

Almanac

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Pullout: Letters to Harrisburg

Teaching Award in Social Work....Vet School's Norden Award and Others

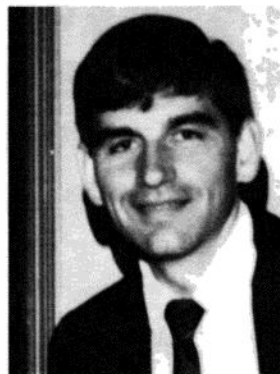
Dr. Jane Isaacs Lowe, assistant professor of social work, is the recipient of the 1992 Excellence in Teaching Award at the School of Social Work. The award will be given formally at the School Commencement ceremony at 3 p.m., May 18 in Harrison Auditorium at the University Museum.

Dr. Lowe, a graduate of Columbia and Rutgers who joined Penn in 1989, teaches health policy, planning and administration. She also "balances her significant investment in teaching with an action research agenda in the community," according to Dean Michael Austin.

"Her deep commitment to preparing students for professional practice and her research interest in the community-based health care make her one of the rising stars at the School."



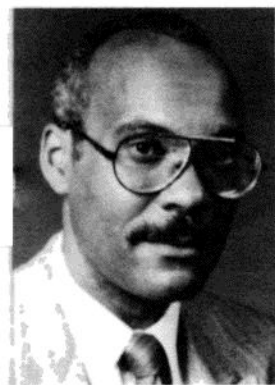
Dr. Lowe



Dr. Sweeney

The School of Veterinary Medicine, which now has 10 teaching awards given at an annual dinner dance of students and faculty, presented its prestigious Norden Distinguished Teaching Award this year to Dr. Raymond Sweeney, assistant professor of medicine at New Bolton Center. This is the second Norden Award for Dr. Sweeney, who previously won it in 1986. He has been on the School's clinical faculty since 1982.

(Other teaching awards in veterinary medicine: page 2.)



SSW's
Peter
Vaughan

SSW Acting Dean: Dr. Vaughan

Dr. Peter Vaughan, associate dean of the School of Social Work, will take office June 1 as acting dean of the School, Provost Michael Aiken has announced.

While the search for a new dean will shortly reach a successful conclusion, the Provost said, "because it is late in the year there may be a delay before the new dean can take office. We are therefore most grateful to Peter for his willingness to accept this important responsibility. His leadership and experience will assure that the school maintains its excellence during this period of transition."

Dr. Vaughan has headed the search committee for a successor to Dean Michael Austin, who has taken a professorship at Berkeley.

Dr. Vaughan is a graduate of Temple with masters' degrees from Wayne State and Michigan State, who took his Ph.D. in social psychology at the University of Michigan. After teaching at Wayne State he joined Penn in 1981 and became associate dean in 1987. He has twice won the School of Social Work's Excellence in Teaching Award, in 1987 and in 1990, for his teaching, notably on health and mental health, and on interdisciplinary collaborative roles in health, adult functioning and group process.

\$2000 Departmental Teaching Award : Pathology/Dental

The Department of Pathology in the School of Dental Medicine is the first recipient of a new School teaching award which honors "outstanding departmental teaching of predoctoral students," Dean Raymond Fonseca has announced.

The Award for Departmental Teaching Excellence carries a cash prize of \$2000 for the department. "While contributions of individual departmental faculty are pertinent to the assessment," said Dr. Norton Taichman, associate dean for academic affairs, "the award is meant to recognize and applaud the collective effort and creativity of the teaching by the department."

The award is given on the basis of competitive review of applications submitted by departments to a student/faculty awards committee, according to Dr. Taichman.

Applications are assessed on current impact and commitment to predoctoral education, and on the merits of the department's proposal to use the prize to reinforce teaching in the future. The award can be applied to any worthwhile endeavor that amplifies the educational mission of the department, Dr. Taichman said.

Pathology won the 1992 award for its proposal to institute a new selective course, *Differential Diagnosis of Oral Lesions*, for senior students. Dr. Jeffrey Stewart, assistant professor of pathology, will direct the program, which consists of a series of twelve seminars on the general principles in the process of developing differential diagnoses.

The School of Dental Medicine has eleven departments, seven of them clinical and the others in basic sciences.

Honors: Three Guggenheims Two New AAAS Members...

AAAS: Dr. John Quinn, the Robert D. Bent Professor of Chemical Engineering, and Dr. Rosemary Stevens, professor of the history and sociology of science and dean of SAS, were elected to the American Academy of Arts and Sciences. They are among 205 U.S. scholars added this year to the prestigious 212-year-old society. Dr. Stevens' election gives the department of history and sociology of science at Penn a full house: all five of its full professors are members of the academy, according to Dr. Arnold Thackray, who believes such a concentration to be rare if not unique. The five, who constitute half the department's faculty, are Drs. Thomas Hughes, Charles Rosenberg and Nathan Sivin along with Drs. Stevens and Thackray.

Guggenheims: Three of the nation's 128 John Simon Guggenheim Fellows for the coming year are members of the Faculty of Arts and Sciences at Penn. The Fellows and the topics each will work on during the Guggenheim year:

- Dr. Jeffrey Kallberg, associate professor of music, *Historical Discourses of Gender in Instrumental Music, 1800-1848*.
- Dr. Vicki Mahaffey, associate professor of English, *The Politics of Representation*.
- Dr. Jane Menken, professor of sociology and demography and director of the Population Studies Center, *Fertility and Family Structure in Bangladesh*.

Other Honors: page 2

Veterinary School Award Winners



Dr. Atchison



Dr. Griot-Wenk



Dr. Mongil



Dr. Laws



Dr. Diefenderfer



Dr. Gillette



Dr. Oristaglio



Dr. Squires



Drs. Elie and Govers



Dr. Hassinger



Dr. Cohen

More Veterinary Awards

In addition to the Norden Distinguished Teaching Award to Dr. Sweeney (page 1), the School of Veterinary Medicine's teaching awards list for 1991-92 includes the following:

The Beecham Research Award was presented to Dr. Michael Atchison, assistant professor of biochemistry, who has been at Penn for three years.

Dr. Monika Griot-Wenk, an intern, received the Jules Silver Bedside Manner Award. She is in her second year at Penn.

The Iams Small Animal Clinician Award

was presented to Dr. Marjan Govers and Dr. Carlos Mongil, both of whom are finishing their third year in residency.

The William B. Boucher Award for Outstanding Teaching at New Bolton Center by a House Officer was presented to Dr. Elizabeth Laws, a second-year resident in surgery.

Dr. David Diefenderfer, a postdoctoral fellow, received the resident's award for Outstanding Teaching by a Faculty Member. He has been at Penn since 1981.

The Class of 1995 gave its award to Dr. Trudy Van Houten, a visiting lecturer.

Dr. Deborah Gillette, assistant professor of pathology, received the award from the Class of

1994. She has been at Penn six years and was also the recipient of the Class of 1990 Teaching Award in 1987-88.

The Class of 1993 presented its award to Dr. Regina Oristaglio, a resident in reproduction, who has been here for two years.

The graduating class honored five members of the School for their teaching, including one faculty member—Dr. Richard Squires, who has been at Penn since July 1991; two residents—Dr. Marjan Govers and Dr. Marc Elie, now completing his first year; a first-year intern, Dr. Kirk Hassinger; and nurse-practitioner Jane Cohen, who has been at VHUP for eight years, six of them in orthopedics.

HONORS & ... Other Things

In Languages and Exchanges...

Dr. Frank Bowman, a Lindback Award-winning professor of French who has been on the faculty since 1964, has been named director of the new French Institute at Penn now taking shape on the fourth floor of Lauder-Fischer Hall. Dr. Bowman, who was recently made an *Officier des Palmes Academique* by the French government in recognition of his contributions to French studies, is noted for his work in nineteenth century intellectual life and literature. He has taught at Paris III and Paris VII, and he founded and directed the Penn Exchange with Lyons in 1989.



Dr. Bowman



Dr. Nichols

Dr. Stephen G. Nichols, Edmund J. Kahn Professor of Humanities, will receive an honorary degree June 3 from the Universite de Geneve, "to honor a man who is at once a scholar of great distinction and, in the matter of university exchanges, an exceptional partner."

Dr. Ernest Bender, professor emeritus of Indo-Aryan languages, has been elected vice president of the American Oriental Society. Earlier he was named editor emeritus of its *Journal*, the first such designation since the Society was founded in 1842.

... Music

Dr. Jean K. Wolf, assistant director of historic preservation, and Dr. Eugene K. Wolf, professor of music, are winners of the Music Library Association's Richard B. Hill Award, given annual for the best article on music librarianship or of a music-bibliographic nature. The Association said the couple's article, on Rastrology and Its Use in Eighteenth Century Manuscript Study "significantly expands the boundaries of music bibliography and musical text criticism. The authors explain that rastrology is the study of the staff-lining of music manuscripts, and their winning article established for the first time the precise methods used in lining music paper in the 17th through 19th centuries and how to use this evidence to determine date and provenance.

Dr. Eugene Wolf was also awarded an NEH Fellowship* for 1992-93 for a study of *The Origins and Early History of the Symphony*.

...Medicine

Three members of the Medical School faculty have been elected to the prestigious Institute of Medicine of the National Academy of Sciences. They are:

- Dr. Robert Austrian, John Herr Musser Professor and chairman emeritus of research medicine;

- Dr. Clyde Barker, John Rhea Barton Professor of Surgery, Donald Guthrie Professor of Surgery, director of the Harrison Department of Surgery and chairman of surgery; and

- Dr. Britton Chance, Eldridge Reeves Johnson University Professor Emeritus of Biophysics and Physical Chemistry. In February, Dr. Chance also received the National Institute of Health's Christopher Columbus Discovery Award for his outstanding contributions to biomedical research.

* If others in the University have won NEH fellowships, they should advise *Almanac* directly. While some national foundations and federal agencies send lists of winners to institutions, the custom of NEH is to inform only the recipient. Note that the last scheduled issue of *Almanac* for the term is published May 26; the deadline is May 19.

Council: Open Expression, Harassment, Locust Walk

At Council on May 6, members were polled on three questions on the wording of existing University policies—two on open expression and the other on sexual harassment.

A request to reconsider definition of sexual harassment in the current policy, scheduled as a discussion item, was converted to an action item by vote of the majority. Dr. Jean Crockett said there is ambiguity between the narrowest definition used (pressure for sexual favors, physical contact) and the broader language based on creating a threatening environment for work or academic performance—but that the Ombudsman's Office reports that half its sexual harassment cases are the latter. Council passed her motion to "affirm [its] understanding" that the broader definition applies.

Council also accepted one of Dr. Robert E. Davies's proposals on open expression—codifying as "reasonable" sound levels not over 85 db at 10 feet from the source, which he equated with the noise level of a helicopter flying low. But they rejected a proposal to allow campus police, instead of monitors, to photograph for the VPUL persons charged with violations who refuse to comply with monitors' requests for ID. Open Expression Guidelines specify that pictures may be taken by any campus member except police, and elsewhere specify that campus police may not keep photo files on members of the University. The basis for the recommendation was reported intimidation of monitors, and a proposed safeguard was that police shoot only Polaroids and give them immediately to the VPUL, but GAPSA's Susan Garfinkel and others opposed any use of cameras by police.

Locust Walk: In her update on efforts to diversify Locust Walk (*Almanac* September 17, 1991), VPUL Kim Morrisson said the first diversification project, known as Community House, placed 24 students of both sexes and various backgrounds in the Castle, along with one graduate student and an upperclass RA. The House's common theme is community service, and it was host to various student volunteer groups including tutorial organizations, Penn Musicians Against Homelessness,

and others. Some 40 applications are now being considered for next year's group of 24 residents, and the RA slot is open, she said.

Dr. Morrisson also outlined as the next residential project for the Walk the conversion of 3609-11 Locust Walk (a fieldstone twin immediately west of The Palladium). Housing 37, it would become the largest residential site on the Walk east of 38th Street. She said the first decision has been made—to renovate rather than tear down the building and start over—but that detailed plans must be completed before fund-raising can start.

Campus Center: Dr. Morrisson listed questions that have arisen during recent briefings and are being addressed by the planning group and architects—bikeracks, parking, location of services such as the Women's Center that serve multiple constituencies; access, security, retail space, academic enhancement of the bookstore, and lockers for commuting students.

But Council had few new questions about the Revlon Center, and the scheduled time reverted to the Locust Walk topic. Several speakers urged moving fraternities away from the Walk altogether, and one proposed that no fraternity found in violation of recognition policy should be allowed to return to the Walk. Dr. Madeleine Joullic argued for removal of all residential units in favor of classrooms, study and computing facilities and other academic activities.

Occupational Safety Seminars: Bloodborne Pathogens, Chemical Hygiene

Two seminars are being offered by the Office of Environmental Health and Safety. They are *Occupational Exposure to Bloodborne Pathogens* and *aChemical Hygiene Program* training session both mandated by the Occupational Health and Safety Administration (OSHA). They will be presented on May 19 and 22, respectively, between 10:30-11:30 a.m. in the Class of 1962 Auditorium, John Morgan Building.

The May 19 program is designed to help protect personnel from occupational exposure to bloodborne pathogens such as the Hepatitis B virus and the Human Immunodeficiency 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.

The May 22 session will review new OSHA regulation *Exposures to Hazardous Substances in the Laboratory* as well as Penn's written safety program. Attendees are requested to bring their Penn ID cards. Questions and phone registration for either seminar: Barbara at Ext. 8-4453.

Steering Election: Faculty members elected to the Council Steering Committee for 1991-92 are Drs. Helen C. Davies, Peter Freyd, Kenneth George and Morris Mendelson. Students are Anne Cublilic of GAPSA and David S. Rose, C '93, of the Undergraduate Assembly.

Cutting Jobs, Keeping People

Last month at back-to-back meetings of A3 and A1 staff (about 400 in each session), Human Resources Vice President William Holland joined President Sheldon Hackney and Executive Vice President Marna Whittington in outlining strategies for remaining the "employer of choice for staff, just as it is the school of choice for faculty and students," in the face potential cutbacks if the General Assembly does not override Governor Casey's zero-for-Penn budget.

In a worst-case scenario, Dr. Holland emphasized that any proposed layoffs will be closely monitored by Human Resources, with extensive new safeguards for retention and redeployment of staff if positions are eliminated. On the following two pages, *For Comment* by all faculty and staff, is a detailed document outlining the safeguards.

And the center insert is a four-page sampling of letters to Harrisburg. Members of the University who need the April 21 *Almanac Supplement* on addresses of legislators may call *Almanac* at Ext. 8-5274.

Summer Transportation Schedules: May 18

Escort Service: The Escort Service is designed to provide safe transportation for members of the Penn community who cannot be adequately served by PennBus. Beginning Monday, May 18 and continuing through Labor Day, summer operating hours are from 6 p.m. to 1 a.m., Monday through Sunday, to and from locations within the Escort Service boundaries. Escort Service will not service stores, restaurants, bars, or any other business establishments.

PennBus: PennBus is an evening bus service that follows two distinct routes serving West and Southwest Philadelphia. Beginning Monday, May 18 and continuing through Labor Day, the PennBus runs between 4:40 p.m. and 12:30 a.m., Monday through Friday. It leaves Houston Hall according to the following schedule and will be clearly marked to indicate its current route.

Bus Route	Houston Hall	36th & Walnut	39th & Spruce	39th & Walnut
BLUE	4:40 p.m.		4:45 p.m.	
BLUE	5:15 p.m.	5:21 p.m.	5:27 p.m.	
BLUE	6:00 p.m.	6:05 p.m.	6:08 p.m.	
RED	6:30 p.m.	6:35 p.m.		6:37 p.m.
BLUE	7:00 p.m.	7:05 p.m.	7:08 p.m.	
RED	7:30 p.m.	7:35 p.m.		7:37 p.m.
BLUE	8:00 p.m.	8:05 p.m.	8:08 p.m.	
BLUE	9:00 p.m.	9:05 p.m.	9:08 p.m.	
RED	9:30 p.m.	9:35 p.m.		9:37 p.m.
BLUE	10:00 p.m.	10:05 p.m.	10:08 p.m.	
RED	10:30 p.m.	10:35 p.m.		10:37 p.m.
BLUE	11:00 p.m.	11:05 p.m.	11:08 p.m.	
RED	11:30 p.m.	11:35 p.m.		11:37 p.m.
BLUE	12:00 a.m.	12:05 a.m.	12:08 a.m.	

Green Route Shuttle: The Green Route Shuttle provides drop-off only service east of the Schuylkill River. Beginning Monday, May 18 the shuttle will be operating Monday through Sunday from 7 p.m. to 12:10 a.m. and stopping at five (5) campus locations before proceeding across the Schuylkill River.

On-campus pickup locations and approximate timetables are listed below.

39th & Spruce	Houston Hall	33rd & Palestra	36th & Walnut	34th & Chestnut
7 p.m.	7:03 p.m.	7:05 p.m.	7:08 p.m.	7:10 p.m.
8 p.m.	8:03 p.m.	8:05 p.m.	8:08 p.m.	8:10 p.m.
9 p.m.	9:03 p.m.	9:05 p.m.	9:08 p.m.	9:10 p.m.
10 p.m.	10:03 p.m.	10:05 p.m.	10:08 p.m.	10:10 p.m.
11:00 p.m.	11:03 p.m.	11:05 p.m.	11:08 p.m.	11:10 p.m.
12:00 a.m.	12:03 a.m.	12:05 a.m.	12:08 a.m.	12:10 a.m.

Upon request, the Green Route Shuttle will deviate from the established route to take persons to their place of residence within the area east of the Schuylkill River and bounded by Market, 20th and South Streets.

To Members of the University Community

The University of Pennsylvania considers itself an "employer of choice" and is committed to fostering a positive work environment for its employees. As a part of that commitment, the University is issuing general guidelines regarding reorganizations, staff reductions, and temporary staff reassignments to promote fairness and to ensure consistency of practice and treatment of employees across the University.

These guidelines are not intended to create impediments for schools and centers but rather to assist the University community in our continuing efforts to manage resources more efficiently while retaining quality staff. The guidelines also highlight mechanisms that have been developed to assist employees in finding alternative placement within the University, should the employee's current position be eliminated, and to encourage the use of temporary reassignments to support schools and centers in meeting their staffing needs.

The guidelines are a compilation and expansion of current Human Resources policy and practice. Nothing contained in the guidelines abrogates rights and responsibilities established by existing policies.

We would like to take this opportunity to acknowledge the members of the task force, composed of representatives from the Division of Human Resources and from various schools and centers, and chaired by Dr. James Galbally, for their efforts in the development of these comprehensive guidelines. We would also like to thank the members of the University community who provide comments and recommendations in this process.

Marna Whittington, Executive Vice President

Michael Aiken, Provost

Guidelines for Staff Retention through Use of Reorganizations and Temporary Reassignments

I. Resources

Office of Affirmative Action
1133 Blockley Hall/6021
Compensation
3401 Walnut St/6228
Employment
124 Blockley Hall/6021
Staff Relations
527A 3401 Walnut/6228
Labor Relations
527A 3401 Walnut/6228
Faculty/Staff Assistance Program
227 Blockley/6021

Joann Mitchell, Director
898-6993 FAX # 662-7862
J. Bradley Williams, Manager
898-3503 FAX # 8-0403
David Barber-Smith, Manager
898-7285 FAX # 8-1682
Wanda D. Whitted, Manager
898-6093 FAX # 8-0403
John J. Heuer, Manager
898-6019 FAX # 8-0403
Carole Speight, Director
898-7910 FAX # 8-0529

II. Introduction

Prior to the implementation of any organizational or staffing changes, schools and administrative units are encouraged to take a comprehensive look at the entire organization. A broad range management plan which includes an assessment of the work and staffing needs of each individual department in the school or unit should be developed. Every effort should be made to reduce expenses without eliminating staff positions. Particular focus should be given to the use of changes in organizational structure and design that will assist departments in working more effectively and efficiently. Consideration should also be given to the temporary reassignment of staff. Only after other options for resource reallocation have been exhausted should staff reductions be considered.

When considering a reorganization and/or a staff reduction, particularly those involving a large number of employees, an action plan which allows for a smooth and organized transition should be developed in consultation with the Division of Human Resources. Human Resources will be of the greatest assistance to schools and centers when consulted as early as possible in the planning process.

III. Reorganizations

A. Determination of Reorganizations

When planning a reorganization, the supervisor should determine which functions need to be reduced or discontinued, which need to be expanded or added, and the staffing necessary to accomplish the work. Careful consideration should be given to the skills and abilities of the current staff and their potential for learning and adjusting to new and different duties and responsibilities. The proposed reorganization plan must be approved by the dean of the school (or designee) or vice president of the area (or designee) prior to submission to the Division of Human Resources.

B. Approval of Reorganizations

Following the dean's/vice president's approval, the supervisor must contact a representative of Compensation prior to initiating any action. The representative will review the suggested changes in duties and responsibilities to determine if there will be any resultant classification or

compensation impact. Any reorganization which results in the permanent reassignment of duties to a different classification and/or grade level must also be reviewed and approved by a representative of Compensation. A temporary reassignment of responsibilities does not constitute a reorganization but must be implemented in accordance with the guidelines set forth in Section V.

C. Notice to Employees

Written notice of changes in duties and responsibilities should be given to all affected staff members as far in advance of the change as possible. This notice should state the reasons for the change and the performance expectations of the revised position. Supervisors should meet with the affected employees to discuss changes in duties and responsibilities and performance expectations. Where applicable, appropriate training should be provided by the department.

IV. Staff Reductions

A. Determination of Reductions

When considering a reduction in staff, the supervisor should first determine which functions may be reduced or discontinued, taking into consideration, among other factors, the distribution of the workload, the staffing arrangements necessary to meet the remaining workload, and the type and number of positions which will be eliminated.

Before any regular full-time position is eliminated, consideration must be given to the discontinuation of any positions filled by temporary staff, student workers (except those student positions which are part of the College Work Study Program), or regular part-time staff members.

If there is more than one (1) staff member in the job classification and grade of the position to be eliminated, the department must consider all relevant factors including, but not limited to, those outlined below in order to determine whose employment is to be terminated:

1. The experience, education, training, and ability of each individual to perform the work that will remain.
2. The length of service in the classification and grade and the total years of accumulated University service of each individual in the targeted position(s).
3. Whether the proposed layoff will result in an adverse impact on staff members in protected classes.

B. Approval of Staff Reductions

All proposed reductions in staff must be approved by the dean of the school (or designee) or vice president of the area (or designee) prior to submission to the Division of Human Resources. Supporting documentation may be required.

Following the dean's/vice president's approval, the supervisor must discuss the potential reduction with a representative of Staff Relations prior to initiating any action. The representative will review the rationale and the appropriateness of the decision with the supervisor in accordance with University policy (#628) and adverse impact standards. Staff Relations will have final approval for all staff reductions. Staff Relations' decisions may be appealed to the Provost or the Executive Vice President.

C. Notice to Employees (Policy #628.3)

Written notice of the reduction should be given to the affected staff members as far in advance as possible, but in no instance less than one (1) month for an individual with fewer than ten (10) years of service and two (2) months for an individual with ten (10) or more years of service. This notification must state the reasons for and effective date of the separation and advise the staff member to contact a representative of Staff Relations for counseling and referral to Employment. A representative from Staff Relations will assist supervisors in developing staff reduction letters if needed.

Staff Relations must review and approve the written notice to employees prior to employees being informed of the reduction. Supervisors should meet with each affected employee individually to discuss the reduction and address any questions or concerns they may have.

V. Temporary Reassignments

The temporary reassignment of staff can be utilized to aid schools and centers in addressing short term staffing requirements and/or prevent the elimination of positions during periods in which the volume of work is minimal. This would reduce the need to hire additional staff, as well as assist the University in retaining quality staff.

An intra-school/center reassignment is defined as a reassignment within the home school or center. An inter-school/center reassignment is defined as a reassignment in another school or center. Temporary reassignments should not be done in lieu of reorganizations or changes in job design. In all cases temporary reassignments must not exceed six (6) months. Any assignments requiring more than six months must adhere to the normal posting process. A letter documenting the temporary reassignment must be submitted to Staff Relations.

A copy of the letter should also be given to the affected employee and a copy maintained in the departmental files. The letter should indicate the name, social security number, title, home department, and supervisor of the employee being reassigned, as well as the new title, department, salary information, and supervisor to whom the employee will be assigned. The letter must also include the effective date and the duration of the temporary reassignment.

Supervisors should meet with the affected employee to discuss the changes in duties and responsibilities. Supervisors should also conduct performance evaluations for all temporarily reassigned employees (forms can be obtained from Staff Relations). The evaluation should assess the employee's strengths and weaknesses while in the new position. Staff Relations should be contacted if any performance problems arise.

A. Intra-School/Center Temporary Reassignments

- i. *Resulting in no change to grade and no change to job classification or title.*

This type of temporary reassignment may be instituted without prior approval from the Division of Human Resources.

- ii. *Resulting in no change to grade but a change in job classification or title.*

This type reassignment may be instituted without prior approval from the Division of Human Resources as long as the minimum job requirements for the position to which an employee is reassigned are the same as the minimum job requirements for the employee's current position. In a circumstance where the minimum job requirements are dissimilar (i.e. requiring new or different knowledge, skills and abilities), the department must provide the employee with the following:

- a) A reasonable period to learn the new or different skills;
- b) Appropriate training and orientation;
- c) The right to return to the position of record in lieu of discipline if the employee can not meet the standards and expectations of the temporary position or if the employee's knowledge, skills and abilities are inadequate to perform the duties associated with the temporary position.

- iii. *Resulting in change to a higher grade.*

This type of temporary reassignment may be instituted under the following circumstances:

- a) The department must get approval from Compensation of the "acting pay rate;"
- b) The department must consult with Compensation prior to finalizing the selection process to ensure that appropriate consideration has been given to all similarly qualified employees in the department;
- c) Right to return to the position of record in lieu of discipline if the employee cannot meet the standards and expectations of the

temporary position or if the employee's knowledge, skills and abilities are inadequate to perform the duties associated with the temporary position.

- iv. *Resulting in a change to a lower grade in the same job family.*

This type reassignment may be instituted using the following procedures:

- a) The department must consult with Compensation prior to implementing the temporary reassignment.
- b) The department must maintain the employee's current pay rate representing the position of record.
- c) Right to return to the position of record in lieu of discipline if the employee can not meet the standards and expectations of the temporary position or if the employee's knowledge, skills and abilities are inadequate to perform the duties associated with the temporary position.
- d) The reassignment should not result in the employee working in a position more than one organizational level lower than the employee's position of record. In circumstances where the reassignment would result in the employee being more than one organization level lower than his/her position or record, the department must consult with Compensation about the merits of the change prior to the reassignment.

B. Inter-School/Center Temporary Reassignment

An inter-School/Center reassignment is the temporary reassignment of an employee to another department outside of the home school, center, or administrative unit.

This type of temporary reassignment may be instituted only after a case by case administrative review and approval by Staff Relations.

VI. Retention Register

Seeking reemployment at the University is a joint effort between former employees who have been laid-off and The Division of Human Resources. The University has established the following procedures to encourage an early and full consideration for re-employment of University employees affected by staff reduction. In order to assist the affected individuals, a Retention Register has been created.

The register, which is maintained by the Division of Human Resources, is a list of former employees who have been laid-off or notified of an impending layoff and who should be given priority consideration for each open position whenever they meet the minimum qualifications for that position. The Employment Specialist assigned to work with the hiring department will notify the hiring officer if applicants referred are entitled to priority consideration because of having been laid off. Employees remain on the Retention Register for six (6) months after the effective date of their termination.

Outlined below are the procedures to be followed:

The employment specialists will review all HR-1's and match individuals from the Retention Register who meet the minimum qualifications specified on the HR-1 form. The Employment Office will send to the hiring officers, via intramural mail, the list of qualified employees from the Retention Register, their resumes, and a copy of this policy. These will be sent within two working days from the time the hiring officers receive their HR-1's and compliance forms from the Employment Office. Employment will also inform the Affirmative Action Compliance Officers which employees were referred for specific job openings within their schools or centers.

Hiring officers must grant interviews to all qualified candidates on the Retention Register referred for the opening. After interviewing the candidates from the Retention Register, hiring officers are expected to discuss their hiring decisions with their employment specialists, including the justifications for hiring or not hiring the referred individuals.

Hiring officers who choose not to hire Retention Register candidates laid off from their own schools and centers, must review their decision with the respective dean (or designee) or vice president (or designee) and provide written documentation on their decision in accordance with Human Resources policy #118. A copy of this explanation should also be attached to the Affirmative Action Compliance Form. Hiring officers who choose not to hire Retention Register candidates laid off from outside their school or center will, upon request, provide documentation as to their decision to the Manager of Employment. A copy of this explanation should also be attached to the Affirmative Action Compliance Form.

With regard to any hiring action, the normal Affirmative Action Compliance review standards will apply.

Comment is welcome by Tuesday, June 9, from all members of the University. Please send to Wanda Whitted, manager, Staff Relations, 527A, 3401 Walnut Street/6228.

The following is based on an address Dr. Hackney gave in New York City on May 2 at the closing session of the Bank Street College of Education's 75th Anniversary Conference on Educating Children: A Communal Responsibility.

Universities and the Schools: Hanging Together or Hanging Separately?

by Sheldon Hackney

*Chairman Shutkin, President Shenker, Honored Guests,
Friends of Children All:*

I am delighted to join you today in celebrating the 75th anniversary of this wonderful institution that has been on the forefront of progressive pedagogy since Lucy Sprague Mitchell was inspired by the perception that education could be the most certain path to social justice and a humane community. These days one doesn't know whether to cheer or weep at the fact that education has moved from the annual Labor Day back-to-school supplement to the front page and then to the editorial page, that Americans have discovered that education is the key to global economic competitiveness, that education is a strategic weapon in the post-cold-war geopolitical game, that (in Bill Clinton's phrase) these days one earns only as much as one learns. I suppose we should rejoice in our allies wherever we find them, but my life was easier when no one cared about education.

In any case, I am delighted to be here because of the respect that I have for this institution, and for several more personal reasons as well. First, my daughter, Elizabeth McBride, is completing a master's degree here at Bank Street. I like to think that she is following in my footsteps, even though we are engaged in opposite ends of the age spectrum of schooling. Second, my wife, Lucy, a lawyer, is the founder and president of the Pennsylvania Partnerships for Children, a research, resource and advocacy center for children headquartered in Harrisburg, where it is quickly becoming an authoritative voice on behalf of children in the Commonwealth's public policy debates. A large part of my own continuing education is gained listening to my wife and daughter arguing about early childhood development, though the arguments usually have less to do with Dewey or Piaget or Bruner or Gilligan than with the reality of our grandchildren. Given how wrong Lucy and I usually are, it is amazing that Elizabeth turned out so well. Third, I want in some small way to recognize the leadership of those—like Superintendent Constance Clayton in Philadelphia—who have accepted the daunting challenge of restructuring and revitalizing public education in the urban centers of our nation. There is no more important task than this; our society will succeed or fail in consequence of such efforts.

I believe this so much that I have come to think that a part of the mission of my university—in addition to producing a generous share of the world's new knowledge, preparing the scientists and scholars who will produce the needed new knowledge in the future, and educating the women and men who will apply that knowledge to the task of human betterment throughout their lives—is to be engaged in the seamless web of the educational adventure from birth to death, most of which occurs before and after the college years.

I must admit that at the outset of my own efforts in this arena eight or nine years ago my motivations had to do with a moral commitment that I thought grew out of the institution's obligation to be a good citizen, and its pedagogic duty to provide models of responsible citizenship for its students. In his marvelous essay of 1749, *Proposals Relating to the Education of Youth in Pennsylvania*, our founder, Benjamin Franklin, wrote of "the great aim and end of all education" being to enable one to serve humanity. "True merit," in his view, was not only having the ability to serve humanity, but having the inclination as well, and he admonishes us across the centuries to hold up examples of "true merit" for our students to emulate. Nothing could be more traditional at Penn than civic action.

I was also aware from the first, of course, that there were good reasons of long-term institutional self-interest that argued for community involvement. Helping to make our neighborhood more wholesome would make it easier to get students to come study there, staff to come work there,

and faculty to come teach and live there. The ensuing struggle has led me to some interesting discoveries beyond those obvious beginning assumptions, discoveries of useful connections made within the institution, among its various parts, and between the institution and the community, discoveries about the benefits of altruism to the altruist, which, of course, transforms altruism into something else entirely. As a consequence, I have come to view our community involvement less in terms of a moral commitment and more as a part of our institutional development strategy.

In charting this new path, I have been led—more than aided—by an extraordinary cadre of Penn people who have taken the initiative in developing an array of approaches to university-school-community collaboration. Among them are Ira Harkavy, who has created a national model for "participatory action research" which helps both the community and our undergraduates; Norm Newberg, who leads the Collaborative for West Philadelphia Schools; Michelle Fine, who is the theoretician behind the comprehensive restructuring of Philadelphia's schools; Mort Botel and Dan Wagner, who are leading major initiatives on adult literacy, and Marvin Lazerson, Dean of Penn's Graduate School of Education, who has renewed and deepened the school's commitment to these efforts.

Perhaps a brief taxonomy of our relationships to the Philadelphia schools will make it easier to think about this new view. There are a thousand different ways for a university to be associated with schools, in addition to the powerful effect of its entrance requirements and its involvement with teacher preparation and research on the learning process.

Three Tiers of Relationships

At one end of the spectrum is the vast array of what might be called enrichment activities, helping schools and teachers do what they are already doing. This would include providing tutors, teachers' helpers, big brothers and big sisters, mentors, and other "luxuries" to supplement the constricted resources of the typical urban school teacher. About 500 Penn students are tutoring and mentoring in West Philadelphia, and I have yet to talk to one who has not claimed to have learned as much as she taught.

Our anthropological and archaeological museum receives visits from 40,000 schoolchildren each year and has an outreach program that sends trained volunteers into schools with exhibits and artifacts to stimulate curiosity.

We have a very effective new program called PENNlincs that trains Penn undergraduates to stage scientific experiments in schools as a way of teaching the basic principles of science and arousing interest in it.

At a higher level of sophistication and expense is a program called PRIME that identifies promising students from minority groups in the seventh and eighth grades, provides them summer academic experiences in math and engineering at Penn, Drexel, and Temple, and follows that with tutorial support and encouragement throughout the high school years.

The Cadillac model of this category is "Say Yes to Education," founded at Penn by George and Diane Weiss, and similar to the Eugene Lang "I have a Dream" program, but differing by being closely tied to the resources of the University, including intense tutoring by college students, health services provided by Penn doctors and dentists, and access to the cultural amenities of the University.

A second category would be comprised of those activities aiding the professional development of teachers. PATHS, the Philadelphia Alliance for Teaching Humanities in the Schools, and PRISM, the Philadelphia Renaissance in Science and Math, are formal, citywide examples. They bring teachers together for curriculum development projects, provide

continued past insert

summer seminars for teachers, support networks for mutual help, and provide access to the resources of the city's colleges, such as free continuing education courses and free use of the library. Our Graduate School of Education under Dean Marvin Lazerson is heavily involved in continuing education for teachers and educational leaders, and it engages in several programs that can only be described as the urban analogy of the agricultural experiment stations, spreading the word about what works.

A third echelon in this taxonomy might include all those things that a university can do to improve college access, both to itself and to colleges in general. For instance, we invite students from the four high schools in our area of the city to come to our campus for a special day during which each student is paired with a Penn undergraduate host, attends classes with the host, eats in the dining halls, visits the dorms, and receives a briefing on how to apply to college and get financial aid. More significantly, in partnership with the public school system, we have launched the Philadelphia Scholars Program by raising \$1 million in endowment, the annual earnings of which are being used for "last-dollar" scholarships to the college of their choice for graduates of the high schools in our area of the city. For its part, the school system has gotten a foundation grant to support special College Access Centers in three locations in the city thus far, one of which is in West Philadelphia. There, students can get excellent college guidance and financial aid counselling. The organization running the College Access Centers makes the annual awards in ways that maximize the college-going rate. This has been up and running for two years, and so far the experience has been excellent. The fund-raising drive to enable the program to be replicated in other parts of the city is underway.

None of the programs mentioned thus far are problematical, in the sense that they require only effort, money, and imagination. They threaten no one. Programs that are aimed at structural reform, however, take on a different aspect. Some are relatively mild, such as a program called "Bridging the Gap," managed by the Collaborative for West Philadelphia Schools that operates out of our Graduate School of Education. Bridging the Gap simply brings together the teachers of eight elementary schools, three middle schools, and Bartram High School, so that "at risk" children can be watched across the transitional years and saved from dropping out because the teachers in the new school do not know of the child's needs and problems. Not only do the teachers like this program, but it has significantly increased the persistence rate of children in this feeder system.

I should also mention the program run by Professor John Fantuzzo that is centered on reciprocal peer tutoring. One of the principals in West Philadelphia was very worried because fourth and fifth grade students at the school were performing below the city average in math. The principal and Professor Fantuzzo got together to launch the program, which uses teams of students alternately acting as tutors and tutees, so that students are helping each other, monitoring each other, and encouraging each other, while assuming different roles and learning to take responsibility for their own education. The performance of 92% of the students has shown marked and sustained progress.

An even more adventurous program is WEPIC, the West Philadelphia Improvement Corps. It operates in five schools now, and its goal is to create community schools in which a wide variety of services are provided in the school building for the neighborhood. One of its operating modes is "participatory action research," a term that implies that the subjects of the research participate fully in determining what needs to be studied, and in which the research is closely linked to action. University faculty and students, and school teachers and students work in collaboration on projects that both improve the neighborhood and are integrated into the curriculum of the school. One example is the rehabilitation of houses, purchased by the project, with the work being done by high school students under the supervision of vocational education teachers and a retired union carpenter. The students get skills, the community gets a renovated house occupied by a community family. The philosophy of WEPIC bears a lot of resemblance to community organizing, with the school at the center of the community. It is a huge success by any measure.

The centerpiece of Superintendent Constance Clayton's school reform effort in Philadelphia is the Philadelphia Schools Collaborative, the task of which is to restructure the comprehensive high schools. The chief theorist is Professor Michelle Fine of the Penn Graduate School of Education. The Pew Charitable Trust has provided an unusual \$8 million grant to get the project going. High schools volunteer to participate, implying a high degree of site-based management, parental involvement, and teacher participation. The idea is to create schools-within-schools (called "Charters") in which a group of teachers will take responsibility

for a group of students and see them through the four years of high school, providing maximum continuity in teacher-student relationships. There is a great deal of autonomy and freedom that goes along with the responsibility of teachers for a Charter. Needless to say, freedom in this sense can be quite intimidating, but also exhilarating.

I realize that I have only scratched the surface of the programs linking Penn to the schools of Philadelphia, but the point is not to provide a complete listing of our programs. To do that would require more than thirty single-spaced pages. The point is to suggest that universities and schools have countless opportunities for collaboration. We have learned some important lessons amidst the failures and successes of our collaborative programs. First, to be successful, the collaboration must have the full commitment of both partners, which means that the leaders must be enthusiastic about it or it is doomed to mediocrity or worse. Second, the partners must come to the collaboration on completely equal terms, with the mind set on both sides being that "we have as much to get as to give in this undertaking." Third, for universities, longevity is increased if the activity is built into the regular teaching and research activities of the faculty and students; that is, the more the program is part of the duties of the faculty and students, as opposed to being a charitable activity unrelated to their main purpose for being at the university, the more chance there is of success. Fourth, leadership must provide rewards, even if they can only be symbolic or ceremonial. Otherwise, the participants will eventually feel that they are not appreciated and are not doing what they should be doing.

As I have reflected on our experiences at Penn, it has been obvious how the schools benefit. If the collaborations work, the school improves, and it is a happier place, and the participants feel a sense of pride. What is less obvious is the benefit to the university. Are there any benefits that go beyond the offering of models of "true virtue" and serving the interests of the university by improving the quality of life in the neighborhoods around it? I think so.

A New Age of Scrutiny

Universities, like schools and all other institutions in American life, are living in a new age of scrutiny. The public and the government have decided that we are too important to the future of the country to be allowed to exist in ivory-towered splendor. Because we are absorbing a large amount of the society's resources, and because we carry the society's hopes for the future, we are going to be held accountable. Indeed, that is a buzz word of such frequent use that it has no precise meaning. It means not only that we will be required to operate more efficiently in doing the things we have traditionally done, but we will be expected to contribute in directly understandable ways to the solution of pressing public problems. We will therefore be living "in the world" as never before. For universities to stand aloof from the task of revitalizing our nation's schools when society has clearly decided that it is an urgent priority simply will not be tolerated.

In addition, the public has grown very suspicious of various peculiarities of colleges and universities: the drive to know more and more about less and less so that knowledge appears to be fragmented, the tendency to elevate theory above practice in the hierarchy of value and status—leaving aside for the moment the wars over political correctness, the alleged denigration of the Western tradition, faculty who do not teach undergraduates, teaching assistants who don't speak English, researchers who give away advanced technology to our economic competitors, etc. The exciting thing for faculty and college students who get involved with the schools is that the involvement can provide the sort of intellectual integration across several fields that is difficult to achieve amidst the departmental structure of a research university. It answers the question about how things are connected to each other, and it answers the question about how knowledge is connected to life. Community involvement keeps college students connected to the real world and gives them a chance to put their new-found knowledge to work in a real-world setting. Community involvement also helps to solve the University's problem of how to stay connected to the world.

Even more importantly, schools that work, or work better because of collaboration with a university, solve the child's connectedness problem, overcoming alienation by connecting the child to the community, overcoming despair by connecting the child to a believable future.

So, it is with all of these connections in mind that I salute Bank Street College's pioneering efforts on its 75th anniversary. It feels good to be a partner, albeit a junior partner, in our shared task of revitalizing the nation's schools. Nothing could be more important to America—or to the University of Pennsylvania.

Summary Annual Report: Retirement, Health and Other Benefits

Pennsylvania Annuity Plan, Life Insurance Program, Dental Plans, Health Care Expense Account, Faculty and Staff Scholarship Program and Retirement Allowance Plan of the University of Pennsylvania for the Plan Year ending June 30, 1991

This is a summary of the annual reports for the Plans named above of the University of Pennsylvania for the plan year beginning on July 1, 1990, and ending June 30, 1991. These Plans are sponsored by the Trustees of the University of Pennsylvania whose employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to plan participants. To facilitate a single printing, the reports for the plan year ending June 30, 1991 have been combined. Consequently portions of this summary may refer to plans in which you are not currently participating.

Pennsylvania Annuity Plan: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by the Equitable Life Assurance Society of the United States. Total premiums paid for the plan year ending June 30, 1991, were \$202,055.00.

Life Insurance Program: Insurance Information

The Plan has a contract with the Equitable Life Assurance Society of the United States to pay all life insurance claims incurred under the terms of the Plan. The total premiums paid for the plan year ending June 30, 1991, were \$2,425,380.

Plan costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ending June 30, 1991, the premiums paid under the experience-rated contract during the plan year were \$2,425,380 and the total of all benefit claims charged under the experience-rated contract during the plan year was \$2,608,388.

Long Term Total Disability Income Plan

The Trustees of the University of Pennsylvania have committed themselves to pay all long term disability claims incurred under the terms of the Plan.

Dental Plan (Prudential)

The Plan is a pre-paid program providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the plan year ending June 30, 1991.

Dental Plan (Penn Faculty Practice)

The Plan is a pre-paid program providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the plan year ending June 30, 1991.

Health Care Expense Account

The Trustees of the University of Pennsylvania maintain a program providing reimbursement of health care expenses funded through salary reduction agreements for full time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Faculty and Staff Scholarship Plan

The Trustees of the University of Pennsylvania maintain a program providing scholarships to full time faculty and staff and their dependents. The University provides these benefits in accordance with the terms of the Plan.

Retirement Allowance Plan: Basic Financial Statement

Benefits under this Plan are provided through a trust with CoreStates Bank of Philadelphia, PA. Plan expenses were \$2,136,632. These expenses included \$39,355 in administrative expenses and \$2,097,277 in

benefits paid to participants and beneficiaries. A total of 4,815 persons were participants in or beneficiaries of the Plan at the end of the plan year, although not all of these persons had yet earned the right to receive benefits.

The value of Plan assets, after subtracting liabilities of the Plan, was \$58,263,033 as of June 30, 1991, compared to \$57,053,027 as of July 1, 1990. During the plan year the Plan experienced an increase in its net assets of \$1,210,006. This increase includes unrealized appreciation or depreciation in the value of plan assets; that is, the difference between the value of the Plan's assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year.

Minimum Funding Standards

An actuary's statement shows that the Plan was funded in accordance with the minimum funding standards of ERISA.

Additional Information

As described below, you have the right to receive a copy of the full annual report of the Retirement Allowance Plan, or any part thereof, on request.

The items listed below are included in that report:

1. an accountant's report;
2. assets held for investments;
3. transaction in excess of 5 percent of plan assets;
4. insurance information including sales commissions paid by insurance carriers; and
5. actuarial information regarding the funding of the plan.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

Your Rights to Additional Information About These Plans

You have the right to receive a copy of the full annual reports, or any part thereof, on request. Insurance information for the Pennsylvania Annuity Plan, the Life Insurance Program and the Dental Plan (Prudential) is included in those reports.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Vice President for Human Resources, Room 538A 3401 Walnut Street, Philadelphia, Pennsylvania, 19104, (215) 898-1331. The charge for the full annual report of the Retirement Allowance Plan is \$3.50; the charge for each other full annual report is \$1.50; the charge for a single page is 25 cents.

In addition, you have the legally-protected right to examine the annual reports at the University of Pennsylvania, Benefits Office, Room 527A, 3401 Walnut Street, Philadelphia, Pennsylvania, 19104. You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C., or obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department of Labor should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C., 20216.

— Office of Human Resources/Benefits

Speaking Out

More on HTLV-1 Research

In the April 28, 1992, issue of *Almanac*, Provost Aiken asserts that my previous statement (April 14, 1992) regarding the remote risk posed by the sheep inoculated with HTLV-1 is my "own opinion." However, as the Provost well knows, this is also the opinion of leading experts in HTLV-1 research, as publicly announced by the University in its press release of February 19, 1991.

In his comments the Provost implies that my statement trivializes the hazard posed by the inoculated sheep and indicates disregard for "human health and human life." This is an outrageously distorted interpretation. The objective interpretations of my statement is that, as agreed by experts in the field, the possibility that the inoculated sheep could serve as a source of infection to humans was, and is so small as to be negligible and, therefore, that the procedural error involved did not have any significant consequences for human health. Regardless of the Provost's opinion, this is what the scientific evidence shows. This evidence has been reinforced by the repeated failures to demonstrate infectious virus in the inoculated sheep.

Beyond the Provost's interpretation, the fact that I have devoted 30 years to research diseases affecting humans is evidence enough of my concern for, and commitment to human health. It is unfortunate that in his statements the Provost continues to focus on a risk that was, and is virtually non-existent because in so doing he may prolong an unwarranted anxiety among those who came in contact with the experimental sheep. It is also unfortunate that in the Provost's concern for the risk involved, he completely disregarded the cost for human health and human life of the illegitimate sanctions and other obstructive actions imposed by the Administration. As the Provost is aware, these sanctions and actions are about to destroy a research program that has made and is making important contributions to our understanding of human leukemia and AIDS. One discontinued, most of the unique scientific opportunities provided by the program will be lost irretrievably. Despite this, the Provost continues to completely disregard the finding of the Senate Committee on Academic Freedom and Responsibility which concluded that the punitive sanctions violate my academic freedom and stated the University's responsibility to redress the destructive consequences of these sanctions by providing my program with the assistance it needs to survive.

— **Jorge F. Ferrer,**
*Professor of Microbiology/ Vet and
Head, Comparative Leukemia &
Retrovirus Unit, New Bolton Center*

For the Record

In responding to the Provost's comments on my letter (*Almanac*, April 28). I have no desire to further extend the debate but merely wish to set the record straight. My comment on the insignificant risk (to human health) was based on the implicit and explicit findings of the official committees investigating this matter as well as on the opinion of experts in retrovirology. It should also be noted that my letter was primarily concerned with the loss of a unique and irreplaceable research program, an issue ignored by the Provost in his response.

— **Robert J. Rutman**
*Professor Emeritus, Biochemistry
and Animal Biology/Vet*

Quoting SCAFR

On April 7, 1992, *Almanac* published a second report of the Senate Committee on Academic Freedom and Responsibility (SCAFR) on Professor Jorge F. Ferrer's case. This report and a subsequent letter from Dr. Ferrer published in *Almanac* (April 14, 1992), referred to an unpublished 1990-1992 SCAFR report on the same case. We have reviewed a copy of the 1990-1991 SCAFR report provided by Dr. Ferrer, and believe that it contains several other conclusions which should be made known to Penn's community. Therefore, with Dr. Ferrer's approval, we quote the following passages from the report:

"Since situations such as Dr. Ferrer's involve the possibility, however remote, of danger to the others, it is necessary that the University respond quickly but with integrity. All cases must be investigated quickly and properly, without recourse to scapegoating, finger pointing, or other unprofessional conduct. Clear, thorough, and fair procedures that are always used in the same manner are essential to the University's integrity is essential to its ability to deal effectively with situations of public concern."

"While we recognize that the University must inform the public about potential harm, the University also must protect the confidentiality of a faculty member until there is a formal finding of misconduct. It does not appear that the University fulfilled its obligation to maintain maximum confidentiality throughout the proceedings, since Dr. Ferrer's name appeared publicly before there was a formal finding of misconduct."

"SCAFR finds that Dean Andrews was inappropriately involved in instructing the Formal Investigation Committee."

"The University should take immediate and positive steps to restore Dr. Ferrer's

reputation with respect to the fact that the allegations of misconduct were unfounded, but that an error of judgment was made."

"It is not legitimate to discipline Dr. Ferrer by depriving him of opportunities to do research unless that research poses a clear danger to the community. Indeed, doing so violates his academic freedom. Dr. Ferrer should be allowed to engage in bio-hazardous research, provided he follows the appropriate protocols exactly."

"Finally, SCAFR concludes that Dr. Ferrer's ability to conduct his other research has been improperly interfered with at a number of different times, so of them prior to the formal findings of the Investigating Committee. This interference may make it difficult for him to continue to maintain his laboratory. Therefore, the University must provide Dr. Ferrer with assistance as necessary to keep his laboratory operating so he may again compete successfully for external funds."

— **David Galligan,** *Associate
Professor, Animal Health, Economics,
New Bolton Center*

— **Robert M. Kenney,** *Professor,
Reproduction/New Bolton Center*

— **Loren H. Evans**
Professor, Surgery, NBC

— **Robert J. Rutman,**
*Professor Emeritus,
Biochemistry and Animal Biology/Vet*

— **Robert R. Marshak,** *Chief of
Section, Epidemiology and Public
Health and Professor of
Medicine/New Bolton Center*

— **William L. Donawick,** *Whittier/
Griswold Allam Professor Surgery/
New Bolton Center*

— **Colin Johnstone,** *Associate
Professor, Parasitology, Epidemiology
and Health Economics/NBC*

Reply to Seven Members of the Faculty of the School of Veterinary Medicine

Selective reporting from a document that the 1990-91 SCAFR did not publish may not be the best way to generate informed discussion in the Ferrer case. The administration offered rebuttal in some detail to the document in question and then discussed the case at length with the 1991-92 SCAFR. I believe that both the administration and SCAFR understand each other's positions on this issue at this time.

— **Richard C. Clelland,**
Deputy Provost

5000 Undergraduate and Graduate Degrees at Franklin Field Ceremony

Assembling in Superblock at 8:45 a.m. on Monday, May 18, the traditional academic procession of the University of Pennsylvania's 236th Commencement will march eastward on Locust Walk to Blanche Levy Park and then to 34th and Walnut, south on the west side of 34th Street, east on Smith Walk, across 33rd Street into the northwest gate of Franklin Field.

There, the gates open at 9 a.m. for the 25,000 or more parents and friends expected to attend as the University confers some 5000 degrees in course along with nine honorary degrees including one to the Commencement Speaker, Justice Ismail Mohamed.

Dr. K. Jon Barwise, a logician distinguished by his integration of logic, mathematics, computer science and linguistics, developed the situation theory, which has had a significant influence on research across a broad spectrum of areas. At Indiana University, he is College Professor of Philosophy, Mathematics, and Computer Sciences and Adjunct Professor of Linguistics. At Stanford, where he took his Ph.D., he was the founding director of the Center for the Study of Language and Information.

Candice Bergen, star of the hit comedy television series, "Murphy Brown," has twice won the Emmy for Best Actress as well as a Golden Globe Award for Best Actress. Ms. Bergen was a member of Penn's Class of '67. She has appeared in many films including *Gandhi*, *Oliver's Story*, *Carnal Knowledge*, *The Group*, and *Sand Pebbles*, has written a bestseller entitled *Knock Wood*, and her play, *The Freezer*, written during her time at Penn, was included in *Best Collection of Plays* (1968). She is active in social issues, including those involving children.

Dr. Rupert E. Billingham is a pioneer in the field of transplantation immunology. In 1953, he co-authored a now legendary paper demonstrating that permanent tolerance of grafted tissues could be induced. This discovery activated worldwide efforts to transplant the human kidney and served as the impetus for the development of the entire field of modern immunology. In 1959, he came to Philadelphia to the Wistar Institute and later to Penn as the first chairman of the Department of Human Genetics. There he was influential in the initiation of local kidney transplants. From 1971 until his retirement in 1986, he was Professor and Chairman in the Department of Biology and Anatomy at the University of Texas Health Science Center in Dallas.

John R. Casani, Moore '55, heads the Office of Flight Projects at NASA's Jet Propulsion Laboratory at the California Institute of Technology. While at NASA, Mr. Casani has contributed his technical design and systems management to many major space probes. He, almost singlehandedly, was responsible for the design of the satellite that discovered the Van Allen radiation belt encircling the earth. Among other projects, he has contributed to the Pioneer

For Commencement



Ismail Mahomed

For Baccalaureate



Jon Huntsman

spacecrafts that were the first to circumnavigate the sun; the Ranger probe of the earth's moon; the Mariner spacecraft that provided the first close-up TV pictures of Mercury and Venus; the Voyager probes of Jupiter, Saturn, and Uranus; and the Galileo orbiter/probe mission to Jupiter. He is the director of all flight projects at JPL and his most current project is the Titan-Saturn orbiter. For his accomplishments, he has been awarded NASA's Outstanding Leadership Medal and has been elected to the National Academy of Engineering.

Dr. James P. Comer is the Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center and associate dean of the Yale University School of Medicine. He is widely acclaimed for his School Development Program which is an innovative approach to educating low-income and minority children. It focuses social skills, psychological needs, and the importance of parental involvement as much as academic subjects. This program has an impressive record of improving test scores and reducing disciplinary problems. It is being utilized in over 100 schools around the nation, as well as in all 42 schools in the New Haven district, where he launched his program over 24 years ago. Dr. Comer is a regular columnist for *Parents* magazine and the author of *Beyond Black and White*, *Black Child Care*, *School Power*, and his 1988 memoir, *Maggie's American Dream: The Life and Times of a Black Family*.

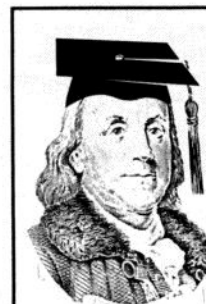
Dr. Natalie Zemon Davis is the Henry Charles Lea Professor of History and director of the Shelly Cullom Davis Center for Historical Studies at Princeton University. Her studies of sixteenth century France investigate a diverse range of social and cultural phenomena ranging from mathematicians, French arithmetic and business life to trade unions and strikes to religious riots and rites of violence. She has authored many books including *Society and Culture in Modern France*, *The Gift in Sixteenth Century France*, and *Fiction in the Archives*. She has also authored the widely-acclaimed *Le Retour de Martin Guerre* and served as the historical consultant for the film by the same name. She was the second female president of the American Historical Association

and has held numerous other posts in other professional organizations.

Dr. Chen Fu Ku is the founder of one of the largest financial and industrial groups in Taiwan. In the 1950's, Dr. Ku assisted the Taiwanese government in its privatization program and in the early sixties he created and chaired the Taiwan Stock Exchange. Serving as domestic policy advisor to the Taiwanese government, he has played an instrumental role in the rapprochement between Taiwan in Mainland China that has taken place over the last year. He was recently appointed chairman of the Straits exchange Foundation, which has permitted the first person-person contact between the two nations in 42 years. In 1992, he was awarded the Wharton School Dean's Medal.

Honorable Ismail Mahomed, this year's commencement speaker and the first non-white ever to be appointed to the Supreme Court of the Republic of South Africa. Justice Mahomed has served as lead counsel in a number of celebrated civil, political and criminal cases challenging apartheid in South Africa. He was first admitted as an Advocate of the Supreme Court of South Africa in 1957 and has since also served as an Advocate of the High Courts of Swaziland, Botswana, Lesotho, and Zimbabwe and as a Judge on the Supreme Courts of Transvaal, Lesotho, and Namibia. He is one of only three non-whites in all of South Africa to be appointed a Senior Counsel, a distinction conferred by the State President on leading Advocates. This past January Justice Mahomed presented the Owen J. Roberts Lecture at the Law School.

Dr. Arno A. Penzias, is an astrophysicist who shared the Nobel Prize in physics in 1978 for his discovery of the blackbody radiation, or "light," that is the remnant of the Big Bang, the beginning of the universe. He has been a research astrophysicist at AT&T Bell Laboratories for over 30 years and he is now its vice president for research. Dr. Penzias is also the author of *Ideas and Information* which is considered a major work on the information revolution. Formerly an overseer of Penn's School of Engineering and Applied Science, Dr. Penzias received the school's annual Pender Award earlier this year.



Commencement Hotline Reminder

The 24-hour hotline established by the Office of the Secretary, for faculty, staff, students and families for Commencement information is (215) 573-GRAD, Ext. 3-GRAD from any campus phone.

Update

MAY AT PENN

CONFERENCE

21 Perspectives on Childhood: Honoring Differentness; 3:30-8:30 p.m.; Annenberg Center. Cost is \$30 which includes a performance of Spain's *Els Aquilinos Teatre* in Alphabet Soup, one workshop, and dinner with the performers and panelists. Register at Ext. 8-6701(Annenberg).

EXHIBIT

14 Leon Golub: Paintings, 1987-1992; Institute of Contemporary Art. *Through June 21.* Admission: \$3, \$1 for students over 12, artists, and senior citizens. Free to ICA members, children under 12, PENNcard holders and on Tuesdays. (ICA).

FITNESS/LEARNING

16 Showers of Flowers: Walking Tours of the Morris Arboretum; theme tours of the Arboretum; 2 p.m.; Widener Education Center, Morris Arboretum; Saturdays and Sundays through

May 31 (Morris Arboretum).

20 Communication Between the Sexes: Is it a Level Playing Field?; noon-1 p.m.; Room 301, Houston Hall (F/SAP).

TALKS

14 Use of PET in Neuropsychopharmacological Research; Nora Volkow, Brookhaven National Laboratories; 4:30 p.m.; Pharmacology Seminar Room, John Morgan Building (Pharmacology).

15 Hyperthermia; Iris Reyes, emergency services; noon; Agnew-Grice Auditorium, 2nd floor Dulles (Medicine).

(continued on page 12)

Commencement and the Surrounding Celebrations

For Commencement itself, the gates open at 9 a.m. and the procession will enter the field at 9:35 a.m. The ceremony will begin at 10:15 a.m., concluding at about noon. The ceremony is open to the entire University community, and no tickets are required for admission. Those participating in the academic procession are reminded to report to the Annenberg Center Lobby at 8:45 a.m. for robing. The student procession will form at Superblock at 8:45 a.m. The Commencement will be held rain or shine. In the event of heavy rain, however, the procession through campus will be cancelled. The academic procession will then form at 9:45 a.m. in the Weightman Hall Gymnasium; the student procession will form at 9:30 a.m. under the arches of the North Stands of Franklin Field. The decision to call off the procession will be made only on the morning of Commencement and will be signalled by announcements on radio stations KYW (1060 AM) and WCAU (1210 AM) and the lowering of the flag atop College Hall to half-staff.

Ivy Day Saturday, May 16, 4 p.m.

Speaker: Candice Bergen, star of "Murphy Brown" TV show

Baccalaureate Sunday, May 17

Organ Concert: 3:30 p.m.

Ceremony: 4 p.m., Irvine Auditorium

Speaker: Jon Huntsman, Wh '59, Penn Trustee, and Wharton Overseer

Commencement Monday, May 18

Procession: 9:30 a.m. from Superblock

Ceremony: 10:15 a.m., Franklin Field

Speaker: Justice Ismail Mahomed, Supreme Court of South Africa

School Commencements and Receptions

Receptions immediately follow commencements, unless otherwise noted.

College of General Studies

Ceremony: Wistar Institute Courtyard, May 18, following commencement

College of Arts and Sciences

Ceremony: Civic Center, Convention Hall, Sunday, May 17, 7 p.m.

Reception: Civic Center, Center Hall

Speaker: Dr. Mary Berry, Geraldine R. Segal Professor of History

Graduate Faculties (A.M., M.S., Ph.D.)

Ceremony: College Hall 200, Monday, May 18, 1 p.m.

Speaker: Dr. Henry Gleitman, professor of psychology

Graduate School of Fine Arts

Ceremony: Furness Plaza, Monday, May 18, 12:30 p.m.,

Reception: Furness Plaza

Speaker: Dean Patricia Conway

School of Engineering & Applied Science

Ceremony: Palestra, immediately following commencement

Reception: West Lawn, Towne Building

Speakers: Dean Gregory Farrington, Associate Dean John Keenan and Associate Dean Wayne Worrell

School of Nursing

Ceremony: Harrison Auditorium, University Museum, Sunday, May 17, 2 p.m.,

Reception: Nursing Education Building, Lobby Area, Monday,

May 18, immediately following commencement

Speaker: Dr. Ellen Baer, associate professor of nursing

School of Dental Medicine

Ceremony: Irvine Auditorium, Monday, May 18, 1 p.m.

Reception: Dental School

Speaker: Dr. D. Walter Cohen, president, MCP

Wharton School (undergraduate) and Wharton Evening School

Ceremony: Civic Center, Convention Hall, May 18, 5 p.m.

Reception: Atrium, Steinberg-Dietrich Hall, 1 to 3 p.m.

Speaker: Marek Drell Gootman, Wh '92

Wharton Doctoral Program

Reception and Dinner: Sunday, May 17, 5:30-9:30 p.m.,

Lower Egyptian Gallery, University Museum

Wharton Graduate Division

Ceremony: Convention Hall, Civic Center, May 18, 1 p.m.

Reception: Class of 1920 Commons

Speaker: Kenichi Ohmae, Managing Director, McKinsey & Co., Inc.

Graduate School of Education

Ceremony: International House, Hopkinson Hall, Monday, May 18, 2:30 p.m.

Reception: South America Room, International House

Speaker: Dr. Gloria Chisum, GSE '60, Vice Chair Penn Trustees

Annenberg School for Communication

Ceremony: Room 110, Annenberg School, May 18, 2 p.m.

Reception: Plaza Lobby, Annenberg School

Speaker: Dr. Robert C. Hornik, professor of communications

School of Veterinary Medicine

Ceremony: Zellerbach Theatre, Annenberg Center, Monday, May 18, 2:30 p.m.

Reception: Annenberg Center

Speaker: Roger A. Caras, president, American Society for Prevention of Cruelty to Animals

School of Social Work

Ceremony: Harrison Auditorium, University Museum, Monday, May 18, 3 p.m.

Reception: Upper Egyptian Gallery, University Museum

Speaker: Dean Michael Austin

School of Medicine

Ceremony: Irvine Auditorium, Monday, May 18, 4 p.m.,

Reception: University Museum

Speaker: Dr. Bernadine Healy, director, National Institutes of Health

Law School

Ceremony: Academy of Music, Monday, May 18, 2 p.m.

Reception: Academy of Music

Speakers: Nadine Strassen, president, American Civil Liberties Union; Marlene Chee, honorary fellow

Biomedical Graduate Studies

Reception: Francis Wood Johnson Room, John Morgan Building, Monday, May 18



Onstage: A High-Flying Alumnus

Jumpin' Jehoshaphat! Ira Bernstein is coming home to Penn for Tap On!, a Dance Celebration presentation at the Zellerbach Theatre. The 1981 College alumnus was on his way to Penn's Veterinary School when he decided to take a shot at clogging, a traditional and ethnic form of tap dance. And, well, as they say, the rest is history. Bernstein never made it to the Vet School, but for four performances in May he can be seen along with Tarik Winston, Dianne Walker and the quartet Manhattan Tap all accompanied by a live jazz trio. Performances are May 28 and 29 at 8 p.m. and May 30 at 2 & 8 p.m. Tickets are \$24 and \$22 and students can purchase them for \$10. For tickets and information, call Ext. 8-6791.

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 **May 4, 1992 and May 10, 1992.**

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

Date	Time	Location	Incident
34th to 36th; Spruce to Locust			
05/04/92	5:53 PM	Williams Plaza	Front tire of bike taken
05/09/92	10:54 PM	Irvine Auditorium	Unattended wallet taken
39th to 40th; Spruce to Locust			
05/06/92	4:29 PM	Harrison House	Bike taken from lobby
05/09/92	5:12 PM	Harrison House	Coat and cd's taken
36th to 37th; Locust to Walnut			
05/04/92	12:12 PM	Theta Xi	Bike taken
05/09/92	11:33 AM	Annenberg Center	Cash and stamps taken from office
34th to 36th; Locust to Walnut			
05/05/92	3:46 PM	Van Pelt Library	Unattended textbooks taken
05/05/92	4:18 PM	Van Pelt Library	Unattended textbook taken
33rd to 34th; Spruce to Walnut			
05/07/92	4:52 PM	Chemistry Building	Bike taken
05/08/92	3:59 PM	Bennett Hall	Secured bike taken from rack

Safety Tip: Protect your wallet, purse, checkbook, credit cards. Use care to secure these items while studying, shopping, banking and traveling. Maintain an inventory of credit card numbers.

18th District Crimes Against Persons

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

12:01 AM April 20, 1992 to 11:59 PM May 3, 1992.

Totals: Incidents—31, Arrests—3

Date	Time	Location	Offense/Weapon	Arrest
04/20/92	12:00 AM	4000 Locust	Robbery/strong-arm	No
04/21/92	4:09 AM	4000 Spruce	Robbery/gun	No
04/21/92	10:30 PM	253 S. 45	Robbery/strong-arm	No
04/21/92	9:10 PM	4629 Osage	Robbery/strong-arm	No
04/21/92	10:11 PM	100 S. 43	Robbery/gun	No
04/22/92	1:00 PM	4301 Walnut	Robbery/gun	No
04/22/92	8:00 PM	300 S. 40	Robbery/mace	Yes
04/22/92	11:00 PM	4000 Walnut	Homicide/gun	No
04/23/92	12:15 AM	3970 Market	Robbery/gun	No
04/24/92	4:16 AM	3900 Chestnut	Aggravated Assault/fists	No
04/24/92	10:20 PM	3800 Chestnut	Robbery/gun	No
04/25/92	12:05 AM	4800 Springfield	Robbery/gun	No
04/25/92	10:05 PM	201 S. 45	Robbery/baseball bat	No
04/26/92	2:02 AM	3400 Civic	Robbery/gun	No
04/26/92	2:05 PM	4900 Woodland	Robbery/gun	No
04/26/92	9:25 PM	200 S. 45	Robbery/unknown object	No
04/26/92	10:40 PM	3700 Sansom	Robbery/gun	No
04/26/92	10:40 PM	4600 Chestnut	Aggravated Assault/knife	Yes
04/27/92	12:40 AM	4800 Warrington	Robbery/screwdriver	No
04/27/92	9:55 PM	3600 Sansom	Robbery/screwdriver	No
04/28/92	11:45 AM	4045 Walnut	Robbery/gun	No
04/29/92	2:00 PM	424 S. 47	Robbery/strong-arm	No
04/30/92	5:00 AM	4311 Spruce	Robbery/gun	No
04/30/92	6:07 AM	4300 Chester	Robbery/strong-arm	No
04/30/92	10:20 PM	3700 Chestnut	Robbery/strong-arm	No
05/01/92	3:42 AM	4300 Baltimore	Attempted Rape/unknown	Yes
05/02/92	2:25 AM	3900 Walnut	Agg Assault/unknown object	No
05/02/92	3:14 AM	200 S. 40	Robbery/strong-arm	No
05/02/92	6:10 PM	3800 Spruce	Robbery/knife	No
05/03/92	3:51 AM	4812 Woodland	Aggravated Assault/gun	No
05/03/92	3:51 AM	4812 Woodland	Aggravated Assault/gun	No

Update

(Continued from page 11)

20 Parathyroid Hormone and Calcium Biology: Evolutionary Links & Biological Surprises; John T. Potts, Jr., Massachusetts General Hospital; Medical Alumni Hall, 1st floor Maloney; 11 a.m. (Medicine).

Talk at the ICA; curator Patrick Murphy leads the discussion with Leon Golub about Golub's new work; 6 p.m.; ICA. Free with \$3 gallery admission (ICA).

21 Structural Studies of Channels and Membrane Peptides by NMR Spectroscopy; Burkhard Bechinger, chemistry; 4 p.m.; Grossman Auditorium, Wistar (Wistar).

22 Renal Artery Stenosis; Alan Wasserstein, medicine, renal-electrolyte; noon; Agnew-Grice Auditorium, 2nd floor, Dulles (Medicine).

26 Role of NF-kB in HTLV-1 Tax Tumor Progression; Michael Nerenberg, Scripps Research Institute, La Jolla, CA; noon; Grossman Auditorium, Wistar (Wistar).

Winding Down Almanac Volume 38

Almanac publishes "as needed" when activity slows and population is down. The projected schedule at semester's end is:

No issue May 19 unless a need emerges.

An *oversize* issue May 26, containing the *Summer at Penn* pullout calendar and major policy documents that take effect July 1.

Volume 39 begins with a mid-July issue in July, for which the deadline is June 30.

Weekly publication resumes with the September 8 issue.

Correction: The title of Dr. Diane Jorkasky, recipient of the Dean's Award for Excellence in Clinical Teaching in the Medical School, was incorrect in the April 7 issue. Her title is *Associate Clinical Professor of Medicine and chief of the Renal Division at Presbyterian Medical Center*. In the May 5 issue, Dr. Jamshed Ghandhi, recipient of Wharton's School Hauck Award should have been *Associate Professor of Finance*.



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