role.** These designs are the most difficult to implement (both practically and politically), but **they deserve careful consideration in any circumstance where it is important to clearly assign the cause of changes to particular program elements.**" [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, 5(p.12).
- **Efficient use of assessment for program improvement:** "All assessment has to be conducted with potential use in mind. Central coordination of assessment efforts seems appropriate whenever possible. This contributes to efficient use of resources and provides for a **central organization of information useful for institutional planning.** ...Finally, and this is perhaps the most important point of all, information needs to be organized and used in a formative rather than a summative sense...**the guiding principle throughout the assessment process is that information will be collected and acted upon based on its relevance to improving programs and not based on its ability to 'pass' or 'fail' particular students, faculty, staff, or institutional units and functions.** ...A formative use of such information would better promote the full and enthusiastic participation of all parties involved...eliciting the kinds of challenging questions and candid answers that contribute most to effective program development." [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, 5(p.12).

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<sup>1</sup> Interest is defined as the motivational component a student brings to any assessment. The validity of any assessment instrument a university chooses is dependent upon and affected by the amount of "interest" the student has in doing well and the importance the student perceives the assessment instrument has.

# REFERENCES

## University Outcomes Assessment

- \*\*Colorado State University at Boulder. Undergraduate Outcomes Assessment Overview, 1989-90 - 1996-97. [Online] Available <http://www.colorado.edu/outcomes/>, November 21, 1997.
- \*\*Eastern New Mexico University. Institutional Outcomes Assessment Plan and Progress Report: Focus on Student Learning. [Online] Available <http://www.nmsu.edu/Research/iresearch/outcomes/>, January 21, 1998.
- \*\*King's College. The Core Assessment Program. [Online] Available <http://www.kings.edu/academics.html>, February 3, 1998.
- \*\*Montana State University. Principles of Good Practice for Assessing Student Learning. [Online] Available <http://www.montana.edu/~aircj/assess/>, February 10, 1998.
- \*\*North Carolina State University. Self-Study: Institutional Effectiveness, Student Outcomes Assessment. [Online] Available [http://www2.ncsu.edu/ncsu/univ\\_eval/ch03/a3effect\\_p2.html](http://www2.ncsu.edu/ncsu/univ_eval/ch03/a3effect_p2.html), September 1996.
- \*\*Northern Illinois University. Assessment of Undergraduate Majors. [Online] Available <http://www.niu.edu/provost2/acadprog/gasum.htm>, May 1994.
- \*\*Oberlin College. Plan for Assessment of Student Academic Outcomes. [Online] Available [http://www.adm.oberlin.edu/assess\\_body.html](http://www.adm.oberlin.edu/assess_body.html), February 4, 1998.
- \*\*Willamette University. The Report of the Task Force on Assessment, November 1995. [Online] Available <http://www.willamette.edu/ir/assess/assess.html>, April 1996.

***\*\*Documents also on file at the Teaching and Learning Center, Olney Hall, Room 99.  
Call x.1687 or e-mail TLC@LaSalle.edu to request materials for delivery to your office.***



**La Salle University**

Philadelphia, Pennsylvania 19141

**Student Life Office**

215-951-1371

Please note a correction to the wording of the previously published minutes regarding the Funding Board Meeting on January 22, 1998. At this meeting CARE requested \$100 for a presentation to be given on Programmed Cell Death by Dr. Gerald Ballough of La Salle's Biology Department. The money was going to be used as an honorarium to be given to Dr. Ballough in thanks and appreciation for his time preparing and presenting the program. However, it should be pointed out that Dr. Ballough did not request this honorarium and was unwilling to accept it. We are sorry for any misunderstanding this may have caused.

**To the La Salle Community:**

This is a grant from the Philadelphia Higher Education Network for Neighborhood Development to fund development of a community service learning course over the summer that will be offered in the future. If you are interested in this grant, the Center for Community Learning will provide the campus audit. Please call Heather Kilmer X1833 if you are interested in applying for the grant.

**Philadelphia Higher Education Network for Neighborhood Development**

**Summer Course Development Grants**

**Deadline: April 10, 1998**

The Corporation for National Service has provided PHENND with a three-year grant to help the PHENND member institutions develop higher education-community partnerships through strategic service-learning. The grant supports PHENND faculty to develop new undergraduate courses that combine research with cooperative community projects. In addition, the grant provides support for undergraduates to participate in research opportunities that will both benefit the community and be integrated into the curriculum. The PHENND Mini grant Program focuses on four themes: Education; Environment; Public Safety; and, other human needs.

The PHENND Program has funds available for faculty members to apply for summer course development grants. Proposals should fall within the four project areas noted above. Grants will be for no more than \$3,000 per project. These funds can be used to provide graduate and undergraduate support, course implementation, course support, and/or summer salary. Faculty may then be eligible for a \$1,000 implementation grant.

Criteria for selection will include:

1. Academic excellence
2. Integration of research, teaching and service
3. Partnership with schools, community groups, service agencies, etc.
4. Focus on economically-exploited areas
5. Evidence as to how the course activity will involve participation or interaction with the community as well as contribute to improving the community
6. Evidence as to how the course activity will engage undergraduates in research opportunities
7. Potential for sustainability

Center for Community Learning  
Box 822  
1900 W. Olney Ave.  
Philadelphia, PA 19141-1199

Proposals should include the following:

1. Cover Page
  - 1.1 Name, title, department, school, mailing address, social security number
  - 1.2 Title of the proposal
  - 1.3 Amount requested



2. 100-word abstract of the proposal (include a description of how the course will involve interaction with the community and benefit the community)
3. A one-page biographical sketch of the applicant
4. A two to four page mini-proposal
5. Amount of the request and budget
6. A survey of curricular and co-curricular service-learning activities on your campus

An original and five copies of the proposal should be submitted to the Center for Community Partnerships-PHENND, 3440 Market St., Suite 440, Philadelphia, PA 19104-3325. The application deadline is April 10, 1998.

- *Rosemary Barbera, Director, Philadelphia Higher Education Network for Neighborhood Development*
- *David Bartelt, Department of Urban Studies and Geography, Temple University, PHENND Co-Chair*
- *Maurice Eldridge, Vice President for Development/Executive Assistant to the President, Swarthmore College, PHENND Co-Chair*
- *Ira Harkavy, Associate Vice President and Director, Center for Community Partnerships, PHENND Co-Chair*
- *William Sullivan, Professor, La Salle University, PHENND Co-Chair*



**LA SALLE UNIVERSITY**

**Center for Community Learning**

1900 W. Olney Ave. • Box 822  
Philadelphia, Pennsylvania 19141

**To all members of the La Salle Faculty, Staff and Administration:**

The Center for Community Learning is working on our annual community service audit for the Pennsylvania Campus Compact. To complete this report we need all the information that you can give us regarding your individual or your department's involvement in curricular and/or co-curricular service activities. This information is not only used for the Campus Compact report but also will be used by faculty applying for PHENND course development grants.

Please fill out the form at the bottom of this page and send it campus mail to **Center for Community Learning -Box 822 by Friday March 27, 1998**. Or send the below information via email to **Debbie Poole at poole@lasalle.edu**. If you chose to send the information via email please have the title/subject be INVENTORY. Thank you for your time and response to this. If you have any questions please contact Carolyn Bonner X2412 or bonnerc1@lasalle.edu.

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**La Salle Community Service Inventory**

**Curricular**

**Co-curricular (service through academic course)**

**Activity title** \_\_\_\_\_

**Activity Description** \_\_\_\_\_

**Sponsoring Organization** \_\_\_\_\_

**Person Providing Information** \_\_\_\_\_

**Phone** \_\_\_\_\_

**One Time or On going** \_\_\_\_\_

**Number of Persons in Program** \_\_\_\_\_

**Number of Volunteer hours** \_\_\_\_\_

Please return to the Center for Community Learning  
Box 822 by Friday March 27, 1998



## **Curriculum Design Committee**

Minutes of the February 25, 1998 Meeting

**Present:** Rosemary Barbera, Mary Burke, Eileen Giardino, Lynn Miller, Marc Moreau (Chair), Steve Smith, Margaret Watson, Jeannie Welsh, Sam Wiley

**Excused:** Tom McPhillips, Chris Pinto, Fran Ryan

The meeting began at 8:12 A.M.

**Minutes.** Minutes from the February 17, 1998 meeting were approved with minor revisions.

**Change in Timeline.** It was noted that the timeline given in the February 17th minutes indicated that the CDC would be meeting with the Curriculum Committee in February. Because that meeting was canceled, the CDC will be meeting with the CC in March.

**Upcoming Assessment Workshop.** The committee discussed the provost's suggestion that we send a representative to an AACSB-sponsored workshop on assessment. After affirming the importance of assessment issues, committee members noted that assessment should not drive the design of the curriculum, but rather that the design of the curriculum (in particular, the learning goals) should drive the development of assessment procedures. The committee reaffirmed its (and the Curriculum Committee's) view that developing assessment procedures is not in the purview of the Curriculum Design Committee. The suggestion was made that perhaps representatives from the university's Curriculum Committee should attend the workshop.

**Departure of Rosemary Barbera.** The committee thanked Rosemary for her invaluable contributions and noted the substantial impact she has had on the work of the committee. Committee members also wished her well in her new position. Committee members expressed ambivalence about replacing Rosemary -- although it would be difficult to bring someone new into the discussions at this point, it is also helpful to have the perspective of someone who works extensively with students outside of the classroom setting. CDC members agreed that the university Curriculum Committee should decide whether, and with whom, to replace Rosemary.

**Learning Communities.** Dean Brewer has been working with a group of faculty and staff to discuss the development of planned learning communities on campus. Committee members agreed that this work was relevant to curriculum design and that a subcommittee should meet with the learning communities group.

**Collegian Editorial.** Committee members commented on the "student perspective" affirming the value of a liberal arts education that was offered in a recent editorial by Michael Boyle. Although committee members tended to agree with the author's critique of consumerism and preprofessional education, it was also noted that the individuals representing preprofessional programs at the roundtables all expressed strong commitment to liberal arts values.

**Development of Curriculum Models.** While three committee members have drafted "working models" that we can take to the Curriculum Committee at the March meeting, these models still need substantial scrutiny by CDC members before they are presented to the entire faculty. It was noted that with more careful review, small changes in these models might make large differences. Committee members agreed that each of us would, as homework, examine each model, questioning components of the models and thinking of ways to improve them. The committee will then, as a whole, go through the models sequentially -- identifying concerns, suggesting ways to strengthen each model, and assessing our own level of support for each model. We agreed that we would like to get feedback on the refined models from the La Salle community before the end of the semester, and decided on Friday, April 24 at 1:30 as a tentative date for an open meeting.

The meeting adjourned at 9:22 A.M.

Minutes submitted by Lynn Miller





La Salle University  
Student Life Office

[215] 951-1371

**MEMORANDUM**

TO: All University Faculty and Administration  
FROM: Kathleen E. Schrader, Director of Student Life  
DATE: March 20, 1998  
RE: Academic Attire - End-of-Year Activities

The 1998 End-of-Year activities are scheduled for Saturday, May 16th and Sunday, May 17th. The Baccalaureate Mass will be held at the Cathedral of Saints Peter and Paul at 3:30 p.m. on May 16 and the Commencement exercises will take place on campus on May 11.

Since academic hoods may have to be made for those members of the faculty and administration who plan to rent academic attire, we request that rental orders be placed early. If you plan to rent academic attire for the 1998 End-of-Year activities, please complete the form below and return it to the Student Life Office no later than March 27, 1998 along with your check made payable to La Salle University.

**RENTAL COST IS:**

Bachelor	\$21.00
Master	23.00
Doctor	27.00

\*\*\*\*\*

NAME \_\_\_\_\_

HEIGHT [with shoes] \_\_\_\_\_ HAT SIZE \_\_\_\_\_

DEGREE \_\_\_\_\_ DISCIPLINE \_\_\_\_\_

NAME OF THE COLLEGE/UNIVERSITY FROM WHICH THE DEGREE WAS RECEIVED

\_\_\_\_\_

ADDRESS OF THE COLLEGE/UNIVERSITY \_\_\_\_\_

**PLEASE RETURN TO THE STUDENT LIFE OFFICE BY MARCH 27, 1998**

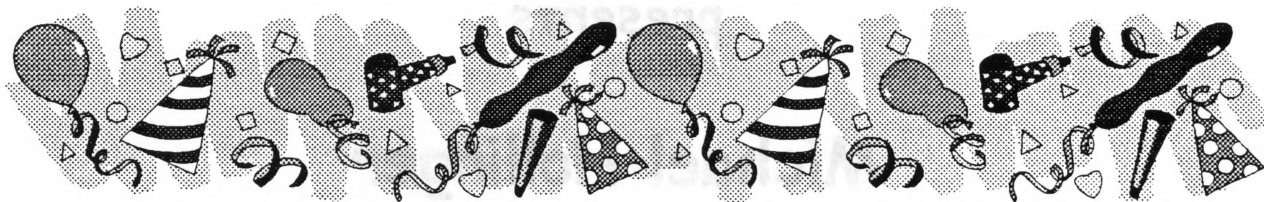
***PLEASE ENCLOSE PAYMENT WITH ORDER***

**FRIDAYSATURDAYSUNDAYFRIDAYSATURDAYSUNDAY  
FRIDAYSATURDAYSUNDAYFRIDAYSATURDAYSUNDAY**

**FRIDAY, MARCH 20, 1998**

**SCULPTING & STRENGTHENING - BODY BASICS PERSONAL TRAINING PROGRAM  
BINNS FITNESS CENTER  
12:00 PM - 2:00 PM**

**SOFTBALL VS PENNSYLVANIA (DH)  
HOME  
2:30 PM**



**CHARTER WEEK CAMPUS-WIDE CELEBRATION  
HAYMAN CENTER  
3:30 PM**

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**SATURDAY, MARCH 21, 1998**

**YMCA SWIMMING MEET  
KIRK POOL  
ALL DAY**

**CHARTER WEEK SERVICE PROJECT [CLEANUP AT HILLCREEK HOUSING]  
MEET AT HAYMAN CENTER PARKING LOT ENTRANCE AT 9:30 AM**

**BASEBALL VS ST. JOSEPH'S (DH)  
HOME  
12:00 PM**

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**SUNDAY, MARCH 22, 1998**

**YMCA SWIMMING MEET  
KIRK POOL  
ALL DAY**

**LITURGY  
DE LA SALLE CHAPEL**

**DISTRIBUTED BY THE STUDENT LIFE OFFICE**

**FRIDAYSATURDAYSUNDAYFRIDAYSATURDAYSUNDAY**

La Salle University  
Department of English  
Plays and Playwrights of Philadelphia Series

presents

**Michael Hollinger**

"Putting the Play in Playwrighting"

**Wednesday, March 25**

**Dunleavy Room**

(3<sup>rd</sup> floor, Student Union)

**2:30 p.m.**



A lively, "hands-on" workshop with an award-winning playwright and teacher.

Michael Hollinger, the 1996 recipient of the F. Otto Haas Award for an Emerging Theater Artist, is the author of *An Empty Plate in the Café du Grand Boeuf*, *Incorruptible*, *Tiny Island*, and other plays produced in Philadelphia, London, and across the U.S.

# LA SALLE UNIVERSITY

## *PHILOSOPHY SERIES*

**Mutombo Nkulu**

Temple University

*“Human Rights and the African  
Concept of the Person”*

Thursday, March 26, 1998

12:30 P.M.

Wister Lounge

To: Members of the La Salle University Community  
From: Br. Chip, Director of Campus Ministry  
Date: 20 March 1998

For the past several years, I've been attending meetings of a group calling itself the "Collegiate Consortium." It's a small group made up of representatives from several of the area Catholic colleges and universities (St. Joseph's, Villanova, Neumann, Cabrini, Gwynedd-Mercy, Georgian Court, etc.). We meet twice during each semester.

The group's discussions and projects focus on the identification of ways to assure the incorporation of our individual mission statements into the life of our separate institutions.

I am sending this memo to the community to see if there might be someone out there who would be interested in joining the group.

You can contact me at [echelmei@lasalle.edu](mailto:echelmei@lasalle.edu) to ask questions or express interest.

Thanks!

La Salle  
University  
1998  
Diplomat  
in Residence  
Program  
Conference

March 31  
through  
April 2, 1998

# Democracy in the 21st Century



April 1st  
Turning the Century:

## Democracy, Human Development, Environment in Latin America

Wednesday, April 1st — Dunleavy Room, 7:00 - 9:00 pm

Moderators: Prof. Mark Ratkus, Economics  
Prof. Henry Bart, Environmental Science

Student Moderators: Christina ... Biology  
Troy Fleming ... Philosophy

Argentina, Chile, Costa Rica, El Salvador, Venezuela, Mexico

Ambassador John Biehl, Embassy of the Republic of Chile\*

Ambassador Pedro Luis Echeverria, Embassy of the Republic of Venezuela\*

Ambassador Rene Leon, Embassy of El Salvador\*

Dr. Allan Hecht, Principal Deputy Assistant Administrator for International Affairs, EPA\*

(\*) participation confirmed

March 31st  
Transitions in Democracy:

## Free Markets, Politics, Media in Europe's New Republics

Tuesday, March 31st — Dunleavy Room, 12:30 - 2:30 pm

Moderators: Prof. Edward Turzanski, Dir., Government Affairs  
Prof. Michael Smith, Communication

Student Moderators: Mike Boyle, Political Science  
Sara Chiappa, Accounting  
Marc Santugini, Economics/International Studies

Germany, Poland, Czech Republic, Romania, Hungary, Bulgaria

Mr. Gabor Csaba, Embassy of the Republic of Hungary\*

Mr. Henning Simon, Consulate General of Germany (New York)\*

Mr. Boguslaw M. Majewski, Embassy of the Republic of Poland\*

Mr. Christian Matei, Embassy of the Republic of Romania\*

April 2nd  
The Road Ahead:

## African Democracy in the Post-Colonial Era

Thursday, April 2nd — Dunleavy Room, 12:30 - 2:30 pm

Moderator: Prof. Richard Mshomba, Economics  
Student Moderator: Annie Hounsokou, Philosophy/Political Science

Ambassador Rachel Diggs, Embassy of Liberia\*

Botswana, Ghana, Uganda, Kenya, South Africa, Liberia



For information, call

Prof. Cornelia A. Tsakiridou at 215/951-1558

The Office of Multicultural Affairs  
announces the

# PREGONES THEATER RESIDENCY

at La Salle University

OCT. 13 - NOV. 5, 1998.

Watch the Campus News for more information  
about this curriculum enrichment opportunity.

Founded in 1979, Pregones is a Puerto Rican theater ensemble dedicated to creating and performing innovative and challenging theater rooted in Puerto Rican traditions and popular artistic expressions. Pregones aims to offer Latino and other communities an artistic means to question, reaffirm, and enhance their roles in society.

Pregones Theater has been heralded by the media and by thousands of audiences. It has performed throughout the United States and internationally including Spain, Portugal, the former Soviet Union, Nicaragua, Puerto Rico, Cuba, Brazil, France.

Awards and recognitions include the 1996 Bronx Council on the Arts Award, three 1994 ACE Awards (critics Award) for Best Production and Best Supporting Actors, 1992 City of New York Mayor's Award for Arts Culture, 1992 and 1991 Urayoan Award, 1990 OBIE Award, 1988 Arts and Business Council's ENCORE Award.



# La Salle University

Pre-Health Professions Advisory Committee

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1900 West Olney Avenue

Philadelphia, Pennsylvania 19141-1199 • (215) 951-1248 • Fax: (215) 951-1772

To: All faculty teaching freshmen

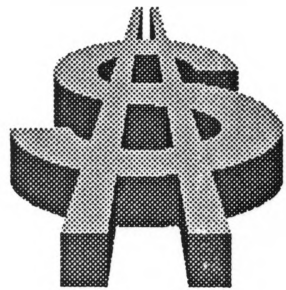
From: Ann Mickle

Re: Pre-med meeting for freshmen

Do you know any freshmen (especially ones that are not biology majors) who plan to attend medical, dental, optometry, podiatry or veterinary school after graduation? There will be a meeting for those freshmen who did not attend a group advisory meeting in the fall on Tuesday, March 31 at 12:30 in Holroyd 225. I would appreciate you telling those students about the meeting.

Thanks.

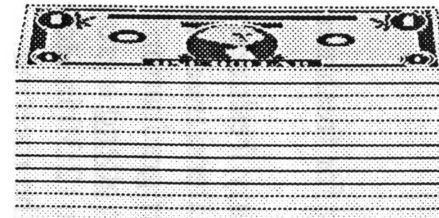
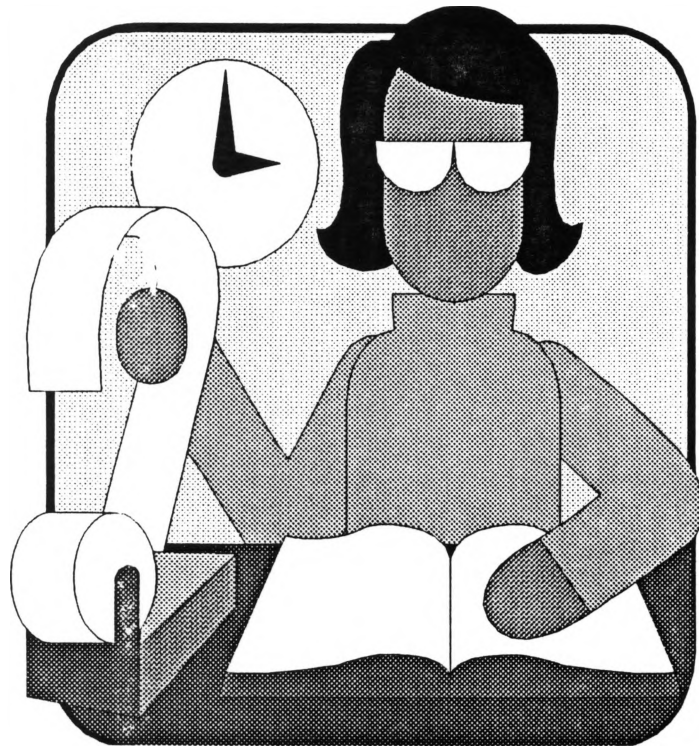




# FINANCIAL PLANNING SEMINAR

## MARK YOUR CALENDARS!

- WHEN: TUESDAY, APRIL 7, 1998
- TIME: 6:30P.M.
- WHERE: OLNEY HALL 209



**PRESENTER: Patricia Kelly**  
**La Salle Alum, Class of '94**

**SPONSORED BY CONTINUING STUDIES & ADULT STUDENT COUNCIL**

PLEASE RSVP BY CALLING 951-1234

**LIGHT REFRESHMENTS WILL BE SERVED**

# Cancer Week '98

**March 22 - March 28, 1998**

- ✓ Monday, March 23, 7:00 pm - Vigil for cancer patients and victims on the Main Quad.
- ✓ Tuesday, March 24, 12:30 pm - Talk on Programmed Cell Death by Dr. Gerald Ballough of La Salle's Biology Department. Holroyd 232.
- ✓ Wednesday, March 25, 7:30 pm - Showing of the movie *Dying Young* with free pizza. St. George Lounge.
- ✓ Friday and Saturday, March 27-28 - SGA Basketball Marathon to benefit the American Cancer Society.
- ✓ All Week - Yellow ribbons sold in the Blue and Gold Dining Commons and the Union to promote cancer awareness.

*In the United States, men have a 1 in 2 lifetime risk of developing cancer, and for women the risk is 1 in 3. Cancer touches people of all ages, races, incomes, and geographic regions.*

*- American Cancer Society*



For information, contact:  
Mike Davis x2822  
Sponsored by CARE (Cancer Awareness Reaching Everyone)

IF YOU KNOW WHAT IT IS, DON'T TALK IT AWAY:  
IF YOU DO, THEN YOU DON'T UNDERSTAND.

HUSH, KEEP IT IN, AND YOUR DOORWAY SHUT -  
STEER CLEAR OF SHARPNESS AND UNTANGLE THE  
KNOTS.

FEEL YOUR LIGHTNESS AND LET IT MERGE WITH  
OTHERS,  
THIS, WE SAY, IS OUR BASIC ONENESS.

THE SAGE WHO DOES THIS DOESN'T HAVE TO WORRY  
ABOUT PEOPLE CALLED 'FRIENDS' OR 'ENEMIES,'  
WITH PROFIT OR LOSS, HONOR OR DISGRACE -

HE IS A MASTER OF LIFE, INSTEAD.

### **Chapter 56 of the Tao Te Ching.**

Translated by Man-Ho Kwok, Martin Palmer, Jay Ramsay. Rockport, MA: Element, 1993.

Submitted by  
The Cultural Enrichment Committee  
on behalf of  
**LA SALLE'S ASIAN AWARENESS CELEBRATION.**

CONTACT PERSON: Ann Marshall x1375

- O.L.A.S.

invites La Salle  
to a poetry reading/performance by  
Philadelphia writer and performance artist

# JULIA LOPEZ

"Growing Up Black:  
A Puerto Rican Thing"

Music Room  
Monday March 23  
7:30-8:45pm

"Memories alongside the  
Puerto Rican flags  
dancing around my head  
and all the spirits  
of my ancestors  
talking to me.

I'm finally listening."

Julia López. From "Colonialism on the Brain."

FOR MORE INFORMATION CALL DR. TROVATO 951-1213.



**HELP!**  
**Faculty!**  
**Moderators!**  
**Staff!**

Please help us spread the word that we need ministers for this event.

Many students might not know how impressive a celebration it is...but you do!

We're especially interested again in persons who would be able to read in a language other than English.

Many thanks from the Staff of the Campus Ministry Center.



To: All Members of the  
Class of 1998



Volunteers are  
needed for the  
135th Annual  
Baccalaureate  
Liturgy, Saturday,  
May 16th

Sign up at the...

Macebearer

Crucifer

Candlebearers

Gospelbearer

Readers

Offertory  
Procession

Eucharistic  
Ministers



Campus Ministry  
Center

# Computer Information Science Lecture Series Presents:



“Electronic Commerce:  
A Case Study”

Scott Conking  
Principal, Online Services  
The Vanguard Group

**Wednesday, March 25, 1998, 7:30 p.m.**  
**Olney Hall, Room 100**  
**La Salle University**  
*Reception to follow*

Please RSVP to Dr. Margaret McManus by Friday, March 20, 1998  
Telephone: (215) 951-1222  
Fax: (215) 951-1805  
E-Mail: [macis@lasalle.edu](mailto:macis@lasalle.edu)

This presentation is sponsored by the M.A. in Computer Information Science Program  
and the Mathematics and Computer Science Department.  
It is open to all students and faculty of La Salle University.

*Funding by DuPont Company Committee on Educational Aid is greatly appreciated.*



## LASALLE UNIVERSITY

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CAREER PLANNING  
1900 WEST OLNEY AVENUE  
PHILADELPHIA, PA 19141  
(215)951-1075 • FAX (215)951-1734

To: LaSalle Community

From: Louis A. Lamorte, Jr.

I am pleased to introduce the newest member of the Career Planning staff. Walter Elliott has joined Career Planning as Job Developer. Walt, a 1992 LaSalle graduate, has a Bachelor of Arts in English. He was most recently employed as distribution manager with Cultural Heritage Alliance where he was responsible for distributing international travel information to high school and college students. He also has several years experience in retail ranging from assistant manager to training manager.

In his position as job developer, Walt is responsible for identifying and developing new employment opportunities for our students and graduates, managing the job posting system and resume referral program, as well as coordinating our annual spring job fair and assisting with the fall intern fair. Walt will also assist students with job search strategies and activities.

Please join us in welcoming Walt (back) to LaSalle.



**No matter how you get your thoughts on paper...**



**...do you have the "write" stuff  
to be a Writing Center tutor?**

If you:

- o Enjoy a challenge
- o Like working with others
- o Need experience that looks great on a resume

\$\$\$\$\$

**then consider a job as a Peer Tutor  
at the Sheekey Writing Center**

Contact: Dr. Mary Robertson  
Sheekey Writing Center  
Olney 203 x1299

Apply by April 3

# Blackthorn

at

## Finnigan's Wake

3rd and Spring Garden Sts.

### Sunday, April 26th

5 pm - 10 pm

(music begins at 6 pm)

# \$25.00

Includes Free Buffet and Free Domestic Draft Beer

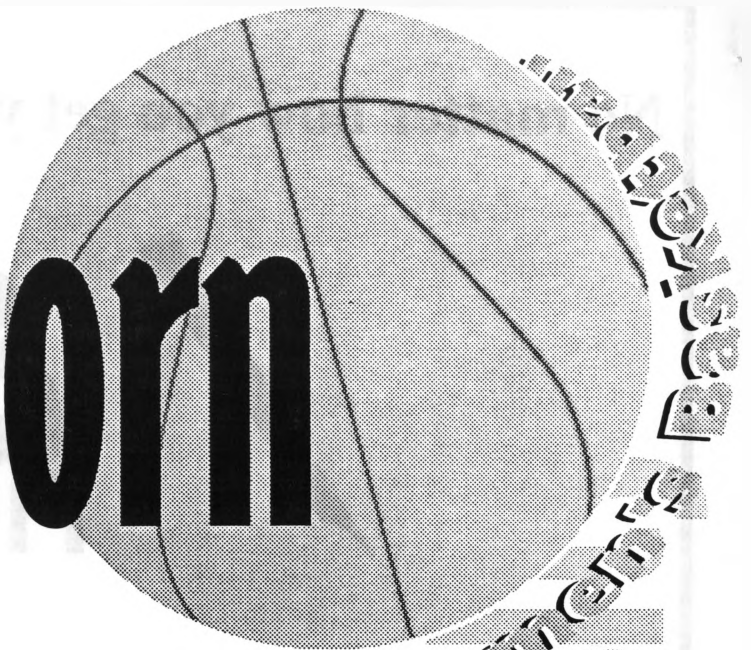
(from 5 pm - 7 pm)

For tickets or more information, call

John Miller at 951-1525.

To Benefit the La Salle University Women's Basketball program

**LaSALLE**



La Salle University

Come explore the *Opportunities* that Await You...

# **Careers in Public Relations and Marketing**

*An Evening Featuring:*

**Alumni Speakers &  
Professional Contacts in:**

**\*\* Marketing \*\***

**\*\* Corporate Communication \*\***

**\*\* Public Relations \*\***

**\*\* Development and Fundraising \*\***

**March 23, 1998**

**7:00 - 9:00 p.m.**

St. Neumann Lounge

**\*\***

Refreshments Provided

For More Information, Contact the Communication Center

**951-1844**

**\*\***

Presented by the Communication Department and Career Planning



# La Salle University

Philadelphia, Pennsylvania 19141

215-951-1566

Student Health Service

March 19, 1997

TO: University Community

FROM: Laura K. McKenna, MSN, CRNP  
Co-Chair - Health Advisory Committee

Thanks to everyone who helped make the 1998 Health Fair such a great success. **Over 250 members of the community attended this year's event, taking advantage of the health screenings and educational opportunities that were available.**

Thanks to all the members of the Health Advisory Committee, especially Peter D'Orazio, Athletic Department; Robert Meidel, Academic Discovery Program; Desiree Johnson, Food Services and Wendy VanDenberg, Health Care Administration intern, who devoted much time and effort to the success of the fair. **Two student members of the committee, Mary Moleski and Maureen Mohan went above and beyond the call of duty to coordinate the fair this year.**

Many organizations on and off campus contributed to our raffle. Thanks to our on campus contributors - Student Life Office, Food Services Department, Human Resources Department, Athletic Department, Student Health Services, and The Campus Store.

There were **twenty winners** in this year's raffle, thanks to the many generous donations. Student Chris Sullivan won the 26-inch Mountain Bike with helmet and Joanne Serembus of the School of Nursing won the Campus Store Gift Basket. Other winners were:

2 Men's Basketball Season Tickets	Kelly Dougan	4 Football Season Tickets	LeSette Wright
La Salle Sweatshirt	Brian Smith	La Salle Sweatshirt	Paul Burke
Keystone Sweatshirt	John Rooney	Golf Umbrella	Rich Nigro
Travel Kit	Kathy Schrader	Travel Kit	Jurij Horajecy
La Salle baseball style cap	Edna Rojas	La Salle baseball style cap	Cheryl Ruffin
LaSalle T- shirt	Scott Leightman	La Salle T-shirt	Matthew Guarano
Movies Gift Certificate	John Rossi	Movies Gift Certificate	Zane Wolf
Health & Fitness Journal	Michael Gowdy	IHOP Gift Certificate	Andrew Jaffee
Intermissions Gift Certificate	Julie Valenti	Natural Food Store Gift Certificate	Martine Etienne

**CONGRATUALTIONS TO ALL OUR PRIZE WINNERS! HOPE TO SEE YOU AGAIN NEXT YEAR! STAY HEALTHY!**

**To: The University Community**  
**From: Career Planning**  
**Re: Career Expo**

We are happy to be able to announce that over 100 organizations, including government agencies and non-profits, will be participating in Career Expo on March 26<sup>th</sup> in the ballroom from 12-3. Given that student attendance is normally around 600-700, a 1:7 ratio is a tremendous opportunity for La Salle students. Career Planning tries to have top notch national and international companies participate in its fair. This means that LaSalle students have a distinct advantage over others seeking employment through other job fairs. At Operation Native Talent, the Philadelphia Chamber of Commerce's job fair, 100 companies tried to sort through over 6000 potential applicants. There a student would have to compete with a ratio of 1:60.

**Unfortunately, many of our students have no idea how lucky they are to have access to so many employers with such a favorable ratio of students per employers.** They are also unaware of how the job market works and do not realize that the employers who attend job fairs are representative of the segments of the economy that are experiencing strong growth. **For example, one of the Career Expo participants, MBNA, (which has been cited as one of the companies with the most family-friendly policies in the country by U.S. News) is planning on hiring several thousand people, mostly recent graduates of any major.** In fact, most of the companies who are coming to Career Expo have multiple positions to fill. Employers tell us that they like to hire LaSalle students because of the well-rounded education they receive here. This is supported by the fact that over 50% of employers who participate in our programs will hire students of any major.

In contrast, students frequently begin job hunting with the idea that they must target only companies that specifically hire their majors. This can lead students to miss opportunities where they can apply their skills. **We hate to see students missing great opportunities because of a lack of awareness, so anything you can do to help us make them aware that companies hire people, not majors, would be greatly appreciated.**

Having said that, we do want to stress that we work awfully hard to insure that there are opportunities for the students who are focused on specific positions or industries. We invited 300 companies to this year's fair, selecting them based on the majors we have at LaSalle and the number of students in each major. (Remember that companies need to economically justify a trip to campus and generally ask that there are at least a dozen candidates for their positions). To get more than 100 employers to participate, we made 100's of phone calls and faxed out tons of information. We tried to provide opportunities for all students, working within a limited space. At this point, there is no room for any additional participants.

We will work diligently to help students with their individualized job searches. If you hear students complaining that there is nothing for them at Career Expo, please remind them that they should set up an appointment with one of the counselors at Career Planning. We will help them get contacts and conduct their own campaign. **But we would greatly appreciate it if you could also explain that there are some tremendous opportunities for students of all majors, every class year at Expo and they should attend with an open mind!**

**A partial list of organizations participating in Expo:**

Bloomberg

FBI

Wallace

NBC 10 WCAU

Biosis

ICON Clinical Research

Ikon Office Solutions

US Marshals Service

Lippincott-Raven Publishers

McNeil Consumer Products

Delmarva Broadcasting

VWR Scientific Products

Johnson & Johnson

WEFA Group

**We tell all of our attending organizations that they should expect to be approached by underclassmen inquiring about internships, co-ops and summer jobs.**

# CAMPUS POSITIONS AVAILABLE

LA SALLE UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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**LA SALLE UNIVERSITY**

PHILADELPHIA, PA 19141

Sheekey Writing Center

## MEMORANDUM

20 March 1998

To: All Faculty

From: Mary C. Robertson, Sheekey Writing Center

The Writing Center is seeking qualified peer tutors to work in the Center next year. If you are aware of students who might be interested in such a job, would you please encourage them to think about working in the Center? Students should have a GPA of 3.25, hold junior or senior status (preferably junior) by Fall 1998, and demonstrate good writing, critical, and communication skills. Because peer tutors deal with a variety of people, disciplines, and papers, employers find this work experience to be a strong indication of people and communication skills. So, please, pass the word along and let students know about this opportunity. (This is a paid position and tutors work 5 hours a week.)



**La Salle University**

Philadelphia, Pennsylvania 19141-1199

Graduate Psychology

**POSITION AVAILABLE**

**Administrative Assistant I**

The newly approved Psy.D. Program in Clinical Psychology is seeking an Administrative Assistant to work with the Director of the Program.

**The applicant should possess the following skills and characteristics:** a professional presence; an interest in and understanding of programs of higher education; firm but flexible organizational skills; word processing/computer skills, including a working knowledge of local networks and the Internet; the ability to communicate sensitively and effectively with others, including a pleasant telephone manner; and the capacity to work flexibly within a range of responsibilities from managing records to co-managing the day to day concerns of the program.

The position carries a full benefits package, including tuition remission,

Interested applicants should submit a resume, two names of references and a letter of application by March 31, 1998 to:

John A. Smith, Ed.D.  
Psychology Department  
Box 277  
La Salle University  
Philadelphia, PA 19141

EOE. AA





La Salle University  
Student Life Office

[215] 951-1371

**MEMORANDUM**

**TO: Selected Campus Offices and Organizations**  
**FROM: Kathleen E. Schrader, Director of Student Life**  
**DATE: March 20, 1998**

I am now hiring students to assist the Student Life Office with the major End-of-Year ceremonies. In particular I need students to work at the following times:

**Baccalaureate Mass**  
Saturday, May 16, 1998  
1:30 p.m. to 5:00 p.m.  
Cathedral Basilica of SS. Peter and Paul

**Commencement**  
Sunday, May 17, 1998  
9:00 a.m. to 2:30 p.m.  
McCarthy Stadium, Campus

Workers will be paid for their assistance and those students working at the Mass will also receive a ticket to the Faculty-Graduate Reception. Responsibilities will range from distributing programs, assisting with student vesting, ushering, and leading the academic procession and recession.

Will you please share this information with students and encourage any interested students to see Kathy Schrader in Union 205.



CONNELLY LIBRARY

Media Library  
215-951-1295

### **POSITION AVAILABLE**

**LIBRARY TECHNICIAN** - Connelly Library. A full-time position is available in the Media Services Department. Duties include assisting patrons in the use of Audio-Visual, Microforms, and Instructional Materials departments, basic equipment maintenance, using computerized systems, bibliographic searching, filing and other clerical duties.

Normal hours are Monday through Thursday 8am to 4pm, and Sundays 12noon to 8pm. Days and hours may vary during staff shortages, semester breaks, holidays, exams, and summer sessions.

This position requires basic computer and word processing skills, careful attention to detail, excellent interpersonal skills, the ability to accept flexible work assignments and willingness to work with a variety of machines and equipment. Must be capable of shelving library materials and operating audio-visual and microform equipment. Must be willing to work weekend hours. Full benefits package including tuition remission. Interested candidates should submit **resume, names of 3 business references, and a letter of application** by **April 3, 1998** to: Arleen Zimmerle, Head of Media Services, Connelly Library, La Salle University, 1900 W. Olney Ave., Philadelphia, PA 19141. EOE/AA