

Almanac

Tuesday, September 9, 1986

Published by the University of Pennsylvania

Volume 33, Number 3

Safe in Norway

Dr. and Mrs. Harold G. Scheie were rescued by crane from the Hotel Caledonian fire in which 14 died last week in Kristiansand, Norway. Cut off from the hotel corridors, the Scheies "hung out a window on the tenth floor for three hours with their faces covered by a mattress pad" until rescuers got near them, then had to make it to another room when the crane could not reach theirs, his executive secretary, Charlotte P. Breuer reported Monday after receiving Dr. Scheie's phone call.

The 77-year-old Founding Director of the Scheie Eye Institute and his wife, Polly, were in Kristiansand as part of a tour of Norwegian sites where the family has roots.

INSIDE

- Trustees: Summing Up (Miller), pp. 2-3
- Other Side of Silence (Ehrlich), pp. 4-5
- September on Campus (poster)
- Research Foundation Guidelines, p. 8
- Frat Judicial Charter, pp. 9-11
- University Travel Program, p. 11
- CrimeStats; Campus Bus, p. 12

Supplement: University Budget FY 1987

V.P. for Development: Frederick Nahm

President Sheldon Hackney will take to the trustees for confirmation September 12 the selection of Frederick C. Nahm of Centre College in Danville, Kentucky, to succeed Dr. Ross A. Webber as Vice President for Development and University Relations.

Mr. Nahm, who took a B.A. in chemistry and physics from Centre in 1969 and an M.S. in chemistry from the University of Kentucky in 1971, was a research chemist with Reliance University and technical sales representative for Honeywell until 1975 when he became Centre College's director of alumni affairs. He became general secretary there in 1978 and added the vice presidency in 1982.

"Rick Nahm comes to Penn with an award-winning record—among other things, taking first place away from Princeton in alumni participation. He also has a fine reputation as a dynamic and creative administrator," said Dr. Hackney. "so his contributions as a senior officer should go beyond fund-raising and public relations. Most important, Rick will join a talented group of professionals in the Development Office; I know that together they will enhance the resource base which is so essential to our future."

Mr. Nahm will take office late this semester,

Forty years old and still counting . . .

On Thursday, October 16, the University will celebrate forty years of progress in computer science and engineering, a period of extraordinary technological achievement and societal change which began right here on campus.

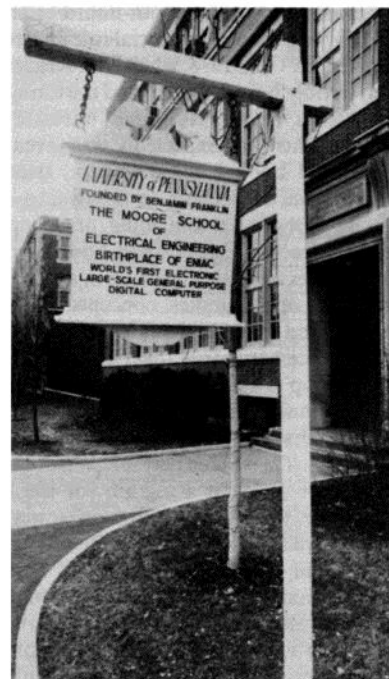
Three significant events happened in 1946 that this year's celebration will commemorate:

- the dedication at The Moore School on Valentine's Day of ENIAC, the world's very first all-electronic, large-scale, general-purpose, digital computer;
- the first formal electronic computer science course given at The Moore School in the summer of 1946, and
- the first electronic computer company, spun off from The Moore School in the fall of 1946.

The day's program will honor the engineers, scientists, mathematicians, technicians, and "programmers" who made up the ENIAC project team and also recognize with honorary degrees several leading computer scientists of the present.

Members of the University faculty are invited to join in the honorary degrees convocation scheduled for 3 p.m. in Harrison Auditorium of the University Museum.

Those interested should advise Dean Bordogna at Ext. 8120. Information about other events of the day, including a morning technical session, can be obtained at the same telephone number.



and the annual fund from \$75,000 to \$1.2 million. Some \$24 million was added to the deferred gifts register during the period.

Lab Animals: Dr. Rozmiarek

Taking office January 1 as Director of Laboratory Animal Resources will be Dr. Harry Rozmiarek, now in that post at Ohio State University where he is also professor of veterinary preventive medicine. Dr. Rozmiarek took his B.S. in 1960 and D.V.M. in 1962 from Minnesota, adding an M.S. in laboratory animal medicine in 1976 from Ohio State followed by a Ph.D. in immunology there in 1976.

Prior to his academic appointment at Ohio State in 1983, Dr. Rozmiarek was Chief of Animal Resources for the U.S. Army Institute of Infectious Diseases. In his first veterinary service to the military, 1962-64, Dr. Rozmiarek cared for Arlington's ceremonial horses and the President's animals.

Interspersed with private practice with large animals in Wisconsin and small animals in Maryland, Dr. Rozmiarek headed diverse laboratory animal units in the U.S., and for SEATO managed a multi-species colony in Thailand while doing field research on Japanese encephalitis and other arboviral agents. He was also consultant to the Anemia and Malnutrition Research Center in Chiang Mai.



Frederick Nahm



Harry Rozmiarek

At a dinner in his honor on June 19, the retiring chairman of the Board of Trustees gave this address to fellow trustees and senior administrators.

Summing Up *by Paul F. Miller, Jr.*

I am very proud to have been chairman of the Trustees of the University of Pennsylvania for the past eight years, and I am very proud of the successor you have chosen. Al Shoemaker is the kind of dedicated Pennsylvanian who will be a truly great chairman. I am also proud of Penn which, from its already respected position as one of the nation's greatest universities, continues to accumulate esteem as a scholarly institution at a pace that should please all of those in our community who played a part in recent years.

I'm also very proud of our Board of Trustees. I'm the first to say I did not fully appreciate the crucial role an effective board of trustees plays in a university. Until 1978, when Don Regan asked me to take this job, I had been terribly busy founding and nurturing a new business and had not, in many ways, been as "full-time" a trustee as I should have been. Subsequently, when I unexpectedly was given this role by you, I read every article and book I could find on trusteeship and even made some speeches on the subject to this Board and some alumni and faculty groups. Out of all that reading, one concept stands out starkly through my retrospective glasses when I ponder my term as chairman. It is that the Trustees are the only group in a university community that can view problems, opportunities, concepts, and objectives in a true, long-term fashion, and separate them from the fads and pressures of the moment. It's not necessarily true that they will do so—only that they can. Every other group is a constituency with a shorter-term axe to grind.

What makes me proud of this Board, and quite content after eight years, is that we have, I believe, served well that stewardship of the long-term. There have been many instances, ranging from the presidential search and The Program for the 80's to the push for mindless divestiture, when the pressures on us were immense. I think we've stood the test well, seeking reasonable views from others, but, in the end, making our own decisions.

I'm proud, too, of the presidents we have selected and to whom we have provided both support and constructive criticism. I believe Martin Meyerson is a real educator-hero, a president who made us face our inadequacies and begin an intensive building of academic strengths. But he couldn't have done the job unless Gaylord Harnwell had forced us to take a more academic view of ourselves and to abandon certain parochial and provincial attitudes and begin to think nationally and internationally. And now we've had over five years of Sheldon Hackney's presidency, again built upon the strengths of his predecessors and bringing to the job a quietly effective brand of leadership and innovation and a well-enunciated set of objectives for Pennsylvania. I think we have the best set of administrators and managers in Penn's history, from the president and provost on through the deans. We also have a university with a faculty with international scope and reputation, a vastly improved campus, a record applicant pool, challenging diversity, and a balanced budget. We're on a roll.

After watching and talking with administrators and trustees of many other universities, I think it also deserves saying that I'm quite certain we get more for the dollar than any other institution I've observed. We've had to because we don't have as many dollars, although I'm particularly proud to note that Penn's endowment, through both first-class investment management and development efforts, has about quadrupled during my term as chairman and now comfortably exceeds one-half billion dollars.

Having said all these nice things, perhaps I've earned the right to sound off on a few things regarding our university and universities and colleges in general that concern me greatly.

I think private universities need to reinvigorate their sense of privateness. Heaven forbid, I don't mean that in an elite, non-egalitarian sense. Rather, I think those who are educated here should understand that all these buildings, books, labs, and dorms don't just magically appear. They were built by people of past generations who believed deeply in private education as the standard-setter for education in general. They were built by people who had a sense of loyalty and gratitude to Penn because of what it had done to form their lives.

Today, perhaps because of the high price of education and the necessity for a high level of both student aid and student debt, I sense more of a feeling of exploitation than loyalty, more a feeling of getting one's money's worth rather than gratitude. Some universities instill loyalty and gratitude in their students better than others, and I think we have some distance to go here at Penn, although, I think we will make considerable progress as President Hackney's plans to enhance undergraduate life come to pass. We should be encouraged by the recent gifts of the 25-year Classes of the past two reunions. Al Shoemaker led his Class to a \$1 million gift only to be surpassed by the \$1.3 million raised by the Class of 1961.

As Trustees, I think we should be concerned about several aspects of the contemporary American campus. First, it is obvious that we still have a great distance to go if American universities are to be models of social justice for the rest of society. We have made huge strides in relatively few years toward overcoming our inheritance of sexist and racist attitudes. We must, as Trustees, continue to encourage and cajole our campus in these regards.

Second, I believe we have a duty to protect the fragile structure of the university from extremists on both ends of the spectrum, both within and outside the university, who fail to make what Bart Giamatti calls "the crucial distinction between education and indoctrination."

Historically, the major threats to academic freedoms of expression and inquiry have come from outside the scholarly process of universities; they have come from governments and governance structures, both governing boards and administrators. Hence, the tenure system was developed to protect these freedoms primarily from non-faculty, non-student sources of idea intolerance and bigotry. Our own University experienced a particularly sad episode in the 1920's when Scott Nearing, a Wharton School faculty member, was ousted from the faculty because certain influential trustees were enraged by his political thinking. In the mid-50's, McCarthyism was a sudden and dramatic reminder of how fragile our freedoms are. In retrospect, however, McCarthyism probably played a valuable role. Through its blatant message of hate, intolerance, and suspicion, it reenergized the nation's defense of its opposites, the values of tolerance and diversity.

There remain substantial threats from outside universities to academic freedom. Currently, we are faced with an insidious movement called "Accuracy in Academia" which recruits students to monitor classes for leftist ideological content and which seeks to intimidate by so-called "exposure." There are threats from others such as those who would deny federal and/or state monies to universities whose hospitals perform abortions or whose trustees have refused to divest South Africa related investments. These are intolerable intrusions into the freedom of ideas.

The curious aspect of this form of intrusion is that on the left it appears under the banners of tolerance, liberality and freedom. On the right, it marches under slogans of family values, religion and American ideals. These two extremes feed on and are stimulated by each other with knee-jerk reactivity. Abortion clinics are bombed by "right to lifers" in the name of preserving family values. Religious fundamentalists have become a political force. But it must be noted that there are also threats to universities from inside the walls. Trustees both here and elsewhere trying to act in a conscientious way to sort out the complexities of the divestment issue are labeled racists in attempts to inflame passions. I personally have been labeled a racist and worse in public and in the campus press by a prominent faculty member, because I disagree with him about divestment. Last year, an instructor in the Wharton School, known for his forceful Socratic teaching methods, overstepped the boundary between productive provocation and counterproductive tastelessness; he was not only labeled a racist, but also calls were issued for his immediate dismissal from the faculty without regard to due process. While many of these calls for "so-called justice" came from students who may not yet have learned what Universities are about, there were also some from other members of the university community who should know better.

Third, Trustees should be concerned about restoring and maintaining civility on American campuses. Incivility has become tolerated by campus communities to a point where it seems to be an every day occurrence. I believe that the nexus of universities is the fundamental premise that intellectual persuasion is the only responsible way to change the views of others and that coercion in any of its forms should be abhorred. Yet campuses remain too tolerant in my view when students say, "we will not stop our campus disruption until others see the truth." What they are really saying is, "if we can keep up the disruption of the freedom of others long enough, they will eventually give in to our views, not because they have been persuaded, but because they will be unwilling to subject themselves to our continued unpleasantness." That is coercion of a kind which I believe is dangerous to the health of universities.

Finally, Trustees should help guard against campus communities becoming havens of intellectual bigotry. In recent years, prominent citizens with views different from those of the political activists on campuses have been unmercifully harrassed while speaking and have been effectively denied access to campuses because they believe their visits are simply not worth the unpleasantness. Early in my chairmanship, Senator Moynihan, who is certainly far from being a rock-ribbed conservative, was invited to be our Commencement speaker. Because of his earlier "benign neglect" statement, there was such a ruckus raised that he wearily refused.

A former cabinet officer and loyal alumnus of one of our most distinguished neighboring institutions, who acted in good faith to uphold the law and the President's orders to fire striking government workers, was recently confronted with a petition signed by 37% of the faculty objecting to his being given an honorary degree. With an apparent lack of animosity he returned the degree to the college and vigorously defended his actions. I believe he demonstrated the qualities of tolerance and civility which one *hopes* to find within the faculty.

At another Ivy League university, a group of professors wrote to a publishing house to boycott its books because they disagreed with the company's position on labor unions. This was a flagrant case of attempting to limit student access to books for political reasons. They were reprimanded, but the amazing thing is how they were so blind to their own trampling on the freedom of others.

These are very difficult issues for universities. How do we encourage free expression while at the same time promoting respect for the ideas of others and their right not to be subjected to unwanted interference in their lives? For example, the shanty-towns, which were constructed on many campuses this past year (including Penn's campus), would seem to be legitimate expressions of views on South Africa. But once those views have been expressed, isn't there some limit as to how long we should

permit the campus to be made unsightly for others who may have different views or who don't think of South Africa as a priority issue for a university or who prefer to pursue their anti-apartheid goal in a different way?

Our University is fortunate in having guidelines for open expression that have been in existence since the late 1960's. But, it is impossible to construct rules for every situation. We, therefore, need a judicial process that we are not afraid to use, which is speedy and which builds for the campus a dynamic interpretation of these guidelines.

Trustees can and should play a crucial role in encouraging and prodding the campus constituencies to move toward even greater levels of tolerance and social justice. But they must also serve to protect universities from the kinds of politicization, which can trample the rights of others. Universities are places where different views are debated in civil, rational forums and where intellectual persuasion works to eliminate coercion of any kind. The role of the university as an institution in this process should be to assure that the forum is there for unimpeded free debate and to encourage civility and the highest levels of tolerance for ideas and different views. To these ends we must stand firm against pressures to have the university take positions on issues of the day not directly related to our educational mission.

Earlier I gave you a partial quote from a commencement speech by Bart Giamatti, the retiring president of Yale and new head of the National League. Let me give you that quote in its entirety. "The health of educational institutions rests on the need to be mindful of the crucial distinction between education and indoctrination. There are many who lust for the simple answers of doctrine or decree. They are on the Left or Right. They are not confined to a single part of society. They are the terrorists of the mind. [But] if freedom does not reside in the mind, it cannot finally reside anywhere."

Looking back on what I have said it strikes me as being much too sober for such an occasion as this, but I feel very deeply about these things and have so often been puzzled by the inconsistencies of academe during the past eight years. On the one hand there was tempest over a proposed chair of Private Enterprise; then on the other hand, during the earlier debates over divestment, sparse evidence of faculty support for the proposition that universities should be apolitical and not institutional positions. I can only conclude that the members of the university community seem no better able to overcome hypocritical inconsistencies than are the rest of us.

In closing, let me say what I hope is obvious. I love the University of Pennsylvania. Other than my family, it is the most important thing in my life, and I will continue to do anything I can to make it even greater. Thank you for the opportunity I have had over the past eight years.

From the New Chairman



Summing Up: Mr. Miller

I embark on the chairmanship of the Trustees determined to do my best for the University. I love Penn. When I first arrived on campus 30 years ago this September, as a freshman from a small town in western Pennsylvania, I was awed by the learning of the faculty, and my respect and admiration have grown through the years. I am proud that Penn is a magnet for the world's best scholars and scientists in many disciplines, for a diverse and gifted student body, and for loyal and talented administrators. Building upon the accomplishments of Paul Miller, who provided the firm and confident leadership that enabled the University to attract record capital and annual gifts and increase its endowment more than three-fold, I am determined to keep going the momentum that I sense here in classrooms and laboratories, offices and playing fields. My instinct and experience, as a long-term investor in value, tells me that the University is on the edge of an uncommon opportunity to strengthen its liberal arts core. My goal is to secure the financial resources to allow the School of Arts and Sciences to seize the chance it has earned to secure distinction in an ever broader range of key areas. By also seeking funds to improve the quality of undergraduate life, especially in terms of housing options and recreational facilities, and by paying attention to building maintenance, I hope that I can turn over to my successor what Paul has turned over to me: the leadership of a board of trustees dedicated to a Pennsylvania that becomes a better university with each passing year.

—Alvin V. Shoemaker, Chairman, Trustees



Starting Out: Mr. Shoemaker

The Other Side of Silence *by Thomas Ehrlich*

Starting today and for the rest of your lives you will be part of the traditions of the University of Pennsylvania, a great institution that began with Benjamin Franklin, as you will often hear, and that will mark its 250th anniversary during your senior year. This morning I want to suggest ways to take best advantage of Penn's remarkable strengths.

Your undergraduate years here are a time for exploration—of intellect, of morals, of self. You are embarking simultaneously on those three voyages of discovery. Knowledge is the common bond among the three, for the primary roles of the University are to create and transmit knowledge, and each of these realms involves that purpose.

The inquiring mind is the primary vehicle for discoveries of the intellect. This University offers an extraordinary range of opportunities to develop the habits of inquiry that are the hallmark of the educated woman or man. I urge that you reach into academic areas because, to you, they sound stimulating. Take courses and seminars in poetry, in anthropology, in physics, and in music, not because those are fields of special vocational or even avocational interest, but rather because they can help you stretch your mind and provide new sets of lenses through which to gain both knowledge and perspective.

The inquiring mind recognizes that what is accepted today must be continually challenged, questioned, probed, and disputed—whether it be theory or alleged fact. If the accepted survives the process, it will be strengthened. Even more important, it may be proven wrong. Reasoned analysis is the method of inquiry in this process, not appeals to faith or emotion, for it is only within the realm of reasoned analysis—with no limits except the reach of intellect—that education at a secular institution has a special claim to strength. We must be prepared to state the reasons for our hypotheses, to test those hypotheses, to explain the bases for our conclusions, and to be open—even eager—for challenge by those that follow the same precepts.

In the realm of the intellect, to gain what is most important at Penn requires taking risks—in the diversity of the areas you choose to study and in how you approach those areas. You will find in all of them, faculty members working on the frontiers of knowledge—taking risks in precisely the ways I am urging you to do. They are working in arenas of uncertainty and they will bring that uncertainty into their classrooms and share with you their excitement. In my own position, I am fortunate to gain tutorials in a wide range of different fields. Nothing is more intellectually exhilarating than to hear, as I have, a great Penn scientist talk about the unknown in particle physics in ways that resonate with philosophy as much as with science.

I urge, therefore, that you press yourself as hard as you can in this realm of intellect. The importance of the realm is not measured in terms of facts but modes of reasoning. You can never gain more than a tiny fraction of the world's information, and much of that fraction may, in a factual sense, prove to be wrong or at least irrelevant before you graduate. But you can learn and use, for the rest of your lives, the methods of different disciplines in framing, examining, and resolving problems—what evidence is relevant and how that evidence is analyzed in reaching reasoned resolutions. The ways in which an historian, a chemist, and an economist may approach the same set of issues—the disaster at the Union Carbide plant in India, for example—differ radically, and all three vary sharply from the approach of one trained in law. Each of these perspectives is valuable in shaping and polishing the facets of your intellect to ensure they reflect the true complexities of the problems you will face.

The second voyage of discovery is in the realm of morals. Before you graduate you will see several thousand times on everything from cocktail napkins to tee-shirts, from beer mugs to banners, the Latin words on the University Seal and Arms: *Leges Sin Moribus Vanæ*—laws without morals are vain. One can discuss at length, as I and others have, how best

to interpret that University motto. It was selected, however, by the first provost of the University, William Smith—the choice of Benjamin Franklin—with a particular meaning in mind. Smith originally came to Franklin's attention as a result of a utopian plan that Smith wrote for a mythical province known as Mirania. The Miranians, according to Smith, "were convinced, without a good education, the best Laws . . . will be dup'd and broke thro' with impunity;—that the Magistrate can at best but fright Vice into a Corner, and that 'tis Education alone can mend and rectify the Heart."

Unlike most other educational planners of his time, Smith's views were wholly secular. He was deeply suspicious of education rooted in religion. As his text makes clear, however, he believed that morality must be based on good education, and that, in turn, good education will promote sound laws. It will come as no surprise that I find that proposition as valid today as when it was propounded by my first predecessor.

Here at Penn the morality we seek to foster is not your dogma or my faith. Rather, it is the morality that holds sacred the dignity of each person and that celebrates the diversity of all peoples. Most of you come from communities in which your friends and classmates were very much like you in ethnic, racial and religious terms. Penn is a place of extraordinary diversity and we exalt in that diversity. One important reason is that it provides the varied environment in which you can gain true respect for differences.

A first step, for many, is to overcome fear, even distrust, of those with different backgrounds. I urge as strongly as I possibly can that, along with stretching your intellect, you stretch your moral self by reaching out to individuals and groups precisely because they are from different backgrounds and you have much to teach one another. Whatever your race, your religion, your ethnic heritage, or your sexual preference, try to learn from those who differ. You are part of an institution with over 250 student organizations and an almost infinite variety of opinions and perspectives. For some, that degree of pluralism may seem unsettling. They will seek the certainty of a dogma to which they can withdraw. I urge that you not be among them.

This is a community of strongly-held views and intense debate, and much of that debate is framed in moral terms. This is precisely as it should be. At the same time, it is essential that civility be the framework in which debates occur. In a wonderful lecture at Penn several years ago, Professor Harvey Cox of the Harvard Divinity School underscored that the word "civility" comes from "the Latin word, *civis*, which means pertaining to citizenship. It meant this for many years throughout the medieval period and historians of the language tell us that only rather late did it evolve into the meaning that it has more or less today, that is polite, deferential, gracious or even courtly." Professor Cox urged that "before we can have the derivative and latter form of civility we need to restore the original sense . . . which is based on the participation of citizens in a society in which citizens engage in reasoned debate and exchange about public issues based on the values they hold important."

This is no less true at Penn, perhaps more so because great universities must be the strongest testing grounds of ideas, interests, and values within the moral context I am stressing. The context requires realization, as Professor Cox suggested—in terms from his fellow theologian, Reinhold Niebuhr—that "there is a purpose in the Universe which is not necessarily my purpose or the purpose of my group Against the technocratic reduction of politics, it says there is a larger moral purpose which the political process must serve, otherwise politics ceases to be politics. It becomes plumbing. Against the religious fanatic and the bigot, it says that this purpose is above and beyond and quite possibly different from my purpose." At times, you may find yourself feeling with overwhelming passion that you are right and she or he is not only wrong but immoral. At such times, please ask yourself whether you are learning all

that can be learned in this second realm, the realm of morality.

It is not enough to tolerate the voices of those with whom you disagree, though tolerance is needed. It is not even sufficient to listen, though that too is essential. In addition, force yourself to hear those voices and to respond with reasoned analysis. The requirement works both ways, of course; those who speak must themselves articulate the reasons for their views, and the implications of those views in other contexts. The results of these exchanges, from every corner of the campus, is our best hope for wise judgments.

Your third voyage of exploration is self. It builds on the first two—intellect and morals. You will, over the course of the next four years, be gaining knowledge about yourself—pride and pleasure in what you can do, understanding and tolerance of your limitations. The most important dimension of what you will learn will be a process of self education. You will be preparing to shift gears, from an environment in which other people structure your learning, to realms in which you are the educational architect. You will be preparing for a lifetime continually enriched and renewed by the enjoyment of learning.

Some of that learning will be alone, but it need not be lonely. I particularly hope you will strive, in and out of the classroom, to read for the sheer enjoyment of exposing yourself to the minds and insights of others. In one of my favorite passages from Virginia Woolf, she wrote, "I have sometimes dreamt, at least, that when the Day of Judgment dawns and the great conquerors and lawyers and statesmen come to receive their rewards—their crowns, their laurels, their names carved indelibly upon imperishable marble—the Almighty will turn to Peter and will say, not without a certain envy, when He sees us coming with our books under our arms, 'look, these need no reward. We have nothing to give them here. They have loved reading.'"

One need not resort to hyperbole to underscore the benefits of solitary education and the knowledge of self that can emerge from that education. But for most of us—most of the time—the process of self-education,

personal and professional, takes place with and through other people. It is a process of listening and learning, but especially participating. One important step is to keep in mind the connections that can make relevant the insights you gain from a course, from a roommate, from a team, and the application of those insights in other contexts. It is the connections that will help ensure that you do not deal solely in arid abstractions, bloodless and remote from reality. In a recent book, *The Man Who Mistook His Wife for a Hat*, the author describes a music teacher who could no longer recognize either objects or people by sight. On being shown a rose, he saw it as "a convoluted red form with a linear green attachment." In your time at Penn, take time to see and smell the roses.

In a great Victorian novel, *Middlemarch*, George Eliot wrote, "If we had a keen vision and feeling of all ordinary human life, it would be like hearing the grass grow and the squirrel's heartbeat, and we should die of that roar which lies on the other side of silence." Your discoveries here should help you develop keen vision and feeling of all ordinary human life. My hope and expectation is that in each of the three realms—intellect, morals, and self—you may reach, at least from time to time, the other side of silence, and enrich your entire being in the process. You will not die of the roar of learning, but Eliot is right that with knowledge can come not only loss of the Garden of Eden's innocence, but pain as well. Part of that pain is knowledge of the world around us—how much suffering exists—and the roar of that anguish can be deafening. Yet knowledge also brings the opportunity to make a difference in your own lives and in the lives of others. On countless occasions—in both the public and private sectors—I have witnessed how much can be done by one individual who cares and puts her or his full efforts in support of firm convictions. There is no greater pleasure, and it is one that all of us can attain.

"Life must be lived forwards," Kiegegaard wrote, "but it can only be understood backwards." Through enriching your understanding of what has come before, your undergraduate experience will enhance your abilities to enjoy what you are doing and to do what you enjoy. Welcome to Penn. We are fortunate to have the pleasure of your company.

Reminder: PENNcard

Faculty/Staff: I.D. cards may be obtained in the Franklin Building lobby through September, Monday through Friday, 9:30 a.m. to 3:30 p.m. A current Penn I.D. or other photo I.D. must be presented.

There is a \$10 fee for replacement of lost, stolen, or mutilated PENNcards. The replacement fee is waived if the request is due to a change in status, name, or social security number and the original I.D. is returned. A completed PENNcard Request Form, available from your business administrator, must accompany such requests.

Dependents of faculty/staff should go to Hutchinson Gym Recreation Dept. for a PENNcard if they wish to use the recreational facilities.

Students: Graduates and undergraduates may get new PENNcards at The Class of 1920 Dining Commons. Current Penn I.D. or other photo I.D. must be presented.

Beginning this month, Recreation will place validation and towel stickers on PENNcards only. After November 30, 1986, only PENNcard will be accepted as valid Penn identification. However, those faculty, staff or students with a library identification number on their current I.D. card will be asked to keep the card onto which a special "For Library Use Only" sticker will be affixed. This will serve as their library card until fall 1987 when PENNcard will be the only card necessary for University libraries.

Call: Honorary Degrees

This year the University Council Committee on Honorary Degrees is beginning its nomination process early and is now welcoming suggestions for recipients of honorary degrees for Commencement on May 18, 1987. Nominations (including background biographical information) should be submitted to Dr. Marilyn E. Hess, chair, c/o Kerstin Tousignant, 121 College Hall 6382.

New Employee Orientation

A one-session program for new employees is offered four times this semester: *September 18, October 15, November 12 and December 18*. The orientation program is designed to acquaint employees with Penn's history, schools, recreational opportunities, basic personnel policies, and other useful information. The sessions, held in Blockley Hall from 9 a.m. to 11:30 a.m., include guest speakers and a slide presentation. Registration: Ext. 3400.

Human Resources/Training and Development offers other courses including professional development, noon-time programs on benefits, career guidance, parenting seminars, public safety, University records and archives, and wellness; financial training; radiation safety and environmental health and safety; computer courses. Information: Ext. 3400.

Faculty/Staff Scholarship Changes

The Faculty/Staff Scholarship Program is now administered by the Office of Human Resources/Benefits, and has moved to a new location: Room 510, Franklin Building/6288. The new application forms are color-coded, specifying the type of benefit to be used: Undergraduate Tuition for Self (blue); Graduate Tuition for Self (pink); Undergraduate Tuition for Dependent Child or Spouse at Penn (yellow); Graduate Tuition for Dependent Child or Spouse at Penn (green); and Direct Grant Scholarships for Dependent child attending a school other than Penn (white). Applications can be picked up in the Benefits Office, Room 116 Franklin Building.

Deadlines for submission of applications are as follows:

Fall Term	September 30
Spring Term	January 31
Summer Session I	May 31
Summer Session II	July 15

Failure to apply for Scholarship benefits by these deadlines will result in the addition of late fee charges to the Bursar's bill, which are not covered by the scholarship program. Tuition remission credits will not be applied retroactively after the end of the tax year (December 31).

Application forms and correspondence can be addressed to B.J. McCartney, Benefits Specialist, Ext. 1359.

September on Campus

September on Campus

Corporate Grants: George Farnbach

In the new post of Associate Director for Corporate Sponsored Research is Dr. George Farnbach, former assistant professor of neurology at the School of Veterinary Medicine. The new position at the Office of Research Administration was set up to stimulate research supported by corporate and other private-sector sources. Dr. Farnbach will also work with ORA Director Anthony Merritt and Vice Provost for Research Barry Cooperman to expand the technology transfer program which includes licensing and patents stemming from University-based innovation.

Dr. Farnbach, a University Scholar at Princeton where he majored in Russian language and history, joined Penn in 1970 as a V.M.D.-Ph.D. candidate. He took the V.M.D. with

honors in 1974 and the Ph.D. (molecular biology) in 1977, the year he became an assistant professor. While carrying out research in the biophysics of excitable membranes, he established and directed the Canine Epilepsy Center, set up an advanced clinical electrophysiology lab, and developed veterinary medical electronic equipment.

"Dr. Farnbach's scientific background coupled with his strong interest in technology development suit him ideally for this new effort," said Mr. Merritt. "We look forward to stimulating interaction between the University's researchers and the private sector not only through collaborative research but in a broad range from personnel exchanges and employment opportunities for graduates, to the transfer of University-developed inventions and technology for commercial use."



The Research Foundation now incorporates two previously independent funding mechanisms, the Research Fund and the Research Foundation. The following application procedures are operative for the 1986-87 academic year.

The Research Foundation: Purpose And Procedures

A. Statement of Purpose

The University of Pennsylvania newly reconstituted Research Foundation provides support to individual investigators, institutes, centers and research groups in an effort to stimulate and strengthen research initiatives at the University. The Foundation encourages preliminary exploration of new fields across a broad spectrum of disciplines. In so doing, the Foundation expands opportunities for faculty to attract support and resources from external sources while encouraging work in fields that are traditionally underfunded.

The Foundation supports two levels of grants. The first level, Type (A) grants support in the range of \$500 to \$5,000. The second level, Type (B) grants support in the range of \$5,000 to \$50,000. While the review criteria for type (A) and (B) grants is similar, the standard application for a type (A) grant is briefer than that for a type (B) grant, reflecting respective funding levels. However, several general factors used in determining eligibility to the Foundation apply for both type (A) and (B) grants. These are:

- Value for development of the applicant's research potential and progress
- Merit (quality and importance and impact of the proposed research)
- Potential value for enhancing the stature of the University (including but not limited to sustaining or improving the quality of a department)
- Budget appropriateness in terms of the project proposed, including consideration of need and availability of external support

B. The Application Process

The Research Foundation Board will review type both (A) and (B) applications in the fall and spring of each academic year. Applications for the spring cycle are due on or before March 15 of each year. Fall cycle applications are due on or before November 1 of each year.

An original and ten copies of both Type (A) and (B) proposals should be submitted to the Office of the Vice Provost for Research. Late proposals will be held for the next award cycle.

Type (A) proposals are three to five pages in length with a brief description of the proposed research and the specific needs which the proposed grant will cover. A cover page to the proposal should include:

1. Name, Rank, Department, School, Signature of Department Chairperson and Dean
2. Title of proposal
3. Amount requested
4. 100-word abstract of need
5. 100-word description of the significance of the project for the educated non-specialist
6. Amount of current research support
7. Other pending proposals for the same project
8. List of research support received during the past three years, including funds from University sources such as school, department, BRSO, or Research Foundation

9. A budget list that justifies the specific items requested and assigns a priority to each item. Budgets should not exceed a two year maximum time period.

10. A one page biographical sketch giving educational background, academic positions held, and five recent publications.

Categories of Research Foundation support for Type (A) proposals will focus on:

- seed money for initiation of new research
- limited equipment requests directly related to research needs (not including word processors or computer terminals)
- travel for research purposes only
- publication preparation costs

Type (B) proposals are limited to ten single-spaced pages in length. The following format is suggested for type (B) proposals:

I. Cover Page

1. Name, Title, Department, School, signature of Department Chairperson and Dean.
2. Title of proposal
3. Amount requested
4. 100-word abstract of need
5. Amount of current research support
6. Other pending proposals for the same project
7. Listing of publications and research support including titles, amounts, and grant periods, received during the past five years, and a brief curriculum vita for the principal investigator

II. Introduction (2 to 3 pages)

1. Objective: Statement of the objectives and scientific relevance of the proposed work.
2. Significance: Evaluation of existing knowledge and work in the area

III. Methods of Procedure (3 to 4 pages)

Description of the experimental design and procedures to be employed

IV. Description of the significance and impact of the project

V. Description of how a Research Foundation grant will facilitate acquisition of future research funds

VI. Budget (one page) 2 year maximum

Listing of each budget item in order of priority

Categories of Research Foundation support for Type (B) proposals focus on several areas of need. These are:

- Matching funds, vis-a-vis external grant sources
- Seed money for exploratory research programs
- Support for interdisciplinary research initiatives
- Faculty released time

Requests for student tuition and dissertation fees are not appropriate categories under the Foundation. Computer hardware and software requests should first be directed to the funding mechanisms established by the Office of the Vice Provost for Computing. However, requests for hardware and software may be considered by the Foundation in the event that alternative funds are not available.

The following "Fraternity/Sorority Advisory Board Judicial Charter" and revisions to the Recognition Policy ("Recognition and Governance of Undergraduate Social Fraternities and Sororities at the University of Pennsylvania," *Almanac Supplement*, October 7, 1980) are being issued after consultation with the Interfraternity Council, the Interfraternity Alumni Council, and the Fraternity/Sorority Advisory Board. This charter is now incorporated into the Recognition Policy, effective immediately.

James J. Bishop, Vice Provost for University Life

Fraternity/Sorority Advisory Board Judicial Charter

I. Fraternity/Sorority Advisory Board

A. Jurisdiction

There shall be a University wide board of original jurisdiction to be known as the Fraternity/Sorority Advisory Board (the "Advisory Board"). The Advisory Board shall have exclusive original jurisdiction in all cases arising under the policy entitled Recognition and Governance of Undergraduate Social Fraternities and Sororities at the University of Pennsylvania (the "Recognition Policy"), as amended from time to time, involving University recognized fraternities and sororities as those terms are defined in the Recognition Policy. The Advisory Board shall have no jurisdiction over complaints brought against individual students under the Charter of the University Judicial System or the Code of Academic Integrity, except to the extent a complaint arising out of the same activity or event is also brought against a fraternity or sorority.

As used in this Judicial Charter for the Advisory Board, the term respondent shall mean a University recognized fraternity or sorority as more fully described in Section I(B) of the Recognition Policy entitled "Framework for Recognition-Applicability of Recognition Policy."

B. Composition

1. The Advisory Board will be composed of three Interfraternity Alumni Council (IFAC) members (one of whom shall serve as Chair), two University faculty members, three students (two fraternity/sorority members, one non-fraternity/ sorority member), and two non-voting ex-officio administrators.

(a) Alumni members will be appointed by the president of the IFAC. These members may be university employees: faculty, staff or administrators.

(b) Faculty members will be nominated by the Office of the Secretary and selected by the Faculty Senate. The faculty members may but need not be fraternity/sorority alumni.

(c) Fraternity/Sorority students will be selected by the presidents of the Interfraternity (IFC) and Intersorority (ISC) Councils. Interested students will apply in writing and will be interviewed by the IFC or ISC as the case may be. The non-fraternity student will be appointed by the Nominations and Elections Committee of the Undergraduate Assembly. Students will be currently enrolled and in good academic and disciplinary standing with the University and, if fraternity or sorority members, their chapter. Students may reapply after each one year term of office.

(d) Ex-officio members will be the Director of Fraternity and Sorority Affairs and an administrator appointed by the Vice Provost for University Life (VPUL).

2. If a student or faculty member ceases to be in good standing at the University, the Chair will remove him/her from the Advisory Board, and a replacement will be selected using the procedures outlined under I(B)(1) (b) and (c).

C. Conflict of Interest

1. Definition

On occasion, the presence and/or participation of a particular Advisory Board member may be deemed as representing a conflict of interest with the role of the Advisory Board. Such "conflict of interest" shall be defined as either (a) affiliation with a fraternity or sorority involved in an incident under Advisory Board review, or (b) any involvement or affiliation with a particular incident or its participants which may impair his/her ability to consider objectively and impartially the facts of any situation or any Advisory Board review.

2. Procedures

Alleged conflicts of interest must be brought to the Director of Fraternity and Sorority Affairs by any member of the Advisory Board, any member of the University Community or any representative of the fraternity or sorority under review at least forty-eight hours prior to the review proceedings. In instances of conflict of interest, it is an Advisory Board member's obligation to volunteer his/her own withdrawal from the Advisory Board prior to the convening of the review. In addition, at the beginning of any review, the Chair shall ask all Advisory Board members if there are any conflicts of interest involved in the review. The Chair shall then conduct discussion. Final determination of conflict of interest shall be made by a majority vote of the Advisory Board members present for the review (excluding ex-officio members and the Advisory Board member who is the subject of the conflict of interest vote). The Chair (as defined in Section II(A)(1) below) shall vote only in order to break a tie vote. To facilitate such determinations, the fraternity or sorority under review shall present to the Director a full list of all participating fraternity or sorority representatives and witnesses and their roles and affiliations at least five calendar days prior to the date of the Advisory Board's review; information concerning the composition of the Advisory Board shall be given to the fraternity/sorority at least ten calendar days prior to the review. The minutes shall reflect any withdrawal or exclusion of an Advisory Board member due to conflict of interest.

3. Implementation

Any Advisory Board member who is deemed to have a conflict of interest by the Advisory Board shall not be present at internal Advisory Board discussions, shall not vote on any issue relating to the review in question, and shall not receive Advisory Board minutes or other confidential written materials pertaining to the review in question. The individual shall be permitted to participate in the review proceedings as a presenter on behalf of the fraternity/sorority or on behalf of the Administration.

4. Disqualification of Advisory Board Members

Members of the Advisory Board may disqualify themselves from hearing the case if they believe, in good faith, that their capacity for making an objective judgment in the case is or may appear to be impaired.

D. Quorum

The quorum required to start a meeting will consist of one IFAC member, one faculty member, one student member and one ex-officio member; or any five members. The quorum required in order to recommend disciplinary action under Section III (D) shall consist of any three voting members of the Advisory Board (excluding ex-officio members and members disqualified due to a conflict of interest) plus one IFAC member, for a total of four voting members. The Chair (as defined in Section II(A)(1) below) shall vote only in order to break a tie vote. All decisions require a majority vote of those present and eligible to vote.

E. Operation of the System

1. The Office of Fraternity and Sorority Affairs (OFSA) shall provide administrative support for the Advisory Board: verify student standing, schedule hearings, take and prepare minutes and process all other paperwork for the Advisory Board.

2. For the purpose of calculating days, only the fall and spring class semesters shall be considered. Unless otherwise provided, days shall be

counted on a calendar basis, including Saturdays, Sundays, and holidays.

F. Confidentiality of Judicial Records and Process

1. The identity of individuals in particular cases before the Director, JIO, FSAB or the VPUL, and all files and testimony as to individuals, are confidential, in accordance with University guidelines concerning the confidentiality of student records pursuant to the Family Educational Rights and Privacy Act of 1974, as amended.

2. Sanctions against chapters are not confidential.

II. Staff

A. Chair

1. The (IFAC) Executive Board will select a Chair from the IFAC, with concurrence of the VPUL. The Chair shall administer this Charter and preside at all meetings and reviews. The Chair is responsible for overseeing the procedural integrity of this Advisory Board. The Chair will, for example, consider and resolve pre-review challenges to jurisdiction or procedures; alert the Advisory Board of inconsistencies between the demands of fairness and its actions at any point in the proceedings; and in appropriate cases, consult others about procedural issues and convey their advice, together with his/her own recommendations, to the Advisory Board.

2. In cases where a "conflict of interest" (as hereinabove defined) arises, or where the Chair is otherwise absent, the IFAC Board member present who is most senior with respect to continuous tenure of service on the Advisory Board shall act as Chair.

3. The Chair will advise respondents, complainants, and their advisors/counsel, of procedural matters.

4. The Chair may confer with the General Counsel's Office or the VPUL's Office on provisions of this Charter.

B. Director of Fraternity and Sorority Affairs (Director)

The Director shall be a University employee and shall serve at the pleasure of the VPUL. The duties of the Director of Fraternity and Sorority Affairs under this Charter will be to resolve by agreement charges against the chapters; to present evidence about the chapter in reviews before the Advisory Board after a determination of collective responsibility; to ensure that agreements and sanctions are enforced; to perform all other responsibilities specified in this Charter.

C. Judicial Inquiry Officer (JIO)

The JIO shall be a University employee and shall serve at the pleasure of the VPUL. The duties of the JIO under this Charter will be to investigate complaints against chapters under the regulations of the University and the Recognition Policy; to help determine whether charges should be brought before the Advisory Board; to present at the review relevant evidence concerning the charges. The JIO can testify, call witnesses, present documents before the Advisory Board, and recommend appropriate sanctions.

III. Procedures

A. The Complaint and Investigation

1. Any person who believes that a fraternity or sorority chapter has violated University rules or regulations may file a complaint with the Office of Fraternity and Sorority Affairs (OFSA). Complaints made to others, e.g., Public Safety, JIO, VPUL, may be referred to the Office of Fraternity and Sorority Affairs. The Office of Fraternity and Sorority Affairs may also bring charges against a chapter on behalf of a complainant who requests anonymity, or on behalf of the University in general. The OFSA may conduct preliminary fact-finding before a case is forwarded to the JIO for in-depth investigation. The complaint may also be referred to a University office other than the OFSA.

2. The JIO will investigate complaints within the Advisory Board's jurisdiction and will decide, after consultation with the Director, if there is reasonable cause to believe that a chapter has violated the Recognition Policy. In light of evidence uncovered by the investigation, the JIO may recommend to the Director to add charges beyond the scope of the original complaint, to add additional respondents, or to dismiss the charges as unfounded.

3. The Advisory Board will make the final recommendation on the issue of collective responsibility in cases brought to hearing before the Advisory Board.

4. The Director and/or the Advisory Board may proceed under this Charter regardless of possible or pending JIO, Student Judicial, civil or criminal proceedings arising out of the same or other events. The Director, with concurrence of the VPUL, after consultation with the General Counsel, shall determine whether the Advisory Board shall, in fact, proceed with the hearing of the charges against a respondent whose members also may face related charges in JIO/Student Judicial, civil or criminal proceedings. If the Director defers proceeding with the charges against a respondent in light of related charges, the Director, with concurrence of the VPUL, after consultation with the General Counsel, may subsequently proceed under this Charter at any time before or after resolution of the other charges.

B. Procedures for Judicial Reviews

1. Within a reasonable time after the JIO determines that there is reasonable cause, the OFSA will send to each respondent, with a copy to the Chair, a statement of the charges against the respondent. The statement will cite the regulations, rules or policies alleged to have been violated and will describe the alleged acts, or failures to act, constituting the violation. The statement will also enclose a copy of this Charter and a copy of the regulations, rules or policies alleged to have been violated.

2. The Director will set a time and place for review within a reasonably prompt time after the filing of charges. The review will be scheduled reasonably promptly with due regard for the time required for all parties to prepare. The respondent will be given a minimum of ten calendar days notice.

3. The Director will notify the complainant and respondent of the review place, time and date. This notice will also contain the names of the members of the Advisory Board.

4. All reviews will be held in appropriate University facilities and will be private. The Chair may limit attendance at the hearing to ensure fair and orderly proceedings.

5. All reviews will be conducted in such a manner as to permit the Advisory Board to achieve substantial justice. Participants and observers will conduct themselves in accordance with these objectives.

6. After investigating the complaints against a chapter, the JIO will present at the review evidence concerning the charges.

7. The Director will present at the review the general performance of the chapter and its status under the Recognition Policy. The status report will be a summary of both positive and negative chapter activity within the fraternal and University communities: financial health, scholarship, IFC/ISC cooperation and support, leadership, alumni involvement within the chapter and university (IFAC/Advisory Board), membership data, faculty affiliation, community development program, and the comprehensiveness of the pledge program.

8. The respondent chapter will have the opportunity to present evidence at the review through witnesses or documentation about the chapter and its status, including an explanation of the incident or event in question.

9. The JIO, the Director, the respondent and the complainant shall have the right to present and cross-examine witnesses. The Advisory Board members may conduct questioning at any time.

10. Formal rules of evidence will not apply. Evidence, including hearsay evidence, will be admitted if it is relevant and not unduly repetitious, and is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs. The Chair will make all rulings on the admissibility of evidence.

11. No evidence other than that received at the review will be considered by the Advisory Board.

12. The JIO, the complainant and the respondent may recommend appropriate sanctions to the Advisory Board at the conclusion of the hearing.

C. Advisors to the Respondent and Complainant

1. At hearings before the Advisory Board, each respondent and complainant may be accompanied by an advisor who is a member of the University community (student, faculty, or staff), or of a national or local alumni sponsoring organization; advisors may address the Board.

2. Attorneys may not serve as advisors unless the previously designated alumnus/a chapter advisor is an attorney by profession. If criminal charges are pending against a respondent or its members, the chapter may be accompanied and advised by an attorney; however, the attorney may not address the Board or directly participate in the hearing.

3. Advisors are obligated to acquaint themselves thoroughly with the University's policies, regulations, and procedures, and must hold confidential any information which they learn through their participation in the proceedings.

4. At least three calendar days before the hearing the complainant or respondent will notify the OFSA of the name and address of the advisor who will be present.

D. Decisions of the Advisory Board

1. The Advisory Board's deliberation will be divided into four separate stages:

- (1) Finding of Facts.
- (2) Determination of Collective Responsibility (where required under the Recognition Policy).
- (3) Decisions on the specific sections of the Recognition Policy (or other regulations) violated.
- (4) Recommendation to the VPUL.

2. Determination of stages 1, 2, and 3 will be by a preponderance of the evidence.

3. All decisions require a majority vote of Advisory Board members present (excluding ex-officio members and members disqualified due to a conflict of interest). The Chair shall vote only in order to break a tie vote.

4. The Advisory Board will prepare its decision, including detailed findings of fact, its conclusions therefrom and a statement of its vote (i.e. unanimous or numbers if a split vote), immediately after deliberations. The Chair will sign the recommendations on behalf of the Advisory Board.

5. The Director will then deliver the Advisory Board's written decision, the Chapter Status Report (as approved by the Advisory Board), the charge and any documents or defense submitted by the chapter to the

VPUL for a decision. This will be the VPUL's sole source of information in making his/her decision.

6. If necessary, the VPUL may seek in writing clarification of the Advisory Board's recommendation from the Chair within ten calendar days of receipt. The Chair shall respond to the VPUL in writing.

7. The VPUL or his/her designee shall accept, reject or amend the recommendation of the Advisory Board within twenty-one calendar days of receipt. If the VPUL has taken no action after twenty-one calendar days, the recommendation of the Advisory Board will be considered the binding decision of the VPUL.

8. The Director will forward the decision of the VPUL to the respondent, the complainant, and the JIO as soon as possible.

E. Settlements

1. The Director in consultation with the JIO, the complainant and/or the respondent, may settle the complaint at any time after the complaint has been filed and before final disposition.

2. Settlements will be written and signed by the Director and the respondent's president.

3. If a settlement cannot be reached, the complaint will be handled as specified by this Charter.

F. Failure to Appear or Cooperate

A fair, conclusive adjudication of a dispute under this Charter depends on the cooperation of all involved persons, including complainants, respondents, and witnesses. Therefore, all community members who may be interviewed are obliged to provide honest, complete statements to the Director, JIO and to the Advisory Board in order that disputes may be equitably resolved as quickly as possible.



Bruce Arnold

Fraternity Affairs: Bruce Arnold

Penn's new Director of Fraternity and Sorority Affairs is Bruce Arnold of Northwestern University, who has been fraternity advisor as well as assistant director of undergraduate residential life at the Evanston institution since 1981. He succeeds Rebecca Reuling Perry, now coordinator of Special Purpose Housing in the Residential Living Office here.

Mr. Arnold, who took his B.A. in psychology in the honors program of Minnesota in 1978, received his M.A. in educational administration and policy at Northwestern in June. In 1978-79 he was housing coordinator of the University of Dubuque with an adjunct position as director of student activities, moving to the University of Southern Maine as resident director and counselor, 1979-81.

Wanted: Readers Aloud

Each year Penn welcomes disabled students who make great contributions to the quality of our campus environment. The University provides support services to those students, including readers, tutors, interpreters, note takers, typists, and transcribers. More assistance, however, is needed.

We urgently seek your volunteer help as a reader to disabled students on the campus. We need a minimum of four hours per week of your time. That contribution will aid disabled students who require readers.

Please call Joann Mitchell, director of the Office of Affirmative Action, or Alice Nagle, coordinator of Programs for the Handicapped, at Ext. 6993 to volunteer your time. Your contribution will, we assure you, make a significant difference for important members of the Penn community. Thank you in advance for your help.

—Thomas Ehrlich, Provost

—Joann Mitchell, Director,
Affirmative Action Office

For University Travelers: A New System

To streamline bookings, paperwork and reimbursement for University travel, Penn has set up a Comprehensive Travel Program in the Franklin Building linked to a designated agent with a campus office in Houston Hall.

In a booklet mailed to known "frequent travelers" and those who arrange travel, Senior Vice President Helen O'Bannon said the Program "will allow the University to capitalize on its enormous buying power and improve control over the travel advance and reimbursement process." Over 10,000 trips a year are taken by faculty and staff on University business, at a cost of some \$5 million. One objective of the Program is to reduce the tie-up of as much as \$700,000 in cash advances at any given time.

The Program has three main components:

- A Penn-approved Citicorp Diners Club card, issuable to "frequent travelers" (generally defined as those who make two or more University trips a year; within general University policy guidelines,

each School and administrative unit determines which of its faculty and staff are eligible). Use of this card for business expenses allowed under the University Travel Policy will separate such expenses from personal credit-card billings for streamlined reimbursement.

- Designation of Rosenbluth Travel and the opening of its office in Houston Hall (Ext. 8-9439 for University travel; Ext. 8-9433 for personal travel). Air and rail travel, hotel accommodations and car rentals, and such services as Meeting Planning will be provided via the agency. Members of the Program can also file a "travel profile" with seating preferences, dietary needs, passport number and other details pre-entered to speed reservations.

- Designation of a Travel Coordinator for each School and Center. An all-University Travel Coordinator will also be named shortly.

Penn's Travel Policy, updated from—and superseding—Comptroller's Bulletin No. 40, is in the

new booklet (order form below), which also tells how "infrequent travelers" can use the Program.

----- Return to Judy Zamost -----
737 Franklin Building/6294

Please send me a Comprehensive Travel Program guide.

Name _____

Campus Address _____

Ext. _____ Mail Code _____

I am a(n) (check all that apply)

- ☐ frequent traveler ☐ travel arranger
☐ infrequent traveler ☐ meeting planner
☐ personal traveler ☐ other

Penn Bus Schedule

Escort Service

Operates from 6 p.m. to 3 a.m. Monday through Sunday from locations on campus to locations west of the Schuylkill River as shown on this map.

The PennBus and Escort Service will operate through the end of the fall semester with the exception of Thanksgiving Day and the following Friday and Saturday. These services resume of January 2 and operate every evening through the Friday following commencement in May.

NOTE: Starting with the 6:40 P.M. run, the Penn-Bus will deviate slightly from its established off-campus route to take persons to their place of residence upon request. Therefore, persons

wishing to return to campus from the residential area to the west after 6:40 P.M. should dial 898-RIDE to arrange for pickup.

Operating Schedule

For further information or to report problems contact the University of Pennsylvania Department of Transportation and Parking at (215) 898-8667. It is located in Room P-107, Franklin Building, 3451 Walnut Street/6205.

Dial 898-RIDE for service. The phone number listed in the safety article (September 2) was incorrect.

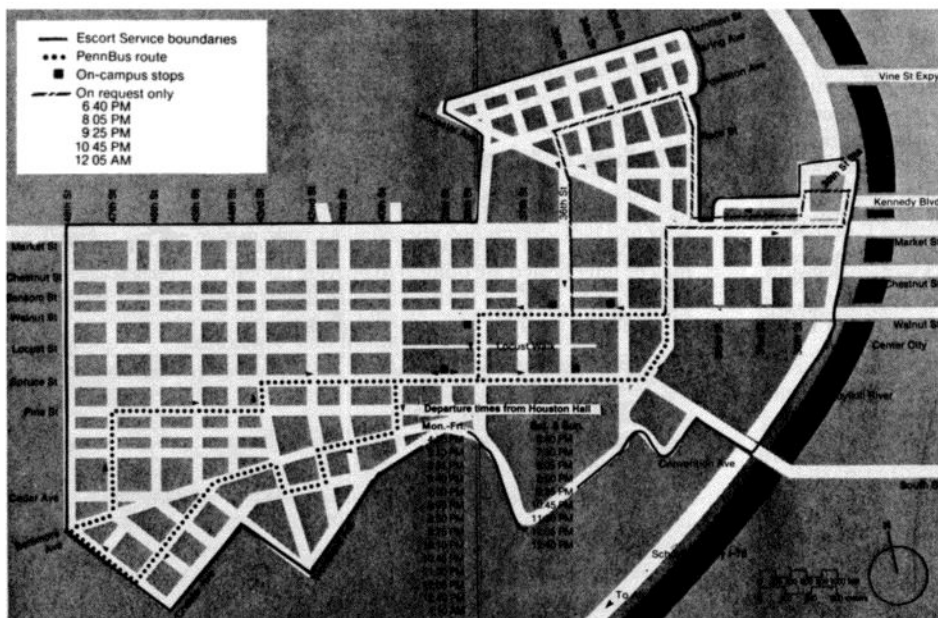
Classroom Conditions

As we begin a new academic year, I hope you will underscore to your students the importance of maintaining clean classrooms. The following four points are particularly important:

- The University has been working to improve the conditions of classrooms and the teaching accessories within classrooms. This obviously costs money, and we need assistance in maintaining classrooms properly.
- The best way to achieve clean classrooms is to refrain from *any* eating, drinking, or smoking in the classrooms.
- The University's housekeeping staff is placing a high priority on maintaining classrooms, but that staff cannot do the job properly if classrooms are poorly treated.
- Most classrooms are heavily used, making it impossible for them to be cleaned after each class.

The Facilities Committee of University Council has stressed the importance of clean classrooms in its recent report. I know that Committee joins me in urging your help.

—Thomas Ehrlich, Provost



Department of Public Safety Crime Report August 4 to August 31

The following report is a summary of all reported crimes on campus, a listing of all reported crimes against the person(s), as well as the campus area where the highest amount of crime has occurred in this time period with a listing of those crimes.

Crimes Against the Person

8-15-86	5:49 AM	200 Blk. 36th St.	Male apprehended after forcibly trying to take the complainant's purse.
8-15-86	4:51 AM	Lot #45	Purse and briefcase taken. Later recovered. Cash taken.
8-30-86	2:35 PM	3600 Blk. Walnut	Male making sexual remarks to females. Arrested and taken to Phila. Sex Crimes Unit.

Area/Highest Frequency of Crime

30th St. to 34th St., Walnut St. to Market St.

Burglary 0 Criminal Mischief 2 Theft 6

Expressway to 32nd St., University to Walnut St.

Burglary 0 Criminal Mischief 1 Theft 6

34th St. to 38th St., Civic Center Blvd. to Hamilton Walk

Burglary 0 Criminal Mischief 0 Theft 5

32nd St. to 33rd St., South St. to Walnut St.

Burglary 1 Criminal Mischief 0 Theft 4

36th St. to 38th St., Walnut St. to Market St.

Burglary 0 Criminal Mischief 1 Theft 3

No Trespassing or Auto Thefts were reported in these sectors.

Safety Tip: Always mark your property. Do not leave items unsecured/unattended.

For Research in Aging

A new program to fund pilot projects for research in all areas of gerontology has been initiated by the University of Pennsylvania Center for the Study of Aging. These awards will provide "seed money" for start-up projects that have the greatest potential to lead to full research projects on aging.

Pilot project proposals will undergo peer-review by a committee selected by the Center for the Study of Aging.

The next deadline for receipt of applications is **October 15, 1986**, with funding available about November 15, 1986.

Final technical reports are required at the end of the project period for submission to the NIA. Applications should be prepared on the standard PHS Form 398 for a maximum of \$5,000, along with a signed human subjects form (HHS 596) if applicable.

Direct questions and completed applications (original plus six copies) to: Robin Charpentier, Administrative Coordinator, Center for the Study of Aging, 3906 Spruce St., 6006, Ext. 3172.

Almanac

3601 Locust Walk, Philadelphia, Pa. 19104-6224
(215) 898-5274 or 5275.

The University of Pennsylvania's journal of record and opinion is published Tuesdays during the academic year and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR

ASSISTANT EDITOR

EDITORIAL ASSISTANT

STUDENT ASSISTANTS

Karen C. Gaines
Marguerite F. Miller
Mary Corbett
Catherine E. Clark, Mary A. Downes, Michelle Y. Holloway, Michael S. Markowitz, Leonard S. Perlman

ALMANAC ADVISORY BOARD Chair, Alfred J. Rieber; Linda Brodkey, Lucienne Frappier-Mazur, Henry Hiz, Roger D. Soloway, Anthony R. Tomazinis, Michael Zuckerman, for the Faculty Senate; ... William G. Owen for the Administration; ... Carol Carr for the Librarians Assembly; ... John Hayden for the A-1 Assembly; ... Joseph Kane for the A-3 Assembly.