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Council: Four Straw Votes on Minority Issues



Dr. Cade



Dr. Winegrad

Provost's Staffing: Dr. Valarie Swain Cade has been named Executive Assistant to the Provost, replacing Jacqueline Akins (who recently joined the PATH program to aid humanities development in the Philadelphia Schools), and former Associate Provost Marion Oliver continues his minority presence assignments for the Provost while taking up the associate deanship for undergraduate programs at the Wharton School. Under Dr. Cade, the executive assistant's post will be expanded substantially, Provost Tom Ehrlich said. "Dr. Cade will handle a wide range of assignments and will assist the Provost on academic and other programs, including those related to faculty, curriculum, academic standards and the conduct of academic programs." Dr. Cade, alumna *magna cum laude* of Penn State, took her Ph.D. from Temple with concentrations on urban education and adolescent psychology. She was assistant professor of English at Rutgers before joining Penn in 1978 as assistant professor. She has taught in GSE and SSW, served as Master of DuBois House, and headed a number of administrative programs here including the VPUL's Commonwealth programs, all-University summer youth programs, Fontaine Fellowships and other special activities lodged with the Provost's office.

Biomedical Studies: Dr. Saul Winegrad, professor of physiology in the School of Medicine, has been named Director of a new Office of Biomedical Graduate Studies. The new unit described on page 4, is organized to give biomedical graduate-group activities—and students—a home base since the shift from SAS to Medicine (*Almanac* July 24, 1984).

The University Council went into overtime Wednesday debating three prepared resolutions on minority presence and a floor call to suspend Senior Lecturer Murray Dolfman with pay. Only straw votes could be taken, however, as a head count showed attendance below quorum.

Provost Thomas Ehrlich chaired the meeting, noting that President Hackney was in Harrisburg to testify on Penn's state appropriation.

All four motions carried (see page 3).

Resolution 1 passed 26-0-5 after clarification of intent to endorse in a "friendly spirit" some direct discussions on racial harassment now in progress.

Resolution 2, to set up a committee to draft racial harassment guidelines, passed 30-1-2 after questions on the need for committee-versus-administrative drafting, and on the need for a specific policy versus enforcement of existing ones on conduct and on nondiscrimination. Provost Ehrlich said he welcomed committee help on a draft. Professor Houston Baker said the Black Faculty and Administrators and Black Student League were "heartened by the specificity of the policy on sexual harassment" because it defined explicit behaviors.

Resolution 3, on implementing past plans to increase Black Presence, passed 30-0-1 after a friendly amendment to cover all minorities. Vigorous debate surrounded it, however, as several Council members requested specifics of the goals and mechanisms they would be endorsing and BFA leaders countered that they asked only to have previously-endorsed commitments met. Dr. Baker, along with Professors Sam Sylvester and Ralph Smith and Dr. Jacqui Wade of Afro-American Studies cited the Development Commission Report of 1973 and two late-seventies task force reports; Trustee approval of these, in-

cluding an announced procedure for monitoring progress; a Development Office case statement spelling out faculty positions including an endowed chair for Afro-American Studies and financial aid for student recruiting; their understanding that fund goals have been met; and recent strategic planning documents. Professor Smith summed up, "We are asking Council to say to the President and Provost, 'You inherited a university that made some commitments. If you are not going to do anything bold, anything innovative, at least do what is right—do what the University promised to do.'" After Dr. Robert Rutman delivered specific proposals (See *Speaking Out*), Dr. Baker said three of the five points were in previously-adopted reports he worked on. "I'm not going to do it again. I would leave first. And I won't urge anybody else to come here, I will urge them to stay away."

Dolfman Controversy: The Provost yielded the chair to Senate Chair Jacob Abel during discussion on the handling of complaints that surfaced last fall in his meeting with the United Minorities Council. Several students said he made a note of the lecturer's name and they understood he would look into it. "In retrospect I am sorry I did not do just that," the Provost replied. "I left the meeting with the understanding that the students involved would [go to the department chair]. It was a misunderstanding. It will not be happening again."

Professor Sylvester and Dr. Wade urged that the students' fall-term and January complaints be widely known because of charges that the BSL went public as a first recourse in February without trying proper channels beforehand. As numerous speakers supported clarification of procedures, and several expressed confidence in the Provost, Dr. Michele Fine added to her support a question on the proposal to suspend Mr. Dolfman with pay during the Wharton SCAFR investigation (*Almanac* February 26). Dr. Abel cited two *Handbook* provisions—one on suspension with pay for Standing (full-time) Faculty, and one on temporary exclusion not specifying status but with explicit conditions ("immediate harm to himself or others," the Provost supplied). Wharton and Senate CAFR chairs have conferred, and the Standing Faculty rule (E.10, p. 47) is being applied in the part-time lecturer's case during fact-finding.

Heated argument on due process, with Dr. Victoria Kirkham taking the lead, and on interpretations of harm—including charges that black students perceive a threatening climate—ended in a 15-4 vote in favor of Dr. Robert E. Davies' motion to give a sense-of-the-meeting as favoring suspension with pay.

Later in the week, BFA requested an administrative status report on past commitments to increase minority presence, and the President and Provost said they will have it in BFA's hands by March 29.

Reproduction of Software

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Recognizing the need for multiple copies of software, the University will attempt to negotiate discounts or site licenses from software vendors. As these licenses are negotiated they will be announced in *Penn Printout* and made available to the University community through Purchasing and through the University Computer Shack.

—David L. Stonehill
Vice Provost for Computing

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After Grove City: The Penn Commitment Continues

On many occasions, the Provost and I have separately and together stressed to the campus that Penn's commitment to equality is real and is right—quite apart from any public policies that in recent decades have helped to further such goals in this and other institutions. Recently I was asked to testify in the joint hearings of the House Committee on the Judiciary and the House Committee on Education and Labor, and now I wish to share with the campus at large the essence of what I said.

The University of Pennsylvania's commitment to equal opportunity is deep and, in some respects, far broader than legislative requirements. Indeed, were all Federal civil rights legislation to be repealed, our nondiscriminatory practices would not change and our dedication to these ideals would not slacken. In part because our own commitment is great, we believe the civil rights laws should remain comprehensive in their scope.

Our position on the legislation under consideration, the Civil Rights Restoration Act of 1985, is quite simple: We support it. We believe that it is fully appropriate that your Committees, and your counterparts in the Senate, act promptly in your consideration of HR 700 and S. 431, which clarify the application of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973.

Through the enactment and enforcement of these laws, educational institutions have made substantial progress toward the eradication of discrimination. Passage of the Civil Rights Restoration Act of 1985 will signify a national rededication to the protection of civil rights in our schools, our colleges and universities, and will remove a potential obstacle in the path of progress toward full equal opportunity—the legacy of last year's Supreme Court decision in *Grove City College v. Bell*.

The Supreme Court, in the *Grove City* decision, narrowed what we believed to be the broad scope of Title IX by stating that the law reached only to the "program or activity" receiving Federal financial assistance, in this case the student financial aid office at the college. Although I do not suggest that most or many institutions of higher education have seized upon this opportunity to engage in discriminatory practices, the *Grove City* precedent is nevertheless most troubling. Technically, it would allow an educational institution to step backwards, to renege on the promise of equal opportunity, if it discriminated in programs or activities not subject to Federal aid. If, for example, Department X at ABC University did not receive Federal aid, the Department could, the decision suggests, discriminate against women in hiring and in the classroom. While as a non-lawyer I hesitate to comment on the legal aspects of the *Grove City* decision, the potential public policy results—including the message it sends to the citizenry—are frightening.

The *Grove City* decision will also cause considerable enforcement difficulties for the Office of Civil Rights and for the administrative functions of institutions themselves. Whereas prior to *Grove City* both OCR and most institutions of higher education considered Federal assistance to a program or activity to be indivisible with respect to the whole institution, resulting in institution-wide coverage of civil rights statutes, Federal officials will now have to attempt to trace the flow of Federal funds throughout the institution.

Basically, however, we are concerned that *Grove City* opens the door to those who would step back from practices and principles which promote equal opportunity. I believe it is safe to say that some institutions around the country responded grudgingly to both the spirit and intent of the Federal nondiscrimination statutes. Without legislation to clarify the intent of Congress, it is conceivable that those who originally resisted the movement toward equal opportunity may well use this decision as a loophole to resist the continuation and extension of equal opportunity.

Let me describe for a moment one aspect of the opportunity afforded by Title IX that has been particularly evident at the University of Pennsylvania. In the early 1970's, after the enactment of Title IX, Penn brought its entire women's intercollegiate athletic program under the umbrella of varsity intercollegiate athletics. An institutional self-study was initiated to reaffirm our commitment to equal competitive opportunity for all student-athletes. That commitment is embodied in an athletic policy statement addressing staffing and salary equity, equipment and travel, support staff and services and competitive opportunities. Indeed, our short-term goal, within reach, is to achieve parity between women's and men's sports programming through equal per capita expenditures of unrestricted funds.

Our commitment transcends legislation and we will continue to pursue and achieve our goals regardless of the *Grove City* decision. But how many athletic departments see *Grove City* as an opening to reduce opportunity for women? Similarly, how many departments and other programs at colleges and universities receiving no Federal financial assistance will reduce opportunities for women, minorities and others who have been victims of discrimination? I cannot say with certainty, but the prospect of reduced opportunities is real. And, unless we can confidently answer "none" to these questions, this legislation should be passed.



Religious Holidays

I remind faculty and students that Friday evening, April 5, begins the first two days of Passover, which include Saturday, April 6 and Sunday, April 7. Furthermore, April 5 is Good Friday. No examinations shall be given or assigned work made due on these days.

Saturday, April 13, is the last day of Passover, which some students may also plan to observe. Although our religious holiday policy does not prohibit examinations on this day, students who are unable because of religious observances to take examinations then must make arrangements with their instructors by Friday, March 22. If instructors are informed of such observances by March 22, the students have a right to make up examinations given on April 13.

—Thomas Ehrlich, Provost

Racism Awareness Sessions: School Summary Addendum

Two Schools, the School of Engineering and Applied Science and the Law School, also reported progress towards the scheduling of Racism Awareness Sessions by February 28, although their summaries were inadvertently left out of the February 28 materials sent from the President and Provost. The following is a summary of their progress.

School of Engineering and Applied Science: The Associate Dean and Assistant to the Dean for Minority Affairs (Ms. Cora Ingram) met February 25 with undergraduate and graduate Black students. The School is now "moving forward deliberately to develop awareness

within our faculty in a formal way with student and alumni advice." Plans will be made at the next meeting of the Faculty Council and "awareness interchanges" will begin at the next SEAS faculty meeting in March.

Law School: On Tuesday, February 26, the Dean met with representatives of minority students primarily on the subject of increasing the minority presence of the Law School faculty. The "desirability of having" Racism Awareness Sessions for the faculty was also discussed. The School will work with Associate Provost Oliver to develop the sessions.

Four Resolutions Straw-Voted March 13

Three resolutions framed by the Black Faculty, Administrators, and Staff of the University were presented to Council with three Council members—Michele Fine, Amy Lyman, and Phyllis Rackin—as proposers of the resolutions.

Resolution 1

Whereas, the University of Pennsylvania is an educational institution committed to development of student leadership and dedicated to proper amelioration of legitimate student concerns and grievances,

Be It Resolved, that the University Council endorses continued, direct negotiations between students and the University Administration in conjunction with recent incidents of alleged racial harassment on the University of Pennsylvania campus.

Straw vote passed: 26-0, with 5 abstentions.

Resolution 2

Whereas, the University of Pennsylvania is an educational institution dedicated to harmonious and enlightening coexistence of students, faculty, and staff of various ethnic, national, economic, and religious backgrounds, and

Whereas, the University is an Equal

Opportunity/Affirmative Action Employer devoted to parity in hiring, promotion, and employee relations, and

Whereas, the University seeks to promote knowledge, understanding and acceptance of diverse groups and perspectives, and

Whereas, the University recognizes that racial harassment in any form and under any circumstance of University life is incommensurate with its institutional mission and ideals, and

Whereas, the University recognizes that a forceful guarantee against such harassment is an unequivocal, articulated policy governing codes of interracial conduct on campus,

Be it Resolved, that the University Council endorses the constitution of an appropriate university committee to formulate and draft (in conjunction with authorized representatives from university, racial minority populations) a University Policy on Racial Harassment.

Be It Further Resolved, that the University Council urges the expeditious adoption and implementation of a policy by the Offices of the President and Provost.

Straw vote passed: 30-1, with 2 abstentions.

Resolution 3

Whereas the University of Pennsylvania recognizes that a University of Pennsylvania Policy on Racial Harassment is insufficient in the absence of a strong, active minority presence in all walks of university life,

Be it Resolved, that the University Council endorses the immediate constitution of appropriate groups and the allocation of appropriate resources to effect the growth and development of Black Presence and that of other ethnic minority groups at the University in ways detailed by innumerable University of Pennsylvania commissions, reports, task forces, and committees during the past decade and a half.

Straw vote passed: 31-0, with 1 abstention.

Resolution from the Floor

As Council discussion continued beyond 6 p.m. adjournment time, with a reduced number of members present, several members proposed taking the sense of those present on suspension of Senior Lecturer Murray Dolfman with pay, pending the outcome of the current investigations of Wharton School Committee on Academic Freedom and Responsibility.

Straw vote passed: 15-4.

Speaking Out

Throwback in Relationships

I just read the article in the March 12 *Almanac* by Anthony Tomazinis with utter disbelief and dismay. Is this man really a member of this faculty? His article, "Return to the Individual; Re-emphasize Justice for All," is a collection of tired clichés and jumbled thinking, more typical of the uninformed *naïf* than the University scholar. His solution to community problems is to forget the community.

Of course the individual is primary—but in a social setting and especially a University, the climate, the context, the social milieu, are crucial to individual growth and learning.

Denying social and institutional responsibility for all persons and their educational experience within the University, is a throwback to the dark ages of human relationships. If *everybody* is responsible, no one is. A little anarchy never hurts. The groupings of persons, the organization for tasks, the definition of duties and responsibilities, the setting of standards, the enforcement of conditions, are all part of a group process to enhance the potential for individual achievement—by definition: a University.

—Max Silverstein, Emeritus Professor of Social Work

Bolder Plan of Action

Although present as well as past Penn administrators have pledged themselves to increase the number of tenured minority

scholars on the faculty, little progress has actually been made, not perhaps because of a lack of intent, but because of a lack of a bold plan of action and a vigorous commitment. This goal continues to be a critical requirement in the search for excellence and true leadership nationally and internationally by the University of Pennsylvania.

In order to develop a bold plan of action, the following concrete suggestions are put forward for consideration by Council and the Administration:

1) Each school and/or quadrant be asked to adopt and publicly announce a goal for the tenure appointment of qualified minority scholars for an appropriate period into the future.

2) As senior openings appear, due to retirement, departure, etc., each school will be expected to make a vigorous search for appropriate minority scholars. In order to widen the scope of the search and increase the prestige of the invitation, the search effort could be assisted by a Blue Ribbon search panel composed of Benjamin Franklin and University Professors and Nobel Laureates whose status could greatly improve the discovery process.

3) Qualified candidates of the highest caliber will necessarily be sought by competing institutions; the provision of highly attractive offers which may be more generous than existing standards, will undoubtedly be necessary. It would not seem unreasonable to ask the Penn faculty to support the administration in this regard, in order to reach an

otherwise unattainable goal.

4) Each school should develop definite commitments and plans to seek out young Black scholars and offer them attractive research and scholarship opportunities on a tenure track, with the promise of an early decision based on merit. Deliberate development of a cadre of gifted young minority scholars could not only quickly lead to an infusion of minority scholarship into the Penn faculty but would be a genuine service to the intellectual community of our country.

5) Undergirding all of the above and the most fundamental need of all is the expansion of the recruitment and support of minority Ph.D. graduate education. There must be a significant expansion of the scope and intensity of the search effort amongst baccalaureate candidates leading to earlier identification of a larger pool of candidates. Adequate financial support will be essential if the more capable academically oriented minority students are to be drawn away from medicine, law, engineering and business in favor of academic careers.

The University of Pennsylvania, along with a small group of unique universities, plays a key role in the training of our national leadership. Greater minority participation in this training process and in the intellectual leadership of our country is an absolute necessity if we are to begin to approach the humane, democratic goals of our society.

—Robert J. Rutman, Professor of Biochemistry/Vet.

Biomedical Graduate Studies: A Home Base at Medicine

The thirteen graduate groups that make up the University's biomedical Ph.D. program—which have had a series of administrative reporting structures since the early seventies—now have an office and a director at the School of Medicine.

Dean Edward J. Stemmler announced this month the appointment of Dr. Saul Winegrad, professor of physiology at Medicine, as Director of the new Office of Biomedical Studies.

Physically, the office is the suite opposite the Dean's in Old Med, with Karen Lawrence as full-time assistant director. Programmatically, the Office of Biomedical Studies has several major coordinating functions for the 13 graduate groups—which among them have 321 faculty members in the four health schools, SAS, SEAS and affiliated institutes and hospitals.

Admissions and Financial Aid: The Office will lead a concentrated recruiting program, with external and internal grants available for at least 40 new students a year—with emphasis on competing for quality with peer biomedical programs. Applicants will now have a two-tier review, by the graduate group and by the Office of Biomedical Graduate Studies' screening body.

Records: These will be centralized for all 13 of the graduate groups.

Unified Student Programming: Starting with a fall 1985 orientation day, the OBS will sponsor crosscutting activities for students in all 13 of the graduate groups; provide counseling services, career-planning and information on grant and fellowship sources, postdoctoral opportunities and the like. The Office will also be the aegis for continuation of the student-initiated annual symposia—such as last year's on oncology—which feature invited speakers, a poster session of some 25 students' thesis work, and published abstracts.

Curriculum: Choosing basic subjects now taught separately to small numbers in several graduate groups—and some topics in which there is no graduate group as such—the Office will sponsor joint coursework open to all biomedical graduate students. Scheduled this fall are four courses—cell biology, molecular biology, biochemistry and systems physiology.

There are two strong reasons for the joint coursework, said Dr. Winegrad. One is the belief that up to 75% of each class will find a need for enhancement in one of these topics or another; in courses unified across graduate groups the class can come out of the first year with comparable background, quality, and familiarity with their

classmates' work and that of the faculty. Another, longer-term consideration is to be able to move with the changes in biomedical sciences without having to reorganize every three to five years. Other schools have been visiting campus to look at this "Penn Model" for structuring biomedical education, he added.

The major emphasis on students, and on melding a biomedical graduate student body in the first year before students attach themselves to individual labs, he said, comes from his belief that "bright and satisfied students drive the whole system. Good graduate students lead to good programs and good research in the faculty laboratories—and to strong competitive applications for more research. And that, to come full circle, is what leads to the resources to recruit more bright students and make them happy."

The 13 graduate groups coordinated by the OBS are Anatomy and Structural Biology, Biochemistry, Biophysics, Comparative Medical Sciences, Genetics, Immunology, Microbiology, Molecular Biology, Neuroscience, Parasitology, Pathology, Pharmacology and Physiology. On many of the graduate groups are also members of SAS—from biology, chemistry, and psychology—and of bioengineering at SEAS.

Joining In

Education and the Black Family

We, the Black Alumni Society of the University of Pennsylvania, are cordially inviting you to our Third Annual Scholarship Dinner, to be held during Alumni Weekend.

The dinner will be held May 18 in the Upper Egyptian Gallery of the University Museum. Cocktails are at 7 p.m. and dinner is at 8. The dinner is \$50 per person, and a patron ad in the program is available for \$15.

The theme of the dinner is "Education and the Black Family" and our guest speaker will be Dr. Constance E. Clayton, superintendent of the Philadelphia School District. We will be honoring graduates of the School of Education and Black families for whom attending the University is a tradition.

In light of a real possibility of reduced Federal aid and rising tuition costs, we have started a Scholarship Fund so that the University can maintain its Black minority presence. We are asking for your support in this endeavor through your participation. Some of the Society's past activities include:

- Increasing by 600 the number of alumni interviewers available to the Admissions Office;
- Donating \$1,000 to the Marcus Foster Fellowship Fund, enabling it to receive a matching grant;
- Serving as mentors in The Mentor Program for Freshman Students in an effort to decrease minority attrition;
- Holding a Leadership Workshop for Black student leaders;
- Participating in the student workshops by either identifying speakers or coordinating the workshops.

Please reply by April 1 to ensure inclusion in

our Program Booklet. Make all checks payable to: Black Alumni Society c/o Sweeten Center, 3533 Locust Walk/CQ.

We look forward to your participation at our Scholarship Dinner. More information: Ext. 1056.

—William Moore, Research Lab Tech./
Animal Biology; Dinner Chair

Daisy Day at Penn

Each spring Children's Hospital of Philadelphia conducts a major fund-raising drive which is called, "Daisy Day." For three days thousands of volunteers contribute their lunch hours or a little time before or after work to "selling" daisies. The drive has become an institution in Center City. I feel that it is unfortunate that the campaign has had little or no impact on our campus.

This year Daisy Day runs from May 8 to 10. On those days I would love to see the campus filled with faculty, students, and staff wearing daisies.

CHOP is much more than our next-door neighbor. There are many good reasons for the University to support its activities. There are probably people who work and study at Penn who would participate as volunteers or donors if such participation could be facilitated.

I have stuck my neck out and agreed to attempt to make the arrangements and coordinate Daisy Day at Penn. I would like to hear from any faculty, staff or students interested in serving as volunteers. Anyone interested may call me at Ext. 1395 or send me a note at Vance Hall/CN.

—Thomson Kuhn, Associate
Director, Wharton Computing
and Instructional Technology

IN BRIEF

Economics Day April 2: The University's fifth annual Economics Day will be held Tuesday, April 2, at the Harrison Auditorium of the University Museum beginning at 8:30 a.m. The theme of this year's event is "Perspectives on U.S. Tax Reform." Speakers in the morning will include United States Senator Bill Bradley, Penn's Dr. Alan Auerbach, and Harvard Professor Martin S. Feldstein, former Chairman of the Council of Economic Advisors. At 2 p.m. the program resumes with a joint presentation by University professors Albert Ando, Marshall E. Blume, and Irwin Friend; and separate talks by Charles E. McLure, Jr., Deputy Assistant Secretary of the Treasury for Tax Analysis; and Joseph A. Pechman, Senior Fellow, Brookings Institution. These events are open to all members of the University community.

At an invitational luncheon, the William Polk Carey (W '53) Award for Outstanding Economics Dissertation and for junior faculty achievement will be presented, as will the first Sidney Weintraub Memorial Award, named for the professor of economics who died in June 1983. The guest speaker at the luncheon will be Sheldon Cohen of Morgan, Lewis, and Bockius, a former Internal Revenue Service Commissioner.

For information call the economics department at Ext. 7701.

Writing Award: Writing Across the University has created the Pincus Award, named in honor of Lionel Pincus, one of the program's leading benefactors. The award will be given each semester to a graduate writing fellow for innovative teaching of writing in an academic discipline. The fall 1984 winner is David Underwood, a graduate student in art history.

The SCUE White Paper on Undergraduate Education: A Summary

To the University Community

Two decades ago it was not expected that undergraduate students would devote great energy and time to producing comprehensive reports on education at the University. Yet, today we take for granted the essential programs whose foundations were laid by the 1965 SCUE Report. Co-educational living, individualized study, study abroad, pass-fail options and freshman seminars—all of which are integral to the current Pennsylvania education—had their origins in that first SCUE Report. In 1971, a second SCUE report called for innovative looks at undergraduate programs, and encouraged such initiatives as the creation of a single Vice Provostship (which has evolved into the Office of the Vice Provost for University Life) and the creation of a system of College Houses.

Progressive ideas, however, are not always met with warm responses. In 1965, SCUE was considered politically naive and overly idealistic for being the first organization to call for the merging of the College and the College for Women. Today, the centralization of the Arts and Sciences faculty is considered a crucial development in the University's history. Our current report, *The SCUE White Paper on Undergraduate Education*, hopes to achieve similar reform. The White Paper lays the foundations for new approaches in curriculum, advising, residential life, and admissions. Each program comprehensively describes the changes that are necessary; but, more important, our proposals outline the educational themes which should characterize the undergraduate experience at Pennsylvania.

In these pages SCUE has summarized a 43-page report, which is available on request at Ext. 6945. The full document provides a wealth of material which can inspire fresh exchanges on undergraduate education. We look forward to the discussion.

The Student Committee on Undergraduate Education

Louis Schachter, Chair
Scott Gottlieb, Vice Chair
Rebecca Korach, Treasurer
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Susan Bernfield, Steering Member
Alan Kosberg, Steering Member
Lisa Barkin, John Bennetch, Claire Berkowitz, Anne Berman, Alexa Burdick, Elizabeth Cooper, Josh Ditelberg, Audrey Epstein, Debra Feldman, Nadine Fernandez, Alan Hartman, Daniel Holtzman, Tina Horowitz, Beth Levine, Lisa Maisels, David Man, Laura Mazzarella, Kevin Misher, William Needle, Lynn Parseghian, Charles Powell, Constance Rulan, Audrey Samers, Marcy Udasin, James Weisman, Neil Zola

The following summary of SCUE's White Paper is presented by the Provost for comment by the University community. The paper will be considered by the Faculty Committee on Undergraduate Education and other University groups.

In recent planning documents, the University has intensified its commitment to shape the most appropriate and cohesive education for the Pennsylvania undergraduate. But commitment can be effective only when there is something to commit to; it must be focused on a unified concept of program, including definitions and goals which allow reformers to reason from ideal to action. For each proposed reform we must ask "Why?" And we must answer from our store of basic educational values. Here we have built a framework for the development of programs which will enhance the undergraduate experience.

The Student Committee on Undergraduate Education is the principal University group charged with stimulating undergraduate educational reform. In our White Paper on Undergraduate Education, SCUE seeks to initiate discussion on certain critical areas. The report combines an assessment of pressing educational questions with creative suggestions for maintaining excellence in the Pennsylvania education.

We start with the single premise that education represents a principal catalyst for societal development. Through education members of a civilization become intellectually and socially mature; and through education the civilization itself advances.

This thought is the inspiration for the two themes which underlie our report:

- Knowledge of the vital systems of ideas of our time characterizes the educated person. Education must provide an understanding of our basic cultural heritage in order to convey to the student the ideals and values which have markedly influenced the development of our culture. No Pennsylvania student should be graduated without extended study of the best that has been said, thought, written and otherwise expressed about the human experience. Beyond providing cultural literacy are two other needs:

First, to develop each student's ability to think critically and analytically and to communicate effectively.

Second, to familiarize students with the chief methods of scientific inquiry, including established patterns of social and cultural analysis, the customary forms of investigation into the biological and behavioral nature of humankind, and the physical nature of our universe.

- The University can only fulfill its educational and academic responsibility in a vibrant intellectual atmosphere. Meaningful interaction between faculty members and students must be the keystone of the undergraduate experience at Pennsylvania. To ensure this intellectual envi-

ronment, selection of prospective students and faculty members should be guided by our commitment to scholarly investigation, personal growth, and societal development.

Transmitting Knowledge and Fostering Understanding

I. Epochs: Great Periods of Civilization.

To facilitate cultural understanding, we propose a program consisting of four semester-long courses concentrating on a single past society, each of which will give greater insight into individual components of that society. Each individual course would build upon the knowledge and understanding of the previous courses in the sequence. After completion of this cohesive course sequence, having studied all aspects of a society from both historical and humanistic perspectives, the student should have the foundations necessary for a greater understanding of both our present culture and other past societies.

Examples of such epochs are Classical Greece, Ancient Rome, the Italian Renaissance, the Elizabethan Era, and the Enlightenment. During the first semester, the student would study the history of the period, acquiring context for subsequent study. The second semester would focus on the ideas and philosophies which were integral to that society; the third on its literature, read and analyzed in terms of the prevalent ideas and historical context, and the final semester, on the art and music of the epoch as further humanistic expression of that age.

It must be understood that all of these courses would be optional; the intriguing and unconventional nature of the course material should ensure its appeal. The necessity of formulating a cohesive program in the humanities which has both breadth and depth, and from which a student obtains a broad understanding of humanistic endeavors throughout history, should be of primary importance to this and all universities. The study of one civilization will provide the understanding of the general tenets by which all societies operate and thereby help the student to appreciate the philosophies that underlie our modern world.

II. Cross School Distributional Guidelines in the Arts and Sciences.

Each of our undergraduate schools has expressed its belief in the centrality of the Arts and Sciences to a complete undergraduate education. It is necessary to ensure that students do not merely satisfy requirements in the Arts and Sciences, but explore and experience the intellectual breadth that the Arts and Sciences offer.

(continued next page)

Distributional requirements in the Arts and Sciences should be the same for all four undergraduate programs, to enhance the liberal arts foundation of *all* students' coursework while not detracting from the rigorous programs of the four undergraduate schools. Among our basic premises are that:

- The educated person is able to think critically and logically and to communicate such thoughts in an effective manner. We propose that each student complete one semester of a writing-intensive English course.
- The educated person faces no greater challenge than to overcome cultural provincialism. Such a perspective is best facilitated through the completion of four credit units of study of a single language.
- The educated person must also understand the vital systems of ideas of our time. Thus our guidelines for Arts and Sciences study are based on the philosophy that there are four areas of knowledge which all students should understand:

- The Nature of the Human Legacy (traditionally the Humanities)
- The Nature of the Physical Universe (Physical Sciences and Mathematics)
- The Nature of Human Life (Biological and Behavioral Sciences)
- The Nature of Society and Culture (Social Sciences)

We suggest a simple distributional plan which would require each student to complete two courses in each of three of these areas.

The final component of our distributional system is a requirement that the student complete four additional free electives in intermediate level courses in the Arts and Sciences.

These guidelines are proposed for incorporation into the full curricula of the four schools as outlined in greater detail in the White Paper

III. Creating a New Advising System.

Individual advising is successful when students understand why they make the choices they do, are encouraged to clarify needs and interests upon which they base their decisions, and feel free to redefine their goals if necessary. Students do not go to advisors to hear them read the catalog; it takes responsive encouragement to guide students as they turn their ideas into realities.

If we are to realize our theories coherently, Penn students need an advising system which is consistent in purpose and emphasis. We therefore propose the Penn Advising Network, a group of well-defined component resources—each of which serves a specific function yet adheres to common goals and acknowledges, refers to, and communicates with the other parts of the system. The system would take advantage of the established advising programs in each of the four schools, while providing central advising support for students from any of the schools. By seeking possible solutions to different advising concerns specific to each of the four undergraduate years, we discovered the main resources which have become the backbone of our system: the advising office, faculty advisors, residential advisors, the Career Planning and Placement Service, and advisory publications.

Freshman year is a time for intellectual and social adjustment, development, and discovery. It is also the year in which the student's ideas about his or her own education are most vague. It is the responsibility of effective advising to help the freshman recognize intelligently his or her academic ideas and goals. The freshman should be greeted by an advising system which is supportive, informative, and responsive to his or her needs.

Although the sophomore may return to campus thinking that he or she knows everything about Penn, decisions that he or she must make during the year will require active investigation. The advising system must provide the full availability of resources to help the sophomore decide on a major and keep informed about the declaration process. Networking comes into play as the parts of the system start to work together to help guide the undecided student toward the right department.

The junior may be going through the "midlife crisis" of his or her college career. Just as freshman experimentation prepares the student for the major decision in the sophomore year, the junior must take steps which will enable him or her to go through another decision-making process in the senior year.

For the senior, emphasis should be on options; information about conventional and unconventional opportunities must be made available, and advisors should have access to resources which will help them find the best programs for soon-to-be graduates.

Thus we propose:

A. An Advising Center. The ideal academic advising facility would integrate advising for all four schools in a central location. Three types of advisors would be located in the advising center to meet three types of student needs:

—Graduate student advising assistants, to screen students and to guide them to the appropriate resources and to answer quick, general information questions.

—Four-year academic advisors assigned to each entering student, to remain with their charges all four years.

—School Advisors, able to answer students' and four-year advisors' questions specific to each of the undergraduate schools.

The advising facility should be spatially arranged in a comfortable attractive environment which invites open discussion between students and advisors on equal terms, reflecting warm interaction, not sterile instruction.

B. Cohesive Faculty Advising. Faculty members, as advisors, mentors, and friends, should be a key resource for students. To ensure comfortable relations between faculty and students in advising, informal, and classroom situations, freshmen should be introduced to Penn as a place where faculty/student interaction is an established part of the freshman experience. Under the *Faculty Mentors Program*, 15 to 20 freshmen would be randomly assigned as informal advisees to a faculty or academic staff member. Beginning in New Student Week with a dinner for the whole group, the mentor's and group's ongoing relationship would be maintained through gatherings throughout the year. This would help mentors get to know students well enough to prove effective

in more conventional advising situations. Mentors' advising would be more informal and less fact-oriented than that sought from four-year advisors, and would be geared toward clarifying values and commitment rather than identifying academic or career goals. In addition to the Faculty Mentors:

Academic advising should help the sophomore in his or her search for a major by referring him or her to faculty members in departments of tentative interest. To declare a major a meeting with the departmental advisor would be required.

Departmental advisors should encourage seniors to tie their four years together through special senior curricula. Departments should maintain a network of alumni who are available to talk to students about the relationship between their major and career.

C. The Career Planning and Placement Service.

This office, located in the same facility as the Advising Center, works with the rest of the advising system to make the most information possible about opportunities available to students.

In the senior year, the CPPS should do whatever possible to alleviate career or graduate school frenzy by helping students to make the most informed choices possible. Once again, advising is not just about opportunities, but about individuals. Career counseling must be provided which helps students discover for themselves how their interests can be transformed into careers.

D. Publications. A series of academic reference manuals, distributed at the beginning of each year, would not be substitutes for advisors, but encourage full use of the advising system by educating students about available resources. They should offer good ideas and information presented in an attractive and easygoing way; it is up to the advisor to help the individual consolidate these ideas into reality. Such publications should free the advisor and student to discuss personal needs in greater depth. In the White Paper we give more specific information on criteria for these printed guides.

All components of a cohesive system of academic information and resources must operate together in non-contradictory understanding of their own function and the functions of the other parts. While one office and various independent attempts at serving advising needs can founder or remain stagnant, a network is alive, respected, responsive, and able to grow. The Penn Advising Network calls for stronger involvement of the advising system in the progress of each undergraduate. But the system is not complete guidance as much as complete access to resources. Continually answered questions leave greater time for contemplating answers, not whether or not there are answers.

IV. Teaching. The learning process is hindered by a view of teaching as a discrete action rather than a composite task. We propose a major university conference on the effective communication of knowledge. This conference should focus on learning as an intellectual process rather than teaching as a structured procedure. The best teaching results from a thorough understanding of how students learn.

(continued next page)

Creating a Community of Scholars

I. A Cohesive Residential Program for Pennsylvania. Nothing is more central to the undergraduate experience than the effective integration of the classroom and the residence. We are only shortchanging ourselves when we fail to reconcile our various residential options with our educational mission. Thus we propose a conceptual shift in the way we view our housing program to unify all existing residential options. The expanded options would include:

- **A Freshman Academy Option**, based on our belief that meaningful exchange between students and faculty is a component of the successful undergraduate. We propose that Hill House, Kings Court/English House, and the houses of the Quadrangle be considered Freshman Academies. Our plan centers on the creation of communities of 125 freshmen. Each community would have four Graduate Associates and sixteen Upperclassmen or UCBs. In addition, each community would have a nonresident faculty affiliate, and every two adjacent communities would share a Faculty Resident Fellow. The semantic choice of Graduate Associate rather than Residential Advisor reflects our conception of each Academy as a place for scholarly interchange rather than a center for developmental guidance. Each community would be an autonomous body; house policy and budget decisions would be made by a board of the GA's and the Faculty Resident Fellow, in a similar fashion to the structure currently in place in College Houses.

- **A Community Option.** The high-rise residences pose Penn's greatest residential challenge. We attempt to meet this challenge by integrating the students' desire to live with large groups of friends and the educational values which must exist within all facets of our residential system. Under our Community Option plan, students would have the choice of either signing up for high-rise rooms according to the current system, or signing up for one-third of a floor as a larger group. The high rises are T-shaped and can conveniently be divided into thirds. Students could get together in large enough groups to fill a

section of the T and register as a single group in the room lottery. Because everyone in a section of the T would know each other, doors would probably be left open, thereby reducing the feelings of alienation which have been attributed to the high rises. Additionally, informal ties must be created between the high-rise residences and our formal curriculum. Nonresident Faculty Affiliates should be recruited to develop a relationship with the members of a group of high rise floors.

- **A Collegiate Option.** College Houses are a unique aspect of the Penn education that allow students to fully integrate their educations inside and outside the classroom. They are a crucial facet of the cohesive residential system we propose. Thus, we feel that they should remain essentially unchanged.

- **A Neighborhood Option.** Life as a resident of University City has become an important aspect of many students' experience at Penn. Yet the University fails to consider off-campus students in its residential programming. The final element of our residential system proposal calls for the University to create and maintain support systems for off-campus living. We suggest a Neighborhood Center—a union for members of the University community who live in the University City area—as an intellectual and social gathering place for both students and faculty. The Center would help make off-campus students a more unified group, facilitating their integration with the community, and bringing social and educational services closer to their lives.

Using the Admissions Process to Stimulate a Vibrant Intellectual Community. A student body that can meet the challenges and tests of a rigorous education creatively and actively is a prerequisite for the success of any undergraduate program. Ethnic and geographic diversity should be a priority of the University's admissions officers. Attracting a community of students with diverse interests and backgrounds, and thereby instilling vitality into fixed tradition, is a task that is inherently confined by heavy emphasis on SATs and purely quantifiable accomplishments.

We must counteract the lack of diversity in a student body predominantly from the Northeastern

U.S. by continuing to strive to attract applicants from states currently underrepresented at Penn.

Unfamiliarity and lack of proximity may account for not attracting a geographically diverse applicant pool, but the reasons why our applicant pool is not ethnically diverse are inherent in the University itself. While problems in attracting and keeping minority students may be more difficult to pinpoint and cure, it is imperative that the University address itself to these issues.

To determine where to focus changes in recruitment, the University should conduct a detailed survey of its potential and actual applicant pool and the decision-making process of eventual matriculants. We have a general idea of whom we want to attract to Penn, but we seem unclear how to go about it. Only by understanding the practical reasons underlying student's decisions can we come to any conclusions on attracting individuals.

The perspective of someone who has experienced the admissions procedure and is now a member of the community that that process has created would provide valuable input to the admissions committee. Therefore we propose that the admissions selection committee be expanded to include student representation.

Modifications of the Slate Summary Report (the quantitative ratings of each student's application) will allow it to focus even more closely on our admissions priorities and educational philosophy. *First*, we propose a regrouping of the data on the Slate Summary Report that emphasizes the role of each piece of information. *Second*, we propose in the White Paper a clear means of evaluating non-academic performance. *Finally*, we suggest the removal of the Predictive Index from the report, as it distorts the decision process and all information within it is contained elsewhere on the report.

Conclusion:

Our White Paper spells out all of the above proposals and their rationales in greater detail. We hope the University community will treat it as the beginning of concrete discussions of Pennsylvania's future. This process, by its very nature, will require the combined effort of students, faculty, and administration. We look forward to participating in these discussions.

Nominations for Alice Paul Awards

The Women's Faculty Club of the University of Pennsylvania is pleased to announce that nominations for the annual Alice Paul Awards are open. These awards honor outstanding women in three categories: senior undergraduate; advanced student in a Ph.D. or equivalent program; and advanced student in a professional program. The purpose of these awards is to recognize major contributions made to the quality of life at the University by women.

A student may be nominated by sending a letter of support to the Chair of the Alice Paul Awards Committee, Dr. Carroll Smith-Rosenberg, 106 Logan Hall/CN, no later than April 5.

Academic Exchange with Shanghai Jiao Tong University

Faculty and students in all fields are invited to apply to visit Shanghai Jiao Tong University (SJTU) in the People's Republic of China for periods ranging from one month to one year, in order to lecture, conduct research and do other academic work. Knowledge of Chinese is not required. Prior contact with a faculty member at SJTU is highly desirable. While SJTU will cover participants' living expenses at SJTU, participants must pay for their own international travel. Applications will be screened at the University of Pennsylvania by the Provost's Committee on Contacts with China. All arrangements are subject to final approval by SJTU. Please submit brief proposal and *curriculum vitae* by April 26, 1985 to Dr. Joyce M. Randolph, Director, Office of International Programs, 133 Bennett Hall/D1 (Ext. 4661).

Fulbright/Rotary Awards: The Office of International Programs also has information on teaching-abroad opportunities for 1985-86 including one-year (or shorter) Fulbright Scholar Awards and the \$10,000 Rotary International grants that send faculty to underdeveloped countries. For details call Ext. 4661.

FITNESS/LEARNING

21 *Kaypro (PennKug User Group Meeting)*; 11 a.m., Room 230 Houston Hall. Information: 222-3006.

25 *DEC Rainbow User Group Meeting*; noon, Room 305 Houston Hall. Information: Ext. 6576.

MUSIC

20 *Original Chamber Music by Christian Hertzog*; featured soloists include Hertzog, Carmel Lowenthal, Stephen Marcucci and Arne Running. 8 p.m., Philomathean Society, 4th Floor College Hall. Information: 662-5347 or Ext. 8907.

22 *UB40*: British reggae band; 8 p.m., Irvine Auditorium, \$11.50. Ext. 6791 (Penn Union Council).

RELIGION

Central America Week

22 *Interfaith service marking assassination of Archbishop Oscar Romero*; noon, College Green (Newman Center and Christian Association).

23 *Interfaith Service*; 7:30 p.m., Tabernacle Church, 3700 Chestnut Street (four sanctuary churches of Philadelphia; New Jewish Agenda; American Christians Against Torture; and the Central America Network).

TALKS

19 *Molecular Regulation of Lung Development Whispering Between Fetal Lung Cells*; Dr. Martin Post, Harvard Medical School; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group and Department of Anesthesiology).

21 *Higher Scientific Education and Industrial Performance in Europe since 1850: Some First Results*; Anna Guagnini, visiting fellow, University of Lancaster; noon, Room 107, Smith Hall (History and Sociology of Science).

Personal Interests and Environmental Affordances as Determinants of Young Children's Memory and Action; Dr. Robert Wozniak, Psychology Department, Bryn Mawr College; noon-1:15 p.m., Room C-34 Graduate School of Education (Interdisciplinary Studies in Human Development).

The Role of Glycoproteins in Coronavirus Replication and Pathogenesis; Dr. Kathryn V. Holmes, USUHS School of Medicine; 4 p.m., Room 196-A, Old Medical Labs (Microbiology Graduate Group).

Promiscuous Genes: How do Plants do it?; Dr. John Ferchak, Morris Arboretum, 8 p.m., Gruber Theater, Logan Library, Chestnut Hill College, (1985 Barnes Lecture).

22 *American Corporatism and the Rule of Law: The End of Liberalism Revisited*; Donald Brand, assistant professor of political science; 4 p.m., Anspach Lounge (B32), Stiteler Hall (Graduate Political Science and International Relations).

25 *Social Policy, Social Research and the Abuse of Women*; Dr. Evan Stark, graduate program in public administration, Rutgers University, noon, Room D-26, School of Social Work (School of Social Work Colloquium).

26 *Cerebral Blood Flow Studies in the Newborn*; Dr. Maria Delivoria, physiology and pediatrics department; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group and Department of Anesthesiology).

27 *Anagnostic Impulsion: The Time the Movement Takes Place* (a lecture on James Joyce's *Ulysses*); Fritz Senn, Zurich, Switzerland; 4 p.m., Penniman Lounge, 2nd floor, Bennett Hall.

Deadlines

The weekly update deadline for calendar entries is at noon, a week before the Tuesday of publication.

The deadline for the May pullout calendar is Tuesday, April 16 at noon. Send to *Almanac*, 3601 Locust Walk/C8 (second floor of the Christian Association Building).



Buddhist Chants and Rituals: Gyuto Trancic monks of Tibet, under the patronage of His Holiness, the Dalai Lama, appear in concert Saturday, March 23 at 8 p.m. in the University Museum's Harrison Auditorium.

Safety Alert: Tektronix Curve Tracers

Tektronix 576 and 577 curve tracers must be operated with plastic cover and interlock in place. The plastic cover and interlock make up a safety system to protect users from electrical shock.

The high voltages and currents necessary to test the curve tracers are potentially very dangerous. The safety features built into the curve tracers must not be defeated.

If the plastic cover for your Tektronix 576 or 577 has been misplaced you can order a replacement through Tektronix local sales office at (215) 825-6400. The part number for these inexpensive covers is 377-1194-01.

If you have any questions please call Office of Environmental Health and Safety at Ext. 4453.

Photography Contest

Amateur photographers are invited to enter Special Programs' Photography Contest, co-sponsored by the Penn Publications Office. The subject of the photographs must be Penn-related. Entries are limited to one per person, and must be framed with mat board, with at least 1½ inch mat border. Print sizes must be 5 x 7, 8 x 10 or 11 x 14 inches.

Cash prizes ranging from \$25 to \$100 will be awarded in two categories, color and black & white. Entries must reach Special Programs, College of General Studies, 112 Logan Hall/CN, by April 23. Winners will be announced at a reception in the Art Gallery of the Faculty Club on Tuesday, April 30 at 4:30 p.m.

For Credit Union Members

The University of Pennsylvania Federal Credit Union will be closed on *Monday, April 1, and Tuesday, April 2*, because it is converting to a new Computer System. This new system will enable the Credit Union to operate more efficiently.

Please keep in mind the Credit Union will also be closed *Friday, April 5*, in observance of Good Friday.

Faculty Fellow Position

Stouffer College House is seeking a Faculty Fellow to live in Stouffer College House beginning in the fall of 1985. The benefits of such a position are multiple: they include a conveniently located, rent-free two-bedroom apartment with all utilities paid, and more importantly, the opportunity to interact with students in an intellectually stimulating environment.

Any full-time faculty member can apply for this position; faculty with families are more than welcome. For more information, please contact Dr. Betsy Erkkila at 387-8276; or leave a message at the Stouffer Desk, Ext. 6827.

Need a Ride?

Live in the Wayne, Devon, Phoenixville Area? The University of Pennsylvania Vanpool No. 7 has room for another passenger. Call driver, Stuart Watson, Ext. 7293.

Almanac

3601 Locust Walk/C8
Philadelphia, Pa. 19104
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