

Almanac

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IN BRIEF

Nearly There: United Way is within \$15,000 of its 1984 goal, and is holding open one more week for late return of pledge and donor-option cards, Coordinator James H. Robinson said. Any giver who has misplaced the forms can call him at Ext. 3565.

National Student Computer Network: The American Association of University Students (AAUS), based at Penn, has established the first national student computer network, termed AAUSnet, which currently links nine major universities. Plans are under way to make it 40 schools by January 1985. The new network, made possible by a grant from the Uni-Coll Corporation, provides an electronic mail system, a news service and an on-line national database of student information.

Push for Opportunity: Penn has joined the National Council of Educational Opportunity Associations (NCEOA) to protect federal funding for programs aiding disadvantaged college-bound students. For the past three years, Penn has received funding for the Upward Bound and Veteran's Upward Bound programs, and this year will receive additional funding for the new Special Services for the Disadvantaged program. By joining the NCEOA, Penn enhances its ability to recruit disadvantaged students and help them through some administrative processes, counseling, and financial aid, said David Morse, director of federal relations at Penn.

Luce Fund Nominations: Under a grant from the Henry Luce Foundation, the University will invite a scholar in the humanities or social sciences from the People's Republic of China to spend 1985-86 at Pennsylvania and work with our China specialists. International Programs Director Joyce Randolph said nominations should be sent as soon as possible to Professor Susan Naquin, chair, East Asia Committee, 207 College Hall/CO.

Cardiovascular System: The sixth international conference and workshop of the Cardiovascular System Dynamics Society, held in conjunction with the School of Veterinary Medicine's centennial celebration, will take place at the School November 6-9. The conference, chaired by Dr. Julius Melbin of the Cardiovascular Studies Unit at Penn, is a biennial event of the international society.

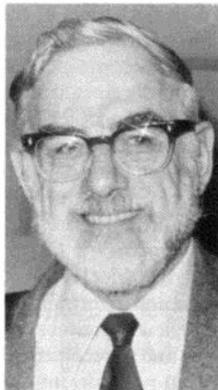
Tie-Breaking Saturday: Penn and Harvard come to Franklin Field with 5-0 records in the Ivy League this Saturday at 1 p.m. (The game is a PBS pick this week, but tickets are moving fast at Ext. 6151.) Penn's 27-17 win over Princeton and Harvard's 24-10 victory over Brown kept their standings even last weekend. After something gives November 10, the stats could change once more on November 17 when Penn meets Cornell at Ithaca, and Harvard plays Yale.

Sakharov, the Movie—and the Issues

Andrei Sakharov, below; his stepdaughter Tanya Yankelevich (right) came to the 1984 Commencement and returns this month for talks on strategy and action.



Leonid Brailovsky (right), a member of the Class of 1985, who cannot leave Russia—as photographed in Moscow by classmate Amy Schwartzman.



Penn Professors R. E. Davies (upper left), Robert Lewis Shayon (above), and Gerald Porter (left) lead in two major discussions of human rights November 18-19

On November 18-19, Penn will hold two major public events centering on the showing of a film that Philadelphians have been unable to see: *Sakharov*, the HBO television movie tracing the Nobel Prize winner's route from laureled physicist to outspoken leader in human rights—and now, held in exile in Gorky Park, a leading symbol of the loss of those rights.

The movie will be shown at 7:30 p.m. Sunday in Irvine Auditorium, and with it a short Soviet government film portraying Sakharov as alive and well. The Soviet clip has been aired on ABC-TV, but HBO's two-hour movie was not shown here because the city lacks cable; HBO made special arrangements for its showing at Irvine, open to the public free. The President's Office sponsors the program, coordinated by Dr. Paul Zingg.

Following the films, a panel discussion on *Media, Academe and Human Rights*, with Q-and-A from the audience, will be moderated by Emeritus Professor Robert Lewis Shayon of the Annenberg School. On the panel are Tanya Yankelevich, Sakharov's stepdaughter; Dr. Gerald Porter of the math faculty here, who is on the board of the Committee for Concerned Scientists; and three of those who made the movie: HBO's chair, Michael Fuchs; Tom Bernstein, one of the producers; and David Rintel, who wrote the screenplay.

The next day, Mrs. Yankelevich returns for a session on *Human Rights: Strategies for Action*, from 11 a.m. to 1 p.m. in Bodek Lounge of Houston Hall. Dr. Robert E. Davies, the Benjamin Franklin Professor of Molecular Biology who is one of the scholars volunteering to go to Russia as a stand-in for Dr. Sakharov's ailing wife, Dr. Yelena Bonner, will moderate the Monday session. Speakers include Congressman Tom Foglietta; Dr. Ralph Moore of the Christian Association, representing the campus

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Reflected Glory

One of the privileges, duties or opportunities of the Senate Chair is to attend the numerous ceremonies that have made my appointment calendar look like something by Seurat. The chablis-and-brie circuit brought me on October 25 into the company of our Trustees and a broad sampling of University functionaries for the Trustees' luncheon held in the Annenberg Center lobby. A feature of that luncheon is a brief presentation by one of our colleagues concerning his or her research.

On Thursday, Irene Winter transported this congenial gathering and its puissant attendees to a plane of intellectual excitement that is rarely attained in the lecture hall or at a meeting of scholar-specialists convened for that purpose. Professor Winter treated the assembly to a brief but dazzling look at a mind at work. With unparalleled eloquence and a self-effacing style she taught a little bit about art history and great deal about the nobility of pure scholarship. Her colleagues in the arts and sciences will be heartened to learn that she concluded with a graceful but passionate plea for the support of those fields—including support for graduate students who will be the future strength.

Her impact was profound. Post-prandial torpor was vanquished instantaneously as she drew the gathering into *her* world. When she was done the collective astonishment was palpable—as was the pride felt most particularly by her colleagues who had the good fortune to be there and to be bathed even briefly in that reflected light.

Jacob Abel

From the President

Managing the Records of the University

The burgeoning of paperwork is at least a three-part problem: one when we generate it, another when we find a place to keep it, and a third when it's time to weed it out of the files to make room for more. I believe that everyone in the University who works with files and records, under whatever title or job description, will be interested in a new project—the creation of coherent guidelines for our University Archives.

The University Archives and Records Center is charged with collecting and maintaining the historical records of the University. Almost alone among the select group of American universities more than two hundred years old, the University of Pennsylvania has an unbroken series of records groups which document the school's history from 1740 to the present time. It is a strong, solid collection of rich resources on the history of higher education in America and is heavily used, particularly for biography, genealogy, and local history. The Archives and Records Center is one of the primary research centers on campus.

Traditionally the regular contact of the University Archivist and his staff with the offices of the President, Secretary and Provost has provided the conduit for the flow of historically significant records to the Archives and Records Center. The continuing effort, however, has become increasingly difficult. The enormous growth of the University over the past forty years, the decentralization of University administration, and the "explosion" of records in the wake of the photocopier have together strained the abilities of administrators, faculty and the Archives and Records Center to stay the course. Many office managers are quite unsure of the best course to follow when filing cabinets and storage areas are overwhelmed with records. Many documents which merit permanent retention have been discarded and destroyed. The collection of those materials which form the essence of the University's history has suffered.

In order to facilitate better records management and to ensure the University's historical record, I am forming a committee of academic and administrative talent to study this issue and determine the best course of action. The purpose of this committee, in its broadest sense, is to review the nature and bulk of records generated by the major administrative units within the University and to recommend a coordinated policy for the release to the Archives and Records Center of all non-current and historical records. The review function will consider the questions of efficient systems management, space allotments, legal requirements, confidentiality and technological change. The advisory function will include the procedures for regular review of records within a given office, the selection of individuals in each administrative unit as liaison with the Archives and Records Center, the procedure for release of records, the policy for retention schedules and confidentiality. The committee will be chaired by Mark Frazier Lloyd, the University Archivist, and will meet at his call. It is my intention to have the committee complete its work before the end of the 1984-85 academic year.

The committee will have at least one representative from each major administrative unit in the University—in each case a person thoroughly familiar with the operation of his or her office, who has a sensitivity to the historical significance of the office records. Thirty-five key offices are appointing representatives who will meet for two hours, once a month, for seven months, November 1984 through May 1985.

I look forward to University-wide participation in the committee's work.

Sheldon Hackney

Sakharov, continued from page 1

Interfaith Council; and others representing Hillel, Newman Center, the Student Struggle for Soviet Jewry, Penn Political Participation Center, and Amnesty International.

Andrei Sakharov has been the focal point of protests flaring periodically at Penn since 1980, when the late Dr. Henry Primakoff, Dr. Sherman Frankel, Dr. Porter and others through the CCS and other groups began petitioning for release of Sakharov and organizing Western scholars to lobby for the human rights of fellow academics behind the Iron Curtain. According to Dr. Morris Pripstein of Berkeley's Lawrence Labs, Penn weighed in heavily with some 70 of the 1500 U.S. signatures sent to the Soviets in the 1980 round of protests.

In 1981, Penn admitted to the Class of 1985 Leonid Brailovsky, son of another beleaguered Soviet scientist. To this day Penn retains Brailovsky's place in his class, while SSSJ spearheads repeated drives to secure his release to join Penn.

For the 1984 Commencement, Penn petitioned for Dr. Sakharov's release to travel to the U.S. for an honorary degree here. When those efforts failed, Penn placed an empty chair on the platform and gave an unprecedented honorary degree *in absentia*.

Over the summer, a major news story broke when 55 U.S. and European scientists declared themselves ready to go to Russia as "good faith guarantors" (newspapers translated it to "hostages") who would take Yelena Bonner's place if the Soviets would permit her to leave temporarily for medical care. One of the volunteers was—and remains—Dr. Davies. The offer to guarantee Dr. Bonner's return has been renewed and is still open according to Berkeley's Dr. Pripstein, who heads Scientists for Sakharov, Orlov and Shcharansky. SOS wrote to some 200 senior scientists in the country, expecting perhaps a dozen to respond in the summer downtime, he said—and was startled with a flood of leading scholars prepared to go behind the Iron Curtain. SOS set up a rotation of scientists prepared to go in pairs, each pair to stay for a week to create a "continuous presence" in Dr. Bonner's place.

Almanac

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ASSISTANT EDITOR
EDITORIAL ASSISTANT
WORK STUDY STUDENTS

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On the Scope of the Survey Proposed

Following the recent public release of the Interim Report of the Task Force on Conduct and Misconduct (*Almanac* September 25), several of our A-3 and A-1 colleagues thoughtfully asked about the scope of the Task Force. Their questions and valid concerns arose from the Task Force's recommendation that the University conduct "a survey of faculty and staff (A-1), advisors, graduate and professional students and undergraduate students, possibly excluding freshmen, that would provide data on the extent of harassment and discrimination at Penn," and from the footnote which indicates that "A-3 staff will not be surveyed since their concerns were not within the scope of this Task Force."

Task Force members, like the President and the Provost and the staff and faculty members who recommended the establishment of the Task Force, are as deeply concerned about the harmful effects of sexual harassment upon A-3 employees as we are about its detrimental impact upon faculty, students and A-1 staff. The recently republished University policy on sexual harassment states well the University's and our thoughts:

"As an employer, the University seeks to ensure that the workplace is free from harassment. As an educational institution, the University's commitment to eradicating sexual harassment goes beyond the equal employment opportunity commission guidelines."

Because the Task Force consists of faculty, students and academic administrators, and was charged primarily with addressing issues related to student/faculty interactions, it addressed few procedures and issues affecting A-3 staff. Its members also understood that the Penn Staff survey conducted by the Office of Human Resources approximately two years ago had surveyed A-3 employees. With this in mind the Task Force proposed a survey that focused primarily upon students and faculty.

We are very pleased to be able to report that since the publication of the Interim Report, the Office of Human Resources and other members of the administration have said that if a survey of the faculty members, students and A-1 staff is to take place, they would share the Task Force members' belief that A-3 staff members should be surveyed.

We are very grateful for the comments raised by staff about the survey, and we hope very much that other members of the University community will let us know their comments about the proposed survey and other recommendations of our Interim Report.

In response to this particular issue, the Task Force will discuss at its next meeting its scope, composition and agenda for the year.

—Professor Adelaide Delluva, co-chair (1984-85)
—Dr. James J. Bishop, co-chair (1983-85)
—Dr. Diane Frey, co-chair (1983-84)

Speaking Out

The following exchange of letters between members of the Law School and the President and Provost was released to the community by the writers.

On Animal Research

We have seen the film entitled, "Unnecessary Fuss," which purports to contain footage filmed by experimenters at our Medical School, in connection with brain-damage research on primates. In many of the scenes, the animals seem to be treated with unnecessary cruelty and in other scenes the plight of the seriously injured animals seems to be a matter of amusement and disrespect on the part of the investigators. We found the film deeply disturbing not only because of the basic moral and legal issues that are raised, but also because there is some question as to whether the research conforms to accepted norms of scientific procedure.

We do not condone what we understand to be illegality in the original removal of the tapes. Nevertheless, these allegedly illegal acts cannot obscure the very serious issues raised by the research and its methodology. We strongly urge you to begin a dialogue with those of us who are concerned that this University be engaged in only the most ethical and moral experimentation. The ethical issues cannot be ignored. We urge you to begin such a dialogue as soon as possible.

- Albert W. Alschuler, Professor of Law
- Morris S. Arnold, Professor of Law
- Regina Austin, Associate Professor of Law
- Gary Clinton, Registrar
- Drucilla Cornell, Assistant Professor of Law
- C. Edwin Baker, Professor of Law
- Richard Delgado, Visiting Professor of Law
- Professor of Law, UCLA
- Gary L. Francione, Assistant Professor of Law

- Courtney Howland, Assistant Professor of Law
- Joel F. Handler, Visiting Professor of Law
- Vilas Research Professor, University of Wisconsin Law School
- Virginia Kerr, Assistant Professor of Law
- W. A. J. Watson, Nicholas F. Gallicchio Professor of Law
- Richard Lonsdorf, M.D., Clinical Professor of Psychiatry; Professor of Psychiatry and Law

Response on Animal Research

We accept your suggestion for a dialogue among interested faculty members about research experiments at the Experimental Head Injury Laboratory. Arrangements for that dialogue are now being made. Before turning to those arrangements, we underscore three key points.

First, we share your concerns about the ethical aspects of research at the University. Specifically, we have frequently in our public statements emphasized the importance of humane treatment for animals involved in biomedical research.

We have also spoken against illegal actions on the campus, and urge you do to the same. We hope you will join us in condemning the illegal raid on the Laboratory, which resulted in the destruction of property and the theft of 60 hours of tapes that recorded research experiments at the Laboratory.

Second, the Laboratory experiments were authorized only after careful review by our faculty colleagues on the Animal Care Committee of the Medical School. That review unequivocally concluded that the experiments were within prescribed National Institute of Health guidelines.

The review obviously did not preclude the possibility that improprieties could have occurred during the actual conduct of the experiments, but we emphasize that we have no evidence of any improprieties. Indeed, a committee of the Society for Neuroscience, the major national organization in the field, recently reviewed the project and then issued a report in full support. Further, Dr. Thomas Gennarelli, Director of the Experimental Head Injury Laboratory just received an award from the National Head Injury Foundation for the greatest contribution on the head injury field during the past year.

Finally, as you know, we have publicly demanded that PETA provide the University with copies of the stolen tapes PETA claims to have, so we can organize a thorough review and evaluation. To date, PETA has refused.

Your letter says you saw a film that purports to contain excerpts from the stolen tapes. As lawyers and faculty colleagues, you will understand why—as a matter of procedural fairness—we have refused to see this film. Viewing selectively edited—and possibly doctored—portions of the tapes could prejudice the full review that the University expects to conduct of the entire 60 hours of tapes. Sponsors of the film seek a ban on all use of animals in biomedical research, and one may therefore question whether the film is in any way a fair representation of research at the Laboratory. In all events, we urge caution in drawing any conclusions based on the film.

With the foregoing points in mind, we welcome the dialogue you requested. We have asked Professor Barry Cooperman, Vice Provost for Research, to convene the group. Obviously the group needs to be reasonably small to enable a real dialogue. On that basis, it will include: the Chair of the University Council Committee on Research, Dr. Helen Davies; two law professors

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Speaking Out

chosen by and from among those who signed the October 30 letter; and four other faculty members, chosen by the Chair of the Faculty Senate. Also present will be Dr. Thomas Gennarelli, Dr. Thomas Langfitt, Vice President for Health Affairs and principal investigator of the grant that supports the Experimental Head Injury Laboratory, and Dr. Aron Fisher, who headed the Animal Care Committee when it reviewed the project. Finally one representative each from *Almanac*, *The Daily Pennsylvanian*, *The Gazette*, and *The Penn Paper* will be included. This will mean a group of fifteen people, about the maximum that can hold a full discussion.

Please let Professor Cooperman know who will be joining the dialogue from the Law School faculty. He will set a time and place for the meeting as soon as possible.

Cordially

—Sheldon Hackney, President

—Thomas Ehrlich, Provost

Response to Response

Ed Note: At presstime Professor Francione, who is vice chair of the Animal Protection Committee of the American Bar Association, Young Lawyers Division, gave the following response, indicating that he had been able to reach all but one of 12 fellow signers and that all he reached agreed:

We welcome this response to our proposal, and believe that, in principle, it is a good one. The course of action outlined in the response is a constructive one, although questions may remain as to the role and composition of the group.

To Senate-at-Large

As your newly elected representative-at-large to the Senate Executive Committee, I would like to convey my commitment to represent you in an informed and balanced manner.

The effectiveness of my efforts on SEC will be markedly increased with your assistance. I would sincerely appreciate your taking time to communicate with me when issues of particular concern to you arise.

I hold appointments in two schools, so I am acutely aware of the need to have multiple viewpoints represented when issues are discussed and resolved. I would welcome your written comments whenever possible but I will, of course, be available via telephone and will return your calls promptly.

At this time, I can anticipate Senate discussion of several important areas of concern: salary structure, admissions policies, and a potential increase in constituency representation on SEC. In addition, I am committed to assuring that the views of women and minority members of the University community are brought before the SEC.

I look forward to this year with enthusiasm. With your help, I believe we can make this year a productive one for the University.

—Ellen O. Fuller, Associate Professor of Nursing; Associate Professor of Physiology/Med.

Note to Contributors

Speaking Out welcomes letters but is temporarily short-staffed for processing those requiring right-of-reply unless text is submitted by Wednesdays. Normalcy resumes in December.—Ed.

Open Letter to Faculty—I

As pre-registration approaches, undergraduates are once more defining their needs and interests to come up with courses for the next semester. While many will simply continue on already chosen curricular paths, others are still looking for a major area of interest. Please make yourself and your knowledge of your discipline a resource for students unsure of their next academic step, whether they're looking for a major or just a challenging elective.

In your classes, suggest follow-up courses but also take a few minutes to make more general comments about the discipline you are teaching. Cite the skills involved, the structure of typical courses, how it relates to other fields, and both common and unconventional graduate school or career opportunities for majors to give students a better idea of the benefits of further study. By pointing out similar courses in other departments, encourage students to seek several perspectives on the same theme, perhaps leading some to a broader base for further study, and others to a discipline better suited to their interests.

Make yourself available to answer students' questions as both informal advisor and representative of your discipline, and encourage your students to take advantage of your expertise. By talking to other professors about their courses, you can be better prepared to discuss available options with students.

To generate enthusiastic, intellectual decision-making, show your enthusiasm. You have made a lifetime commitment to your discipline; tell your students why. The decisions you have made

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Marcus Foster Fund: Two-thirds of the Way Home

Over \$100,000 has been raised toward the \$150,000 goal of the Marcus Foster Fellowship fund at the Graduate School of Education—including \$24,565 in contributions of Philadelphia teachers and school children plus Penn alumni and friends, who remember the late Dr. Foster's startling revitalization of two inner-city schools in the 'seventies.

The William Penn Foundation's challenge grant of \$20,000 also spurred participation by local corporations and foundations, according to GSE Associate Dean Peter Bent, to bring the funds to \$101,495 to date.

The Marcus Foster Fellowship was created last year to honor the late Penn Trustee, whose assassination in 1973 was claimed as a coup by the Symbionese Liberation Army a few months before the kidnapping of Patty Hearst. Dr. Foster, who had left Philadelphia to become superintendent of the Oakland school system, was shot as he entered his office building en route to an early-morning meeting.

The fund is earmarked "to increase minority presence at the Graduate School of Education and to enable a greater number of talented minority students to work full-time toward obtaining the tools of educational administration and research needed for the exercise of

leadership in public education." The first Foster Fellow is now on campus: Rhonda Jeter, a graduate of Taylor University who did her master's work at Maryland and who enrolled for the doctorate this fall. Ms. Jeter also taught in the Philadelphia school system for two years.

"Marcus Foster's enthusiasm, his belief in students, and his ability to convert ideas into actions made him a compelling role model for young people," said President Sheldon Hackney. Dr. Foster is widely remembered and often cited in public schools across the nation for his work in injecting new life into public education, transforming programs and attendance at the once-demoralized Catto Elementary School and Simon Gratz High School.

The Foster Fund is administered under the leadership of Dr. Constance Clayton, a GSE alumnus and superintendent of schools in Philadelphia. On the fund-raising team are subcommittees for outreach to educational, civic and religious groups (chaired by Dr. Charles A. Highsmith, former deputy superintendent of Philadelphia schools); Penn alumni (Dr. Ida Peterson, principal of the Wilson School, and David C. Auten, Esq., of Reed, Smith, Shaw and McClay); major gifts (Emeritus President Martin Meyerson); corporations and founda-

tions (Clifford Brenner of Philadelphia Electric); and the University community (David Hopkins of the Affirmative Action Office).

To date the major contributing groups have included:

Phila. School System	\$4,460 (97 schools and departments)
University Community (faculty and staff)	5,744 (133 donors)
Alumni and Friends	
Grad. Sch. of Educ./Alumni Association	7,500 (127 donors)
Black Alumni Society	3,000 (membership)
Foster Committee/Trustees	3,861 (11 donors)

Among the corporations and foundations contributing another \$56,930 have been:

ARA Services	Pennwalt Corporations
Bell Telephone Company	Phila. Electric Co.
AT&T Communications	Philadelphia Gas Works
Berean Savings Assn.	Philadelphia Natl. Bank
Campbell Soup Co.	Phila. Saving Fund Soc.
Colonial Penn Group	Provident Natl. Bank
Robert F. Kennedy Memorial Foundation	Sears, Roebuck and Co.
	United Parcel Service

Additional contributions are needed, Dr. Hackney said, and may be sent to Peter Bent at GSE/CI. Checks should be made payable to the Marcus Foster Fellowship Fund.

Criteria and Guidelines for the Lindback Awards in the Non-Health Areas, 1984-1985

would not be right for everyone, but demonstrating the importance of searching for such a commitment and studying something because you care about it may motivate undergraduates to think more carefully about the significance of their academic choices.

Thank you.

—The Student Committee on
Undergraduate Education

Open Letter to Faculty—II

As I look back at the year 1980, I realized how fast the time has gone. Four years ago I was debating the possibility of my daughter to join the University. From my financial point of view it was next to impossible, but I overlooked the obstacles and trust God in simple faith that a miracle could take place. Well, it did! Not only was I able to meet all ends but also it was possible for me to help with annual contributions every year, something that I considered of vital importance.

This year as Xiomara is graduating, I keep looking forward in the same manner for her to complete her law education. Many memories will stay with her for years to come; the happy moments of successful grades, the sad moments to say goodbye to her teachers and friends, that like her are also moving to other universities and colleges pursuing higher goals. This is necessary so that other students that will come will have the same opportunities.

I truly thank every professor and advisor that dealt directly or indirectly with the coordination of her programs and personality, and you can be sure I will always keep in mind the highest recommendations for your school as a place of great knowledge, high standards and integrity.

Once more I thank you.

—Ms. Ivonne Valdes
West New York, N.J.

Vanpool—Northeast Philadelphia

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—Doreen H. Gallo, Administrative Assistant,
School of Medicine

Nominations: Lindback/Health

The deans of the health schools will welcome nominations for the 1984-1985 Christian R. and Mary F. Lindback Awards for distinguished teaching. Four awards each year go to faculty in the health schools (Dental Medicine, Medicine, Nursing and Veterinary Medicine) in recognition of distinguished contributions to teaching. A faculty and student committee within each school will review nominations and supporting material, including a current curriculum vita, comments from faculty and students concerning the nominee's teaching ability and, if available, quantitative evaluation(s) of the nominee's teaching abilities.

Each health school may nominate up to four faculty members for Lindback awards. The Vice President for Health Affairs appoints an ad hoc committee drawn from the school committees to choose the four award recipients from the health schools.

—Office of the Vice President for
Health Affairs

These are the Lindback Award guidelines issued by the Office of the Vice Provost for University Life. Nominations are now open (*Almanac* October 30) and will close December 7. Nominations should be sent to the Committee on Distinguished Teaching, 112 College Hall/CO, to the attention of Constance Goodman.

1. The Lindback Awards are given in recognition of distinguished teaching. "Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not

enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over, the influence of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.

4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University, and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. *No faculty may be considered for the Lindback Award in a year in which the member is considered for tenure. All nominees should be members of the standing faculty.* The teaching activities for which the Awards are granted must be components of the degree program of the University of Pennsylvania.

7. The awards should recognize excellence in either undergraduate or graduate/professional teaching or both.

8. The recipient of a Lindback Award should be a

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Take-Your-Prof-To-Lunch: November 12-16

The Student Committee on Undergraduate Education alerts all faculty that Take-Your-Professor-To-Lunch Week is November 12-16 this year. We hope that faculty who are invited by their students will take advantage of this opportunity to interact over a meal at one of the several fine University City restaurants that have agreed to offer discounts to the student hosts, said Cathy Bachman, the Week's coordinator.

For more information contact SCUE at Ext. 6945.

Faculty/Staff Assistance Program: Reminder

Provost Thomas Ehrlich reminds faculty and staff members that the following program is available to them:

The Faculty/Staff Assistance Program (FSAP) is a confidential resource to University faculty and staff providing assessment and referral services for both personal and job-related problems. Regular full- or part-time staff and all fully salaried, fully affiliated faculty are entitled to up to three consultation sessions.

Under the joint sponsorship of the School of Social Work and the Office of Human Resources, FSAP presents workshops, educational programs and support groups on topics such as parenting skills, dual career couples and coping with aging parents. Programs are announced in *Almanac*, the *Penn Paper*, and *Training and Development Opportunities for Staff and Faculty*.

In addition, the FSAP referral network uses a wide range of professionals in psychiatry, psychology, social work, education, and employee assistance programs in the metropolitan area.

FSAP professionals can be reached at Ext. 7910, where a message can also be left at any time. Appointments are usually available within a week or within 24 hours in the case of an emergency. For more information, contact Mrs. Anu Rao, director, 1220 Blockley Hall/S2, Ext. 7910.



Emergency Closing

The University never officially stops operating. There are times, however, because of emergency situations such as inclement weather when classes may be cancelled and offices, except those providing essential services, may be closed. In an effort to insure the safety of our employees, emergency conditions will be monitored so that a decision to close can be made in a timely fashion.

Partial Closings

A partial closing is closing the University before the end of a normal work day. Classes are not cancelled. The decision to partially close is made by the Vice President for Administration. Individual schools or units should remain in operation and may not close independently prior to a decision to partially close. The special information number 898-MELT (6358) will be updated periodically to provide information regarding the status of partial closing. This line should be called for current information. If a decision is made to initiate a partial closing, members of the Human Resources Council and other appropriate individuals will be called by the Office of Human Resources so that they may release staff in their areas.

Full Closings

A full closing occurs when classes are cancelled and University offices, except those providing essential services, are closed. The decision to close is made by the President and Provost in consultation with the Vice President for Administration. A full closing is communicated by way of radio announcements and the special information number 898-MELT (6358). The University emergency closing radio code numbers are 102 for a full closing of day sessions and offices and 2102 for closing of evening sessions.

Unless notified that there will be a partial or full closing, employees are to report for work at the normal time. If an employee is unable to report at the normal time, he/she is expected to notify the supervisor as early as possible so that departmental operations can be maintained. Essential personnel are required to report to work. Essential personnel should be identified in advance by their supervisor.

The following practices should be followed by supervisors to record time lost when an employee is absent due to emergency situations:

1. If the University is closed, employees are compensated and the time lost during the period of the closing is not charged to personal or vacation time.
2. If the University is not closed, time lost is charged to personal or vacation time as long as the absence is approved by the supervisor. If the employee does not have personal or vacation days, he or she may not be compensated for the time lost. Sick time may not be charged unless the employee was out on sick leave prior to the day lost due to inclement weather.
3. If an employee requests permission to be released prior to the time of a partial closing, the employee should be allowed to do so and have the time lost for the remainder of the day charged to personal or vacation time.
4. Certain employees are required to work to maintain essential services even though the University is closed. Essential personnel who work when the University is closed are paid at their regular rate of pay and in addition receive compensatory time equal to the time worked after the University was closed. Compensatory time earned should be utilized within the current fiscal year.
5. Employees in collective bargaining units are governed by the terms of their respective collective bargaining agreements.

—Thomas Ehrlich, Provost

—Gary J. Posner, Vice President for Administration

This policy supercedes Personnel Policy #302, "Absence—Emergency Conditions;" and Personnel Policy #303, "Early Closing—Emergency Conditions."

Lindback (continued from page 6)

teacher-scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

9. The process of selecting the four Lindback Awards in the non-health areas (i.e. FAS, Wharton, Engineering, Law, Social Work, Fine Arts, Education, and Annenberg) is initiated yearly when the Committee on Distinguished Teaching is appointed by the Vice Provost for University Life on behalf of the Provost. The Committee is drawn from the non-health schools. It is composed of five Lindback Award recipients, three graduate and professional students, and two undergraduates. The Chairperson is one of the faculty members and is appointed by the Vice Provost. The Committee solicits nominations from the University community and reviews the documents submitted, producing a list of not more than eight nominees, in ranked order when the Committee has agreed-upon preferences.

10. The Provost then reviews the list, receives advice from the several Deans concerning distribution of the Awards among schools, and makes final designations from it.

COUNCIL

Synopsis of Minutes October 10 Meeting

Council adopted a resolution, originating in the Undergraduate Assembly, appointing an ad hoc committee to review the operation of the new student judicial system and to report to the Council at its April meeting.

Issue papers on alcohol use policy (*Almanac* October 2) were discussed. There was agreement that the present policy is ambiguous and that a new policy is needed, that educational aspects need to be addressed in redrafting, and that a punitive tone should be avoided. Questions were raised as the need to define alcohol abuse and as to whether the private misuse of alcohol should be controlled. The Office of the Vice Provost for University Life will proceed to draft a new, proposed policy.

In discussion of the second interim report of the Task Force on Conduct and Misconduct (*Almanac* September 25), attention was focused on the recommendation by the task force that the prohibition of sexual relations with students should be extended to persons other than teachers who are in mentor relationships, such as administrators, coaches, and advisors. The proposal was generally supported, though some members suggested that, rather than defining categories of persons, the extension could be better accomplished by making a more generalized statement on the mentor relationship. The Council will continue discussion of the report in the next two meetings.

A resolution was adopted calling upon the faculty to "take an active role in fostering student political participation" and asking faculty members "to spend the first few minutes of class on election day—Tuesday, November 6—discussing the importance of voting and announcing the locations of area pollings places." The action was implemented by publication in *Almanac* October 30.

—Robert G. Lomdale, Secretary

Report of the Judicial Inquiry Officer on Disciplinary Cases, 1983-1984

The maintenance of a climate conducive to learning and to social development requires that all members of the community behave responsibly. The Office of Judicial Inquiry assists in the achievement of this goal by handling cases of student misconduct. Although only a few students commit offenses, it is important that the whole community be aware of the functioning of the Judicial System.

Alleged violations of the University's General Conduct Rule are brought to the attention of the Judicial Inquiry Officer (J.I.O.) by a variety of sources including Public Safety, administrators, victims of offenses, and observers of infractions. Upon receipt of a complaint, the Judicial Inquiry Officer interviews the respondent, the complainant and witnesses and makes a determination of the facts. If, following the investigation, the respondent is found to have committed the offense, the J.I.O. is empowered to arrange an informal (administrative) settlement of the case with the student. J.I.O. settlements require admission of responsibility and acceptance of sanctions by the respondent. If a student denies guilt or considers the J.I.O.'s sanctions too severe, the case is sent to the University Court. If the Judicial Inquiry Officer considers the offense serious enough to merit suspension or expulsion, the case is referred to the Court. Sanctions available both to the J.I.O. and to the University Court include warning, reprimand, probation, fine, reimbursement, work projects, withdrawal of certain privileges and may involve a combination of penalties.

During the Academic Year 1983-1984, the Judicial Inquiry Officer investigated 88 disciplinary cases—56 during the fall semester and 32 during the spring semester. Five of these cases were heard by the University Court; the remainder was settled informally. Charts including the number of violations by type and the kinds of sanctions imposed are included at the end of this report.

The most common offense was theft with the preponderance of complaints filed by the University Bookstore and Student Employment. Thefts of University property (signs and penants) were also reported as

well as thefts of personal property. Harassment was another major category of offense. Most of these cases involved incompatibility of roommates and broken friendships or love affairs. This year few complaints of racial or sexual harassment were filed. The disorderly conduct complaints included making insulting remarks, making excessive noise, refusing to disperse and being belligerent to Public Safety officers. Fourth in frequency were complaints of assault and malicious mischief. The assault cases included attacks by one individual on another and fights involving several people. Categorized under malicious mischief are such actions as spilling makeup, forcing open doors, firing a B.B. gun, dumping water in a room and throwing food. Students accused of vandalism broke parking arms, walked on cars, destroyed street lamps, and kicked in doors. Other offenses were indecent assault, indecent exposure, pulling fire alarms, breaking and entering, and storing dangerous chemicals in a University residence.

Alcohol abuse played a significant role in all assault and disorderly conduct cases and in over ninety percent of the cases involving vandalism and malicious mischief.

A total of one hundred students received disciplinary sanctions either through informal settlements or through the University Court. The most common penalty was a warning, with fines being second in frequency. The minimum fine for theft from the Bookstore or Library was one hundred dollars for a first offense. Fines for other thefts ranged from fifty to one hundred dollars. Work projects ranged in duration from ten to twenty-five hours and probation from one semester to an indefinite period. A combination of sanctions was often imposed, and a written apology sometimes required. All cases heard by the University Court resulted in the imposition of penalties. One case is currently being appealed on the basis of the severity of the sanction.

In addition to the 88 ordinary cases, the J.I.O. investigated three cases involving fraternities which were finally adjudicated by the Office of Fraternity/Sorority Affairs, and two cases involving students and academic departments which were referred to the Ombudsman. In conjunction with the staff of Residential Living, the J.I.O. also participated in the investigation of complaints in that area.

—Ann B. Hart
Judicial Inquiry Officer

Summary of Cases, 1983-1984 (Violations of Code of Conduct)

Offense	No. of Charges*	% of Total Charges*	No. of Respondents†	Informal Settlements	Judicial Panel	No Charges Pending‡	Action Taken
Theft	31	32	43	36	1	4	2
Harassment	19	20	23	19	0	1	3
Disorderly Conduct	16	17	21	19	0	0	2
Malicious Mischief	7	7	11	2	4	0	5
Assault	7	7	11	5	0	5	2
Vandalism	6	6	14	13	0	0	1
Indecent Assault	3	3	3	0	0	1	2
Indecent Exposure	2	2	2	0	0	1	1
Fire Safety	1	1	2	1	0	0	1
Breaking and Entering	1	1	1	0	0	1	0
Storing Dangerous Chemicals in Residence	1	1	2	0	0	2	0
Total	94	97	133	95	5	15	19

*There were 88 complaints filed. Six involved two charges. Of the 88 complaints, 78 were settled informally; 3 were sent to the Court; 7 are pending.

*The total is less than 100% because the figures were rounded off.

†There were 127 different respondents. Six students were charged with two offenses.

‡Of the 15 respondents who have cases pending, 4 are not currently enrolled at the University.

Summary of Sanctions, 1983-1984

Sanction	Theft	Harassment	Disorderly Conduct	Malicious Mischief	Vandalism	Fire Assault	Fire Safety
Warning		7	11			2	
Reprimand		3		2			
Reimbursement	2	1					
Fine	10	3			1		1
Probation		3	7				1
Warning and Reimbursement					7		
Warning and Fine				1			2
Reimbursement and work	1						
Reimbursement and Probation	3			1	5		
Probation and Fine	14						
Probation and Work	1	2	1				
Probation, Work, Reimbursement	3						
Probation, Fine, Reimbursement	3			2			
Total	37	19	19	6	13	5	1



Grandville, A Dog Walking His Man etching, France, 1844, From Another World

Era of the Pet: Four Centuries of People and Their Dogs

Era of the Pet, the new exhibit opening at the University Museum November 9, highlights the development of humankind's relationship to the dog. To illuminate the evolution of the dog as a pet, the exhibition focuses on four historic periods—Louis XIV and the Seventeenth Century; the sentimentalization of pets in the Eighteenth Century; Queen Victoria and the domestic relationship to pets in the Nineteenth Century; and the growing care and protection of pets spearheaded by such groups as the American Kennel Club in the Twentieth Century. *Era of the Pet*, presented by the Museum in cooperation with the Dog Museum of America, honors the Centennial Dog Show which will take place at the Civic Center November 16-18. Included in the traveling exhibition, here until February 17, are some forty works of art drawn from museums, libraries, private collections and the Dog Museum of America's permanent collection. *The Era of the Pet* complements *Man and Animals: Living, Working and Changing Together*, an exhibition celebrating the Veterinary School's 100th Anniversary.

Update

NOVEMBER ON CAMPUS

FITNESS/LEARNING

Safer Living Seminars

7 *Work and Walk Safely*; noon-1 p.m., Room C, Faculty Club (Department of Public Safety).

Graduate Career Seminar

12 *Public Relations and Public Affairs*; speakers from corporate communications division of Sun Oil Company and public affairs department of Planned Parenthood of Southeastern Pennsylvania, sponsored by Career Planning and Placement Service; 4:30-6 p.m., 235 Franklin Room, Houston Hall. Registration: Ext. 7530.

FILMS

Neighborhood Film Project

International House; \$3 admission, \$2.50 for members, students, and senior citizens. \$2.50. Information: 387-5125, Ext. 222.

8 *Les Blank Retrospective, November 8* at 7:30 p.m. and *November 10* at 4 p.m.: *Sprout Wings and Fly*; a portrait of 78 year old Tommy Jarrell, an old-time fiddle player, filmed in the Blue Ridge Mountains; and *In Heaven There is No Beer?*, celebrating polka music, dance, and lifestyles, filmed primarily at three major polka festivals.

RELIGION

Newman Center

11 *Parents' Weekend*, 11 a.m. mass, brunch following.

University Lutheran Church

9 *Wine and Cheese Bash*, 4:30-6:30 p.m., University Lutheran Church of the Incarnation.

Memorial Service: Arthur Letcher

A memorial service for the late Arthur Letcher, assistant dean of corporate relations and director of Wharton Graduate Placement, will be held November 14, at 4 p.m. in St. Mary's Church, 3916 Locust Walk. Mr. Letcher died October 19 at the age of 62, after more than 30 years at Penn.

TALKS

6 *Genetic Aspects of Depression and Alcoholism*; Dr. Donald W. Goodwin, chair, department of psychiatry, University of Kansas; 10:30 a.m.-noon, Surgical Conference Room, 1st floor, White Building, HUP (Department of Psychiatry).

Financing Morocco's Educational System; Driss Djerrari, Faculté de Science d'Education, Université Mohammad V, Rabat; 1 p.m., 4th floor lounge, Williams Hall (Middle East Center, Penn-Morocco Faculty Exchange Center).

7 *Sentiment, Motive and Symbol: A Problem in the Analysis of Afghanistan Islam*; Robert L. Canfield, professor, Washington University, St. Louis; 4 p.m., Room 327, University Museum (Iranian Studies Seminar).

8 *Molecular Biology of Bunyaviruses*; Dr. Marty Hewlett, department of biology, University of Arizona; noon, Room 196, Med Labs (Microbiology Graduate Group).

9 *Viral Shut-Off of Host Cell Nucleic Acid Synthesis*; Dr. John McGowan, department of microbiology, USUHS Medical School; 4 p.m., Room 196, Med Labs (Microbiology Graduate Group).

12 *Current Trends in the Humanities: Theory and Anti-Theory in the Literary Academy*; Dr. Barbara H. Smith, professor of comparative literature; 7 p.m., West Lounge, 4th floor, Williams Hall (Graduate Students of Spanish).

Early Deadline

The weekly update deadline for calendar entries is at noon on Tuesday, a week before the date of publication. *November 13* is the last deadline of this month for *Update On Campus*. The *Update* published *November 20* will include events through *November 30*. There is no issue *November 27* due to the Thanksgiving holiday. The address is 3601 Locust Walk/C8 (second floor of the CA).

Deaths

Esta Pate, a secretary, died October 13 at the age of 37. Initially working in the biology department from 1974-79, she transferred first to the South Asia regional studies department from 1981-83, then to the Middle East Center, where she worked until her death. She is survived by her mother, Mrs. Joan Whitfield, and her son William Bruce Whitfield.

Donald Roten, a retired herdsman, died October 17 at the age of 66. He was a herdsman at the New Bolton Center from 1979 until 1983. He is survived by his wife, Mary Roten.

SAS 10th Anniversary

Natural Sciences Week

12 *Natural Sciences Majors Fair*; natural sciences departments aid students in choosing majors; 4-6:30 p.m., Bodek Lounge, Houston Hall.

College Bowl; teams of faculty members answer questions in the humanities, social sciences, and natural sciences with all proceeds going to each team's favorite charity; 8 p.m., Room 200, College Hall. Tickets \$1.50, on sale on Locust Walk.

13 *The Evolution of Form*; a symposium with Gino Segre, physics department, Ponzy Lu, chemistry department, Scott Poethig, biology department, Stephen Shatz, chairman of mathematics, and Paul Rozin, psychology department; moderated by Stephen Roth, chairman of biology; 2-5 p.m., Chemistry Lecture Hall, Chemistry Building.

14 *Student Symposium on the Biological Basis of Behavior*; moderated by Norman Adler, professor of psychology; 4 p.m., lounge, Ware College House.

15 *Changes in Ecology Research, 1983-84*; Ruth Patrick, senior curator, Academy of Natural Sciences; 4 p.m., Room 109, Leidy Laboratories.

The Future of Medicine; a presentation and discussion sponsored by the Black Pre-Health Society; 7:30 p.m., Multi-Purpose Room, Low Rise North.

16 *The President's and Provost's Concert by the University Orchestra*; 8:30 p.m., Irvine Auditorium.