

Almanac

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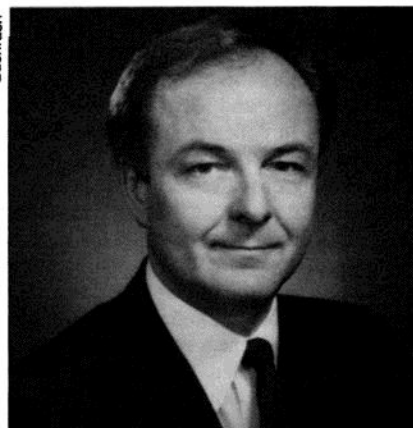
Two Deans: Edwin Andrews at Vet . . . Marvin Lazerson at GSE

Starting in July, both the Graduate School of Education and the School of Veterinary Medicine will have new deans.

Edwin Andrews: Succeeding Dean Robert Marshak at the School of Veterinary Medicine on July 7 will be an alumnus, Dr. Edwin J. Andrews, now vice president for research and development at Johnson & Johnson Cardiovascular. Dr. Andrews, who took his baccalaureate degree at Penn State in 1964, came to Penn for a D.V.M. in 1967, then added a Ph.D. in 1971 from the School of Arts and Sciences. From 1968-71 he was a research fellow at the Institute for Cancer Research at Fox Chase.

Appointed to the Milton S. Hershey Medical Center's graduate faculty of medicine in 1971, he joined the graduate faculty at Cornell in 1974 as associate professor of laboratory animal medicine and veterinary pathology and as director of the Laboratory Animal Diagnostic Resource.

In 1977 Dr. Andrews took the first of four management positions he has held with Johnson & Johnson: Section Manager of its Ethicon Inc., 1977-79; vice president for research and development and member of the management board of Vascor Inc., 1979-82; worldwide marketing director of Hancock Cardiovascular Products Group, Extracorporeal Inc., 1982-84; and then the present post in King of Prussia, where he is responsible for regulatory and clinical



Edwin Andrews



Marvin Lazerson

affairs and quality assurance as well as research and development.

While in academic posts Dr. Andrews served on admissions, curriculum and animal welfare committees; on National Academy of Sciences/NRC committees involving animal diseases and genetics; and, then and later, on American Heart Association for Accreditation of Laboratory Animal Care committees. Author of some 50 basic research papers, he has continued to publish and present at scientific conferences since moving to research and development with Johnson and Johnson units.

Dr. Andrews named it "a challenge, an opportunity and certainly an honor" to follow Deans Mark Allam, now emeritus, and Robert Marshak, who has headed the school the last 14 of his 30 years at Penn. President Sheldon

Hackney called Dr. Andrews an excellent choice for a school with a tradition of excellence in leadership—citing in Dr. Marshak's case the building of the new small animal hospital in Philadelphia, expansion of the large animal hospital at New Bolton Center where Dr. Marshak had established the National Cancer Institute-sponsored Bovine Leukemia Research Center in 1965 and where the C. Mahlon Kline Center is regarded as the most advanced equine treatment center in the world.

Marvin Lazerson: On July 1, Dr. Marvin Lazerson, who came from American history to make his career in graduate education, will succeed Dr. Dell H. Hymes as Dean of the Graduate School of Education.

Dr. Lazerson, who has been a visiting professor at Harvard's Graduate School of Education since 1984, is a 1963 graduate of Columbia who took his master's degree there in 1963 and moved to Harvard for the Ph.D. in American history in 1970. He became assistant professor at Harvard's Graduate School of Education in 1969, and in 1972 moved to the University of British Columbia. During his 14 years there he

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Next Steps on Harassment

Before starting discussion February 11 on the two documents on racial and sexual harassment that have been before Council since fall, President Sheldon Hackney told members that if they would vote "simply to receive" the documents after Wednesday's meeting, he would:

- Form, with advice, a new document to meld recent points of view or choose between opposing ones, and publish it in *Almanac* "For Comment;" and
- Shape a final policy in the light of comment, with a view to publishing "Of Record" before the end of the spring term.

After taking up all remaining sections, Council voted to receive both items, with the incorporation of an addendum by the Racial Harassment Committee which substitutes Ombudsman Wesley Smith's proposal on record-keeping and calls for joint rather than separate review processes. Those who wish to comment will find the original texts on race and sex in the *Almanac Supplement* October 14, 1986, and additions in *Almanac* January 20, 1987, pp. 3-5.

Escort Service to Subways

The Department of Public Safety Campus Safety Aides presently provides walking escorts during the evening from one campus location to another campus location. Effective Monday, February 16, 1987 this service has been expanded to include the campus subway stations located at 36th and Sansom and 37th and Spruce Streets. The walking escorts will be available 7 p.m. through midnight seven days a week during the school term.

The Campus Safety Aides have been instructed, when feasible, to wait with the escorted person until arrival of transportation. Persons requesting the service may call Public Safety by using an emergency phone or by dialing Ext. 7297. The Department of Public Safety encourages the use of this service.

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has returned frequently to Harvard as visiting professor, and also held such posts at Stanford and the University of Washington.

Aside from some 50 articles, many of them on youth, education and vocation, he has written or co-authored five books including *American Education in the Twentieth Century: A Documentary History* (1987); *An Education of Value* (1985) and *American Education and Vocationalism: A Documentary History, 1870-1970* (1974). He has also been a consultant to the American Association for the Advancement of Science, member of the N.I.E. Law and Government Studies Group, and member of the editorial board of the *History of Education Quarterly*. He has been a Samuel Stouffer Research Fellow at the Harvard-MIT Joint Center for Urban Studies, a Harvard Graduate Prize Fellow and a Columbia Faculty Scholar.

Dean Hymes to Virginia: President Sheldon Hackney said the University is fortunate to have a scholar and leader of Dr. Lazerson's caliber to succeed Dell Hymes, who will be joining the University of Virginia Center for Advanced Studies with faculty appointments in anthropology and English. Dr. Hymes is a renowned, wide-ranging scholar whose interests include the American Indians, the relationships of language to culture and society, and other linkages between his original discipline, anthropology, and the fields of folklore, sociology, linguistics and education where he also has held professorial appointments in his 22 years at Penn.

As dean since 1975, he has expanded and strengthened G.S.E.'s curriculum with innovative programs in educational administration, educational psychology, language education and literacy. Dr. Hackney said, and the School has worked closely with community groups and local schools to improve education.

On Ombudsman's Plans

Professor Wesley D. Smith, Ombudsman since the beginning of July, will leave that post and return to full-time scholarly pursuits at the end of this year. At the time he agreed to serve as Ombudsman, Dr. Smith not only interrupted his research but agreed to postpone a sabbatical leave to which he was entitled.

As Ombudsman he has helped numerous individual members of the University community, and provided thoughtful counsel on important issues of University policy, particularly those involving matters of sexual harassment and racial harassment policy. The University as a whole has benefited enormously from his service, and will continue to do so through the remainder of this academic year. We appreciate his personal sacrifice, his commitment to Penn and his community spirit and wish him well as he resumes his scholarly work.

In order to insure the smoothest possible transition for Dr. Smith and his successor, efforts to find a new Ombudsman will be undertaken without delay. While I shall, during the process, consult with a number of people I should be happy to have a note from anyone with suggestions. Please keep in mind that only members of the standing faculty may be considered as candidates.

—Sheldon Hackney, President

SENATE From the Chair

I've Changed My Mind on Faculty Governance: Effective Committees at Work

In my *Almanac* column of February 3, I indicated that I favored elimination of the scheduled periodic meetings of the Faculty Senate with transfer of power of definitive action to the Senate Executive Committee (SEC) because of the difficulty in obtaining a quorum at the Senate meetings. This seemed like a logical solution to our problem of having difficulty in amending rules and getting decisions made in a timely fashion. On February 6, I participated in a meeting of the Senate Committee on Administration and was convinced, through cogent arguments, to change my position. Later, it was pointed out to me by one of the committee members that I had made a switch in thinking and that this was the essence of effective committee work. I agreed and was thus stimulated to share this evolution in thinking with you as a clear example of how committees can function effectively and why this system works for your benefit and for that of the University.

The process of collegial debate that occurs in committees also may occur at Senate meetings, informing the participating faculty and providing new insights into issues of concern to us all. The general meeting provides the privilege for everyone interested in a specific issue to attend and be heard. There is no other institution-wide forum for this type of expression at the University. What is needed is to shift the responsibility for legislative action to the Senate Executive Committee (SEC), acting as representatives of the Senate, with the periodic Senate meetings available as an opportunity for the faculty to comment on and, if necessary, rescind any SEC actions of which they disapprove. The present quorum of 100 should still be necessary to make this disapproval official. Of course, the opportunity to convene a special meeting of the Senate should also remain available.

I hope that future Senate meetings will contain succinct reports from the President, Provost and Senate Chair with adequate time for the faculty to question each. The remainder of the meetings should then be devoted to discussion of specific questions, to be briefly introduced by the Chair, which can then be discussed intensively by the faculty. It has been suggested that the call to the meeting should consist of a listing of the motions for discussion followed by a brief outline of the pro and con positions. I will try to structure the spring meeting of the Senate in this fashion and look forward to your views and reviews.

We have been working to have committee reports published directly in *Almanac* with one or more brief resolutions based on these reports presented at the Senate meeting following publication of the report.

In continuing to explore optimum methods for participation in faculty governance, I feel strongly that our ideas will have more influence if we can report on the number of faculty who have opinions on a given issue. It has been proposed to have referenda more available to the Chair of SEC so that faculty opinion can be solicited. Many of the topics we are discussing this year can benefit from your input but the present Senate rules do not allow this type of action. One of our major efforts will be to permit this to occur in a wise fashion.

As the time approaches when you will be selecting your constituency representatives and volunteering for committee work for both the Senate and Council, I want to take this opportunity to extol the committee system and applaud the actions taken for the collective good that are most often the result of committee deliberations. I believe that collective deliberations most often result in decisions that are better phrased and contain more balanced wisdom than that promulgated by any single person. The committee system is a great strength in our University and we are in great need of your participation to make it work. Give us a small portion of your time and give us the benefit of your insights. With regard to SEC, make sure that your representative participates regularly and reports to you in timely fashion, otherwise you are partially to completely disenfranchised.

The most efficient administrators function in a minimally collegial environment. The best corporations have a pyramidal hierarchy. As I have repeatedly said during the past year: the larger the organization, the more alienated the members. This is simply because of the increasing distance of each of us from the level at which the decisions are made. As has been widely publicized, Japanese corporations have increased productivity by involving workers in the decision-making process. We can learn from this example.

During the past year, I have become more aware of a continuing and increasing tendency at the University to make decisions without sufficient consultation. There is no doubt that the consultation process decreases efficiency, but there is also no doubt that this process increases morale and commitment. Also, it would give the University the benefit of many valuable, novel, and alternative ideas concerning how to deal with the many problems which the University must face in the coming years.

In future columns I will outline recent activities of SEC and other Senate Committees and will ask for your comments. I will also share with you my views on how the University operates and how this process might be constructively modified for greater participation by the faculty at large.

Roger D. Soloway

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Restructuring the Faculty Senate

The Senate Committee on Administration heard from six faculty members at its hearings in January, and its chair received the views of two more who wished to attend them, but could not. Subsequent solicitations of opinions have elicited two more. Of this total of ten faculty, six were in favor of the complete abolition of regular plenary meetings of the Senate, four were not. While all regretted the poor attendance at these meetings, those who opposed the elimination of the requirement that they be held felt that they have value as a forum where any faculty member can express his or her views, learn those of others, hear reports from the President and the Provost, demonstrate an interest in participating in the affairs of the Senate, and where the faculty as a whole can discuss important issues without the politicized atmosphere of a single-issue special meeting.

In its discussion of this question a majority of the committee was persuaded that the problem addressed by the restructuring proposal was not the meetings themselves, but the paralysis of Senate business attendant on the routine failure to achieve a quorum. It was argued that this could be addressed by changing the Senate Rules to state that the Senate Executive Committee will act routinely on behalf of the Senate with the power to rescind such actions remaining with the Senate. (The current Senate Rules do allow the Senate Executive Committee to act in the name of the Senate but imply that they should do so only if absolutely necessary.) The committee voted to retain one regular plenary meeting per year in the spring. A minority of the committee felt that, especially as action will no longer need to be taken at them, the disadvantages of regular plenary meetings outweigh their advantages.

The committee noted that current Senate Rules require that actions taken by SEC in the name of the Senate be published in *Almanac*; permit the Senate Chair to call special plenary meetings; require that this be done if sufficient numbers of faculty petition it; and allow reconsideration of SEC actions in the name of the Senate on such petition, either by special plenary meeting or referendum. They felt that these provisions should be retained, as should the quorum of 100 for action at plenary meetings, but that the number of faculty required to petition a special plenary meeting or reconsideration of a SEC action should be raised to 50, so that it could not be done lightly. The committee also noted that in effect provisions for referenda already exist since SEC may resolve to conduct one and to be bound by its results but that this should be explicitly stated. The committee felt that changes to the Senate Rules should require the assent of the faculty referendum.

Under the proposed expanded role for the Senate Executive Committee it is desirable that faculty be more informed of its actions. The

committee felt that as complete and as descriptive as possible an agenda of SEC meetings should be published in advance in *Almanac*, so that faculty can inform their representatives of their views. They felt that the current practice that the Senate Chair, with the advice of SEC, may invite visitors to SEC meetings, who might in special circumstances include the whole standing faculty, should be codified. They further felt that faculty should be informed of their representatives's attendance records at SEC meetings by publication of annual summaries in *Almanac*.

Based on the above arguments, the Senate Committee on Administration is ready to begin preparing a recommendation to be brought to the spring plenary meeting on April 15 that encompasses the following changes to Senate Rules:

- Reduce the requirement for regular plenary meetings to one per year in the spring.
- Empower the Senate Executive Committee to act routinely on behalf of the Senate.
- Require the publication of as complete and as descriptive as possible an agenda of SEC meetings in advance in *Almanac*.
- State that the Senate Chair, with the advice of SEC, may invite visitors to SEC meetings.
- Raise to 50 the number of faculty required to petition a special plenary meeting or reconsideration of SEC action taken in the name of the Senate.
- Require the publication in *Almanac* of annual summaries of members' attendance records at SEC meetings.
- Require that changes to the Senate Rules can only be accomplished by referendum.

This outline is published to allow a final chance for faculty comment before the committee's recommendation is drafted. Unless a significant number of faculty voice their disapproval of any of its provisions (to Chair, Senate Committee on Administration, Faculty Senate, 15 College Hall/6303) it will follow the form summarized above.

A related issue has been raised by those who favor restructuring: the composition of the Senate Executive Committee. A number feel strongly that the at-large representatives should be reinstated; some link their support of restructuring to the resolution of this question. This has not yet been discussed by the committee, so the following points represent personal opinions. I believe that the faculty as a whole should decide the issue of restructuring, and will urge that the final proposal be accepted conditionally at the spring meeting, subject to the approval of the faculty by referendum. In this context, I think it is appropriate that the same referendum be used to obtain a faculty voice on the question of reinstatement of the at-large SEC seats, and on any linkage between the two issues.

—Martin Pring, Chair, Senate Committee on Administration

Speaking Out

Recreational Economics

The pressing need for funds to renovate Hutchinson Gymnasium does not excuse the questionable cost projections and shaky logic of the "Interim Report from the Committee of Recreation and Intercollegiate Athletics" (*Almanac* February 10).

The cost of a locker and annual fee for A-1 and A-2 employees would increase more than 200% under the proposed plan and cause an estimated loss of only 10% of users. Economics 1 students learn to calculate the price elasticity of demand as the percentage change in quantity demanded, divided by the percentage change in price. Only heroin dealers would claim an equally addictive hold on their customers as the Department of Recreation.

My dictionary defines a benefit as "an advantage" before it lists "a payment or series of payments to one in need." A perquisite such as free access to recreational facilities is perceived as a benefit, and its elimination is a loss in the advantage of being affiliated with the University. Perhaps a logical extension would be user charges to finance sidewalk or restroom renovation. The philosophy of "no payment, therefore no benefit" is precisely what caused the outcry over the heavy-handed increase in work hours last summer.

If a charge must be levied, choice of some single admission price must be added as an alternative to an unlimited admission annual fee. The administrative cost and uncertain revenue arguments against a single use token are persuasive only if the 90% retention

estimate at full fee is accurate. Otherwise the Committee and the Department of Recreation have sacrificed the good will and good health of the occasional gym user on the altar of a faulty Laffer Curve and a total misreading of the nature of faculty/staff benefits.

It is ironic that at the same time American corporations are spending millions of dollars in a cost-effective effort to add fitness centers and wellness programs for their employees, the University chooses to create an impediment to using the facilities it already possesses.

—William G. Whitney, Associate Director, Wharton Undergraduate Division

• Re African Students, see *GAPSA*, p.6

SPEAKING OUT welcomes the contributions of readers. *Almanac's* normal Tuesday deadline for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.

1987 Strategy and Agenda for the Office of the Vice Provost for Computing

This 1987 strategy and agenda has been developed with the support and agreement of the President, the Provost, and the Senior Vice President. It consists of two basic elements. First, we will develop an information resource management plan for Penn in conjunction with administrative and academic offices throughout the University. Second, our efforts will continue to focus on specific academic and administrative systems and on the data network and its related services.

Strategic Issues

In combining the construction of systems with a simultaneous planning effort, it is important to have a clear definition of long-term directions that are to be addressed by both construction and planning. Penn, as a university, is concerned with the preservation, organization, transmission, and interpretation of information. My office is charged to assist the productive growth of information technology at the University to aid that process. I believe this is best done by using technology to supplement or assist traditional modes of research and instruction, not to replace them. It is important, for example, to enhance the Library as a center of scholarship and to view the development of computing in the teaching process as evolutionary rather than revolutionary.

The following long-term strategic issues in information technology have been chosen from that viewpoint. They cluster within five broad areas of effort: (1) institutional data bases; (2) data networks; (3) end-user computing support; (4) research computing coordination; and (5) instructional technology assistance. Development of individual systems should assist in resolving these issues as well as in meeting the primary requirements that led to the development. Planning efforts should, in part, be charged to resolve problems of strategy in these areas as well as to create an overall direction for information management.

A brief summary follows of key questions within each of the five areas.

Institutional Data Bases

How best can we design and construct an institutional data base as a pool of shared information that increases the rapidity and accuracy of communication among University offices and individuals? How can we best ensure that ease of communication has benefits such as shrinking the psychological size of the University or allowing greater autonomy of action within an overall institutional policy framework?

The Data Network

How best can we build a data network that will provide all users—faculty, students, and staff—reliable, cost-effective access to a wide array of services? How can we be sure that this network will make possible a variety of communal services that are valuable to the University community? How should these services be identified, developed, managed, and paid for?

End-User Computing Support

How best can we distribute access to information technology to individual offices and still retain the necessary efficiency of operation, coherence of common information, and institutional policy framework? What organizational structures and investments in training are necessary to support a community using this distributed access?

Research Computing

How best can we support the Library system as a principal locus for research information? What aid can we bring to the process of communicating and publishing scholarly work? What is the appropriate level of shared large scale computing support for the general research effort? What organization, funding methods, and administrative structures are necessary to make central technological support responsive to the research effort?

Instructional Technology

What are the most productive and effective uses of computers in instruction? How can the use of computers in these ways lead to a measurable benefit to the student? How can this technology assist Penn to draw the best and brightest students? In what instructional delivery systems and support levels should Penn invest?

Information Resource Management Planning Effort

An information resource management plan defines the desired relationship of University operations to University goals, to one another, and to information needs. It is not a technical document. Rather it is a review of the structure of University operations and a documentation of the information requirements that result. The review does translate University goals and structure into needs to which information technology can respond. It forms a foundation for determining the information technology directions and priorities that have the most effect in solving important problems for the University.

Since it is a review of operations, this planning is carried out by a team drawn from the schools and offices of the University rather than by computing staff. The result is a set of operational recommendations, based on needs developed through interview and analysis, to improve the accuracy and timeliness of information. Among these recommendations will be a list of priorities for information systems development.

The first stage of the effort will look at major University activities in order to identify broad operational relationships and information needs. This will be followed by several more detailed planning studies in areas identified in the first stage as major priorities. We expect to complete the first stage by the early fall and to be well into the series of detailed studies by the end of the year.

Specific Activities for Calendar Year 1987

At the same time that this planning effort is undertaken, we will continue progress in specific activities. The following activities make up the 1987 computing agenda within each of the five general areas of effort.

Institutional Data Bases

Define and establish the office of University Data Administrator

The University Data Administrator will lead the effort to define shared University information. The office is a key part of information resource planning and it is essential as we build coherent data bases from individual systems efforts.

Make specific progress in the following application areas: Payroll/Personnel, Registrar, Alumni/Gifts, and Student Financial Aid

These applications are in current development. Alumni/Gifts and Student Financial Aid will be completed during the year. The Registrar's and Payroll/Personnel packages will be acquired, modifications specified, and work begun on modifying these systems for installation in user offices.

These applications are being constructed in parallel with the proposed information resource management planning process. It is probable that the process will define subject area data bases—major groups of data—that will change the data structures referred to by these applications. This may result in subsequent modification to the packages in order to fit them to these data bases.

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Create and maintain an initial "information" data base composed of commonly used information

The overall University data base has three levels of increasing generality and decreasing size: the operational data base that supports the daily flow of University transactions, an "information" data base that can efficiently answer questions about the current state of University activities, and a management information data base that contains historical information aggregated for planning purposes. Some attention has been paid to the first level, but the latter two levels do not yet exist. The information data base draws its information from the operational data base, organizing and simplifying it to allow University staff with moderate training to carry out their own reporting and analysis activities. The information data base is needed to distribute the benefits of our current systems construction and the information contained therein to individuals throughout the University. UMIS is designing an initial information data base aimed at demonstrating the concept for a small group of administrative offices.

The Network

Create a reliable operating data network of at least 600 workstations providing connectivity to all major campus facilities

The major question in constructing the data network is to make it practically useful to a large number of people. Our first priority is to increase the breadth of services currently available and to bring into service additional capabilities which we have designed. We want to be able to say that we have a routine operation of known response, function, and cost by the end of this year.

Establish training and documentation in the use of the network and its services

Utility is determined by the user. The network is intended to provide a wide array of options and services to the user. This has the effect of requiring the user to know how to run a number of automated systems in order to obtain that utility. Over the long term, training and documentation that enables the user to run available systems will be the key to network utility. We want to be able to say that user access methods and network service procedures are well documented and distributed to the networked community.

Explore the use of logic in individual workstations to help end-users exploit network services

Early experience indicates that even extensive education and documentation may not be enough to make Penn's eclectic services useful. From the basic mechanics of adjusting the terminal or signing on a service, to more sophisticated information sharing tasks, the services provided by Penn's more than two hundred computers differ in detail. Even if a user knows about these details, it may be too inconvenient to attempt frequent use of a wide array of these services. Rather than attempt to impose detailed standards on the two hundred service sources, this activity explores using the logic in a desktop microcomputer to memorize the details and make it easier for the user to routinely access a range of services.

Establish connections to national networks

Off-campus connections are one of the principal benefits of networking for the research community. Continuing progress will be made in our current efforts to connect to Tymnet, Arpanet, BITNET, ScienceNet, and the other Pennsylvania universities.

Bring PennNet fibre to HUP and bridge the HUPnet cable to it

Networking at HUP is essential to the University because it establishes communications methods for much of the bio-medical community. We have agreed with HUP that they will use the same TCP/IP protocols as the rest of the system and will interconnect their cable to PennNet. This needs to be finished and in reliable operation so that we can move on to the basic questions of sharing services.

Resolve Issues

Reach resolution on office and research network standards and demonstrate those standards in actual operation

Identify and plan those network services to be created as part of the network in FY1989

In spite of our pressing need to bring the network into productive operation, we still face some design issues. It is essential that the debate over these issues be resolved swiftly in order to bring the network into operation.

Determine the level and degree of needed data network access for students from both on-campus and off-campus residences and the method and timing for providing it.

Student access to data systems, both in support of the academic curriculum and to enhance student productivity, is a principal objective of the data network. Provision of this access must weigh convenience, utilization, and cost. We need to further investigate student use patterns after services are available to understand the size of the commitment necessary to accomplish an acceptable level of student access.

Identify and publish benefits the network brings to new users

Most of our effort has been placed on constructing the network. During the coming calendar year the network will move into operation and we need to intensify steps to demonstrate its utility to the University community. The identification and communication of network benefits is an essential part of the process which builds a networked community.

End-User Computing

Catalyze the design and delivery of end-user training in the use of information technology

The need for University-wide staff training in technology was referred to earlier in connection with our objective to establish training in the network and its services. This objective indicates our intent to catalyze and participate in that effort as well as to continue to take a lead role in training end-users in the use of information technology.

Build end-user tools:

Personal services interrelating workstations with mainframes

Facilities to transfer data base abstracts to micro-computers

The purpose of end-user computing is to give the University staff the ability to operate information systems directly—to enter and correct their own data, to carry out their own analyses, and to create their own transactions. This implies that the University staff will begin to build their own tools for data organization and analysis. The success of that approach depends not on turning everyone into programmers but on using packages—spread sheets, chart makers, etc.—that are tools to make desktop information systems practical. Those tools, particularly those that interrelate systems, tend not to be commercial items and it is generally necessary for University computing support to build them for the end-user. The two tools mentioned in the section title are clear requirements for microcomputers sharing information with mainframes. UMIS will build pilot implementations of these services during this calendar year.

Other end-user computing tools will be needed to allow the full and easy use of common information at each office desk. These tools need to be identified so that our total program in this area is known by the end of the year together with a time frame and approach for each tool.

Complete an office system prototype that combines office functions with information systems

The technical base for end-user administrative computing will be basically the same as that serving office functions such as word processing and electronic mail. The 1986 Office Automation Task Force report proposed such a technical base using personal computers and/or departmental computing machines. Subsequently UMIS initiated pilot projects to create a departmental system combining office functions and information systems with the intent that it could be replicated as a package wherever such systems are needed in the University. During calendar 1987 we expect to have one such prototype ready for replication.

Research Computing

Assist in the acquisition of a medium scale vector processing research computer

Several research problems at Penn have reached the stage where rapid progress requires computation at high peak rates. This is particularly the case in chemistry, economics, materials science and some other aspects of engineering. The possibility exists for the Arts and Sciences IBM 3081 computer to be economically upgraded to handle these problems. The current task is to help arrange the finances of this upgrade and arrive at

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mutual agreements among the research partners in the acquisition.

Solidify our local support for off-campus supercomputing

Some computing problems outstrip any reasonable local capacity. Penn participates in the national supercomputing program through membership in the Princeton, Pittsburgh, and Illinois supercomputer governing or advisory boards. We need to make the services of these centers easily available to our campus in order to limit the pressure for local investments in large scale computing. Although we have been working in this area for over a year, there is an apparent need for us to organize the liaison and local support with these centers so that faculty can easily use supercomputers.

Begin work to define standards for the transmission and display of graphics materials

As faculty begin to use several machines—ranging from desktop instruments to remote supercomputers—to solve research problems, the task of transmitting information among these computers will become more important. At the same time graphics presentation will become of more interest to display the results of complex theoretical calculations made possible by supercomputing. Standards for the transmission of graphic data between dissimilar computers and their display on a wide variety of instruments will become necessary within the next three years.

Instructional Technology

Help to achieve effective instructional computing efforts

The best strategies for using computers in higher education are still being developed across the academic community as a whole. Penn has invested significant time, space, and money in these efforts. We need to identify our successes and to work, over time, to make these successful techniques more widely available. The Computing Resource Center will work with the Schools to set up an instructional technology library and exchange during 1987.

Help to determine the degree to which instructional computing should continue to be supported at a central level

Innovation in instruction requires resources that are difficult for schools to support. Although the actual direction of instructional support is clearly a matter for schools and departments, the central administration has a role to play in helping to make resources available. Since 1983, Penn has centrally obtained grants of over \$6M for instructional computing equipment, and has provided over \$500,000 in cash to seed specific programs. These efforts are now ending and it is time to see if they should be renewed. If it remains appropriate for some central support to be placed in some way on instructional computing, possible external sources of funding need to be identified. Any support in this area would be included as part of the fall 1987 budget process for FY 89.

Determine appropriate methods, if any, for central administration to facilitate instructional computing efforts

Support for faculty engaged in creating computer assisted courses is critical to progress in this area. Support can take several forms from direct programming help, through the availability of common authoring tools, to the identification and acquisition of existing teaching programs from other universities. This support is best structured as a departmental or school effort but it is also clear that the lack of substantial support has been one factor slowing the adoption of instructional computing methods at Penn. I will work with the task force to help identify appropriate methods, if any, for my office to facilitate external support of faculty who are creating or teaching computer assisted courses.

My personal emphasis will be on the following planning tasks:

- To organize and lead the creation of a University information management plan
- To support UMIS in preparing an administrative information technology plan coordinated with the University's information management plan.
- To work with the campaign committee to create a development plan for information technology at Penn
- To strengthen appropriate policy and liaison bodies to guide academic and administrative information systems directions

I look forward to a productive year working with the Penn community to accomplish this agenda.

—David L. Stonehill, Vice Provost for Computing

Resolution Appealing for the Withdrawal of Charges Against Four Graduate Students

Intention

In January 1986 seven students remained in the Office of President Sheldon Hackney to discuss with the President their strong opposition to the University's investments in companies with operations in South Africa. Subsequently these students were charged with violating the Open Expression Guidelines, and the case of the four graduate students who participated in the incident is now before the Judicial Hearing Board.

What makes this case of particular concern is that two of the students are from South Africa and one is from Namibia. If they are found guilty of any charge, if their names are even mentioned in the documents relating to the case, they would be placed at great risk of imprisonment in South Africa and Namibia should they return there. The reason for this is that under South African law it is a crime to demonstrate against apartheid or advocate divestiture.

Even a finding of guilty on a technical violation (not leaving the office when instructed to do so by the Vice Provost), and a "mild" sentence such as a reprimand or probation, if it lists the names of the South African students, would place them in peril of reprisal in South Africa. In effect, by continuing to prosecute this case the University of Pennsylvania, which has condemned apartheid as "unconscionable," may become an unwitting accomplice in endangering the lives of these students and may become an unwitting arm of the South African government.

In addition, there are serious questions about the entire Open Expression process and the Hearing Board. So serious are these questions that President Sheldon Hackney last semester appointed a special ad hoc committee to review the Open Expression Guidelines. Many people doubt that the students should be penalized under a process which is widely acknowledged to be flawed and is currently under review.

For These Reasons, Be It Resolved That:

- 1) GAPSA appeals to President Sheldon Hackney to withdraw the complaint against the students who remained in his office last January
- 2) Alternatively, we appeal to the President to authorize the Judicial Inquiry Officer and the Vice Provost for University Life to reach a settlement with the students that does not list the names of the students and does not place them at risk of imprisonment in South Africa
- 3) We appeal to the President not to penalize students under a process which is so seriously flawed that the Administration itself has appointed a committee to review the Open Expression Guidelines and process.

Supporting Statement: A letter of support for the position stated above was forwarded to President Sheldon Hackney with the following signatures:

Wayne Glasker, President, GAPSA
 Beth Johnson, President, Black Graduate and Professional Students Association
 Michael A. Smart, President, Black M.B.A. Association
 Michael McMiller, President, Black Law Students Association
 Dakari Wikkeling, President, Alliance of Black Social Work Students
 Conrad Tillard, President, Black Students League
 William Mulette, Chairman, United Minorities Council
 Bartholomew Yeboah, Chairman, Penn African Students Association
 James W. Gray, Jacqueline E. Wade, Peter B. Vaughan, Tri-Chairs, Black Administrators, Faculty and Staff
 Eric C. Lang, Chairman, Undergraduate Assembly

Response: See statement by President Sheldon Hackney and Provost Thomas Ehrlich, published in Speaking Out February 10, page 4. At Council on February 11, in response to query by Dr. Michael Cohen on the gist of the GAPSA position reported upon in *The Daily Pennsylvanian*, Mr. Glasker summarized the resolution above and Dr. Hackney gave a longer response similar to the one published February 10. —Ed.

Nassau Fund Winners

The first round of awards in Penn's new, two-part Undergraduate Research Funds program has been made to 18 projects involving 20 undergraduate investigators. These awards of \$300 to \$1000 are from the Nassau Fund, which offers its next round with a November 1 deadline. Details of the Rose Fund, which will recognize undergraduate research achievement plus that of the faculty involved, are being completed under the auspices of the Vice Provost for University Life.

Christopher Istrati, *Milton in Antarctica*
 Bhaswati Bhattacharya, *A Pharmacological Approach to the Mechanism on Pindolol-induced Down-regulation of B-adrenergic Receptors*
 Caryn Cohen and Vickie LaMorte, *Infant Perception*
 Michael Graif, *Nuclear Magnetic Resonance (NMR) Imaging Research Study*
 Daphne Motzkin, *Devaluation of an Unconditioned Stimulus in Pavlovian Conditioning*
 John Foo, *Parameter Characteristics and Applications for Polyvinylene Fluoride-Trifluorethylene Copolymers*
 Douglas Wright, *Proposal for an Advanced Drift Chamber Design*
 Nathan Ulrich and Alden Levy, *Dextrous End Effector Project*
 Scott Gelman, *Determination of the Structure of an Islet Cell Antigen*

Recognized by a Human Monoclonal Antibody Derived From a Patient With Type I Diabetes Mellitus

Barry Wintner, *Proposal for Charge Injection into a CCD from a Silicon Strip Detector*

Vickie LaMorte, *The Role of Cyclic AMP in Gustatory Stimulus Transduction*

Stephen Tey, *Bone Destruction by Synovial Cells: An In Vitro Model of Rheumatoid Arthritis*

Clifford Warner, *The Effects of Impurities on the High Temperature Ductility of Fe-3.5wt% Si*

Sarah Symons and Elizabeth McFall, *Social Conflict in Television: A Comparative Analysis*

Jennifer Burgos, *In Vitro Production of Human Hepatitis B Virus*

Suhail Rizvi, *Life Care Retirement Communities: A Feasibility Study for the State of Iowa*

Lyle Berkowitz, *Analysis of Mammalian Cell Growth Factor Receptor Dynamics*

Ruby Ackermann, *Amount of Information Needed to Make a Covariation Assessment as a Function of Schema in Depressed and Nondepressed College Students*

About the W-2 Form for 1986

At this time of the year, we believe that the following explanation pertaining to amounts and other data reflected on your Form W-2, which you recently received from the University, will be helpful to you as you prepare your Federal and State Income Tax Returns for calendar year 1986.

1. Advance EIC Payment—this amount reflects the Earned Income Credit previously refunded to you if you qualified, completed, and submitted Form W-5, Earned Income Credit Advance Payment Certificate, during calendar year 1986.

2. Federal Income Tax Withheld—the amount of Federal income tax withheld during calendar year 1986.

3. Wages, Tips, Other Compensation—the total amount of Federal taxable compensation paid to you during calendar year 1986 through the University Payroll System, including the premium value of your Group Life Insurance amounts in excess of \$50,000 but excluding your tax deferred annuity contributions (i.e., TIAA, CREF), and excluding your share of health and dental insurance premiums (shelters). The value of your taxable graduate and professional tuition benefits, if you, your spouse and/or dependent children have received such, is also included here. In addition, certain other fringe benefits relating to imputed income are included here as well.

4. FICA Tax Withheld—the total amount of FICA (Social Security) tax withheld during calendar year 1986.

5. FICA Wages—the total amount of compensation paid to you during calendar year 1986 which was subject to FICA (Social Security) tax, including all of your tax deferred annuity contributions, but excluding your share of health and dental insurance premiums (shelters).

6. Excess Insurance Premium—Group Life Insurance amounts in excess of \$50,000 which are paid for the employer are considered taxable income. If the value of your Group Life Insurance amount is in excess of \$50,000, a premium value, based upon Internal Revenue Service (IRS) tables, on the amount of insurance above \$50,000, is calculated and reflected in Box 16. This amount is already included in Box 10, wages, tips, other compensation.

7. If you have received certain fringe benefits, the value of such benefits is shown here, and in item 10, wages, tips, other compensation, above. Such benefits include, among others, the value of taxable graduate and professional tuition benefits. If you are among those employees who have received benefits relating to imputed income, the University has recently advised you, individually and personally, concerning their taxability; please refer to those communications specifically.

8. State Income Tax—the total amount of Pennsylvania State Income Tax withheld during calendar year 1986. If you are qualified, and if you submitted the "Employee Statement of Non-Residence in Pennsylvania" form to claim exemption from Pennsylvania State Income Tax, no amount will be reflected here.

9. State Wages, Tips, etc.—the total amount of compensation paid to you during calendar year 1986 which was subject to Pennsylvania State

Income Tax, including all of your tax deferred annuity contributions.

10. Name of State—the state you have identified as your permanent residence for tax purposes.

11. Local Income Tax—the total amount of Philadelphia City Wage Tax withheld during calendar year 1986.

12. Local Wages, Tips, etc.—the total amount of compensation paid to you during calendar year 1986 which was subject to Philadelphia City Wage Tax, including all of your tax deferred annuity contributions.

23-1352685		23-1352685	
THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA PHILADELPHIA, PA 19104-6284		23-1352685	
1 Employee's Social Security number	2 Federal income tax withheld	3 Wages, tips, other compensation	4 State income tax withheld
5 Employee's name, address and ZIP code	6 FICA taxes withheld	7 Excess insurance premium	8 State wages, tips, etc.
9 Local income tax withheld		10 State income tax	11 Local income tax
12 Name of State		13 Name of Local Jurisdiction	

Please review the form carefully to insure that your name is spelled correctly and that it contains your correct Social Security number. If any information appears incorrect, if you have not received the Form W-2, or if you have further questions regarding its contents after reading this article, please call Payroll Accounting Section at Ext. 5243/5244 or write to James Curran, Payroll Accounting Section (W-2), Room 309, Franklin Building/6284, 3451 Walnut Street, Philadelphia, PA 19104-6284.

You should also have received, via the U.S. Postal Service, your Federal and State (Pennsylvania) Income Tax Forms and related instructions for filing. Federal tax forms are available at the Internal Revenue Service, 6th & Arch Streets, Philadelphia, Pennsylvania, and most U.S. Post Offices and banks. Pennsylvania Income Tax forms are available at the State Office Building, 1400 Spring Garden Street, Philadelphia, Pennsylvania, and may also be obtained by writing the Department of Revenue, Personal Income Tax Bureau, Harrisburg, Pennsylvania 17129. The Payroll Accounting Section which is located in Room 309 Franklin Building/6284 has a limited supply of the more common Federal and Pennsylvania State forms which are available on a first-come, first-served basis.

—Alfred F. Beers, Comptroller

CHILDREN'S ACTIVITIES

21 Annenberg Center's Family Fun Day; including a performance of *The Most Valuable Player* in the Zellerbach Theatre; workshops in aerobics, cartooning, juggling, and music taping; computer and photography showcases; refreshments, souvenirs, and much more; 2-4:30 p.m. Information: Ext. 6791.

CONFERENCES

24 AIDS: Practical Applications for Nurse and Social Workers; to provide up-to-date information on AIDS and to improve patient care; Penn Tower Hotel, 8:30 a.m.-5 p.m. Preregistration required. For more information, call 875-5659 (School of Nursing, School of Social Work).

EXHIBITS

The Growth of the Magazine: English and American Periodicals, 1713-1907; a survey of the changing tastes of popular reading, including ladies' magazines, gardening periodicals, and serialized fiction; Monday-Friday, 9 a.m.-4:45 p.m., Rosenwald Gallery, 6th floor, Van Pelt Library. Through April 10.

FILMS

International House

General admission: \$3.50; for members, students, and senior citizens: \$2.50.

18 New Video Japan: Program II; second of a four-part series, focusing on four Japanese documentary productions; 7:30 p.m.

19 Tokyo-Ga; Wim Wenders' film diary of his journey to Tokyo, critiquing the career of Ozu; 7:30 p.m.

Tokyo Story; the tale of an elderly couple's journey to Tokyo to see their grown children; 8:30 p.m.

La Casa Italiana

Presented at the Modern Languages College House, 9 p.m. Admission: free.

18 L'avventura.

25 Sotto, Sotto.

FITNESS/LEARNING

24 Publishing in Philadelphia; a free information session on the upcoming CGS program which begins in March; 6-7:30 p.m. To register and for further information, call Ext. 6479.

25 Analysis and Modelling Workshop: SAS-PC, Its Strengths and Weaknesses; Stuart Bogon, Populations Studies Center; 3 p.m., Room 169, McNeil Building (Social Sciences Data Center).

TALKS

17 Black Women's Struggle Through Poetry; Regina Jennings, poet; noon-1 p.m., and 1-2 p.m., Bodek Lounge, Houston Hall (Penn Women's Center).

18 Pain Narratives; Susan LeBreux, graduate student, folklore and folklife, 12:30 p.m., Folklore Lounge, 4th floor, Logan Hall (Graduate Folklore Student Colloquium).

American Architecture; James M. Fitch, professor of architecture, Columbia University; 6:30 p.m., Alumni Hall, Towne Building (Graduate School of Fine Arts).

19 Black Women as Workers: Pay Equity Issues; Barbara Daniel Cox, executive director, Mayor's Commission on Women; noon-2 p.m., Ben Franklin Room, Houston Hall (Penn Women's Center).

Ploughshares and Protest Movements: Iran's Peasantry from the Eighteenth Century to the Present; Thomas Ricks, Institute for Contemporary Arab and Islamic Studies, Villanova; 4 p.m., 8th Floor Lounge.

Williams Hall (Middle East Center).

Women in the Media; with the film *Killing Us Softly*; 7-9 p.m., Red Room, Grad Towers A (North Campus, GPWO, Penn's Women Center).

20 Hugo Claus: Flemish Writer and Poet; Marcel Janssens, University of Leuven; 8 p.m., Room B-3, Meyerson Hall (Dutch-Flemish Studies Program).

23 Purification and Photoaffinity Labeling of the Alpha Z-adrenergic Receptor; John Regan, department of biochemistry, Duke University; noon, Pharmacology Seminar Rooms, Medical Laboratories Building (Department of Pharmacology).

Talking About Texts: How Literacy Affects Thought; David Olsen, department of applied psychology, Ontario Institute for Studies in Education; 12:15 p.m., Room 300, Annenberg School (Annenberg School Faculty Research Seminars).

Selling Pure Science in Wartime: The Biochemical Genetics of G. W. Beadle; Lily E. Kay, American Philosophical Society; 4-6 p.m., Room 107, Smith Hall (Department of History and Sociology of Science).

24 A Programming System for Heterogeneous, Distributed Databases; Peter Buneman and Susan Davidson, department of computer information and science; 11 a.m.-noon, Room 216, Moore School (Center for Telecommunications Technology).

Questioning Writing Ability in University Settings: The Discourse Pragmatics of Institutional Selection; James Collins, Temple University; noon-1 p.m., Room C-12, Graduate School of Education (Literacy Research Center).

25 Circumventing Circumscription: Afro Caribbean Market-Scapes, Strategies and Images; Tammy Fowler, graduate student, folklore and folklife; 12:30 p.m., Folklore Lounge, 4th floor, Logan Hall (Graduate Folklore Student Colloquium).

Religious Rituals of the Anatolian Shi'ites; Frederick De Jong, University of Utrecht; 2 p.m., Gates Room, Van Pelt Library (Middle East Center).

U.S. Foreign Policy As Manifest Theology; Johan Galtung, visiting professor of world politics, Center of International Studies, Princeton University; 4 p.m., Anspach Lounge, Stiteler Hall (Political Science-International Relations).

Folk Dances of Yemen; Najwa Adra, anthropologist; 5:45 p.m., Rainey Auditorium, University Museum (Middle East Center).

Urban Design; Jonathan Barnett, chairman, urban design department, City University of New York; 6:30 p.m., Alumni Hall, Towne Building (Graduate School of Fine Arts).

Deadlines

The deadline for the weekly calendar update entries is Tuesday, a week before the date of publication. The deadline for the April pullout is *Tuesday, March 17*. Send to *Almanac*, 3601 Locust Walk/6224 (second floor of the Christian Association).

Department of Public Safety Crime Report

This report contains tallies of Part I crimes on campus, a listing of Part I crimes against persons, and summaries of Part I crimes occurring in the four busiest sectors on campus where two or more incidents occurred between **February 9 and February 15, 1987**.

Total Crime: Crimes Against Persons—0, Burglaries—4, Thefts—18, Thefts of Auto—0

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
South St. to Walnut St., 32nd St. to 33rd St.			
02-09-87	10:17 AM	Hutchinson Gym	Jeans/wallet left unattended/gone on return.
02-09-87	10:17 PM	Hutchinson Gym	Jacket and scarf left unattended/gone on return.
02-10-87	10:05 PM	Hutchinson Gym	Male arrested stealing knapsack and jacket in gym.
02-12-87	1:43 PM	Hutchinson Gym	Wallet taken from unattended pants in gym.
02-13-87	5:13 PM	Weightman Hall	Locker pried open, property taken.
Locust Walk to Walnut St., 39th St. to 40th St.			
02-11-87	10:33 AM	Low Rise North	Cash & jewelry taken from unsecured room.
02-11-87	11:07 PM	Low Rise North	Two roommates reported item taken from room.
02-12-87	2:51 PM	Low Rise North	Jewelry and cash taken from secured room.
02-12-87	8:41 PM	Low Rise North	Purse and wallet taken from secured room.
Locust Walk to Walnut St., 34th St. to 36th St.			
02-10-87	11:15 AM	Meyerson Hall	Unattended purse taken from studio.
02-10-87	3:11 PM	Meyerson Hall	Keys and ID taken from unattended coat.
02-11-87	2:55 PM	Meyerson Hall	Purse taken from unattended open office.
Baltimore Ave. to Walnut St., 40th St. to 42nd St.			
02-10-87	1:47 PM	Evans Bldg.	Dental equipment taken from lab.
02-15-87	5:52 PM	Sigma Phi Epsilon	Unattended jacket taken while at party.

Safety Tip: There is no typical criminal. There are, however, typical crime situations. The most important is isolation. A criminal needs privacy to commit a crime and safely escape. Remember, there is safety in numbers!

Almanac

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

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