

Almanac

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We the People 200: The Scholar's Way

With Memorial Day weekend kicking off the city-wide summer schedule of events in honor of the Bicentennial of the Constitution, Penn celebrates this summer—and into the fall—with scholarly conferences, exhibits and symposia:

- An American Bookshelf in 1787, an exhibit in the Rare Book Room, Van Pelt Library, opens June 4 with a fundraiser for the Library. Exhibited will be the kinds of books published in the period, with a focus on the intellectual sources of the Constitution, including specific titles that would have graced the shelves of Americans in the summer of 1787. The exhibit runs through July 31.

- The National Conference of Puerto Rican Women celebrates the 200th anniversary of the Constitution and the 35th anniversary of the Constitution of Puerto Rico with a convention held at Penn June 24-28. In conjunction with the convention, the First Regional Invitational Hispanic Art Exhibition opens at the Arthur Ross Gallery, Furness Building, June 23 and runs through August 7.

- An International Women's Conference, with Penn and International House as co-sponsors, comes to campus July 19-23 and is expected to draw 2,000 women from over 20 countries. The conference focuses on the status of women under their respective constitutions, and includes an opportunity for women to establish direct trade relationships with women from other parts of the world through the international marketplace (held at International House).

- August 6-8 The World Association of World Federalists, a 20-nation organization, will hold a three-day symposium on the Penn campus. Its theme will be "What has Philadelphia 1787 to Say to the World of 1987?"

In the Fall:

September: Opening with the school year will be an exhibit about the University's links to the delegates, the University in 1787, and the state of higher education at the time to be mounted by the University Archives on the main floor of Van Pelt Library.

September 17 and 18: A working session of the Committee on the Foundations of Democratic Government, sponsored by the Department of Political Science, SAS and the Fels Center of Government, with invited papers on "Sustaining the Constitution." Scholars will be

attending from several U.S., Canadian and English universities.

October: Helping Philadelphia high school students understand and study the Constitution is the focus of a series of teach-ins to be held by the Departments of Political Science, History and the Law School.

October 22: The James Wilson lecture, in honor of the head of the committee which drafted the Constitution, will be presented by Morris Arnold, a former Penn Vice President and professor of law who is now a federal judge in Arkansas. Wilson was one of the original Associate Justices of the Supreme Court and, at Penn in 1790, the Republic's first law professor.

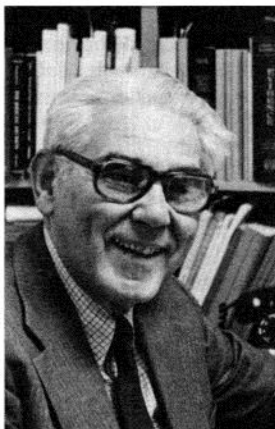
Other events, including a Westinghouse television series with political science professor Karl von Vorys as moderator, are planned. Frannie Lundy, coordinator of the University's Bicentennial events, can provide further information at Ext. 9436.

A. Leo Levin to Meltzer Chair at Law School

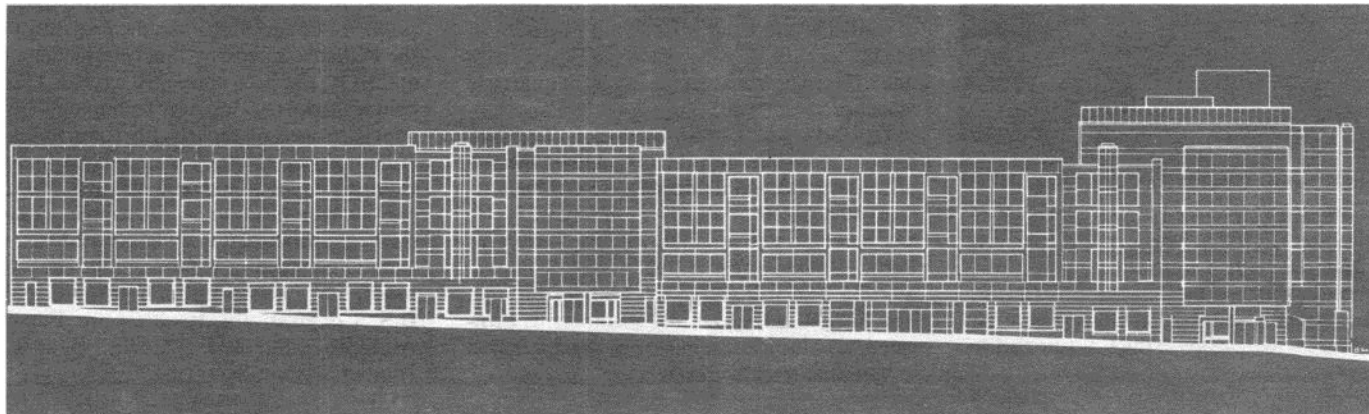
Professor A. Leo Levin, director of the Federal Judicial Center in Washington, D.C., will be the first incumbent of the new Leon Meltzer Chair at the Law School. The chair honoring the late Philadelphia attorney Leon Meltzer was created last year by a gift to the School from his widow, Ruth Meltzer.

After serving for ten years as director of the Federal Judicial Center, Professor Levin will return to Penn where he received his law degree in 1942, taught from 1948 to 1977 and served as vice provost from 1965 to 1968. Professor Levin is a member of the American Law Institute and a fellow of the American Academy of Arts and Sciences.

The Leon Meltzer professorship brings to nine the number of chair professorships at the Law School. Mr. Meltzer received his bachelor's degree from the Wharton School in 1923 and his LL.B. degree from the Law School in 1926.



Penn Plan II? As with its pioneering tuition financing plan, Penn has developed a capital funding strategy that is being closely watched by the rest of academia. In response to the new federal cap on the aggregate total that nonprofit institutions can borrow in the tax-free bond market, Penn has created the Walnut West Fund as a real-estate based pooled-income fund where investors earn lifetime income from upcoming rentals at 3401 Walnut (below) most of which is expected to be sheltered through the depreciation of the building. Contributors are also entitled to receive a charitable deduction for a portion of their gift because the shares are eventually passed on to the University on the death of the donor or beneficiary. A prospectus available from the Walnut West Office sets a \$20,000 minimum on participation. With 32 donors raising \$2 million to date, the fund is approaching the halfway mark but does not close until December. And, said Patricia Fossum, project coordinator, almost half the participants are new or previously under-\$500 contributors to Penn.



HONORS & . . . Other Things

Honorary Degrees

Mrs. Helen B. O'Bannon, senior vice president, was awarded an honorary doctor of humanities degree May 31 at Westminster College, New Wilmington, Pennsylvania, where she was the commencement speaker.

Dr. D. Walter Cohen, adjunct professor of periodontics at Penn and president of the Medical College of Pennsylvania (MCP), has been awarded the title Doctor Honoris Causa of the University of Louis Pasteur in Strasbourg, France. He was recognized for his extensive work on behalf of dental education in France and his research in the field of periodontal medicine.

Awards

The late Loren Eiseley, former provost and Benjamin Franklin professor of anthropology and the history of science, has been selected to the Nebraska Hall of Fame. A Lincoln, Nebraska native, Dr. Eiseley was "best known for his efforts to make science understandable to the public"; he helped produce an award-winning educational television series on science. He wrote several collections of essays, three volumes of poetry and his autobiography, "All the Strange Hours: The Excavation of a Life." A bust of Dr. Eiseley, which had been in the Eiseley Seminar Room in the Museum, has recently been relocated to the Sharpe Gallery entrance near the membership office and the lounge for the Loren Eiseley Associates who give more than \$1000 to the Museum.



Dr. William C. Frayer, (above) professor of ophthalmology at the Scheie Eye Institute, has been honored with a portrait commissioned and funded by alumni of the Department of Ophthalmology. James W. Bo Bartlett III was the artist whose work was unveiled at the Institute earlier this year.

Dr. Howard E. Mitchell, UPS Foundation Professor of Human Resources and Management, has been honored by Wharton with the establishment of a scholarship in his name created by the Black Wharton Undergraduate Association to recognize scholarship and community service.

Dr. Alan D. Schreiber, professor of medicine, hematology-oncology, is the recipient of the NIH National Heart, Lung, and Blood Institute's prestigious MERIT (Method to Extend Research in Time) Award. The award was established to "provide extended grant support to investigators whose research competence, productivity, and scientific contributions are recognizably outstanding and who are likely to continue to perform in a superior manner."

Dr. Joyce Thompson, associate professor and director of nurse-midwifery graduate program, has been awarded the Hattie Hemschmeyer Award by the American College of Nurse-Midwives to honor nurse-midwives who have been exceptional in their profession. She was chosen for her outstanding ability as an educator and "as a protector of the rights of current and future nurse-midwives."

Elections and Appointments

Dr. Robert Austrian, John Herr Musser Professor Emeritus of Research Medicine and former chairman of the Department of Research Medicine, has been elected to the American Philosophical Society. He also received an honorary degree from Penn (*Almanac* April 28) at Commencement.

Dr. Ann Burgess, van Ameringen Professor of Psychiatric Mental Health Nursing, has been appointed to the Advisory Council of the National Center for Nursing Research. This is the first advisory council to the center, which is the newest center within NIH.

Dr. Jeffrey Cohen, associate professor of physics, has been elected Fellow of the World Academy of Art and Science. An "object of the Academy is to contribute to the enhancement of the world order and the realization of human dignity through transnational studies, appraisals and recommendations in an objective manner from a global point of view."

Dr. Barry Cooperman, vice provost for research and professor of chemistry, and Dr. Laurence Earley, chairman of the department of medicine and Francis C. Wood Professor of Medicine, have been elected to the Wistar Institute's Board of Managers at its recent quarterly meeting.

Dr. Steven G. Gabbe, professor of ob-gyn and director of the Jerrold R. Golding Division of Maternal & Fetal Medicine in the Department of Obstetrics and Gynecology of HUP, has been elected president of the Society of Perinatal Obstetrics at the Society's annual meeting held this spring in Orlando, Florida. The Society, with over 700 members, is dedicated "to education, clinical care, and research in maternal-fetal medicine."

Dr. David Kritchevsky, professor of biochemistry-Vet. and biochemistry in surgery-Med. and associate director of the Wistar Institute, has been elected a Fellow of the American Institute of Nutrition in recognition of his distinguished career in nutrition.

Dr. Elliot M. Levine, a member of the Graduate Groups of Genetics and Pathology and a professor at the Wistar Institute, has been elected a Fellow of the American Association for the Advancement of Science for his "contributions to the cellular biology of cultured tissues, in particular for research on growth regulation, specialized functions, and the aging process."

Dr. Rosalind H. Troupin, professor of radiology and section chief for mammography and outpatient radiology, was elected second vice-president of the American Roentgen Ray Society for the 1987-88 term. The Society has 2,500 physician radiologist members and serves to advance medicine through the science of radiology and its allied fields.



Dr. Robert G. Kettrick, (above) associate professor of anesthesia and medical director of the Pediatric Intensive Care Intermediate Unit at CHOP, has been appointed to chair a federal congressional task force on Technology-Dependent Children of the Health Care Financing Administration. The 18-member task force will examine issues concerning children who have chronic conditions requiring continuing use of medical technology, such as dependence on a ventilating machine for breathing. The recommendations will be reported next April to the U.S. Congress, the Health Care Financing Administration and the U.S. Health and Human Services Secretary.

The Making of (Higher Education's) Presidents

When the story of Provost Tom Ehrlich's selection as president of Indiana University broke, *Almanac* counted on its fingers the number of other faculty and administrators (that we knew about) who have gone from Penn to head other U.S. institutions of higher education. We found ten more who have taken office as president (or in Don Langenberg's case, chancellor) in the past decade alone. Two of them made carom shots (Lewis Bleumle left Penn for a deanship, Jon Strauss for a senior vice presidency). Two others (Tom Schutte and Jim Freedman) have entered second presidencies since leaving Penn. Only one of the group (Don Stewart) chose to head something other than a college or university as the next career move.

From earlier years, we know of the late **Dr. Detlev Bronk's** presidency of Rockefeller University, and of two others associated with the Harnwell era who became presidents: **Dr. John (Jack) Howard**, the former Penn business officer and lecturer in political science who headed Lewis and Clark University in Oregon, 1961-81, and is now retired in Hillsboro, California; and **Dr. Richard D. Stine**, the director of the Med School's \$35 million portion of the \$93 Million Campaign of the Sixties who joined Heald Hobson & Associates in 1968 and went on to serve as president of Monmouth College (Illinois) from 1970-74; Dr. Stine is now with Cooper Union in New York City.

Pictured are, in alphabetical order:

Dr. Lewis W. Bleumle, who joined Penn in 1950, was associate professor, associate dean and director of clinical research of the School of Medicine until he left to become dean at Syracuse (1968); after heading a medical center at Oregon, 1974, the Penn Lindback winner

became president of Thomas Jefferson University in 1977 . . . **Dr. D. Walter Cohen**, Emeritus Dean and professor of periodontics at the Dental School, had been with Penn for 35 years not counting his undergraduate and professional-school days, rising from instructor in 1951 to dean (1972-83) and earning several honorary degrees for his work with Israeli universities and others abroad, when he was tapped for the presidency of the Medical College of Pennsylvania in January 1986 . . . **Thomas Ehrlich**, the former Stanford Law dean who has been provost and professor of law at Penn since 1981, becomes president of Indiana University starting August 1 . . . **Dr. Alice F. Emerson**, named dean of women and lecturer (later assistant professor) of political science in 1966, was best known as dean of students and later acting vice provost for student life as Penn's male and female student services began integration even before the merger that created SAS; she has been president of Wheaton College (Mass.) since 1975 . . . **James O. Freedman**, in his 18 years at Penn, was both a law professor and a political science professor, as well as an Ombudsman (1973-76) before becoming dean of the Law School in 1979; he had been president of the University of Iowa for five years (1982-87) when Dartmouth announced this spring his selection as president there . . . **Dr. D. Bruce Johnstone**, the former vice president for administration and associate professor of education who founded the Higher Education Finance Research Institute here, served from 1972 until becoming president of the State University College at Buffalo (N.Y.) in 1979 . . . **Dr. Donald N. Langenberg**, who joined Penn in 1960, was professor of physics, director of LRSM, and vice provost for research—with time out as deputy

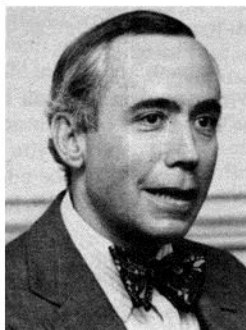
director and then acting director of the NSF—before becoming chancellor of the University of Illinois at Chicago in 1983 (his first task being to merge the Chicago Circle unit with the Medical Center) . . . **Dr. Thomas F. Schutte** moved from lecturer (1964) to associate professor of marketing (1972), then as assistant dean led in Wharton School development of thematic studies programs including one in the management of the arts; he accepted the presidency of the Philadelphia College of Art in 1975, and his present post as president of Rhode Island School of Design in 1983 . . . **Dr. Donald N. Stewart** came to Penn as executive assistant to President Martin Meyerson in 1970, added teaching posts in public policy analysis and city planning, and was serving as associate dean of SAS when he was chosen as president of Spelman College in Atlanta in 1976; the Donald and Isabel Stewart Learning Center there is named for him and his wife, and they are now in New York where he has been president of the College Board since January 1987 . . . **Dr. Jon C. Strauss**, Penn's vice president for finance from 1978-81, joined the University in 1974 wearing three hats—director of computing activities, professor of computer and information sciences at SEAS and professor of decision science at Wharton (he added the mastership of Stouffer House in 1978-80); he left for the senior vice presidency of USC in 1981, and since 1985 has been president of Worcester Polytechnic Institute . . . **Dr. Humphrey Tonkin**, another former Stouffer House Master and a Lindback Award winner, had left the vice-provostship of Undergraduate Studies to return full-time to the English faculty (where he had taught since 1966) when Potsdam College of the State University of New York named him president in 1983.



Lewis Bleumle



Walter Cohen



Thomas Ehrlich



Alice Emerson



James Freedman



Bruce Johnstone



Donald Langenberg



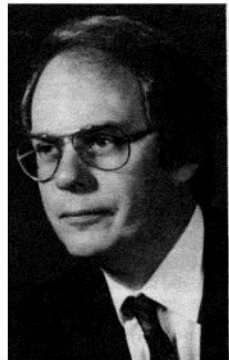
Thomas Schutte



Donald Stewart



Jon Strauss



Humphrey Tonkin

Ed. Note: If readers know of others whose names belong on this informal roster, please advise.
—K. C. G.



Plants Under Glass

The Morris Arboretum has received the Chelsea Gold Medal for its exhibit *Plants Under Glass: Conservatories and Conservation*, which it presented at the Chelsea Flower Show in London in collaboration with the Royal Botanic Gardens, Kew. This is the first time that a major American exhibition has won the gold medal presented by the Royal Horticultural Society. *Plants Under Glass* was also exhibited in the Philadelphia Flower Show, where it received an Award for Exceptional Merit. Dr. William M. Klein, director of the Arboretum, calls the Chelsea Gold Medal the "Super Bowl of horticulture."

The exhibit was designed to replicate the Victorian Palm House of the late 1800's, while conveying a message about the urgency of protecting tropical forests. It is estimated that a half-million people will have seen the exhibit, in both the Philadelphia and Chelsea Flower Shows.

Pennflex and Your Paycheck

I am writing to all members of the University community who are eligible to participate in Pennflex (full-time members of the University's staff and faculty) with the hope that the following will be helpful and informative to you as you look at your first paycheck and stub which shows your Pennflex elections and corresponding costs. Weekly paid employees will receive the first pay on 6/5/87, monthly paid employees on 6/30/87. Please keep in mind that the coverages you selected will become effective July 1, 1987. Premiums for these coverages are paid one month in advance; this, therefore necessitates the June deductions. The only exception is the Health Care Expense Account. Reductions for that account, for those individuals who have elected that option, will begin with July paychecks. Shown below, for illustration purposes, is stub information from a monthly paycheck:

	Pre-Pennflex check	Pennflex (no change, same level life ins.)	Pennflex with cash-out	Pennflex w/ purchase of additional benefits
REGULAR	\$2,087.50	\$2,087.50	\$2,087.50	\$2,087.50
FLEX CR		12.83	29.50	12.83
TOTALS	2,087.50	2,100.33	2,117.00	2,100.33
GROSS PAY	2,087.50	2,087.50	2,087.50	2,087.50
HMO SHL	11.61	11.61 ^a	- ^b	31.75 ^c
LIFE SHL		12.83	12.83 ^b	16.00 ^c
SHL TOTAL	11.61	24.44	12.83	47.75
WTH TAX	334.08	334.08	342.00	327.55
FICA	148.42	148.42	150.45	146.80
STATE TAX	43.48	43.84	44.19	43.84
ST UNEMP	2.09	2.09	2.10	2.09
CITY TAX	103.54	103.54	104.37	103.54
TAX TOTAL	631.97	631.97	643.11	623.82
PARKING	29.00	29.00	29.00	29.00
DED TOTAL	29.00	29.00	29.00	29.00
NET PAY	1,414.92	1,414.92	1,432.06	1,399.76

Notes

^a All health coverage premiums will change with the beginning of a new coverage year. Since the amount (and also the direction) of the change varies with each carrier, the premium here has been kept constant. (New rates were published in *Almanac* March 24, 1987.)

^b Assumption: this employee has alternative medical coverage. She opted for additional Flexdollars, \$200/yr. or \$16.67/mo. Life insurance is unchanged.

^c Assumption: this employee decided to purchase family medical coverage; he also increased his life insurance to a level above that provided by the University.

The above illustration, column 2, highlights that there is no change in your net pay due to the implementation of Pennflex if you "bought back" the level of life insurance you had prior to Pennflex. This will be true whether you returned your Pennflex enrollment form to the benefits office or not (defaulted).

In column 3 you see that both the net pay and all taxes increase in response to the additional cash which is generated by the unused Flexdollars when this employee opted for no coverage in the Medical Plan Option.

Column 4 demonstrates that, if you use up your Flexdollars and spend additional discretionary funds on other shelters, local and state taxes remain constant, and Federal taxes (Withholding and F.I.C.A.) decrease. Put a different way, the purchase of the additional level or type of coverage is in part funded by Federal taxes. Reimbursement Accounts, i.e. the Health Care Expense Account, or the Dependent Care Reimbursement Account to be combined with Pennflex effective 1/1/88, function in a similar fashion. They will have no effect on local taxes, but will be sheltered from Federal Withholding and FICA taxes.

Please take a little time to analyze the effects of your Pennflex choices on your net pay. Understanding them will enable you to make even better choices in the future. The staff of the Benefits Office, Ext. FLEX, and the staff of the Payroll Accounting Office, Ext. 7278 and 1543, as well as the Payroll Office, Ext. 6302, 7270 and 6013 are available to answer questions.

—Val Gossman, Director, Payroll

To the University Community:

The policy on sexual and racial harassment follows.

This policy is the result of the reports of two committees; discussion by University Council; consultation with the University community; and responses to the draft policy published for comment on April 14, 1987.

The policy focuses on sexual, racial and ethnic harassment. At the same time, however, the University is equally anxious to discourage and take action against other discrimination or harassment on the basis of sexual preference, religion or disability.

The earlier draft of this policy proposed that students and staff members be permitted to bring complaints of harassment against faculty members before the Senate Faculty Committee on Academic Freedom and Responsibility. After consultation with Senate leaders, however, I had provided instead that students and staff members be permitted to bring complaints to a new committee of the Faculty Senate. Senate leaders have agreed to establish such a committee.

I appreciate the significant effort made by members of the community to help shape this policy, including the thoughtful and helpful responses I received to the draft. As I stated in setting forth the draft, I believe this policy and its implementation will make it more comfortable for members of the University community to report incidents of harassment, and more likely that such grievances will be properly resolved.

—Sheldon Hackney, President

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Harassment Policy

I. Conduct

Our community depends on trust and civility. A willingness to recognize the dignity and worth of each person at the University is essential to our mission.

It is the responsibility of each person on campus to respect the personal dignity of others. We expect members of our University community to demonstrate a basic generosity of spirit that precludes expressions of bigotry.

Penn properly celebrates the diversity of its community. We come to Penn from many different backgrounds and include different races, religions, sexual orientations, and ethnic ancestries. Learning to understand the differences among us, as well as the similarities, is an important dimension of education, one that continues for a lifetime. Tolerance alone, however, is not enough. Respect and understanding also are needed. We should delight in our differences, and should seek to appreciate the richness and personal growth which our diversity provides to us as members of this community.

The University is committed to freedom of thought, discourse and speech, and the attainment of the highest quality of academic and educational pursuits and daily work. Policies and regulations implementing this commitment include the Statement on Academic Freedom and Responsibility, the Guidelines on Open Expression, and the Code of Academic Integrity.

The University also has established policies on behaviors that interfere with these freedoms. Foremost among these policies is the University's Statement on Non-Discrimination, which prohibits discrimination on the basis of race, color, sex, sexual preference, religion, national or ethnic origin, handicap or disability.

The University has also adopted the following policies concerning racial and ethnic harassment and sexual harassment. The terms "harassment" and "sexual harassment" as used throughout are defined as a matter of University policy, and are not necessarily identical or limited to the uses of that term in external sources, including governmental guidelines or regulations.

II. Purposes and Definitions

A. Racial and Ethnic Harassment

1. Purpose

Racial and ethnic harassment will not be tolerated at Penn—not only because they are reprehensible and discriminatory, but because they

constitute forms of unprofessional conduct that seriously undermine the atmosphere of trust and mutual respect that is essential to academic pursuit.

2. Definition

For the purposes of University policy, the term "racial and ethnic harassment" refers to any behavior, verbal or physical, that stigmatizes or victimizes individuals on the basis of race, ethnic or national origin, and that:

- a. Involves a stated or implicit threat to the victim's academic or employment status;
- b. Has the purpose or effect of interfering with an individual's academic or work performance; and/or,
- c. Creates an intimidating or offensive academic, living, or work environment.

The University regards such behavior as a violation of the standards of conduct required of all persons associated with the institution. The prohibition against racial and ethnic harassment applies to all interactions occurring on campus, in University facilities, or within the context of University-related activities. It also applies to acts of retaliation against members of the community who have filed complaints under this policy.

As noted in the *Handbook for Faculty and Academic Administrators*, in *Penn Policies and Procedures*, in the *Academic Bulletin*, and other University publications, persons engaged in such harassment within the University setting are subject to the full range of internal institutional disciplinary actions, including separation from the institution.

Not every act that might be offensive to an individual or a group necessarily will be considered as harassment and/or a violation of the University's standards of conduct. In determining whether an act constitutes harassment, the totality of the circumstances that pertain to any given incident in its context must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

B. Sexual Harassment

1. Purpose

For many years the University has stressed that sexual harassment is not tolerated at Penn. As an employer, and as an educational institution, the University is committed to eradicating sexual harassment.

Sexual harassment in any context is reprehensible and is a matter of particular concern to an academic community in which students, faculty,

and staff must rely on strong bonds of intellectual trust and dependence.

2. Definition

For the purposes of University policy, the term "sexual harassment" refers to any unwanted sexual attention that:

- a. Involves a stated or implicit threat to the victim's academic or employment status;
- b. Has the purpose or effect of interfering with an individual's academic or work performance; and/or
- c. Creates an intimidating or offensive academic, living, or work environment.

The University regards such behavior, whether verbal or physical, as a violation of the standards of conduct required of all persons associated with the institution. Accordingly, those inflicting such behavior on others are subject to the full range of internal institutional disciplinary actions, including separation from the University. Likewise, acts of retaliation will be subject to the same range of disciplinary actions.

Because the relationship between teacher and student is central to the academic mission of the University, it is essential to establish that the standard of expected conduct in that relationship goes beyond the proscription against sexual harassment as defined in the University's policy. No non-academic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relation. With respect to sexual relations in particular, what might appear to be consensual, even to the parties involved, may in fact not be so.

On this basis, any sexual relations between any teacher and a student of that teacher are inappropriate. This category includes relations between a graduate student and an undergraduate when the graduate student has some supervisory academic responsibility for the undergraduate. In addition, it includes relations between an administrator, coach, adviser, program director, counselor, or residential staff member who has supervisory responsibility for a student, and that student. Although the University does not have the means to enforce an absolute prohibition against such relations, the University deems them to be unethical. The Provost, Deans, Department Chairs, and other administrators should respond to reports brought to them of inappropriate and unethical behavior and act to help ensure that the integrity of the University is maintained.

In order to discourage such relations, in acting on complaints that come to the University's attention it will be presumed that any complaint of sexual harassment by a student against an individual is valid if sexual relations have occurred between them while the individual was teaching or otherwise had supervisory responsibility for the student. The presumption might be overcome, but the difficulties in doing so would be substantial. In short, any teacher or person in a supervisory capacity enters at peril into sexual relations with a student.

III. Resources

School and administrative units should make known to all of their members the available resources and the informal and formal procedures for resolving complaints of sexual harassment or racial and ethnic harassment within the unit or at the University level. During each phase of the processes every effort will be made to protect the privacy and confidentiality of the parties involved. There are circumstances in which the issues raised may be discussed with other sources. In those instances the parties will be informed to ensure that they are fully aware of the reasons for the disclosure.

A. Information, Counseling and Support

The following University resources are available to members of the University community who seek information and counseling about University policies on harassment, standards of behavior, informal and formal mechanisms for resolving complaints and resources for complainants and respondents.

- Special advisors should be designated by the deans of individual schools and directors of major administrative units from among their faculty, staff, and students to serve as advisors on issues of sexual harassment and racial and ethnic harassment. These individuals should be informed about the issues of harassment, the techniques of mediation and about University policies and resources. The advisors should be available to meet in confidence with persons who believe they are being harassed to provide information as to informal and formal grievance procedures, to counsel and to support, and to provide information as to additional university resources for support and counsel.

- *The Women's Center* aids students, faculty and staff with counseling, advocacy, advice and referral concerning formal and informal avenues of redress in matters of sexual and racial or ethnic harassment. The Women's Center does not conduct investigations.

- *The Office of the Ombudsman* exists to help resolve grievances of all members of the University community—students, faculty and staff—on an informal basis, and helps persons with complaints about sexual harassment decide on a course of action. The Office is independent of the University's formal administrative structure and grievance mechanisms.

- *Deans, department chairs, directors, and individual faculty and staff* are available to provide information and counseling.

- *University Counseling Service, Gay and Lesbian Peer Counseling, and the psychiatric section of the Student Health Service* provide assistance to student victims of harassment. Contacts with these services may be particularly helpful to students who desire assistance in dealing with harassment.

- *The Office of Affirmative Action* is responsible for developing and implementing the University's Affirmative Action Program, for providing a formal liaison between the federal, state, and city compliance agencies and the University and for overseeing programs designed to increase the representation of minorities, women, and disabled persons throughout the University. The Office is also responsible for overseeing the mechanisms for resolving nonacademic grievances as they relate to equal opportunity and affirmative action.

- *The Faculty/Staff Assistance Program* provides counseling, support and assistance to individuals concerned with issues of harassment. The Office works in consultation with the Office of Affirmative Action and the Ombudsman and it helps individuals resolve complaints and develop strategies for change.

- *Victim and Security Support Services of the Department of Public Safety* counsels members of the University community on a range of matters including racial and ethnic and sexual harassment. The Office works closely with the Office of Affirmative Action, the Ombudsman, and the Department of Public Safety, conducts investigations in cooperation with the other offices, and assists in the informal resolution of complaints. The Office also provides advice to members of the University community who have complaints of harassment against non-University individuals.

- *The Office of the Associate Vice President for Staff and Labor Relations* provides counseling and support to University staff on all employment related matters, including allegations of racial, ethnic, or sexual harassment. The Office interprets University policies, works closely with the Offices of the Ombudsman and Affirmative Action and administers the nonacademic grievance procedure.

B. Informal Mechanisms for Mediation and Resolution

The special advisors appointed in each school and major administrative unit should serve as primary, accessible contacts to receive complaints and to assist in informal mediation and resolution of incidents of sexual, racial, or ethnic harassment. In addition, the Ombudsman, the Office of Affirmative Action, the Women's Center, the Judicial Inquiry Officer, the Director of Student Life, the Office of Residential Living, the Office of the Associate Vice President for Staff and Labor Relations, Department Chairs, Deans and the Provost are available to assist in the resolution of complaints.

C. Formal Mechanisms for Resolution and Adjudication

The University believes that a strong system of informal resolution, with special advisors receiving and handling most complaints, will encourage reporting and resolution of complaints. When informal resolution is not chosen or is unsatisfactory, complainants are urged to use the appropriate formal mechanism as described below:

1. Complaints of harassment against a faculty member, instructor, or teaching assistant may be brought by a student, staff or faculty member to a Department Chair or Dean of the faculty member. The Department Chair or Dean who receives a complaint is charged with pursuing the matter. While the process depends on the particulars of the complaint, normally the Department Chair or Dean interviews the faculty member. If the matter is not resolved informally, the Department Chair or Dean either conducts an investigation or requests that the Ombudsman or Office of Affirmative Action do so. If the results of the investigation persuade the Dean or Department Chair that sanctions are warranted, he/she consults with faculty members—without disclosing the identity of the individuals involved—to aid in determining an appropriate sanction, including whether there is substantial reason to believe that just cause exists for suspension or termination. If it is determined that action should be taken for suspension or termination, the Dean should refer the matter to the Committee on Academic Freedom and Responsibility of the

School for proceedings in accordance with the procedures set out in section II.E.10. of the *Handbook for Faculty and Academic Administrators* (1983).

2. Complaints of harassment against a staff member may be brought by a student, staff or faculty member to a supervisor of the one complained against. The supervisor who receives the complaint should pursue the matter. While the process will depend upon the particulars of the complaint, normally the supervisor interviews the staff member. If the matter is not resolved informally, the supervisor either conducts an investigation or requests that the Ombudsman or Office of Affirmative Action do so. If the result of the investigation persuades the supervisor that sanctions are warranted, he or she consults with his or her colleagues or supervisor—without disclosing the identity of individuals involved—to aid in determining an appropriate sanction.

3. Complaints by students of harassment also may be made to the Director of the Office of Student Life, in accordance with the Student Grievance Procedure set out in *Penn Policies and Procedures*. Grievances associated with harassment in student employment may also fall within the Director's purview. The director of the Office of Student Life is also responsible for dealing with student grievances arising under Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in education.

4. A complaint of harassment may be brought against a student by filing a complaint under the Charter of the University Student Judicial System, or, if the respondent is a graduate or professional student enrolled in a school which has established a hearing board or other decision-making body, with that body.

5. A tenured or untenured faculty member whether full or part time who believes she or he has been subjected to racial, ethnic or sexual harassment by a faculty member or by any academic administrator may file a grievance under the Faculty Grievance Procedure, *Handbook for Faculty and Academic Administrators*, Part II.E.15, provided the complaint constitutes a grievance as defined in section I of the Procedure. This procedure is administered by the Faculty Grievance Commission composed of three members of the standing faculty with the rank of full professor. Grievances are heard by a panel composed of three faculty members chosen from members of the Standing and Associated Faculty. The panel makes its recommendation to the provost. In cases that involve reappointment, promotion or tenure, and in which the provost has declined or failed to implement the recommendations of the panel to the satisfaction of the grievant, the grievant may obtain a hearing before the Senate Committee on Academic Freedom and Responsibility on the actions of the provost.

6. A faculty member who believes that his or her rights have been violated by another faculty member or administrator under circumstances that relate to academic freedom and responsibility may file a complaint with either the Senate Committee on Academic Freedom and Responsibility or the appropriate School's Committee on Academic Freedom and Responsibility. See *Handbook for Faculty and Academic Administrators*, Part II.A.2.

7. If the matter previously has not been referred to a different panel or committee, a student or staff member who believes that she or he has been subjected to racial, ethnic or sexual harassment by a faculty member, and whose complaint has not been resolved through the mechanisms listed above, may bring the matter to a new Faculty Senate Committee on Conduct. This Committee shall be a standing committee of the Faculty Senate, chaired by the Faculty Senate Chair-elect, with two additional members chosen by the Senate Executive Committee for three staggered terms. At meetings with the Committee, the student or staff member may be accompanied by an advisor who is a member of the University community (faculty, staff or student). The findings and recommendations of the Committee shall be advisory and shall be submitted to the Provost for his or her decision and implementation.

8. A staff member who believes that his or her rights have been violated directly by another staff member or administrator may file a grievance under the University of Pennsylvania Staff Grievance Procedure, as published in January 1984.

D. Central Reporting of Harassment

1. The University believes that a decentralized system of resources encourages resolution of complaints of sexual and racial and ethnic harassment. Such a system also is useful to gather enough information to

make judgments about harassment generally. To that end, and with the consent of the complainant, anyone who has handled through mediation or informal counseling a complaint that was not submitted to a formal hearing board should forward to the Ombudsman a report of the matter. Such reports should not include the names of the persons involved but should include a description of the complaint, the School or Administrative Unit to which the complainant and respondent are attached and the disposition of the complaint. In the case of a large department in a large school, the department should also be identified.

This approach will enable the Ombudsman to identify patterns in the location and frequency of such incidents, and to inform the appropriate dean or administrative supervisor about the existence of such patterns. It also will enable the Ombudsman to act on behalf of the community to conduct whatever investigation he or she deems necessary to determine if University regulations are being violated.

2. Summary reports of formal charges of harassment that have been adjudicated and records of their disposition should be forwarded to the Ombudsman's Office as a matter of information by the persons responsible for such records.

3. Based on the information forwarded to him or her during the previous year, the Ombudsman shall submit to the President who shall make available to the University community on an annual basis a summary report of the number and type of formal and informal charges of sexual harassment and racial and ethnic harassment and their resolution.

E. Education and Prevention

The prevention of harassment and the establishment of effective procedures with due concern for all parties require a thoughtful educational program.

1. The University will provide to special advisors information concerning—

- a. mediation and resolution mechanisms available;
- b. examples of incidents of harassment and possible resolutions;
- c. definitions of harassment;
- d. descriptions of how and when to report; and
- e. sources of support and information for victims and respondents.

2. Deans and heads of major administrative units are encouraged to discuss this policy and issues of harassment generally at meetings of faculty and staff.

3. Training programs for residential advisors, senior administrative fellows, those who meet students in crisis situations and others serving in an advising capacity to students will include training about referrals, resources, and methods for handling instances of harassment. The Office of Affirmative Action and the Women's Center shall assist in the development of such training programs.

4. An overall educational program for students dealing with issues of peer harassment and providing information, definition, support, identification of resources and exploration of behavioral alternatives, will be developed by the Office of Student Life, in consultation with the Office of Affirmative Action, the Penn Women's Center, the Office of Residential Living, the Council of College House Masters, the Council of Senior Faculty Residents involved with the Freshman Year Program, and other appropriate resource groups. Such an educational program should be directed toward new undergraduate and graduate/professional students.

5. The University will publish annually the operative portions of this policy statement, including the resources available to advise, counsel and assist in the mediation of harassment allegations. The information will explain how and where to contact university-wide and school specific resources and will be posted in conspicuous locations.

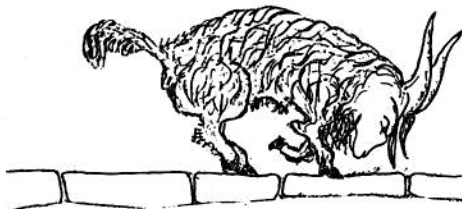
F. Exit Interviews

The University will periodically survey departing students, faculty and staff to measure the existence and frequency of reports of harassment.

Based on the data yielded by these surveys and the annual reports of the Ombudsman, the University Administration will determine, in consultation with the University Council, whether there is need for further steps to be taken on the issue of harassment.

G. Implementation

The Office of the Provost and the Office of the Senior Vice President will be responsible for the implementation of this policy.



Target: Incivility

Notes from a Panel Discussion April 20, 1987

In the A-1 Assembly's two-hour panel discussion called "Civility Under Siege," courtesy reigned though points of view diverged during the session chaired by Former Ombudsman Barbara Lowery.

President Sheldon Hackney drew maxims from Woody Allen's *Broadway Danny Rose* on life values including a sense of honor and concern for others, while Professor Jacob Abel applied two favorite childhood tales (see below) to problems he had seen as a former Ombudsman.

Professor and Management Consultant Charles Dwyer talked about self-protection against the effects of incivility, and Faculty-Staff Assistance Director Anu Rao about dealing with the damages—through counseling and referral for individuals, consulting with offices, and recourse when needed to other University conflict-resolution resources.

The A-3 Assembly's Joseph Kane emphasized his view that helping impulses *are* found in all walks of University life, both person-to-person and through the widespread volunteerism of faculty, staff and students; but he added that the pressure to compete, misdirected as "do better than everyone else no matter who it hurts," touched faculty, staff and student life.

GAPSA's Wayne Glasker enlarged on the competition factor—and a side effect of success (including the success of getting into Penn) taken as arrogance or the assumption of license to act out feelings of superiority toward those not the same by race, sex, orientation, professional degree status or socio-economic origin.

Definitions of harassment ranged broadly and covered what Dr. Hackney called the almost complete permutations of "a problem that has shot through the campus." As various speakers detailed faculty/student, faculty/staff, supervisor/staff, student/staff and other complaints, Dr. Hackney cited the Sexual Harassment Survey data on peer-to-peer harassment, and media such as *Almanac's* Speaking Out and the D.P. as indicating incivility is not exclusively from the top down.

Mr. Glasker gave some emphasis to students' incivility—to each other (based on upbringing that may not have prepared them to perceive ability in anyone not like themselves) and to clerical or service staff (from emphasis on professional or preprofessional degree status leading to a failure to respect other levels of work).

Ms. Rao traced many of the supervisor/staff problems her office has handled (2000 cases in three years, with 85% of clients approaching

individually while the rest are sent by supervisors) to such factors as expecting newcomers to perform perfectly without orientation or instruction, (sometimes a time pressure problem and sometimes a result of lodging supervisory responsibility without supervisory training).

Multiple Approaches

The strongest contrast was between Dr. Dwyer and the speakers before and after him—many of whom emphasized ways to change the behavior of those described as abusing power, such as through current resources or new ones such as ethics seminars proposed by Mr. Glasker.

Like Ms. Rao, Dr. Dwyer takes a direct role in consulting with offices on work relationships. In genial but pragmatic terms Dr. Dwyer asked what even presidents could do to change by reprimand. When Dr. Dwyer counsels, he said, he works on what the individual can do realistically within to avoid being harassed or "lower the threshold of hurt by teaching victims to isolate themselves from effects and to get rid of fears inside that others might discover and abuse. "No institution can protect you," said Dr. Dwyer (who is the A-1 Assembly's June 9 Annual Meeting speaker, on "How to Get Anybody to Do What You Want").

In the question-and-answer session, however, he offered to conduct a survey of any unit where widespread (as opposed to individual) harassment was indicated, using a validated instrument which protects the identities of respondents. He said he had used the instrument effectively before and would be willing to use it for any office on request following through in his own name. "It gets results," he said.

Remembered Wisdom

I often think about a couple of fairy tales that impressed me mightily when I was young; and much later when I read Bruno Bettelheim's book it dignified the fact that as an adult man I could still remember and think about the morals they conveyed. *Billy Goats Gruff* is the story of the three goats, brothers of descending size, who try to cross a bridge and are threatened by an ogre. The smallest tries first, and tells the ogre, "Wait for my brother who is bigger and juicier." The second does the same. Finally when the ogre goes after the third brother, *this* Billy Goat Gruff is too big and too much for the ogre, and knocks him off the bridge. The story had tremendous appeal for me as a five-year-old growing up in a South Brooklyn neighborhood with short legs and a big mouth and a minority religion that seemed to advertise itself to would-be tormenters. About the same age I learned the one about the mice who agree the cat should wear a bell, "But who is going to bell the cat?" Those fairy tales guided me then and still do today . . . when I think about power and the abuse of power [overtly or by taking] advantage of another even in a way that uses the physical elevation of being on the third floor, uses the fact of being inside a structure, not outside, uses *anonymity* to abuse another with freedom from retaliation.

I think in terms of "Where's the power, who has it and who's abusing it?" and about what the University could do in terms of the way it deals with at least the people who have really explicit authority. I don't think we spend enough in print, enough space, enough time, when we put people in positions of authority, on the subject

of what those authorities are and what the collateral duty is that goes along with power. I don't think we do enough in the development of our managerial structures, whether for RAs in the dorm or people in the administrative apparatus where we have a well defined "tree." The second thing we don't put enough of an injunction on people simply to ask themselves to do an inventory of their own authority, their own power—including faculty whose authority over students is not articulated in these terms and we may not have enough consciousness of the impacts of our teaching, grading and so on.

What can individuals do who find themselves in a situation where they don't feel civilized conduct is being exhibited properly or that people above them don't have this consciousness? That's where *Belling the Cat* and *Billy Goats Gruff* come in. The first thing to ask is "Where are the big goats? They're there. The Ombudsman's office is certainly a prominent one. But even in the organization, the bigger goats have the duty—people can't just take the big offices and the big paychecks without taking the duty—to make sure the hierarchy below them functions in a civilized way. You have the right, the individual right *and* responsibility to take a stand on that point. It takes a great deal of courage to put the bell on the cat; it may take cooperation among the mice, and picking the right cat at the right time in the right place. Put a burden on yourself to look for people in a responsible position who can solve your problem and the organization's problem. With some luck and some daring, progress can be made.

—Condensed from Dr. Jacob Abel's Talk



Jacob M. Abel

Speaking Out

On Open Expression

It has come to our attention that a serious procedural flaw occurred when the revisions of the duties of the Open Expression Committee (hereafter referred to as the Committee) were passed by University Council on April 29, 1987. So serious are these procedural errors that we, the undersigned, believe the actions should be declared out of order. We believe that there has been, in effect, no legal change of the Committee's responsibilities thus far.

The Special Committee to Review the University's Guidelines on Open Expression (hereafter referred to as the Special Committee) presented the revisions and amendments as changes in the Open Expression Guidelines, assuming that it was therein that the Open Expression Committee received its assignment and duties. This is fallacious.

The policy for the Committee on Open Expression is outlined not in the Open Expression Guidelines, but rather in the *Bylaws of the University Council*, section V, article 2, paragraph b. This section states in part:

The Committee on Open Expression has as its major task: monitoring the communication processes to prevent conflicts that might emerge from failure of communication, recommending policies and procedures for improvement of all levels of communication, *investigating alleged infringements of the right of open expression of any member or members of the University community* [see section II.B.9 of the Guidelines], advising administrative officers where appropriate, and participating in *evaluation* [see section II.B.8] and resolution of conflicts that may arise from incidents or disturbances on campus. [Emphasis added].

The section of the Open Expression Guidelines which concerns the duties of the Committee on Open Expression (Section I.C) is drawn from the University Council Bylaws, quoting them *verbatim*. Therefore, *Section I.C of the Guidelines cannot be changed without a corresponding change of Section V.2.b of the Bylaws*.

The Special Committee notes that the function of "evaluation" corresponds to section II.B.8 of the Guidelines, and the investigative function corresponds to II.B.9 (see section III.D of the Report of the Special Committee). These functions, outlined in the Bylaws, and underlined in the passage cited above, are precisely those omitted from the revised Guidelines on Open Expression. The Guidelines now contradict the Bylaws.

As we know, Section VII of the Bylaws clearly states that any amendments to the Bylaws must be distributed in writing at least one full month before a vote of University Council. This was not done. In fact, the changes were adopted one day after the report was released.

We see from the Bylaws that the adjudicatory function is spelled out precisely as a "major task" of the Committee in *two separate clauses*. To contemplate taking away this function requires an analysis of *why* it was

included by the framers not only in the Guidelines but *twice* in the Bylaws in the first place. Its inclusion was not accidental, but deliberate. Such a clause cannot merely be done away with when it proves inconvenient.

The appropriate channels were wrongly circumvented; the appropriate time for reflection and discussion illegally abbreviated. Therefore we formally request that the Steering Committee initiate procedures to nullify action of April 29.

—Wayne Glasker, Chair, GAPSA*

—Ellen Somekawa, President, GSAC*, 1987-88

—William Westerman, President, GSAC*, Spring 1987

—Vincent Phaahla, First Vice Chair, GAPSA*

—Shawkat Toorawa, Open Expression Committee, Vice Chair for Communications, GAPSA

—Michael Jaffee, Chair, UA*

—Wendy Bloom, UA*

—Pamela Ingleshy, Vice Chair for Student Affairs, GAPSA*

* Denotes member of University Council

Author's Note: Here is a memo I sent to faculty on the Provost's Search Committee May 6, 1987. —J.F.R.

Retargeting

There is a chance now to *retarget toward academic goals*. You can test the sensitivity of the candidates and their willingness to think anew, on these points.

The Provost should be an *academic* leader. The Provost should restore efficient faculty governance of the University, should create a "prestige edge" for Penn, reduce staff costs, recognize that we cannot have the size, nature and objectives of University-wide, and school-level administration set by the administrators themselves (with trustee supervision), without turning Penn into a "trustee corporation with teaching and research staff." That is "corporatization," the trend here for fifteen years.

The option still open is "a student-faculty community, supported by administrative professionals," with an "ecclesiastical" structure, in contrast to corporate structure.

I. For the Faculty: To make Penn a national leader in faculty development.

Pre-recruitment to anticipate retirements (about 5 years before retirement) for every major area of active research and teaching, with the faculty to return to present size about 2005.

Fair-Roles. To add minorities and to double the number of women faculty in all schools in about five years, to provide leaves for family development. For racial minorities, to use affirmative action where either teaching-collegiality or research is sufficient for tenure. The underrepresentation has become so intolerable in areas outside the professional schools (perhaps there as well), that we have to use other means to offset it.

Compensation Across University. To make Penn the *standard* for the best schools. The purpose is to expand faculty self-esteem, productivity and prestige, and set a national trend to enrich the academic "gene pool" over the next half-century.

Overpaying a minority of the faculty is well justified to give Penn a *talent advantage*, especially when a large part of the faculty is undercompensated, and to create a community that offers a desirable way of life, to motivate our best students to want to share that life, and to stem the diversion of talent away from basic learning. (Remember how talent shifted, as social rewards and prestige did, from the ministry to law from 1940 to 1960 and after.) In faculty recruitment, we already notice a thinning of the blood. Penn has always been a "follower" in faculty policy; now it is time to be the leader.

In SAS: to raise salaries in two years by 25% to correct the deficit between Penn and favored departments in comparable schools, with \$75,000 the 1988 standard for ten years in full rank, with entering assistant professors at \$27,500 (1988) and \$30,000 (1989) and, thereafter, at not less than one-half the median of full professors in the faculty.

In Other Schools: In Fine Arts, Nursing, and other schools that lag behind some professional schools, to use the SAS proposals as the "floor."

In All Schools: to provide a *University Housing Plan for Faculty* with mortgage insurance and interest support for senior faculty, and lease-mortgage (with assured buyback) for junior faculty. To provide a better plan than Harvard's, both to improve the economic status of teachers and to *sharpen the "prestige edge"* we want to make for Penn.

To provide academic leave for research after each three/four years of teaching (as in favored departments at best schools) at least in humanities, and to replan the research leave plans, school by school, with two objectives: to encourage scholarly productivity and freshness, and to *make Penn a "community of privilege"* to which academics will aspire.

To provide up to \$1,000 per year for academic travel for each tenured faculty member, with cumulation for five years. (That is still half what some major private universities provide.) Positively to encourage Penn's faculty to take part in U.S. and foreign research conferences, (for communication and visibility). To require written permission for cancellation of more than one class per trip, and for more than one cancellation per term.

To provide contract-secretarial services for faculty publications where not now available.

To restore faculty leadership in University Governance (probably by establishing a Faculty Council to function as the original University Council did.)

To encourage Deans toward written contractual agreements with departments for the allocation of positions, ranks, other departmental priorities.

To make clear in publications that the University, under its Trustees, is a *communi-*

Speaking Out (continued from page 9)

ity of faculty, researchers, and students (at all levels), assisted by administrative professionals. We must STOP the "corporatization" in which a business is "run" from a pyramid of top executives downward, with goals and means set at the top, and the scope of administration set by those who administer, and not at all by those who create the marketed product (education). That's the Penn trend. Now is a chance to change.

A Provost who intends to lead the institution intellectually has to see that our opportunities lie in what teachers and scholars can do, not in what further administrative improvements can do.

So the main efforts have to be directed to creating the "prestige edge for Penn," "the quality attraction" that will maintain Penn and nourish learning. That's what we are here for, learning.

2. For Graduate Education: To double the financial aid for (non-contract) graduate fellowships for study and research; to increase stipends by a real 30% and increase the number about 30% over five years (on top of inflation). (After study, the requirement may turn out to be more!)

To employ graduate students on administrative committees (e.g., for study abroad, advising, Penn-Leuven Exchange, to staff Senate committees, work for the library acquisitions, and dozens of other places where a continuity of young scholars can be set up to support graduate study and serve the whole community). The purposes are to reduce regular staff and its benefits burden, and to keep from crowding classrooms with junior teachers just for the purpose of employing them. (That will become more important as we succeed in staffing undergraduate classes with senior faculty.)

3. For Undergraduate Education: To allocate fifty percent of faculty teaching resources to undergraduates, not counting graduate students in that total. Further reduction in large lecture courses.

To prohibit the use of large lectures for new distributions, requiring departments to staff smaller courses.

To provide *Withdrawal* (voluntary withdrawal by student and forced withdrawal by professor) as grading options in perhaps half the courses with all such notations to be removed from the record at graduation, so that students can try more difficult courses and professors can substantially raise their academic demands. There is too much unused "reserve" capacity for learning in our students.

To increase thinking and interpretation requirements in courses and decrease memory-load. Thus, to use technology, small classes, more personal contact with regular faculty, assignments and grading that reward understanding, encouraging students to take time off when they are underperforming, reduction of paperwork and administrative complication (with students to advise on all aspects).

To reorganize the entire undergraduate job placement service. Students are rightly outraged.

To increase financial aid to whatever level will keep the undergraduate mix of economic backgrounds, with about half the undergraduate student body on major finan-

cial aid. That alone will require non-academic staff reductions to cut overhead and free up funds.

To offer academic preferment for good teaching and generous student contact in the form of *summer research grants*, and extra paid research leave. Faculty will work very hard for enhanced research leave!

4. Some Administrative and Budget Options.

A. Create an academic "prestige edge" for Penn by making faculty compensation and research support a national leader at all levels. That means faculty development has to be restored to the University Budget Formula, as it was when Girifalco was Acting Provost (the only significant advance on this point in fifteen years). In fact, the whole Formula and the "Guidelines" need a comprehensive review.

B. Concentrate new faculty appointments on ranges of excellence (e.g. in departments close to or maintaining excellence, or inexpensively brought to excellence) and in key research areas where there are "proved resources" of intellectual weight, and upon the core areas where support for 25 years will maintain a scholarly lifeline into the next century.

C. Make public the scope of decisions taken by the Planning and Budget Committee and where it stands, relative to other bodies, in setting academic priorities.

To impose critical scrutiny on academic promises (like cognitive sciences), just as faculty do on one another in Penn Foundation decisions. A Provost who cannot judge confidently and sagaciously is just another administrative booby-trap.

D. Reject the implicit "troika" for administration under the President:



Instead, the Provost would be chief academic officer of the *entire* University and supervising officer of all elements administration and finance, as far as they affect academic matters.

Candidates need to know about the confusions of authority, the erosion of Provost's academic autonomy by administration and financial staff, capital budget priorities, pressure groups, and general confusion of lines of authority.

No one should be offered this position who will not see to it that the lines of his/her authority match the scope of the responsibilities.

A Provost who does not think effective faculty governance is academically so important that s/he will undertake to restore it, is going to be another faceless member of the corporate pyramid.

5. Staff Reductions: Regrettably, several objectives (increased financial aid for undergraduates, more graduate student support, creating the "prestige edge" for the faculty, reducing "class conflict" in the system, reducing long-term benefits-burden) require reduction of staff "overhead," perhaps by ten percent in a couple of years. It is only unrealism not to see that.

Everyone is to have justice, opportunity to advance, freedom from harassment and prejudice, and fair working conditions. These are to be effectively assured to all.

Nevertheless, it should not be harder to dismiss a clerk for mediocrity than to dismiss an assistant professor. The self-perpetuating and enlarging bureaucracy has to be cut back.

Every three beginning-level administrative workers (with all benefits included) equals a beginning tenured faculty member. With academic futures facing blight after years of preparation, with whole disciplines (e.g., geology, Oriental languages, religious studies) unjustly slighted, with the whole University awash with obligations to auxiliary staff while the libraries dry out and young faculty wring their hands in career frustration, we need room to provide academic futures to young people, and scholarship support to the student body. That's what priorities are about: rational preferences.

Do you seriously think a well-run university needs *nine* support persons for every professor? Do you really think we need employees almost in one-to-one correspondence with *all* the students? Do you seriously think a university should spend less than 20% of its operating budget on its faculty, while "Current Expense" has risen as a budget category from 8% to 40%?

Would you let the auxiliary staff (non-union) increase by over 500 new employees in about five years, while the standing faculty of the whole institution (less than 2000) decreased by 20? You would certainly want a convincing rationale. So would I.

6. Conclusion: We need a Provost who sees that Penn is so close to outstanding that faculty development, and generous student aid, maintained by a lean support system are the means to a prestige edge, one that will stabilize effective University Giving and sponsored research.

If the candidates stand for values much different, objectives less convincing or less definite, please question what they want to achieve, and wonder why they want to wield that kind of power.

—James F. Ross, Professor of Philosophy

Ed.Note: At presstime *Almanac* was not able to reach Dr. Ross to clarify his data on nine support persons per professor, and queries in various University offices showed a range of figures. A wallet card called "Campus Facts 1986" (issued by the Development Office), shows

University Personnel

Faculty	
Full-standing	1,770
Associated	1,716
Academic Support Staff	2,386
Administrative Staff	2,112
Support Staff	2,981
Hospital Employees	4,171

Last August when preparing to mail *Almanac* individually to all full-time and long-term part-time faculty and staff, *Almanac* received 11,910 labels; these did not include TA's or HUP support staff but did include a number of faculty clinical affiliates whose primary offices are not in the University or HUP. Last week two offices gave data on academic personnel that parallel those of the wallet card (6400 including TA's, with full-standing faculty under 1800) and the Faculty Senate Office gave a total of 1780 for its mailing list of full-standing faculty. A rough count of current nonacademic

University-paid staff, furnished by Staff Relations, came to 8400 (3000 A-4/A-5, who are hourly-paid full- and part-time personnel; 2300 A-1s, who are monthly-paid administrators and professionals including librarians and research specialists; and 3100 A-3s, who are full-time weekly-paid clerical and technical staff).

On Campus Planning

Before reading the development plan outline (*Almanac* April 21) I was pessimistic about Penn's ability to handle the tremendous growth it can look forward to over the coming decades. The weaknesses of much of our recent building (e.g. Stiteler, Meyerson, and all of Penn's three retail sites) seemed to be evidence of a declining concern with design quality and responsible planning. A school that ignored the chance to build a masterpiece by Louis Kahn at the center of campus in order to come in under budget with a B-grade building like Meyerson is a developer in desperate need of critics. It should be applauded for seeking them out among the thousands of Penn people development will affect.

I'll reserve judgment until the final draft is out, but I am relieved to know that a long-range development plan is currently in the works. Such a plan is a crucial ingredient of successful development. Its publication demonstrates that the University has indeed learned something about responsible growth from the difficult years of urban renewal.

The most interesting part of the outline was its discussion of faculty housing. I know I am not alone in wishing that this academic community were more of a *collegiate* community—that students and faculty lived in closer contact. I think most students respect those professors who have made West Philly their home and hope that more can be convinced to join them. That so few of them have is a disappointment and a weakness the University is wise to address. The Hackneys' decision to live in Eisenlohr was a good first step. To build on the trend set by the president, the University could encourage the provost, the deans, and more senior faculty to live here by purchasing suitable houses in the neighborhood they might inhabit at subsidized rents as part of their compensation, or by simply helping faculty members to find or acquire good housing at market prices in the immediate area. (A gem of a house on 47th and Pine is waiting to be picked up by the University for our incoming provost.) These steps would go a long way toward increasing the proportion of the academic community which resides here.

Such a program might, of course, meet with resistance from neighborhood associations fearing displacement, but the housing market in University City is in an up-scale boom of its own and a degree of gentrification is unavoidable. An initiative of this sort would insure greater continuity in the character of the neighborhood than would purely private market changes, and the participation of an institution the size of Penn could also mean increased development of low- and middle-income housing.

That the University is taking a long-term perspective on the development of its very promising sites north of Walnut Street is similarly encouraging news. This direction holds

enormous potential, but—as the twenty-year long struggle with the Sansom Street Committee has proven—many interests must be taken into account and many uses balanced if what gets built is to be fully satisfactory. The people in the Office of Real Estate may seethe at the trouble the Committee has caused them, but they'll be the first to admit that in the end—thanks largely to all the fighting—a much better building went up. The University would be wise to keep in mind what this demonstrates: namely, that these big projects work best when they have been carefully tailored to fit the context of the neighborhood's existing assets. The optimal program which could be included in this development—housing, theater and sports facilities, parking, shops, and a new ICA—will require an even greater degree of planning and negotiation if it is to be successfully achieved. But if the master plan gives these problems sufficient care, the results could well be remarkable.

The plan's review of the importance of boundaries, gateways, axes, and the visual identity of the campus as a whole is also an important part of preparing for growth and change. This area of campus design presents the most easily exploited and immediate potential for improvement. As a preliminary step I would suggest that someone come up with a more appropriate design for the plaques bearing the names of campus buildings. The tasteless white colonial signs which incongruously cling to even Superblock's modern towers may vaguely remind us of the University's colonial roots, but they clash clumsily with most of the architecture they would proclaim. The design of replacements and of a comprehensive scheme for identifying Penn's space are relatively small concerns when weighed against the problems of a huge construction program, but the details of these design problems are crucial nonetheless. An ill-considered treatment could make the whole place come off like a big, bad joke, but with taste and foresight these changes could give the University a new and dramatic sense of itself. I hope the planners will give them careful thought.

The biggest mistake Penn's developers have made in recent memory was their decision to destroy the rebus which faced the McNeil Building. Whether or not the building going up there could have been designed to avoid its destruction is something we'll never know now (the pompous, top-heavy Locust Street entrance could certainly have used the reworking), but the fact remains that the rebus—a much loved piece of public campus property—no longer exists, and a debt remains in its place. This was, let's face it, something of a coup for the Wharton School. Having won it, *can they prove to the rest of the school*—"arch + key + deckchair," "pillow + sophia," and everyone else—that *they can rebuild the image of One University that once graced Locust Walk*? I suggest that Wharton be required to commission the artist to repaint his work (if he's not so outraged by the original's demise that he wants nothing more to do with us) on a suitably large and prominent wall. The set-back mid-section of Van Pelt's Walnut Street facade could be improved immensely by the mural. In addition, the painting would perfectly symbolize the building's universal function.

This problem is, however, the exception to the pattern of increasingly responsible development which Penn has begun to show. I hope it remains the odd mistake out, and that the study's authors suggest the proper remedy as part of a thoroughly considered and balanced plan for over-all campus improvement.

—Henry D. Duarte, College, '87

Successful Experiment

Congratulations to you all! Our experiment on the spontaneous generation of life is a success and the organisms on Figure 1 below were obtained from the fridge yesterday.



We have proven that rancid yogurt, green sandwich, putrid fruit and moldy tofu can lead to the generation of new living organisms. The article will appear in *Science* next week.

Robert Wood Johnson Scholars and Clinical Epidemiology Unit: New life from Malodorous Fridge—Neglect of the Commons. Vol. 26, No. 13, pp. 26-29, 1987.

Now that our experiment is completed, it is time to clean the lab. Every time we open the fridge let's throw out (not in my waste basket!) 6 putrid items. At that rate, the fridge will be clear by Christmas and can then be defrosted, fumigated and cleaned. And we can start a new experiment in the New Year. Many thanks.

—Paul D. Stolley, Herbert C. Rorer
Professor of Medical Sciences
Co-director, Clinical Epidemiology Unit

Beach Blanket Boring

Given the scarcity of leisure time, vacations should be planned carefully. Having a fun and refreshing vacation this summer may depend on your personality.

If you're an active, social person, don't take a vacation on an underdeveloped, sparsely-populated island. Unless you're prepared to relax and be passive, you'll probably be bored stiff.

Many people plan vacations without thinking about their emotional needs: Would-be vacationers should evaluate the things they do in their leisure time (e.g., weekends) and the people whose company they enjoy to get hints about their vacation needs. The activities available in the Scottish Highlands and Los Angeles, for example, offer very different experiences and suit very different people.

Leisure time is scarce and valuable for most people. A vacation chosen on the basis of current vogue or casual advice is leaving too much to chance.

—Arthur Freeman, Clinical Assistant
Professor of Psychiatry, School of Medicine

For Research in Aging

The Center for the Study of Aging has an annual award program to fund pilot projects in all areas of gerontology. The grants will provide seed money for start-up projects that have the greatest potential to lead to full research programs in aging.

July 15, 1987 is the deadline for receipt of applications, with funding available about September 1, 1987.

Faculty members of the University of Pennsylvania are eligible to apply for these one-year grants, which are made possible by funds from a National Institute on Aging Geriatric Leadership Academic Award. The purpose of the Academic Award is to expand gerontology research programs at the University. This is the second round of funding offered by the Center under the Academic Award program.

Pilot project proposals will undergo peer-review by a committee chosen by the Center for the Study of Aging. Final technical reports are required at the end of the project period for submission to the NIA. Applications should be prepared on the standard PHS Form 398 for a maximum of \$5000, along with a signed human subjects form (HHS 596), if applicable.

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

Safety Tip: An automobile, especially a new one, is the average adult's most valuable possession. Yet, most people do little to prevent the theft of their cars. The result is that thousands of cars are stolen each day. Needless to say very few cars are protected by security devices. However, combining common sense procedures with an add-on security system can make your car extremely difficult to steal. Always lock the doors and roll up the windows when you park. Most thieves will pass up a well-secured automobile.

Department of Public Safety Crime Report

This report contains tallies of Part I crimes, a listing of Part I crimes against persons, and summaries of Part I crime in the five busiest sectors on campus where two or more incidents were reported between May 18 and May 31, 1987.

Total Crime: Crimes Against Persons—0, Burglaries—6, Thefts—21, Thefts of Auto—4

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
South St. to Walnut St., 32nd St. to 33rd St.			
05-20-87	4:02 PM	Hutchinson Gym	Wallet and contents taken from secured locker.
05-21-87	12:16 PM	Lot #5	Vehicle taken from lot.
05-21-87	3:42 PM	Lot #5	2 males arrested/attempting to steal car.
05-24-87	9:23 AM	Lot #5	Vehicle window smashed/ignition damaged.
05-26-87	7:00 PM	Hutchinson Gym	Articles taken from secured locker.
05-26-87	9:18 PM	Hutchinson Gym	Lock broken, wallet and contents stolen.
Locust Walk to Walnut St., 34th St. to 36th St.			
05-20-87	5:25 PM	Meyerson Hall	Unsecured Peugeot bike taken from rack.
05-21-87	3:18 PM	Meyerson Hall	Radio and camera taken from unsecured area.
05-22-87	12:52 AM	Phi Kappa Sigma	Radio taken from living room.
05-22-87	4:55 PM	Van Pelt Library	Wallet and contents taken from unattended backpack.
Civic Center Blvd. to Hamilton Walk, 34th St. to 38th St.			
05-18-87	8:58 AM	Blockley Hall	Adding machine taken from room.
05-23-87	2:02 PM	Mudd Bldg.	Balance scale taken from office.
05-24-87	5:56 PM	Lot #44	Vehicle taken from lot.
05-26-87	8:33 PM	Johnson Pavilion	Secured Panasonic 10-speed taken from rack.
Spruce St. to Locust Walk, 34th St. to 36th St.			
05-22-87	9:27 AM	Williams Hall	Door forced/phone and cash taken.
05-27-87	9:28 AM	Williams Hall	Door forced/drawers opened/nothing taken.
Spruce St. to Locust Walk, 37th St. to 38th St.			
05-20-87	3:59 PM	McNeil Bldg.	Backpack and contents taken from Men's Room.
05-28-87	3:15 PM	Vance Hall	Stolen knapsack recovered/bank card missing.

Update SUMMER ON CAMPUS

FITNESS/LEARNING

June 12 *Blue Cross/Blue Shield: What's Covered, What's Not:* Janice Grisan from the Benefits Office will discuss the eligible services under the University's Blue Cross/Blue Shield plan, and what other types of expenses are reimbursable under Major Medical: noon-1 p.m., Faculty Club. Registration: Ext. 7281 or 1335.

ON STAGE

June 7 *As You Like It*, a musical adaptation of Shakespeare's play written and scored for children by David Lodge. Also on the program are ballet and

For Administrative Computing Users

Following an evaluation of the effectiveness of our training program, UMIS has revised its training strategy in an effort to better support administrative staff in incorporating the use of computer technology into their jobs. Training programs will now be designed on a customized basis to accomplish the specific goals of an office as stated by its management. This free service is available through *Computer Solutions* (Ext. 5063), a new office that takes the place of the Info Center. General training sessions will continue to be offered through the Computer Resource Center (Ext. 1780).

The reorganization coincides with completion this summer of the Office Automation pilot program. Several offices that participated in the program, such as Wharton External Affairs, are now using electronic mail, calendaring and filing through their computers. These services will soon be available to the rest of the campus. *Computer Solutions* supports Penn's outgoing effort to offer staff the latest in technology and its implementation.

—Francesca Seidita, Director,
Computer Solutions

jazz dance performances by students of the Gwendolyn Bye Dance Center; 3 p.m., Harold Prince Theatre, Annenberg Center. Tickets: \$5 for adults and senior citizens, \$2 for children under 12 (Children's Carousel Theatre).

TALKS

June 4 *Anti-Viral and Anti-Tumor Properties of Xanthate Compounds:* Dr. Gerhard Sauer, German Cancer Research Center, Heidelberg, Germany; 4 p.m., Auditorium, Wistar Institute (Wistar Seminar).

June 5 *Integral Membrane Actin-Binding Protein:* Dr. Elizabeth J. Luna, department of biology, Princeton University; 4 p.m., Auditorium, Wistar Institute (Wistar Seminar).

June 11 *The Diabetic Cornea and the Effect of Aldose Reductase Inhibitors:* Dr. Henry F. Edelhauser, department of physiology, Eye Research Labs, Medical College of Wisconsin; noon, Hirst Auditorium, 1 Dulles Building, HUP (Department of Biochemistry and Biophysics).

June 18 *The Effect of Elevated Glucose and Sorbitol Levels on Inositol Metabolism in Cultured Neuroblastoma and Endothelial Cells:* Dr. Mark A. Yorek, department of internal medicine, University of Iowa; noon, Hirst Auditorium, 1 Dulles Building, HUP (Department of Biochemistry and Biophysics).

June 25 *Multiplicity of Factors in the Pathogenesis of Diabetic Ocular Complications:* Dr. Franz M. Matschinsky, Chairman, department of biochemistry and biophysics, Director, Diabetes Research Center; noon, Hirst Auditorium, 1 Dulles Building, HUP (Department of Biochemistry and Biophysics).

June 26 *Gene Activation During Multistage Carcinogenesis:* Dr. G.T. Bowden, University of Arizona; 11 a.m., Auditorium, Wistar Institute (Wistar Seminar).

July 7 *Genetic Analysis of Hepatitis B Viruses:* Dr. Christoph Seeger, department of veterinary medicine, Cornell University; 3 p.m., Auditorium, Wistar Institute (Wistar Seminar).

Correction: In typesetting the Lior/Pring letter to Speaking Out May 19 (on parking), portions of sentences were omitted in two cases. (1) The second-paragraph should begin "This runs completely counter to the recommendations of the Senate Committee on Administration and those of the Council Committee on Facilities." (2) In the third to last paragraph the beginning should read "Reasonable parking is just one of a number of important campus lifestyle issues that are of contemporary concern."

Clarification: In the May 19 issue's report on Transportation and Parking, the letters appended under the heading "Comments Received" were sent as background to the subcommittee during its work (1986 and early 1987) and should not be read as comment upon the report itself. —Ed.

Almanac

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