

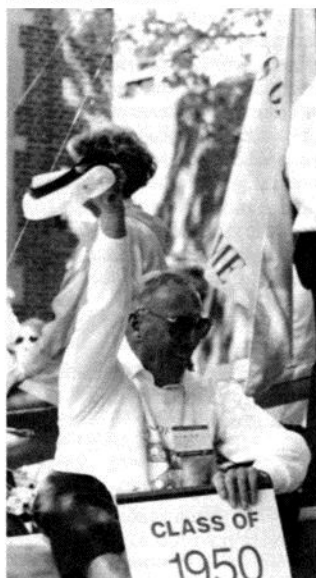
Almanac

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Almanac Photo/K.C.G.



On parade: Paul F. Miller Jr.

The Peak of Peak Week: A Record Alumni Day

With tallies still coming in from school gatherings, the General Alumni Society estimated Saturday's annual Alumni Day crowd at 9000 to 10,000—a definitive shattering of attendance records (last year's was about 5000). And, eight of the quinquennial classes set giving records for their respective anniversary years (in boldface below). One of them, the Class of 1950, set a new high in number of donors as well as dollars for 40th-year classes. Three of the classes earmarked all or part of their gifts for endowment of term chairs—the Classes of 1970, 1940, and 1965. The Class of 1950 designated the ICA as its recipient, and the freshly graduated Class of 1990's gift established a scholarship in memory of two classmates who died in an automobile accident in March, Sandy Moy of Nursing and Kenneth Garlikov of Wharton.

Class of 1990	\$10,005	280 donors
Class of 1985	\$49,171	297 donors
Class of 1980	\$96,324	331 donors
Class of 1975	\$242,547	326 donors
Class of 1970	\$737,271	408 donors
Class of 1965	\$10,106,000	467 donors
Class of 1960	\$5,567,276	276 donors
Class of 1955	\$2,006,234	251 donors
Class of 1950	\$1,159,130	556 donors
Class of 1945	\$560,940	126 donors
Class of 1940	\$1,317,962	308 donors
Class of 1935	\$378,355	157 donors
Class of 1930	\$344,596	112 donors

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Stepping Down: Nursing's Claire Fagin

Dean Claire Fagin of the School of Nursing has advised the Provost she will leave office August 31, 1991, remaining on the faculty she has headed since 1977. She also begins next year her term as head of the the National League for Nursing. See page 2.



Academic Integrity: The Committee to Review the Code of Academic Integrity presents its proposed revisions For Comment on pages 4-6. In the fall this report and recent ones on the Student Judicial Charter (*Almanac* April 3) and Open Expression Guidelines (March 20) are to be published jointly and reviewed for consistency by an umbrella committee.

CGS Awards

At the College of General Studies' graduation reception May 14 two faculty members were honored for teaching and service. The citations were delivered by CGS's Director, Dr. Richard Hendrix, to:

Dr. Ian Harker, undergraduate chairman of the geology department; the Distinguished Teaching Award to "a scientist and also a humanist, in the best tradition of science [who has] aught with skill and care and fairness; his course is one of the toughest and most rewarding our students take..."

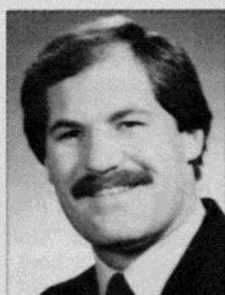
Dr. Irma Lustig, research associate in English; the Distinguished Service Award for ongoing contributions including "her brilliant and creative teaching...tireless hours of wise counsel, advice and support to numerous students, both older and younger," and participation in the Bread Upon the Waters Scholarship Board and establishment of the Morton Lustig Student Emergency Loan Fund.



Dr. Harker



Dr. Lustig



Dr. MacAfee



Dr. Hersh



Dr. Minsk



Dr. Smithgall

Dental Medicine: Four Teaching Awards in 1990

The School of Dental Medicine presented its Alumni/Faculty/Senior (AFS) Teaching Awards to four members of the faculty at a dinner held early in the spring semester. The winners:

Dr. Kenneth A. MacAfee, II, D'83 GD'86, assistant professor/clinical director of oral surgery, received the Earle Banks Hoyt Award which was established in 1963 by the Brookdale Foundation to honor a member of the class of 1918 who was a distinguished clinician and educator. The award is given to a graduate of the Dental School who is a full-time junior clinical faculty member.

Dr. Elliot Hersh, assistant professor of pharmacology/oral surgery, was honored by the Student Council with the Basic Science Award "for excellence in teaching."

Dr. Eduardo Minsk, D'86, clinical associate professor of restorative dentistry, received the Joseph L.T. Appleton Award which is given to a part-time faculty member for excellence in clinical teaching. The award has been given since 1979 in honor of the 1914 alumnus who became dean.

Dr. Francis J. Smithgall, C'79 D'83, associate in clinical restorative dentistry and group leader in clinical restorative dentistry, was recognized for "excellence in preclinical teaching by a part-time faculty member" with the Robert W. DeRevere Award. First given in 1982, the award is named for a 1945 graduate and former faculty member.

Next Week: The final *Almanac* for 1989-90 will carry the School of Veterinary Medicine's Teaching Awards.

Policy on University Drivers and Mandatory Safety Training

Effective immediately, the Offices of Risk Management and Fire and Occupational Safety have instituted a mandatory drivers' safety program for all University staff, faculty and students who are assigned by a division or department to operate a vehicle loaned to, leased or owned by the University on University-related business. Departments and divisions will be given a reasonable opportunity to schedule such drivers to attend a basic drivers' safety program sponsored by our offices and conducted by a National Transportation Safety expert. Thereafter, any department or division which sustains collision damage to a vehicle operated by a driver who has not attended this program will incur a 100% deductible for replacement of or repairs to the vehicle.

Programs will be offered throughout the summer and fall in a central location on campus and at various times to accommodate our staff, faculty and student drivers. The program is four hours long and includes a lecture, a film and demonstrations on safe vehicle operation and maintenance and on accident management. Materials will be provided to attendees, including a Pennsylvania Driver's Manual and vehicle accident kit. Following the program, attendees will receive a certificate of attendance which will be delivered to their supervisor or department head. The costs for the presentation and materials are borne by the Risk Management and Safety Offices.

It is the responsibility of departmental and division supervisors to ensure compliance with this program. All scheduling should be conducted by the supervisors who must account for attendance to the program in the event of a vehicle accident for which a claim for reimbursement is made to the Office of Risk Management. Program dates already are available for May 30, June 5, 7, 12, 19, 20 and July 12 and 17. Supervisors should call Ms. Mildred Gunn at Ext. 8-4327 to schedule drivers for one of these programs. Future dates will be scheduled on an as-needed basis to accommodate those departments and divisions which have new-hire drivers or student and faculty drivers returning after the summer break.

This policy does not relieve a department or division from responsibility for reporting all incidents involving our vehicles and the property or vehicles of others, regardless of the status of the drivers. The Office of Risk Management must receive an incident report with verification of all drivers and witnesses, as well as copies of police reports. The failure to report all such incidents may result in the loss of insurance coverage, including liability protection, to the University and its representatives.

Questions regarding this policy should be addressed to Jane Combrinck-Graham at Ext. 8-6235. Please also read Safety Bulletin #32 regarding motor vehicle operation, available from John Cook at Ext. 8-6921, and address any questions concerning the bulletin to him.

—Jane Combrinck-Graham, Associate Director, Risk Management
—John Cook, Safety Specialist, Fire and Occupational Safety

Text of Dean Claire Fagin's Letter of Resignation, Effective 1991

Sent to Provost Aiken on May 18, 1990.

This letter is to advise you of my plan to step down from the deanship of the School of Nursing effective August 31, 1991. At that time I will have been dean for 14 and 1/2 years and believe that the time will be right for the school to move to a new leader. As you know I am President-Elect of the National League for Nursing and my term as President begins in July 1991. This national forum and the professorate will permit me to continue to play a leadership role in health care.

I will be leaving the deanship at a "perfect moment." The School of Nursing at Penn has achieved the preeminence that was my goal when I came and demonstrates this preeminence in its faculty, its students, its programs, the accomplishments of its alumni, the exemplary Board of Overseers and its strong financial picture. We have met, and often exceeded, every goal we have set for ourselves over these years.

I have seen building leaders and sharing leadership as a central goal and method of my administration. I hope you will agree with me that we can all feel a great sense of satisfaction in the superb leaders in the School of Nursing whose personal development as "superstars" has not only enhanced themselves but brought great distinction to the University of Pennsylvania.

I have loved every minute of my deanship. Over this past few years your support has been marvelous. Changes that you and Sheldon have introduced even this past year have increased

the participation of the deans in important ways. I know that I will enjoy working with both of you in the future as a member of the faculty.

—Claire M. Fagin

From the President and the Provost

We have received with great regret Claire Fagin's letter of resignation as Dean. Under her extraordinary leadership, the School of Nursing has become the foremost school of nursing in the nation. She has recruited leaders and scholars who are major influences in their profession—no school has more of its faculty in the American Academy of Nursing or in the Institute of Medicine—and helped them to develop a first-rate Ph.D. program, expand their research efforts, and pioneer joint practice and educational collaborations with nurse clinicians and physicians. She also has focused on nursing education within an international context, resulting in the school being named by the World Health Organization as a collaborating center for nursing leadership development.

We are grateful to Dean Fagin for establishing such a strong foundation for those who will follow, for her many contributions to the Penn academic community, and for her always-wise counsel and advice. We look forward to continuing to work with her as a faculty member and expect that as President of the National League For Nursing she will once again set the pace for others to follow.

—Sheldon Hackney and Michael Aiken

Speaking Out

The following responds to a letter published April 14 by the Asian American Student Alliance.

Ex Oriente Lux

Students who want to play a role in great politics, e.g., by trying to change the name of a discipline, would be well advised (1) to learn that this country's life is based on the undeniable right of the freedom of expression which is limited only when it comes to "fighting words." So any department can use the name it likes and any attempt to interfere with this right evokes serious questions of censorship and intellectual oppression by administrative or political pressure. And (2) that this is especially obvious when the attack comes from outsiders who, along with the support they hope to muster, are obviously unaware of the ridiculous emptiness of their charge that the name "Oriental Studies" indicates a discriminatory differentiation of orientals against occidentals.

"Oriental" is derived from the Latin *oriens*, which simply means "rising," sc. of the sun, which is essentially the same as the meaning of Nippon or Nihon (i.e. Japan) "root/origin of the sun." Also the Japanese flag was and by some still is called *Kyok[u]jitsu* ("rising sun flag"). It is now commonly referred to as *hi-no-maru* (literally "sun-disk") which is usually rendered as "the (rising) sun flag." Another name for the Japanese national flag is *nishso-ki* (literally "sun-symbol/design/mark/flag"). No wonder then that Japan is known as "the Land of the Rising Sun."

Moreover, the oldest name for Korea, and still the one used by North Korea, is Choson. This is written by two Chinese graphs which mean "Dawn Freshness."

Furthermore, in recent years, the Chinese have been fond of referring to their national resurgence with the words: *taiyang sheng, dongfang hong* ("the sun has risen, the East is red"). The crowning irony of the students' request to change the name of the Department of Oriental Studies into Department of North African and Asian Studies, apart from the fact that we do not study African cultures, is that "Asia" means the same as *oriens*, because it comes from Akkadian *asu*, "to go out; to rise (of the sun)" (cf. also Hebrew *yatza* ("went out; rose" of the sun)).

There is a lot to be learned about the countries and cultures of "the Rising Sun," so much that a serious student would not have the time to engage in such useless agitation as that of the writers of the letter to *Almanac* and to others. However, our young critics would be well advised to direct their complaints to the actual source of their troubles: Edward Said, the author of *Orientalism*, who unsuccessfully tried to soil the interest in the cultures of the "Oriens" and that light which comes from the "rising sun."

—Victor Mair, Professor of Chinese
—Peter Gaefke, Professor of Modern Indian Literature

Death of Dr. Wolfson

Dr. Nessa Brickman Wolfson, Professor of Educational Linguistics at the Graduate School of Education died May 19, at the age of 56 after a long battle with cancer. She was a leading international scholar of applied linguistics, especially the ways in which social interactions work in language, as well as an authority on the teaching of English as a second language.

Dr. Wolfson received her undergraduate degree from Penn in French Literature in 1957 and returned to receive her Ph.D. in Linguistics in 1976. She was immediately invited to join the faculty of the School of Education where

she founded and directed its Educational Linguistics, TESOL and Intercultural Communication programs. Professor Wolfson was the Chair of the School's Language in Education Division from 1983 to 1989. In the early 1980's Dr. Wolfson was a member of the Board of Directors of the University City School for Asian Youth and was a consultant on Southeast Asian refugee language problems at the Nationalities services Center. She was the author of five influential books on sociolinguistics and numerous professional articles.

She is survived by her husband, Harvey M. Wolfson; two sons, C. Daniel and Mark I.; and a daughter Miriam. For time and place of a

memorial service being arranged this week, call Catherine Stemmler at Ext. 8-3245. Contributions can be made to the American Cancer Society or the Fox Chase Cancer Center.

Corrections: In the May 15 issue's Speaking Out, the italicized words here were inadvertently omitted from the fifth paragraph of Dr. Jean Crockett's letter: "Much more relevant than the overall figures would be School-wide averages of the *ratio of female (and minority) salaries to the mean or median salary* for all those holding the same academic rank within the same department."

On the front page, a credit line for *Reuters/Bettmann Newsphotos* should have accompanied the photograph of Dr. Rita Klimova.

Memories and Mementos

Peak Week is ended but the 250th is still happening. PBS airs Ted Koppel's three segments of *World Without Walls* June 10, 11 and 12 (see TV program guides for times by channel). The 250th Office, after a respite, will get back to honing a fall schedule of events.

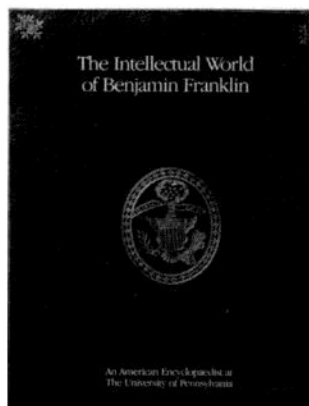
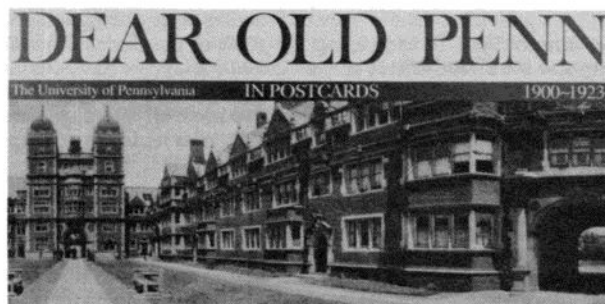
Meanwhile, for Penn members who couldn't be in three places at once: Some of the most lasting products of the gala Week just ended, and some of the most useful, will be the words, pictures and artefacts Penn brought forth to sum itself up as a 250-year-old institution. Most are the embodiments of research that faculty, staff and students did in preparation for the 250th—books like Cooper and Ledger's history of medical innovation, the catalog of the Arthur Ross Gallery/Kamin Gallery show on Franklin, the *Album* of student essays edited by Richard Dunn and Mark Lloyd. Worth rescheduling for staff and faculty self-orientation in the summer downtime are Lidia Messmer's four short videos from SAS AV Services—*Pennsylvania Women*, *Rowbottom*, *World War II* and *The Depression Years*. As a keepsake for SAS, Sharon McCullough of Campaign Programs oversaw the making of a film capturing impressions of College alumni. For the sake of the 250th the Ivy Stones were finally mapped, by ICA, and a four-color poster of unusual Stones created; 28 nostalgic postcards of Penn were reprinted, bound and boxed, and the 1853 Geller engraving of Mr. Franklin at the Court of France was reissued in a limited edition.

For a special 250th Collection of memorabilia, designers went to Tiffany for crystal and to its peers for pewter, solid brass, leather, wood and marble mementos. Yes, there are tee shirts and teddybears in the catalog of the General Alumni Society (and on the counters of the Book Store). But elegance prevails at whatever the price range, starting at \$7.50 for the black mug with Ben Franklin's autograph in 22k gold, and topping out at \$495 for the scale model of Frank Lundeen's Ben Franklin at 37th and Locust Walk—the figure in bronze on pewter, the 6"x9" base of mahogany, the numbered and signed edition limited to exactly 1,990.

Almanac photo/M.F.M.

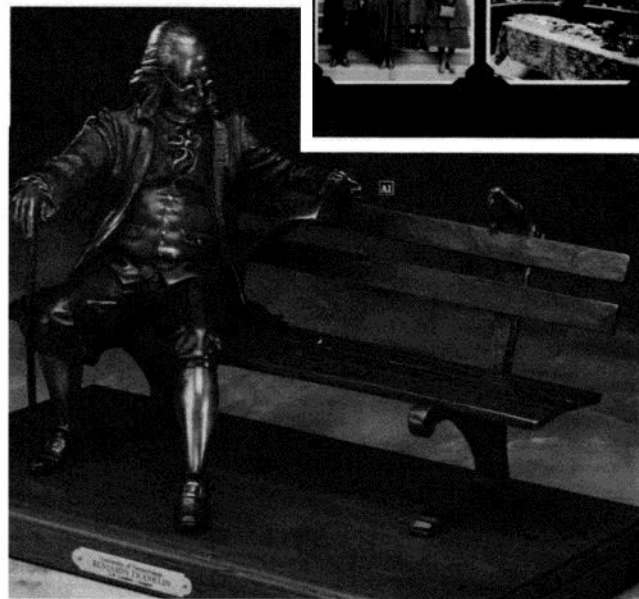


Zellerbach Auditorium became a video studio for Ted Koppel and 18 outspoken panelists on the three days' tapings of *World Without Walls*, to be aired June 10, 11, 12 on PBS. A short video on Penn and the 250th is incorporated into each segment. At the final session, Mr. Koppel singled out Ambassadors Walter and Lee Annenberg for making the series possible, and attributed its quality to the still-hospitalized President Emeritus Martin Meyerson.



Mr. Franklin's world in print, above, and his most accessible campus likeness, now to be had in miniature, below..

For collectors: 28 postcards showing Penn between 1900 and 1928, above, and *A Pennsylvania Album* of undergraduate essays on Penn history and traditions, with Archives drawings and photographs.



Preliminary Report of the Committee to Review the Code of Academic Integrity

Introduction

The Committee on Academic Integrity was charged with reviewing the current Code of Academic Integrity in concert with reviews of the University's judicial code and open expression policy being undertaken by other committees. In examining the goals of the Code of Academic Integrity and the effectiveness of the current policy, we have concluded that the present code is not serving the purpose of placing issues of academic integrity at the center of attention in an effective manner and that the code is not functioning effectively to deter widespread cheating; neither does it have the confidence of many faculty who discover instances of cheating in their classes.

The Problem

A survey conducted by the Student Committee on Undergraduate Education (SCUE) in the Spring of 1988 reported that 46% of Penn students surveyed had personally witnessed violations of the Code of Academic Integrity, and while exact figures on the extent of cheating are not available, the Committee believes that cheating at the University of Pennsylvania is a serious, widespread problem. Many individual students reported that in Penn's competitive academic atmosphere, fear of academic failure, and its effect on one's future professional prospects, supersede fears of being caught and punished under the current code. One student reported that he believed that, in the student culture, one could cheat at Penn and still be considered "basically an ethical person." Instead of what might now be construed as a benign collusion to permit or accept cheating as a norm, the Committee believes that the education of students regarding the values and behaviors associated with academic integrity is a vital activity which cannot be left to chance, benign neglect, or ritual pledges.

Faculty members who had chosen to bring charges through the procedures of the code reported that the time commitment involved had become all encompassing, most often at the busiest times of the academic year. A number of faculty members did not know the provisions of the code and were surprised to learn, for example, that they could not fail a student for the course even if he or she were guilty of a flagrant violation.

The current code is not well known generally. The version of the code published in the University Policies and Procedures (1989-91) booklet and widely circulated is not the actual policy of the university. The policy's judicial procedures were emended and that emendation was noted in a paragraph of the September, 1989 Almanac. As far as the Committee could determine, the current code and attendant judicial procedures have not been promulgated in an accurate form. Those few who do know the present code of academic integrity speak more of its legalistic complexities than of its ability to evoke the high ideal of integrity in academic work.

Solutions

Faced with the conclusions that cheating at Penn is widespread and that the current code had neither inspired high ideals nor deterred violations that threaten the heart of the university's academic mission, the committee considered two opposite strategies. The first was to recommend a draconian tightening of the code and of the circumstances of proctoring exams and other academic exercises where cheating appears commonplace. Such an option might include electronic or video surveillance of exams, for example. The committee rejected this approach, both because it seemed to debase the ideal of a scholarly community with trappings of a police state, and because, the committee believed, where the student ethos tolerates such behavior, it is unlikely that any code and prescribed monitoring, however stringent, could be practically successful. *Leges sine moribus vanae*. Moreover, institutions that have tried such an approach, such as the University of Maryland, for example, have not reported consequent improvement in rates of cheating.

The other strategy was to try to imagine a way of making the ideals of academic integrity more vitally a part of student and faculty thinking on a day to day basis, and to create a code which might embody those ideals.

The central conclusion of the Committee is that a major educational effort must be enacted and a fundamental change in student and faculty culture must take place on the campus, if we are to make substantive progress on the issue of academic misconduct. Our proposals underscore the belief that a supportive educational framework focusing on academic integrity must be put in place to sustain and nurture ideals which are vital to our academic community. In the long run, the effectiveness of a code of academic integrity will be dependent on a collaborative partnership between faculty and students and on their willingness to invest time and effort in the educational process needed to underscore the importance of issues of integrity in academic work, as well as in the judicial processes which will adjudicate violations. We believe that, ultimately, students need to play a central role in the promulgation of the code, in discussing and debating in an ongoing way its centrality to their academic experience, and—in time—in administering a system where peer pressure is exerted in support of individual honesty in academic work.

Formal Recommendations

We suggest that progress toward these goals be made in the following ways:

I. Adoption of Revised Code.

The Committee urges the immediate adoption of the revised code of academic integrity which follows below. The most significant changes in the newly revised code include:

- Simplification;
- The creation of a Standing Committee on Academic Integrity (SCAI);
- A return to honor boards dedicated to hearing only academic integrity cases (with honor board members chosen from SCAI);
- Honor Boards are standing committees.
- The institution of a faculty grading option;
- The recommendation that part of the new honor board structure be dedicated to overseeing a major educational effort focussing on issues of academic integrity;
- The recommendation that all instructors and students incorporate the brief pledge regarding academic integrity on all written work.

II. Initiation of the Educational Process

One of the crucial annual tasks of the proposed SCAI will be to define its educational role in the broadest terms to include promulgation of the code and the fostering of values of academic integrity in the work of students and faculty more generally.

However, the charge to SCAI should also include, as part of its long-term responsibilities, an ongoing review of the effectiveness of the code in deterring academic misconduct and an ongoing exploration of possible opportunities for the evolution of SCAI as its educational mission unfolds and as it effects some change in current attitudes toward cheating. In this second stage, the committee believes that SCAI should explore whether, over time, a student-run honor code is possible and desirable at the University of Pennsylvania. Such a serious, campus-wide consideration of the issue would itself, we believe, have the beneficial effect of focussing attention on issues of integrity in an academic community.

Committee to Review the Code of Academic Integrity

Howard Arnold, Social Work
 Therese Conn, Staff Assistant to VPUL
 Christopher Dennis, Director, Academic Programs in Residence
 Sara M. Falkinham, Col. '90
 Lloyd Joseph Frank, G. Music
 Teresa Goddu, G. English
 Barbara Lowery, Nursing
 Ann Matter, Religious Studies, SAS
 Howard Perlmutter, Management, Wharton
 David Pope, Mechanical Engineering, SEAS, Chair
 Lisa Schiffman, Col. '91
 Scott Weinstein, Philosophy, SAS

Proposals and commentary [in brackets]: next two pages

ALMANAC May 22, 1990

Code of Academic Integrity (Revisions Proposed 5/10/90)

Since the most fundamental value of any academic community is intellectual honesty, all academic communities rely upon the integrity of each and every member. Faculty and students alike, then, are responsible not only for adhering to the highest standards of truth and honesty but also for upholding the principles and spirit of the following Code.

[The existing *Preface* was eliminated as being too lengthy and mostly superfluous. It contains no information not contained in the Code and offers no broad insight into the reasons for the Code. The Committee believes that the short statement above is sufficient.

[Section I of the existing Code is also eliminated because this information is not an integral part of the Code itself, but more properly belongs in a separate educational document about the Code. The Committee suggests that the generation of such educational material be one of the duties of the Standing Committee on Academic Integrity; see Section II.

[By greatly shortening the introductory material and eliminating the Code's old Section I the document has been shortened by more than 25% without the loss of essential information.]

I. Academic Dishonesty

Any of the following acts shall be considered violations of this code.

- A. *Cheating*: intentionally using or attempting to use unauthorized assistance, material or study aids in any academic work.
- B. *Plagiarism*: knowingly using the ideas, data or language of another without specific and proper acknowledgement.
- C. *Fabrication*: intentionally submitting contrived or altered information in an academic exercise.
- D. *Multiple Submission*: submitting, without prior permission, any previously submitted academic work.
- E. *Misrepresentation of Academic Records*: misrepresenting or tampering with or attempting to tamper with any portion of one's own transcripts or academic record, either before or after coming to Penn.
- F. *Facilitating Academic Dishonesty*: knowingly helping or attempting to help another violate provisions of this code.

[The Committee believes that the acts which are considered to be violations of the Code should be clearly and simply listed. Furthermore, the list should be complete. Therefore, we eliminated the fuzziness regarding what is and what is not a violation of the Code as stated in the introductory portion of old section II section, by making a simple declaration of what is a violation of the Code.

[The acts listed in old section II as "Violations of Academic Integrity" are somewhat overlapping and confusing. For example, B (*Use of Another Person's Work*), C (*Misconduct During an Examination*) and D (*Prior Possession of an Examination*) can logically be included in Section IA under the single heading of *Cheating* as we define it. The statement regarding *Plagiarism*, section IB, remains largely unchanged except for the elimination of the word "published" from the old Code. *Fabrication*, section IC is put in as a replacement for (*Submission of False Data*) since the new title is more to the point. *Misrepresentation of Academic Records*, section IE, replaces *Falsification of Transcripts or Grades* and makes it clear that any misrepresentation of one's academic record either before

or after coming to Penn is a violation. Section I.F., *Facilitating Academic Dishonesty* is a new section.]

II. Promoting Academic Honesty

Since the maintenance of a high level of academic honesty is crucial to the education function of the University, this code has both educational and judicial goals. These goals are to ensure a) that the code and its provisions are known and understood throughout the community, b) that all members of the community are involved in the process of updating and improving the code, c) that the judicial procedures are carried out by representatives of all members of the community, d) that the judicial and educational processes are closely linked.

A. Standing Committee on Academic Integrity

The committee recommends that the Charter be amended to provide for the establishment of three panels of five members each, three faculty, one undergraduate, and one graduate student. The combined membership of these three panels shall constitute the Standing Committee on Academic Integrity (SCAI) with combined judicial and educational duties. In any given year, two of the three panels shall be primarily judicial in nature and will constitute the two standing Honor Boards; see section IIC. All members will serve for two year terms with overlapping appointments. The members of the judicial and educational panels will be chosen by the Provost from slates submitted by the Senate Executive Committee (faculty), the Graduate and Professional Students Association (graduate/professional), and the Nominations and Elections Committee of the Undergraduate Assembly (undergraduates). The Provost will select a chair of the SCAI. The Council of Undergraduate Deans, the Vice Provost for Graduate Studies of the University and the Vice Provost for University Life will each name a liaison with the committee. Staff support to the Committee will be provided by the Provost.

B. Educational Duties of the Standing Committee

The educational duties of the SCAI, which will be primarily the responsibility of the third, nonjudicial, panel, are:

1. Develop an education program for both faculty and students. This program will take place continuously throughout the year but especially in September when new students and faculty first arrive on campus. The programs will take place in Departmental and School faculty meetings, in classrooms, in the residences, in New Student Week Programs, and anywhere else the SCAI considers appropriate. The SCAI shall enlist the help of all appropriate personnel in this endeavor, eg., Peer Advisors, Residential Advisors, and members of the faculty and administration.
2. Promote debate and discussion about the Code. The Code, and most particularly its means of administration, should not be static. The Committee shall serve as the main source of ideas for improvement of the Code and the main catalyst for discussions regarding the Code.
3. Publication of the Code. At the beginning of the academic year the SCAI shall arrange to have the full text of the Code published in a readily accessible University publication. The SCAI shall also see that the following statement is printed in all University examination books:

In the performance of this work I have complied with the Code of Academic Integrity. At the instructor's discretion, students will be asked to sign their names to this statement before

submitting their examination books. The SCAI shall also encourage the inclusion of this same statement on all other academic exercises.

4. Education is an important responsibility of all 15 members of SCAI, although the nonjudicial members will take a leadership role in these activities.

[This is an entirely new section of the Code which reflects the Committee's strongly held opinion that the Code should have both judicial and educational goals. That is, the Code should not only contain judicial procedures but should also outline a mechanism for broadening campus-wide participation to improve the state of Academic Integrity at Penn. To this end we have proposed this new 15-person body, the Standing Committee on Academic Integrity. Through the internal division of labor outlined in section II, the SCAI will share educational and judicial responsibilities. We recommend that the Provost give this committee special standing within the University Community.

[Furthermore, the Committee believes that since violations of the Code of Academic Integrity strike at the heart of an educational institution the hearing panels for such cases should be separate and distinct from the University Hearing Board. The existing code, as amended in 1987, provides only for a University Hearing Board which hears both academic and behavioral cases. We have however, taken pains to make the two systems as parallel as possible, thereby avoiding confusion.

[Finally, we believe that those codes of Academic Integrity which are most successful at other institutions are also the ones which are the subject of constant and intense debate by all members of the community. To this end we have charged the SCAI with promoting this debate.]

C. Judicial Duties of the Standing Committee

The Honor Boards shall hear all cases involving violations of the Code of Academic Integrity. The Procedures of the Honor Boards shall be the same as those of the University Hearing Board with the following exception: alternate members for a given Honor Board shall be chosen from the membership of the Educational (nonjudicial) panel of the SCAI. In cases where violations of both the Code of Academic Integrity and the Charter of the University Student Judicial System are involved, the proceedings under the Code of Academic Integrity shall take precedence.

III. Procedures Relating to Violations of the Code

In all cases, when an instructor questions the ethical conduct of a student in his or her academic work, the instructor should discuss the matter with the student privately before taking any other action. If an informal discussion does not resolve the ethical question then the instructor and the student have the following options:

A. Instructor's Options

1. *The Grading Option*. An instructor who concludes that a student has violated the Code may assign the student whatever grade he or she considers appropriate either for the work in question or for the entire course, including a course grade of F. Within 30 days of detecting the alleged violation or no more than ten days after the due date for grades in the relevant course, the instructor must notify the student in writing of the grade and the reasons for it; he or she must also refer the student to the Judicial Administrator (JA) as well as send a letter out-

lining the infraction and its resolution to the Judicial Inquiry Office as per Section III.C of the Judicial Charter.

2. Non-Grading Option. An instructor who concludes that a student has violated the Code may elect to assign no grade at all but rather to make a formal written complaint about the student to the JA and to await the determination of the Honor Board before assigning a grade. In this case, within thirty days of the violation or no more than ten days after the due date for grades in the relevant course, the instructor must notify the student in writing of his or her action and the reasons for it.

B. Respondent's Options

1. Settlement with the Instructor. The student may either settle the complaint privately with his or her instructor as in A. 1 or appeal the instructor's ruling to the Honor Board. Within 30 days of receiving the instructor's notice of a grade, the student may file a petition with the Judicial Administrator asking the Honor Board to rule that he or she has not violated the Code.

2. Settlement with the Judicial Inquiry Officer. After an issuance of a formal complaint, the student may make an informal settlement with the Judicial Inquiry Officer. Any penalty under the code is available to the JIO in informal settlements. If this negotiation fails, the case will then go to the Honor Board.

C. Complaints of People Other Than the Instructor to the Judicial Administrator

A person other than the instructor in a course may file a complaint with the JA alleging that a student has violated the Code. If the complaint involves a course, the Judicial Administrator will notify the instructor of it. In such cases, unless the Judicial Inquiry Officer can settle the complaint informally, the Judicial Administrator shall proceed with a hearing.

D. Consolidation of Cases

If a student's petition and a complaint against the student concerning the same matter are before the Court at the same time, the JA shall consolidate both cases into one.

[This section is different from section IV of the 1989-91 version of the Code in an important way: It explicitly gives the instructor the option of awarding whatever grade he or she considers appropriate, for the work in question or for the entire course, including the grade of F, when the instructor has concluded that the student has violated the Code. The old Code explicitly rules out a punitive grade unless such a grade is the result of a negotiated settlement with the student. We believe that the instructor always had the authority to assign whatever grade he or she considered appropriate, in cases of alleged violations of the Code, the 1989-91 version of the Code notwithstanding. We also believe that this portion of the 1989-91 Code resulted in a loss of support for the Code among the faculty, and by putting in section III.A.1. *The Grading Option*, an important prerogative of the faculty is restored. It should be noted that a student who believes the instructor acted unfairly under these circumstances has the right to bring the matter to the Honor Board; see Section III.B.1.]

IV. Judicial Procedures Relating to Violations of the Code

The Honor Board serves a special function in the Academic Life of the University and is therefore not modelled after adversarial civil or criminal legal systems. It is not a court in the civil or criminal sense, and therefore the rules

applicable to those systems do not necessarily apply to the proceedings of an Honor Board. The procedures that the Honor Board will observe in hearing complaints are the same as those followed by the University Hearing Boards, except for informal settlements, section III.B., and *Appeals*, section VI.

[This section begins with a statement regarding the special *academic nature* of the Honor Board to dispel any possible misconceptions about its being the same as, or similar to, a civil or criminal court. The procedures for the Honor Board are then stated to be the same as those of the University Hearing Boards (with certain exceptions), again for the purpose of making the systems as parallel as possible. Sections V.B. through V.F. in the old code are eliminated as separate sections because old V.C. and V.F. are included in the body of new sections III and IV, and because old V.B. and V.E. are redundant.]

V. Penalties

If the Honor Board finds that a student has violated the Code, it shall impose or recommend to the Dean of the student's school an appropriate penalty. Before the panel considers a penalty, the Judicial Administrator shall inform the Board whether the student has previously violated the Code and the penalties, if any, that were imposed or recommended in those cases.

A. Available Penalties

The penalties that the Board may impose by its own authority are the following: warning, reprimand, withdrawal of certain privileges, limited probation for not more than one year, and a period of mandatory service to the University community. The penalties that the Board must recommend to the dean of a student's school are the following: disciplinary probation for a fixed period of time, disciplinary probation for an indefinite period, suspension for not longer than two years, indefinite suspension without the automatic right to readmission, expulsion, and notation on transcript.

B. Appropriate Penalties

The penalty for a violation of the Code will usually be a one- or two-semester suspension from the University in the case of a first violation or an expulsion in the case of a second violation. In egregious cases the Board may make a disciplinary notation on the student's transcript. The Board, however, may weigh such factors as the extent of the misconduct, the degree to which the student premeditated the misconduct, the student's awareness of the seriousness of the violation, the student's prior disciplinary record, and any special circumstances relating to the case.

C. Notation on Transcript

As stated above, in especially serious cases, the Review Board may recommend that a student's dean place a notation on a student's transcript, either for a fixed or indefinite term, stating that the Board has found the student guilty of violating the Code and citing the charge and the penalty. If the Board imposes this penalty the student may, after one year for a first violation or in his or her final semester at the University for a repeat violation, petition the Executive Committee of his or her school to remove it.

D. Instructor's Grade in Cases Involving the Honor Board

After the Honor Board has decided upon a complaint, it shall inform the instructor or the person who initiated the complaint of its decision. If the Board has found the student not guilty of violating the Code, the instructor should

then assign a grade—which may differ from the grade he or she first assigned—based on the student's academic performance in the course. If the Board has found the student guilty of violating the Code, the instructor may assign any grade he/she wishes. In either case, the instructor should inform the student in writing within 10 days of the grade that he/she has assigned.

[Section VI A. *Introduction*, under the *Penalties* section of the old Code, is now contained in an unlabeled introductory paragraph. Section V. A. of the new code is identical to old section VI. B. except "notation on the transcript" has been added to the list of penalties that must be imposed by the Dean of the student's school and "The penalties the Board may impose are (not include) the following". Section V. B., *Appropriate Penalties*, in the new code replaces two sections of the old Code, sections VI. D. and E., *Serious or Persistent Violations* and *Appropriate Penalties*. The new Code states that the usual penalty for a violation of the Code be suspension for one or two semesters while the old Code implies that this should be the penalty in only "serious" offenses. We believe that all violations are serious, and therefore the usual penalty should be for a serious offense. However, the Board must consider mitigating circumstances, as listed in section V.B. of the new Code when considering the penalty. Also, note that the JIO must keep careful records of both formal and informal settlements in order to be able to inform the Board during the penalty phase of a hearing.

[Old sections VI.C. and VI.D. are combined into new section V. C., simplifying the language but making no changes in content.

New Section V.D. includes old section VI.G. but incorporates changes to be in accord with new section III. A.]

VI. Appeals

Within 30 days of receiving a decision of the Honor Board or a ruling of the dean, a student or an instructor may file an appeal with the Executive Committee (EC) of the relevant school.

A. Procedures

Same as Section IV of the Judicial Charter.

B. Scope of Appeals

The Executive Committee (EC) in considering an appeal of a ruling of the Board, shall limit its review to consideration of new evidence, procedural error, and the severity of punishment. If the EC believes that there is persuasive new evidence or procedural error in a case it may return it to the Honor Board for a new ruling. At this time the Honor Board that did not originally hear the case will serve as the appeals panel. The EC shall not reconsider findings of fact. In considering the severity of punishment, the Executive Committee may not increase the Board's penalty as a result of an appeal.

[A new section VI. A. is added that explicitly makes the procedures for appeals the same as for section IV of the Judicial Charter, again with the purpose of making the procedures for the two systems as parallel as possible.

[Section VI. B., *Scope of Appeals*, has only one substantive change: The appellate panel will be the second Honor Board, i.e., the one that did not originally hear the case. This use of the second Honor Board as the appellate panel is new.

[Section VII. C. of the old code is deleted since this topic is covered in section III. B. 1 of the new Code.

[Section VIII of the old code is deleted since it is now covered in section II.B. of the new Code.]

New Service for PennNet Users: The On-Line Directory

A new service is available to anyone who can access PennNet either by direct connection or modem: The University of Pennsylvania On-Line Directory.

The first release of the directory includes electronic mail addresses and department affiliations of faculty and staff members who have electronic mail accounts. This information, accessed through an easy-to-use program on a computer run by the Office of Data Communications and Computing Services (DCCS), allows users to search for information by full or partial name, department name, or electronic mail address.

The University of Pennsylvania On-Line Directory was developed as a DCCS program with the active participation of representatives from a broad range of schools and administrative offices. Involved in the program development were representatives from Business Services, Human Resources, Wharton Computing and Information Technology (WCIT), the department of Computing and Information Sciences (CIS), and the various departments of the Office of Information Systems and Computing (ISC), including the Computing Resources Center (CRC), University Management Information Services, Data Administration and Information Resource Management (DA/IRP), and DCCS. End users from those organizations mentioned, and from Library Systems then tested the system in typical PennNet-connected environments before it was released to the community.

Worldwide Accessibility

The On-Line Directory is accessible from locations on and off campus. This means that colleagues who have network connections anywhere on the Internet, the international institutional research network, can also use the service. Listings in the On-Line Directory cannot be made simultaneously visible to those on-campus and invisible to those off-campus.

If you wish not to have your information listed in the On-Line Directory, or if your listing needs to be updated, you must request the change through your organizational business administrator, who is responsible for notifying those maintaining the On-Line Directory of necessary changes. All University business administrators should have received information about the procedure to update entries in the On-Line Directory. If you are a business administrator and have not received this information, contact the PennNet Services Center to receive a copy.

DCCS is planning additional releases of the On-Line Directory. The next release will be integrated specifically into ALL-IN-1 mail systems. Future releases may include such information as faculty and staff addresses and phone numbers, as well as similar student data.

The electronic mail addresses in the On-Line Directory are currently in the "standard" Internet format, i.e., `userid@host.upenn.edu`, for example, `franklin@a1.quaker.upenn.edu`. If you are unfamiliar with how to modify Internet formatted electronic mail addresses to work on your particular mail system, (for example, if you use ALL-IN-1), DCCS recommends that you obtain a copy of *The Quick Guide to Electronic Mail Addressing on PennNet*, available either through the PennNet Services Center, 898-8171, or at CRC on Locust Walk, across from the Bookstore.

The Reference Guide to the University of Pennsylvania On-Line Directory, which provides clear and concise directions to using the On-Line Directory, will be available to the University community June 15, 1990. Users can obtain copies after that date either at CRC, or through the PennNet Services Center. Telephone support is also now available through CRC at 898-9085. Call CRC for both questions and feedback about the On-Line Directory service.

Until the reference guides become available, the following (at right) are abbreviated directions for using the basic functions of the On-Line Directory. (To access the On-Line Directory, you need a terminal, personal computer or other workstation connected either by direct connection or by phone connection through a modem to PennNet. For directions on how to connect to PennNet, contact CRC.)

Logging in to the On-Line Directory

There are three ways to connect to the University of Pennsylvania On-Line Directory:

1. From the DIAL: prompt, type:
`whois <RETURN>`
The University of Pennsylvania On-Line Directory introductory message appears with the prompt,
What is the NAME or ELECTRONIC MAIL ADDRESS?
2. From the annex: prompt, type:
`t whois <RETURN>`
The login: prompt for the DCCS Operations host computer, which houses the On-Line Directory database, appears. At the prompt, type:
`whois <RETURN>`
The University of Pennsylvania On-Line Directory introductory message appears with the prompt,
What is the NAME or ELECTRONIC MAIL ADDRESS?
3. From a directly connected Ethernet host, TELNET to:
`whois.upenn.edu`
The login: prompt for the DCCS Operations host computer, which houses the On-Line Directory database, appears. At the prompt, type:
`whois <RETURN>`
Again, the University of Pennsylvania On-Line Directory introductory message appears with the prompt,
What is the NAME or ELECTRONIC MAIL ADDRESS?

Using the On-Line Directory

At the first prompt, type the last name of the person, and press `<RETURN>`. The system returns the message, Last Name is "lastname". It then searches its database for the given last name, and displays entries under NAME AND DEPARTMENT and ELECTRONIC MAIL ADDRESS columns. For example:

```
Electronic Mail Directory Assistance          Screen 1 of 1
Request: Last Name is "FRANKLIN"
NAME AND DEPARTMENT          ELECTRONIC MAIL ADDRESS

FRANKLIN, BENJAMIN          franklin@A1.Quaker.UPenn.EDU
PRESIDENT

1 entry found
```

Entries may take up more than one screen. To navigate through the screens of responses, use the following commands:

```
<RETURN> Go to the next screen
B        Go back one screen
N        Quit viewing results and form a New Directory request
?        Help screen
R        Redisplay the current screen
<number> Go to screen number
Q        Quit the Directory Assistance program
```

If you know only the partial spelling of a person's name, enter as much of the beginning of the name as you know. The system will match any names starting with that series of letters. You can also use the asterisk (*) to match any missing letters anywhere in the name (e.g., `n*man` will match NIMAN, NORMAN, and NEIBERMAN). The system is not case-sensitive, i.e. it does not matter if you enter letters in upper or lower case. However, last names should be spelled as one word even if they normally appear as two words (e.g. Van Pelt would be searched as "vanpelt").

More detailed directions are in the on-line help screens ("?" at any prompt), and in the reference guide when it becomes available June 15.

—Valerie Glauser, DCCS Publications Manager

New UMIS Subcodes

Effective July 1, 1990, please use the new budget subcodes assigned to University Management Information Services (UMIS) for all charges related to administrative mainframe usage:

All departments except HUP: Use budget subcode 307

HUP only: Use budget subcode 125

UMIS is currently revising its chargeback procedures for usage of the administrative mainframe. However, current procedures will remain in place through fiscal 1990-91. On May 15, UMIS distributed to all

University Business Administrators a document reviewing chargeback procedures. This document includes the Usage and Connect Time Charges Authorization Form, which must be returned by June 15 to

Ms. Kathryn O'Connor, Fiscal Coordinator
University Management Information Services
3401 Walnut Street, Suite 265C /6228

If you are a business administrator, and have not received this document by June 1, please contact Ms. O'Connor at 898-4961 to get a copy.

—Sandra Stewart, Publications Manager, UMIS Publications

Faculty Club: Officers for 1990-91

At the annual meeting on May 9, the Faculty Club reelected its 1989-90 president, treasurer and secretary. The complete roster for 1990-91:

President: Edward Shils, G.W. Taylor Professor Entrepreneurial Studies Emeritus

Vice President: G. Malcom Laws, Professor Emeritus, English

Treasurer: Stanley Johnson, University Chaplain

Secretary: Robert MacDonald, Director, Wharton Graduate Financial Aid

Board of Governors 1989-1991

Delores Bristow, Manager, Administration and Finance, School of Social Work

David Cooper, Professor, Surgery

Stanley Johnson, University Chaplain

Margo Post Marshak, Vice Dean, Law School

Henry Teune, Professor, Political Science

Board of Governors 1990-1992

John Bandfield, Director, Student Employment

G. Malcom Laws, Professor Emeritus, English
Robert MacDonald, Director, Wharton Graduate Financial Aid

Morris Mendelson, Professor, Finance

Edward Shils, G.W. Taylor Professor Entrepreneurial Studies Emeritus

Blood Drive: June 1

The American Red Cross will conduct a Summer Blood Drive on June 1, 10 a.m.-3 p.m., at the Club Room of the Faculty Club, open to all faculty, staff and administrators. The goal is 50 pints.

Track/Field Meet: May 26

Anyone at Penn can compete in, or attend, the Mid-Atlantic Athletics Congress's noontime Development and Regional Qualifying Track and Field Meet on May 26 at Franklin Field. Events to be contested (men's and women's competitions) include the 100 meter dash, 200, 400, 800, 1500, 5000; 1500m racewalk, 4 x 100 relay, 4 x 400 relay, 4 x 800 relay, Shot Put, Discus Throw, Hammer Throw and Javelin Throw. An event with fewer than 5 entrants may be cancelled. Check-in for all athletes begins at 11:30 a.m. Anyone with a Penn ID will be admitted free.



University of Pennsylvania Police Department

This report contains tallies of part 1 crimes, a listing of part 1 crimes against persons and summaries of part 1 crime in the four busiest sectors on campus where two or more incidents were reported between

May 14, 1990 and May 20, 1990

Totals: Crimes Against Persons-3, Thefts-14, Burglaries-0, Thefts of Auto-3, Attempted Thefts of Auto-0

Date	Time	Location	Incident
Crimes Against Persons:			
05/18/90	5:21 PM	3600 Blk Locust	Officer assaulted affecting arrest
05/19/90	1:18 AM	4000 Blk Locust	Robbery/5 males took cash/no injuries
05/19/90	10:22 PM	3700 Blk Locust	Robbery/gun/4 apprehensions
36th to 38th; Walnut to Market			
05/15/90	9:24 AM	Grad Tower B	Answering machine taken from room
05/17/90	11:13 AM	Grad Tower B	Answering machine taken from room
05/18/90	12:33 AM	Lot #17	Items taken from trunk
05/19/90	12:53 PM	Lot #30	Unattended purse taken
34th to 36th; Spruce to Locust			
05/14/90	6:04 PM	Irvine Auditorium	Unattended purse taken
05/18/90	12:08 PM	Williams Hall	Computer taken from room
38th to 39th; Spruce to Locust			
05/17/90	12:46 PM	Harnwell House	Microwave & toaster taken
05/20/90	10:15 PM	Harnwell House	Unattended purse taken
39th to 40th; Spruce to Locust			
05/19/90	3:27 PM	3900 Blk Locust	Unattended sweatshirt taken
05/19/90	3:43 PM	3900 Blk Locust	Unattended knapsack taken

There was no fifth busiest sector during this period

Safety Tip: Get Rich Quick—Avoid these schemes. If you are approached and asked for cash in that you might be let in on something that will make you wealthy, call the police. Also, call the police if a stranger asks you about your personal finances or for you to show them how to use an instant cash credit card. Chances are you are being sized up as a victim for the old con game Flim Flam.

18th District Philadelphia Police

Schuylkill River to 49th Street, Market Street to Woodland Ave

12:01 AM May 7, 1990 to 11:59 PM May 13, 1990

Total: 11 Incidents, 3-Arrests

Date	Time	Location	Offense/Weapon	Arrest
05/07/90	2:43 AM	3900 Walnut	Robbery/knife	Yes
05/07/90	10:03 PM	4801 Chestnut	Robbery/knife	No
05/08/90	5:00 AM	5200 Larchwood	Aggravated Assault/gun	No
05/08/90	9:00 PM	4000 Market	Robbery/strong-arm	No
05/08/90	7:00 PM	4800 Spruce	Robbery/strong-arm	No
05/09/90	1:00 AM	3800 Spruce	Aggravated Assault/knife	No
05/09/90	10:40 AM	4832 Baltimore	Rape Attempt/strong-arm	Yes
05/10/90	12:42 AM	1346 Melville	Aggravated Assault/gun	No
05/10/90	5:00 AM	4300 Spruce	Robbery/gun	No
05/12/90	2:41 AM	3829 Walnut	Robbery/knife	No
05/13/90	2:30 AM	3936 Market	Aggravated Assault/gun	Yes

Update

MAY AT PENN

FITNESS AND LEARNING

23 *Explaining Death To a Child*; Robin Hornstein, private practitioner; noon-1 p.m., Ben Franklin Room, Houston Hall (Child Care Resource Network).

TALKS

24 *The Molecular Basis of ANP Gene Expression*; Christine Seidman, department of Molecular Genetics, Harvard; 4 p.m., Physiology Library, Richards Building (Department of Physiology).

The Molecular Pathogenesis of Varicella Zoster Virus Infection; Donald H. Gilden, chair of neurology, University of Colorado Health Sciences Center; 4 p.m., Wistar Auditorium (Wistar Institute)

Multiple Opiate Receptors in the CNS; Gavril W. Pasternak, Memorial Sloan Kettering Cancer Center; 4 p.m., Pharmacology Seminar Rooms, John Morgan Building (Departments of Psychiatry and Pharmacology, Neuropsychopharmacology Colloquium).

25 *Pulmonary Transport of Inert Gases: Influence of Gas Phase Diffusivity*; Gordon R. Neufeld, department of anesthesia, Veterans Administration Medical Center; 12:15 p.m., Room 1, Ground Level, John Morgan Building (Institute for Environmental Medicine).

Break in View: The May 29 issue of *Almanac* ends Volume 36. Volume 37 begins with a mid-July issue (copy due by June 30). We resume weekly publication with a late August issue mailed individually to all faculty and staff, (deadline August 15). The office is open throughout the summer to assist those planning fall insertions.

Almanac

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