

Almanac

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In the Works: A Plan to Keep a Penn Education Affordable

For parents who joke (but don't laugh) that tuition costs more than their houses did, the University has come up with a financing plan that closely resembles home mortgaging.

Its earmarks are a guarantee against tuition increases, fixed or variable interest rates, and tax deductibility of the interest.

The "Penn Plan" unveiled Friday to the Trustees Executive Board has been two years in development, starting with three goals: to limit student indebtedness after graduation; to help families plan financing (in ways more tax-advantageous than taking loans in the student's name, for example); and protecting Penn's "need blind" admissions policy for the rest of the century.

As trustees raised and debated safeguards to a plan in which Penn would in effect become "banker" to families, Provost Thomas Ehrlich said "the real nightmare would be the idea that something like this would *not* get done."

The reference was to loss of quality and diversity under present public policy that leaves students of middle-income families stranded.

The Plan is believed to be the first in the nation to relieve middle-income parents—those whose cash flow makes pay-as-you-go a hardship but whose annual income is too high to qualify for public-agency loans and direct grants.

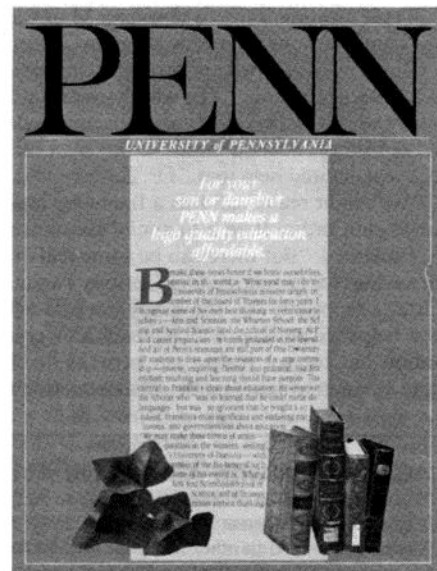
Its four options work for both undergraduate and professional-school enrollment, which have set courses to degree, Provost Ehrlich

pointed out, but "for Ph.D. students we are working on other steps to meet their needs." Ph.D. support is high on the priority list already, the Provost said, and "solving the financing problems for two out of three categories can only help as we turn to graduate fellowship concerns." Any new measures must take account of the fact that flexible progress toward graduate degrees prevents setting a total guaranteed price and predictable payment schedule that are the key to the Penn Plan.

The Plan was presented Friday by Dr. Robert Zemsky, the former historian turned analyst of college and university planning and finance. Now a professor at GSE and director of the University's Higher Education Financial Research Institute, he headed the team working with deans, financial administrators and others.

"The four options are one for parents who have saved tuition money and want to be sure it will cover all four years; two for those who also want a guaranteed price but need to finance the payments after a down payment; and one for aided students whose main need for relief is a schedule of payback more flexible than that of any public agency loans that may make up part of their package," Dr. Zemsky summed up after the briefing to trustees.

Option One would be chosen by parents who prepay the full tuition. Penn would guarantee a set price at the entry year's current rate.



North Charles Street Design Organization, Baltimore

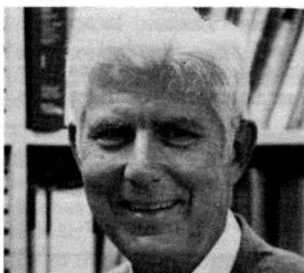
Option Two gives the same guarantee, but allows for down payment (one full year's tuition and fee) with a ten-year installment payback at a guaranteed interest rate.

Option Three is the same as Option Two, but with variable payback schedules, arranged separately with each family.

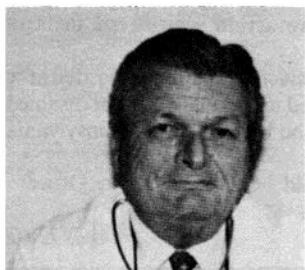
Option Four, for aided undergraduates only, spreads any parental contribution over eight years instead of four; and by channeling present loan funds into the Penn agency acting as banker, it allows for flexible payback schedules. In terms of *availability* of loans, it could at times make a difference in stability of enrollment from low-income families as public policies shift.

"This is by no means a substitute for the needed loan and direct grant funds of local, state and federal agencies," Dr. Zemsky said. "The push that President Hackney started two years ago with college presidents in the Delaware Valley area [protesting student aid cutbacks in Washington] has to go on, and so do

Continued next page



The four faculty members at left now have named professorships, and the one below has one named for him. Their stories are on pages 4-5.



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Penn Plan from page 1

other efforts of this university and of higher education in general to make it possible for students at all income levels to enroll and finish college," he added. "Otherwise we will lose a generation—perhaps more than one."

Meantime, the University trustees will be asked to act in December on setting up a wholly-owned subsidiary—tentatively known as SFAA, for Student Financial Assistance Agency—and establish a line of credit projected at \$55 million or more. The Agency would both receive funds—Option One pre-payments, outside loans and grants, and future paybacks under Options Two, Three and Four—and disburse funds to the University for tuition and fees.

At the meeting, Trustee Margaret Mainwaring cautioned the planners to guard alumni relations from any perception of the University as a collection agency. "The wholly-owned subsidiary, which Coopers and Lybrand recommended in their independent analysis of our plan early this year, should help that," Dr. Zemsky said.

"We might really call this a financing assistance plan rather than a financial assistance," he explained. "But there can be some real dollar savings for families under Options Two and Three—especially for the many parents who now help their children with payback after graduation but cannot realize tax benefits on the note in the graduate's name. The deduction of

tax interest may be of much greater value to the family as a whole if the parents are in a higher income bracket. Since they co-sign the loan they can take part in the tax relief.

"Some of the incentives that make us strain over the short run to buy a house—because it's going to pay off in the long run—are built into the Plan.

"Communicating that approach to college tuition—in effect reeducating students and their families to a new way of financing—is a major job," he added. Admissions, Financial Aid and Communications staff at the University were brought into the picture early on to test its "marketability" and help develop ways to explain it.

The projection is that Penn will launch the four options with next year's entering class. Already two mailing pieces have been designed—a brief explanation for first-inquiries and a more detailed one for those who apply. A third stage, personal counseling, will be developed for those who decide on Penn.

The new mailing pieces are designed as companions to the Communications Office's new package of admissions and orientation material (page 1), highly praised at the Executive Board meeting for their design and content. And, said Trustees Chairman Paul F. Miller, "After debating all this time whether to call ourselves Penn or Pennsylvania, the question is settled: We're Penn!"

Cash Flow: Up

In reports by Chairman Miller and President Hackney, the Executive Committee at the September 9 meeting, good news in Penn's back-to-school financial picture was the higher-than-budgeted Commonwealth contribution (expected at 2 percent but granted at 3.6; see table) and a surge in cash receipts through gifts. Among the notable ones Mr. Miller singled out a G.E. gift toward an NMR (below), two Robert Wood Johnson awards to Nursing, and the late HUP benefactor Thomas McCabe's bequest adding \$800,000 to a trust he set up some years ago.

Actions: A Magnet . . . Some People

Two of the Executive Board's actions add resources in medicine—one the Eisman Professorship (page 5) and the other the construction of a \$3.3 million Nuclear Magnetic Resonance (NMR) facility at Silverstein. General Electric has given \$1.2 million toward the cost of the magnet itself, and the Department of Radiology's educational and development fund will take up the rest of the magnet's cost plus construction to house it.

In faculty appointments and promotions, Provost Ehrlich identified six tenure-bearing actions—for FAS's Dr. Alan J. Auerbach in economics, Dr. Paul M. Chaikin in physics and Dr. Paul Guyer in philosophy; for Medicine's Dr. Michael J. O'Connor in neurosurgery and Dr. Alan J. Wein in urology; and for Nursing's Dr. Ann Burgess (see page 4). Remaining actions by the trustees were:

- Confirmation of Helen O'Bannon as Senior Vice President.
- Change of Dr. Ross Webber's title to Vice President for Development and University (from Alumni Relations).
- Designation of F. Stanton Moyer as University representative to the Atwater Kent Museum board.
- Appointments to several Boards of Overseers and to the Athletic Advisory Board (to be published).
- Adoption of updated Standing Resolutions on faculty appointments and related topics that were arrived at jointly between the Provost's Office and the Faculty Senate. These will appear in the revised *Handbook for Faculty and Administration* now in preparation.

Getting on with Affirmative Action

The acceptance of Penn's Affirmative Action Plan prompts the publication below of the University's official statement on equal opportunity, which appears in the *Handbook for Faculty and Administration* and in other literature used to recruit and orient students, faculty and staff. It should accompany the statement on *Conduct and Misconduct* published by the President and Provost (*Almanac* September 6) when that document is used for discussion.

"The long review conducted by the Department of Labor has resolved those few differences of format and approach that delayed formal acceptance," Affirmative Action Director Davida Hopkins Ramey said, "but did not delay the University in implementing the spirit of the plan. In some of our highest-ranking appointments we have certainly made steady and demonstrable progress in diversifying the University's leadership," Ms. Ramey said, "and if nothing else Penn is proving beyond any doubt that the very best candidates do come from richly varied backgrounds. But there is more to be done, and it is a distinct relief to have the review completed so that we can get on with the rest of the job."

Copies of the 190-page document are being sent to all school and center affirmative action officers, and may be examined at 4 Bennett Hall.

OF RECORD

Policy Statement on Equal Opportunity/Affirmative Action

The University of Pennsylvania, which includes the hospital, does not discriminate on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin, or handicap. The University's policy applies to faculty and other employees, applicants for faculty positions and other employment, students, and applicants to educational programs and activities.

Such a policy in recruitment, appointment, promotion, transfer, compensation, benefits, training, tuition assistance, lay-offs, terminations and social and recreation programs and in all educational programs and activities is fundamental to the effective functioning of an institution of teaching, scholarship, and public service. However, simple absence of discrimination is not sufficient. The task is to act positively toward the elimination of all patterns of unequal treatment. The University's affirmative action policies are dedicated to the full realization of equal opportunity for all.

As required by law and its own policies, the University maintains written affirmative action plans for women and minorities; for handicapped individuals; and for disabled and Vietnam Era Veterans. The affirmative action plans of the University of Pennsylvania are available from the Office of Affirmative Action.

Any concerns related to these policies should be directed to the Office of Affirmative Action located in Bennett Hall, Room 4.

—Sheldon Hackney, President

—Thomas Ehrlich, Provost

The Commonwealth Appropriation

	1982-83	1983-84	Increase . . . %
Instruction	\$ 7,577,000	\$ 7,930,000	\$353,000 4.7
Financial Aid	3,798,000	3,798,000	0 0
Medical Instruction	3,116,000	3,240,000	124,000 4.0
Veterinary			
Instruction	7,677,000	7,984,000	307,000 4.0
Dental Instruction	724,000	752,000	28,000 3.9
Totals	\$22,892,000	\$23,704,000	\$812,000 3.6

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OF RECORD



University-wide Guidelines for the Research Faculty Track

Adopted by the Senate Executive Committee on May 5, 1982, and forwarded to the Provost on May 28, 1982

Revised and forwarded to the Provost on May 3, 1983

Approved by the Provost on August 5, 1983

The purpose of research faculty appointments is to increase the quality and productivity of the research programs in the University by permitting the appointment of scholars to the faculty on a non-tenure basis in order to participate in and cooperate with the research efforts of faculty with tenure-significant appointments. Salaries over the period of the appointment are derived from research grants or other external funds. An individual on the research track should not be supported for an extended period of time from funds derived from the unrestricted budget.

Members of the research faculty do not acquire tenure. The research faculty will be appointed in the Associated Faculty on a full-time basis only. Part-time appointments in the research faculty are not offered. Since research faculty fall in a full-time employment category, recommendations for appointment to the research faculty must be in compliance with the Affirmative Action Plan of the University.

The research faculty is composed of individuals who hold a terminal degree and who choose to concentrate on research. Appointees are not part of the teaching faculty, although invitations to present guest lectures may be accepted. Members of the research faculty may not take responsibility for courses or seminars in their home departments or in other departments of the University, nor may they supervise theses or doctoral dissertations unless prior approval of the Provost is obtained for each such activity. However, if the individual wishes to participate in the training of students in an area of expertise in which he or she is uniquely qualified, the department chair may permit a limited teaching assignment in a course or seminar for which a faculty member with a tenure-significant appointment holds responsibility. Over the term of an appointment, teaching by a member of the research faculty may not exceed 10 percent of the total teaching load of a member of the Standing Faculty in the school and in any one year no more than 10 percent of the teaching in a department may be done by research faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period in the same activities as faculty members having tenure or serving in a probationary period for tenure. Nor should appointments to the research faculty be made to displace or make unnecessary the appointment of individuals in the tenure-significant ranks.

Permissible ranks are: research professor, research associate professor, and research assistant professor. These titles are to be written in full whenever used on documents, in listings of University personnel, and in correspondence. All appointments are for the term specified, or for the duration of the external financial support, whichever is shorter. Research professors and research associate professors may be appointed for terms of up to five years and may serve without limit of time through successive reappointments. Research assistant professors may be appointed for terms up to four years but in no case may a person hold that rank for more than seven years. All individuals holding research faculty appointments will be subject to the same departmental review with regard to research as is customary for other faculty in their departments.

Initial appointments may be made as research assistant professor. An individual appointed initially as assistant professor in the Standing Faculty may request review for transfer to the research faculty prior to reappointment. Time served in the tenure-probationary appointment will be counted as part of the seven-year maximum period for research assistant professors. In the sixth year of the single-track or combined-track appointment, research assistant professors are subject to a mandatory review for promotion to research associate professor. Failure to obtain promotion requires termination of the faculty appointment at the end of the seventh year assuming external funding is available for the terminal year appointment.

Members of the research faculty do not normally move to positions on the Standing Faculty and then only in conjunction with a national search. Under no circumstances may appointment to the Associated Faculty be used as a device to extend the tenure-probationary period.

Because appointments to the research faculty are contingent upon external funding and may be terminated when the funding ceases, indefinite continuity of appointment at any rank should not be assumed. For that reason all initial appointments and reappointments shall specify the sources of funding. The tentativeness of research appointments reflects the University's policy to limit guaranteed long-term appointments to faculty who contribute in significant measure to both the teaching and the research mission of the University. Quality of investigative effort is measured as scrupulously for research track faculty as for tenure track faculty. Research faculty appointments are solely for enhancement of research programs, particularly in those areas where unique expertise is required.

While imposition of a firm limit on the relative size of the research faculty may be harmful in its application to a particular program, the number of research faculty in a school may not exceed 20 percent of the combined Standing Faculty and Standing Faculty-Clinician Educator in the school or five positions, whichever is larger.

The faculty of a school may grant the research faculty voting rights in the school's faculty. Voting rights in the appointees' home departments are at the discretion of the respective departments. Members of the research faculty may not vote on matters related to Standing Faculty appointments and promotions, or on matters concerning the teaching mission of the school. Members of the research faculty may not serve on any committees concerned with teaching (i.e., curriculum, student advising, academic standards, etc.) or with personnel decisions involving the Standing Faculty. Individuals in the research track enjoy all the rights and privileges of academic freedom and responsibility and have access to the grievance procedures of the University.

As noted above, failure to secure promotion to research associate professor by the end of the six-year probationary period will result in a one-year terminal reappointment provided external funding is available.

Although continued funding may be available, reappointment may be denied for the following reasons:

1. Lack of suitable facilities;
2. Inconsistency with the research priorities of the department or school;
3. Failure to maintain excellence in the quality of research and productivity.

In such instances, the individual should be given a one-year advance notice in writing that at the conclusion of the term appointment, he or she will not be recommended for reappointment or promotion.

An appointment can be terminated prior to the expiration of its term *only* if the source of external funding for the research faculty member has ended. In that event, the individual should be notified immediately of the cessation of funding. An attempt may be made to carry the individual on other funding sources, either to conclusion of the term appointment or for a reasonable period in which the individual may attempt to secure other employment. When there is reason to believe that the individual may be eligible for transfer of employment to another University research group, efforts should be made to effect such placement.

Research faculty are subject to retirement at the age specified for all other faculty and are subject to termination for "just cause" as customarily determined within the University.

At the time a research faculty position is offered to a candidate, the relevant Dean shall inform the candidate in writing of the conditions and limitations on such appointments.

This text amplifies a passage on page 24 of the 1977 Handbook for Faculty and Administration, and is incorporated in the forthcoming 1983 edition.

Two University Professors

Psychiatry: Dr. Beck

Dr. Aaron T. Beck, a household name in the development of new approaches to the treatment of depression through cognitive therapy, is now University Professor of Psychiatry at the School of Medicine.

The founder of Penn's "mood clinic" (the Center for Cognitive Therapy at 36th and Walnut) is the author of over 150 articles and five books including *Depression: Clinical, Experimental and Theoretical Aspects*; *Diagnosis and Management of Depression*; *Prediction of Suicide*; and two volumes on cognitive therapy. He is also associate editor of *Cognitive Therapy and Research*, and a veteran of ten other journals where he has served as board member or consultant.

Dr. Beck was a Phi Beta Kappa at Brown, where he took his B.A. in 1942 and an honorary degree last year. He took his M.D. from Yale in 1946, then served as assistant chief of neuro-psychiatry at Valley Forge Army Hospital before joining Penn in 1954.

His awards include the American Psychopathological Association's 1983 Paul Hoch Award and the 1983 Louis Dublin Award of the American Association of Suicidology. Dr. Beck has also held numerous national posts such as president of the Society for Psychotherapy Research; trustee of the American Academy of Psychoanalysis, review panelist at NIMH, and chair of that institute's task force on Suicide Prevention in the Seventies.

Anthropology: Dr. Wallace

Canadian-born Dr. Anthony F.C. Wallace, a member of the University since his undergraduate days as a history major in the Class of 1947, is now University Professor of Anthropology. Since 1980 he had been the first incumbent of the Geraldine R. Segal Professorship in American Social Thought.

Combining psychology and mental health studies with fieldwork and writing an American Indian culture, early in his career Dr. Wallace completed work at the Rorschach Institute and the Philadelphia Psychoanalytic Institute as well as earning both his master's degree (1949) and Ph.D. (1950) in anthropology at Penn. He began teaching in 1948 as assistant instructor, rising to full professor and chairman of anthropology in 1961. (During 1955-61, while serving as a research associate at Eastern Pennsylvania Psychiatric Institute, he continued with Penn as a visiting associate professor. And, since 1961, he has remained a medical research scientist at the Institute.)

Dr. Wallace is a member of the National Academy Sciences, American Philosophical Society, American Academy of Arts and Sciences and many other learned societies. The former president of the American Anthropological Association has also chaired an ACLS sub-commission in the U.S.-U.S.S.R. exchange, and been an advisor in the American space program. His awards include the Cleveland Foundation's Annisfield-Wolf Award for *The Death and Rebirth of the Seneca*; the

Cornplanter medal for Iroquoian Studies, the Bancroft Prize in American History (for *Rockdale*) and the Philadelphia Athenaeum Literary Award of 1980 (also for *Rockdale*).

The award-winning *Rockdale* (subtitled *The Growth of an American Village in the Early Industrial Revolution*) is among several books and articles since 1977 that have added a theme of social adaptation to industrial revolution to Dr. Wallace's work. Recent writing has ranged from extended families and the role of women in early industrial societies to coal-mining and the perception of risk.



Dr. Beck



Dr. Wallace

... and Two New Chairs' First Holders

Nursing: Dr. Burgess

When the van Ameringen Foundation set up the nation's first endowed chair in psychiatric mental health nursing and awarded it to Penn, Dean Claire M. Fagin launched a nationwide search to fill it.

The search found Dr. Ann Burgess, a prominent teacher, scholar and consultant on the psychological effects of rape. For the past two decades, her major areas of research have been victims of violence, child abuse and adolescent victimization. Since 1978 she has been involved with teaching and research with the FBI Academy and U.S. Department of Justice.

A Fellow of the American Academy of Nursing, she serves as a consultant for the National Center of Child Abuse and Neglect and the Massachusetts Department of Public Welfare, Adoption Unit. Dr. Burgess is also a founding member of the Scientific Committee of the World Federation on the Needs of Victims, Princeton University, and has testified many times before House and Senate Committees on the areas of her expertise.

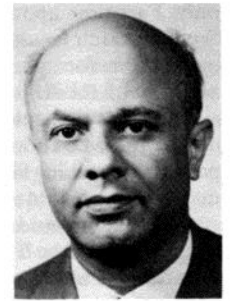
Dr. Burgess is a 1958 graduate of Boston University who took her M.S. in psychiatric nursing from Maryland and returned to Boston for the D.N.Sc. awarded in 1966.

In eight books and some 60 articles here and abroad she has combined her studies of abuse with definitive works in such areas as community mental health and nursing's role in intervention. Two of the books have won awards, and her many other honors include being named 1980 Psychiatric Nurse of the Year by Nurse Education and Perspectives in Psychiatric Care.

The van Ameringen Foundation of New York's endowment of the chair "is a confirmation of the positive force that psychiatric nursing has become within the general field of mental health," Dean Fagin said. "The selection of Dr. Burgess clearly emphasizes both the quality of scholarship among psychiatric nurses and the impact of their work on resolving social and mental health problems."



Dr. Burgess



Dr. Joshi

Engineering: Dr. Joshi

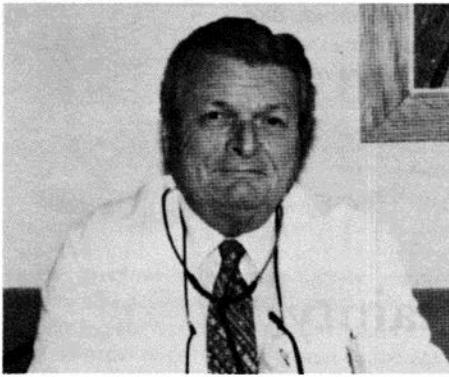
Dr. Aravind K. Joshi, chair of the Engineering School's computer and information sciences, is the first Henry Salvatori Professor of Computer and Cognitive Sciences.

The Salvatori Chair was established through a \$1 million gift from Henry Salvatori, a 1923 graduate of the Moore School who founded Western Geophysical Company.

It is part of a major expansion in computer sciences that includes last year's \$1 million grants each from IBM and the Alfred P. Sloan Foundation, and a recently awarded \$3.8 million grant from the NSF, Dean Joseph Bordogna said. SEAS computer research interacts with a variety of programs in the School and across the University—such as those in artificial intelligence, computer vision, computer graphics, natural language processing and computer architecture. Dr. himself is on the graduate group in Linguistics and co-director of the Cognitive Science Program. He has made contributions to communication theory, information theory, theory of computation, formal grammars, artificial intelligence, natural language interfaces for computers, and linguistic and psychological implications of information processing models.

Dr. Joshi, who began teaching at Penn in 1961, is a graduate of the University of Poona, India, with a graduate diploma in communication engineering from the Indian Institute of Science at Bangalore and M.S. and Ph.D. degrees from Penn. He has been a Guggenheim Fellow, an Invited Member of the Institute for Advanced Study, Distinguished Visitor of the IEEE Computer Group, and president of the Association for Computational Linguistics.

ALMANAC, September 13, 1983



Dr. Eisman

... Plus a Chair Established

Grateful patients, former students and colleagues of Dr. Sylvan Eisman in the department of medicine raised the million-dollar endowment to establish the Sylvan H. Eisman Professorship in his honor. A search committee for the new chair will be appointed soon.

A College alumnus (psychology) who took his M.D. at Penn in 1941, Dr. Eisman rejoined the University as teacher and practitioner in 1946 after service in the Army Air Force from which he emerged as a Lieutenant Colonel.

With Dr. Robert Ravdin he was instrumental in establishing the chemotherapy unit at HUP. In addition, in the early 'seventies he foreshadowed a now-accepted part of medical education by organizing and teaching a course to sensitize medical students to the needs of the terminally ill.

In his 40-plus years of service, he came to "epitomize the role model of the physician-teacher," Dean Edward Stemmler said. "He has embodied in his career, and transmitted to countless students, a set of values which emphasizes treating the whole person—a philosophy of medicine which has endeared him to patients, students and colleagues alike."

Regan Chair: English Lectures

The English Department inaugurates its new Donald T. Regan chair this month with a lecture series on *The Cultural Form of the Second World War* starting September 16.

Three lectures will be given by the chair's first holder, Dr. Paul Fussell, who as a Rockefeller Foundation fellow this year will be working on his forthcoming book on World War II (to be published by Oxford University Press).

This new study examines the cultural form of the war and contrasts its intellectual climate with that of World War I, taking into account artistic phenomena and the nature of conversations among men in uniform.

Described as one of America's leading literary humanists, Dr. Fussell has won awards for his studies of literature and war in the twentieth century, notably a National Book Award for his study on World War I, *The Great War and Modern Memory* (1975).

The lectures will be held at 4 p.m. in Alumni Hall of the Towne Building as listed below:

- September 16** *Service Culture*
- September 20** *The Uses of Innocence*
- September 23** *The Persistence of Wartime Culture*

ALMANAC, September 13, 1983

—STAFF CHANGES—

Intercultural Center: Mr. Gonzalez

Rene Abelardo Gonzalez, a former student development specialist at the University of Texas at Austin, is the director of the University's new Intercultural Center. The three-story center is in a recently renovated building located at 3708 Chestnut Street, Ext. 3357.

Mr. Gonzalez said the goal of the center is "to make the general University community aware of cultural diversity and cultural perspectives while highlighting the contributions of minorities to American society and life." As an academic support center it will sponsor programs, activities and lectures and house some student organizations. The Intercultural Center's grand opening will be scheduled for mid-to late-October.

Mr. Gonzalez provided minority student services, transitional services, and retention-and-emphasis programs during his six years at Austin. He was also an assistant instructor of Spanish there, 1976-1978. Earlier he was a tutor consultant in reading and study skills and an editor-translator of social education textbooks into Spanish.

A Phi Beta Kappa at Texas where he took his undergraduate degree in Spanish with honors in 1975, Mr. Gonzalez also received his masters in Spanish there in 1979.



Rabbi Levine



Mr. Gonzalez

Hillel Foundation: Rabbi Levine

Rabbi Morton Levine, former director of B'nai B'rith Hillel Foundation at the University of Arizona in Tucson, succeeds Rabbi Michael Kaplowitz as the director of Hillel at Penn. Rabbi Levine, an Air Force chaplain stationed in Bangkok before becoming director in Tucson in 1973, was also a member of Tucson's Jewish Educational Advisory Committee.

A graduate of Case Western Reserve University, Rabbi Levine was ordained at the Jewish Theological Seminary of America, where he earned a graduate degree. He also took an M.A. in counseling and guidance at the University of Arizona.

Athletics: Mr. Blake

Curtis W. Blake, assistant director of athletics at Colgate University since 1980, is Penn's new associate director of athletics succeeding Lew Perkins, now director of athletics at Wichita State University. Mr. Blake joined the staff at Colgate in 1970 as head wrestling coach and a physical education instructor. He served as an assistant coach in football, track

and lacrosse before becoming the assistant athletic director.

A 1964 graduate of Springfield College in Massachusetts, Mr. Blake earned his master's degree in physical education from the University of Bridgeport, Connecticut in 1967. He taught and coached several sports at Pelham, N.Y., Memorial High School 1964-70.

—JOINING IN—

Honoring a Career

On Wednesday, September 28, at 3:30 p.m. in Suite A-3, Education Building, the Graduate School of Education is having a Coffee to celebrate Naomi Berman's 20 years at GSE. Students, staff, faculty, all friends: please come and celebrate with us our good fortune in knowing and working with Naomi for so many years.

—Norma Kahn, Adjunct Associate Professor of Education

Need a Ride to Delaware County?

The University's vanpool #5, Delaware County, needs riders from Aldan, Clifton Heights, Collingdale, Darby, Darby Township, Primos, Springfield and Westbrook Park who work 8 a.m.-4:30 p.m. Interested employees may call me at HUP, Ext. 2549.

—Dominick Haigh, Mechanical Leader, Refrigeration, HUP

Need a Ride to the Northeast?

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

—Doreen Gallo, Administrative Assistant, School of Medicine



Hold Hands with the Community

If ever there was a case for "joining in" it's the United Way Donor Option campaign we just kicked off this month on campus. This year President Hackney has accepted the job of heading the "Pacesetter" program to speed up college and university portions of the four-county campaign. On our own campus, we are setting a really fast pace—the cards are already out to school and office volunteers, and they are to report back before the end of the month.

We have never before tried to move so fast, but we think it's worth it in stability for the health and welfare agencies of our choice to know their resources sooner in the year. If we're going to give—and last year we did, at \$115,000, the highest total in Penn history—let's give or pledge now and make Penn a winner in the hearts of its community friends.

—James H. Robinson, Director, Community Relations

Each year the Provost gives to the entering freshmen his picture of what a Penn education is all about, and shares it with the rest of the campus for a contemplative break in business-as-usual. Following his essay, Almanac reports on some activities and publications that help orient other newcomers to the nature of the place.

We Sing Amid Our Uncertainty

The Provost's Address to the Freshman Class

Welcome to the University. Penn is fortunate to have you with us. This is an institution of infinite facets. I want to focus a few words on one of particular importance—the academic spirit of the University.

Yeats is my favorite poet, but it is a line from one of his essays that seems best to capture that spirit. “Unlike the rhetoricians, who get a confident voice from remembering the crowd they have won or may win, we sing amid our uncertainty.” Much of what you will be doing here will be to listen, to learn, to speak, to write, and occasionally—if you are both wise and fortunate—to sing, at least figuratively, but always “amid our uncertainty.” We seek to learn more, to inquire whether there is not a better way, to reexamine a just-proved thesis on the hypothesis that new evidence may call it into question—all because the only thing we know for sure is that we cannot know anything for sure. “Even the best writer in his best lines is incurably imperfect,” wrote another poet, Robert Lowell. But we keep on seeking, if not perfection, at least improvement.

Over the course of your four years here as an undergraduate, you will gain enormous quantities of information. But the sum of that information will be only a tiny fraction of the world's knowledge and much of that fraction may, in a factual sense, prove to be wrong or at least irrelevant before you have even a chance to return for a class reunion. The most important dimension of what you will learn, however, will not be information but a process of self-education. It is developing an inquiring mind that is open, searching, probing, but never certain. It is making decisions, based on considered judgments, in an envelope of uncertainty. All this is essential to all aspects of adult life, professional and personal.

How does one develop an inquiring mind? The process begins, paradoxically, with an act of faith—Penn's faith in your own abilities. It can be, I well realize, a bit depressing to hear, as you have in recent days, just how bright and talented your classmates are. Whatever honor or achievement you have earned, there are others who seem to have done even more. But you would not be here if this institution did not have extraordinary faith in your abilities.

Be ready and willing to seek out those areas—in and out of the curriculum—that seem to offer maximum opportunities to stretch your mind in ways that it has not been stretched. It is easy, even comfortable, to take the science courses required for medical school or their counterparts for other professions. I do not mean the courses are easy—far from it. But the decision to take these courses is essentially made for you. It is much harder, but infinitely more challenging, to reach out into the realms of poetry or astronomy, not because those are areas that relate to your future careers, but rather because the subjects sound stimulating and the teachers challenging. By all odds, I believe, those who have enjoyed the richest educational experiences here are those who have followed their intellectual curiosities.

You will find, in every field, faculty members working on the frontiers of knowledge. They are working, in other words, in the realm of uncertainty. They will bring that uncertainty into their classrooms and share with you the excitement of thinking about the unthinkable—occasionally with some of the trauma that the process entails.

I do not mean to suggest that the approaches or the methodologies of the various disciplines taught here are all similar. Indeed, the major benefit of requiring a diversity of disciplines in your curriculum is that each has its own set of lenses through which to examine and evaluate evidence. While no discipline has the single right angle of vision, in combination, the resulting intellectual prisms can provide the perspectives needed to weigh and to measure, to judge and to evaluate evidence in arriving at your own considered judgments on how best to use your talents and energies.

The evidence acceptable in my own field of law, for example, is limited by rules and procedures that seek to ensure fair resolution of controversy. They exclude evidence called “hearsay” though it may be, by some standards, the best evidence available.

The methods of physical sciences are quite different. An hypothesis is developed and experiments are designed to test that hypothesis. If a single bit of inconsistent evidence emerges, the hypothesis must be rejected and a new one proposed and tested. What a different approach from the weighing and balancing of conflicting testimony in the courtroom!

The historian's methods are of still different design. She or he must shift and weigh masses of data and present a picture of what happens and why it happens with both persuasiveness and with caution. The historian's role is not like that of either the legal advocate or the scientific explorer, though there are elements of both disciplines involved.

If you become exposed, as you should, to procedures in a number of different fields, you can be far better equipped to analyze and resolve problems you face when they no longer fall into neat categories called political science, civil engineering, and so forth, but rather are real concerns, personal or professional, of real people.

You will find, because you are at Pennsylvania, an extraordinary set of opportunities to experience the integration of intellectual disciplines. Not only does this University offer an incredible array of interacting curricular opportunities for undergraduates taught by faculty members from each of twelve schools, but there is a positive premium placed on finding and exploiting the connections.

To flourish in this environment, two attributes seem to me of particular importance—the courage to inquire and the morality of reason. The courage to inquire is based on the premise that whatever the dangers inherent in knowledge, those inherent in ignorance are far more ominous. An act of faith is involved, for it cannot be proven that more knowledge today will lead to a better life tomorrow, though all the evidence of the past supports that assertion. At this University, like other great institutions of learning, we are committed to the relentless questioning, searching, revising, rejecting, reaffirming process that is always skeptical of anyone's answers, though fully aware that decisions of enormous consequence must often be based on those answers.

On this premise, the argument that there are some things we should not know is unacceptable. Whatever may be true in our personal lives, for a university the answer must always be to try to know more. This does not, of course, mean that a university need sponsor scholarship in

all areas. It must set priorities. But it must not close off inquiry because of allegations of serpents in the apple tree.

The courage to inquire requires the morality of reason to guide it. Reason does not, of course, provide the only morality, even for a university, but it is the one we recognize in our academic work. It is the morality that demands reasoned analysis of each problem, full development of those analyses, and full recognition of the limits of rational exploration. All of us come to this University with conceptions and preconceptions. How could it be otherwise? You are required here to state your premises, why you have chosen them, and the reasoning processes by which you move from premises to conclusions.

No one would suggest that success in academia is guaranteed with only the courage to inquire and the morality of reason. You would not be here without displaying ample evidence of significant brainpower and substantial willingness to work very hard. Those two attributes, to put the matter gently, are essential. So is a spirit of cooperation. While much of learning is a lonely undertaking, much requires joint effort. And there are other attributes as well. But if you have those two primary ones, you will, I believe, find here the special exhilaration that is the joy of education.

Penn is also a splendid place to stretch yourself in realms outside the academic curriculum and to have fun in the process. More than 250 clubs and organizations operate on the campus. They include musical and theater groups, publications, religious and cultural organizations,

broadcasting systems, an active student government, and many service clubs. In addition, there are fraternities and sororities and, of course, athletics as well. Penn has intercollegiate teams in over a dozen sports for men and women and even more in the intramural program.

You naturally cannot become involved in all these activities, but I urge that you stretch yourself in as many new directions as possible by participating in a wide variety.

A final word about our University community. It is just that—a community of women and men linked by common interests. Penn includes an extraordinarily rich diversity of backgrounds, interests, races, and religions. It is sometimes easy and comfortable to confine yourself to those students seemingly most similar to your own self-image. But I recommend a special effort to do just the reverse—to extend yourself to those of different backgrounds, for the chances are great that they can do most to enrich your understanding of the human condition in all its dimensions.

We naturally do not require that you like all those whom you meet. We do insist, however, that you honor the dignity of each individual on the campus, that you treat each person as a human being worthy of the same respect you should rightfully demand for yourself. Without that respect, our community cannot operate. With it, the potential is infinite.

With great expectations, therefore, we urge you to take full advantage of all that is here. We are delighted that you are with us.

—Thomas Ehrlich

Faculty and Staff as Freshmen: A Thumbnail Sketch

This year for the first time, the University conducted an orientation program for new faculty before holding the traditional wine-and-cheese welcome. In a two-hour session at the Faculty Club on September 6, a stream of information — spoken, written and slide-shown — greeted some 40 new and visiting faculty members who had just arrived on campus.

This is how the University's leaders summed up the institution and its resources for new people:

President Sheldon Hackney and Provost Thomas Ehrlich, both describing themselves as relative newcomers, too, chose words like "energetic" and "ebullient" (Dr. Hackney) and "always yeasty, occasionally irritating but never boring" (Mr. Ehrlich) for their impressions of the University as a community. In separate ways they went on to underscore the value of being a consciously cross-disciplinary University on a single campus — the formal and informal interactions that take place, to what Dr. Hackney called Penn's "tremendous advantage over the next generation of scholarship." He reviewed Penn's academic ratings and its goals in *Choosing Penn's Future*, then urged the new faculty members to "engage yourselves fully in the University. It's not 9-to-5, but it's intellectually exhilarating. I'm worn out," he laughed, "but it's worth it."

From the Provost came a picture of award-winning faculty, the commitment to teaching, and the research that gives Penn world-wide impact not only on scholarship but on the lives and health of people. Outlining the roles of Provost's staff and deans in faculty and student life, he also told how the Museum, Morris Arboretum and Libraries fit in. Finally, he stressed the Conduct Statement just issued, and ended: "You are the key . . . [to] a humane and caring institution. I'm glad we are partners."

Senate Chair June Axinn's review of the Senate role started with its creation in the early fifties, at a time of threats to academic freedom elsewhere that "didn't take hold at Penn," putting it in the category of institutions that protect faculty from political or other incursions on the search for new knowledge and its transmission.

All members of the standing faculty are members of the Senate automatically, she pointed out. Their access to Senate leaders, constituency representatives on the Senate Executive Committee and to school and Senate-level Committees on Academic Freedom and Responsibility, was described along with an overview of Penn's extensive network of advisory committees. She described a significant

institution at Penn, the regular meeting of Senate's chair, past chair and chair-elect with the president and provost as a Consultation Subcommittee—and the larger Consultation Committee that has graduate and undergraduate leaders on it, too. She urged new faculty to watch for Senate communications in *Almanac*, and remember the location of the Senate Office: 15 College Hall.

Vice President for Human Resources Gary Posner sketched the nonacademic side of the house as it relates to faculty — the size and scope of the University, the role of many faculty as supervisors with responsibility to carry out policies and regulations regarding support staff, and the advantages of the performance evaluation system now in place. He also invited the newcomers to call upon his office for help in their hiring and supervisory roles.

Later, Benefits Manager James J. Keller discussed the University "package," and advised that counselors would be available as newcomers select among health care plans. "This is not automatic," he emphasized. "Each of you will need to make a selection."

Two of the more detailed presentations — Detective Barbara Cassel's on public safety, and Recreation Director Ron Bond's on facilities open to faculty and staff for recreation and fitness — are summed up in new brochures distributed at the orientation. They are being widely distributed to others in the University.

A highlight of the faculty orientation was a break for a new University slide show, narrated by Training Manager Judy Zamost, that the Human Resources Office developed for group showings. "The University of Pennsylvania — A Way of Life" traces Penn history and historic firsts, and takes a visual tour of Penn today.

(For some "Key Items," see next page.)

Orient a Grad Student

A reminder: the faculty is invited to Thursday's reception welcoming new graduate and professional students to the University.

The reception is an outgrowth of orientations set up three years ago by the students' organizations (GAPSA and GSAC, standing for Graduate and Professional Students Association and Graduate Student Associations Council) with the help of the Vice Provost for University Life. The object: to parallel undergraduates' new-student activities with an occasion that breaks down the bigness of Penn for new arrivals in advanced degree programs.

The time is 5-7 p.m. and the place is the Class of '55 Plaza between Houston and College Halls, or in Bodek Lounge at Houston Hall in case of rain.

Orientation packets for new faculty (page 7) contained some of the items below. Other newcomers may also want these . . .

Key Items for the Desk

Penn Telephone Directory: The 1983'84 edition will be out in October. Meanwhile, the current one is still good for most listings — and it has maps, tie-line lists, guides to mailing and other services in the "green" pages.

The Practical Penn: The student guide (much livelier than the old *Intro to Penn*) is not for students only; it's a readable encyclopedic guide to campus and environs — and on sale at the Book Store.

Safe Living Guide: Penn Public Safety's advice on everything from parking a bicycle to getting an I.D. made — plus urgently important information on safety phones, escort services, etc.

Handbook, which should be in every department office, tells where elevators, TTY terminals and other aids are located — plus information on a Handivan for help in getting around campus.

Directory of Bulletin Boards: A brand new effort by the Communications Committee of Council tells where to read a kiosk or wall for information on events, jobs and the like — or put up a notice of your own. Available from the Office of the Secretary, 121 College Hall.

Handbook for Faculty and Administration: Scarce and soon to be replaced by a loose-leaf updatable version. Watch for it.

Purchasing Procedures Manual: Not everyone orders supplies or buys services, but most departments keep a manual for those who do. If not found, try Purchasing at P-204 Franklin Building, or call Director Robert Ferrell at Ext. 1450.

Research Investigator's Handbook: Again, the department should have one. The Office of Research Administration's compendium of guidelines on grant submissions, conflict-of-interest policy, human subjects review and other policies should be read before the proposal-writing starts. ORA is on the fourth floor, Franklin Building, Ext. 7293.

Other Aids to Settling-In: Penn's *Federal Credit Union* is at 4015 Chestnut Street (Ext. 8539) for savings or for low-interest loans . . . The *Off-Campus Housing Office* at Houston Hall (Ext. 5352) advises on neighborhood matters including how to get action from a landlord where safety is concerned . . . Colleagues with homes to let during sabbatical may post cards on bulletin boards like those in the *Faculty Club* men's and women's rooms . . . The Purchasing Office (see above) sponsors for Penn employees a membership in *Purchase Power*, a buying organization for discounts on purchases over \$150 . . . *Recreation* facilities are open to faculty, staff and student use when teams aren't practicing. Standard hours are 9 to noon Monday-Friday, noon-5 p.m. Saturdays and Sundays. Check with Hutchinson Gym at Ext. 8387 or Gimbel Gym at Ext. 6101 for any schedule questions . . . BUT for recreation, for use of the Libraries, and many other things on campus the *Penn I.D.* is a must. It has to be shown in many cases to get what you want; and often it gets you a discount on campus movies, theatre and sports.

Correction

In last week's notice of the death of Henry B. Keep, his surviving half-brothers James and Charles C. Biddle were incorrectly referred to as step-brothers. *Almanac* regrets the error, and appreciates Dr. Benjamin Hammond's calling or attention to it. —K.C.G.

ON CAMPUS UPDATE

For a master list of events in September, see the poster-calendar in *Almanac* last week. To publish October events in the September 27 issue, the deadline is *today at noon*, and for the November poster the deadline is *October 11*. Address: 3601 Locust Walk.

Special Events in September

13 Lenape Night at the Faculty Club: celebration of Club's 25th anniversary, cocktails and hors d'oeuvres featuring American Indian food served at 5:30 p.m.; Lenape Club memorabilia on display in Main Lounge of Faculty Club.

15 Activities/Resource Day: tables set up on Locust Walk to inform newcomers about Penn student organizations and University services, noon-4 p.m.

Talks in September

15 Finding Freedom: Thoughts About Spiritual Liberation; Rev. Ralph Moore, director of the CA; 7:30 p.m., Christian Association Building (CA).

16 Transmitter Position Diversity for Random Arrays; Harish M. Subbaram, graduate student, electrical engineering department; noon, Room 554, The Moore School (Valley Forge Research Center Seminar, Systems Engineering Department).

19 The Appearance of Academic Biology in Late Nineteenth Century America; Philip J. Pauley, department of history, Rutgers University; 4 p.m., Room 107, Smith Hall (Department of History and Sociology of Science).

Change of Address

The staff of Budget Administration, formerly located in the Franklin Building, has relocated to Room 111 College Hall. This move consolidates the previously separated staffs of Budget Analysis. The telephone number for Budget Administration remains Ext. 4950 and 4952.

The Chaplain's Office, formerly located in Houston Hall, has relocated to the archway of the Quad, Memorial Towers/G9, 3700 Spruce Street. The telephone number is still Ext. 8456. The Rev. Stanley E. Johnson provides counseling and personal guidance, as well as broadly-defined pastoral services such as hospital calls and aid to families when deaths occur of faculty, staff or students. Those requiring wheel-chair assistance should advise by phone before arriving to gain entry.

Memorial Services

A memorial service for the late Edward Vernon Sparer, professor of law and social welfare, will be held Tuesday, September 20, at 3:30 p.m. in the Law School. Professor Sparer died June 22 at the age of 53.

A memorial gathering for the late Dr. Sidney Weintraub, professor of economics, will be held Friday, October 28, at 1 p.m. in the Lessing J. Rosenwald Gallery of the Rare Book Room, 6th Floor, Van Pelt Library. Dr. Weintraub died June 19 at the age of 69.



Flowering Bulb Sales

Colorful chrysanthemums and spring flowering bulbs will be on sale September 17-24 at the University's Morris Arboretum—now celebrating its 50th year of public service. The sale will also feature bulb planting demonstrations and guided tours during the weekend. Sale hours are 10 a.m.-4 p.m. and there is no charge to enter the sales area which is located on Hillcrest Avenue in Chestnut Hill.

For those gardeners or gift-givers who would rather shop by mail, there is the ongoing flowering bulb sale of the Association of Alumnae. Now through February amaryllis and paperwhite narcissus kits complete with pot, soil, and bulbs will be available. Paperwhite kits are available in white or yellow; the amaryllis kits come in red, pink, white, orange, and with stripes. The kits cost \$7.50 each including postage and handling. Contact the Association of Alumnae at Ext. 7811 for an order form.

OPPORTUNITIES

The Office of Human Resources has relocated its job listings to a new publication, *The Penn Paper*, to be issued each Thursday by the Communications Office. Its editor, Ann Bailey, is at 410 Logan Hall/CN. For a transitional period, *Almanac* will repeat this notice, listing the bulletin boards where job descriptions are posted each Monday afternoon.

For further information call Office of Human Resources, 898-7284. The University is an equal opportunity employer.

Anatomy-Chemistry Building: near Room 358, College Hall: first floor;
Franklin Building: near Room 130;
Johnson Pavilion: first floor, next to directory;
Law School: Room 28, basement;
Logan Hall: first floor, near Room 117;
LRSM: first floor, opposite elevator;
Richards Building: first floor, near mailroom;
Rittenhouse Lab: east staircase, second floor;
Social Work/Caster Building: first floor;
Steinberg Hall-Dietrich Hall: ground floor;
Towne Building: mezzanine lobby;
Van Pelt Library: ask for copy at Reference Desk;
Veterinary School: first floor, next to directory.