

# Almanac

Tuesday, April 21, 1992

Published by the University of Pennsylvania

Volume 38 Number 30

## INSIDE

- Senate: 1992 Chair's Report, p. 2
- Committee on Faculty, Committee on Conduct, Amendment on Econstat, p. 3
- The Ombudsman at Twenty, pp 4-5
- College Policy on incompletes, p. 6
- Deaths, Bulletins, pp. 6-7
- Question of Safety: Study Shuttle, p.7
- CrimeStats, Update, P. 8

Pullout: Taking the Case to Harrisburg

## Dental Medicine's Teaching Awards

The School of Dental Medicine has announced this year's winners of four teaching awards:

*Dr. Kenneth MacAfee, II, D'83, GD '86,* assistant professor and clinical director of oral and maxillofacial surgery since 1986, received the Earle Banks Hoyt Award for the second time; the first was in 1990. The Award was established in 1963 by the Brookdale Foundation and is named for a member of the Class of 1918 who was a distinguished clinician and educator. It is given to a School alumnus who is a full-time junior clinical faculty member.

*Dr. Elliot V. Hersh,* assistant professor of oral surgery and pharmacology, and director of pharmacology and clinical therapeutics, was honored by the Student Council with the Basic Science Award "for excellence in teaching," an award he had also won in 1990. Dr. Hersh has been on staff for three years.

*Dr. Najeed Saleh,* visiting clinical assistant professor of restorative dentistry, received the

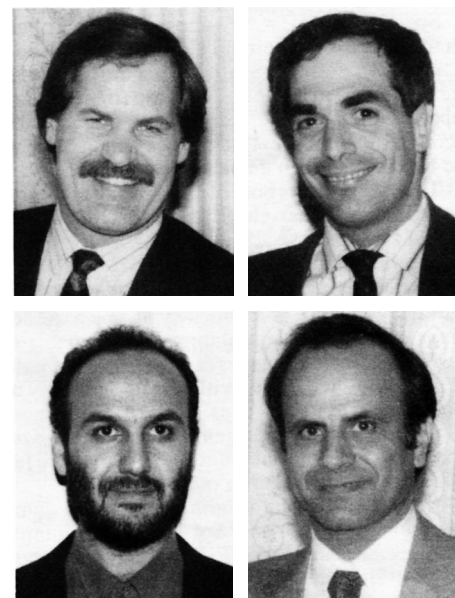
Joseph L.T. Appelton Award, which is given to a part-time faculty member for excellence in clinical teaching. The award has been given since 1979 in honor of the 1914 alumnus who later joined the faculty and became dean. Dr. Saleh was awarded Outstanding Instructor of the Year, 1987-89, at Hadassah School of Dental Medicine at Hebrew University.

*Dr. Javad Bigdeli,* clinical assistant professor of restorative dentistry since 1985, was again recognized for "excellence in preclinical teaching by a part-time faculty member" with the Robert W. DeRevere Award, which he also won in 1989. The DeRevere award, given since 1982, is named for a 1945 graduate and former faculty member.

### Dental Medicine Teaching

Award winners are,  
top row, left to right,

Dr. MacAfee and Dr. Hersh, bottom  
row, Dr. Saleh and Dr. Bigdeli



## Senate Action on Council

The Faculty Senate, in its annual plenary session April 15, voted separately in favor of two resolutions that conditionally continue Senate's participation in the University Council—one adopted unanimously and the other by a tie-breaking vote of the Senate's Chair, Dr. Louise Shoemaker.

The motion adopted unanimously was that "the Senate Executive Committee shall continue monitoring the implementation of the revised Council Bylaws ...and vote no earlier than March 1993 and no later than the end of the academic year 1992 whether to continue its participation in University Council."

The second, that "...the Faculty Senate urges the Steering Committee of the University Council promptly to initiate a study of the organization and procedures of the University," went on to specify six ideas that Senate "strongly urges" that the study consider" (verbatim in *Almanac* April 7, p. 2) and it was these that members debated. A proposed amendment to eliminate one of the six suggestions (to change the monthly meetings to semesterly) failed, and the floor vote on the motion as a whole was 13-13 with three abstentions. Dr. Shoemaker broke the tie.

**Note:** Three Senate annual reports appear on pages 2 and 3 of this issue, along with an amendment to last week's report of the Committee on the Economic Status of the Faculty. Additional reports are to appear next week.

An illustrated description of Campus Center plans, intended for this issue, has been rescheduled to next week to allow space for photographs.—Ed.

## Checking Noise Levels at the Core of the Campus

*During Council Q & A on April 8, a question was raised about dislocation of a BGLAD rally when planners were told they could not use loudspeakers at the scheduled hour. Dr. RE. Davies told Council the administrative decision had been investigated and was believed to be "without malice" but to stem from a misinterpretation of the Guidelines. He also said a study would be made to attempt to clarify compliance with the Guidelines reference to noise levels. From his memorandum to offices and organizations concerned, these excerpts are provided for the University community at large:*

There have been ongoing problems concerning the non-availability or the misuse of amplifiers during demonstrations and events occurring in Blanche Levy Park and along Locust Walk. On the one hand, organizers of outdoor meetings and members of fraternities want the use of amplifiers; on the other hand, these amplifiers and loudspeakers have frequently been used in ways that are "unreasonably" loud to people in College Hall, Logan Hall, Meyerson Hall, the Van Pelt Library, the Caster Building, and Steinberg Hall-Dietrich Hall. (See University of Pennsylvania Guidelines on Open Expression, III, 3.B.1.a., *Almanac*, December 3, 1991, page 9.)

The Philadelphia Department of Public Health, Board of Health, has Noise and Excessive Vibration Regulations that record the "maximum permissible noise levels above background from commercial, industrial and institutional establishments measured at point of complaint origination."

The Committee on Open Expression, in cooperation with Assistant Vice Provost Barbara Cassel, who is responsible for the Open Expression monitors, Mr. Matthew B. Finucane, Director of the Environmental Health and Safety Office, and Ms. Flonnia Freeman, the Facility/Conference Coordinator at Physical Plant, plan to do some tests to find the outside decibel level that leads to unreasonably loud noise in the various buildings named above. These tests are planned to take place on Monday, April 27, at 9:30 a.m., starting at the Peace Symbol. (The rain dates are Tuesday 4/28 and Wednesday 4/29.) These times were chosen because they are Reading Days, after all lectures have ceased and before examinations begin. This should minimize the disturbance likely to be caused by the experiments.

The members of the Committee on Open Expression and the Open Expression Monitors have been invited to be present, since it is important that a large number of people agree on what is an unreasonably loud noise at different times and places. I invite you to send one or more people from your office or school to take part in the experiments. It would be a help to me if I knew the names of the people who would come. We need to place people (some with walkie-talkies) in different rooms whilst the sound is increased, to determine what decibel levels we wish to accept and also to see how they fit with the City of Philadelphia's regulations.

—Robert E. Davies, Chair  
Committee on Open Expression

# Year-End Report to the Faculty Senate

April 15, 1992

First, many thanks to you good people out there—constituency representatives to the Senate Executive Committee, Senate committee members and loyal citizens! Much of the work of the Faculty Senate goes on in its committees and having attended many, if not all of them, I am aware of and appreciate the time and careful attention you give your work.

Special thanks to Al Phillips, Past Chair and to David Hildebrand, Chair-elect for all their help along the way. And to Carolyn Burdon, the Senate's Executive Assistant, for her unflagging devotion to the cause. To Karen Gaines, many thanks, not only for this year but for every year of her superb work in editing *Almanac*, our unique and indispensable journal of record. And thanks to those offices which, with a little nudging, produce the lists we need, to get the names updated, etc.

To Jerry Porter, a bottle of champagne and some aspirin, on taking over the position of Chair-elect from David Hildebrand, as I become Past Chair and Al Phillips rides off into the sunset (or into the sunrise on his many trips to France).

Also, congratulations to Dawn Bonnell, our Secretary-elect.

Of course, I wish that I had been able to accomplish more this year! Surely every Chair feels this way as one experiences the relaxed beginnings of the fall term escalating into the panic of endings in the spring term. But some things did get done, much of it due to the excellent work of the committees. These will be reported on by others in a few moments. But, please note the names of the faculty members serving on those committees when their reports appear in *Almanac*; many of them did special reports for their committees; they were faithful participants in the ongoing work; all deserve our thanks.

Two items I want to highlight from the committees: in an effort to carry forward the work of Sol Pollack's Committee on Administration, Lee Peachey and Marshall Blume have formed a work group with the Provost and the Executive Vice President. They are examining cost containment in the central administration. The group will report in the fall. Since Penn is structurally highly decentralized, it is likely that the next steps of that group will take them into the administration of the schools. We need to know what is happening in the schools because in any downsizing of the University we as faculty should appropriately have some part of the decision making as downsizing cannot help but affect our interests.

The second committee I want to highlight is the Committee on the Faculty. Morris Mendelson, its chair, maintains an holistic view of the University, taking into his purview a vast assortment of issues facing faculty. His valedictory as he prepares to retire was to have the committee work on a basic statement called "Faculty Conduct: Academic Freedom and Responsibility" (which is available to you here today for your comments and suggestions).

As the issues of academic freedom and responsibility become more convoluted and competition for funding and tenure more pronounced, it is most important that we are all aware of keeping our own names and the name of Penn in good repute. Bob Davies and a special Senate ad hoc committee have been working on just cause procedure; their report should be out next week. They will shortly be transferring their hard work to a task force which will include administrative persons to work on the revision of all the procedures governing faculty conduct. This group should be reporting to you in a timely fashion as its work proceeds and should be soliciting your ideas and concerns.

Our physical environment here at Penn is often the subject for discussion and/or debate: bicycles on campus; where new buildings are to be built, who decides what is to be built and when; what is to be done to Locust Walk; what is the condition of classrooms and what priorities are set for their refurbishment. Without insinuating itself into purely administrative affairs, the Senate is asking for and has been receiving more answers and in some cases, is being asked to review reports and recommendations so that faculty can have input into environmental decisions which impact so greatly on our daily work and lives. However, input into some of the more serious issues around the long-range campus plan still eludes us; we shall continue our quest.

I think we are all more or less aware of the growing reality and implications of the international dimensions of the University. We may all have equal conviction about their importance for the future but we do not all agree on a plan to move ahead to maximize the enormous educational and fiscal potentials. It is my hope that in the coming aca-

demie year we can work on this with the schools and with the Provost. If we do not act, we can rapidly lose Penn's leading role in a number of areas: we now have a provost who is interested in and committed to Penn's international programming—let's make use of that fact and those opportunities.

This spring the three Chairs of the Faculty Senate have again been scheduled to attend a faculty meeting of each school. These visits, in their second year, are beginning to provide more give and take with faculty, especially in the smaller schools. We have also met with the three Chairs of the Medical School Faculty Senate and another with its Steering Committee. In most instances, your constituency representatives have not only introduced us to their colleagues but have outlined some of the issues their faculties face. It appears that these meetings should continue as long as they continue to be productive. We welcome suggestions you may have for their format, timing, etc. In a number of instances, we emphasized points that faculty felt were important for their faculty and/or their dean to hear; so we can be helpful to you in that sense too.

We are also developing a work group of faculty, A-1s and A-3s to begin implementing the recommendations of the Faust Report on intra-University relations.

Another experiment embarked on last year which has continued into this; the President and the Provost have attended alternate meetings of the Senate Executive Committee. The discussions with them have been helpful to the Senate; an administrative plan comes across much more clearly when given by its authors than through second or third hand interpretation. We trust that the meetings have been of use to the President and the Provost as well and that they will continue to meet with us in the next academic year.

The regular, almost biweekly, meetings of the three Senate Chairs With the President and the Provost have continued unabated. These afford a rare Opportunity to consider indepth issues before the Faculty Senate and/or the administration. We are regularly consulted on high-level administrative appoints. On occasion, we have experienced modification of plans so that we know our counsel has been heeded. We do not always agree, of course, but mutual trust has been built from which we can only profit as it is used appropriately.

Currently, we are evaluating the position of the Senate's faculty liaisons to trustee committees. We have had oral and written reports from the liaisons; some have experienced frustration at carrying out their duties while others have had productive and enriching experiences. It appears that the major factor, which makes it productive or not, is the particular committee to which each is assigned. We are currently working on a charge for the Senate members taking on this duty. One obvious task, as the cars of the Faculty Senate on a committee, will be to have the liaisons report back to the Senate Executive Committee, which has not been a regular practice.

Salaries will be mentioned several times at this meeting. On salaries I want to make the point that the administration is projecting a 4.5% raise which will be the figure whether the State restores full funding or not since faculty salaries (except for the School of Veterinary Medicine) are being uncoupled from State funding as the Senate has urged.

The question of continued participation of the Faculty Senate in the University Council is again before us. This year it is being framed in a recommendation encouraging the restructuring of Council to better serve the University. We will discuss this later on the agenda\*.

Having worked in the "real world" for some years before returning to the Halls of Ivy, I very much appreciate the fine work of previous senates and administrations in creating, not a perfect university, but one in which we are expected to, and can, work with integrity and intellectual honesty and where there is concern for the well-being of all members of the community. I earnestly ask you to continue to work together to sustain what we have and to enhance it as we are able.



\* **Action:** Both motions on participation in Council passed. Senate's other action item was Dr. Almarin Phillips' motion, passed unanimously and with a standing ovation: "Moved: That the Faculty Senate expresses its deep appreciation to Louise Shoemaker for her dedicated service as Chair of the Faculty Senate during the 1991-1992 academic year."

# 1991-92 Annual Report of the Committee on the Faculty

March 19, 1992

The Committee has addressed seven problems to date.

1. A subcommittee was charged with reviewing the President's Task Force Report OUT Uncapping Mandatory Retirement. The subcommittee has met several times, and will submit its final report to the parent committee shortly. It is expected to report on its work in the current academic year in time for the final meeting of the Senate Executive Committee.

2. The committee has continued to work on a mechanism for monitoring affirmative action. In previous years a mechanism had been proposed, but many deans pointed out serious administrative problems and so last year the committee drafted a new proposal and submitted it to the Provost for comment. This year in order to expedite the movement of this proposal the committee invited a number of persons participating in the affirmative action program to meet with us and comment on our draft. A number of changes were made and a new draft has been submitted to the Provost. We have asked that the Provost act expeditiously so that the mechanism can be reported to the Senate Executive Committee before the end of the academic year.

3. The committee felt that the harassment policy of the University put too much emphasis on punitive measures and felt that a more positive approach is desirable. A subcommittee is attempting to formulate a code of faculty behavior and has submitted a draft code [below, right] for committee consideration.

4. Since the subject of clinician educators has been smoldering for a number of years, the committee has reviewed the history of the change in caps and compliance with those caps. A report and a number of recommendations have been forwarded to the Senate Executive Committee.

5. The Senate Executive Committee charged the Senate Committee on the Faculty to review concerns about the structure of and the faculty voice in consultative committees to select a dean and to make recommendations to the Senate Executive Committee. Our recommendations were made at the March 4 Senate Executive Committee meeting and were unanimously approved (*Almanac* March 17, 1992).

6. The Senate Executive Committee also charged us to recommend a mechanism for faculty input in the selection of anyone whose title includes the word dean. Once again, our recommendations were made at the March 4 Senate Executive Committee meeting and were unanimously approved (*Almanac* March 17, 1992).

7. Finally, the Senate Executive Committee charged us to address the matter of the academic calendar. The committee's recommendations were made at the March 4 Senate Executive Committee meeting and were unanimously approved (*Almanac* March 17, 1992).

*Fay Ajzenberg-Selove (physics)*  
*Louis A. Girifalco (materials science)*  
*Peter J. Hand (animal biology)*  
*Madeleine Joulle (chemistry)*  
*Morris Mendelson (finance), Chair*  
*Vivian Seltzer (social work)*  
*ex officio: David K. Hilejebrand (statistics)*  
*Louise P. Shoemaker (social work)*

## Committee on Economic Status: Amendment

On the behalf of the Senate Committee on, the Economic Status of the Faculty, I would like to amend paragraph four in our report in *Almanac* (April 14, 1992). In a memorandum of April 11, 1991, Professor Almann Phillips proposed an equity regression equation on salaries of faculty who were recruited to the University as Professor and those who were promoted here. That equation was "better specified" than the one we had been shown by the Provost.

In the fall of 1991, the Committee decided to propose a yet more specific equation. Professor David Hildebrand prepared a memorandum for our meeting on November 25. It was discussed but because of misunderstandings was not forwarded to the Provost's Office.

It has now been sent and we anticipate sharing the results with you in the fall.

—Henry Teune, Chair of the Committee

## A Statement on Faculty Conduct: Academic Freedom and Responsibility

The faculty of the University of Pennsylvania have the major responsibility for helping students to develop broad and deep understanding of the products of the human intellect. Faculty members should teach students to understand the best ideas of the past and present, to subject these ideas to thorough analysis and informed criticism, and to develop new ideas and approaches to difficult issues.

To do so, faculty are, and must be, free to advocate particular ideas vigorously, even if these ideas are disturbing or offensive to other members of the University community. Faculty members have the unquestioned right to assert positions regardless of their current popularity. Ideas that challenge accustomed patterns of thought are, and must be, welcome in a university.

The process of implementing the goals of a university should take place in both formal and informal settings where people of different backgrounds and perspectives meet together to develop intellectually. The faculty, as the principal component of the university, should foster the requisite atmosphere and a respect for all varieties of physical and intellectual differences. To encourage expressions of the broadest range of experiences, thought, perspectives and values, the faculty should help create a non-intimidating atmosphere of civility and encouragement in which ideas can be developed freely. The whole university community should, by word and deed, help permeate the entire campus with such an atmosphere.

Civility and mutual respect are good in themselves, but they are particularly important in the academic enterprise. Confrontational language, expressions of hostility and denigration of individuals or groups are barriers to the pursuit of truth and knowledge. Such behavior leads to the adoption of positions and conclusions based on emotion and ideology rather than by the standards of scholarship. It is therefore important that the faculty foster objective, civil discourse and discourage any expressions of contempt or disrespect for individuals, while at the same time supporting the right to free speech in the expression of agreement and disagreement.

The basic teaching responsibility of the faculty is the fostering of sustained, serious inquiry into ideas in an atmosphere of civility and tolerance. Therefore, faculty members should encourage considered disagreement and civil argument. They have the responsibility to reflect and consider before advocating particular ideas, in either formal or informal settings. They should be prepared to defend their positions with thoughtful argument. They have a basic responsibility not to punish expressions of opposition by their students. Further, faculty should refrain from attacking individuals for personal differences, but instead should focus on the merits and demerits of individuals, ideas. They should likewise encourage students to be civil and open-minded even in disagreement, indeed to use disagreement in a constructive fashion.

The intellectual climate described above will sustain a milieu for free expression and exchange. Within the context of constructive interaction, the current trend of resorting to adjudication of differences maybe eliminated: It should be!

(Presented by the Committee on the Faculty, signed as shown at left)

## 1991-92 Annual Report of the Committee on Conduct

April 17, 1992

This is the fourth annual report of the Senate Committee on Conduct, which was established in 1988 as a standing committee of the Faculty Senate in order to help implement the University policies on both racial and sexual harassment.

During the academic year we received an informal complaint about verbal sexual harassment in the classroom. The situation was handled by the Department and did not have to have a hearing with the Committee on Conduct. We have scheduled no hearings during this academic year as there have been no formal complaints brought to the Committee. Perhaps the very existence of the Committee is the reason that there have been no formal complaints.

*Roger Allen (Oriental Studies)*  
*Kenneth D. George (education), Chair*  
*Jerry C. Johnson (medicine)*  
*Madeleine Joulle (chemistry)*  
*Howard Lesnick, (law)*  
*Gino Segre (physics)*



## The Ombudsman at Twenty *by Daniel D. Perlmutter*

Since this year marks the twentieth year that the Office of the Ombudsman has served the Penn community, it is appropriate as part of this annual report to briefly review our history, highlighting both accomplishments and some unfinished tasks.

### Purpose and History of the Office

As suggested by its Scandinavian name, the concept of a "servant to all the people" originated in nineteenth century Sweden, where the first Ombudsman was appointed, given access to official files and documents, and charged to report incidents of administrative malfeasance to the parliament. This idea struck responsive chords at many American colleges during the late 1960's and early 1970's, when internal administrative authority was being widely questioned and the results of the Scandinavian practice were very favorably reported. At the University of Pennsylvania the office was established in 1971, following a recommendation made at the end of a year-long study by the Task Force on University Governance.

The mandate of the office is to be responsive to the needs of the individuals in the community, whether students, faculty, or staff members, helping the University to function as a humane institution. To that end, the office is here to inform people of their rights, help them to protect those rights, and to promote better channels of communication. People use the Ombudsman's Office when they feel the need for a personal response and/or intervention in coping with indifference, lack of fairness, or rigidity on the part of those who have power over their careers and lives. The ombudsman does not play an advocacy role for any one particular group, but rather for adherence to University policy and due process. The office is open to hear any category of complaint except those involving individuals that are not part of the University community, or where the dispute is of a personal nature unconnected to any University relationship.

### Due Process and Procedure

From its first days, the Ombudsman's Office was concerned above all with matters of due process and procedural protections. In his first report to the community (*Almanac*, Oct. 3, 1972) the first Ombudsman, Joel Conarroe, noted that there was a dearth of proper procedures in many areas of life on campus. He recommended in particular that procedures be developed for termination of A-1 and A-3 employees, and asked also that "any faculty member engaged in research with a student should make certain that there is complete understanding on such questions as credit, copyright royalties, use in dissertation, etc." His successor, James Freedman, referred to an absence of written norms and prescribed procedures in the handling of academic integrity cases in a given school (*Almanac*, September 9, 1975). He quoted Justice Felix Frankfurter (*Almanac* September 17, 1974) to remind us that "...the history of American freedom is, in no small measure, the history of procedure." Many of these early procedural lacks have largely been remedied, and we do today have in

place most of the formal protections asked for in those defining years. There are, nevertheless, several areas that still need to be improved, as will become clear later in this report.

### Functioning of the Office

Investigations by the Ombudsman proceed from specific complaints of individuals or groups. They are heard with the assurance of strict confidentiality, and we do not reveal without permission even the names of visitors to the office. Only with the complainant's express agreement will we hear the respondent's views to better assess the credibility of conflicting interpretations of events. Sometimes the respondent will be urged to right a wrong, and occasionally the complainant needs to understand that he or she does not have a well founded grievance. Where possible, the aim is to find an equitable resolution that is acceptable to both sides of a dispute. In this regard the office also serves other institutional needs of the University by reminding individuals of their responsibilities, and by resolving conflicts when possible before they escalate into angry confrontations.

The Ombudsman's role is neither executive nor judicial, except in a very limited sense. Upon appropriate request, we do undertake investigations of the circumstances surrounding particular cases, and we do make recommendations to administration, but it should be emphasized that the office does not have the legal authority of a Judge or the enforcement authority of a Dean or Supervisor. Without being able to impose sanctions directly, the Ombudsman acts in the first instance as advisor or mediator; however, he or she can make use of logical argument and/or moral suasion to secure corrective action by carrying a deserving case up through several higher levels of administration.

### Cases Handled During 1990-1991

A total of 274 individual cases came to the Ombudsman's Office during the 1990-91 academic year. For statistical purposes all the cases for this past year were itemized according to the issues involved in the complaint, the school of the University from which the complainant came, and the complainant's personnel category. The numerical listings appear at right, but further discussion of details can lend some perspective on current trends and possible loci for improvement of our community's work and study environment.

As in every recent year, job-related issues were the main preoccupation of those using the office. Although it is difficult to generalize about these specific matters, some overview comments may be helpful to chairs or supervisors in preventing employee unhappiness in the future. When a lack of responsiveness is found on the part of respondents, it commonly arises from one or more of the following causes: (i) the supervisor or administrator may believe that his or her 'real' job is to run the department or school efficiently, forgetting that managing people in a reasonable and predictable fashion is also part of the job; (ii) she may hope that for lack of responsive action the problem will

disappear, confusing the complaint with the problem that brought it about; or (iii) he may exercise his personal judgment and believe he is independently marching to a different drummer, ignoring the fact that his stand is inconsistent with university personnel policy on a particular point.

Another group of complaints may be characterized as reactions to instructions that are lacking civility. A supervisor's insistence that employees may not leave their posts for other than work-related reasons, that they may not talk about past problems, or that they may not socialize during working hours are probably unrealistic expectations; more important, if they are promulgated as orders brooking no discussion, they are likely to be interpreted as gag orders or possibly free speech violations. To argue that the uncivil behavior is not discriminatory and visited upon all the other employees as well is of course not a defense. The purposes of the supervisor could better be achieved in such cases via a kinder and gentler exchange with the employee.

continued past insert

Report of the Ombudsman: Cases Handled During 1990-91	
Categorized By Issues Raised in Complaint	Number of Complaints
Employment Problems	99
Academic/Procedural	46
Procedural	40
Academic	25
Harassment	14
Personal	11
Employment Status	7
General Services and Facilities	7
Student Financial Services	5
Academic Integrity	3
Benefits	2
Miscellaneous	15
<b>Total:</b>	<b>274</b>
Categorized By University Affiliation	
Undergraduate	
SAS	34
Wharton	19
CGS	6
SEAS	5
Sub-total:	64
Graduate Students	
SAS	24
GSE	11
GSFA	7
Law	3
Nursing	2
Wharton (MBA)	2
Wharton (PhD)	1
SEAS	1
Biomed	1
Sub-total:	52
A-1 Personnel	60
A-2 Personnel	
Medical	6
Wharton	5
SAS	4
Dental	2
Veterinary	1
Sub-total:	18
A-3 Personnel	40
A-4 Personnel	9
Alumni/ae	6
Others (parents, former students or employees)	25
<b>Total:</b>	<b>274</b>

As noted in the tabulation, there is still an ongoing concern with incidents of sexual and racial harassment on campus. There were two cases where harassment based on race was alleged. Of the twelve cases listed under sexual harassment, six were brought by women who alleged that demands of a sexual nature were made that left them feeling uncomfortable and threatened. Of these six one was a staff member and five were students. There was one complaint of harassment based on the complainant's sexual preference, alleging pejorative and sarcastic comments made in classroom and other academic settings. The remaining five of the twelve cases were gender-related complaints, arising from comments directed at women staff members and graduate students. The most blatantly offensive comments were lewd references to female anatomy. Less sensational but, perhaps even more damaging to one's self image were pointed discouragement referring to the low rate of success for women in a particular academic field.

Another form of subtle gender discrimination should be noted. In exploring three otherwise unrelated matters we were asked by complainants whether a proposed line of action would be unacceptable because it would be labeled a feminine reaction by her supervisor. It appears that in adopting the best strategy for anyone of any gender in a given situation, women sometimes carry an extra burden of fearing to react as a woman.

How effective were we? In most cases the individual who comes to the office is not seeking direct action immediately. Usually the visitor needs first to understand his or her rights, to review what range of options are available at the several resource centers, and to discuss strategies that may help solve the problem. He or she needs to evaluate the possible risks and benefits of making a formal complaint. Some decide not to go further, others seek the office's direct help after exploratory meetings and efforts to solve the problem on their own. On many matters we were able to secure justice for the complainant. In other cases the resolutions called only for better communications, or for individuals to correct mistakes or learn better management of conflicts. At times, people did not obtain what they came for, but left at least better informed on how the University works.

## Recommendations

Having the finest procedures does not of course guarantee proper behavior in all quarters, and it is still necessary to be eternally vigilant to insure that decision makers do not overlook the rules or apply them in a less than equitable manner when it appears to be convenient. This caveat notwithstanding, it is essential in the first place to have standards by which to test the appropriateness of each particular decision. Some of the recommendations that follow arise from cases that have come forth in the last year and others will be seen to be extensions related to the earliest calls for better procedures.

### 1. Ownership of Intellectual Property and Proper Credit

As noted above, the need to protect and give credit to individuals for their intellectual achievements was identified twenty years ago by the first University Ombudsman. Today we have Procedures Regarding Misconduct in Research as well as a Handbook on Ethical Conduct in Biomedical Research. The first of these documents addresses matters of "... fabrication, falsification, plagiarism, or other serious

deviations from accepted practices..." while the latter is concerned as well with proper credit in citations as well as unpublished materials belonging to others.

Neither of these standards, however, speaks explicitly to a problem that has come to us repeatedly in the last year: the use in grant proposals without adequate attribution of ideas or experimental evidence developed by a colleague. Typically the colleague is untenured, either a graduate student, a research assistant, a post-doc, or a junior member of the faculty or the research team. We are badly in need of guidelines in such matters, because it is often necessary to balance the individual rights against the group interest, to encourage the team player without taking advantage of the members of the team who are on lower rungs of the institutional ladder. The issues can also involve payments, since grant budgets usually hinge on the contributions of the several team members, but the questions of intellectual honesty are paramount.

What specifics should such guidelines address? It needs to be made clear how ownership of results comes about when it clearly arises from joint efforts: How do we assess the contribution of laboratory space, supplies, or equipment? Even though these items formally belong to the University rather than any individual, they are often the result of hard work and some prior professional achievement. To what extent should that influence our assessment of proper title to the results? Is title to group results to be treated any differently in the preparation of grant proposals than for articles for publication in professional journals? At the most junior levels of our research structure there is sometimes confusion as to where one makes the transition between the employee who is taking orders and the co-worker who is an independently contributing colleague. This point should also be addressed in the guidelines.

### 2. Graduate Group Manuals for Students

The reports from this office have over the years repeatedly noted that graduate students are among the most vulnerable people in our community. They are usually less concerned with grades as such than with relationships with their advisors and teachers, and as a result they can be personally offended and professionally injured by capricious or unequal treatment. Often information on the most critical requirements for good standing in a department or with an advisor is only passed on informally by the grapevine. Since standards vary among programs, the students, the department, and the graduate group would all benefit from clear written definitions of expectations.

The following questions, for example, have become issues of contention for complainants in our office: What exams, written or oral must the student take to qualify as a PhD candidate? How often is the exam given, and on what schedule? How does one get a research or thesis advisor? Is the advisor assigned or chosen? By whom? Can an advisor be changed without prejudice? How and by whom? How is the PhD committee constituted and who chooses the members? What are the duties of the committee members as advisors before the thesis is completed? What course grades are failing and what is the minimum acceptable GPA? Is the Incomplete grade commonly given in the department or graduate group, and is it considered to be acceptable in the course of reasonable progress to the degree? Is there a deadline by which course work must be completed? Each graduate group should establish

standards that the faculty and students can live by and distribute to its students a periodically updated manual that contains the answers to such questions.

### 3. Split, Secondary, or Adjunct Appointments

There are faculty members who have appointments in more than one department, or who have allegiances and responsibilities to University units that are not academic departments. For them, clear written statements should be available that define the expectations of their positions, and procedures should as much as possible parallel the governance procedures of their primary academic departments. Thus, for example, the supervisor or director of the secondary unit should have in hand the performance review and recommendation of a committee of colleagues when he or she is called upon to make a recommendation for or against promotion of a candidate who has a primary position with another unit. Similarly, if clinical performance is a consideration for promotion in a medically-related field, the supervisor who makes a recommendation to the academic department chair should be able to support his conclusions with the findings of an appropriate review committee. The same need for clarity of assigned tasks exists for adjunct or part-time teachers, who often do not get in writing a list of their duties.

### 4. Salary Augmentation for Clinical or Professional Services

In departments where faculty salary includes pay for clinical services, or where there is extra income for non-academic work or extra teaching, it is advisable at the time of the assignment to define in writing what the duties are and what the basis is for the extra salary. Where such expectations and rewards are not clearly specified in advance, there is ample room for misunderstanding and disputes after the fact. Is the extra pay a fixed dollar amount or a percentage of income earned by the program? Will there be any payment if the program operates at a loss for a period of time? Are all the participants in a program expected to do the same or equivalent work, and are they to be rewarded on a similar basis?

### Some Concluding Observations

At this time when our society is increasingly litigious, adversarial, and confrontational, it is worthy of note that while such approaches have an important place in our culture, they are not the only ways of conflict resolution, nor are they always the best techniques for achieving particular goals. Where appropriate we have focused instead on negotiation and mediation to settle a dispute. Such an approach is of course dependent on the attitudes of the parties involved, and not every matter is amenable to mediated resolution. When it seemed to best serve the interests of a complainant, our Office has recommended that he or she move onto use the University judicial and grievance processes.

Anyone in the University community who would like to make use of the services of the Office of the Ombudsman should feel free to call Ext. 8261 for an appointment. It must be said in completing this report that most of the best services performed by the Office come from the dedication and hard work of Associate Ombudsman Gulbun O'Connor. In addition to providing the continuity, the institutional memory, and the glue that makes the Office work, her high regard for individual rights combined with first-rate counseling and mediation skills add quality to our services.

*The Faculty of the School of Arts and Sciences approved the following recommendations from the Committee on Undergraduate Education at the Faculty Meeting held April 14. Dean Rosemary A. Stevens has asked all members of the University who interact with students to help communicate this policy to all undergraduates in the College.*

## Revision of College Policy on Incompletes for Undergraduates

The policy on Incompletes for Undergraduates has been under review by the Committee on Undergraduate Education for the past two years. Last year, the faculty approved a provision that allows instructors to change Incompletes after they become permanent (at the end of the fourth week of the following semester). Previously, such changes required that the student petition to the Committee on Undergraduate Academic Standing.

Concerned about the large number of Incompletes that are never resolved and that become permanent on students' records, the Committee this year explored several options that would prevent incompletes from becoming permanent inadvertently. As we studied this issue, we learned that the other undergraduate schools convert Incompletes to F's after a certain period and that they do not permit students to graduate with an Incomplete on their records. Surprisingly, we learned also that such a policy was unanimously favored by student representatives on the Committee. Among Arts and Sciences faculty, we found a division between those who felt that students should be held to the current deadline and those who wanted to be able to allow students additional time. Moreover, we found that this difference of opinion reflects different pedagogical contexts in which course work is done. Nevertheless, we agreed that the current policy does not promote timely completion of work and therefore does not serve the students well.

After extensive discussion, the Committee reached consensus on the following revisions to the Incompletes policy, which it recommends to the faculty for its approval. The Committee recommends:

- That two types of mark be made available to instructors for course work that is incomplete at the end of the semester. One type, a short Incomplete (I), would have to be resolved by the student *by the end of the fourth week of the subsequent semester*; if unresolved by that time, it would automatically be converted to an F. (This mark would function exactly as the Incomplete does for students in the other undergraduate schools.) The other type, a long Incomplete (II), would have to be resolved by the end of the subsequent semester; if unresolved by that time, it would be converted automatically to an F.
- That students may not be graduated with an Incomplete remaining on their record.
- That instructors may decide to change a student's grade after either one of these deadlines by submitting a change of grade form to the College Office.
- That students who have been granted an Incomplete of either kind are entitled to it until the deadline for resolving it.
- That the Incompletes policy applies to all undergraduates in the School of Arts and Sciences regardless of the school in which they take a course. Other students are governed by the rules of their respective schools.

The new policy [will] affect paragraphs numbered 2 and 3 of the policy on Incompletes on page 9 of the *Undergraduate Academic Bulletin*.

## DEATHS

*The following was contributed by Dr. Gellhorn on the death of his wife.*

**Olga Frederick Gelihorn**, wife of a former dean at the Medical School and a well-known shepherd, food producer and hostess died at her Catskill mountain farm in Durham, New York on April 14. She was 81. Renowned for her Olga's Wild Grape Jelly, Wild Plum Preserves, and Herb Squash Soup as well as the pure-bred, black-faced sheep, Mrs. Gellhorn was known for her hospitality to generations of medical students, residents, and young doctors who worked with her husband, Dr. Alfred Gellhorn, who was Dean of the Medical School from 1968 to 1973.

Her husband and four daughters were at her bedside: Martha Gellhorn and Edna Gellhorn, the Gellhorn Sisters Landscape Gardeners of Ukiah, California; Anne Campbell of Philadelphia, a programmer analyst at Penn; and Christina Gellhorn, a children's school educator of Englewood, New Jersey. She was predeceased by a fifth daughter, Maria, in 1964. Mrs. Gellhorn is also survived by a brother, George Frederick

of Sarasota, Florida, and five grandchildren including Alfred Gellhorn Campbell, a student at Germantown Friend's School.

\* \* \*

**Catherine Busch**, a retired physics research specialist, died January 20. Mrs. Busch had retired in 1983 after having spent 13 years at Penn. She is survived by her son, Thomas.

**Amal K. Ghosh**, a 64-year-old senior research specialist in Biochemistry/Biophysics at PennMed, died on April 12. He had been at Penn for about twelve years and is survived by his wife, Sabita, and his son, Partha Sarathi.

**Wayne Trautz**, a charginer in building repairs at Physical Plant, died on April 8 after a period on disability. He was 59 and had been at Penn since 1953, holding many positions including carpenter's helper, gardener, and earpenter. He is survived by his wife, Ellenor.

**James Wines**, a former custodian at Physical Plant, died April 2. He came to Penn in 1962 and worked in that department until his retirement in 1985. He is survived by his wife Ellen.

## Personnel/Payroll System Changes:

### Sick Pay and Vacation Time

Modifications have been made to the Personnel/Payroll system in accordance with the existing University Policy No. 603.4: *vacation time, floating holidays and personal days cannot be used for sick time except prior to using short-term disability as documented in SHORT-TERM DISABILITY* (see Policy No. 612.5, 613.2).

Effective Monday, May 4, 1992, when sick time is submitted for an employee, the Personnel/Payroll system will check the sick 1 and sick 2 balances. If both balances are zero, the system will not pay those hours submitted. The May 15, 1992 paycheck will be the first check that this change will impact. The employee's pay stub will indicate this occurrence by displaying "UNCOMPENSATED HOURS" and the number of hours unpaid.

Please feel free to call HRIM/Records (Ext. 8-7289) or Staff Relations (Ext. 8-6093) should you have questions concerning the above changes.

— *Rogers Davis, Director of Human Resources, Recruitment and Retention*

— *Gary F. Truhlar, Director, Human Resources Information Management*

## Volunteers for Eye Study

A free, complete eye examination is being offered to people who volunteer for a study at the Scheie Eye Institute, home of Penn's ophthalmology department. Volunteers must have Type I diabetes diagnosed within four years; be between 15 and 35 years old; and be otherwise healthy.

Volunteers will be asked to come to Scheie Eye Institute, 51 North 39 Street, one time for a complete eye examination including a retinal evaluation, blood studies and eye photography. There will be no charge for these services.

The purpose of the research is to determine whether changes occur in the retina of the eye before clinical signs of diabetic retinopathy. The findings from this study may lead to a new method for earlier detection of the onset of diabetic retinopathy.

Those interested should call Joan Bathe at 662-8038.

## Penn Credit Union

The University of Pennsylvania Federal Credit Union announces the lowering of its interest rates:

Vacation Loans	9.5%
Debt Consolidation Loans	11%
Home Equity Loans	9%
Share Secured Loans	8%

In addition, currently any balance of \$100 or greater earns 4% compounded quarterly (subject to change without prior notice). The Credit Union offers many other advantages including withdrawal of any saving by telephone to be picked up or mailed to the member's home, as well as monthly statements for members with share draft (checking) or quarterly statements if they do not have a checking account with the Credit Union.

For more information about the services that the Credit Union offers, call Dot McErlean at Ext. 8-8539.



## Open Forum on Overnight Mail Services: April 23

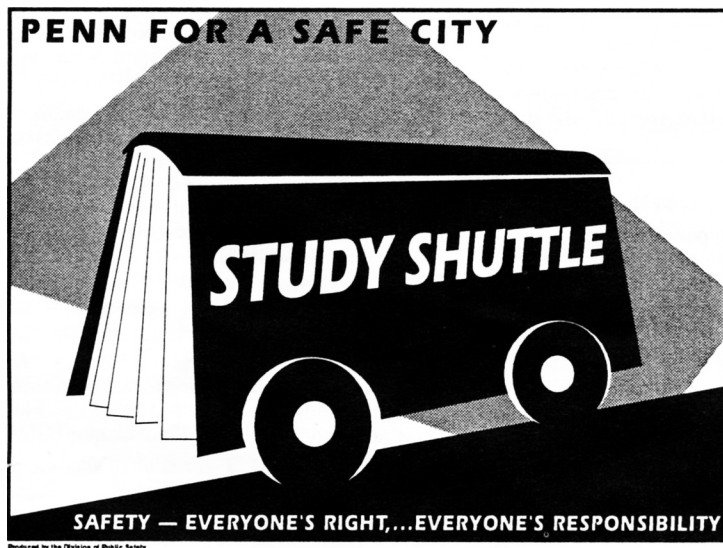
Penn Mail Service is presenting an open forum on overnight express services April 23 from 11 a.m. to 2 p.m. in room 216 of the Nursing Education Building. This will be an informal opportunity to ask questions about the overnight express services offered by Penn Mail Service. If you have billing questions or are unsure of the options available, or just want to talk to the Mail Service employees who handle overnight express service, this is now your chance to do so in an informal setting. *There will be no speeches.*

Please take this chance to learn more about the services that are available to you, learn how to save your department money and save yourself headaches. This is an open forum setting; we need your attendance and questions to make this work. Please make time in your busy schedule to drop by for 10 or 15 minutes; it will be a wise investment of time. Call Jim Bean at Ext. 8-8665 or Phyllis Vizzachero at Ext. 8-4545 for more details. See you on the 23rd in 216 NEB.

—Jim Bean, Manager of Mail Service

### A Question of Safety: What's a Study Shuttle?

It's an exam-time hybrid. Like a bus, it leaves for neighborhood destinations at a set time



(see bottom of page) and you don't have to call it. But, like the Escort Service, it delivers you to your door instead of dropping you along a set route. It's Penn's way of saying, "If you're stressed out over exams, and groggy from too many hours hitting the books...or if you're the librarian working extra hard during exams...be more careful than ever on your way home."

## About the Green Route & Study Shuttle

Now through Friday, May 8, Transportation & Parking will extend the Green Route and Study Shuttle schedules for the Final Exam period. The transportation schedules during final exams will be as follows (*new times in bold*):

**Green Route** (provides drop-off only service to the area east of the Schuylkill River bounded by Market, 20th and South Streets).

3901 & Spruce	Houston Hall	33rd @ Palestra	36th & Walnut	34th & Chestnut
7:00 p.m.	7:03 p.m.	7:05 p.m.	7:08 p.m.	7:10 p.m.
<b>7:30 p.m.</b>	<b>7:33 p.m.</b>	<b>7:25 p.m.</b>	<b>7:38 p.m.</b>	<b>7:40 p.m.</b>
8:00 p.m.	8:03 p.m.	8:05 p.m.	8:08 p.m.	8:10 p.m.
8:30 p.m.	8:33 p.m.	8:35 p.m.	8:38 p.m.	8:40 p.m.
9:00 p.m.	9:03 p.m.	9:05 p.m.	9:08 p.m.	9:10 p.m.
9:30 p.m.	9:33 p.m.	9:35 p.m.	9:38 p.m.	9:40 p.m.
10:00 p.m.	10:03 p.m.	10:05 p.m.	10:08 p.m.	10:10 p.m.
10:30 p.m.	10:33 p.m.	10:35 p.m.	10:38 p.m.	10:40 p.m.
11:00 p.m.	11:03 p.m.	11:05 p.m.	11:08 p.m.	11:10 p.m.
<b>11:30 p.m.</b>	<b>11:33 p.m.</b>	<b>11:35 p.m.</b>	<b>11:38 p.m.</b>	<b>11:40 p.m.</b>
12:00 a.m.	12:03 a.m.	12:05 a.m.	12:08 a.m.	12:10 a.m.
<b>12:30 a.m.</b>	<b>12:33 a.m.</b>	<b>12:35 a.m.</b>	<b>12:38 a.m.</b>	<b>12:40 a.m.</b>
1:00 a.m.	1:03 a.m.	1:05 a.m.	1:08 a.m.	1:10 a.m.
2:00 a.m.	2:03 a.m.	2:05 a.m.	2:08 a.m.	2:10 a.m.

**Study Shuttle** (leaves from Van Pelt Library and services the area normally covered by Escort Service).

Vans will operate continuously from 8 p.m. to 3 a.m., Sundays through Thursdays, April 26 through May 7. Shuttles will depart approximately every 15 minutes and will provide door-to-door service from Van Pelt Library to places of residence within the Escort Service boundaries (see map in *Almanac*, April 7).

## OEHS Seminar: Hepatitis B Vaccine

A seminar, *Occupational Exposure to Bloodborne Pathogens*, mandated by the Occupational Health and Safety Administration (OSHA), will be presented by the Office of Environmental Health and Safety in the Medical School on Monday, April 27 at 10:30-11:30 a.m. in the J. Morgan Building, Class of 1962 lecture hall.

This program is designed to help protect personnel from occupational exposure to bloodborne pathogens such as the Hepatitis B Virus. Information pertaining to the safe handling of infectious agents will be presented.

Information regarding *free Hepatitis B vaccination* for all personnel (faculty, research technicians, research specialists, research assistants, support staff) will be available. Please call Barbara at Ext. 8-4453 to register or for more information.

## Healthy Babies Month

The HUP Department of Obstetrics and Gynecology, with the assistance of the Volunteers in Public Service (VIPS), is celebrating Healthy Babies Month in May with a maternity and baby clothing and accessories drive to benefit its patients in need. This is the fifth consecutive year that the March of Dimes has designated May as Healthy Babies Month. The Ob-Gyn drive is scheduled for Friday, May 1 and Monday, May 4, and seeks to collect new and pre-owned clothing and accessories. Dropoff points are conveniently located at: Franklin Building Lobby, Parent Infant Center at 4205 Spruce St., Blockley Hall Lobby, Maloney Entrance, and Gates Lobby. For additional information, please contact VIPS at Ext. 8-2020 or the Ob-Gyn Department at 662-7807.

## PENNIincs Science Mentors

The PENNIincs Science-Mentoring Program is now recruiting mentors for Fall 1992.

Volunteers perform hands-on science activities with elementary school children for one hour a week. Community service requirements can be fulfilled by this program. Mentors work and travel in teams and are reimbursed for their expenses. For more information, call Dr. Linda Newman at Ext. 8-3123/2861.

## Going with 'Museum on the Go'

The University Museum of Archaeology and Anthropology seeks volunteers for its in-school program called "Museum on the Go." Volunteers, known as Mobile Guides, travel to Philadelphia elementary schools introducing children to actual Museum artifacts, as well as reproduction costumes, maps, models and pictures of Ancient Egypt, the Classical World and North American Indians. To find out more about volunteer opportunities, contact the Mobile Guides office at the Museum at Ext. 8-4277.

## Penn Press's Big Book Sale

The University of Pennsylvania Press is holding its annual "Big Book Sale" now through June 30. Over 430 books are discounted up to 92% off list prices. More than 150 books are priced below \$10. Since all of the books need to be ordered via mail order, catalogs can be obtained by calling the Press's marketing department, Ext. 8-6264.

# Update

APRIL AT PENN

## CONFERENCES

**22** *Home Health Care: Facing the Issues of the 1990s*; a satellite conference; 1-3 p.m.; GC 17-119, Veterans Administration Medical Center, Woodland and University Ave. Registration: call Ext. 8-3174 (F/SAP).

**24-25** *Innovations in Oculoplastic Surgery*; Scheie Eye Institute. Information: Charlotte Bearer, 662-8141 (Ophthalmology).

**25** *Discovering Women: Counting 500 years of Unwaged and Low-Waged Work*; international speakers; 2:30-6 p.m.; St. Mary's Parish Hall (Wages for Housework Campaign).

## EXHIBITS

**22** *MFA Exhibition*; current works by graduate students. Meyerson Gallery. Reception: 7-10

p.m., April 25. Through April 30 (GSFA).

*Art By Children*; a collection of multimedia works on canvas by elementary school children working with Undergraduate and graduate Penn artists; Opening reception, 4-6 p.m., Institute of Contemporary Art (Penn Student Gallery). Through April 26.

## FITNESS/LEARNING

**22** *Sobriety 1: Less Than 18 Months in Recovery*; noon-1 p.m.; Room 304, Houston Hall. Also on April 29 (F/SAP).

**29** *Empty Nest? Not Anymore: When Adult Children Return home*; noon-1 p.m.; Bishop White Room, Houston Hall (F/SAP).

*Victim's Rights and the Media*; noon-1 p.m.; Public Safety Training Room, 3914 Locust Walk Annex (Safer Living Seminars).

## ON STAGE

**24** *DanceFusion*; contemporary dance; 8 p.m.; MTI Tabernacle Theatre. Tickets: \$20 for Friday performance/reception; for prices other dates call Ext. 8-2881. Also April 25 at 8 p.m.

## SPORTS

**25** *Penn Relays on TV*; locally on WPHL-TV, Channel 17 from 4-6 p.m.. 8-10 p.m. Also April 26 at 2 a.m. Nationally on ESPN, 2-3:30 p.m.

## TALKS

**22** *New Approaches to the Treatment of Serious Infection*; Richard Quintiliani, Hartford Hospital, 11 am-noon, Medical Alumni Hall, 1 Maloney (GIM).

*The Meaning of the 500 Years Since the Conquest: Voices from Alta Verapaz, Guatemala*; Father Bernard Survil, Maria Oxom and DarioCaal; 4p.m.; Fourth Floor, Williams Hall (Latin American Cultures Program).

**23** *Population-Based Cohort Study of Injuries in an Urban Slum Population in India*; B.W.C. Sathiyasekaran, INCLEN Fellow; 9-10 am.; 313 Nursing Education Building (GIM).

*Origin of the Tetrapods*; Keith Thomson, Philadelphia Academy of Natural Sciences; 4 p.m.; Room 358, Hayden Hall (Geology).

**24** *Situation Spaces*; Keith Devlin, Math and Computer Science, Colby College; noon-2 p.m.; 400C, 3401 Walnut Street (IRCS).

*How to Stomp Out the Melanoma Epidemic*; Dupont Guerry, hematology-oncology, HUP; noon-1 p.m.; Agnew-Grim Conference Room, 2 Dulles (GIM).

**27** *After the State Says No*; Bruce Kinosian, geriatrics, 8-9 am.; first Floor Conference Room, New VA Nursing Home (GIM).

**28** *Population Projections for the U.S.: Uncertainties About Old Age Mortality*; Samuel Preston, sociology; noon-1 p.m.; First Floor Chestnut Room, Colonial Penn Center (GIM).

**29** *Pathogenesis & Treatment of Cresdentic and Glomerulo Nephritis*; Sir Keith Peters, medicine, Cambridge; 11 a.m.-noon; Medical Alumni Hall, 1 Maloney (GIM).

*Recent Discoveries at Ebla: Architecture and Religion of the Old Syrian City*; Paulo Matthiae, Universita Degli Studi de Roma; 6 p.m.; Rainey Auditorium, University Museum (International Programs).

*The Evidence of Being: A Presentation and Discussion by Black Gay and Lesbian Cultural Activists*; Cheryl Dunye and Essex Hemphill; 7 p.m.; Bowl Room, Houston Hall (Greenfield Intercultural Center).

**Change of location:** Restoration Brass Ensemble, from Irvine Auditorium to Naval Station-Chapel April 26, 3:30 p.m. Info: 897-5103.

**Correction:** Last week's cover story on the Sloan Awards should have said Dr. Diebold took his Ph.D. in economics from SAS.

## 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 five busiest sectors on campus where two or more incidents were reported between **April 13, 1992 and April 19, 1992.**

**Totals:** Crimes against persons—1 Thefts—12 Burglaries—1  
Thefts of auto—2 Attempted thefts of auto—2

Date	Time	Location	Incident
<b>Crimes Against Persons:</b>			
04/19/92	11:27 PM	4000 Spruce	Student robbed by 5 males/wallet taken
<b>34th to 36th; Spruce to Locust</b>			
04/13/92	12:23 PM	Furness Building	Secured bike taken from rack
04/15/92	3:34 PM	Williams Hall	VCR taken from room
04/16/92	1:58 PM	Williams Plaza	Secured bike taken
<b>36th to 38th; Walnut to Market</b>			
04/15/92	10:22 PM	Gimbel Gym	Unattended wallet/contents taken
04/16/92	8:05 PM	International House	Wallet/contents taken
04/17/92	9:15 AM	Nichols House	Cash taken from secured room
<b>36th to 3801; Hamilton to Spruce</b>			
04/13/92	6:16 PM	Upper Quad	Secured bike taken from rack
04/18/92	1:52 PM	Bodine Dorm	Computer, phone, other items taken from room
04/19/92	5:30 PM	Coxe Dorm	Stereo, VCR, TV, phone, other items from room
<b>38th to 39th; Locust to Walnut</b>			
04/14/92	11:25 AM	Fels Center	Copper tubing taken
04/17/92	8:18 AM	Lot 16	1980 Olds/steering column damaged
<b>32nd to 33rd; South to Walnut</b>			
04/13/92	8:06 PM	Lot 5	Oldsmobile taken from lot
04/16/92	3:43 PM	Hutchinson Gym	Wallet & various items taken

**Safety Tip:** Do not leave your valuables in plain view, secure all valuable items when away from your work area.

## 18th District Crimes Against Persons

Schuylkill River to 49th Street, Market Street to Woodland Avenue  
**12:01 AM April 6, 1992, to 11:59 PM April 12, 1992.**

**Totals:** Incidents-11 2, Arrests-1

Date	Time of Incident	Location	Offense/Weapon	Arrest
04/06/92	2:40 AM	4050 Locust	Robbery/gun	No
04/06/92	2:35 PM	4600 Chestnut	Robbery/gun	No
04/06/92	10:30 PM	3300 Market	Robbery/screwdriver	No
04/07/92	4:33 PM	4521 Chester	Robbery/strong-arm	No
04/08/92	7:00 AM	200 Farragut	Robbery/shotgun	No
04/08/92	9:20 PM	3300 Market	Robbery/simulated weapon	No
04/09/92	12:15 AM	3600 Market	Robbery/gun	No
04/10/92	10:40 PM	3900 Walnut	Robbery/gun	No
04/10/92	11:05 PM	1300 Melville	Robbery/razor	Yes
04/11/92	7:20 PM	4300 Market	Robbery/pipe	No
04/11/92	10:21 PM	3300 Market	Robbery/screwdriver	No
04/11/92	11:45 PM	3800 Sansom	Robbery/gun	No



*Almanac*

3601 Locust Walk Philadelphia, PA 19104-6224  
(215) 898-5274 or 5275 FAX 898-9137  
E-Mail ALMANAC@A1.QUAKER

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR Karen C. Gaines  
ASSOCIATE EDITOR Marguerite F. Miller  
EDITORIAL ASSISTANT Leda C. Sawchak  
STUDENT AIDES Shari Bart, Elena Bercovitch, Gina Bloom, Michael Hoffman, and Bill King

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, June Axinn, Charles D. Graham (Chair), David K. Hildebrand, Phoebe S. Leboy, Louise P. Shoemaker, Lorraine R. Tulman, Roger Walmsley; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Laurie Cousart (A-1), Judith A. Vaughan-Sterling (Librarians); Shirley Purcell (A-3).