

# Almanac

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## INSIDE

- Of Record: Final Exams, p. 2
- Year-End Gift Transmittal, p. 2
- In Tough Times (Hackney), pp. 3, 6-7
- Of Record: Drug/Alcohol Policy, pp. 4-5
- Occupational Exposure to Animals, p. 7
- CrimeStats, pp. 7-8 • Deaths, p. 8

**Pullouts: Need-Blind Admissions Policy  
December at Penn**

## Trustee Professor at GSE: Rebecca Maynard



GSE's Dr. Rebecca Maynard

Dr. Rebecca A. Maynard, senior vice president of the social science and survey research firm of Mathematica Policy Research, Inc., in Princeton, has been named Trustee Professor of Education at Penn's Graduate School of Education, Dean Marvin Lazarus has announced.

Dr. Maynard, a 1971 alumna of the University of Connecticut, took her Ph.D. in economics at the University of Wisconsin in 1975, working with its Institute for Research on Poverty in 1973-74.

She began her long association with Mathematica Policy Research Inc. in 1974.

As senior vice president of the 170-member firm, she is responsible for all aspects of the Princeton research unit, and in addition is project director for three of its multimillion-dollar projects. One titled Evaluation of the Dropout Demonstration Assistance Program of the U.S. Department of Education, analyzes the impact, implementation and cost-effectiveness of some 25 projects whose objectives are to promote improved school attendance, performance and completion rates. Another, the Alternative Schools Demonstration Evaluation for the U.S. Department of Labor's Employment and Training Administration, evaluates alternative school options for teenagers who

are at risk of dropping out. A third is a Teenage Parent Demonstration sponsored by the U.S. Department of Health and Human Services.

As one of the nation's leading analysts of child care policy and related issues of employment, job training and welfare, Dr. Maynard has also been a consultant to the Rockefeller Foundation since 1984, and to the General Accounting Office since 1987. She publishes widely in major journals and educational foundation series, and is called upon also for expert testimony in Washington and for executive briefings for government and foundation bodies considering child care and welfare programs.

Dr. Maynard is a member of the National Academy of Sciences Panel on Quality Control of Student Financial Aid Programs, and served in 1987-89 on its Panel on Child Care Policy. She is presently on the Committee on Economic Development's Advisory Panel on Child Care Policy; the Pew-sponsored Panel on the Economics of Educational Reform and Teaching in Los Angeles; the Rockefeller Institute of Government's JOBS Program Implementation Study; and the Inter-generational Literacy Research Action Project Advisory Team sponsored by Washington, D.C.'s Wider Opportunities for Women.

*In response to requests for dates of the year-end holidays, the following is republished. — Ed.*

## Recognized Holidays

The following holidays will be observed by the University in the upcoming fiscal year (July 1, 1992-June 30, 1993) on the dates listed below:

- Thanksgiving, Thursday/Friday, November 26-27
- Christmas Day, Friday, December 25
- New Year's Day, Friday, January 1, 1993
- Memorial Day, Monday, May 31, 1993.

In addition, staff are eligible for a floating day off each fiscal year which may be used for any reason, scheduled mutually with one's supervisor. Floating days are not cumulative.

The special vacation granted to faculty and staff between Christmas and New Year's Day will be December 28, 29, 30, 31, 1992. If an employee is required to be on duty to continue departmental operations for part or all of this period, the special vacation can be rescheduled for some other time.

Staff members who are absent from work either the work day before a holiday, the work day after a holiday, or both days, will receive holiday pay, provided that absence is charged to pre-approved vacation or personal days, or to sick days substantiated by a written note from the employee's physician.

Vacations and holidays for Hospital employees or those employees in collective bargaining units are governed by the terms of Hospital policy or their respective collective bargaining agreements. — *Division of Human Resources*



Lori Doyle to PennMed

## New PennMed Public Affairs Chief: Lori Doyle

Lori Doyle, general manager of Golin/Harris Communications, Inc., will be Chief Public Affairs Officer at the University of Pennsylvania Medical Center, Dean William N. Kelley has announced.

She takes office December 1 with responsibility for developing and directing all aspects of strategic communications. Ms. Doyle will oversee both media relations programs and departmental publications including the award-winning *Penn Medicine*, *Penn Pulse* and *HUPdate*. Special emphasis will be placed on broadening the base of public awareness of Penn's scientific achievements and clinical advances, Dr. Kelley's announcement said.

A 1981 graduate of Temple in communications, Ms. Doyle took her master's in communications from Ohio University the following year. She is on the board of the American Heart Association and a member of the Philadelphia Chapter of the British/American Chamber of Commerce as well as the Public Relations Society of America and other professional organizations.



Leaving: Dr. Miselis

## SAS's Dr. Miselis: Executive VP of Franklin Institute

Dr. Karen Miselis, associate dean for administration in SAS since 1989, left Penn last week to become the executive vice president for administration and finance at the Franklin Institute. Holder of three degrees from Penn (a master's and Ph.D., and later an M.B.A.), Dr. Miselis began at Penn twenty years ago as a lecturer in Romance languages and assistant dean in the College of Liberal Arts for Women. In 1977 she became vice dean and director of the College; from 1981-88 vice dean for planning and administrative information systems in SAS; and in 1988-89 assistant vice provost for data administration and information resource planning. For the past three years she has been responsible for finance, budget, planning, non-faculty human resources, physical facilities, institutional research, and administrative

*(continued next page)*

## A Reminder as Exams Approach

Dear Colleagues:

As we approach the period of final examinations, I want to underscore the meaning and importance of academic integrity for all members of the University community and the responsibilities and obligations that it imposes on us all. Upholding academic integrity is among the most important obligations we as members of the University community bear.

The effort to gain and transmit knowledge and understanding, whether among scholars or between students and teachers, rests on a singular promise: honesty. Academic life, at every level, assumes that honest effort and honest reporting of results will lead us collectively towards the truth. On the other hand, misrepresenting data, stealing the work of others, and dealing falsely with our peers, mentors or students, subverts the academic process quickly and completely.

Students at Penn, particularly the Student Committee on Undergraduate Education (SCUE), have called forcefully for greater emphasis on the centrality of "academic integrity" in the classroom and laboratory. This past year, a revised Code of Academic Integrity was adopted by the University community. This Code is binding upon all students and faculty members.

The following actions are among the violations of this Code and should be fully prosecuted under its procedures:

- Plagiarism
- Use or Performance of Another Person's Work
- Cheating During an Examination
- Prior Possession of a Current Examination
- Falsifying Data
- Submission Without Permission of Work Previously Used
- Falsification of Transcripts or Grades

These and similar actions may result in serious consequences, including transcript notations, suspension and/or expulsion from the University.

It is important that all students and faculty recognize the importance of academic integrity in their own actions and the behavior of others. No form of discipline or sanction is more effective than the opinions and reactions of peers when the behavioral standards of a community are breached. In the final analysis, every member of this community is responsible, through acts of omissions or commission, for the academic integrity of campus life. The Code of Academic Integrity defines those standards at Penn, and I urge you to help students, faculty and administrators make them a living and vital component of the academic experience.

I particularly encourage you to see that all examinations are actively proctored and that students fully understand the notions of plagiarism, falsification of data or authorship, and proper identification of sources. Students should also be encouraged to sign the academic integrity statement inside their examination booklet.

You should feel free to contact SCUE, faculty members, your undergraduate dean's office, the Judicial Inquiry Officer, or the Office of the Vice Provost for University Life, if you have questions or comments regarding academic integrity, the Code, or instances of its possible infraction.

It is my hope that a consistent and committed effort by faculty and students will help to make the highest standards of academic integrity the norm at the University of Pennsylvania.

— Michael Aiken

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## OF RECORD

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### Rules Governing Final Examinations

The rules governing final examination are as follow:

1. No student may be required to take more than two final examinations on any one calendar day.
2. No instructor may hold a final examination except during the period in which final examinations are scheduled and, when necessary, during the period of postponed examinations. No final examinations may be scheduled during the last week of classes or on reading days.
3. Postponed examinations may be held only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their dean's office to take a postponed exam. Instructors in all courses must be ready to offer a make-up examination to all students who were excused from the final examination.
4. No instructor may change the time or date of a final exam.
5. No instructor may increase the time allowed for final exam beyond the scheduled two hours without permission from the appropriate dean or the Vice Provost for University Life.
6. No classes (covering new material) may be held during the reading period. Review sessions may be held.
7. All students must be allowed to see their final examination. Access to graded finals should be ensured for a period of one semester after the exam has been given.

In all matters relating to final exams, students with questions should first consult with their deans' offices. We encourage professors to be as flexible as possible in accommodating students with conflicting schedules. Finally, at the request of the Council of Undergraduate Deans and SCUE, I particularly encourage instructors to see that all examinations are actively proctored.

— Michael Aiken, Provost

Dr. Miselis from page 1

computing. She has also been involved in learning and introducing total quality management into SAS. Dean Rosemary Stevens said, "Dr. Miselis has emphasized the necessity for all to understand precisely what their responsibilities are, to have available to them the tools to be able to fulfill those responsibilities, and then to be held accountable for their achievement."

### Reminder: PENNcard Expiration

PENNcards issued to staff and faculty before 1989 and with no expiration date on the second line will expire January 1, 1993, the PENNcard Center announced in October. (More recently issued cards have an expiration date on the second line.) Cardholders needing an update may bring their cards to the Center at 3401 Walnut Street, Suite 323A, for replacement without charge, Mondays through Fridays from 9 a.m. to 4:45 p.m. through December 24.

*The following memo was sent to all Deans, Directors and Budget Administrators on November 11, 1992.*

### On Year-End Transmittal of Gifts

As we approach the calendar year end, I would like to remind you about the timely transmittal of gifts made to the University of Pennsylvania. It is imperative that checks and securities received are sent immediately to the Office of the Treasurer, 4th floor Franklin Building/6205, 3451 Walnut Street. These should be accompanied by the postmarked envelope and any original letters pertaining to the gift or any other related documents. If checks are hand-delivered by a donor or messenger, a memorandum stating that fact, noting the date of delivery, should be prepared and sent to the Office of the Treasurer.

In the event that a gift is received for which a fund does not exist, the gift should still be forwarded to the Office of the Treasurer with instructions that it be deposited into the Gift Suspense account. It is the responsibility of the School or Department to follow-up with its Business or Development Officer to ensure that if a new fund is required, the necessary steps are taken.

All gifts, securities and subscriptions should be forwarded to the Office of the Treasurer by way of the Gift and Subscription Transmittal. These forms can be obtained by calling Ext. 8-8687. Exception to the above are the Annual Giving Gifts. These gifts have their own transmittal form.

When reallocating specific gifts between funds, please submit a request for reallocation accompanied by the supporting documentation rather than preparing a journal. This request should be submitted to Central Gifts Processing (CGP). This procedure will enable CGP to update their gift records. The reallocation will then be processed on the accounting system by the CGP staff. If you have any questions, please call:

Edwin Carré, Trust Administrator,

Ext. 8-7254

Camille Turmier, Manager, Central Gifts Processing, Ext. 8-1547.

— Christopher D. Mason, Associate Treasurer

## The Tasks of Stewardship in Tough Times: New Partnerships and Learned Optimism in American Higher Education

*President Sheldon Hackney's November 9 address to the College and University Personnel Association at the opening of its 1992 National Convention*

Good Morning! Being with you this morning is more than a routine occasion for me. In fact, the opportunity to open CUPA's 46th Annual Convention brings with it a great feeling of satisfaction about Penn's role in hosting this year's gathering—and especially about Rogers Davis'\* service as National Convention Chair. This event continues a long tradition of close ties between CUPA and Penn. Most notable in recent years has been Rogers' service on CUPA's National Board of Directors and his chairmanship of the Eastern Regional Board. His associate, Gary Truhlar,\* is serving as National System Advisor and as a member of CUPA's Professional Development Board. We are also pleased that CUPA has, from time to time, recognized the tradition of human resources leadership at Penn: in 1990 Gary and Wanda Whitted\* received CUPA's Fred Ford Award in recognition of their work on Penn's H.R.INFO system, an on-line policy manual that has since expanded into a rapidly growing on-line information system for the entire University. Such an award is especially fitting, since it is named not only for a CUPA luminary, but for the head of Penn's personnel services in the 1960's, Fred Ford. So I come before you today with pride in the role Penn's *people* have played in the national leadership of your organization and in the field of college and university personnel administration.

At the same time, I feel that the topic you have set for me, the "stewardship" of human and fiscal resources in these difficult times for American higher education, is one into which the University of Pennsylvania's recent experiences can usefully provide some insight. *Finally*, someone has asked me to speak about a topic I know something about—and most of what I know I have learned from leaders like Rogers, Wanda, Gary, and most recently, Bill Holland,\* who will be leading a session this afternoon.

Now that you have, like our Founder, Benjamin Franklin in his youth, arrived in William Penn's "greene country towne" you may have already discovered that the bespectacled, gout-ridden, ink-stained, wit of the American Revolution is not only quoted with abandon, but invoked upon virtually every public occasion. This is certainly true at Penn, since we have found in him the embodiment of all that makes the University of Pennsylvania a wonderful and continuously relevant institution. His essay, "Proposals Relating to the Education of Youth in Pensilvania," published in 1749, remains a continuing source of inspiration.

### Stewardship in Tough Times

Times such as these demand of each of us a sophisticated kind of "stewardship" that draws on Franklin's vision of the highest purposes of education—and these were emphatically *not* teaching and research *for their own sakes*. Rather, Franklin saw that "the great aim and end of all learning" was service to humanity. One form of such service must be our care *for the people* who comprise our institutions, especially in tough times.

Colleges and universities are special institutions in our society. They remain the only large social institutions that are almost wholly dependent on the *individual* commitment, performance and imagination of a large, yet relatively independent workforce. This sometimes drives trustees and critics from business or military backgrounds to states of near apoplexy. But the faculty culture of independent small-businesspersons—setting their own hours, hustling for grants, following their own intellectual paths of discovery—is an *essential*, not an *accidental* feature of higher education. Even for the support staff and administrators whose work demands more

traditional standards of efficiency and conformity, colleges and universities represent nontraditional environments. Subjective and intangible rewards must often compensate for an almost inevitable sense of second-class citizenship and relative powerlessness—to say nothing of noncompetitive salaries and limited career prospects. Thus, whether we speak of faculty, staff, or administrators, it follows that only by nurturing *our people* can we hope to cope with the new challenges that confront us.

### A New Partnership

So demanding is our stewardship in these difficult times that it calls for *a new partnership* of care and community among all the groups that make up our academic world. Such a partnership will force us to change some of the most traditional characteristics of the American college and university. I will say more about that in a moment, but we must first understand the "new age of scrutiny" in which we are living. This is important because the political, economic, and internal forces that today beset American higher education, also challenge its traditional prestige, privilege, and personnel practices.

I think we are beset by three interrelated, but quite distinct, crises. (My apologies to Richard Nixon: I count only three crises to his six, and they are not, strictly speaking "mine" but "ours"! ) For better or for worse, these crises and our collective responses to them will determine the future of our schools.

The first of these crises is the "educational crisis" which began to surface in the 1980's. The public faces of this crisis are well-known. First, former Secretary of Education William Bennett attacked colleges and universities as elitist, unresponsive, greedy, and arrogant. Then, Allan Bloom, with his book, *The Closing of the American Mind*, precipitated a torrent of criticism of higher education. He charged that we had lost our way educationally and strayed from a core curriculum rooted in the classics of western social and political thought. Then, *Profscam*, by Charles Sykes, fulminated against a professoriate that he portrayed as "selfish, wayward, and corrupt." More recently, Dinesh D'Souza, in his book *Illiberal Education*, has used half-truths, innuendo and McCarthyite reasoning to accuse universities of an uncontested "political correctness." He sees liberal dominance of the classroom leading to the uncontested ideological indoctrination of students. Two more anti-university, muckraking books appeared last summer, so the market for this stuff has not yet been saturated. Add to all this the recent scandals in intercollegiate athletics, misconduct in research (exemplified by the David Baltimore case), an unseemly preference for publicity over scholarly publication (as in the cold fusion fiasco), and finally, Congressman Dingell's attacks on the recovery of indirect costs for federally-funded research—and one could be forgiven for feeling discouraged and depressed about the future of our enterprise.

But here, in fact, the news is quite good. Over the past decade at Penn and elsewhere, standards in both undergraduate and graduate education have risen, curricula and general education requirements have been reformed, the fundamental role of research in many of our institutions has been strengthened, the participation of senior faculty in undergraduate teaching has been broadened, the inclusion of teaching criteria in tenure and promotion decisions has become commonplace, and the caliber and diversity of student bodies has improved. We have also re-examined the role of the undergraduate major, integrated liberal and pre-professional education, brought the educational experience into residential settings, insisted on diverse and mutually-respectful campus communities, promoted volunteerism and community service, and begun to prepare students for the global context in which they will live and work. In short, *we have*

*continued on page 6, past inserts*

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\* In Penn Human Resources, Rogers Davis is director of recruitment and retention, Mr. Truhlar director of information management, and Ms. Whitted manager of staff relations; Dr. H. William Holland is vice president.



On December 12, 1989, President George Bush signed the Drug-Free Schools and Communities Act Amendments of 1989, which placed an obligation on all recipients of Federal funds to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol on its premises or as a part of any of its activities by its students and employees.

Therefore, the University of Pennsylvania seeks to encourage and sustain an academic environment that both respects individual freedom and promotes the health, safety and welfare of all members of its community. In keeping with these objectives, the University has established the following policy governing alcohol and other types of drugs.

Consistent with its educational mission, the University sponsors programs that promote awareness of the physical and psycho-logical, social and behavioral effects of alcohol consumption and drug use, and provides services and resources for community members who experience alcohol and drug-related difficulties.

Penn's alcohol and drug policies and programs are intended to encourage its members to make responsible decisions about the use of alcoholic beverages and drugs, and to promote safe, legal, and healthy patterns of social interaction. As a part of its alcohol and drug program, the University will enforce its various disciplinary sanctions against individuals who violate its policy or Federal, State or Local alcohol and drug laws. However, nothing in this policy is intended to change in any way the procedures for enforcing or grieving such discipline.

—Sheldon Hackney, President      —Michael Aiken, Provost      —John Wells Gould, Acting Executive Vice President

## University of Pennsylvania Drug and Alcohol Policy

### Standards of Conduct

#### 1. Drugs

The University of Pennsylvania prohibits the unlawful manufacture, distribution, dispensation, sale, possession or use of any drug by any of its employees in its workplace, on its premises or as part of any of its activities, or by its students. This policy is intended to supplement and not limit the provisions of University's Drug-free Workplace policy.

#### 2. Alcohol

The University of Pennsylvania permits the lawful keeping and consumption, in moderation, of alcoholic beverages on its property or property under its control by persons of legal drinking age (21 years or older). The University prohibits:

- a. the possession and/or consumption of alcoholic beverages by persons under the age of twenty-one on property owned or controlled by the University or as part of any University activity.
- b. the intentional and knowing selling, or intentional and knowing furnishing (as defined by Pennsylvania law) of alcoholic beverages to persons under the age of twenty-one or to persons obviously inebriated on property owned or controlled by the University or as part of any University activity. Pennsylvania law currently defines "furnish" as "to supply, give, or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged."
- c. the consumption of alcoholic beverages by all University employees and students so as to adversely affect job or academic performance and/or endanger the physical well-being of other persons and/or oneself, and/or which leads to damage of property.

In addition, guidelines governing the use of University funds for the purchase of alcoholic beverages, and the manner and location of dispensation of alcoholic beverages on property owned or controlled by the University are provided in the *University Policies and Procedures* manual.

### Legal Sanctions

The following is a brief review of the legal sanctions under Local, State, and Federal law for the unlawful possession or distribution of illicit drugs and alcohol:

#### 1. Drugs

- a. The Controlled Substance, Drug, Device and Cosmetic Act, 35 Pa. C.S.A. 780-101 *et seq.*, sets up five schedules of controlled substances based on dangerousness and medical uses. It prohibits the manufacture, distribution, sale or acquisition by misrepresentation or forgery of controlled substances except in accordance with the Act as well as the knowing possession of controlled substances unlawfully acquired. Penalties for first-time violators of the Act range from thirty days imprisonment, \$500 fine or both for possession or distribution of a small amount of marijuana or hashish, not for sale, to fifteen years or \$250,000 or both for the manufacture or delivery of a Schedule I or II narcotic.

A person over eighteen years of age who is convicted for violating The Controlled Substance, Drug, Device and Cosmetic Act, shall be sentenced to a minimum of at least one year total confinement

if the delivery or possession with intent to deliver of the controlled substance was to a minor. If the offense is committed within 1,000 feet of the real property on which a university is located, the person shall be sentenced to an additional minimum sentence of at least two years total confinement.

- b. The Pharmacy Act of 1961, 63 Pa. C.S.A. 390-8 makes it unlawful to procure or attempt to procure drugs by fraud, deceit, misrepresentation or subterfuge or by forgery or alteration of a prescription. The first offense is a misdemeanor, with a maximum penalty of one year's imprisonment, a \$5,000 fine, or both.
- c. The Vehicle Code, 75 PA. C.S.A. 3101 *et seq.*, which was amended effective July 1, 1977, prohibits driving under the influence of alcohol or a controlled substance, or both, if the driver thereby is rendered incapable of safe driving. A police officer is empowered to arrest without a warrant any person whom he or she has probable cause to believe has committed a violation, even though the officer may not have been present when the violation was committed. A person so arrested is deemed to have consented to a test of breath or blood for the purpose of determining alcoholic content, and if a violation is found it carries the penalties of a misdemeanor of the second degree, which includes imprisonment for a maximum of thirty days.
- d. The Federal drug laws, The Controlled Substances Act, 21 U.S.C. 801 *et seq.*, are similar to the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act, but contain, for the most part, more severe penalties. Schedules of controlled substance are established, and it is made unlawful knowingly or intentionally to manufacture, distribute, dispense, or possess with intent to distribute or dispense a controlled substance. If the quantity of controlled substance is large (e.g. 1,000 kg of a mixture or substance containing marijuana), the maximum penalties are life imprisonment, a \$4,000,000 fine, or both. Lesser quantities of controlled substance (e.g. 100 kg of a mixture or substance containing marijuana) result in maximum penalties of life imprisonment, a \$2,000,000 fine, or both. The distribution of a small amount of marijuana for no remuneration or simple possession of a controlled substance carries a maximum of one year's imprisonment, \$5,000 fine, or both, with the penalties for the second offense doubling. Probation without conviction is possible for first offenders. Distribution to persons under the age of twenty-one by persons eighteen or older carries double or triple penalties. Double penalties also apply to the distribution or manufacture of a controlled substance in or on or within 1,000 feet of the property of a school or college.

#### 2. Alcohol

The Pennsylvania Liquor Code, 47 Pa. C.S.A. 1-101 *et seq.*, controls the possession and sale of alcoholic beverages within the Commonwealth. The Code as well as portions of the Pennsylvania Statutes pertaining to crimes and offenses involving minors, 18 Pa. C.S.A. 6307 *et seq.*, provide the following:

- a. It is a summary offense for a person under the age of twenty-one to attempt to purchase, consume, possess or knowingly and intentionally transport any liquor or malt or brewed beverages. Penalty for a first offense is suspension of driving privileges for 90 days, a

continued past inserts

ALMANAC November 24, 1992

fine up to \$300 and imprisonment for up to 90 days; for a second offense, suspension of driving privileges for one year, a fine up to \$500, and imprisonment for up to one year; for subsequent offense, suspension of driving privileges for two years, a fine up to \$500 and imprisonment for up to one year. Multiple sentences involving suspension of driving privileges must be served consecutively.

- b. It is a crime intentionally and knowingly to sell or intentionally and knowingly to furnish or to purchase with the intent to sell or furnish, any liquor or malt or brewed beverages to any minor (under the age of twenty-one). "Furnish" means to supply, give or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged. Penalty for a first violation is \$1,000; \$2,500 for each subsequent violation; imprisonment for up to one year for any violation.
- c. It is a crime for any person under twenty-one years of age to possess an identification card falsely identifying that person as being twenty-one years of age or older, or to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card. Penalties are stated in (1) above.
- d. It is a crime intentionally, knowingly or recklessly to manufacture, make, alter, sell or attempt to sell an identification card falsely representing the identity, birthdate, or age of another. Minimum fine is \$1,000 for first violation; \$2,500 for subsequent violations; imprisonment for up to one year for any violation.
- e. It is a crime to misrepresent one's age knowingly and falsely to obtain liquor or malt or brewed beverages. Penalties are as stated in (1) above.
- f. It is a crime knowingly, willfully and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.
- g. It is a crime to hire, request or induce any minor to purchase liquor or malt or beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.
- h. Sales without a license or purchases from an unlicensed source of liquor or malt or brewed beverages are prohibited.
- i. It is unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a State Store or in accordance with Liquor Control Board regulations.

The University will cooperate with the appropriate law enforcement authorities for violations of any of the above-mentioned laws by an employee in the workplace or student.

## Disciplinary Sanctions

In addition to sanctions imposed by Federal, State or Local authorities for violations of any of the above mentioned laws, any University student or employee who violates this policy will be subject to the University's disciplinary procedures which impose sanctions up to and including expulsion or termination from employment, and/or referral for prosecution. Nothing in this policy is intended to alter in any way the various University disciplinary or grievance mechanisms. Employees and students may be required to participate satisfactorily in a drug abuse assistance or a rehabilitation program.

## Health Risks

The use of any amount of drug—prescription, illicit, or legal (including alcohol)—will alter the chemical balance of the body. Misuse or compulsive use of alcohol and other drugs may lead to life-long chemical dependency, the disease of addiction, and possible death. Abuse and addiction to drugs often cause serious damage to major body organs such as the brain, stomach, lungs, liver, kidneys, heart, as well as the immune and reproductive systems. Pregnant women put the fetus at risk for serious birth defects and at birth addictions. Other health problems include sleep disturbances, malnutrition, convulsions, delirium and greater risk for life threatening accidents and events such as traffic deaths and suicides. Intravenous drug users who share needles are at greater risk for contracting AIDS. Use and/or withdrawal from a substance can also create mental problems including but not limited to depression, anxiety, paranoia and delusion.

What follows is a partial list of drug categories with a few examples of those commonly misused in society today. Alcohol, valium, antihistamines and xanax can be used as sedatives/depressants. Opium, morphine, heroin, and codeine are classified as narcotics. Amphetamines, ice, crack/cocaine, caffeine and nicotine are all stimulants. LSD, mescaline-psyote, and PCP are known as hallucinogens. Marijuana, THC and hashish are cannabis drugs. Inhalants include glue, solvents, and aerosol products. Steroids are in a category by themselves.

Additional information concerning health risks may be obtained from Faculty/Staff Assistance (1227 Blockley Hall) and Alcohol Drug Resource Center (115 Houston Hall).

## Available Treatment Programs

### Faculty/Staff Assistance Program

The Faculty/Staff Assistance Program is a free and confidential information, assessment, and referral service for both personal and job-related problems. It is available for University faculty, staff and family members. Specific services for alcohol and other drug problems include intervention, treatment referral, back to work conferences, individual/group aftercare, supervisory consults and trainings, and a variety of educational programs throughout the University. Assistance is available by calling 898-7910.

### Drug and Alcohol Resource Center

The Office of Alcohol and Drug Education provides confidential referrals for individual and group therapy, information about in-patient treatment centers, and the schedules of all self-help meetings on or near the Penn campus. Also, a referral hotline is available. For further information call referral hotline (898-3670) or the office number (898-2219).

## Resources

The following offices provide information, education and services related to alcohol and other drug concerns. All services are provided free of charge and are available to students, faculty and staff at the University of Pennsylvania. If you are concerned about your own, or someone else's use of substances, please contact one of these offices.

African American Resource Center (Faculty, Staff & Students)  
3537 Locust Walk/6225  
898-0104

Affirmative Action, Office of (Faculty, Staff & Students)  
1133 Blockley Hall/6021  
898-6993 (voice)  
898-7803 (TDD)

Alcohol/Drug Education, Office of (confidential)  
115 Houston Hall/6303 (Faculty, Staff & Students)  
898-2219  
Referral Hotline 898-3670

Campus Alcohol Resources and Education (CARE) (confidential)  
Penn Tower Hotel, Lower Level/4385 (Students)  
662-2860

Faculty/Staff Assistance Program (confidential)  
1227 Blockley Hall/6021 (Faculty & Staff)  
898-7910

Human Resources, Office of  
527-A 3401 Walnut Street/6228

Labor Relations (Unionized Employees)  
898-6019

Staff Relations (A1, A3, Part-time Staff)  
898-6093 (Exempt & Non-Exempt Staff)

Penn Women's Center  
119 Houston Hall/6306 (Faculty, Staff & Students)  
898-8611

Student Health Services (confidential)  
Penn Tower Hotel, Lower Level/4385 (Students)  
662-2850

Student Health Psychiatry (confidential)  
Penn Tower Hotel, Lower Level/4385 (Students)  
662-2860

University Counseling Service (confidential)  
3611 Locust Walk, 2nd Floor/6222 (Students)  
898-7021

## Stewardship in Tough Times *continued from page 3*

*cleaned up our educational act.* Those who once criticized us for being too lax have been silenced by the seriousness and effectiveness with which most schools have responded. The danger *now* is that this educational success will be not only masked, but actually threatened, by the financial and political crises we face.

That brings me to the second and most immediate of our crises: the “crisis of resources.” Wherever we look in higher education today, resources are tightly constrained. During much of the 1980’s, private colleges and universities could rapidly increase tuition to recover ground eroded by the high inflation of the 1970’s and by the dramatic cutbacks in Federal funding of student financial aid. But today, public and parental pressures do not permit tuition increases much in excess of inflation, so the growth in tuition revenue has been sharply curtailed. This may be a modest contribution to keeping higher education affordable, but it also sharply limits our resources. In the public sector, governments that once valued and invested in higher education for their citizens, are now issuing I.O.U.’s or taking millions out of higher education budgets. This is forcing draconian cuts in faculty, staff and program, and high tuition increases that cannot hope to close the fiscal gap, but will deprive millions of citizens of the educations they need.

At the same time, other sources of revenue are also shrinking: the rate of recovery for the indirect costs of federally-supported research is falling, federal and state financial aid monies and research dollars are shrinking in real terms, and growth in private charitable contributions is limited by a recessionary economy. Yet, costs continue to rise. And it is not just the costs of paper clips and computers and books. Many of our facilities constructed after the Second World War need modernization or replacement.

The crisis of resources could alone account for a severely depressed mood in colleges and universities across the land. But there is more. There is a simultaneous “crisis of confidence” in higher education. It is closely related to that afflicting law, business, medicine and journalism. Here, the thought may be father to the reality. From Bill Bennett to Dinesh D’Souza to Congressman Dingell, a decade of political and ideological “university bashing” has taken its toll. Only 25 percent of the public have confidence in higher education, down from 47 percent just a decade ago. While that is still better than Congress at 10 percent, the loss of prestige, support and understanding can have a pernicious effect on our institutions. Shorter presidential tenures is only a superficial symptom. More profound and more difficult to measure is the negative impact on the confidence of teachers, staff, and administrators. It is hard to continue to believe that one is doing a good, maybe even a superb, job when all around critics are saying that the emperor is wearing no clothes. Even the most self-confident and resilient among us will begin to have doubts.

So much for the symptoms. These crises of education, confidence and resources are not just random events. Rather, I think that they are signs of a much deeper social pathology, a larger social crisis that is already upon us. The L.A. riots last spring and the dissatisfaction of the electorate with “business as usual” bear me out. Add Washington’s intractable budget deficit, ubiquitous negative campaigning, the pervasive sense that America has “lost its way,” Ross Perot’s sudden rise, and you have ample evidence that our society itself is moving through a fundamental crisis of confidence and resources. Last week’s election clearly reflected a national mandate for a more aggressive response to this “fourth” crisis, the national and general version of higher education’s third crisis.

### Resilience and Flexibility

I hope all this talk of crises has not depressed you. That we confront such difficult times should really come as no surprise to those of you who are familiar with the history of our enterprise. We have frequently faced periods of enormous change and upheaval—and we have responded with the resilience of a punching bag that keeps its basic shape no matter how it is pummeled.

Our historic resilience in the face of constant change requires foresight, planning, and flexibility. None of those is possible if we adopt a purely reactive pattern of responding only *after* circumstances have changed. Knowing “what we are about” is central to the task of stewardship in this era. At one level, this simply requires that higher education avoid the fate of the passenger railroad companies: they thought they were in the railroad business when really they were in the transportation business. When new forms of cheaper and more convenient transportation arose, their business declined. Unlike the railroads, higher education generally knows that it is in the business of creating new knowledge, teaching, and service to the community. What is less clear is whether *each institution* understands its niche within that business—and whether changing fiscal and social conditions, and new

technologies, will erode some of those niches. For example, at Penn, we are clear that we want to be *the* leading research university that really cares about undergraduate education, and we are structuring all of our other priorities to reflect that central commitment. But that is a very different mission from a small, liberal arts college, a large state university, a specialized technical or professional institute, or a community college. Each must be clear about how it will realize the general purposes of research, teaching and service in its own special way.

It is only with such clarity that it becomes possible to institute the kind of long-range internal planning that can vaccinate an institution against many of our current ills. At Penn, we ward off institutional malaise through alternating and overlapping cycles of five-year planning in our schools, departments, and at the University level. For more than a decade, this evolving and flexible process has allowed us gradually to come to grips with some of our most fundamental decisions: where to invest institutional resources, how to structure programs and services, and how to set realistic goals that will move us towards the concrete realization of our institutional vision.

Such processes address the need for strategic commitments and investments that define an institution over the long-term. Just as important, however, is implementing the kind of day-to-day management practices that promote the stability and security necessary to taking the “long view.” For example, at Penn we have been fortunate that a form of “responsibility center budgeting” was adopted in the early 1970’s. It has served us very well indeed. It forces every dean, director, and manager to assume real fiscal responsibility for their operations. Flexibly applied, it has kept us lean and vigilant, and it has saved us from the dire cutbacks and programmatic distortions other institutions are experiencing.

Of course, I realize that even with Penn’s relatively small endowment for an institution of its size and character, our situation may seem luxurious to those of you at the mercies of fluctuating enrollments or financially-strapped state legislatures. We, too, have suffered sudden losses—\$38 million this year in state monies—and while not catastrophic to the University as a whole, the impact is still disastrous for the programs and purposes directly affected. However, it is our overall sense of strategic commitments, tight fiscal management, and coherent long-term planning that has enabled us to cope. Without such a clear sense of *who we are, what we are about, where we want to go, and how we are going to get there*, I would be telling you a much different story today. That lesson is valid for all types and sizes of institutions. It is the innocently unfocused, unplanned, and fiscally irresponsible schools that will be most at risk in the decade ahead.

### Protecting the People

Central to Penn’s success has been the fact that knowing “what we are about” has enabled us to define what I see as the crucial goals of *academic, fiscal, and human stewardship*. We must *protect the academic core* of our institutions by *protecting our financial resources* and by *protecting our people* (both faculty and staff). Of course, all these tasks are essential to our academic mission. But given the special dependence of colleges and universities on the commitment and performance of individual employees, protecting them from the shrapnel of budget cuts and demoralization takes on paramount importance. It is, more than anything else, Penn’s explicit and visible commitment to these goals that has created a new sense of partnership among all members of the University community. Trustees, deans, and administrators realize the ever-present responsibility to protect the institution’s financial stability. Students, administrators, and faculty are reassured by the visible commitment to the University’s core academic mission. Faculty and staff know that their centrality to achieving that mission is recognized and protected before other priorities are addressed.

Let me return for a moment to the threat of drastic state funding cutbacks that has beset us for the past two years. How did we respond? First of all, we determined not to respond precipitously. Though the ultimate fate of one of our most prestigious schools hangs in the balance, our long-term fiscal management and careful planning have enabled us to avoid the sudden imposition of distorting cutbacks. We have not abruptly closed programs, fired faculty, or laid-off large numbers of staff. Instead, we have used our planning, budgeting, and administrative mechanisms to *spread* short-term decision-making down to deans and department chairs.

Yes, budgets have been cut, but the decisions on how to realize those savings have been made *locally*. The hard choices have been made by those who know their programs, people and tasks most intimately. And when we finally face the big long-term decisions, we will have taken the time to carefully think through all of our options and their consequences.

There are some general lessons that emerge from our experience. First, create an institutional climate that is focused on achieving the institution’s long-term mission. Anticipate the major strategic choices and commitments



that need to be made to realize that goal. Then, use systematic and realistic planning at every level to build a motivated, engaged workforce. Employ concrete rewards and budgetary constraints to overcome institutional inertia, and keep focused on the institution's "critical path." I use Penn as an example, but I want to emphasize that each institution must find its own path to turn short-term adversity to long-term advantage. Each school must build a workforce that understands and is committed to the institution's core mission. All of us must avoid hasty responses to unanticipated challenges. We have to use our present troubles to "fine-tune" our colleges and universities and strengthen their future strategic positions.

## Learning—and Teaching— Optimism

I want to close my discussion of stewardship by drawing an analogy from the world of individual psychology. Here I think the insights of one of Penn's most distinguished faculty members, the psychologist Martin Seligman, are instructive. Professor Seligman, whose work on "learned helplessness" may be known to some of you, has suggested that establishing some measure of *control* over our environment and circumstances is the best antidote to psychological depression. We can extrapolate from this insight—as Professor Seligman does—to the complementary notion of "learned optimism which seems to be a useful way to think about the fundamental tasks of "stewardship" in these perilous times.

As stewards, we face a fundamental choice of what Professor Seligman has called our "explanatory style," that is, the fundamental way in which we interpret the world around us. In our case, we must choose the "explanatory style" for ourselves, for our colleagues, and for our institutions. It must be the style best suited to this period of intense reexamination, criticism, declining confidence, and diminished financial resources—consequences of what I called "the new age of scrutiny." The choice is stark. Do we interpret our current trials and tribulations as temporary and specific travails to be borne or overcome? Or, do we take them to be permanent and universal manifestations of the failure and decline of our institutions—and those who work in them? The choice we make is likely to determine how

well we and our institutions respond to the crises at hand.

Professor Seligman gives some dramatic examples of these different explanatory styles in his first book, *Helplessness*. Faced with the same circumstances, the pessimist says, "I'm all washed up," while the optimist says, "I'm exhausted." The pessimist says, "Diets never work," where the optimist says, "Diets don't work if I eat out." In short, the individual—or the institution—that has *learned* to feel pessimistic about the world will naturally experience a sense of helplessness when confronted with adversity. The beneficiary of "learned optimism," on the other hand, will feel capable and realistically competent to overcome the problems at hand.

Of course, the moral of this analysis is that "optimism pays"—and that it pays to *learn* to be optimistic. There is no profit in pessimism. In institutions, as in individuals, pessimism breeds helplessness and the self-fulfilling prophecy of failure. Optimism, on the other hand, breeds small victories, and small victories can help us to learn how to win large ones. For stewards of the financial and human resources of American colleges and universities, Dr. Seligman's diagnosis translates into the careful day-to-day analysis of each phase of our operations. Use Total Quality Management and similar techniques to maximize both productivity and customer satisfaction. Insist on thoroughgoing fiscal responsibility and careful financial management to protect our institutions from waste, fraud, and what are politely known as "accounting errors."

There is ample reason to think that we *can* respond effectively to the challenges that face us. Historically, higher education has been remarkably resilient in the face of crises and drastic upheavals far more severe even than those we face today. Giving up our fantasies of a mythic golden age of higher education, when money was cheap, scholarship was pure, management unnecessary, and government respectful, is the first step towards responsible, *optimistic*, stewardship. That is *your* task when you return home: to *teach optimism*, to nurture confidence, to work in small and large ways to win victories over helplessness and despair. Only in that way can the larger victory of service to human well-being be won.

Thank you and good luck!

## Medical Program:

### Occupational Exposure to Animals

As part of the University's Animal Welfare Program, a medical surveillance program is available to all investigators, technicians, husbandry staff and others who have *significant* occupational exposure to animals at Penn. The program, which is administered by the Occupational Health Service in the Hospital of the University of Pennsylvania (HUP), consists of physical examinations, immunizations and treatment of animal-related bites or injuries. Supervisors are encouraged to enroll employees in this program.

Personnel who incur an animal injury or are interested in obtaining more information about the program, should contact the Occupational Health Service, ground floor, Ravdin/Silverstein corridor, HUP (telephone: 662-2354). Services for students who have significant contact with animals are provided by the Student Health Service, lower lobby, Penn Tower Hotel (662-2850).

For any injury that occurs after hours, students and staff are advised to go to the Emergency Room, 1 Silverstein Pavilion, HUP.

— C. Dobbin Connor

Medical Director, Occupational Health

## Tree Lighting Time:

The Faculty Club's cheery tradition continues with Santa Claus and other holiday characters, the wassail bowl and the gala buffet. It all starts at 5 p.m. Tuesday, December 15.



## The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of November 16, 1992 and November 22, 1992. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on Public Safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at Ext. 8-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—1, Aggravated Assault—1, Threats & Harassment—2

11/16/92	5:22 PM	Lot # 44	Complainant harassed by husband
11/16/92	10:00 PM	38th & Spruce	Male assaulted on highway
11/21/92	3:27 PM	Houston Hall	Actor tried to grab bracelet from complainant
11/21/92	8:08 PM	Nichols House	Threatening call received on answering machine

**38th to 41st/Market to Baltimore:** Sexual Assault—1, Threats & Harassment—3

11/17/92	12:35 PM	Evans Building	Women's breast grabbed by juvenile
11/19/92	9:37 AM	Veterinary Hospital	Animal rights note left on door
11/20/92	9:57 AM	Harnwell House	Unwanted harassing calls received
11/21/92	12:00 AM	High Rise North	Complainant receiving unwanted calls

**30th to 34th/Market to University:** Robbery (& attempt)—1

11/21/92	12:27 AM	Hayden Hall	2 complainants robbed with gun
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**Outside 30th - 43rd/Market to Baltimore**

11/20/92	11:30 PM	4401 Chestnut St	Complainant robbed by actor with gun
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### Crimes Against Property

**34th to 38th/Market to Civic Center:** Burglaries (& attempts)—3, Total Thefts (& attempts)—23, Thefts of Auto (& attempts)—1, Theft from Auto—1, Thefts of Bicycle & Parts—4, Criminal Mischief & Vandalism—4

11/16/92	8:58 AM	Anat-Chem Wing	Radio and answering machine taken
11/16/92	9:48 AM	Steinberg/Dietrich	2 Incidents/wallet & knapsack taken
11/16/92	12:02 PM	Hillel Foundation	Steel table taken from courtyard
11/16/92	3:48 PM	Van Pelt Library	Checkbook taken from unattended bag
11/16/92	6:10 PM	Richards Building	Glass broken on vending machine
11/16/92	6:45 PM	36th & Walnut	Roses taken from newsstand
11/16/92	11:10 PM	Houston Hall	2 Incidents/2 bookbags taken
11/17/92	5:19 PM	3600 block Locust	Secured bike taken from railing
11/17/92	7:04 PM	Gimbel Gym	Contents taken from secured locker
11/18/92	12:31 AM	Kappa Sigma	Secured bike taken
11/18/92	1:16 AM	Theta Xi	Windows missing/house in disarray
11/18/92	12:30 PM	Christian Assoc.	Male fled with wallet/wallet returned
11/18/92	4:15 PM	Magee Dorm	Clothing removed from laundry room
11/18/92	5:16 PM	3700 block Spruce	Secured bike taken from rack
11/19/92	2:05 AM	3420 Moravian St	Window at establishment broken
11/19/92	12:49 PM	Annenberg Center	2 Incidents/Various props taken/knapsack taken
11/19/92	1:43 PM	3400 block Walnut	Items taken from unsecured vehicle
11/19/92	3:39 PM	Bookstore	Contents taken from unsecured locker

continued next page

## PENN FOR A SAFE CITY

Don't be a  
**Turkey!**



**SAFETY—  
EVERYONE'S RIGHT...  
EVERYONE'S RESPONSIBILITY**

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continued from previous page

11/19/92	5:47 PM	Law School	Wallet taken from unattended backpack
11/21/92	2:14 AM	Furness Building	Secured bike taken from rack
11/21/92	12:43 PM	Psychology Labs	Stereo removed from room
11/21/92	8:52 PM	Meyerson Hall	Wallet taken from room
11/21/92	10:17 PM	Phi Sigma Kappa	Items removed from 3rd floor
11/22/92	12:50 AM	Houston Hall	Building left in disarray after party
11/22/92	1:49 PM	Steinberg/Dietrich	Attempt entry made to room
11/22/92	3:57 PM	200 block 38th	Vehicle removed from location
11/22/92	4:46 PM	Phi Gamma Delta	Unsecured building entered/bike taken

**38th to 41st/Market to Baltimore:** Total Thefts (& attempts) —9, Thefts from Autos—1, Thefts of Bicycles & Parts—4, Criminal Mischief & Vandalism—2

11/16/92	10:14 PM	3900 block Walnut	Secured bike taken/Attempted flim-flam
11/17/92	11:53 AM	High Rise North	Secured bike taken from railing
11/17/92	4:28 PM	4023 Pine St	Secured bike taken from porch railing
11/17/92	6:51 PM	216 S. 40th St	Male feld from store with sneakers
11/17/92	9:44 PM	3927 Walnut St.	Windshield to auto cracked
11/18/92	3:48 PM	3800 block Locust	Secured bike taken from rack
11/20/92	3:17 PM	3929 Walnut St.	Wallet taken from arcade
11/20/92	4:27 PM	Tau Epsilon Phi	Unattended knapsack taken
11/21/92	7:20 PM	Lot # 41	Snow brush taken from auto/arrest
11/22/92	5:49 PM	4046 Walnut St	Front door glass smashed out

**41st to 43rd/Market to Baltimore:** Total Thefts (& attempts) —1, Total Thefts (& attempts) —8, Thefts of Auto (& attempts) —1, Thefts of Bicycles & Parts —3, Criminal Mischief & Vandalism —1

11/17/92	1:52 PM	34th & Chestnut	Male attempted to steal auto/arrest
11/17/92	4:33 PM	Hutchinson Gym	Dorm keys taken from unattended pants pocket
11/18/92	6:01 AM	Hollenback Center	1st floor door glass broken/TV taken
11/18/92	3:32 PM	Chemistry Building	Balance taken from room
11/18/92	8:39 PM	3300 block Spruce	Secured bike taken from rack
11/19/92	9:23 PM	Ice Rink	License plate cover damaged
11/20/92	5:13 PM	Franklin Field	Keys and Penncard taken while unattended
11/20/92	7:21 PM	Towne Building	2 Incidents/bike seat taken/secured bike taken
11/21/92	4:26 PM	Hutchinson Gym	Items removed from locker

**Outside 30th - 43rd/Market - Baltimore:** Total Thefts (& attempts) —1

11/22/92	11:07 AM	4301 Walnut St.	Wallet and contents taken from room
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### Crimes Against Society

Disorderly Conduct—1

11/22/92	4:20 PM	200 block 40th	Male attempted to slash officer with knife
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## 18th District Crimes Against Persons

11/9/92 TO 11/15/92  
Schuylkill River to 49th Street,  
Market Street to Woodland Avenue  
**Total: 11 incidents, 2 arrests**

Date	Time	Location	Offense	Arrest
11/09/92	12:05 AM	4800 Walnut St.	Robbery	No
11/09/92	3:56 PM	4600 Chestnut St	Robbery	Yes
11/09/92	3:58 PM	224 S. 46th St.	Robbery	Yes
11/09/92	8:35 PM	4830 Baltimore	Robbery	No
11/10/92	2:34 AM	1400 S. 49th	Robbery	No
11/10/92	5:10 PM	4700 Hazel	Robbery	No
11/11/92	8:05 AM	4710 Locust	Robbery	No
11/13/92	2:00 AM	4400 Osage	Rape	No
11/14/92	6:55 PM	4100 Chester	Rape	No
11/15/92	8:37 PM	33 S. 40th	Robbery	No
11/15/92	9:11 PM	4201 Walnut	Robbery	No

## DEATHS

**Dr. John Gaggin**, 39, a communication specialist in the Wharton School, died November 22. Dr. Gaggin received his B.A. summa cum laude from Muhlenberg College in 1975, then came to Penn his two advanced degrees—the 1977 master's and 1986 Ph.D. in English.

He taught in the English department until 1979. From 1980-1985 he was a lecturer, teaching workshops on oral presentation skills, interpersonal communication, and writing to M.B.A. candidates. He also redesigned and implemented the communication curriculum for the Wharton Executive M.B.A. Program.

More recently, Dr. Gaggin taught management communication to M.B.A. candidates, coordinated communication instruction for the Wharton Executive M.B.A. (WEMBA) Program, and developed and directed executive education programs in communication. He also provided group process training for undergraduate dormitory managers and served as a professional advisor for the Wharton undergraduate division. In addition, he taught undergraduate courses in oral communication, composition, fiction, and film, and published *Hemingway and Nineteenth-Century Aestheticism* (UMI Research Press, 1988). His interests included stagefright and listening skills.

He is survived by his father, Richard, and his sister, Cynthia G. Clowerey.

A memorial service will be held on December 2 at 2 p.m. at St. Mark's Church.

**Mr. James Mabrey**, 97, died November 1. He came to Penn in 1943 and stayed 17 years until his retirement. He is survived by his daughter, Susan Shockley.

**Mrs. Christine Stevens**, 65, died November 6. She came to Penn in October 1978, and stayed until her retirement last year. Mrs. Stevens worked as a custodian in the Kaplan Wing in the Medical Complex. She is survived by her daughter, Mary.

## Update

NOVEMBER AT PENN

### TALKS

**30 Identification of a Novel Adenosine Receptor in Rat Brain:** Matt Sills, Ciba Geigy, New Jersey; noon; Pharmacology Seminar Room, John Morgan Building (Pharmacology).

*Human Evolution, Language and Environment;* Phillip V. Tobias, University of the Witwatersrand; 4 p.m.; B-17, University Museum (Anthropology).



*Almanac*

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