

Almanac

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GSFA's Cret Professor: Joseph Rykwert . . .

The Graduate School of Fine Arts has chosen the renowned scholar/architect Dr. Joseph Rykwert for its oldest chair, named for one famous Penn professor—Paul Philippe Cret—and first held by another, Louis Kahn.

Dr. Rykwert who has been here since 1982 as a visiting professor, will also be a full professor of the History of Art in SAS.

Dr. Rykwert is a native of Warsaw who studied at London University's Bartlett School of Architecture and at the Architectural Association in London (where he also taught); took his doctorate at the Royal College of Art; and served as Librarian of the Royal College as well as professor of art at the University of Essex. He was a Reader in Architecture at Cambridge when Penn invited him here in 1982.

A visiting lecturer at the most important schools of Europe and the Americas, he is a Chevalier in France's Ordre des Arts et des Lettres, and was a member of the planning commission for the coming World Exposition in Paris. In his teaching and writing Dr. Rykwert concentrates on the work of theorists who were also builders, such as the 15th-century Florentine Leone Battista Alberti, whose initial work Dr. Rykwert is publishing in a new translation this year. Among his other books, which are known in many languages, are *On Adams House in Paradise*, *The Idea of a Town*, and *The First Moderns*. Some of his essays are collected in *The Necessity of Artifice*, and he is now at work on a major study of the classical orders of architecture.

. . . and Two Named to New Wharton Chairs

The Wharton School has three new endowed professorships and has named present faculty to two of them. (One, given in Dean Russell E. Palmer's honor by the accounting firm of Touche Ross, is to be filled.)

The new Julian Aresty Professorship, awarded on a rotating basis to the faculty member serving as vice dean and director of the Wharton Graduate Division, has been filled by Dr. David J. Reibstein, who took the administrative post in January. He is a professor of marketing who joined Penn in 1980 after five years at Harvard Business School. He has more recently been a visiting professor at Stanford. A recipient of the School's Excellence in Teaching Award every year since it was initiated in 1982, he also directs the Wharton/Profit Impact of Market Strategy Research Center.

The Aresty Professorship is a family gift honoring its senior member and presented on his 80th birthday. Mr. Aresty is a 1929 graduate of Wharton who headed S.P. Dunham Department

Stores in New Jersey before his retirement. An earlier family gift in his name helped establish the Aresty Institute of Executive Education in the new Steinberg Center.

A new chair in Finance, the Ronald O. Perelman Professorship, goes to Dr. Andrew B. Abel, who came to Wharton in 1986 from Harvard's economics department where he held the Loeb Associate Professorship of Social Sciences. He taught earlier at Chicago and has been a visiting professor at Hebrew and Tel Aviv Universities and an economics consultant to the Bank of Portugal. He is known for his work in macroeconomics (with a new intermediate textbook due out 1991), savings and investment, monetary economics and asset pricing.

Donor Ronald Perelman is doubly a Wharton alumnus (1964, with MBA in 1966) who is chairman and CEO of the Revlon Group Inc. and the MacAndrews & Forbes Group Inc., of New York. He is also a member of the School's Board of Overseers.

Senate: Mail Ballot Coming

At the Faculty Senate's plenary meeting Wednesday, the agenda's action items were referred to a mail ballot which will be sent out later this month. Both the housekeeping item on Rules Changes that came from the Committee on Administration, and the proposal concerning a Committee on Conduct were published in *Almanac* April 12.

As chair of the Committee on the Faculty, Dr. Robert Pollak presented the proposal for a conduct committee in keeping with the Senate's agreement to frame an all-faculty review mechanism as one component of the process when students or staff bring charges against faculty under the new Harassment Policy. Dr. Pollak agreed to forward with the mail ballot a summary of views expressed at the April 20 meeting, which ranged widely.

Senate Chair F. Gerard Adams said SEC will hold a special meeting Tuesday, April 26, and will have the annual turnover meeting on May 4. Dr. David Balamuth gave a speech of appreciation to Dr. Adams at meeting's end.

Scheduled for publication in the May 10 issue is a year-end report by Dr. Adams, and the text of President Sheldon Hackney's address to the Senate.

Honorary Degrees for Nine

Former Provost Vartan Gregorian, Emeritus Professor Henry Hoenigswald, longtime Crew Coach Joseph W. Burk and Trustee Charles D. Dickey Jr. are members of the Penn family who will receive honorary degrees at the 232nd Commencement on May 16 at the Civic Center.

Joining them as recipients will be novelist Toni Morrison, Jazzman Ornette Coleman, Philadelphia Museum Director Anne d'Harnancourt, and the occasion's two chief speakers—Rep. Pat Schroeder, who gives the Commencement Address, and Rep. William H. Gray III, the Baccalaureate speaker.

At the 10 a.m. ceremony, preceded by a Locust Walk processional with Scottish pipers, degrees will be conferred on more than 3500 undergraduate, graduate and professional students. Some notes on the nine honoraries:

Joseph W. Burk, Penn's long-time varsity crew coach is a 1934 Wharton alumnus who won the Diamond Sculls at the Royal Henley Regatta two years running and received the 1937 James E. Sullivan Memorial Award as the nation's best sculler. Between 1950 and 1969 he coached Penn varsity to numerous Ivy titles, and served as mentor to generations of scholar-



Dr. Rykwert of GSFA . . .



Dr. Abel (center) and Dr. Reibstein of Wharton



(continued next page)

President's Forum: The Futures of Children

Dean Marvin Lazerson, of the Graduate School of Education, has been named by President Sheldon Hackney to chair the President's Forum Committee.

Dean Lazerson sees the Forum as having several purposes: 1) to inform the public of the major issues confronting children at the end of the twentieth century; 2) to explore the frontiers of knowledge about children presented by distinguished researchers, policymakers, and professionals; and 3) to further the commitment to policies to improve the lives of children. He expects the Forum to bring together distinguished speakers from the state, country and abroad to address the futures of children.

Members of the President's Forum Committee include Superior Court Judge Phyllis Beck, Wharton undergraduate Valerie Brown, Pa. Deputy Secretary for Public Health Dr. Ronald David, Juvenile Law Center staff attorney Lucy Hackney, SAS Vice Dean and Office of Community-Oriented Policy Studies (OCOPS) Director Dr. Ira Harkavy, Assistant Professor of Nursing Dr. Laura Hayman, Assistant Professor in the School of Social Work Dr. Catalina Herrerias, Director of the Pew Charitable Trust's Project in the Leonard Davis Institute of Health Economics Dr. Bettina Yaffee Hoerlin, Chairman of Pediatrics (CHOP) Dr. Richard Johnston with Dr. David Cornfeld as alter-

nate, Dean Lazerson, Sociology Department Chairman Dr. Sam Preston, Executive Director of the Penna. Council of Children's Services John Pierce, District Superintendent of the School District of Philadelphia Walter Scriven, Psychiatry Professor and Director of the Philadelphia Child Guidance Clinic Dr. Alberto C. Serrano, GAPSA representative and a graduate student in Folklore and Folklife Diane E. Sidener, and Education Professor Dr. Brian Sutton-Smith.

Ex-officio members include University staff representatives Michael Brennan from Development, Laurie Fenlason of the News Bureau, Linda Hyatt in the President's Office, and Ann Williams from the Graduate School of Education.

This Forum on children follows the "Colorlines" Forum which explored issues of race in American society. Other President's forums have been on prevention of nuclear war, improving the American political system, and the nature of the American family. The program, initiated by Dr. Hackney in 1983, promotes recognition of advances being made at Penn as well as developing national and international contexts for these efforts. Details of the 1988-89 Forum events will appear in future *Almanac* issues.

Honorary Degrees *continued from page 1*

athletes, many of whom later became Ivy League coaches.

Ornette Coleman is the instrumentalist (saxophone), composer and bandleader acknowledged as the major force behind "free jazz," with its avant-garde melodic improvisation free of a formal reliance on a composition's chord progression. Initially greeted with criticism, his music was embraced by the Modern Jazz Quartet in the late '50s and he has since been hailed as a pioneer. His recordings and compositions have also earned him a place in *Downbeat* magazine's Hall of Fame.

Anne d'Harnancourt, the George D. Widener Director of the Philadelphia Museum of Art, is a *magna cum laude* alumna of Radcliffe with the master's degree with distinction from London's Courtauld Institute. Co-author and co-editor of works on Marcel Duchamp, she is the former curator of 20th century painting at the Museum and a member of the Board of Overseers of Penn's Graduate School of Fine Arts.

Charles D. Dickey Jr., retired chairman of the Scott Paper Company, became an emeritus trustee recently after 18 years on Penn's board. He is also an emeritus trustee of the Penn Medical Center Board, which governs HUP, and former chairman of the American Paper Institute. Presently a member of The Business Council and chairman of the National Board for the Smithsonian Institution, he has been a director of many corporations and a member of the Conference Board and the Business Roundtable.

Dr. Vartan Gregorian, president of the New York Public Library, joined Penn in 1972 and

became the first Tarzian Professor of Armenian and Caucasian History here. He served as Dean of Arts and Sciences from 1974-78, during the merger and reorganization that led to what is now known as the School of Arts and Sciences, creating its merged Alumni Society, its Board of Overseers and many of its interdisciplinary research institutes. Near the end of his 1978-80 provostship he was the leading inside candidate for president of the University. As president of the New York Public Library he has revolutionized its financial support, restoring its 42nd Street headquarters and many city-wide services that had declined, and forged numerous alliances with the city's literary, artistic and intellectual circles.

Dr. Henry M. Hoenigswald is a leading scholar in historical linguistics who joined Penn in 1948 and became an emeritus professor in 1985; from 1963-70 he chaired the linguistics department here, which holds first place in the nation in A.C.E. and similar peer rankings. A member of the American Philosophical Society, American Academy of Arts and Sciences and Philological Society of London, he is past president of the Linguistic Society of America and of the American Oriental Society.

Toni Morrison, this year's Pulitzer Prize winner for fiction (for *Beloved*, which was a National Book Award nominee last year), has been the Albert Schweitzer Professor at SUNY Albany and will shortly join the Princeton faculty. Among her other well-known works are *Song of Solomon*, which won the National Book Critics Circle Award in 1977; the 1973-nominated *Sula*; the 1981 *Tar Baby* and 1970 *The Bluest Eye*.

COUNCIL

Synopsis of Minutes: April 13

An addition to the Guidelines on Open Expression, proposed by the Committee on Open Expression, was considered. The proposal (initial draft, *Almanac* 3/1/88) was made pursuant to a request made to the committee at the December Council meeting that it give further study to the situation in which an individual refuses to obey an order of the Vice Provost for University Life or delegate to desist and the action is later determined not to have been in violation of the guidelines. The committee, in its proposal, advanced the view that the individual's record should, in effect, be wiped clean if in a subsequent judicial hearing the action is judged to have been permissible under the guidelines. In discussion, it was argued that the proposal could serve to dilute the authority on the scene of the Vice Provost or delegate, but, upon motion, the revision of the guidelines was approved.

The Student Affairs Committee presented a report on its survey on child care needs (*Almanac* 3/29/88), with emphasis on the findings that there is a widespread need for pre-school child care among Penn faculty, staff, and students, that the cost of child care is an important consideration for nearly all of the parents concerned, that most faculty and staff members responding to the survey believed that child care should be a part of the PennFlex program, and that a majority of students felt that child care should be partially subsidized through the general fee. The report included a resolution calling for the establishment of a planning committee to address all of the issues involved, including creative funding. The Steering Committee was asked to charge an appropriate committee with the task, with the suggestion that a subcommittee of the Personnel Benefits Committee, augmented by additional members, might be the best choice.

Amendments to the bylaws were adopted, specifying that where committees have oversight or advisory relationships to administrators, those individuals should serve as resource persons to the committees but should not vote in their proceedings.

—Robert G. Lorndale, Secretary

Council April 27: Elections

At the year-end meeting on April 27, the University Council's only action item will be the election of members to the Steering Committee for 1988-89.

Council was formed 25 years ago in May, notes Dr. Peter Freyd, a current member who had an assistant professor's seat in the organizational meeting at the Museum. More on the topic in the next issue. —K.C.G.

Pay for Performance

The A-1 Assembly is sponsoring an open forum, May 12, on *Pay for Performance*. Panelists will be Dr. Ross Webber, professor of management, Wharton; Dr. Barbara Butterfield, vice president for human resources; Adrienne Riley, director of human resources for employment/compensation/information management; Saul Katzman, director of administrative affairs, SAS; and Thomas Angeloff, associate director of administrative services, Wharton. They will discuss the theory and how it is working at Penn. The forum will be held in Room 110, Annenberg School, noon-2 p.m.

DEATHS

Dr. Aims C. McGuinness, dean emeritus of the Graduate School of Medicine, died April 19; he was 83. Dr. McGuinness, a pediatrician, served his internship at Penn and his residency at Children's Hospital. After attaining a post at CHOP, Dr. McGuinness was appointed as an instructor in pediatrics and anatomy at the School of Medicine. His career advanced at Penn until he became dean of the Medical School in 1950.

In 1940, with Dr. Harriet Felton, Dr. McGuinness developed the first successful immunization serum for whooping cough, which is now used throughout the world. During World War II, Dr. McGuinness was a medical consultant to the Secretary of War and assistant director of epidemiology to the Army Surgeon General. Dr. McGuinness, with the rank of colonel, was awarded the Legion of Merit for his service in the Medical Corps.

Dr. McGuinness resigned his post of dean at the University in 1954 in order to enter private practice and to help develop a network of hospitals serving the United Mine Workers. However, he continued to teach at Penn until his retirement in 1980. In 1958 he was named special advisor to the Department of Health, Education and Welfare under President Eisenhower. In addition, he belonged to many medical and pediatric professional organizations, and was recognized by the Federal government as a leader in the health professions.

Finally, Dr. McGuinness played the clarinet, and could be found sitting in with Dixieland jazz bands when he had the chance.

Dr. McGuinness is survived by two daughters Louise Ludlow and Margaret Denny, a son Aims C. Jr., and six grandchildren. Contributions in his name may be made to CHOP.

Dr. Carl Frederic Schmidt, an emeritus professor of pharmacology and a pioneer in the field of aviation and space medicine, died on April 14 at the age of 94.

Dr. Schmidt joined Penn's School of Medicine as an intern and instructor of pharmacology in 1920. After leaving Penn to teach at Peking Union Medical College in 1922, he returned to the position of assistant professor which he held from 1924 to 1929, followed by associate professor in 1929 and 1930. In 1931 he became a professor and professor emeritus in 1959.

Dr. Schmidt was instrumental in the design and development of equipment to ensure the safety of pilots and astronauts during violent maneuvers in spacecraft and planes. A specialist in the United States man-in-space program, he educated the likes of John Glenn and Neil Armstrong in the way to best handle the stress of G-forces during blastoff and re-entry.

A physician and pharmacologist, Dr. Schmidt is also credited with the development of sympathomimetics which affect the cardiovascular and respiratory systems and are used throughout the world in the treatment of heart patients.

Dr. Schmidt is survived by his son, Carl Frederic Jr.; a daughter, Barbara Elizabeth deLong; five grandchildren, and a great-grandchild. Contributions in his name may be made to the Carl F. Schmidt Lecture Fund of the School of Medicine.

To Report a Death

Almanac receives most of its obituary notices through the Office of the Chaplain, which is the central office for reporting deaths in the University community. The Chaplain's Office can assist families in a number of ways, including various notifications to personnel benefits staff. For advice or assistance, contact Dorothy H. Townsley, 3700 Spruce Street/6054, Ext. 8-8456.

Follow-up on Farrakhan

A News Bureau observer estimated press coverage of Minister Louis Farrakhan's April 13 speech in Irvine Auditorium at about 100 representatives ranging from local (the *Philadelphia Tribune* and *Jewish Exponent* as well as *Inquirer* and *Daily News*) to national including *The New York Times*, *Newsweek*, *U.S. News & World Report*, and *New Republic*; wire services of AP, UPI and Reuters; and some large dailies such as the *Chicago Tribune* and *Atlanta Constitution*. From the electronic side came CBS-TV, NBC-TV and Cable News Network teams as well as those of Philadelphia radio and TV stations.

The News Bureau's clip file shows most coverage was on the speech itself, which appeared almost full text in the *Daily Pennsylvanian*

April 15, but that some writers added background on events and tensions at Penn leading up to the event, and/or criticism of protesters. Some letters to the editor continued to criticize the University after-the-fact for permitting the visit. On April 14, KYW-TV anchorman Steve Bell gave a commentary on what he called the "Farrakhan flap" in which he praised Penn's "protecting the rights of students both to hear Farrakhan . . . and to protest his views. Security at Irvine Auditorium was tight, but it was assuring rights . . . not denying them." Contrasting this event with those on many campuses in the '60s and '70s he called it a healthy exercise in democracy and ended by applauding a comment from President's Aide Bill Epstein: "The right to free speech cannot be applied selectively." —K.C.G.

Speaking Out

A Tribute to this Community

I wish to acknowledge the efforts of all who attended the events surrounding Minister Farrakhan's visit on Wednesday, April 13. Based on what I observed, extraordinary attempts were made by everyone who participated to ensure that the rights of free expression were preserved for those who spoke and those who voiced their dissent. That it worked so well is a tribute to this community and to its understanding that open expression is a principle to be supported by action as well as word.

I want to offer my appreciation to University Life and other staff serving as Open Expression monitors, to members of the Committee on Open Expression, to staff of the Department of Public Safety, and to participating students and other members of the community whose time, effort and concern were marshalled in support of this University's most cherished values.

—Kim M. Morrisson, Acting Vice Provost for University Life

'Yes' to Second Tier

The Faculty of the School of Arts and Sciences has been asked to vote on a proposed second tier to the distributional requirements. It is not an additional course but a qualification of the current curriculum in order to provide a non-western or minority perspective. The Student Committee on Undergraduate Education (SCUE) considers the amendment to be consistent with the ideals of a strong, broad-based liberal arts education. We also believe that it is consistent with the University's commitment to diversity, and that it can only enhance an appreciation of the diversity that exists here. We have carefully considered the proposal and urge the faculty to vote in favor of its passage.

—The SCUE Steering Committee
 Randi Cohen, GAS
 Phyllis Fung, Col 89
 Paul Porter, Col 89
 Andrea LaRussa, Col 89
 John Montag, Col 90
 Katy Weinstein, Col 90

Clinical Collaboration Program Guidelines

The School of Nursing and the School of Medicine announce the continuation of the Clinical Collaboration Program that was established last year to support the joint efforts of nurses and physicians. Funding will again be offered to projects that encourage the collaboration of health professionals as they work together to solve particular problems in the health care delivery system.

Projects will be selected for funding during the 1988-89 academic year, beginning on September 1, 1988. Each effort will receive up to \$10,000 in support.

In order to qualify for support, a project must:

- 1) focus on the clinical practice of nurses and physicians in a collaborative health care delivery model.
- 2) involve an experienced nurse who is a full-time member of the faculty or a doctoral candidate at the University of Pennsylvania School of Nursing.

3) implement a collaborative program within the funded year.

4) include an evaluation plan to analyze the year's results.

Special preference will be given to projects that:

1) involve a physician who is a full-time faculty member at the University of Pennsylvania School of Medicine.

2) are conducted at the Hospital of the University of Pennsylvania or Children's Hospital of Philadelphia.

3) provide for direct consumer involvement.

To apply for funding from the Clinical Collaboration Program, please submit a letter of application and a proposed budget to the selection committee detailing the project and discussing its relationship to the specified guidelines of the program. All letters should be directed to Dean Claire Fagin, 465 Nursing Education Building/6096, and must be received no later than July 1, 1988.

Proposals on Long-Term Health Care

A Report of the Personnel Benefits Committee's Subcommittee on Long-Term Health Care

Background

The subcommittee was created in early spring of 1987 to study issues related to long-term health care. Given the short span of time in that academic year the subcommittee selected the life-care concept to investigate as one discrete aspect of long-term care. That report of April 15, 1987 was distributed to the Personnel Benefits Committee, and summarized at the first fall meeting in the 1987-88 academic year.

During the 1987-88 academic year we have continued our study of issues, focusing on information about the health care insurance industry and reports from several major studies completed within the past three years which examine long-term health care from different perspectives. We have learned that the medical care coverage at the University of Pennsylvania is extensive. But coverage for long-term care is not. We are not alone in this circumstance.

Introduction

This report summarizes the results of our reading in the popular media, professional journals, and research publications. The following discussion begins with a brief explanation of the parameters of long-term health care. Problem areas are enumerated which affect the development of long-term health care insurance. Several initiatives that seek to deal with this health care dilemma are identified. Finally recommendations are offered for the consideration of the Personnel Benefits Committee. The objective is to stimulate discussion about long-term care, to consider the impact of the problem upon individuals who are part of the University community as well as upon the University as a whole, and to consider follow-up action.

Parameters

When people talk about long-term health care they often have the mental image of an elderly person who is retired, one who has suffered serious illness with chronic disability resulting. We need to remember there is also another, younger population, those who require long-term health care as a result of trauma or illness or birth defects, with life-long disability lasting decades rather than years. The problems and issues are quite similar for both groups, except for the span of time.

Between 1960 and 2040 the population aged 65 and over will increase 300% from 10 million to 67 million (U.S. Bureau of Census, 1984). That represents an increase in the total United States population from 6.4% to 26.8%. In that same time frame the "oldest old" group (over 85 years of age) will increase 1300% representing more than 15% of the over 65 group (10 million). These numbers define the target population for long-term health care, but much more information is needed to define the problems and understand the needs for health care of this group.

About 60 years ago the health care industry overestimated the risk and underestimated the resources for providing acute care in hospitals. Baylor Hospital in Houston, Texas, tried to initiate a program but received little support from the insurance industry to insure against acute care costs. Eight years later Blue Cross was established, institutionalizing insurance for acute care services. The private insurance industry did not enter this market until a decade had elapsed during which feasibility had been demonstrated. We find ourselves in remarkably the same predicament now as we did then with regard to long-term care. A key factor in program planning and development is protecting against catastrophic risk for the individual and for the insurance industry.

Acute care refers to care received for short-term episodes of illness, treated by a physician on an in-patient or out-patient basis. Long-term care refers to care received over an extended period of time, covering a broad range of services, provided by several different health care profes-

sionals and adjunct personnel. Long-term care conjures images of nursing homes when in fact most is currently provided in the home.

The needs for personal care assistance and other forms of long-term care increases rapidly with age. For example, less than 3% of persons between 65 and 69 years need assistance, between 75 and 79 that figure rises to 10%, and approximately 33% of those over 85 need personal assistance. By the year 2000 it is estimated that 7.2 million elderly will require personal care assistance, and by 2020, 10.1 million (Manton and Lie, 1984).

Currently most elderly who need personal care assistance live in the community and receive care on an informal basis from family members and friends who are usually not paid. The primary payers for formal long-term services are the elderly and their families, and state Medicaid programs. There is no public program protection against the catastrophic costs of extended health care services, wherever they may be provided. Medicare and Medicaid programs are designed to support acute care needs which include inpatient hospital services, physician and other health professional services, and short stay skilled nursing home care needed for recuperation and rehabilitation. Those last words are important concepts that often elude the older and sicker of the elderly who need maintenance and custodial care with no expectation of recuperation or rehabilitation. Payment for extended stays in nursing homes by the combined state and federal Medicaid programs is available to those who qualify on the basis of low income or impoverishment (spending down) resulting from extensive health care expenses.

A catastrophic expense is defined as a nursing home stay longer than one year. Approximately 33% of those entering a nursing home stay longer than one year, with life-time costs between \$50,000 and \$100,000. Applying the use rates of the late 70's, approximately 13% of all elderly persons will have nursing home liabilities in excess of \$50,000; 9% of persons between 65 and 74 can expect to pay \$100,000 for nursing home care in their lifetime.

These figures are of course influenced by changing medical care technologies, changes in the delivery of services and in reimbursement formulas. The intent of the information is to identify that a sizable number of elderly are at risk financially for large expenses related to long-term care services.

Problems

For our purposes here it seems reasonable to separate problems related to the individual within the University community from those which pertain to the insurance industry, health care industry, and government programs.

It is also appropriate to identify the perspective of the employee at the University who may experience long-term health care problems first through the life of a parent prior to thinking about it personally. Chances are that employees in the 45 to 65 year range have concerns about, if not actual involvement in the health and care of elderly parents. The increasing numbers of women in the workforce results in decreasing numbers of the "traditional" caregivers in the home who have provided care for elderly parents and parents-in-law. This situation poses potential problems and costs in terms of lost productivity for employees during prime working years. There is a growing research literature on the impact of caregiving on worker performance, and a growing corporate response in the form of dependent care benefit plans, informational support, counseling and flexible work schedules.

It is difficult for the responsible employer to get the employee to think about, let alone engage in contingency planning for long-term health care needs for several reasons. There is a common misperception that Medi-

care and supplemental Medigap insurance covers long-term nursing home care. Also persons in good health do not anticipate a lengthy illness as the end phase of life for themselves, no matter how much they may see it happening around them. Many believe the discrepancy between their income and the cost of coverage (approximately \$30,000 per year) makes the purchase of insurance seem unaffordable. Most policies are written to cover costs of nursing home care, which is viewed as less desirable than some of the alternatives.

What are the risks of persons retiring from University service incurring long-term care expenses of catastrophic proportions (in excess of \$30,000)? For purposes of this discussion, retired University employees who are unable to finance a year of care in a nursing home from their annual income, but must draw-down assets instead fall in this group.

Persons who have retired from University service seem, as a group, to be somewhat different from the general population. Their average level of income and assets is higher. Insurance coverage for acute care is amongst the most comprehensive for University retirees. These retirees may have a somewhat longer life expectancy. This additional longevity may add to the likelihood of increased risk of need for long-term care services.

The private insurance industry has been slow to enter this market for several reasons. The public misconception about Medicare coverage has stifled demand. There is uncertainty about long-term health care costs in the future. Controlling for adverse selection and moral hazard and the lack of experience data on risks and costs make the venture unattractive. Until recently the policy marketing efforts have been on an individual basis making costs prohibitive, resulting in very high premiums. That picture is changing however. The market has been slow to develop also because most health insurance is employer based, and the cost to employers increases their costs of health coverage for retirees. It is also difficult if not impossible to withdraw such a benefit once provided, so employers are appropriately hesitant to undertake this untested product.

Initiatives

Throughout the material evaluated for this report, three approaches to managing long-term insurance appeared as the generic models. Each one includes the primary feature of pooling risk across the University population. The three approaches are: 1) Disability payment to the individual, 2) Traditional insurance, and 3) Managed Care. Each approach must be responsive to five major issues: a) form of payment, b) eligibility requirements, c) payment structure, d) integration and administration with other pension programs, and e) cost containment. [Of course there are other questions to be dealt with such as eligibility rules and spouse coverage, mandatory or voluntary enrollment, funding and program costs, and quality control.]

Setting criteria for a long-term care product must clearly specify the insured-for event that will trigger the benefits payout. The definition determines the different criteria used for determining the benefit. For example one option is to base payments on an assessment of need, identified by services received. A second option bases indemnity payments on a specific level of function as determined by performance testing. The intensity of a disability is related to performance of activities of daily living with or without human or mechanical assistance. A third option bases eligibility on state pre-admission screening for nursing home certification for reimbursement. [This option poses problems however because of differences which exist among the criteria of different states.]

In a study prepared by Dennis Smallwood at the University of California at San Diego (for the Department of Insurance of the State of California, submitted to the California Legislature) the author describes four innovations that fall beyond the traditional insurance plans. One is a comprehensive type in which a single provider offers managed, comprehensive health care and support services. An HMO in the State of Washington, in collaboration with Metropolitan Life has introduced "Group Health" as an over-65 "Medicare wraparound" package.

Another policy provides home-care stand-alone policies without prior nursing home stay but requires prior hospitalization as a screen. Because benefits are linked to diagnosis or surgical procedure these policies may be viewed as a recuperative rather than chronic disability type. Another plan being tested by Arizona Blue Cross and Blue Shield provides long-term home-care benefits on a stand-alone basis but requires prior SNF or hospitalization as a screen.

Some major insurers are marketing LTC insurance on a group sponsored basis in which contributions by employee and employer vary. These plans are usually portable and combine distribution economics and buying power of group plans. True-group plans are evolving quickly. The first was introduced in Alaska underwritten by Aetna Insurance Company, available to existing public employment retirees and future retirees and their spouses. Both home health care and adult day care are covered when prescribed by the individual's physician, however custodial care within a nursing facility appears not to be covered. The second employer-group plan was designed by the Office of Personnel Management for federal employees in which all present employees were offered a one-time option to convert their basic group life insurance coverage into LTC coverage.

Metropolitan Life has underwritten a policy for Blue Cross of Washington and Alaska which provides either 100% or 80% of usual, customary and reasonable nursing home costs as well as other services related to LTC subject to a six year maximum. The annual medical benefit is limited to \$1500 the first year and \$500 thereafter. Metropolitan has also underwritten a policy for Williamsburg Landing, providing lifetime care for the residents of that life-care community.

Since June of 1987 at least an additional six employer-group policies have appeared. Aetna has produced one for Proctor and Gamble and one for its own employees. Both are employee pay-all, voluntary, and portable. The Travellers has produced a plan for the State of Maryland and one for American Express Corporation. These plans incorporate the flexibility of choosing from among several LTC services and settings, subject to "1500 nursing home day equivalents". Also there seem to be no prior hospitalization requirement. CNA Insurance Companies have written two policies with the Government Employees Benefits Association and with the National League of Postmasters of the United States. Though the policies appear more traditional in form they do cover convalescent care.

Recommendations

After reading reports and research results, and being exposed to the lay press reports of health care crises for the elderly, there is one clear learning. *We must recognize and deal with the full spectrum of long-term care needs.* The Harvard study (Cohen and Wallack, 1987) identified "The single greatest risk to the financial security of a retired Harvard employee is long-term disability. Neither Medicare nor Medigap policies cover long-term expenses; no major employer currently provides long-term care benefits; and private long-term care insurance is effectively unavailable."

Based upon the information at hand *we recommend* that the chair of the Personnel Benefits Committee establish an Ad Hoc watch-dog subcommittee composed of experts in the field, to monitor the activities in the insurance industry in the area of LTC and report at least annually to the Personnel Benefits Committee.

Based upon the information reported in the literature to be in process *we recommend* that the Subcommittee on LTC be continued for one more year to add to the research report base of information and provide a timely report during the next academic year.

Based upon the information reviewed on the response of large corporations to the needs of employees for dependent care for their elderly family members, as well as employees anticipating retirement *we recommend* that the Office of Human Resources provide informational services to support the activities of administrative offices throughout the University, and provide individual counseling services for all retirees, and that these services be announced and advertised annually in the campus media.

Based upon the quickly developing activities in LTC insurance *we recommend* that the Office of Human Resources of the University of Pennsylvania establish a priority to study the trade-offs involved in providing LTC benefits for retirees. As a major employer we should step back and evaluate the benefit plan as a whole to determine whether there is the best possible mix of salary, entitlement benefits, and insurance benefits. A balance should be found among the forms of compensation desired by employees and the risks the employer is willing to assume.

—Elsa L. Ramsden, Associate Professor of Physical Therapy,
Subcommittee Chair

Guidelines on Open Expression

Incorporating Revisions Adopted At University Council April 13

I. Principles

A. The University of Pennsylvania, as a community of scholars, affirms, supports and cherishes the concepts of freedom of thought, inquiry, speech, and lawful assembly. The freedom to experiment, to present and examine alternative data and theories; the freedom to hear, express, and debate various views; and the freedom to voice criticism of existing practices and values are fundamental rights that must be upheld and practiced by the University in a free society.

B. Recognizing that the educational processes can include meetings, demonstrations, and other forms of collective expression, the University affirms the right of individuals and groups to assemble and demonstrate peaceably on campus within the limits of these Guidelines and asserts that such rights shall not be infringed. In keeping with the rights outlined in I.A., above, the University affirms that the substance or the nature of the views expressed is not an appropriate basis for any restriction upon or encouragement of an assembly or a demonstration. The University also affirms the right of others to pursue their normal activities within the University and to be protected from physical injury or property damage.

C. The University shall be vigilant to insure the continuing openness and effectiveness of channels of communication among members of the University on questions of common interest. To further this purpose, a Committee on Open Expression has been established as a standing Committee of the University Council. The Committee on Open Expression has as its major tasks: participating in the resolution of conflicts that may arise from incidents or disturbances on campus; mediating among the parties to prevent conflicts and violations of these Guidelines; interpreting these Guidelines; advising administrative officers when appropriate; and recommending policies and procedures for the improvement of all levels of communication.

II. Definitions

A. For the purposes of these Guidelines, the "University community" shall mean the following individuals:

1. Persons who are registered as students or who are on an unexpired official leave of absence.
2. All persons who are employed by the University.
3. Trustees and associate trustees of the University and members of Boards of Overseers or other bodies advisory to the University.

B. For the purposes of these Guidelines, "meeting" and "event" designate a gathering of persons in a University location previously reserved for that purpose. Unless designated as public, meetings are considered to be private. Events are considered to be public. "Demonstration" designates the presence of one or more persons in a University location with the intent to express a particular point of view in a manner that attracts attention, as in protests, rallies, sit-ins, vigils, or similar forms of expression.

III. Standards

A. The University, through the President, the Provost, and the Vice Provost for University Life, shall act to encourage and facilitate free and open expression within these Guidelines.

1. The University shall publish these Guidelines at least once each academic year in a manner that brings them to the attention of members of the University community. The University shall publish the rules adopted pursuant to IV.B.1. by the Committee on Open Expression at least once each academic year in a manner that brings them to the attention of members of the University community.

2. The University shall establish standards for the scheduling of meetings and events. This shall involve:

- a. publishing policies and procedures whereby members of the University community, upon suitable request, can reserve and use designated spaces within University buildings for public or private meetings or events;
- b. publishing policies and procedures whereby members of the University community, upon suitable request, can reserve and use designated outdoor spaces on the University campus for public meetings or events;
- c. publishing policies and procedures that specifically address requests involving groups composed entirely or predominantly of persons who are not members of the University community (See VI.);
- d. consulting with the Committee on Open Expression with regard to the substance of the policies and procedures and the manner of their publication; and
- e. if practicable, consulting with the Committee on Open Expression before denying a request for use of a room, facility, or space by an organization recognized by the University for a reason other than prior assignment of the room, facility, or space. In any event, any such denial must be reported promptly to the Committee.

B. Individuals or groups planning or participating in meetings, events or demonstrations must adhere to the following standards of conduct:

1. Individuals or groups violate these Guidelines if:
 - a. They interfere unreasonably with the activities of other persons. The time of day, size, noise level, and general tenor of a meeting, event or demonstration are factors that may be considered in determining whether conduct is reasonable;
 - b. They cause injury to persons or property or threaten to cause such injury;
 - c. They hold meetings, events or demonstrations under circumstances where health or safety is endangered; or
 - d. They interfere with unimpeded movement in or out of buildings, rooms, and passageways.
2. Individuals or groups violate these Guidelines if they hold a demonstration in the following locations:
 - a. Private offices, research laboratories and associated facilities, and computer centers;
 - b. Offices, museums, libraries, and other facilities that normally contain valuable or sensitive materials, collections, equipment, records protected by law or by existing university policy such as educational records, student-related or personnel-related records, or financial records; or
 - c. Classrooms, seminar rooms, auditoriums or meeting rooms in which classes or private meetings are being held or are immediately scheduled; or
 - d. Hospitals, emergency facilities, communication systems, utilities, or other facilities or services vital to the continued functioning of the University.
3. a. Individuals or groups violate these Guidelines if they continue to engage in conduct after the Vice Provost for University Life or delegate has declared that the conduct is in violation of the Guidelines and has instructed the participants to modify or terminate their behavior. Prompt compliance with the instructions shall be a mitigating factor in any disciplinary proceedings based upon the immediate conduct to which the instructions refer, unless the violators are found to have caused or intended to cause injury to person or property or to have demonstrated willfully in an impermissible location.
 - b. If the individuals or groups refuse to comply with the Vice Provost's or delegate's order, they may challenge the appropriateness of the

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order to the judicial system. If the judiciary finds that the conduct was protected by the Guidelines, all charges shall be dismissed.

- c. Individuals or groups complying with the Vice Provost's or delegate's order may request that the Committee on Open Expression determine if the Guidelines were properly interpreted and applied to their conduct.

IV. Committee on Open Expression

A. Composition

1. The Committee on Open Expression consists of thirteen members: five students, five faculty members, two representatives of the administration, and one A3 representative.
2. Members of the Committee are appointed by the steering committee in the following manner:
 - a. Student members shall be nominated from undergraduate students, graduate students, and graduate professional students through existing mechanisms for each student body. Undergraduate and graduate and professional students shall rotate majority representation each year. Three undergraduate and two graduate and professional student members shall alternate with two undergraduate and three graduate and professional students every other year.
 - b. Faculty members shall be nominated by the Senate Executive Committee.
 - c. The administration members shall be nominated by the president.
 - d. The A3 representative shall be nominated by the A3 Assembly.
 - e. Each member shall be selected for a term of one year beginning the day after Labor Day each year. Any individual may not serve for more than two consecutive terms. Before Commencement, the Committee shall inform the vice provost and the University community which of its members will be available during the summer for mediation and advising.
 - f. Vacancies shall be filled for the unexpired term by the appropriate nominating body or person.
3. The chair of the Committee shall be selected by the steering committee from among the members of the Committee on Open Expression.

B. Jurisdiction

The Committee has competence to act in issues and controversies involving open expression in accordance with these Guidelines. The Committee's responsibilities are the following:

1. Issuing rules to interpret or give more specific meaning to the Guidelines. Before adopting a rule, the Committee must hold an open hearing on the proposed rule and receive the views of individuals or groups. An affirmative vote of eight members is required for adoption, modification or rescission of a rule to be effective.
2. Recommending to the University Council proposals to amend or repeal the Guidelines. An affirmative vote of seven members is required to make such recommendations.
3. Giving advisory opinions interpreting the Guidelines at the request of a member of the University community for the purpose of advising that person or the University community. Such advice is provided to guide future action. If the Committee does not give a requested opinion, it must indicate its reasons for not doing so.
4. Giving advisory opinions interpreting the Guidelines at the request of administrative officials with responsibilities affecting freedom of expression and communication. Such advice is provided for the purpose of guiding future action.
5. Mediating in situations that involve possible violations of the Guidelines. Those Committee members available at the time may act on behalf of the Committee. In carrying out the mediating function, the Committee or those members present may advise the responsible administrative officials and any other person with respect to the implementation of the Guidelines. Those Committee members who have acted on behalf of the Committee must report on their activities to the full Committee.
6. Reviewing the following administrative decisions for the purpose of providing advice on future actions:
 - a. At the discretion of the Committee, administrative decisions involving these Guidelines made without consultation with the full Committee;
 - b. All instructions by the vice provost or delegate to modify or terminate behavior under Section III.B.3. of these Guidelines.
7. Investigating incidents involving the application of these Guidelines to aid the Committee in its functions of rulemaking, recommending changes in the Guidelines or issuing advisory opinions. Such functions provide guidance to the University community for future action. The

results of Committee investigations for these purposes shall not be a part of the initiation, consideration or disposition of disciplinary proceedings, if any, arising from the incidents.

8. Adopting procedures for the functions of the Committee, varied to suit its several functions, consistent with these Guidelines. Procedures that are not wholly matters of internal Committee practice must be made public in advance of implementation. Except as otherwise provided, the Committee may determine its own voting procedures.
9. Submitting an annual report to the Council and the University on the status of the Committee's work in the University journal of record.

C. Procedures

1. Except as provided with respect to the mediation function in Section IV.B.5, seven members of the Committee constitute a quorum.
2. The Committee can authorize subcommittees, selected from its own members, to act for the Committee in any matter except the issuance of rules interpreting or implementing the Guidelines or the making of recommendations to amend or repeal the Guidelines.
3. The Committee shall respect the privacy of individuals as its general policy and shall maintain the right to declare the confidentiality of its proceedings.
 - a. If a person appearing before the Committee requests that his or her testimony or information be kept confidential, the Committee shall consider such a request. The Committee then shall determine whether to honor that request and shall inform that person of its decision before testimony is given.
 - b. Minutes of particular Committee meetings may be declared confidential by the Committee or be so declared at the discretion of the chair subject to review by the Committee.
 - c. All Committee documents containing confidential material, as determined by the chair, shall be clearly marked "confidential" and shall carry a warning against unauthorized disclosure.

V. Responsibilities for Enforcement

A. It is the responsibility of the Vice Provost for University Life (hereafter referred to simply as the "vice provost") to protect and maintain the right of open expression under these Guidelines.

B. Observation of meetings, events or demonstrations, when deemed necessary by the vice provost to protect and maintain open expression, shall be the responsibility of the vice provost, who may delegate such responsibility. This delegate shall have full authority to act in the name of the vice provost under these Guidelines.

1. The observer (vice provost or delegate) shall identify himself or herself to those responsible for the meeting or event or to the leaders of the demonstration.
2. The vice provost shall attempt to inform the chair of the Committee on Open Expression of meetings, events or demonstrations to which an observer will be sent. The chair may designate a member or members of the committee to accompany and advise the observer. Such a committee representative shall also be identified to those responsible for the meeting or event or to the leaders of the demonstration.
3. Except in emergencies, the vice provost's authority under these Guidelines shall not be delegated to employees of the University department of public safety. The role of public safety personnel at a meeting, event or demonstration is defined below, in section V.C.3.
4. Any observer or Committee representative who attends a meeting, event or demonstration shall respect the privacy of those involved. If there has been no violation of these Guidelines, other University regulations, or applicable laws, an observer, committee representative, or public safety employee who attends a meeting, event or demonstration shall not report on the presence of any person at such meeting, event or demonstration.

C. The Vice Provost or delegate is responsible for enforcing paragraph III. B. and may instruct anyone whose behavior is violating or threatens to violate these Guidelines to modify or terminate such behavior.

1. When the vice provost or delegate declares that an individual or a group has violated the Guidelines, he or she may request to examine their University identification. Failure to comply with this request is a violation of the Guidelines.
2. In carrying out this responsibility for safeguarding the right of open expression, the vice provost shall obtain the advice and recommendation of the representatives of the Committee on Open Expression whenever feasible.
3. The vice provost or delegate may request members of the department of public safety to attend meetings, events or demonstrations to help protect the open expression rights of those involved.

(continued on page 8)

(continued from page 7)

- a. Any person acting as an agent of the department of public safety who attends a meeting, event or demonstration on campus shall be clearly identifiable as such and in normal duty uniform. (Arms may be carried if they are part of "normal duty uniform.")
 - b. Public safety personnel also may attend meetings, events or demonstrations when requested to do so by the person or group responsible for the event, when prominent public figures are involved, or when the director of public safety or delegate determines that there exists an imminent danger of violence at the event.
4. Terminating a meeting, event or demonstration by force is a most serious step, as this action may exacerbate existing tensions and may lead to personal injury and property damage.
- a. Avoidance of injury to persons by the continuation of a meeting, event or demonstration is a key factor in determining whether it should be forcibly terminated. Property damage and significant interference with educational processes also are factors to be considered and may be of sufficient magnitude to warrant forcible termination.
 - b. Whenever possible, the vice provost or delegate should consult with the Committee on Open Expression before seeking a court injunction against those involved in a meeting, event or demonstration or calling for police action.

c. The vice provost or delegate shall inform those involved that he or she intends to seek an injunction or call for police intervention before he or she does so.

d. When a meeting, event or demonstration is forcibly terminated, a full statement of the circumstances leading to the incident shall be published by the vice provost within the University.

D. The department of public safety shall not collect or maintain information about members of the University community, except in connection with alleged crimes, violations of University regulations, or as specifically authorized in writing by the president. This regulation shall not affect personnel information concerning current, past, or prospective employees of the department of public safety.

VI. Non-University Persons

These Guidelines address themselves explicitly to the forms of individual and collective expression on campus by members of the University community. The extent to which the privileges and obligations of these guidelines may be made applicable in particular circumstances to individuals who are not members of the University community shall be determined by the vice provost or delegate. Participants in such meetings, events and demonstrations on campus are required to comply with the instructions of the vice provost or delegate. (See III.A.2.c.)

OF RECORD

Decisions and Findings in the AXP Case

As an extension of the investigation of the September 30, 1987 incident at Zeta Beta Tau Fraternity, the University Judicial Inquiry Officer also investigated a similar incident at Alpha Chi Rho Fraternity occurring on October 1, 1987. A second complaint filed against Alpha Chi Rho in December 1987 involved the cutting down of a twenty to thirty foot pine tree on University property and installing it in the chapter house in violation of University regulations. These two complaints were heard by the Fraternity/Sorority Advisory Board on April 11, 1988. I have now reviewed the written decision of the Advisory Board, the Chapter status report, and the statement of charges brought against Alpha Chi Rho Fraternity under the Recognition Policy.

The Advisory Board has identified fifteen findings of fact upon which it has based its recommendations to me. These findings are attached to this letter. The Board has found by a preponderance of the evidence that AXP is collectively responsible for the activities described in the findings of fact.

Specifically, the Board has found the following violations of University policy:

1. AXP has an obligation under the Recognition Policy to accept collective responsibility for the activities of individual members of the undergraduate chapter as they relate to conduct of members and conduct of guests of members which is knowingly tolerated by members of the fraternity and is in violation of the University's Code of Conduct. Specifically, the activities described in paragraphs 1 through 10 [of the findings] show a failure of AXP members to act in a mature and responsible manner respecting the rights of persons as required by the Code of Conduct. Further, the activities described in paragraphs 11 and 12 show a failure of AXP members to act in a mature and responsible manner respecting property rights of the University as required by the Code of Conduct.

2. The activities described in paragraphs 1 through 12 violate AXP's obligation under the Recognition Policy to contribute positively to the University community and to the development of the individual members. Specifically, the activities described in paragraphs 1 through 10 promote sexist attitudes among AXP members and rushes and contribute to the creation of an offensive and possibly intimidating environment for women in the University community. The activities described in

paragraphs 11 and 12 foster an atmosphere of disrespect for property and disregard for personal safety.

3. The activities described in paragraphs 1 through 10 violate AXP's obligation under the Recognition Policy to abide by state law because those activities violate the Pennsylvania Antihazing Statute. Specifically, the events described in paragraphs 1 through 10 were conducted as part of a rush event. The situation described in paragraphs 1 through 10 included activity which could subject the individual to extreme mental stress, could result in extreme embarrassment and could adversely affect the dignity of the individual.

4. The activities described in paragraphs 11 and 12 violate AXP's obligation under the Recognition Policy to abide by all University regulations because those activities constitute a violation of the University's Policy on Property.

5. The activities described in paragraphs 11 and 12 violate AXP's obligation under the Recognition Policy to abide by all University regulations because those activities constitute a violation of the University's Policy on Fire Prevention and Christmas Decorations.

6. The activities described in paragraphs 11 and 12 violate AXP's obligation under the Recognition Policy to abide by local law as those activities violate the Philadelphia Fire Code. Specifically, AXP placed a live combustible tree inside the AXP house stairwell, thereby rendering the stairwell a fire hazard and obstructing egress from the house in the event of fire.

7. The activities described in paragraphs 11 and 12 violate AXP's obligation under the Recognition Policy to abide by state law as those activities violate certain Pennsylvania statutes.

Based on these findings, I have made the following decisions:

1. *AXP's recognition under the Recognition Policy shall be suspended immediately.* Suspension will continue until the start of the Fall 1989 semester. During the suspension, AXP will forfeit all social and rush privileges.

2. Effective immediately, AXP will not be permitted to conduct any functions, including social events, at the AXP house. This prohibition is in effect for the duration of the Spring 1988 semester and until AXP returns to the campus in good standing.

3. Effective 5 p.m., May 17, 1988, no members of AXP will be

permitted to live in the chapter house located at 219 South 36th Street until the beginning of the Spring 1989 semester at the earliest.

4. If by December 1, 1988, AXP does the following: (a) meets the criteria established by Section II of the Recognition Policy entitled "Criteria and Procedures for Initial Recognition", (b) attends and participates in all business and educational functions of the Interfraternity Council of the University and the Office of Fraternity/Sororoty Affairs, (c) submits a written apology for the infractions noted in this case, (d) develops a written policy in regards to social programming at the chapter house, (e) implements a chapter behavior and discipline code, and (f) through its alumni, formulates a statement of the role of the alumni to insure future oversight of the undergraduate chapter, then after review by the FSAB, and effective with the commencement of the Spring 1989 semester, AXP members will be permitted to return to the chapter house. During the Spring 1989 semester, AXP will be permitted to rush but will not be permitted any social privileges unrelated to rush.

5. If the conditions set forth in paragraph 4 are met by December 1, 1988, then commencing with the start of the Spring 1989 semester and for the duration of the probation noted below, a full-time resident advisor must live in the house who is acceptable to the OFSA, with room and board to be paid by AXP's alumni corporation.

6. If the conditions set forth in paragraph 4 are not met by December 1, 1988, then the suspension of recognition will not be lifted until such conditions are met, but no earlier than the start of the Fall 1989 semester.

7. AXP will be on probation until at least the start of the Fall 1991 semester. Conditions of probation will be determined upon FSAB's review as set forth in paragraph 4 above.

8. AXP shall pay full restitution to the University in the amount of \$5,223.52 with payment to be made within one year from the date of this decision.

9. During the Spring 1989 semester, all members and pledges of AXP shall participate in a fire safety program as determined by the OFSA and The Fire and Occupational Safety Manager.

10. AXP shall develop and implement an in-house operating judicial system as approved by OFSA, to be completed within one semester after the end of suspension of recognition.

11. AXP shall develop under the direction of the OFSA a well-defined sexism education program and shall implement the program in the Spring 1989 semester. In accordance with Section II.B of the Fraternity/Sorority Advisory Board Judicial Charter, it will be the responsibility of the Director of the Office of Fraternity and Sorority Affairs to ensure that these sanctions are enforced.

In reviewing the materials submitted by the Fraternity/Sorority Advisory Board, including the Chapter Status Report, I have taken note of the fact that AXP was last disciplined in Fall 1986 at which time it was required to conduct educational programming and issue an apology to the group filing the complaint.

I should note that the sanctions I have imposed in this decision are consistent with the recommendations of the Fraternity/Sorority Advisory Board in all but one respect. The Board recommended to me that AXP be allowed to stay in its chapter house during the Fall 1988 term but that if it had not met the conditions imposed by December 1, 1988, it would be out of the house in the Spring 1989 term. I have reversed this condition, placing the burden on the fraternity to meet its obligation *before* it can return to live in the house. In this way I believe the sanction is most consistent with the case heard earlier this semester, in which the findings indicate that the activities differed in degree, if not in kind.

In the case currently before us, the Board has noted "the fraternity's contrition and sincere willingness to accept sanctions and implement changes." I hope that in the period of this suspension, members of AXP and its alumni corporation will actively commit themselves to rebuilding the strength of the fraternity so that it can meet the goals of its national, the standards of the fraternity system at Penn as described in the Recognition Policy, and the expectations of the University community.

—Kim M. Morrisson, Acting Vice Provost

Findings* of Fact Submitted by the Fraternity/Sorority Advisory Board

The following facts were found by a preponderance of the evidence presented at the hearing:

1. Alpha Chi Rho Fraternity ("AXP") sponsored a rush event at the AXP house, 219 South 36th Street, on October 1, 1987 which was attended by AXP members and officers and by students specifically invited as rushes as part of AXP's rush activities.

2. AXP through its . . . officials, arranged through a business named "Strip-O-Grams" to have a woman perform at the rush event, certain activities described below.

3. AXP paid \$125 to have the woman perform at the rush event.

4. An audience of between approximately 100 to 150 men, consisting of AXP officers, members, rushes and others, attended the rush event.

5. The woman was accompanied to the event by a man who received the cash payment for her performance. Before performing, the woman requested that a chair be placed in front of the audience and that a person from the audience sit in the chair during her performance. A chair was then placed in front of the audience.

6. The woman danced to music in a small area of the floor in front of the crowd of men and removed all of her clothing. While the woman was dancing, members of the audience shouted at other members of the audience to encourage them to sit in the chair in front of the crowd.

7. As the woman removed all of her clothes, four men, three of whom were members of AXP, sat in turn in the chair in front of the audience. While the men sat in the chair, the woman disrobed in stages as she danced around them and, in one case, sat on one of the men's lap. While this occurred, members of the audience shouted lewd, suggestive remarks to encourage each man in the chair to touch the woman.

8. In one instance, when the woman had finished disrobing, one man who sat in the chair touched the woman's breasts. The woman sat on this

man's lap facing him with her legs straddling him; her breasts were in his face. He also grabbed the woman's buttocks and his face was near her vagina. The woman also sat on his lap facing the audience while she pushed her buttocks toward his face and he touched her buttocks with his hands.

9. Some rushes and members of AXP at whom the audience shouted to pressure them into sitting in the chair were embarrassed to sit in the chair in front of the audience.

10. Some of those present were offended and embarrassed by the activities described above, all of which took place before an audience of AXP officers, . . . , members and rushes.

11. On or about December 3, 1987, AXP, by approximately six of its members, cut down a live 20 to 30 foot Norwegian pine tree owned by the University of Pennsylvania and located at the Hollenback Center.

12. AXP, by approximately six of its members, brought the tree back to the AXP fraternity house and placed the tree in the house stairwell. Chopped tree branches were found in the fraternity house living room and backyard. The tree extended in height up the stairwell through three stories of the fraternity house.

13. The cost of replacement of the tree including materials and labor is \$5,223.52.

14. AXP was disciplined in Fall 1986, was sanctioned and complied with those sanctions. Recognition status was not changed.

15. AXP has maintained a cooperative relationship with the Office of Fraternity and Sorority Affairs ("OFSA"), but participation in OFSA activities has been limited.

* Identification of individuals has been deleted.

To the University Community:

Academic advising is a key resource for students throughout their four years of undergraduate study at Penn. In our White Paper of 1985, the Student Committee on Undergraduate Education proposed "an ideal system of advising based on the specific academic concerns of Penn undergraduates." The report discussed the philosophical foundation of a strong advising network and identified the primary components of such a system. Today we must focus critically on the ability of these individual elements to fulfill their functional roles and to promote the higher ideals of academic advising.

Faculty participation in our advising system is one component which merits significant attention. Faculty serve as a resource for academic concerns. Moreover, undergraduates broaden their intellectual perspectives from interacting with faculty.

Our goal in this paper is to provide recommendations which will not only increase the value and extent of faculty participation in academic advising, but also create an environment at Penn which encourages more frequent and meaningful interaction between students and faculty. SCUE looks forward to the discussion and achievement of this goal.

—Neil A. Tuch, Chair, Subcommittee on Faculty Advising, and Randi-Charlene Cohen, Chair, SCUE

Faculty Advising at Penn

*A Report of the Student Committee on Undergraduate Education
Randi-Charlene Cohen, Chair, SCUE*

Ideally, faculty and students should interact without the benefit of a formalized system encouraging them to do so. Unfortunately, students, faculty, and administrators have contributed to an environment at our University which holds student/faculty interaction as the exception rather than the rule. The advice and interest of a faculty member, both on educational and non-educational issues, can prove invaluable to a student's experience at Penn.

The role of a faculty member in academic advising should be as a mentor rather than a resource for details. Faculty advisors may have an in-depth knowledge of the specifics of the University; however, publications and the individual advising offices should remain the primary source for a student's concerns about requirements and procedures. Faculty should instead be the key to providing students with a perspective on the goals of education, the underlying principles behind the study of different disciplines, and the benefits of one educational opportunity relative to another. In particular, freshmen and sophomores may gain insight into their educational choices and experiences when offered the opportunity to interact with a faculty mentor with whom they have an established relationship.

SCUE's intention in presenting this analysis extends beyond offering specific suggestions for improving the faculty component of Penn's advising systems. We wish to make administrators, faculty, and students aware that, with few exceptions, they have created a culture at Penn which discourages faculty/student interaction outside the classroom. One of the most important elements of an academic advising role for faculty is that it provides an additional setting in which these relationships may develop. Freshmen seminars and SCUE's "Take A Professor to Lunch" week establish some student/faculty interaction. However, no role seems more traditionally suited to establishing these relationships than a faculty member's acting as a mentor to undergraduates.

The College of Arts and Sciences

In the past, faculty advising in the College has been peripheral to the advising program. Two years ago, College administrators established faculty as an integral component of the new academic advising system. However, the new system, as implemented, has met with minimal success. This is the second year of experimentation with a system which by 1990 had hoped to provide every incoming College freshmen with a faculty advisor and to assign no more than ten students to any one advisor.

The prospects of achieving this goal are dismal. According to Dr. Diane Frey, Vice Dean for Advising and Undergraduate Studies, only forty to fifty-five faculty members are expected to volunteer for the 1988-1989 academic year. Therefore, only approximately one in three incoming freshmen will be assigned a faculty advisor. This falls far short

of the 75% implementation rate which the *Building on Excellence* update to the SAS five-year plan proposed for next year's freshmen class. An additional concern is that among those students assigned to faculty, rarely do more than three in ten meet with their advisor with any regularity.

Currently, the School of Arts and Sciences is neither providing incentives for involvement in the College's faculty advising system nor creating an atmosphere which generates enthusiasm from most faculty or students for the program. SCUE's interviews with Dr. Frey and faculty and students currently involved in the faculty advising program have led us to propose the following recommendations to strengthen the College advising system:

Recommendations for encouraging student participation:

1. *Give students a choice of the general academic area from which their advisor will be chosen: humanities, natural sciences, or social sciences.* Freshmen in this year's program have repeatedly stated that they would be more likely to interact with a faculty advisor who shares their academic interests.

2. *Improve communication between the faculty advisor and students.* Through the implementation of standardized contact, students would be made more aware of the value and availability of the faculty advisor. These standardized procedures should include:

- A letter from faculty advisors to their students during the summer before the freshman year, introducing themselves, defining their role and providing an address/phone number at which they may be reached
- A well publicized opening reception which conflicts with no other New Student Week activities
- Regular contact between the faculty advisor and advisees. At least one individual meeting between the faculty member and his or her advisee should be held each semester to discuss various issues. Since SAS faculty advisors are provided a comprehensive advising manual, they will be able to answer questions and guide students to various resources. Regular contact will encourage students to ask these questions.

3. *Establish a student feedback committee* composed of SCUE members and a broad representation of freshmen involved in the faculty advising system. This recommendation serves two purposes. First, students often have the best sense of how to increase the participation of other students. Second, student involvement in the faculty advising system will alter the atmosphere surrounding advising from one where administrators and faculty dictate to students the way advising should work to one where administrators, faculty, and students work together to establish the ideal system. In addition, during the faculty training session, students' perspectives on the types of issues on which they would expect help from a faculty advisor may be particularly helpful to the faculty in establishing a plan of action.

4. *Encourage the use of available funding for informal interaction between faculty advisors and students.* Informal gatherings on campus, such as discussions over pizza and soda, can break down barriers between the

advisors and students. These group meetings, especially if faculty take the initiative to hold them in residence lounges or in their own offices, would then perhaps encourage students to approach their faculty advisor individually.

Recommendations for increasing faculty participation:

1. *Provide tangible incentives for faculty participation.* Ideally faculty will volunteer for the program either because they enjoy faculty/student interaction or because they see faculty advising as part of the traditional role of a faculty member. However, the current problems in recruiting enough faculty to be part of the program indicate that faculty must be given a greater incentive to do so. Faculty concerned with tenure are much more likely to commit their time outside of the classroom to research rather than to advising. In the *Report of the FAS Ad Hoc Advising Review Committee, 1980-81*, the committee members recommended that "The Dean should provide whatever incentives are necessary to recruit a sufficient number of dedicated, capable faculty advisors so that every incoming FAS freshman may be assigned a faculty advisor."

In 1988, the situation remains the same. The faculty advising system is currently contracting, rather than expanding, from sixty faculty this year to forty to fifty-five next year. The system simply will not survive unless the College administration and, in particular, the next SAS Dean, provides an incentive to drastically improve the attraction the program has for faculty.

2. *Assign an Assistant Dean within the advising office whose sole responsibility will be to expand, supervise, and coordinate all activities involved with the faculty advising system.* The Vice Dean for Advising and Undergraduate Studies, who directs the entire operation of the advising office on a daily basis, currently also coordinates the faculty advising program. A unique emphasis must be placed on the program if it indeed is to be the centerpiece of the SAS advising system. In addition to offering faculty a full-time resource and planner, this coordinator would be responsible for increasing the current levels of participation in the system.

The School of Engineering and Applied Science

The SEAS advising system thrives on faculty/student interaction. Each student is given an advisor within their major at the beginning of their freshman year. Those students who choose to defer their curriculum focus are also assigned an advisor. All professors within the school act as advisors; therefore, there is an average of 13 to 14 students per faculty member. In addition, each student's course registration and drop-add forms must be signed by their advisor.

Although faculty view advising as secondary to both research and teaching, advising is "ingrained in faculty as being part of the job" according to Dr. John Keenan, Systems Undergraduate Curriculum Chair. The SEAS Advising Manual has pertinent information concerning academic questions and appropriate referral services for more serious student problems. Additionally, this year younger faculty participated in new advising seminars to better acquaint themselves with the responsibilities and procedures of advising. In the future, according to Associate Dean Dr. David Pope, these seminars will hopefully be expanded to include all faculty advisors. The goal of faculty advising in the Engineering School is for students to establish close, personal relationships with professors aware of the school's requirements and proficient in the technicalities of the discipline. The present system, while encouraging significant student/faculty interaction, may not reach out to all Engineering students.

Therefore, SCUE offers the following recommendations:

1. Many students have expressed concern that certain professors lack interest in the program, while other students question whether they have truly benefitted from the system. As the administration appears to be committed to improving their system, SCUE now suggests the creation of a *student feedback system*. This system should include an established and well publicized avenue for comments and complaints, including evaluation forms. A feedback system will measure the true effectiveness of the present system, while increasing student input into the advising process.

2. SCUE recommends the institution of *required advisor/student meetings* early in a freshman's fall semester, especially since the size of the freshman class in the Engineering School makes this feasible. In addition, these mandatory meetings will emphasize the significance which the school gives to faculty involvement in their advising system.

3. SCUE also supports *the expansion of the Advising Seminars to include all faculty members*. An annual workshop on changes in emphasis or policy can only increase the accuracy of the information provided to all students.

The School of Engineering has created an environment where faculty/student interaction is clearly expected. Our suggestions only serve to help recognize and alleviate potential problems which may go undetected in the current system.

The Wharton School

The Wharton School is significantly different from the other undergraduate schools in that faculty play no formal role in Wharton's New Student Advising Program. The Wharton School has experimented with a faculty advising system in the past; however, due to the composition of its faculty, administrators found it logistically infeasible. While SCUE respects the Wharton administrators efforts and judgements with regard to the ideal advising system for their students, we encourage them to maintain an interest in developing formal student/faculty interaction. Suggestions for fostering this interaction include:

1. Encouraging faculty who are interested in meeting and advising students to sit for an hour or two of walk-ins in the advising office each week.

2. Asking faculty members within the Wharton School to lead forums which provide an additional opportunity for faculty/student interaction. In these forums, faculty can share their own experiences and encourage students to explore available educational and non-educational options.

The Nursing School

Due to its small size (about 300 students) relative to the other three undergraduate schools, the Nursing School seems more capable of meeting the needs of students through its advising system. The primary goal of the advising system in the Nursing School is the development of a long-term, personal relationship between the student and his or her advisor.

To reach this goal, the Nursing School assigns students an advisor at the beginning of their freshman year. Although students are strongly encouraged to keep the same advisor throughout their undergraduate years, they are able to request a different advisor if they so choose. There are thirty-six advisors in the Nursing School which translates into eight students per advisor. This excellent advisor/advisee ratio enables the advisors and the students to establish a comfortable relationship and makes accessibility rarely a problem. In addition, certain advisors are specifically trained to advise students who are interested in alternative academic programs in addition to their nursing curriculum. Assigned advisors refer students to these special advisors if necessary. All Nursing School advisors are also given an advising handbook which contains technical academic information.

An important aspect of the Nursing School advising system is that all students are required to meet with their advisor each semester before pre-registration. As with Engineering students, Nursing School students are not permitted to pre-register until they have obtained the signature of their advisor. This requirement remains in effect during all four years.

Furthermore, every one of the Nursing advisors is a faculty member in the school. Some faculty are primarily undergraduate instructors, but many others are involved with either graduate level nursing education or research. This variety is beneficial because it provides many undergraduate nursing students with a different perspective from which to approach their education. Advisors give specific advice about course selection and clinical rotations as well as broad advice about nursing in general.

Overall, the advising system in the Nursing School seems to work particularly well. The other undergraduate schools should try to emulate the excellent personal rapport established between Nursing School advisors and students. In the Nursing School, a strong faculty advising system is the basis for meaningful student/faculty interaction.

Conclusion

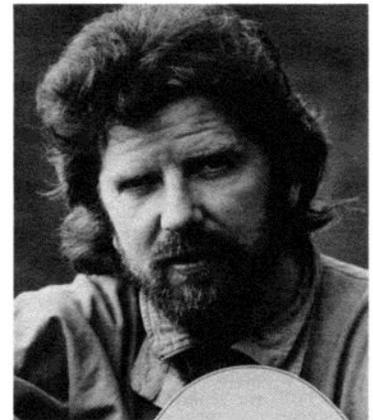
The University of Pennsylvania, in order to provide its students with a strong undergraduate educational experience, must develop a culture which encourages interaction between students and faculty. Some students and faculty will develop these relationships independently, but many will not. SCUE strongly recommends strengthening formalized programs for faculty/student interaction in each of the undergraduate schools. Advising programs, by encouraging faculty to act as mentors to undergraduates, establish an environment in which these relationships will flourish.

Subcommittee on Faculty Advising

Neil A. Tuch, Chair
Jodi R. Krasilovsky
Tina Lin
Laura Mazzarella

Paul S. Porter
Seth J. Price
Edward F. Restelli
Ronald J. Shade

Born Yesterday's Eddie Brock and Ed Devery, played by Rik Colitti and John Carpenter (left to right) sign some important papers in the Drama Guild's romantic comedy at Annenberg's Zellerbach Theatre from April 29 through May 22. Call Ext. 8-6791 for tickets.



Tommy Sands, (above) sings his Irish folksongs on April 30, at St. Mary's Parish Hall. Tickets are \$8, \$7 in advance. For more information call 849-8899.

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 crimes in the five busiest sectors on campus where two or more incidents were reported between April 18, 1988 and April 24, 1988.

Total Crime: Crimes Against Persons—0, Burglaries—1, Thefts—20, Thefts of Auto—1, Attempted Thefts of Auto—0

Date	Time Reported	Location	Incident
37th St. to 38th St., Spruce St. to Locust Walk			
04-20-88	5:00 PM	Vance Hall	Secured bike taken from bike rack.
04-22-88	3:55 PM	McNeil Bldg.	Purse left unattended/cash taken.
04-22-88	4:08 PM	McNeil Bldg.	Small purse taken from unattended bag.
04-24-88	1:02 PM	McNeil Bldg.	Telephone taken from table in office.
34th St. to 36th St., Spruce St. to Locust Walk			
04-18-88	3:24 PM	Williams Hall	Secured bike taken from rack.
04-18-88	4:48 PM	Williams Hall	Secured bike taken from rack.
04-20-88	12:02 PM	College Hall	Postage stamps taken from room.
36th St. to 37th St., Spruce St. to Locust Walk			
04-19-88	12:55 PM	Steinberg/Dietrich	Clock taken from secured office.
04-19-88	5:33 PM	200 Block 37th St.	Secured bike taken from railing.
36th St. to 37th St., Locust Walk to Walnut St.			
04-19-88	8:09 AM	3611 Locust Walk	Unsecured bike taken from rack.
04-23-88	10:13 AM	Annenberg Center	Dance studio sign taken.
32nd St. to 33rd St., South St. to Walnut St.			
04-22-88	5:24 PM	Franklin Field	Purse missing from unattended bag.
04-24-88	7:56 AM	Lot #5	Personal items taken from auto via broken window.

Safety Tip: Everyone is a potential victim of crime. Personal and property crimes can affect everyone, no matter what their sex, race, or socioeconomic status. *There is no absolute protection from crime, but there are precautions a person can take to lessen the likelihood of becoming a victim.* Increasing our awareness of crime prevention techniques can decrease the opportunity for an offender to commit a criminal offense against us.

18th Police District

Schuylkill River to 49th St., Market St. to Schuylkill/Woodland Ave.

Reported crimes against persons from 12:01 a.m. 4-11-88 to 11:59 p.m. 4-17-88

Total: Crimes Against Persons—10, Aggravated Assault/knife—1, Robbery/strongarm—3, Robbery/gun—2, Purse Snatch—2, Robbery/unknown—1, Aggravated Assault/gun—1, Arrests—3

Date	Location/Time Reported	Offense/weapon	Arrest
4-11-88	3927 Walnut St., 12:00 AM	Robbery/strongarm	No
4-12-88	247 S. 49th St., 8:55 AM	Robbery/unknown	No
4-12-88	4000 Market St., 12:30 PM	Purse Snatch	No
4-12-88	39th and Sansom St., 11:25 PM	Robbery/strongarm	Yes
4-13-88	3900 Market St., 12:53 AM	Purse Snatch	No
4-15-88	40th and Locust Sts., 2:45 PM	Robbery/strongarm	Yes
4-16-88	1219 S. Markoe St., 1:24 PM	Aggravated Assault/gun	Yes
4-16-88	4500 Baltimore Ave., 9:43 PM	Robbery/gun	No
4-17-88	4600 Baltimore Ave., 1:20 AM	Robbery/gun	No
4-17-88	3400 Ludlow St., 9:16 PM	Aggravated Assault/knife	No

Update

APRIL AT PENN

MEETING

29 *The Future of Tymnet Access on PennNet*; representatives of DCCS will answer questions and be prepared to accept commitments for Tymnet accounts; 2 p.m., Gates Conference Room, Van Pelt Library. For more information call the PennNet Service Center, Ext. 8-8171.

TALKS

26 *Modulation of the NMDA Response in Cultured Mouse Brain Neurons*; Jon W. Johnson, Laboratoire de Neurobiologie, Ecole Normale Supérieure, Paris, France; noon, Pharmacology Seminar Room, John Morgan Building (Department of Pharmacology).

29 *Identifying the Signal for Myristylation of p60^{src}*; Janice Buss, staff scientist, La Jolla Cancer Research Foundation; 4 p.m., Pharmacology Seminar Room, John Morgan Building (Department of Pharmacology).

Deadlines

The deadline for the weekly calendar update entries is Tuesday, a week before the date of publication. The deadline for the Summer pullout is *Tuesday, May 10*. Send to *Almanac*, 3601 Locust Walk / 6224 (second floor of the Christian Association).

Almanac

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