

# Almanac

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Tuesday, April 4, 1989

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## Lindbacks '89



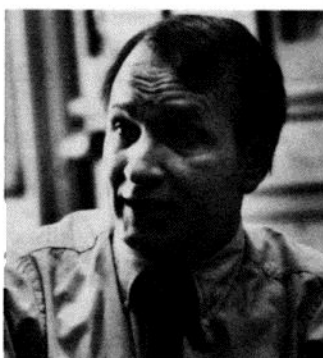
Dr. Karin Calvert



Dr. Alexander Nehamas



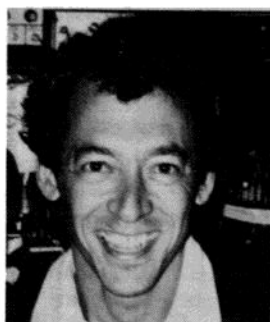
Dr. Renee Fox



Dr. Bruce Kuklik



Dr. Deborah Gillette



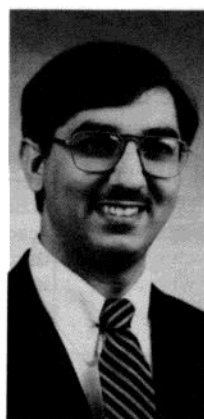
Dr. Yale Goldman



Dr. Clelia Mallory



Dr. Marilyn Hess

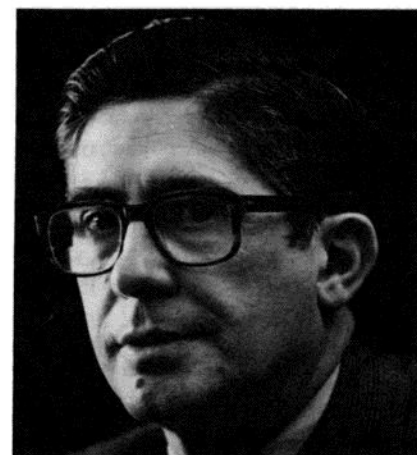


Dr. Michael Laposata



Linda V. Walsh

To celebrate the all-University distinguished teaching awards just announced by Provost Michael Aiken, the date to reserve is April 28. The time and place of the reception are to be announced. And the winners are... four Lindbacks from the health schools, below; four from other schools, above; and, below right, the two winners of the Provost's Award. (See page 2 for notes and quotes on all ten.)



Dr. Edward Stemmler

## Stepping Aside: Dr. Stemmler

The University will reestablish a combined leadership structure for the Hospital, School of Medicine and Clinical Practices, and its present search for a Dean of Medicine will become a search for someone to fill both roles, President Sheldon Hackney said Monday.

Dr. Edward J. Stemmler, executive vice president of the Medical Center, has stepped aside to enable the University to find a candidate for the new position, Dr. Hackney added. The change is effective immediately, and Dr. Stemmler will rejoin the faculty as the Robert G. Dunlop Professor of Medicine.

"It is important in an academic medical center that all components serve the academic and research mission of the institution," Dr. Hackney said. "By combining the duties of the two positions, we assure that it has the best organizational arrangement. We intend to search for an individual who can fill both roles in the strong tradition that, in fact, Dr. Stemmler established."

Dr. Stemmler had been acting dean for a year and dean for 11 years when the Medical Center was formed in 1986 to integrate medical education, research and patient care. In the formative period he headed both School and Center, but last year he asked to have the positions separated so that he could devote full time to the Center. Dr. Arthur Asbury of neurology has since been acting dean.

"Dr. Stemmler has given Penn years of outstanding service, and he is a recognized leader in medical education. I hope he will continue to speak out on the challenges facing medical education and health care in general," President Hackney said.

## SENATE

### From the Chair

The following agenda is published in accordance with the Senate Rules.

#### Agenda of Senate Executive Committee Meeting Wednesday, April 5, 1989, 3-5:30 p.m.

1. Approval of the minutes of March 1, 15 and 22, 1989
2. Chair's Report
3. Additional discussion of Spring Faculty Senate meeting agenda (scheduled for April 26)
4. Report on Undergraduate Admissions Policy by the Senate Committee on Students and Educational Policy
5. Discussion of interim reports of Provost's working groups on international programs (statement from SEC members Professors Spooner and Teune) and information environment
6. Revision in child care policy proposed by the Senate Committee on the Faculty
7. University Council Committee on Research draft policy on misconduct in research
8. Discussion of diversity awareness seminars
9. Other new business
10. Adjournment by 5:30 p.m.

Questions can be directed to Carolyn Burdon, Faculty Senate Staff Assistant, Ext. 8-6943.

### On Disruption of the Judiciary

We are profoundly disturbed by recent events surrounding the ongoing judicial proceeding involving Mr. Vincent Phaahla.

In our view, fairness requires that all alleged violations of the Code of Academic Integrity be adjudicated using the same procedures. We note that the existing mechanisms for enforcement of the Code involve the participation of faculty members and students, who unselfishly give their time and attention to this activity, the integrity of which is essential to a community such as ours.

We remind the University community that disruption of a judicial proceeding, including in particular any attempts to intimidate the participants, constitutes flagrant disregard of the rules of the University and of the customs of a scholarly community. We urge all members of the University to stand together to support the integrity of the judicial process and to make certain that these proceedings are able to continue without interference, in order that they may reach a fair and just conclusion.

Sheldon Hackney  
President

Michael Aiken  
Provost

**Ed Note:** The message above refers to a sit-in that took place Friday, March 24, and is covered in the *Daily Pennsylvanian* Monday, March 27. The hearing was rescheduled to Monday, April 3, and at presstime it was reported that the scheduled hearing went forward while a demonstration occurred outside.

## The Lindback Awards for 1989: Thumbnail Sketches of Distinguished Teachers

Each year's eight winners of the Christian and Mary Lindback Awards for Distinguished Teaching—and the two who win Penn's newer Provost's Awards—go through a review process that yields reams of recommendations from students, colleagues and alumni. A few of the things that were said of this year's winners:

**Dr. Karin F.L. Calvert**, assistant professor of American civilization, was praised for challenging students, treating them as colleagues and delivering such lively lectures that enrollment in one course she initiated, *Childhood in America*, went from 7 students to 71 in three years. Said one student: "It is the 'thrill of the chase' she is able to share with her students which make her classes unique."

**Dr. Renee C. Fox**, the Annenberg Professor of Social Sciences, is a one whose "capacity to communicate complex ideas and subtle analyses is integrally linked to her unusual capacity to validate and empower her students," one wrote. Internationally esteemed as a scholar's scholar in the sociology of medicine, to students she represents "accessibility... fairness... moral integrity," and the ability to "extract the potential in our minds."

**Dr. Bruce Kuklik**, professor of history, is described as "an extremely conscientious teacher who wants all of his students not only to learn the different theories and angles of American history, but also to enjoy the process of learning." Though his introductory and advanced courses are the largest and most popular in his area, and he has published five important books, students find him "always available to counsel and advise."

**Dr. Alexander Nehamas**, professor of philosophy, is "at home at every level of teaching" from freshman to graduate student, and his colleagues as well as students cite a remarkable

gift of stimulating class discussion in even the largest classes—which have reached 140 students. An award-winning teacher at Pitt before joining Penn, he is called "provocative in the best, purely intellectual sense, and knows how to draw the best of of virtually any student."

### ...And in the Health Schools:

**Dr. Deborah Gillette**, assistant professor of pathology and pathobiology/Vet, is a "compassionate, dedicated, organized and thought-provoking lecturer who spares no effort to impart knowledge." The New Bolton-based V.M.D./Ph.D., who won the highest ratings of 11 who teach in her core courses, gives students a foundation for lifetime learning by "a painstakingly honest method of observing all details, especially those that do not fit the expected picture."

**Dr. Yale Goldman**, associate professor of physiology/Med, has "a truly special ability to evoke magic in the classroom" whether in the skeletal muscle unit he leads or in lectures to other sections. The recognized authority on the molecular mechanism by which muscle converts chemical to mechanical energy (and new head of the Pennsylvania Muscle Institute) has, colleagues say, the most complex material in the course; students praise his "uncanny ability to explain... organize... synthesize" it, and one says "I have never had a teacher with so much absorption in the development of ideas."

**Dr. Marilyn Hess**, professor of pharmacology, has shown a 30-year dedication to teaching that is "legendary in the Medical School" where she is responsible for the complex of lectures, conferences, lab exercises and reviews that make up the intensive Pharmacology 100—and is credited for its success not only by students but by two outside consultants who were part of a major review just completed.

**Dr. Michael Laposata**, assistant professor of pathology and laboratory medicine, is not only Socratic in small groups but his large lectures in Pathology 200 (taken by all medical students) are seen as models of educational excellence that "convey concepts rather than minutiae." In the Med School's rigorous teaching evaluation system, students grade his lectures in the 3.8 to 4.0 range. And, colleagues add, he displays concern for the students as well as the school's educational mission by involvement on committees that deal with those issues.

### ...Plus the Provost's Awards

The Provost's Awards were created to honor the best teaching in ranks that are not tenured or tenure-accruing. This year's winners:

**Dr. Clelia Mallory** is the senior lecturer in chemistry who is responsible for the undergraduate laboratory program in organic chemistry—teaching the crucial Chem 245/246 lab courses that are required for pre-health professions. Students welcome her lectures as well organized and delivered—and her guidance in the lab, where she is known as caring, diligent, able to instill a sense of control by the student and willing to spend time to discuss the work, to work with students on experiments and "often to calm down nervous and jittery pre-meds."

**Linda V. Walsh**, a lecturer in the School of Nursing's graduate program in nurse-midwifery, is both a clinical role model and a developing academician whom students praise as a critical thinker who is "poised, confident and caring" in teaching new parents, fellow doctoral students—and faculty colleagues. She is noted especially for making complex theory and public policy on maternal/child health care clear and interesting, and won the School's Doctoral Teaching Assistant Award after only one year of teaching.



## School Awards for Teaching: Medicine

Each year the School of Medicine gives five different teaching awards, each recognizing excellence in a particular facet of medical education. Winners are presented with special certificates at graduation.

**Dr. Michael A. Grippi**, assistant professor of medicine at HUP, is the recipient of the Leonard Berwick Memorial Teaching Award. Established in 1980 by the Department of Pathology, the Berwick family, and Dr. Berwick's colleagues, the award is given to "a member of the medical faculty who whose teaching effectively fuses basic science and clinical medicine."

**Dr. Diane K. Jorkasky**, clinical assistant professor of medicine at Presbyterian Medical Center, is this year's recipient of the Blockley-Osler Award which was created on the occasion of the 100th anniversary of the Blockley Ex-Residents Society in 1987 by the Blockley Section of the Philadelphia College of Physicians. The award is given to a member of the faculty at a hospital affiliated with the Medical School "for excellence in teaching modern clinical medicine at the bedside in the tradition of Dr. William Osler and others who taught at PGH."

**Dr. Wallace T. Miller**, professor of radiology at the School of Medicine, is the winner of the Robert Dunning Dripps Memorial Award. Given to "a member of the medical faculty to recognize excellence as an educator of residents and fellows in clinical care, teaching, or administration," the award was established in 1983 by the Department of Anesthesia to honor its former chairman who was a pioneer in the specialty of anesthesia.

**Dr. Robert L. Nussbaum**, assistant professor of human genetics at the Medical School, is the 1988-89 recipient of the Dean's Award for Excellence in Basic Science Teaching which was established last year to recognize "teaching excellence and commitment to medical education by outstanding faculty members from the basic science departments." One or more Dean's Awards are made annually, the recipients being selected on the advice of a committee composed of faculty and students.

There are five recipients this year of the Dean's Award for Excellence in Clinical Teaching which was established in 1986 to recognize "teaching excellence and commitment to medical education at affiliated hospitals." The winners are: **Dr. A. Michael Broennle**, associate professor of anesthesia at CHOP; **Dr. Paul L. Marino**, clinical associate professor of medicine at the Graduate Hospital; **Dr. W. Jay Nicholson**, teacher of cardiology, department of internal medicine at York Hospital; **Dr. Sydney E. Pulver**, clinical professor of psychiatry at the Institute of Pennsylvania Hospital; and **Dr. A. John Sargent III**, assistant professor of psychiatry and pediatrics at the Philadelphia Child Guidance Clinic. One or more of these awards are made annually, the recipients being selected on the advice of a committee composed of faculty and students.



Michael Grippi



Diane Jorkasky



Wallace Miller



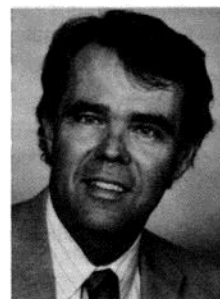
Robert Nussbaum



Michael Broennle



Paul Marino



W. Jay Nicholson



Sydney Pulver



A. John Sargent

## For the Quad: April 17 Deadline for Senior Faculty

Two Senior Faculty Resident positions are available in Penn's First Year Program in the Quadrangle, beginning in summer 1989.

Penn's First Year Program is designed to enhance the undergraduate experience through residence communities (houses) of 300-400 students. The goals of the program are to orient students to the educational life of the University, ease the transition to the University, promote formal and informal faculty-student in-

teraction, build community and class identity, improve academic support services, and increase student participation in the intellectual, cultural and other resources of the University and the Philadelphia area.

Prospective Senior Faculty Residents should have an interest in first-year students and their education, a willingness to participate actively in community life, and the ability to provide intellectual leadership, which is the Senior Faculty Resident's chief responsibility.

Each Senior Faculty Resident is provided with an apartment and is assisted in managing the House by a full-time Assistant Dean for Residences, who handles day-to-day House administration. A modest budget is available to the House for educational and social activities. All Senior Faculty Residents are members of the First Year Council that sets educational policy in the First Year Houses.

Interested faculty should send a vita by April 17 to Gigi Simeone, Department of Residential Living, 3901 Locust Walk, HRN/6180. If there are questions, please call Dr. Simeone at Ext. 8-3547.

Women and minority candidates are encouraged to apply.

## Almanac

3601 Locust Walk Philadelphia PA 19104-6224  
(215) 898-5274 or 5275  
ALMANAC@A1.QUAKER

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## DEATHS

**Dr. Irving Buchin**, clinical associate in pediatric dentistry, died March 29 at the age of 69. An NYU alumnus who took his D.D.S. there in 1943, Dr. Buchin joined Penn in 1968 as a lecturer in orthodontics, moved to associate professor in 1969, and in 1974 became an adjunct professor of oral surgery. He continued to serve in clinical positions until 1988. He is survived by two sons, Peter Jay and John David.

**Dr. Constantine Maniatopoulos**, director of biomaterial science and research in the department of general restorative dentistry, died March 20 at the age of 34. Dr. Maniatopoulos, who joined the School in January 1989, earned his D.D.S. in Athens, Greece in 1979, and his Sc.M. and Ph.D. in 1988 at Toronto. He is survived by his wife, Dr. Ariela Maniatopoulos, a son and a daughter.

### Memorial for Dr. Sack

A memorial meeting will be held Monday, April 17, in honor of the late Dr. Saul Sack, professor emeritus of education, who died on December 21 at the age of 76. The Graduate School of Education welcomes all friends and colleagues, at 2 p.m. in the Woody Room of Van Pelt Library.

*The following document was received by the Steering Committee of the University Council at its meeting of March 29, 1989, and has been placed on the agenda for the meeting of Council scheduled for April 12, 1989. The Steering Committee believes that this interim report should have wide circulation in the University community, and invites members of the University to convey their views to their constituency representatives prior to the meeting. —David P. Balamuth, Chair, Steering Committee*

## Developing a Diversity Education Program: An Interim Report

### I. Introduction and Summary

The Diversity Education ("Oversight") Committee was formed in response to the University Council's resolution on November 16, 1988 to develop and expand programs "emphasizing sensitivity to the racially and otherwise diverse nature of the University community" that reach and include all students. The initial work and discussion of the committee is detailed in our progress report to University Council on February 8, 1989 (*Almanac* February 14, 1989).

In response to our charge, we have first focused on developing a program that would target freshmen during and following the orientation period (New Student Week). Once implemented, such a program would reach most undergraduates over a four-year period. We have been mindful, however, of the need to develop resources and programs that would achieve some portability and could be used for other, i.e. non-freshmen, student groups throughout the year.

The program we are designing has several key components:

1) a "common experience" for all new students on Labor Day combining both a large, full-class gathering and small group discussions. The day will focus on community-building experiences in the morning and behavioral expectations and conduct standards in the afternoon.

2) follow-up programs in each of the freshman residential communities that explore issues of diversity and sensitivity and are developed by students, faculty and staff within the houses.

3) the addition of a live-in student position in each house (a "Human Relations Advisor") as an augmentation of the Residential Advisor team to facilitate the development of these follow-up programs.

4) the review and revision of residential judicial procedures to assure clarity, fairness, consistency and timely response to incidents of violation of conduct standards within residential settings and the creation of house-based residential peer review boards.

5) the development of a resource center for diversity materials, including books, films and videos, bibliographies of relevant courses, lists of facilitators, and other tools for University-wide use in the development of the follow-up programs.

### II. Committee's Activity February 8-March 29

Since our last progress report, the Oversight Committee has met on February 9, February 16, February 23, March 2, March 16, March 21, March 23 and March 28. In addition, the Oversight Committee has created four subcommittees with membership drawn from outside the parent committee. Subcommittees have been formed to plan the retreat, to plan follow-up programs, to develop the Human Relations Advisor position, and to review residential judicial procedures.

The Oversight Committee has also brought in three external consultants to help us in our planning: Dr. Larry Roper, Acting Dean of Students at Beaver College and developer of a course on Racism taught at the College Park campus of the University of Maryland, met with the Committee on March 2, 1989. Dr. Jean Wu, Associate Dean of the College at Brown University and developer of an orientation program on multicultural pluralism used at Brown, Bryn Mawr, Middlebury, Simmons, Connecticut College and Wesleyan, met with the Committee and Retreat subcommittee on March 16 and 17. Dr. Harleen McAda, Asst. Vice Chancellor for Student Affairs at the University of California at Santa Barbara, and developer of the Educational Program to Increase Racial Awareness (EPIRA) and executive producer of the videos "To Be a Black Student at UCSB," and "To Be a Chicano/Latino Student at UCSB," met with the Committee and retreat subcommittee and several faculty/staff and student groups on March 23 and 24.

On March 15, the Undergraduate Assembly and the Oversight Committee co-sponsored an open forum to discuss the work of the

committee. It was held in Room 110 of the Annenberg School and attracted about 150 students, faculty and staff.

### III. Program objectives

The objectives of the diversity education program are simple:

- 1) to provide an understanding of what it means to be a member of a diverse community and to promote the realization that the behavior of each member of the community has an impact upon its climate;
- 2) to acknowledge the differences that individuals bring to our community within the context of defining the commonality of experience;
- 3) to provide, as clearly as possible, an understanding of expectations of conduct, as reflected in the University's policies and procedures; and
- 4) to develop appropriate mechanisms and resources to implement these programmatic initiatives and to ensure widespread community involvement and support.

### IV. Program format

As our earlier progress report indicated, the Oversight Committee concluded that a one-day common experience for new freshmen during orientation, followed up by programs throughout the rest of the semester would be the most effective way to reach the population we were targeting. We have called this common experience a "retreat" for lack of a better term, but logistical difficulties dictate that it be held on rather than off campus. We have selected Labor Day as the optimal time since it is preceded by Freshman Convocation on Sunday night and followed on Tuesday through the rest of the week by more focused attention on drop/add and the beginning of classes.

The Oversight Committee recommends the following format developed by the Retreat subcommittee:

1) The day should begin with the entire class together to be greeted briefly by President Hackney and other senior administrators and a student. The remarks should establish the tasks and set the tone for the day.

2) The large group should break down into small groups of 20 - 25 students for small group discussions in both the morning and afternoon. The groups would keep the same composition in both morning and afternoon. Groups should be designated ahead of time using a random selection formula; the intent is to mix students at random and not by residential choice in order to maximize the opportunity for students to meet other new students outside of their living environments.

3) Groups should be facilitated jointly by a team of faculty or staff members and a student. A training program will be necessary for members of the team.

4) Lunch should fit the spirit of the day by providing culturally and ethnically diverse food. It should be served in approximately eight locations with twelve or more small groups brought together in each location. Deans, faculty, and senior administrators should be invited to join the students for discussion.

5) The retreat program should end before dinner, but significant entertainment related to the retreat should be provided in the evening after dinner. Passes to the entertainment will be given out to students in the afternoon and only students with passes will be able to attend the evening's event.

The subcommittee on follow-up programs is now being formed and will be developing guidelines and objectives for use by the freshman residential communities as they develop their programs.



Much debate has been generated within the committee and campus-wide on the subject of whether these programs—retreat and follow-up—should be mandatory, and if so, whether sanctions should be imposed if students do not attend. The Oversight Committee's recommendation is that these programs should be required, that is, that students should understand that the University expects them to attend. In this way, the wording and expectation will be the same as that of other key programs during New Student Week such as Convocation, Deans' meetings, and this year's behavioral expectations program. The Committee does not recommend that sanctions be imposed if students do not attend. However, the Committee believes that if fewer than 85% of new freshmen attend these programs, that reasons for non-attendance should be reviewed and new efforts made to reach specified levels. We should note that the decision on non-imposition of sanctions prompted several students who supported negative sanctions to leave the committee.

## V. Program content

The Committee recommends that the message of the retreat, reinforced in all sessions, should be a positive emphasis on the dignity and worth of each of us as individuals. The sessions should be framed around the positive concepts of civility, dignity, the value of difference, integrity, respect, self-worth, and appreciation. These concepts should be reiterated in the opening remarks to the class when it is gathered together, and they should be explored in the small group sessions.

The morning session should focus on community building within each small group with exercises geared to getting the participants to know and respect each other. The sessions should be focused on the skill building necessary to bring people together to work with others whom they do not know, and these small groups can then be generalized to reflect the larger groups which students will encounter within residence, department, school and university.

The afternoon session should focus on the way in which the positive concepts noted above are upheld in the policies and procedures of the University and discuss the responsibilities of individuals for their conduct in light of these policies. For discussion purposes, the case study approach utilizing actual incidents has proved to be effective in previous programs, but our consultants have also recommended that students be asked to develop and discuss their own cases. Some introduction to the idea of follow-up sessions and an evaluation of the program should also be undertaken in the afternoon sessions.

## VI. Role of Human Relations Advisor (HRA)

The HRA is envisioned as a live-in undergraduate or graduate student position affiliated with each residential community and supplementing the existing residential advisor or graduate fellow structure, whose role would have three primary components:

- (1) responsibility for ensuring that follow-up programs take place within each residential community around issues of race, gender, sexual orientation, place of origin, disability, or class.
- (2) providing additional trained response to incidents of intolerance or harassment around these issues if they occur within the residential community.
- (3) collecting information about diversity issues on and off campus to add to the resources available for diversity programming.

The HRA's programming role would involve both the initiation of diversity programs and the coordination of programming efforts within the residential community undertaken by others. In addition, she or he would meet with other HRA's regularly to share ideas and support and ensure continuity across the residential system.

A large part of the HRA's job will be to keep in touch with the mood and issues of the particular residence in which she or he lives, and to initiate programs or more informal discussions on topics of particular concern to that community. The HRA will be responsible for coordinating an appropriate programmatic response if incidents of intolerance occur within the residential community, as well as for communicating the resources available within the University to support those who may be victims of acts of intolerance.

## VII. Residential judicial procedures

The subcommittee on residential judicial procedures was set up to examine how the residential system currently handles instances of reported harassment and violations of conduct standards, what sanctions are imposed, and the relationship to the University Judicial Inquiry office with regard to jurisdiction.

The committee has noted that the kinds of racial, sexual and religious harassment reported within residence have included

graffiti, verbal attacks, deliberate exclusion of person(s), public display of offensive material, harassing telephone calls, letters, vandalism, physical attacks, and sexual assault. Currently the system for handling such complaints varies from location to location. In some cases, complaints are referred to the Judicial Inquiry Office; in some cases they are handled by the Assistant Dean for Residence or the College House Master or the Area Director of Residence; in some cases they are handled by a peer review board.

The model of the peer review board such as that of Hill House functions effectively and with significant community support. The committee is focusing its attention on this model, with perhaps some variation in light of existing house structures, for implementation throughout the freshman and the College House systems.

The peer review board would consist of students with a Student Chair. The senior staff member of the house would serve as Advisor to the Board. Together, the Board Chair and the Advisor would determine whether the peer review board, the Senior staff (including faculty), or the University judicial system should have jurisdiction over a particular case.

Although much work is required to refine the details of this model, including the identification of investigative procedures, the composition of the Board, the training of participants, a listing of recommended sanctions, and the development of charters that are consistent with existing Judicial Board charters, the recommendation has so far received considerable support from the faculty and staff in residence.

## VII. Evaluation

At its meeting of April 6, the Oversight Committee will discuss methods of evaluating the various elements of the diversity education program. The results of such an evaluation should be used by this committee (or its successor) next year to modify and improve the program.

## IX. Next steps

Significant work remains to be done before the model for this program can be completed and a program implemented for the fall. The tasks include:

- 1) the development of guidelines for follow-up programs.
- 2) the development and collection of resources to be used in programs in residence and throughout campus.
- 3) identifying courses taught at the University that address issues of diversity.
- 4) selection and training of facilitators.
- 5) development of programs that target groups other than freshmen.
- 6) identification of ways for students to become involved in problem-solving together, working to find the common ground.

## X. Conclusion

As the process of program development continues, one issue has become clear to us and to others who have spoken to us about programs developed elsewhere: there is no single solution to the problem of increasing awareness of diversity in all its manifestations, no single magic program that will produce the result that everyone seeks. Rather, the steps must be multiple and varied and ongoing and they must incorporate considerable student effort.

To the extent that efforts involve student initiative, we believe they should be strongly encouraged. We particularly want to call attention to noteworthy programs developed by or with students this year—the Colors program involving ten fraternities and sororities, five Black chapters and five white chapters; programs sponsored by Eracism and the Students for Racial Education; the work of the West Philadelphia Improvement Corps (WEPIC) and other student volunteer programs working with schools and agencies within the West Philadelphia community; programs emanating from the Lesbians and Gays at Penn Speakers' Bureau; programs on acquaintance rape sponsored by the Penn Women's Alliance and by Sigma Alpha Epsilon fraternity and Chi Omega Sorority; and the recent initiative within the Student Performing Arts community known as Take Charge Theatre which produces issue-oriented plays and productions.

It is the Committee's hope that the Diversity Education program planned for next fall will spark further student initiative and help to encourage a climate where additional student efforts will be undertaken and supported.

—Kim M. Morrisson, Vice Provost for University Life

See also Appendix, next page

## Appendix: Diversity Awareness

Membership of committee and subcommittees cited in the Interim Report on pages 4-5.

### Diversity Education Oversight Committee

Faculty/Staff	Students
Kim Morrisson and Terri White, <i>Co-Chairs</i>	Emuata Bassey
Zoila Airall	Seth Berger**
Barbara Cassel	Todd Canning
Peter Conn	Wayne Glasker**
Ellie DiLapi	Patricia Marin
Rene Gonzalez	Melissa Moody**
Larry Gross	Vincent Phaahla**
Robert Lucid	Travis Richardson**
Karl Otto	Erica Strohl
Joe Sun	Katy Weinstein
Beth Hackett	Eric Restuccia
Lynn Canty	Randy Nepomuceno

\*\*Resigned as of March 1989

### Human Relations

#### Advisor Subcommittee

Faculty/Staff	Students
Pam Petty	Teresa Chang
Gigi Simeone	Barry Shank (GF)
Kpakpundu Ezeze	Abby Arons
Beth Hackett, <i>Chair</i>	Carmella Albano

### Residential Judicial

#### Procedures Subcommittee

Faculty/Staff	Students
Chris Dennis	Gigi Simeone
Pam Petty	Zoila Airall, <i>Chair</i>
Barbara Cassel	Daniel Tector
Nancy McCue	Regina Rodriguez

### Retreat Subcommittee

Faculty/Staff	Students
Peter Conn	Todd Canning
Lynn Canty	Franklin Ferguson
Ellie DiLapi	Evan Haimes
Cherie Francis	Lynn Halpern
Kathryn Helene	Ric Lee
Tomas Leal	Stacy Littler
Bob Schoenberg, <i>Chair</i>	Lisette Mendez, <i>Chair</i>
Nina Shover	Elena Mortemore
Fran Walker	Jay Newberg
	Melissa Schneider
	Robin Sweeney

**Correction:** The new campus map costs \$90/thousand, not \$9 as erroneously reported last week.—Ed.

### Summer Turkish Classes?

The Middle East Center would like to offer Introductory Turkish this summer for eight weeks on either a credit or non-credit basis. The class will be two evenings per week. If you are interested, please contact the Middle East Center by April 10 so that we can make definite plans.

—Mary Martin

### Pituitary Gland Studies

The Endocrinology Section of the Department of Medicine is seeking normal men and women 50-75 years old for a study of pituitary gland function. Volunteers who meet the study criteria, based on an initial interview and examination, will be asked to have blood samples taken during a three-hour period. Payment will be \$50. For information call Leela Daneshdoost, Ext. 8-6521.

# Speaking Out

## Proposal to Make Possible Faculty Withdrawal from Council

A month ago I proposed that the Senate Executive Committee adopt a resolution which would terminate Faculty participation in University Council at the end of this semester, contingent upon the Faculty's endorsement of a change in the Senate Rules which would permit SEC to withdraw from Council.

The preliminary discussion of my resolution indicated broad dissatisfaction with Council among SEC members, but it also became clear that some members think Council can be salvaged, and others are reluctant to withdraw hastily. Therefore I have submitted a second resolution to SEC. This resolution, or something close to it, will be submitted to the entire Senate membership on a mail ballot.

The resolution provides for continued SEC participation in some Council committees, if SEC and Council so desire. It should also be noted that withdrawal from Council would *not* deprive SEC of the opportunity to render advice to the Administration. SEC can address itself directly to the President and Provost, and (in my opinion) has too frequently allowed Council to preempt the advisory role of the Faculty. Since SEC attendance at Council is *very* low, SEC has in effect given the student members of Council a license to sign the Faculty's name to any resolution they wish to pass.

I do not believe SEC attendance at Council can be increased. Even civic-minded SEC members usually stop attending Council after one or two meetings. The most common reason given is simply that one's time is too valuable to be wasted in a (frequently rowdy) forum whose purpose is "venting" rather than serious discussion of complex issues. I have attended Council faithfully, but even if the quality of the proceedings were to improve I would favor withdrawal by SEC unless a reasonable number of SEC members regularly attend.

The text of my resolution follows. The preamble is an essential part of the resolution since I think that a decent respect for the opinion of (wo) mankind requires that SEC explain the reasons for its action.

—Michael Cohen  
Professor of Physics

### Resolution Proposed to SEC

Over a period of many years a small minority of the members of the Senate Executive Committee have attended the meetings of University Council; the majority have been unable to attend or have refused to attend despite the repeated urging of the Chair of the Senate. By their actions the majority have indicated that they consider the business of University Council unimportant, or that they consider University Council an inappropriate vehicle for conveying the Faculty's advice to the Administration. Some Faculty members have strong misgivings regarding both the procedural and intellectual quality of Council meetings.

When the University Council advises the Administration it purports to speak for the entire University community, and the weight attached to the recommendations of Council derives principally from the presumed participation of the Faculty. Despite the fact that the Faculty constitute a majority of the Council membership, their low attendance rate has the consequence that the opinions of the Faculty do not weigh heavily in either the discussions or votes in Council. Thus the Faculty lend legitimacy to a body in which they do not actively participate. Furthermore, the incorrect assumption that the Faculty participate significantly in Council decisions has deterred the Senate Executive Committee from directly offering its advice to the Administration regarding matters which are under consideration by Council.

Thus, the net effect of Faculty membership in University Council has been to decrease the effectiveness of the Senate as an instrument of meaningful Faculty participation in important administrative decisions.

Therefore the Senate Executive Committee recommends that the membership of the Senate adopt an amendment of the Senate Rules which will permit, but not require, SEC to terminate its participation in University Council.

If such an amendment is adopted, SEC hereby resolves to withdraw from University Council at the end of the 1989-90 academic year unless both of the following conditions are fulfilled:

1) During the academic year 1989-90 the average number of voting SEC members of Council actually attending Council is at least 23.

2) SEC shall determine, by a formal vote no earlier than its March meeting in

### Faculty Attendance at Council

#### # Voting Faculty Attending (of 45 eligible)

October 14, 1987	13
November 11, 1987	12
December 9, 1987	17
January 13, 1988	9
March 16, 1988	12
April 13, 1988	12
April 21, 1988	20 *
October 12, 1988	18
November 9, 1988	18
November 16, 1988	15
December 14, 1988	15
January 18, 1989	16
February 8, 1989	16

An average of two non-voting Faculty have attended since 10/12/88.

\* Turnover meeting; includes old and new members.



1990, that continued SEC participation in Council serves the interests of the Faculty.

If SEC withdraws from University Council, SEC will subsequently render its advice directly to the University Administration when SEC deems it appropriate or when the Administration solicits such advice. Members of SEC will no longer be members of the Council Steering Committee, and the Chair of the Senate will no longer be Chair of the Steering Committee. If the University Council wishes to have Faculty as members of some of its Committees, and if SEC wishes to continue Faculty participation in these Committees, then the Faculty members of these Committees will be chosen by SEC. The Chair of the Senate will request the Trustees to amend Article 8.1 of the Statutes to eliminate reference to Faculty participation in University Council.

### Senate/Council History

The Faculty Senate was founded in 1952 and in May 1963 the University Council was created to replace the Educational Council and the Baccalaureate Council of the University. The Council has been modified several times since then, e.g. student representatives were admitted in 1969. Most of the work of the Council is carried out by standing committees concerned with Academic Review, Bookstore, Committees, Communication, Community Relations, University Facilities, International Programs, Athletics, Research, Safety and Security, Student Affairs, and Undergraduate Admissions and Financial Aid. There are also Independent Committees on Consultation, Open Expression, Academic Planning and Budget, Honorary Degrees, and Student Fulbright Awards, and a Disability Board. Consultative Committees are created as required to advise in the appointment of certain University officers.

These committees and various ad hoc committees have produced many excellent reports that have been the basis for current University policy.

Another function of Council is to provide a forum where students, staff, administrators and faculty should be able to discuss these reports and other matters in a dignified, collegial manner and advise the Administration on appropriate action.

On April 26 in 17 Logan Hall, 3 to 5:30 p.m., the Faculty Senate will be debating, among other things, the proper role of the faculty in University governance and whether it believes that the role of the University Council should continue unchanged, be modified in various ways, or even cease to exist. The decisions made then and in a subsequent mail ballot will be important in determining the way in which the voice of the Faculty in University governance can best be expressed. I hope that all who possibly can will attend, speak and vote.

—Robert E. Davies  
Chair-elect, Faculty Senate

## Thoughts Toward a Revised University Council

As many readers of *Almanac* are aware, the April meeting of the Faculty Senate will consider proposals that the Faculty withdraw from the University Council or, at least, insist on the institution of radical revisions in the Council structure and functioning. Following the Senate meeting there will be a mail ballot on which the entire faculty will be asked to choose between alternative courses of action. Issues of this magnitude can best be addressed and considered in an atmosphere of widespread discussion, where a variety of analyses and proposals are presented for consideration.

In that spirit I offer the following thoughts. My thinking incorporates two primary considerations based upon my observations of the University Council in the past few years:

- 1) the current Council is too large to operate effectively;
- 2) the current Council is encumbered with excessively parliamentary procedures for a body which is advisory rather than legislative.

These proposals are initial thoughts which focus on a few points and problem areas, and are not intended as a thorough revision or rethinking of Council. For the most part I am assuming that the current Council Bylaws, functions and procedures would remain as presently written and conducted.

### I. Membership

The revised Council should consist of 43 members (as contrasted with the 86 members in the current Council), chosen as follows:

1. Twenty faculty members, to include:  
The Chair, Chair-Elect, and Past-Chair of the Faculty Senate.  
17 members of the Senate Executive Committee (who have agreed to participate in Council deliberations), chosen by SEC within the following parameters:  
One faculty member from each of the following faculties: Law, Graduate School of Fine Arts, Dental Medicine, Veterinary Medicine, Graduate School of Education, Social Work, Nursing, Annenberg School of Communications. (N= 8)  
Two faculty members from each of the following faculties: Engineering, Medicine, the Wharton School. (N= 6)  
Three faculty members from the School of Arts and Sciences (one each from the Natural Sciences, the Social Sciences and the Humanities). (N= 3)
2. Six undergraduate students, chosen by the Undergraduate Assembly (and including the Chair of the UA).

3. Five graduate and professional students chosen by GAPSA (and including the Chair of GAPSA).

4. Eight members of the administration appointed by the President (including The President and the Provost).

5. One full-time Lecturer or Instructor or full-time member of the Research Faculty.

6. One elected representative of the Administrative Assembly.

7. One elected representative of the Librarians Assembly. 8. One elected representative of the A-3 Assembly.

### II. Presiding Officer

There should be a moderator appointed to serve as Presiding Officer at Council meetings (see current Council bylaws for description of the Moderator).

### III. Steering Committee

The Steering Committee should consist of 11 members: the President, the Provost, the Chair and the Chair-Elect of the Faculty Senate, the Chair of the UA and the Chair of GAPSA; in addition to these there should be 3 faculty members chosen by SEC (one of these may be the Past-Chair of the Senate), and one undergraduate chosen by the UA and one graduate student chosen by GAPSA. The Council Moderator shall preside at meetings of the Steering Committee.

### IV. Meetings

The Council should primarily serve as a forum for the presentation and discussion of issues and questions concerning the University, and should provide an opportunity for the Administration to obtain thoughtful advice on matters that affect the common interests of faculty and students. It should not replace the opportunities for discussion between the administration and the Faculty Senate, on the one hand, and the various student organizations, on the other. Given the advisory, non-legislative nature of the Council, neither formal resolutions nor votes should be a normal part of Council procedures, although the Presiding Officer may from time to time determine that the Council's deliberations would benefit from a "straw vote" to establish whether a consensus exists on an issue under discussion.

The agenda of Council (set by the Steering Committee) should normally consist of items of business such as hearing and discussing reports from Council Committees, or other bodies and/or individuals; discussing issues of current concern raised by members of the Council or brought to its attention by other members of the University.

—Larry Gross  
Professor of Communications

*Speaking Out welcomes reader contributions: short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.*

## Philadelphia Antiques Show: April 8-12

The name of the Show has changed but the beneficiary remains the same, HUP. Proceeds will help establish a Neurosurgical Intermediate Care Unit, at HUP.

The 28th annual Antiques Show and Sale will present *Portraits Plain and Fancy, Hidden Treasures of American Portraiture, 1760-1840, from the Collection of the Pennsylvania Academy of Fine Arts*, as its loan exhibit April 8-12. Sponsored by Atlantic Financial, the exhibit presents 24 rarely seen portraits from the vaults of the Academy's collection.

The Show is sponsoring the first *Antiques Week*—a city-wide celebration of the antiques collections of 15 Philadelphia area museums and institutions. An additional brochure with a map, contained in the regular show brochure, lists the locations of the participants throughout the city and beyond, from Penn's Landing to Paoli.

Back at the 103rd Engineers Armory, on 33rd Street north of Market, 53 antiques dealers will display their wares which are available in a wide range of prices. There are lectures, tours and a special Young Collectors Night Supper & Lecture at the Show. Admission is \$8. For information call 387-3500 or 687-6411.



This portrait of an unidentified woman by an unidentified artist, painted in 1815, is representative of the more primitive art; it will be exhibited along with others painted between 1760 and 1840.

### Department of Public Safety

This report contains tallies of Part I crimes, a listing of Part I crimes against persons, and summaries of Part I crime in the five busiest sectors on campus where two or more incidents were reported between March 27 and April 2, 1989.

**Total Crime: Crimes Against Persons-3, Burglaries-6, Thefts-28, Thefts of Auto-1, Attempted Thefts of Auto-1**

Date	Time Reported	Location	Incident
<b>Crimes Against Persons</b>			
03-29-89	1:56 AM	Palestra	Officer assaulted with unspecified object.
03-30-89	1:46 PM	Grad School of Ed	Plaza area money taken from 2 people.
04-02-89	7:36 PM	Locust Footbridge	Male assaulted/hospital treatment required.
<b>32nd St. to 33rd St., South St. to Walnut St.</b>			
03-27-89	9:49 AM	Rittenhouse Lab	Terminals, manuals and parts taken.
03-27-89	5:44 PM	Hutchinson Gym	Unsecured bike taken from rack.
03-29-89	1:56 AM	Palestra	See entry listed under crimes against persons.
03-29-89	2:14 PM	Lot #5	Detector and CB taken from auto.
03-30-89	1:18 PM	Franklin Field	Black knapsack w/red handles stolen from field.
<b>36th St. to 38th St., Walnut St. to Market St.</b>			
03-27-89	5:10 PM	Gimbel Gym	2 wallets taken from lockers.
03-29-89	12:19 AM	Gimbel Gym	Wallet taken from secured locker.
03-29-89	2:22 PM	Gimbel Gym	Jacket taken from court floor.
03-31-89	5:27 PM	Gimbel Gym	Wallet and contents taken.
04-01-89	6:53 PM	Gimbel Gym	Theft from locker/wallet taken.
<b>36th St. to 38th St., Hamilton Walk to Spruce St.</b>			
03-27-89	1:57 PM	Morris Dorm	Secured bike taken from rack.
03-28-89	9:31 AM	Upper Quad	Partially secured bike taken.
03-28-89	2:21 PM	Morris Dorm	Secured bike taken from rack.
03-31-89	7:32 PM	Butcher Dorm	Gold bracelet taken.
<b>34th St. to 36th St., Spruce St. to Locust Walk</b>			
03-27-89	5:37 PM	Furness Bldg.	Unattended knapsack taken from table.
03-29-89	12:17 PM	Houston Hall	Jacket taken from secured room.
03-30-89	5:50 PM	Houston Hall	Wallet and contents taken.
<b>36th St. to 37th St., Locust Walk to Walnut St.</b>			
03-27-89	2:09 AM	Phi Sigma Kappa	Unauthorized male found in kitchen/lld.
03-27-89	6:32 AM	Faculty Club	Refrigerators broken into.
03-29-89	2:05 PM	Phi Sigma Kappa	Deep fryer taken from kitchen/no forced entry.

**Safety Tip:** Remember—in case of emergency it is helpful to know the numbers to the campus police. The emergency numbers are: 898-7333 or 511 from a campus phone.

### 18th Police District

Schuylkill River to 49th St., Market St., to Schuylkill/Woodland Ave.  
Reported crimes against persons from 12:01 a.m. 03/20/89 to 11:59 p.m. 03/19/89.

**Total: Crimes Against Persons-7, Robbery/gun-3, Attempted Rape-1, Aggravated Assault/bat-1, Aggravated Assault/knife-1, Purse Snatch-1, Arrest-1.**

Date	Location/Time Reported	Offense/Weapon	Arrest
03-21-89	3300 Market St., 3:20 PM	Purse Snatch	No
03-24-89	205 S. 38th St., 3:35 PM	Robbery/gun	No
03-24-89	4818 Spruce St., 11:35 PM	Robbery/gun	No
03-25-89	4715 Walnut St., 8:00 AM	Aggravated Assault/bat	Yes
03-26-89	4406 Chestnut St., 4:30 AM	Aggravated Assault/knife	No
03-26-89	4800 Walnut St., 6:00 AM	Attempted Rape	No
03-26-89	3900 Chestnut St., 8:00 PM	Robbery/gun	No

## Update

APRIL AT PENN

### EXHIBITS

**5 Guhyasamaja Mandala;** ongoing creation of a ceremonial Buddhist sand painting by the Venerable Losang Samten; Wednesday through Saturday 10 a.m.-4:30 p.m., Sunday 1-5 p.m., Chinese Rotunda, University Museum. Free with admission donation. *Through May 6* (University Museum).

**Large Print Show;** includes Evan Summers and Hideki Kimura; weekdays 9 a.m.-5 p.m. and during Annenberg show times, Main Lobby, Annenberg Center. Closing reception April 6, 5-6 p.m. *Through April 9* (Department of Printmaking).

**14 Wood and Aluminum Sculpture;** Bernard Petlock; weekdays 9 a.m.-5:30 p.m., Art Gallery, University City Science Center. Opening reception April 14, 5-7 p.m. *Through May 19*.

### FILMS

**5 Art His/Herstory: The Body Politic;** videos by contemporary artists; 5:15 p.m., Room 110, Annenberg School (Department of History of Art and Annenberg School).

### TALKS

**6 Human Reasoning. Is It Logic?;** Herbert Simon, Carnegie Mellon University; 3-4:30 p.m., Room B-6, Stiteler Hall (Departments of Economics and Decision Sciences and The College).

**Buddhist Philosophy and Culture;** includes slide presentations of Tibetan Buddhist communities; 7:30-9 p.m., University Museum. Fee (includes contribution to Namgyal Monastery): \$10 per lecture, \$45 series. Member, student, senior discount. Registration: Ext. 8-DIGS. *Through May 4* (University Museum).

**7 Introduction to Buddhist Thought and Meditation;** storytelling and meditation; 7:30-9 p.m., University Museum. Fee scale and registration same as Buddhist philosophy lecture. *Through May 5* (University Museum).

**10 Health Promotion and Disability Prevention;** aging and health care seminar; 12:30-1:30 p.m., Ralston-Penn Center. Reservations: 662-2746 (Ralston-Penn Center, Center for the Study of Aging, and the Research & Training Center for Rehabilitation of Elderly Disabled Individuals).

**The Oral, the Written, and the Sense of the Past;** Brian Stock, Pontifical Institute of Medieval Studies; 5:30 p.m., Cherpack Lounge, 5th Floor, Williams Hall (Center for Cultural Studies).

**12 Power, Politics and Autonomy;** Cornelius Castoriadis, Ecole des Hautes Etudes en Sciences Sociales; 4:30 p.m., Ben Franklin Room, Houston Hall (Department of Philosophy and The Center for Cultural Studies).

**Deadlines:** The deadline for the May calendar is April 10. The deadline for the weekly update, normally running Thursday through Wednesday, is Monday a week before publication. Send copy to Almanac, 3601 Locust Walk/6224.