

Almanac

Tuesday, September 23, 1986

Published by the University of Pennsylvania

Volume 33, Number 5

Trustees:

Wharton, Museum Funds

At their September 12 meeting, the Executive Committee of the Trustees confirmed Frederick C. Nahm as Vice President for Development and University Relations; revised upward the spending on Wharton's Executive Education Center; and established a \$100,000 endowment fund at the University Museum. They also approved \$990,000 for a chiller unit at Williams Hall.

The Museum's Lynn/Jenks Fund was created from a bequest of \$187,227.88 from the estate of Henry Lynn, Jr. in memory of Mr. Lynn's father-in-law, John Storey Jenks, a former chairman of the Museum's Board of Managers. Income will be used at the Museum Director's discretion toward travel needs of curators.

April estimates of \$23 million for the Wharton Executive Education Center (which will include the Computer Resource Center and the Career Planning and Placement Office) rose to \$27,280,000 as actual bids came in, leading to the amended authorization.

'Star Wars': Two Sides in October Series

A three-day series in October will bring the Director of the Strategic Defense Initiative Organization and other analysts of international security and arms control to campus for lectures with question-and-answer sessions on "The Strategic Defense of America."

President Sheldon Hackney will moderate the first session October 14 on "Defense Against Attack vs. Deterrence of Attack," debated by Lt. General James A. Abrahamson of SDI and Professor Sidney Drill, deputy director of the Stanford Linear Accelerator Center.

The October 15 session features the Hon. Paul C. Warnke, chief U.S. negotiator in the SALT talks and former director of the U.S. Arms Control and Disarmament Agency, on "Foreign Policy and the Strategic Defense Initiative: ABM, SALT and Geneva." Provost Thomas Ehrlich will moderate.

On October 18 the discussion will be on "C-Cubed (Command, Control, Communications): How to Fight/Avoid a Nuclear War," moderated by *Philadelphia Inquirer* Editor Edwin Guthman. Speakers are Colin Gray, president of the National Institute for Public Policy and author of *National Strategy and National Style* Hudson Institute, and Bruce G. Blair, former director of planning for the National Military Command System and author

UP Press: Restoring the Rest of Dreiser

Following through on 1981's uncensored *Sister Carrie: The Pennsylvania Edition*, the University of Pennsylvania Press now has a long-range plan to reissue the body of Theodore Dreiser's work, restored to the original form. The "complete Dreiser" is projected to

total 35 volumes that will take until 2004 to finish.

Dr. Thomas P. Riggio, associate professor of English at UConn, will be general editor of the series, with a separate editor for each volume. An editorial committee will be named shortly to draw up guidelines for the series.

One volume, Riggio's edition of the *Dreiser-Mencken Letters* of 1907-1945, is in print this year. By 1991 the Press expects to add an uncensored *Journalism* based on Dreiser's newspapering in the 1890's; *Dawn and Newspaper Days* to restore some 40,000 words cut from his published autobiographies; *The European Diaries* of 1912-26; and the novel *Jennie Gerhardt* with an appendix which reprints the published "happy ending."

Van Pelt Library received 90% of Dreiser's papers in the 1940's and 1950's. First to mine them was the *Carrie* team led by Rare Books' Dr. Neda M. Westlake with John C. Berkey, Alice M. Winters and James L.W. West III. The reception was a combination of critical praise for the work and increased attention both among critics and in classrooms to puritan influences in American publishing early in this century.

The Press then issued in 1982 the *American Diaries, 1902-1926*, edited by Riggio with Westlake and West, 1982, and the 1983 *An Amateur Laborer*, edited by Westlake with West, with introduction by Richard W. Dowell. A related work, *Dreiser and his Fiction*, by Lawrence E. Hussman, Jr., also came out in 1983. All of these remain on the Press's active list this fall, and the 1981 *Sister Carrie* has become the standard work for teachers and scholars, a Press member said.

In this year's two-volume compilation of *Dreiser-Mencken Letters* are over 1000 letters exchanged between 1907 and Dreiser's death in 1945. They discuss politics and religion, the two world wars, prohibition, the Great Depression, post-war modernism, and the struggle against censorship as well as practical trivia of the magazine publishing trade.

Copyright © 1989 David Levine



Cover Illustration, *Dreiser-Mencken Letters*

of *Command and Control* (Brookings Institute).

Each program begins at 4 p.m. in Meyerson Hall and is open to faculty, staff, students and the public. The series is expected to draw members of nearby colleges and universities as well, according to its coordinator, Dr. Sherman Frankel of the physics department.

"This year has seen the convergence of many forces that have put questions of international security and arms control squarely before the American public," said Dr. Frankel. "Americans are now beginning to feel that they should indeed hold opinions about President Reagan's initiative to replace deterrence of nuclear war by defense against nuclear attack. Penn's series is designed to give both sides of issues that will clearly occupy the front stage in the next summit meeting between the President and the Soviet leader Mikhail Gorbachev."

The series is sponsored by the President's Office, which also made "Toward Preventing Nuclear War" the theme of the first year-long President's Forum (1983-84). The second President's Forum examined American political processes in an election year, and the Forum that began in spring 1986 is on "Color-lines: The Enduring Significance of Race."

INSIDE

- President's Hospitality Fund, p. 2
- Grad/Prof'l Student Hospitality, p. 2
- Summary Report of Seminar on Faculty-Student Interaction, pp. 3-10
- Notices on Research; Deaths, p. 11
- Update and CrimeStats, p. 12

Pullout: Archives and Records

Continuing Faculty Hospitality to Students

President Hackney's Fund for Student-Faculty Interaction is being continued this year, allowing faculty members to draw reimbursement for entertaining groups of students either at home or, if that is not possible, in local restaurants.

The President along with Provost Thomas Ehrlich set up the Fund, which is now beginning its fourth year, with donated funds, and it has been highly successful, as the figures below attest.

Each faculty member is asked to limit himself or herself to one function per semester; invite no student more than once; and base

reimbursement on figures set at \$3 per student for receptions with light refreshments, \$4 for brunches, and \$6 for dinners.

A special form, which must be returned with originals of all receipts, is available from Terri White, Associate Director of Student Life, 110 Houston Hall/6306.

Note: This published note is in lieu of direct mail to all faculty. Deans, program directors and department chairs are especially asked to bring the President's Fund for Student-Faculty Interaction to the attention of the faculty.

— Office of Student Life

President's Fund for Student-Faculty Interaction

Summary Report 1983-86

	1983-84	1984-85	1985-86
Number of faculty uses	246	183	191
# of students entertained	3805	3388	4095
Total reimbursements	\$15,699	\$14,487	\$16,089
Average cost/student	\$4.13	\$4.28	\$3.93
Number of departments	73	61	58
Number of schools	12	11	12
# events at home % of total	93/38%	92/50%	84/44%
% of events for grad professional students	50.9%	52.1%	52.2%
% of events primarily for undergrad. students	49.1%	47.9%	47.8%

Grad/Professional Gatherings: Fridays at 4

The Graduate and Professional Student Assembly (GAPSA) and the Graduate Student Associations Council (GSAC), the government of the School of Arts and Sciences, have inaugurated a graduate student coffeehouse and social hour at the Gold Standard (36th and Locust Walk, lower level) on Friday evenings from 4-8 p.m. The first social hour took place on September 19 and attracted a good turnout. It followed a very successful block party and restaurant festival with LeBus, the White Dog Cafe, New Deck Tavern and La Terrasse on September 12.

The purpose of the graduate student coffeehouse is to combat the pervasive sense of isolation that many grad students feel, and provide them with an opportunity to meet other students from outside of their own school or discipline. Unlike departmental or school-

based "happy hours," the coffeehouse at the Gold Standard is designed for *all* grad students from across the 12 schools. In addition, graduate students are encouraged to invite faculty members. Admission to the coffeehouse is \$1, but it is free if grad students bring a faculty member. The chief organizer behind the coffeehouse is Elizabeth Wilson, the Social Chair for GSAC. For more information contact her at Ext. 7929 or Ext. 3150.

—Wayne Glasker, Chair, GAPSA

One Down: In its drive to tie the League record of five Ivy football championships in a row, Penn started the year by beating the record-holder, Dartmouth, 21-7 on Saturday. The first home game (against Bucknell) is this Saturday and the first Ivy home game is October 4, against Columbia.

Writing Across the University

Writing Across the University invites all interested faculty in any of the four undergraduate schools to affiliate courses for the spring semester. Instructors who wish to emphasize any kind of writing in their classes, including lab reports or case studies, are welcome to affiliate. Affiliation with WATU signifies to students your commitment to writing in your discipline and brings them the services of a graduate student TA or writing consultant, trained to assist students with the writing process. For more information and an affiliation form, please call Ext. 8525.

Tutoring Volunteers Needed

Volunteers are urgently needed to tutor students this fall in West Philadelphia's public schools. Tutors may arrange their own hours and subjects. A volunteer meeting will take place on September 25 at 7 p.m., Bodek Lounge, Houston Hall. Information: Ext. 4831. The tutoring program is sponsored by Penn, Drexel and other members of the Collaborative for West Philadelphia Public Schools.

—Claudia Apfelbaum,
Director, Penn Extension

President's Fund 1985-86

Activity by Department and School

Department	# of Uses
Accounting	1
Animal Biology	1
Annenberg	3
Architecture	2
Astronomy & Astrophysics	1
Biochemistry (Dental)	2
Biochemistry & Biophysics	1
Bioengineering	3
Biology	1
Chemistry	2
City and Regional Planning	1
Classical Archaeology	1
Clinical Studies (Vet.)	7
Decision Sciences	2
Economics	5
Education	15
English	14
Finance	6
Fine Arts	2
Folklore and Folklife	2
Geology	2
Germanic Languages	5
History	4
History of Art	4
History & Soc. of Science	1
Land. Arch. & Reg. Planning	1
Large Animal Medicine	1
Law	18
Management	7
Marketing	1
Materials Sci. & Engin.	1
Medical School	1
Medicine (Med.)	3
Microbiology (Med.)	3
Nursing	4
Ob Gyn	2
Oriental Studies	8
Otorhinolaryngology	1
Pathobiology (Vet.)	1
Pathology (Med.)	2
Pediatrics	2
Philosophy	1
Physics	4
Physiology (Med.)	1
Political Science	3
Psychiatry	2
Psychology	3
Psychosocial Programs (Med.)	1
Regional Science	5
Religious Studies	3
Romance Languages	2
Slavic Languages	5
Social Work	5
Sociology	5
South Asia Regional Studies	4
Statistics	1
Surgery (Vet.)	1
Systems Engineering	1
Total	191

School	# of Uses
Annenberg	3
Arts & Sciences	77
Dental Medicine	2
Education	15
Engineering	5
Fine Arts	10
Law	18
Medicine	18
Nursing	4
Social Work	5
Veterinary Medicine	11
Wharton	23
Total	191

As part of the current phase of the University of Pennsylvania's strategic planning effort, in 1985 President Sheldon Hackney established a number of working groups to study various academic and student life issues. In "Choosing Penn's Future" (Almanac January 25, 1983), and other documents in this University series, President Hackney identified planning maxims and special challenges Penn must meet, and suggested that an essential objective is "bringing faculty members and students together in settings that promote conversation and the exchange of ideas, interests, and experiences." This Seminar was charged with the review of issues relevant to effective forms of faculty-student interaction and the preparation of recommendations specific to the Penn community. Following is a summary of the longer report which will go to the University Council for discussion this year. Comment from members of the University should be sent to Dr. Alice Kelley, 120 Bennett Hall/6203.

Report of the President's Seminar on Faculty-Student Interaction

In the Spring of 1985, the President's Seminar on Faculty-Student Interaction began work by attempting to define a manageable range of approaches to the assignment bounded by its title. Dr. Alice Kelley (Undergraduate Chair, Department of English), at the request of the President, initiated the process by summarizing the information she had been able to assemble since the time of her accepting leadership and then asked each member of the Seminar to submit a list of areas in which he or she hoped to see greater faculty-student interaction. These lists, providing a rich variety of suggestions, became the foundation for further exploration.

Within the first few Seminar meetings it became clear that before considering recommendations the group needed to discover what sorts of fruitful interaction have been taking place between faculty and students and then to suggest steps that would further such interaction in the future. The Seminar considered educational experiences derived from formal and informal contact, both inside and outside the classroom. Previous documents had focused on the quality of teaching ("Report[s] of the Task Force[s] on the Quality of Teaching (1981 and 1985)," *Almanac* November 11, 1985); therefore, *Seminar study emphasized those arrangements at Penn in which faculty members interact with students as a part of informal, out-of-class activities.*

Following meetings in the Fall of 1985, in the Spring of 1986, subcommittees formed to explore advising, facilities, and programs were asked to prepare reports, including a list of recommendations for action or further study. During the Summer of 1986, reports were compiled into one document.

Note concerning the Definition of Faculty:

It is clear that Student Life staff at Penn assume a primary responsibility for interaction with students; the Seminar commends and encourages this work. However, this report addresses interaction of the "Standing Faculty" at the University of Pennsylvania with students — a major, and in some cases new, commitment. A significant issue remains as to whether the general practices of the University and faculty members are sufficiently supportive of comprehensive plans for formal and informal faculty-student interaction; if not, mechanisms for change are necessary to advance this agenda.

Seminar Members

Jacob Abel	Jeffrey Morris
Roger Allen	Jim Newswanger,
Chris Dennis	Coordinator
Charlotte Jacobsen	Gerald Prince
Alice Kelley, Chair	Joan Shapiro
Ann Kruger	Sharon Smith
Robyn Landis	Rosalyn Watts
Walter Licht	William Whitney

Factors Influencing Faculty-Student Interaction Programs

Literature has related the successful introduction and effectiveness of faculty-student interaction programs to a number of factors. The following factors, derived from the Seminar's discussions and a literature review, are essential in considering recommendations described later in this report:

Factor 1: Source of Program Stimulus

The stimulus (the origin, introduction, motivation, and organization) for faculty-student interaction must come from a clear and substantial commitment of institutional energy and resources which is continuously articulated and deepened by the highest levels of the administration and shared across the academic community. The President, Provost, Vice-Provosts, Vice-Presidents, Deans, Department Chairs/Directors, and faculty, staff, and student governance groups must actively identify with and support the purpose of faculty-student interaction through their language and actions.

Factor 2: Purpose

Any undertaking as complicated and difficult to achieve as significant and consistent faculty-student interaction should begin with a clear sense of purpose:

a. *Improved satisfaction and sense of belonging.* Formal and informal faculty-student interaction, inside and outside the classroom, improves the community atmosphere. Students and faculty benefit from opportunities which enable them to be better known and recognized. Institutions are better able to attract and retain community members.

b. *Improved intellectual self-esteem, skills, and versatility.* Regular opportunities for faculty and students to discuss issues and problems (academic and non-academic) outside the classroom develop students' intellectual self-esteem as active participants in the world of ideas. The same kind of interaction develops students' general intellectual skills and versatility by encouraging them to consider, discuss, and debate ideas and concepts outside the classroom and across disciplines.

c. *Discovery of a mentor.* Faculty-student interaction should create opportunities which increase the likelihood that students will find mentors, that is, establish and maintain a personal and intellectual bond with at least one older, more experienced scholar. The mentor not only actively guides the student's intellectual development, but also serves as a role model, advisor, and supporter.

Research has shown that not all interaction behaviors and activities can

be productive; the Seminar encourages further study and identification of appropriate purposes and means of faculty-student interaction.

Factor 3: Ownership

Long run goals are best satisfied through the integrated efforts of all concerned. Since studies have demonstrated that faculty do appear to influence students' personal growth, the extent to which faculty are aware of this, see how it might be done more regularly and effectively, and see it as central to their role, may largely determine the extent to which they become a deliberative force in the personal development of students. Faculty and students must feel they have a vested interest in programs encouraging interaction and must be prepared for such activities. To ensure such internal congruence, both faculty and students must be educated to recognize and identify with the source and purpose for such programs. Graduate students warrant special study; those in teaching positions can play an important role in encouraging interaction between faculty and undergraduates.

Diversity is a critical issue relevant to the ownership factor. A university's special character is reflected in the diversity of interests and people affiliated with its community. It is critically important to extend involvement of faculty to match the diversity of the student population. Programs must strongly reflect Penn's principles of academic freedom and thereby represent a variety of opinions. Statistics (i.e., numbers of traditionally less-represented faculty, students, academic and non-academic programs, etc.) should clearly reflect these statements. Greater understanding and awareness of the implications of what it is to be a member of a "minority" group at Penn would promote more effective participation in creating solutions to this often negative experience.

Factor 4: Incentives

A system of incentives, including funding, is a critical component in producing a truly effective and comprehensive faculty-student interaction program. Following identification of the source, purpose, and ownership for such programs, an incentives and funding program for faculty involvement should include public awareness and recognition (awards such as the Lindback, letters of recognition, media coverage, released time, selected gift opportunities, etc.) as often as possible. Programs should have adequate administrative support to allow time for faculty to meet with students. When faculty members come up for tenure, reappointment, or promotion, the administration should make every effort to ensure that — on both the department and higher levels — a faculty member's contact with students through recognized faculty-student interaction programs is given due weight. *The Seminar recommends that review of incentives and funding sources be a primary charge for the next group that examines faculty-student interaction.*

Factor 5: Design

Design committees, like all University committees, should have student representatives and promote interaction as part of their work. An effective design should include *needs assessment, a marketing plan, a program calendar, and evaluation* — all of which interrelate.

a. *Needs Assessment.* Once a clear philosophical commitment to faculty involvement has been articulated, the University needs to address those dimensions which differentiate the University as unique. A set of questions concerning the basic nature of the University, as related to factors identified in this section, academic programs, residences, student life programs, advising, facilities, etc., must be asked and answered. For example: "Given the type of institution, the nature of the faculty, and the nature of the student body, how much faculty-student interaction outside the classroom is desired? How much faculty interest in such matters exists or can exist potentially?" The assessment should cover the following: budget, comparison of programs at peer institutions, senior administrative support, state of preparedness, etc. Faculty and student expectations and perceptions should be carefully examined; motivations and any barriers to participation must be identified.

A well developed needs assessment should be commissioned by the University administration to survey the professional literature and Penn faculty, staff, and students, with regard to the issues identified

above. The Student Information Systems data bases should be utilized in this process.

b. *Marketing Plan.* Efforts to promote faculty-student interaction will not succeed unless the campus community perceives the potential for such interaction. Marketing plans must be developed, organized, and implemented to communicate effectively the best available information concerning the extent of faculty-student interaction.

Current and potential opportunities for interaction should be communicated regularly to all sectors of the University through information sessions, literature, and the campus media. The nature of faculty presence in residences, in advising settings, etc., and what that presence signifies, should be made clear to students, especially those coming to Penn for the first time. In this way student expectations are not misdirected. "The Academic Penn," as a counterpart to "The Practical Penn" and as a guide to academic resources and opportunities at the University, should include specific information on these issues. The following areas should be considered in marketing plans to emphasize faculty-student interaction: admissions information, bulletins from schools and departments, faculty profiles, regular campus media statements (e.g., *Almanac*, *The Daily Pennsylvanian*), residential directories including faculty resident/affiliate profiles, summer mailings, and videos on faculty-student interaction.

c. *Program Calendar.* It must be determined how this Seminar is to continue and who is to have overall responsibility for reviewing the issues identified. *The Seminar recommends continuation of this study through the establishment of a new group, or the incorporation of further study as part of an already existing group.* Careful consideration should be given to the charge and membership of this new group.

An appropriate sense of timing, in accordance with the University's schedule, is critical. An overall program calendar is necessary for effective planning. There are certain times of the year when students are overwhelmed, and certain times when they are offered relatively little to do. The "Fall Break" and "Free Hour" should be recognized and evaluated as examples of common time periods when special faculty-student programs can occur.

d. *Evaluation.* Specific goals and objectives that describe outcomes and define processes must be established as they form a basis for discussion and assessment of the overall program. The University must institute and require an on-going evaluation procedure that is integral to the administration of faculty-student interaction programs. Two major questions should be addressed during evaluation: (1) to what degree were goals obtained, including the number and frequency of faculty and students participating in programs, (2) what actually took place when programs were carried out. Both the processes and tasks involved should be addressed; both quantitative (e.g., number of significant contacts/programs) and qualitative data should be assembled.

Much more transpires between faculty and students than what can usually be assessed through pencil and paper instruments. Some effort to look at small groups and the experiences of individual students may be enlightening. Ethnographic inquiries into the nature of faculty involvement in the lives of students would be useful.

The Seminar recommends that the University commission an expert on evaluation development to coordinate the design, implementation, and compilation of this process, with the added charge of annually reporting and reviewing results for the University administration and community. An expert in evaluation development needs to work in close relationship with those for whom the evaluative tool is being used. Evaluation decontextualized from its program is not valuable.

Recommendations on Faculty-Student Interaction begin on page 6. Most sections of this report have been shortened for *Almanac*. The literature review, references, bibliography, and appendices of material collected other than the Summary of Current Programs (*opposite*) are not included here. The Seminar calls particular attention to the references and bibliography for acknowledgement of contributors to this work. The complete report is on file with the Office of the Secretary.

A Summary of Current Programs

From the Seminar's survey of academic departments and academically-related programs. Those in brackets were viewed as model programs.

Examples at Graduate Level

Academically-oriented events

1. Assignment of regular faculty advisors to incoming students
2. Colloquia. These range from the English Department's Collation in the Fall at which several faculty present formal papers at a gathering designed to acquaint graduate students with the department, to annual colloquia featuring outside speakers and designed to address a defined subject [South Asian Regional Studies, Women's Studies, Comparative Literature]. A few departments organize regional or national conferences with student help. An alumni association biannual symposium is sponsored by Health Care Systems. The Medical School sponsors an annual "Career and Lifestyles Colloquium."
3. Department sponsored research projects involving both faculty and students [Communications]
4. Field Trips [Historic Preservation]
5. Internships [some are in conjunction with University programs such as Counseling, Residential Living, Tutoring, Writing Across the University, etc.]
6. Journal Clubs [Microbiology]
7. Open dissertation defenses [International Relations]
8. Seminars/Lectures (anywhere from weekly to biannual). These may include work-in-progress talks by faculty and/or graduate students. [Chemistry, Center for the Study of Aging]
9. Study groups/work sessions
10. Summer programs [Communications]
11. Volunteer projects.

Socially-oriented events

1. Annual open house
2. Athletic events [Immunology softball]
3. (Awards) dinners
4. (Bi-)weekly coffee/social hours
5. Brown bag lunches
6. Committees specifically designated to discuss faculty-student interaction [Medicine]
7. Entertainment events [Law, Medicine, Wharton]
8. Graduate student organizations that, in a variety of ways, include faculty
9. Faculty-student picnics
10. Holiday and birthday parties
11. Orientation programs
12. Parents' Weekends [Nursing]
13. Receptions following lectures
14. Student gatherings in faculty homes.

Examples at Undergraduate Level

Academically-oriented events

1. Assignment of individual advisors to each major
2. Colloquia [see graduate level description]
3. Conferences
4. Field trips
5. Internships
6. Major clubs that involve faculty in their receptions, outings, colloquia, etc.
7. Performances, including critiques [Theater Arts]
8. (Pre-)registration Information Sessions/Advising
9. Summer programs [Biology, General Honors, History]
10. Transfer student orientation and lunch [Nursing]
11. Weekly colloquia to which undergraduates are invited.
12. Volunteer projects.

Socially-oriented events

1. Annual book sale and party [History]
2. Annual parties
3. Brown-bag lunches [Women's Studies]
4. Dinners at faculty homes
5. Graduating majors party [English]
6. Senior Awards Dinner.

Communications

The Microbiology Department publishes a graduate student handbook, which includes details concerning programs which encourage

faculty-student interaction. Some departments have newsletters and other means of conveying information about faculty-student programs. Several departments mentioned involvement of their faculty in residential programs as masters, fellows, affiliates, or guest speakers.

Other Programs

The Seminar calls attention to five programs which represent departments and which sponsor special efforts to promote faculty-student interaction:

Admissions Office

The Admissions Office serves as an initial point of contact for students considering attendance at Penn. Literature, tours, and contacts received through this office play a key role in promoting an understanding of the academic mission, and potential for faculty-student interaction at Penn. The Admissions Office makes considerable use of Penn's faculty in recruitment efforts. Faculty interview prospective students who express interest in a particular field. They attend on-campus programs for both prospective and admitted students and their parents. Faculty frequently accompany admissions officers to Spring programs for admitted students and their parents. Very strong applicants are routinely referred to the undergraduate schools so that faculty members can contact potential students, thus encouraging their interest in Penn and discussing academic opportunities available. Faculty involvement early in the application process and continuing throughout each admission cycle is a vital part of recruiting the best students for Penn.

Faculty Council on Undergraduate Education

The Council, which includes faculty representatives from all schools, is a particularly significant group in coordinating faculty-student interaction programs. Their 1984-85 report (*Almanac*, April 16, 1985) includes the following accomplishments which have improved opportunities for students to interact with faculty:

1. Expanded, strengthened and re-offered the Ethics course.
2. Conducted the first "Discovery and Meaning" Lecture Series during New Student Week 1984.
3. Developed and implemented "The Human Experience" course set.
4. Developed programs supporting undergraduate research ["Undergraduate Research Opportunities Bulletin," "Undergraduate Research Foundation," "Undergraduate Research Award Fund"].
5. Encouraged both the urban and international dimensions of the University.
6. Endorsed the development of a publication entitled "The Academic Penn."

General Honors Program

The Seminar recognizes General Honors as a model program for promoting effective faculty-student interaction in a variety of ways. Faculty teaching in this program, perhaps because many of their classes are small, tend to be involved in a variety of extraclassroom interaction. General Honors faculty traditionally invite their students to their homes for dinner and other social activities, attend plays with their classes, and take their students on field trips.

Liberal Studies Graduate Group

The Seminar recognizes the efforts of the Liberal Studies Graduate Group in sponsoring several all-day conferences which address issues of importance across disciplines. The 1985-86 series ("Ways of Knowing," "Limits and Uses of Reason," and "Interpretation") provided model programs of effective faculty-student interaction. In addition, the Liberal Studies Graduate Group, in conjunction with the Student Committee on Undergraduate Education (SCUE) and the Office of Alumni Relations, has initiated "UniversiTeas" — a discussion and debate series involving faculty and students.

President's Forum

The President's Forum, focusing on particular themes each year (e.g., "The Family" and "Racism"), and utilizing the strengths of academic departments at Penn and elsewhere, encourages special presentations for faculty and student discussion.

Recommendations on Faculty-Student Interaction

The recommendations below are those made in the full report, but the numbers have been changed to create a consecutive sequence.

Academic Department Programs

Departments vary widely in the amount of faculty-student interaction reported. While many graduate programs, with relatively low faculty to student ratios and concentrated study in a particular field, appear to offer significant opportunities for interaction, it is clear that more structure is necessary at the undergraduate department level to facilitate faculty-student interaction. Academic department programs, like those indicated in this section, can have a tremendous impact on the quality of the educational experience. This is particularly significant for students who do not live in on-campus residential Houses which are formally connected to advising liaisons and other support services. If Freshman and College Houses are to be primary locations of intensive faculty liaisons, the role of academic department programs is particularly important for most upperclass students who do not live in the Houses. No student should complete a course of study at Penn without knowing several faculty members well.

#1: The Five-Year Plan of each school should indicate specific plans to encourage faculty-student interaction, in addition to priorities noted in "The Penn Profile" (*Almanac* May 14, 1985.) All Deans and Associate Deans should be charged with the responsibility of coordinating the implementation of programs designed to facilitate faculty-student interaction, with support from the Faculty Council on Undergraduate Education. Department Chairs, in conjunction with student representatives, should be informed of and review the various types of interaction fostered in the past and strongly encouraged to initiate similar programs. It is hoped that activities going on in departments might be publicized regularly to spur further involvement by all.

The following recommendations are offered to improve *classroom* and *extraclassroom* interaction opportunities for faculty and students. These findings are based on results obtained from the Seminar's departmental survey, which requested information on faculty-student interaction programs. [Note: For the purposes of this discussion, use of the term "department" includes interdisciplinary majors/programs.]

Classroom Interaction

#2: Opportunities for significant research, independent study, and other individualized academic opportunities that provide a valuable role for students working with faculty should be strongly emphasized, expanded, and further publicized. The "One University" concept should be emphasized to promote linkage between students and all academic programs.

#3: Penn should be a university in which virtually every member of the standing faculty takes pride in regularly teaching undergraduates. Various configurations, which would place senior faculty in closer contact with smaller groups, should be considered.

#4: Exposure to a variety of professors from the same department (or related departments), through guest lectures within large introductory classes, should be encouraged.

#5: The value of small classes must be stressed. As indicated by the Undergraduate Education Group in "Six Working Papers for Strategic Planning" (*Almanac* January 15, 1982), the Seminar recommends that: (1) all departments and schools offer at least one freshman seminar, (2) standing faculty generally teach these seminars, and (3) senior faculty be involved in those freshman seminars offered by teaching fellows.

#6: All teaching faculty should be available to students during regular office hours which are noted in departments and at individual offices.

#7: School/department publications should feature regularly examples of faculty-student initiatives and collaboration.

Extraclassroom Interaction

#8: Departments should be strongly encouraged to implement out-of-class shared activities for faculty and students. Funds for this purpose should be allocated.

#9: Programs designed to help faculty finance special programs (e.g., field trips, conferences, retreats, discussions, etc.) should be more widely advertised and expanded.

#10: Departments should be encouraged to sponsor major clubs and honor societies and should provide faculty advisors. [Note: Department surveys indicate that the interest level of students majoring in a program plays a large role in determining the success of affiliated clubs.]

Residential Programs

Residential arrangements provide an effective way of retaining the advantages of a small community in the midst of the expanding University environment. Residences are of critical importance in promoting faculty-student interaction. Historically, one of the principal reasons for a residential University is the belief that bringing students into contact with each other and faculty outside of classroom situations can contribute a unique sense of value, spirit, and enthusiasm to the academic enterprise. It is crucial that our residences support and complement students' academic experience and instill in students an appreciation of their role as participants in the community of scholars. Penn must further planning efforts to establish residences as a focal point for increased faculty-student interaction and as a congenial and vital atmosphere within which learning is pervasive.

A broad effort is required to make campus residences an educational focal point for students. There is currently an administrative emphasis on programmatic planning to enhance the educational experience of first-year students. Soon all first-year student residents will participate in a Freshman or College House program. While the Houses are an ideal setting for consideration of the Seminar's recommendations, particularly in light of major renovations in the Quadrangle, it is important that predominantly upperclass and graduate student areas be further attended to in the near future. Groups such as transfer students and off-campus residents require special attention. Students who have discovered an enriched and intellectually stimulating experience in Freshman and College Houses will expect to continue and nurture that experience in other residences or to have their needs met in an alternative program. [Note: References to the College Houses include Living/Learning Programs, unless otherwise noted.]

#11: Residential models should fulfill the needs of a diverse student body. Penn must augment and stabilize the House system to increase enthusiasm and support in both faculty and students for the advantages of this experience, to encourage a steady flow of new persons and ideas through the system, and to make such programs available to every student who wants to participate. It must also be recognized that not all students will elect to live in a structured House community; alternative program options of high quality should be available.

#12: In addressing the needs of upperclass students, the Seminar supports the spirit of the residence proposals in "The SCUE White Paper on Undergraduate Education." In particular, the Seminar recommends that Residential Living further investigate the SCUE "Community Option," including ways in which faculty can be involved in this program. The potential for faculty-student interaction in off-campus and graduate housing options should be examined further also.

Leadership

#13: It is essential to have at least one faculty resident living in each House. This process should be completed in the Freshman Houses and be considered for the Living/Learning Programs and other residences. A low ratio of faculty to students must be established so that students can benefit from faculty contact.

#14: Each Freshman House should be staffed by a full-time administrative director, the Assistant Dean for Residence, who shares responsibility for engaging faculty participation.

Coordination

#15: The overall coordination of residential programs must involve faculty and administrators, who are in close contact with specific concerns of students, on an ongoing basis. Basic organizational tenets of a Council of Senior Faculty Residents for Freshman Houses have been outlined by the President, Provost, and Vice-Provost for University Life in the statement "On Enhancing the Freshman Residential Experience" (*Almanac*, 4/15/86), following the final report of The President's Seminar on the Freshman Year. The Assistant Deans for Residence should work with the Council.

#16: The Council of Senior Faculty Residents should be charged with setting broad educational policy for the Houses. The Council should provide a ready and responsive group for advising, evaluating, and carrying out educational initiatives in the residences. The Council should play a role

continued past insert

ALMANAC September 23, 1986

equivalent to that of the Council of College House Masters. The two groups should collaborate on common agendas, and should be convened from time to time to advise the community on matters of educational policy in residences. The Councils should recognize both the unique character of individual residences and the need to create a sense of unity and teamwork among programs.

#17: Faculty Residents and Assistant Deans for Residence should be provided with and utilize support staff to allow a significant amount of time for their primary roles.

Expectations

Standards for the recruitment, qualifications, expectations, and evaluation of Faculty Residents and Assistant Deans for Residence should be established. There are advantages in placing tenured faculty in the residences, particularly in the senior residential positions; however, this is not recommended as a requirement. Incentives and rewards for Faculty Residents, particularly geared to protect those in untenured positions, must be established. Women and minority candidates, small in number and concentrated at untenured levels currently, should participate with an appropriate incentive/support structure in place.

#18: The following expectations should be major considerations in selecting and retaining Faculty Residents:

a. Faculty should have time available and experience in and commitment to working closely with undergraduates. The diversity of potential candidates, should be a major selection consideration.

b. Faculty should be an integral part of the informal life (e.g., extracurricular activities, social programs, etc.) of their community. Faculty should play a role in setting community standards of behavior, provide an adult presence, serve as role models, and help students in their personal development.

c. Faculty should bring the formal curriculum to their communities. Faculty should have a good record of teaching and advising, have wide contacts among the faculty, and have time to spend on developing faculty affiliations with the community.

d. Faculty should be ongoing members of the staff team in the community in which they live and should help plan programs.

#19: Considering the major responsibility of coordinating faculty-in-residence programs, the following expectations should be major considerations in selecting and retaining Assistant Deans for Residence:

a. Assistant Deans for Residence should possess interest and skill in working with undergraduates and academic credentials and/or experience appropriate for developing faculty programs and for appointment as an academic advisor.

b. Assistant Deans for Residence should ensure that significant contact occurs between faculty and student staff, upperclass residents, and first-year residents in their Houses. This should include faculty involvement in staff selection and orientation and opportunities for leadership development through the significant participation of students, particularly upperclass residents, in the operation and governance of the community.

Programs

#20: The Seminar encourages educational and developmental program themes in all residences. A profile of residents' distinct and common interests should be identified; queries utilizing student data bases can provide useful information for advising and programs.

#21: In developing new program plans for faculty-student interaction in the residences, it is crucial to involve faculty, staff, and students in collegial planning as well as implementation. It is recommended that faculty, staff, and student leaders in each community solicit systematically student suggestions and evaluations of programs.

#22: A comprehensive program of curricular affiliation with residences should involve the chairs of key academic departments in the planning process and their Deans in order to ensure full support. Courses which might be particularly appropriate for residences are [freshman] seminars and discussion sections of introductory or intermediate-level courses. Residence-based courses should provide an effective basis for informal faculty-student programming (dinners, movies, discussions, field trips, etc.). The Pappas Program can serve as a model for developing these kinds of events and for fostering curricular innovations.

#23: Faculty residents and residential staff should emphasize activities which involve ongoing affiliation of faculty members with the community, in addition to efforts which bring in faculty guests for special occasions. A diverse group of non-resident faculty affiliates should be selected in accordance with the curricular and extracurricular interests of student residents. Residential staff should establish a working relationship, including commu-

nication mechanisms, with affiliated faculty as part of their duties. A Profile of Faculty Affiliates should be published and distributed to residents.

#24: As recommended by "The Report of the Goal Team on the Freshman Year" (*Almanac* May 1, 1984), the faculty and staff of each residence should work with an assigned team of representatives from appropriate offices (e.g., Career Planning, Counseling, Student Health, URIS, Tutoring, and Writing Programs) in order to promote more effective delivery of support services to students and to raise student perceptions of these services. The team should also provide staff orientation and workshops on appropriate issues.

#25: Residential programs should provide easy access to dining for faculty residents, affiliates, and staff. Student residents should purchase a minimum number of meals for the purpose of participating in a dining program developed by each House.

#26: Existing dining facilities and their use should be reviewed as part of the planning process for affiliating faculty with the residences, with the ultimate goal of identifying dining facilities which can be reserved for use by each House and which might include spaces for small, special events.

University Life Programs

In addition to residential programs, the Division of University Life includes a variety of offices that utilize faculty.

#27: All Division of University Life services, under the direction of the Vice-Provost for University Life, should continue to incorporate faculty-student contact into their programs. Activities that encourage faculty-student interaction should be well advertised; all publications should regularly include descriptions of faculty-student endeavors. A formal mechanism to process faculty inquiries concerning participation should be developed. Directors should be encouraged to establish faculty-student advisory boards for advice on departmental issues.

To discover what sorts of valuable faculty-student interaction now take place, the Seminar surveyed the Division of University Life. The following selection of programs sponsored by the Division is offered with the hope that the inspirations of one group may spread to others whenever appropriate. Recommendation #27 is applicable to each of the following services; areas in which the Seminar wishes to note special opportunities for faculty-student interaction are noted as specific recommendations.

Career Planning and Placement Service

Faculty are invited to corporate and graduate/professional school visits so that they may be able to share their perceptions and be better informed of the work done in Career Planning and of the possibilities available to students. Additionally, a significant opportunity for faculty-student interaction takes place through the Pre-Medical Advisory Board. The group includes approximately fifteen faculty members, each of whom agrees to give interviews to about ten prospective medical students, learning something about them and giving them the experience of being interviewed by a stranger. When all the interviews are completed, each faculty member reports to the director of the Pre-Medical Advisory Board, sharing information gleaned and a general impression of each candidate. Board members may also help students see their application essays in perspective and make suggestions for change. In many schools faculty are paid for this sort of work; Penn faculty involved in these interviews are volunteers.

#28: Further efforts should be made to blend career information and planning with academic advising programs, and to engage faculty in this effort. Career advisement and academic advisement should not be considered as separate entities but as integral parts of students' planning processes.

Clubs

A number of student clubs have faculty advisors; others would like to have them. As one example, "Dialogue on Thought" (DOT) weekends have included faculty. These programs provide a chance for students to spend time with faculty members (and their families). The DOT weekends have been essentially social, but they often lead to academic contact. Of the almost one hundred student-organization responses to the Seminar's survey of Student Activities Council (SAC) organizations, thirty percent requested faculty involvement.

#29: A list of clubs that wish advisors should be published annually so that interested faculty might volunteer their services. The Office of Student Life should work with the SAC Steering Committee to match student organizations with faculty advisors.

Counseling Service

Significant faculty-student interaction occurs through the August Pre-Freshman Program which is sponsored by the Counseling Service. In

addition, the Counseling Service has strengthened its relationship with the Graduate School of Education (GSE): some staff members teach in GSE and GSE faculty serving on the counseling staff work closely with student interns. Also, the Counseling Service intervenes when students are referred to the office by faculty.

#30: In order to minimize perceived barriers between students' academic and non-academic life at Penn, the University Counseling Service should be asked to develop literature and workshops concerning communication skills for students (e.g., "how to approach and work with faculty"), and for faculty to be further sensitized to the anxieties of students. Stress management should be a focus of this material. The literature should be considered for incorporation with University publications such as "The Academic Penn."

Fraternity/Sorority Affairs

This office plans to encourage and assist chapters as they seek out faculty members and develop their faculty advisor and associate programs. The development of an award to honor faculty involvement with the Greek system is under consideration. [Other information is contained in the "Final Report on Fraternities and Sororities" (1984-85 Senate Committee on Students and Educational Policy).]

Gay/Lesbian Programs

Faculty are to be included in Gay and Lesbian Community Retreats, Gay/Lesbian Awareness Week, and other activities. A student representative noted that, while some faculty and administrators are involved, the nature of society in general can make it particularly difficult for faculty to be recognized as role models in these programs.

Intercultural Center

The Greenfield Intercultural Center has sponsored a monthly faculty speaker series for undergraduate and graduate students. Plans for Spring 1986 topics included: Black Leadership, Contributions of Blacks to the Foundation of American Music, The U.S. Latino-Latin American Connection, and Asian Women in Academics. An increased number of multicultural representatives in faculty positions would aid the center's efforts.

International Programs

Faculty are directly involved in various ways with students participating in Penn's academic programs abroad. For all the semester and academic year programs, faculty members advise, screen, and select applicants for participation. After the selection process faculty continue to act as advisors concerning culture, society, and universities in the host country. The Faculty Director of Penn's King's College program for English majors accompanies the students abroad. In London the Director plans an orientation program, field trips, theater outings, museum visits, and social occasions. He or she serves as academic and personal advisor to student participants. Penn's summer session programs abroad also provide excellent opportunities for faculty-student interaction. Each of these summer courses is directed by a Penn faculty member, who advises interested applicants and may actually accompany the group abroad as a teacher and advisor.

In cooperation with the President's Office the Office of International Programs organizes faculty committees for Rhodes/Marshall, Fulbright, Luce, German Academic Exchange Service, Thouron, and other graduate awards abroad, as well as for English teaching posts at Shanghai Jiao Tong University. Committee members actively recruit candidates for these opportunities, advise them on the application process, and assist with orientation. In some cases the faculty act as screening committees for institutional nominations.

The Office of International Programs has expanded circulation of two regular publications to include interested visiting faculty from abroad: *The International Dimension* (monthly) and *Foreign Student News* (twice each semester).

Military Science

Faculty and administrators are invited to Military Science functions. Students/cadets are encouraged to speak with faculty about ROTC.

Off-Campus Living

The office plans to encourage faculty in off-campus residential areas to occasionally host get-togethers for students who live nearby.

Student Health Service

A Student Health Advisory Board has been formed. Faculty and staff have sponsored a Spring Health Fair. Student Health has prepared a photo gallery of their personnel to allow for easier identification by students.

Student Life

The Office of Student Life sponsors several programs that increase

faculty-student interaction. The Seminar calls particular attention to and encourages the continuance and enhancement of:

1. *Becoming Members of a Diverse Community Discussions.* Faculty serve as facilitators for discussions focussing on community and diversity. The discussions occur early in the Fall semester, and focus on first-year students in their residential communities.

2. *Fireside Chat Series.* The program features faculty speakers in Houston Hall during lunch hours. Future plans include an emphasis on faculty who teach first-year students.

3. *Freshman Directory.* This directory pictures most members of the first-year class. Faculty have expressed interest in obtaining copies for identification purposes. Future directories might include groupings by Freshman and College Houses.

4. *Freshman-Faculty Dinner Program.* In conjunction with the Vice-Provost for University Life, Dining Service, and the Freshman Seminar and General Honors programs, these dinners provide the opportunity for faculty and students to interact in an informal, relaxed setting.

5. *Leadership Training Weekends.* The program provides a weekend retreat and learning experience for selected campus leaders. Faculty may participate in the program.

6. *New Student Week.* In conjunction with departments/offices affecting first-year students, a primary objective of New Student Week is the introduction of the intellectual life of Penn's academic community through lectures (e.g., "Discovery and Meaning" Lecture Series) and discussions with faculty. Faculty should be recruited as members of the New Student Week Advisory Board and as program participants.

7. *President's Fund.* In conjunction with the Office of the President, the Fund allows faculty to entertain groups of students at home or in local restaurants.

Tutoring Center

The Tutoring Center plans to encourage increased faculty interaction with tutors. This should enhance tutors' knowledge of faculty expectations for students enrolled in specific courses. The Tutoring Center has developed closer ties with the Afro-American Studies Program and Black Faculty.

Volunteers/Penn Extension

Penn Extension plans to establish an advisory board, which would include faculty and student leaders, to discuss and plan volunteer opportunities in the community. Penn Extension has assisted Education faculty in recruiting students for the course "Fieldwork in Adult Literacy" and in investigating the feasibility of establishing academic credit for volunteer opportunities which relate to academic programs.

Women's Center

The Center's stated goals include both working to encourage that more women faculty are employed at Penn, specifically because of their value as role models for young women, and providing activities through which women students can meet role models. Faculty and students are included on the Penn Women's Center Advisory Board. The Center's staff work with faculty and students in the planning and implementation of programs, and in discussing University policies and procedures affecting women on campus.

Work Study

Working one-to-one with a faculty member on the faculty member's research project is an opportunity for a student to engage in a particularly stimulating form of faculty-student interaction. To give some notion of the areas of research open to students for such study, a "Work-Study Job Book" is published. The Seminar recommends increased attention to the process of work-study as a means of increasing interaction. The Work Study Program should include career and skill development activities supervised by faculty. Too many opportunities are missed at the moment and few faculty or work supervisors are trained to see the experience as related to personal growth and educational/career development. Additionally, students not eligible for paying jobs with professors as part of the work study program would benefit from some type of scholarship assistance program which provides a stipend for academic research activities.

#31: Increased attention should be given to the process of work study as a means of increasing faculty-student interaction. An undergraduate scholarship assistance program should be considered for non/work-study students. Student jobs should be emphasized as ways for students to develop connections which further their intellectual growth, career preparation, and the like.

Religious Organizations

Faculty are involved informally in activities sponsored by these groups, joining students in areas of common interest. Sometimes students participate with faculty in the governance of these groups (e.g., students serve on the Christian Association Board of Directors).

Advising

Academic advising should be designed to facilitate the educational mission of the University and to assist students in achieving personally relevant academic objectives. At a University the size of Penn, adequate and readily available guidance in academic and personal matters is imperative. Advising embodies the essence of ideal faculty-student relationships, enabling students to establish both professional and personal contact with their teachers and other administrators who represent authoritative aspects of the University community. Establishing a capacity for *personal outreach* within the administrative and academic machinery of Penn's advising system is a crucial step towards overcoming separation between faculty, staff, and student concerns.

#32: In conjunction with faculty, staff, and students, Penn should establish a comprehensive statement concerning the philosophy and structure for academic advising, particularly the role of faculty, possibly as part of a regularly published and updated "Academic Penn" manual. University-wide emphasis on such a statement is most important in presenting realistic advising assumptions and expectations for faculty and students.

Advisors

#33: The ratio of advisors to students in each location should be examined and kept as low as possible.

#34: Faculty must be perceived as an integral part of the advising process. More faculty should be moved into advising roles in which they are well informed.

(a) The Seminar favors the idea that faculty acting as advisors should advise about their own departments unless they are oriented to advise students in other areas. The Seminar places less emphasis on the idea that advisors must know individual department characteristics better, especially those outside their own department/school.

(b) A small, select group of faculty should rotate on a regular basis in advising offices (as in the College Advising Office), residential locations, and in other forums where academic issues are examined (e.g., academically-oriented clubs, etc.).

#35: The Assistant Dean for Residence advising role should be strengthened and include involvement with the coordination of live-in and affiliate residential faculty advising functions. Liaisons with full-time academic advisors in all schools and departments should be established. The Assistant Dean for Residence, in conjunction with advising offices and faculty residents, should evaluate what role Resident Advisors/Graduate Fellows might play in facilitating appropriate academic advising.

#36: The new College "Faculty-Student Advising Pilot Program" to begin in selected Freshman Houses during Fall 1986 should be strongly supported. This program addresses the need to establish regular individual contact between faculty and students at the first-year level. It would be desirable to expand this program (and include off-campus first-year students); however, expansion should not occur until the pilot program has been thoroughly examined. It is particularly important that students are linked with an appropriate faculty member; this matching process (either random assignment or particular assignment based on area of interests) should be studied to ensure that both faculty and students benefit from the established contact.

Orientation

#37: An *orientation package/program* for all academic advisors should be developed. This must include a system for *updates* (e.g., new material every year) and *follow-up* orientation sessions. Advising handbooks, including new student material and academic support service literature, should be more widely circulated to faculty (including instructors of predominantly new student courses and undergraduate chairs). Faculty should utilize a consistent notes system; standards for notes should be established.

Advising Offices

#38: Recognized centers for advising in all schools and residences should be established. The number of centers should be large enough to accommodate the number of students, yet small enough to control the overall system effectively. Preceding this, the student response to current advising facilities must be evaluated. This is an important issue in identifying appropriate roles and procedures for faculty advisors. Standards for advising offices should be adopted, including:

(a) To provide access to records and a better means of interactive record keeping, computer advising systems should be utilized in all offices. The system should be linked through a campus network, and include terminals in residences.

(b) Every advising location should offer a secure, private room with a university extension and suitable furnishings, standard office materials,

specialized advising literature and materials, a regular schedule for appointments, and staff support as necessary. Each location should be linked to central advising office staff liaisons.

(c) All advising centers should provide lists of department major advisors and requirements; individual advisor specialties/liaisons should be indicated to direct students to the advisor most knowledgeable in their area of interest. These lists should be circulated to all students. The availability of class syllabi and model exams in advising locations should be encouraged.

Procedures

#39: Using the College as a model, all procedures should be examined, an advising schedule should be prepared, and faculty roles should be determined. Areas that might include faculty are indicated below:

(a) *Entrance Interviews and Educational Inventory Surveys.* During the summer or New Student Week for all new students on a school or residential basis.

(b) *Faculty-Freshman Advising Program* [see #36].

(c) *(Pre-)Registration /Course—Planning.* The Seminar recognizes efforts of the SAS Dean's Advisory Board and the College Office to sponsor registration programs and major advising weeks that provide opportunities for students to converse with department chairs.

(d) *Declaring and certifying a major.* This includes the application process and follow-up. The latter addresses questions such as how are specific advisors assigned, how often should they be contacted, how often are they contacted, etc.

(e) *Special Programs.* Study abroad, dual degree, submatriculation, interdisciplinary major, honors, etc.

(f) *Petitions/Exceptions.*

(g) *Exit Interviews.*

#40: Penn's current advising structures provide individual advising appointments. The prospect of group advising is an option to be considered further. This might be particularly suited to certain common processes all students complete at a particular level and at a particular time (e.g., "How to Choose a Major" program). Various configurations of faculty and students have proved to be successful at other institutions.

Communications

#41: All advising communications should be reviewed and should highlight opportunities for faculty-student interaction

(a) The accuracy and suitability of Academic Bulletins, "The Practical Penn," "The Academic Penn," etc., should be examined. There should be some attention given to issues of stress and making decisions.

(b) A better way to indicate major requirements is necessary; current bulletins do not provide enough specific information in one place for students to make comparisons and decisions. Numerous department/program handouts, which currently provide most of this information, should be assembled in one annual brochure.

(c) The "Faculty Research Interests" book from the Vice-Provost for Research should be more widely circulated. Enhanced faculty profiles (selected portions of CVs and some indication of personal interests) would help students choose those classes and professors which best suit their needs.

(d) The role of "The Course Guide" in students' decision making process should be reviewed.

(e) Faculty and advising staff specialties in various areas, as well as department chairs, must be indicated clearly to students in publications.

(f) It is recommended that the University republish, or incorporate into an existing publication, an updated "Guide to Student Services" or "Who's Who..." which includes information about academic support services for students.

(g) Students have expressed a particular interest in obtaining annual reports on graduate/profession school and job opportunities for Penn undergraduates based on school/major(s), including discussion of the connection between a liberal arts background and graduate study or work experience.

(h) University information systematically distributed to students does not have a complete/accurate listing of faculty and staff extension numbers and office locations. This problem complicates faculty-student communication. All Penn students should receive a faculty-staff telephone book; this might be incorporated into "The Student Directory."

(i) Video and lecture presentations on advising-related processes should be prepared with faculty involvement.

Networks

#42: The Seminar endorses the spirit of the "Penn Advising Network" as outlined in the 1985 "SCUE White Paper on Undergraduate Education." Recognizing the complexity of professional career advising, counseling, and other academic support services, the Seminar recommends that networks ("teams") of representatives from the Division of University Life—in particular, Career Planning and Placement, Counseling, Tutoring,

PENNCAP, Writing Across the University, and URIS - be part of the faculty advising system. Teams should meet for orientation sessions. [Note: A similar system has been proposed for residential programs; there may be some way to integrate both ideas.]

The Student Role

#43: The roles of various student groups should be examined and enhanced. In particular, ways in which faculty can participate with such groups should be investigated. These groups include: Students Helping Students, Transfer Advisors, the Undergraduate Course Guide, and upper-class residents of Freshman Houses. The Student Committee on Undergraduate Education (SCUE) is particularly recognized for numerous contributions, including the "Take a Professor to Lunch" program, the 1985 "SCUE White Paper on Undergraduate Education," the "Perspectives" publication and week-long program, and the "UniversiTeas" series.

Facilities

#44: The University must coordinate short- and long-range facilities planning with those areas of the University mentioned in this report whose programs would be affected by such plans, perhaps involving administrators or committees responsible for programming in the planning process. The Seminar recognizes significant work of the University Council Facilities Committee and encourages use of this committee in conjunction with University offices responsible for coordination of the stated recommendations.

#45: In choosing the firms to which renovation projects are assigned or commercial space is rented, the Senior Vice President should consider their potential contribution to the University's purpose and character, specifically encouraging those which can foster faculty-student interaction. When renting space, priority should be given to enterprises such as bookstores, restaurants, and music/crafts stores of high quality.

#46: In planning and establishing usage patterns for all facilities, the Seminar strongly encourages evaluation of both common and distinct needs of faculty, staff, and graduate and undergraduate students. Whenever possible, hours of operation should reflect the needs of each group, with flexible provisions for facilities use outside traditional business hours (9 a.m.-5 p.m.), on weekends, and throughout the summer and vacation periods.

Educational interaction cannot occur unless a university supplies places which will generate and nourish necessary contact. Since educational interaction is not of just one kind, and since the needs and habits of students and faculty are various, different sorts of *common space*, and opportunities for the enhancement of *academic, residential, dining, athletic, and performing arts facilities* should be provided.

Common Space

A variety of common space areas serves to enhance the quality and quantity of faculty-student interaction. Common spaces at Penn provide meeting areas for all members of the University community, including those who live on campus, live near campus, or commute. They are a mechanism for integrating non-residential students more fully into campus life. Common space can serve similar functions for faculty members, and their families, who may live at a considerable distance from campus.

#47: The University should publish and make readily available a Public Space Inventory — a guide to facilities, which lists lounges, dining rooms, meeting rooms, houses, and the like, available for social events, colloquia, and other gatherings that might be useful to faculty and students who plan events. This publication should list fees for use, if any, restrictions for use, if any, and offices handling the scheduling of these facilities. [The Department of Facilities Planning Space Management System contains some of this information.]

Many common spaces can be combined, and some are or could be included in academic, residential, dining, athletic, and performing arts facilities. Ideally, common space areas include both indoor and outdoor facilities of the following kinds:

Indoor Facilities

#48: The University should undertake formal study of the creation of a Student Union, including architectural drawings, funding sources, and the like, with the end being a commitment to the carrying out of such a plan. A Student Union can accommodate many separate indoor facilities recommended by the Seminar. Consideration of "The Undergraduate Assembly Report on a New Student Union" (March 1986) is strongly recommended.

#49: The University should give serious consideration to the use and condition of space in Houston Hall, Penn's current (and the nation's first) "student union."

#50: The University should continue to expand and improve the facilities of the Book Store as a center for interaction furnished with facilities appropriate to its principal roles. The Seminar notes the inclusion of the Book Store in "The Undergraduate Assembly Report on a New Student Union"

(March 1986), and encourages use of the University Council Book Store Committee in evaluating this issue.

Outdoor Facilities

#51: Facilities for outdoor performances, dining, recreation, and art displays are strongly recommended. The University should study the possibility of enclosing existing outdoor spaces as centers for campus interaction to be used whenever the seasons permit. The University should examine holdings of current properties to see whether any would be suitable for such gathering places.

Academic, Residential, and Other Facilities

Academic Facilities

#52: All members of the faculty should be provided with comfortable and adequately appointed individual offices.

#53: The University, in conjunction with the Deans, should conduct a study of all classroom buildings to examine where space might be renovated and/or altered to create more faculty-student lounges. Lounges, including small eating areas, should promote informal mingling in the places where faculty and students most frequently meet. This study should assess the adequacy of all department/program space in promoting the integration, interaction, and collegial life of academic units, and ensure that budgetary funds be allocated to correct such inadequacies as are found to exist. (The Seminar imagines that convenience and general attractiveness, rather than elaborate changes, should be a first priority. It also realizes that formal investigation of such alterations would require funding for architectural and/or interior design studies.)

Residential Facilities

#54: The University should encourage, wherever feasible, the allocation of apartment spaces in residential programs to faculty residents and to short-term academic guests of the University.

#55: The University should continue efforts to renovate residential spaces and to include common lounges for interaction and programs. The Directors of Residential Living and Maintenance should ensure that specialized activity areas are included and maintained in residential complexes.

#56: The residences should maintain adequate support facilities to promote educational technology. Facility adjustments should accommodate courses determined to be suitable for residential affiliation. The Vice-Provost for Computing, and other related offices, should help develop and facilitate computer programs coordinated with the academic curriculum in residences.

#57: The Seminar recommends consideration for the feasibility of the SCUE "Community Option" from a facilities perspective (see "The SCUE White Paper on Undergraduate Education," March 1985).

Dining Facilities

#58: The University should review the relationship between the policies of Dining Service and the needs of the educational community.

#59: The University should examine further the issue of common-dining facilities for periodic use by residential communities.

Athletic Facilities

#60: Recognizing that faculty and students derive benefit from participation in intercollegiate, intramural, and recreational athletics, the Seminar recommends that the University continue to enhance both indoor and outdoor athletic facilities and to make such areas easily accessible to faculty and students.

Performing Arts Facilities

#61: In furthering opportunities for faculty-student interaction, the Seminar recognizes contributions of the Annenberg Center and the Institute of Contemporary Art in the provision of facilities and programs. Both have been a forum for campus life outside the classroom. The University is urged to maintain these and other facilities designed to promote the enjoyment of artistic expression by faculty and students. The Seminar endorses increased efforts to develop outdoor spaces used for appreciation of the arts.

Safety and Security

#62: The University should continually evaluate safety and security measures in place on the campus, particularly along major walkways. Heavily traveled routes, such as those between classroom buildings, libraries, offices, parking facilities, and residences, should be corridors of light. In addition, emergency telephones should be kept functional and a security force should be maintained at such size and quality that it can patrol the campus area and handle such incidents as may arise. Faculty and staff must be able to traverse the campus and reach 30th Street Station in the evenings with confidence. Shuttles and escort services should be strongly supported. The University Council Safety and Security Committee should ensure these provisions.

For Diabetes Research

The Diabetes Research Center of the University of Pennsylvania requests submission of applications for support to perform pilot and feasibility studies in diabetes related fields. Young investigators who wish to start a career in diabetes research or senior investigators who wish to take a new direction in their studies are encouraged to submit applications to the Diabetes Research Center, 414 Anatomy-Chemistry Building, by November 14, 1986.

An original and 13 copies of the standard NIH form for RO-1 grant applications should be used. If human subjects will be participating in the proposed research, it will be necessary to submit NIH Human Subject forms with the application; if animal research is being proposed, we will need an original and 18 copies of the Institutional Animal Care and Use Committee (IACUC) protocols.

Grants will be reviewed by the Diabetes Research Center Advisory Board and by extramural consultant experts. Maximum projected funding level is \$20,000 (equipment and travel fund requests are discouraged) and grants will be made for one year.

Investigators who are currently in the 01 year of support through this Pilot and Feasibility Program may reapply for an additional year of funding. Such continuation applications need to be carefully justified, however. The Center anticipates sufficient funds to award approximately five grants. Notification of an award will be made in March 1987.

Chickenpox Vaccine Study

A clinical study program is being conducted to evaluate an investigational chickenpox vaccine for the prevention of shingles, a disease that usually affects people over 40 and may cause severe rash, pain for months, and rarely, encephalitis. Employees of Penn, HUP, CHOP, and Wistar between 50 and 65 years old who have had chickenpox, are eligible to be screened for this study. For more information, call Rosemary at 662-6917 at HUP.

Correction: The Research Foundation, type A Grant category, due to a very recent change in funding restrictions, will fund requests for computer hardware and software in the event that alternative funds are not available from programs sponsored by the Office of the Vice Provost for Computing. (*Almanac*, September 9).

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 Karen C. Gaines
ASSISTANT EDITOR Marguerite F. Miller
EDITORIAL ASSISTANT Mary Corbett
STUDENT ASSISTANTS Catherine E. Clark, Mary A. Downes, Amy E. Gardner, Michelle Y. Holloway, Michael S. Markowitz, Leonard S. Perlman, Daniel B. Siegel
ALMANAC ADVISORY BOARD Chair, Lucienne Frappier-Mazur; F. Gerard Adams, Dan Ben-Amos, Linda Brodkey, Jean Crockett, Michele Richman, Roger D. Soloway, 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.

Dr. Alfred Bongiovanni, chairman and William H. Bennett Professor of the department of pediatrics at the School of Medicine and former physician-in-chief of CHOP from 1963 to 1972, died August 10 at the age of 64. Dr. Bongiovanni was the third physician-in-chief in the Hospital's history, and served also as director of the division of Endocrinology and Endocrine Research. He was intrigued by the problems of children and the role of glandular output in growth and development. This was reflected in his work with youngsters who needed medical support to reach normal maturity. He took his medical degree from Penn in 1943, served as chief medical officer for the Navy in WWII then returned to Philadelphia where he worked in experimental pathology at HUP. Dr. Bongiovanni taught in Iran, Nigeria, Puerto Rico and lectured in the Soviet Union. He is survived by his brother, Common Pleas Court Judge Joseph N. Bongiovanni. Contributions in his memory can be made to the Alfred M. Bongiovanni, M.D., Memorial Fund at Children's Hospital. Funds collected will be used for an academic endeavor, such as a fellowship, lecture or endowed chair in his name.

Dr. Anthony J. DiMarino Sr., an assistant professor of the outpatient department at Penn from 1956 to 1966, died May 30 at the age of 79. A specialist in internal medicine, he completed his formal post-graduate education at the Graduate School of Medicine at Penn. Surviving are his wife, Jeanne; one son, Dr. Anthony J. DiMarino Jr.; two daughters, Joanne Dorey and Tonia Teece; one brother, William; one sister, Eleanor Miraglia; and 15 grandchildren.

Dr. Mark J. Dresden, professor emeritus of oriental studies, died August 16 at the age of 75. Dr. Dresden, born in Amsterdam, came to the United States in 1949 and began teaching at Penn that year. He taught South Asia regional studies and oriental studies as well as Iranian languages and civilization. Dr. Dresden became a professor in 1961 and retired in 1977. A former Fulbright scholar and Guggenheim Fellow, Dr. Dresden was also a past president of the American Oriental Society. Dr. Dresden is survived by his wife, Jacqueline; two sons, Marc and Jacob; a daughter, Fenna D. Hanes; a brother, and seven grandchildren. A memorial service will be held October 22 at 4:30 p.m. in the Rare Book Room at Van Pelt Library.

Dr. William Dunbar, a pioneer in rehabilitation medicine, and professor emeritus of physical medicine and rehabilitation at Penn's School of Medicine, died June 24 at the age of 73. Nationally recognized for his work, he is credited with a number of firsts in the field, including the opening of the first rehabilitation center, the first cardiac evaluation center and the first comprehensive hospital rehabilitation unit in Philadelphia. He completed his undergraduate and medical studies at Penn, served his internship at the old Philadelphia General Hospital, and his residency in psychiatry (physical medicine and rehabilitation) at HUP. He is survived by his son, Michael, and a brother, Alan. Contributions in his name may be made to the Trustees of Penn for the advancement of training in psychiatry in the University's Department of Physical Medicine and Rehabilitation.

David Gildenhorn, a 19-year-old Wharton junior, died suddenly at the 15th Street subway

station September 5. He was a finance and real estate major and an Alpha Epsilon Pi fraternity brother, serving as AEPI's 1985-86 rush chairman. Surviving are his parents Mr. and Mrs. Herbert Gildenhorn of Rockville, Maryland.

Dr. William Rashkind, professor of pediatrics at Penn's School of Medicine and director of cardiology at CHOP died July 6 at the age of 64. He was a pioneer in the use of nonsurgical methods for repairing certain congenital heart defects using catheters, and he had earned an international reputation with the balloon catheter, which became known as the Rashkind catheter. Dr. Rashkind was active in research into congenital heart defects in children and lectured by invitation in almost every state and 35 foreign countries. Surviving are his wife, Rita Leisten Rashkind; daughters Lynn Allen and Jean, and a son, Charles. Contributions may be made in his to the Rashkind Memorial Fund at CHOP, a fund which will be used for an academic endeavor such as a lectureship, fellowship or endowed chair in his name.

Dr. H. Milton Rode, retired chairman of the prosthetics department at Penn's School of Dental Medicine, died August 14 at the age of 80. He was a 1933 graduate of Penn's School of Dental Medicine, and he retired in 1976 as chairman of the department of prosthetics at Penn. During his dental career, he was a member and officer of many dental societies, including serving as president of the Greater New York Academy of Prosthodontics, the Stomatological Society and the Philadelphia Club. Surviving are two daughters, Charlotte Cosans and J. Dustin Rode; a son, Mark Revere; three grandchildren and a sister.

Dr. Sidney D. Rodenberg, former dean of the School of Allied Medical Professions at Penn died August 1 at the age of 60 in Atlanta. He was dean of SAMP from July 1, 1953 to December 31, 1975. Before his death he had been dean of the College of Health Professions at Wichita State University.

Robert F. Ulle, a doctoral student in the history department, died May 21 at the age of 37. Mr. Ulle entered the doctoral program in 1971 and had completed all his course by spring 1975. He had been working on his dissertation before his death. As he pursued his degree, he was employed as an historian on numerous projects in the Philadelphia area focusing on Afro-American and Menonite history. He is survived by his wife, Debbie; daughter, Charlotte; parents, Mr. and Mrs. George Ulle; brother, Theodore; and two sisters, Debby Yoshida and Marilyn Schmale.

Brenda Lee Williams, a junior accountant at the Museum, died September 5 at the age of 25. She came to the University on June 13, 1983 as a secretary and was promoted to junior accountant on August 25 of this year. Surviving are her husband Hercules and her one week old infant Shamara.

Theresa L. Zech, a sophomore in the Wharton School, died September 20 of natural causes in her sleep at the age of 19. She had been in ROTC her freshman year and was on women's crew. Ms. Zech is survived by her parents, Mr. and Mrs. Zech, and a sister and brother. A memorial service is being planned and will be announced.

Penn Children's Center

Day care services are available for children between the ages of 2 to 5 years at the Penn Children's Center located at 3905 Spruce Street rear. Hours are 7:30 a.m. to 5:45 p.m. daily, 50 weeks a year excluding University holidays, the week between Christmas and New Years and the last full week in August. Special arrangements are also available for short term emergency care for only \$15 a day. The center can aid offices in planning for day care needs for conferences and seminars. Contact Pam Johnson, director, Ext. 5268 for more information.

Memorial Service

The University and the Upward Bound Program will hold a Memorial Service honoring the late **Larry L. Manning**, program director for Upward Bound since 1982. The Service will be held Thursday, October 2 at the Christian Association, 3601 Locust Walk, at 4 p.m. Mr. Manning died July 9 at the age of 36. The favor of a reply by those attending is appreciated by calling Ext. 3185 by September 26.

Update

SEPTEMBER ON CAMPUS

EXHIBITS

26 Ruth C. Davis: Sculpture; works of the prize-winning sculptor on display at the University City Science Center; opening reception, 4-6 p.m. *Through October 31.*

FITNESS/LEARNING

Career Planning

29 Finding Information on Scholarships & Fellowships; 4:30-6:30 p.m., Ben Franklin Room, Houston Hall. Registration: Ext. 7530 (CPPS and SAS).

30 Advice from Faculty in the Sciences, part of "Building the Foundation of Your Academic Career" for new M.A. and Ph.D. students; noon, Ben Franklin Room, Houston Hall (CPPS and SAS).

School of Nursing

30 What's New in Diabetes? 9 a.m.-4 p.m., Nursing Education Building; \$75 fee includes materials and coffee break. Information: Rita Nemchik, Ext. 4522 (Center for Continuing Education).

ON STAGE

29 Almost a Lion, Russian playwright Rustam Ibrahimbekov will attend the American premiere reading of his new play; 7:30 p.m., Studio Theatre, Annenberg Center. Admission free, reservations required; call 222-5000 (Philadelphia Festival Theatre for New Plays).

TALKS

23 Disgust and Sympathetic Magic; Paul Rozin, professor of psychology; 4:30 p.m., Room B-6, Stiteler Hall (Department of Psychology).

24 Evaluating Indigenous Conceptions of 'Well Being'; Arjun Appadurai, associate professor of anthropology; 11 a.m.-12:30 p.m., Classroom 2, University Museum (South Asia Seminar).

25 The Second Economy in the Soviet Union: Some Empirical Findings; Vladimir Trembl, Duke University; 3:15 p.m., 309 McNeil Building (Department of Economics).

29 Synthesis of Decentralized Process Control Systems; Yaman Arkun, Georgia Institute of Technology; 3:30 p.m., Alumni Hall, Towne Building (Department of Chemical Engineering).

Einstein, Bohr, and the Philosophers; Robert Cohen, Boston University; 3:30 p.m., Alexander Vucinich Seminar Room, Smith Hall (Department of History and Sociology of Science).

30 Solid-Phase Recrystallization of Implanted Amorphous and Polycrystalline Silicon; J.W. Mayer, Cornell University; 4 p.m., LRSM Auditorium (Department of Materials Science Engineering).

Teaching a Massively Parallel Network Read Aloud; Terrence Sejnowski, Johns Hopkins University; 4:30 p.m., Room B-26, Stiteler Hall (Department of Psychology).

Department of Public Safety Crime Report Two Weeks Ending Sunday, September 21

The following report is a summary of all reported crimes on Campus, listing all reported crimes against the person(s), as well as the campus areas where the highest amount of crime has occurred.

Crimes Against the Person*—2, Burglary—3, Theft—64, Theft of Auto—1, Criminal Mischief—11, Trespass—1
 *9/18/86 10:39 AM Lot #21 Officer injured stopping suspicious male/hospital treatment required
 *9/18/86 9:37 PM Grad B Tower Male arrested after assaulting Police Officer and attempting theft of bike

Area/Highest Frequency of Crime

Date	Time	Location	Incident
34th to 36th: Spruce to Locust			
9-9-86	4:37 PM	Logan Hall	Secured bike taken from rack
9-10-86	1:14 PM	Logan Hall	Unattended wallet taken from unsecured room
9-11-86	8:49 AM	Williams Hall	Secured 10-speed bike/helmet taken from bike rack
9-11-86	3:25 PM	Houston Hall	Albums taken/arrest made
9-15-86	1:18 PM	Houston Hall	Unattended purse taken during party
9-18-86	4:59 PM	College Hall	Pocketbook taken from unsecured desk in unsecured room
9-18-86	8:08 PM	Furness Bldg.	Secured bike taken from rack/chain cut
9-9-86	9:36 AM	Furness Bldg.	Secured Fuji taken from bike rack
9-9-86	3:19 PM	Houston Hall	Glass broken in display case/jewelry taken/males fled
9-19-86	11:30 PM	Houston Hall	Wallet taken from unattended purse in arcade
34th to 36th: Locust to Walnut			
9-8-86	1:24 PM	Meyerson Hall	Unattended wallet taken from unsecured room
9-8-86	3:26 PM	Van Pelt Library	Unattended wallet taken/recovered without personal cards
9-10-86	2:56 PM	Van Pelt Library	Backpack taken/suspect confronted/returned same
9-10-86	3:41 PM	Van Pelt Library	Wallet taken from unattended backpack/suspect seen and fled
9-11-86	2:54 PM	Meyerson Hall	Money, transpass, checks taken from unattended wallet
9-12-86	11:51 PM	Meyerson Hall	Secured bicycle taken from rack
9-15-86	4:15 PM	Meyerson Hall	Secured bike taken from rack
9-17-86	2:09 PM	Van Pelt Library	Wallet taken from unattended jacket in unsecured room
9-19-86	11:10 AM	Meyerson Hall	Secured bike taken from lobby area
33rd to 34th: Spruce to Walnut			
9-9-86	7:22 PM	Moore School	Secured Panasonic taken from bike rack
9-9-86	10:26 AM	Towne Bldg.	Computer & peripherals taken from secured room
9-17-86	12:51 PM	Chemistry Bldg.	Wallet & check book taken from unsecured area
9-17-86	5:37 PM	Moore School	Unattended text books (7) taken from unsecured area
9-17-86	6:32 PM	Towne Bldg.	Unattended wallet taken from backpack
9-18-86	10:39 AM	Lot #21	Officer injured stopping suspicious male/hospital treatment required
9-18-86	5:47 PM	Bennett Hall	Unattended wallet taken from unsecured room
9-19-86	7:52 PM	Chemistry Bldg.	Bike taken from bike rack
34th to 36th: Walnut to Chestnut			
9-11-86	5:01 PM	Pepper Dorm	Secured bike taken from bike track
9-12-86	2:18 PM	Law School	Secured Schwinn bike taken from rack
9-16-86	9:07 AM	Law School	Wallet taken from unattended backpack
9-17-86	5:00 PM	Law School	Walkman radio with tape taken from unsecured area
9-18-86	11:42 AM	Franklin Bldg.	Checkbook taken from unattended knapsack in unsecured room
9-18-86	11:52 AM	Franklin Bldg.	Wallet taken from unattended purse
9-19-86	10:27 AM	Franklin Annex	Wallet taken from unlocked desk in open room
9-19-86	4:11 PM	Franklin Bldg.	Diskettes (160) taken from secured room
36th to 38th: Walnut to Chestnut			
9-8-86	8:04 PM	Lot #30	Vent window broken/stereo case taken
9-9-86	3:43 PM	Gimbel Gym	Wallet taken from open locker while unattended
9-15-86	9:02 PM	Gimbel Gym	Tire taken from bike secured to pole outside gym
9-16-86	6:57 PM	Nichols House	Secured bike taken from rail
9-16-86	7:22 PM	Nichols House	Bike taken from rail/secured
9-17-86	1:45 PM	Gimbel Gym	Locker forced/cash, bookbag, keys and checkbook taken

Safety Tip: Bicycle thefts are on the increase. Avoid using cheap locks to secure your bicycle. Also, reduce the opportunity for bike theft by calling Penn Police x511 or 8-7333 immediately when you observe questionable person(s) near campus bike storage racks.