

Almanac

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Pullout: November at Penn

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SAS: Faculty re Closings

After Thursday's SAS Faculty Meeting, Dean Rosemary Stevens said she is taking under advisement the outcome of Dr. James Ross's motions calling for internal and/or external reviews before making recommendations to close certain departments.

Members voted in favor of reviews for Religious Studies (40-21) and Regional Sciences (37-18). A motion to review American Civilization before proceeding toward a recommendation to close was defeated, 23-25. At the request of Astronomy faculty, a motion to conduct review before recommending its merger into Physics was withdrawn. (See also page 3 for an exchange between the campus AAUP and Dean Stevens.)

GSFA: City/Regional Planning

On page 4, Dean Patricia Conway of the Graduate School of Fine Arts releases a report on her meeting with graduate students concerning the future of the Department of City and Regional Planning.

From the Division of Public Safety Crime Alert: Abduction

On Wednesday, October 20, 1993, at approximately 9:50 p.m., a woman was abducted by point of gun in the commercial parking lot on the northwest corner of 34th & Chestnut Streets. The assailant is described as a black male, dark complexion, medium build, 5'8", wearing a dark-colored sweat suit with a flannel vest. The assailant forced the woman into the back seat of her automobile and drove her to an isolated destination where he assaulted her and shot her in the face. The assailant fled in the victim's automobile, a 1985 red Honda Accord, Pennsylvania License Number ABL3159. She found help, and was hospitalized and released.

If you can provide information regarding the assailant or the auto, please call one of the emergency numbers below or Campus Detectives at 898-4485.

Safety Tips: We urge you to utilize safety precautions, be aware of your environment and promptly report any suspicious activity.

- Use the Outdoor Blue-Light Telephones. Just open the box and lift the receiver for *direct connection* to Campus Police.
- Use Penn's Escort Service (898-RIDE or 898-WALK).
- Use Penn's 24-Hour Victim Support Services (898-4481).

Other Important Numbers

Campus Police	898-7297
Campus Detectives	898-4485
Victim Support Services	898-4481-6600
On-Campus Emergencies	511
Off-Campus Emergencies	573-3333
Sex Crimes Unit	685-1667

Veterinary Medicine: Acting Dean Alan Kelly

Dr. Alan Kelly, professor of pathology and chairman of the department of pathobiology at the School of Veterinary Medicine, has been named Acting Dean of the School effective January 1, 1994. The announcement was made Thursday by Interim President Claire Fagin and Marvin Lazerson, the Interim Provost.

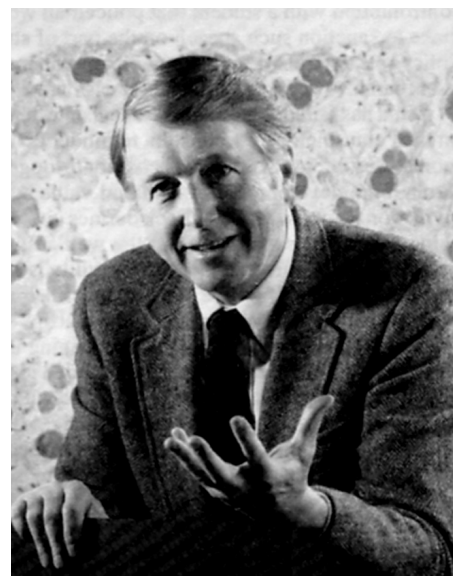
Dr. Kelly will head the School until a permanent replacement for Dean Edwin J. Andrews can be found. Dr. Andrews, dean of the School since 1987, announced last June that he would step down from the post on December 31, 1993. The search committee for Dean Andrews' replacement is expected to be appointed shortly.

"We are enormously pleased that Dr. Kelly has agreed to serve the School in this capacity," President Fagin said. "He is highly regarded both as a scholar and an administrator, and understands the concerns of all of the faculty. Dr. Kelly has done an outstanding job as the chairman of pathobiology, and is a highly creative person with excellent ideas about the Vet School's future."

Dr. Kelly completed his undergraduate work at the University of Reading, England, and took his veterinary degree at the University of Bristol, also in England. After deciding on a research career in pathobiology, Dr. Kelly earned a Ph.D. in Pathology in the Graduate School of Arts and Sciences at Penn in 1967.

He became assistant professor here in 1968 and was promoted to associate professor in 1972 and to full professor in 1979.

A 1974 recipient of the Lindback Award for Distinguished Teaching, Dr. Kelly also holds the



Spiller Prize of the University of Bristol and is a Fellow of the Royal College of Veterinary Surgeons. He is the author of some 70 research papers and book chapters, and is in demand throughout the world as a lecturer in symposia in a variety of fields including medicine, biology, physiology, zoology and sports medicine. His research projects have been funded by the Muscular Dystrophy Association of America, the National Cancer Institute, the NIH and other sources.

In the Latest Phonebook

Penn's 1993-94 Telephone Directory sheds some light on Center City as seen from the Law School mezzanine by free-lance photographer Gregory Benson. Although it may look technologically contrived, it is an authentic view, shot with daylight film and tungsten lighting at twilight in the fall. This is the second year that Gregory Benson's work has been on the cover—he shot the Quad's gargoyles that adorned last year's.

What's new in this edition? The green pages contain an expanded Business Services Guide including a new stationery requisition and ordering guide, an explanation of how to read the detailed telephone statement, information on the new area code (610) coming in January 1994, and information about Penn Tower Hotel and the Records Center.

To report any significant errors, omissions or changes call Banoo Karanji at Ext. 8-9155. For more copies call Ext. 8-4840. — M.F.M.



Leges Sine Moribus Vanae

The events of last spring have brought into question the University's Racial Harassment Policy. President Fagin has suggested that Section II of that policy might be suspended. While there is uniform agreement that the Racial Harassment Policy has not worked I do not believe that the appropriate solution is suspension of Section II.

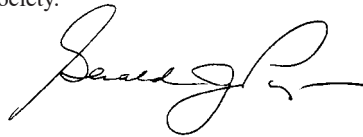
Critics of Section II have dubbed this section "the speech code" and have made the case that speech codes and the free inquiry that make the university a special place are incompatible. On the face of it this is an appealing argument but it does not stand up to scrutiny. Not all speech in the University is the same. To equate discourse in a class or other academic forum with speech that has no purpose other than to insult or demean an individual on the basis of race, ethnicity or national origin trivializes the issue.

There can be little doubt that if a member of the University Police used a racial epithet in a confrontation with a student that policeman would be disciplined by his superiors. What sense does it make to sanction such speech on the part of students or faculty? Section II of the Racial Harassment Policy sets a standard for behavior by members of the University community in support of the goals of the Preamble (Section I). Racial harassment and the free and open exchange of ideas can not coexist.

What has failed is the attempt to legislate behavior. *Leges Sine Moribus Vanae*, the words that appear on the Penn shield, are a constant reminder that laws will fail unless they are supported by community mores. Any attempt to enforce behavior through coercive means is, I am afraid, doomed to failure. Only through the development of a shared value system can we hope to influence behavior and promote civility on campus. M. Scott Peck defines civility as "a general awareness by people that personal well-being can not be separated from the well-being of the groups to which we belong...our families, our nation" and our university. Lack of civility is evidenced by acts such as harassment that disregard the interests of others. If we are to be successful as a university community we must strengthen and sustain civility on campus. We can only do that by communicating with each other—listening as well as speaking. The Commission on Strengthening the Community has been given the task of finding ways to develop the shared values that are needed to eliminate harassment from our community. I urge each of you to share your thoughts on this issue with the Commission (send mail to Dr. Gloria Chisum, 100 College Hall or send email to mcquision@a1.quaker.upenn.edu).

In the short run, I suggest that we keep Section II of the code, with appropriate modification of the introductory paragraph, and eliminate the section that has not worked, Section IV C: Formal Mechanisms for Resolution and Adjudication. With the suspension of that section we will have to rely on Section IV A: Information, Counseling and Support and Section IV B: Informal Mechanisms for Mediation and Resolution for the resolution of racial harassment complaints.

It is my belief that if the parties in the water buffalo case had been brought together with a trained mediator this case would not have developed as it did. Let's talk more and adjudicate less. If we can't do this within a university what hope is there for our society.



Actions and Reports 10/15/93

In the October 15 Stated Meeting, the Trustees voted a name change for the Museum—from "University Museum of Archaeology and Anthropology of the University of Pennsylvania" to *University of Pennsylvania Museum of Archaeology and Anthropology*. But, quipped Overseers Chair Bruce Mainwaring, the Museum will back into the change, with a grace period to use up the old stationery. The effective date is July 1, 1994.

In other motions, the board voted funds for renovations in the John Morgan Building (for pathology and laboratory medicine) and at 3600 Market (for anesthesia); and for purchases of a \$350,000 controlled access system for the School of Medicine, a \$4 million 4.0 Tesla Magnet in the Swing Space Building (for radiology), and some \$438,000 worth of new x-ray equipment for syn-thetic chemistry research in SAS.

The Trustees also approved the establishment of a new program in the School of Nursing, the Collaborative Assessment and Rehabilitation for Elders (CARE) program, similar to the British "day hospital" programs. CARE, which will be eligible for Medicare reimbursement, was described by Budget Committee Chair Susan Cath-erwood as an "outstanding new program" designed to fill a gap in present services, reduce fragmentation of services, reduce the length of hospital stays and prevent unnecessary institutionalization of elders.

Reports: President Claire Fagin announced that Penn will be the site of a two-hour "Firing Line" taping on December 3, with an air date of December 13. The topic will be free speech.

Provost Marvin Lazerson said he is forming a committee to study the ROTC at Penn and recommend alternatives, with a goal of reporting in the spring.

Executive Vice President Janet Hale reported a preliminary projection of deficit of \$2 million in unrestricted funds for the current year, based on a University loan to the Vet School.

(More next week including information from Trustee Committee reports.)

Last week the report of the Task Force on Domestic Partner Benefits appeared in Almanac, with an invitation to send comments to President Fagin by November 19. The Division of Human Resources has now released the following projections of costs associated with the benefits proposed.

University of Pennsylvania Division of Human Resources Estimated Annual Net Cost Increase Projections for Same-Sex Domestic Partners Benefits

Benefits Category* and Utilization					Additional University Cost (\$ in thousands)		% Increase of University Cost		Notes	
Range of Potential Eligible Population:										
Health										
Eligible Employees Enrolling		%	#	#					<ul style="list-style-type: none">• Estimated number of single employees 4,000.• Projections based on the assumption that 2% (80 employees) to 10% (400 employees) of single employees will be eligible for benefits.	
Medical	10%	8	40	18.00	90.00	.07%	.37%			
	20%	16	80	36.00	180.00	.15%	.74%			
	50%	40	200	90.00	450.00	.37%	1.90%			
Dental	10%	8	40	1.60	8.00	.06%	.29%			
	20%	16	80	3.20	16.00	.12%	.58%			
	50%	40	200	8.00	40.00	.29%	1.50%			
Tuition for Dependent Children and Spouses										<ul style="list-style-type: none">• Estimated number of single employees 4,000.• Projections based on the assumption that 2% (80 employees) to 10% (400 employees) of single employees will be eligible for benefits.• Per capita cost.
Eligible Employees Enrolling		%	#	#						
	10%	8	40	14.20	72.20	.13%	.66%			
	20%	16	80	28.50	144.40	.26%	1.30%			
	50%	40	200	72.20	359.90	.66%	3.30%			

Open Letter on Proposed Departmental Closings in SAS

The following was sent October 20 for publication to the Academic Community of the University of Pennsylvania, from the Executive Committee of the Pennsylvania Chapter, American Association of University Professors

Dear Colleagues:

The University of Pennsylvania Chapter of the AAUP strongly urges that the faculty of the School of Arts and Sciences insist that they be allowed to exercise their rights and responsibilities in the matter of restructuring the institution and that their demand be supported by the Faculty Senate.

Although in the development of the recommendations for the restructuring of the School of Arts and Sciences, Dean Stevens consulted with a number of members of her faculty those members were of her own choosing. Since the University faculty long ago established the principle that faculty consultation consists of consulting with faculty members *designated by the faculty*, Dean Stevens' consultation with faculty members did not constitute faculty consultation.

The procedure she has utilized so far has the additional defect of failing to comply with the procedure described by Provost Michael Aiken in his letter of September 16, 1991, to the Academic Deans: "the Dean should make his or her recommendation only after a careful study, a dialogue with *involved* faculty, and a *thorough* discussion in a meeting of the standing faculty of the school." [Italics mine.] The only portion of that procedure that might have been complied with to date is the careful study.

In addition, the procedure Dean Stevens appears to be following fails to comply with those found in the Policy Documents & Reports of AAUP to which the University adheres in its own policies. That publication specifies:

On Institutional Problems Resulting from Financial Exigency

1. There should be early, careful, and meaningful faculty involvement in decisions relating to the reduction of instructional and research programs. The financial conditions that bear on such decisions should not be allowed to obscure the fact that instruction and research constitute the essential reason for the existence of the university.

2. Given a decision to reduce the overall academic program, it should then become the primary responsibility of the faculty to determine where within the program reductions should be made. Before any such determination becomes final, those whose life's work stands to be adversely affected should have the right to be heard.

3. Among the various considerations, difficult and often competing, that have to be taken into account in deciding upon particular reductions, the retention of a viable academic program should necessarily come first. Particular reductions should follow considered advice from the concerned departments, or other units of academic concentration, on the short-term and long-term viability of reduced programs.

Sincerely yours,
Morris Mendelson, President, Pennsylvania Chapter

SAS Dean's Response to AAUP Open Letter

October 21, 1993

Dear Colleagues:

The best way to address the points raised by Professor Mendelson, which seem to assume we have engaged in a closed-door planning system in the School of Arts and Sciences (SAS) is to reproduce a memo that was sent to all faculty in SAS on November 5, 1992.

Two points should be stressed. First, throughout the SAS planning process, there has been scrupulous communication with the faculty at large about the procedures being followed and the cast of characters involved. In addition to the activities specified below, a draft of the plan was sent to all faculty in advance and was discussed at a special faculty meeting last March.

Second, the SAS Committee on Committees was specifically asked to nominate—and did nominate—members of the very important divisional subcommittees which reviewed the five-year plans of SAS departments. The reports of those subcommittees were essential in arriving at our assessments of all departments in the School and in developing the proposals for restructuring that are the subject of faculty discussion at present. Committee on Committees nominees included Kevin Brownlee, David DeLaura and Richard Dunn, who served on the Humanities Subcommittee, Alan Mann and John Sabini on the Social Sciences Subcommittee, and Anthony Cashmore, Dennis DeTurck and Robert Rescorla on the Natural Sciences Subcommittee.

Sincerely,
Rosemary A. Stevens, Dean,
School of Arts and Sciences

TO: Members of the Standing Faculty
FROM: Rosemary Stevens, Dean
DATE: November 5, 1992
RE: Faculty Involvement in Creation of SAS Five-Year Plan

As I reported at the last faculty meeting, the new plan for the School of Arts and Sciences is progressing well. Since not all of you were there, this memorandum is intended to keep you informed of where we are and what we are doing.

During the spring, the Planning and Priorities Committee (PPC) met to review the previous plan, analyze the present status of the School, and design the planning process for the School's new plan in the light of current pressures on higher education. The PPC is composed of the following faculty, student and administrative representatives:

Charles Bosk	Sociology
Michael Wachter	Economics
Ellen Kennedy	Political Science
Hallie Levin	Undergraduate
Ponzy Lu	Chemistry
John McMahon	Graduate
Eugene Narmour	Music
Richard Beeman	Associate Dean
Gillian Sankoff	Linguistics
Frank Warner	Associate Dean
Paul Soven	Physics
Rosemary Stevens	Dean

During the same semester, five faculty task forces also met and prepared reports for the PPC for undergraduate, graduate, lifelong, international education, and area studies. Each department was also requested to develop a five-year plan.

The Planning and Priorities Committee has reviewed the five task force reports and is currently developing specific goals and strategies for the School, as we maneuver successfully through the next five years.

In addition to planning at the School and department levels, it is very important that decisions occur within and among the three academic divisions; humanities, the natural sciences, and the social sciences. To achieve this, I have established three divisional committees, each of which includes six faculty members. At least two members of each subcommittee (three for natural sciences and humanities) were nominated by the Committee on Committees. The Planning and Priorities Committee members on the divisional subcommittees will serve as co-chairs.

The divisional subcommittees consist of the following faculty:

Humanities

Kevin Brownlee	Romance Languages
David DeLaura	English
Richard Dunn	History
Eugene Narmour	Music
Gillian Sankoff	Linguistics
Rosane Rocher	South Asia Regional Studies

Social Sciences

Charles Bosk	Sociology
Ellen Kennedy	Political Science
Alan Mann	Anthropology
Charles Rosenberg	History and Sociology of Science
John Sabini	Psychology
Michael Wachter	Economics

Natural Sciences

Anthony Cashmore	Biology
Dennis DeTurck	Mathematics
Ponzy Lu	Chemistry
Robert Rescorla	Psychology
Paul Soven	Physics
William Telfer	Biology

These divisional subcommittees will review the departmental plans in their divisions and will prepare brief reports on each plan for the Planning and Priorities Committee. I will use these reports and the Planning and Priorities Committee's discussion in providing feedback to the departments. Each subcommittee will also analyze the strengths and characteristics of the divisions as they perceive them developing over the next five years, will adduce School-wide goals and strategies from the departmental plans, and will relate both of these activities to priority-setting by division, especially with regard to interdisciplinary and cross-departmental activities.

In December, the divisional subcommittees and the Planning and Priorities Committee will meet with me in an all-day retreat for the purpose of establishing School-wide goals and strategies for the five-year plan. During the spring semester, the divisional subcommittees will assist in reviewing drafts of the School plan. In addition, at least one draft will be sent to all standing faculty for comments.

Please feel free to call me or members of the divisional subcommittees or Planning and Priorities Committee if you have any questions or if you wish to contribute information or suggestions.

This process may seem very cumbersome, but it is working well. We are fortunate in having a faculty that is strongly committed to the future of knowledge and education and to the well-being of the School. We will craft a plan that will give us maximum advantage for the next five years, and carry us well-prepared to meet the new century. Thank you for your help.

GSFA Dean and Students: Dialogue on the Future of City & Regional Planning

The following was sent by Dean Patricia Conway to Steve Lipe of the GSFA Graduate Student Activities Council on October 20, and to Almanac for publication on October 21. It reports on a meeting held October 19.

I thank you and your colleagues for coming to see me yesterday regarding the rumor that I had decided to close the Department of City and Regional Planning. I can well understand the anxiety that such a rumor would cause and assure you that nothing will be allowed to interfere with the completion of your or your colleague's degree programs. Unfortunately I cannot similarly assure you that there are not problems in the GSFA. Nor can I predict what the solution to those problems will be. However, I will summarize here the substance of our hour-long meeting which I invite you to verify so that we can make this information publicly accessible.

Explaining that the "news" about the Department closing was, at best, premature, I informed you that the GSFA is facing a situation of financial exigency; that the standing faculty had just met for the first time to consult with me on the situation; that the general faculty and lecturers will meet today to discuss the matter; that the standing faculty has formed a committee to verify the financial information underlying the situation; that the standing faculty will meet again

next week to discuss options for restructuring; and that I will not make a decision until I have heard those options and taken under advisement all of the information being gathered, including your input at this meeting.

You and your colleagues had numerous questions:

Q. Why weren't you consulted earlier?

A. The faculty discussion had just begun three hours earlier and I arrived at this student meeting directly from the standing faculty meeting.

Q. Am I still committed to the notion of four core departments as expressed in the Five Year Plan?

A. I am committed to the idea that the GSFA must re-focus its resources in strong core departments; that the recent history of peripheralization has not been good for the School; and that it is cross-disciplinary opportunity that needs to be encouraged.

Q. How is cross-disciplinary opportunity being encouraged now?

A. Through the collaborative studios (about which the one CRP student who came forth as a participant is very enthusiastic).

Q. Is it true that I want to shift entirely to physical planning at Penn?

A. The dean does not make curriculum here or hire faculty. However, the chairs—specifically

in architecture, landscape architecture, historic preservation and urban design—have long been clear that physical planning is both essential to their programs and the principal area of potential interaction between their programs and a planning department.

Q. What about the theoretical, academic, or policy aspects of planning?

A. There is no need to eliminate these aspects of the curriculum in order to develop a strong program in physical planning.

Q. What is my personal view of planning?

A. I am trained as a planner and practiced as a planner with a major firm, of which I was a principal, for 15 years. I believe the demand for planners is once again strong and that Penn should be training professionals at the level that MIT and UNC are training professionals.

Q. What is my personal view of the City and Regional Planning Department at Penn?

A. Since I arrived at Penn I've had nothing but complaints about and from this Department: students demanding exit interviews; students writing letters citing their inability to get jobs as evidence of an unsatisfactory curriculum; students expressing dissatisfaction with the "new" Regional Planning curriculum, the steering committee procedure, etc.; and an external review committee calling for complete faculty renewal, curriculum revision and development of research grants. Certainly Penn no longer ranks with the peers and competitors it once dominated.

Q. Is the University committed to the GSFA?

A. At the moment it's wait and see. Certainly the University's willingness to support the School's deficits for the last 15 or 20 years is evidence of long standing affection for the School. However, the University is now facing hard choices and can no longer be counted upon to be a major source of income to the GSFA.

Q. What will I do if the University closes the Graduate School of Fine Arts?

A. An astonishing question. I have no idea. Certainly the University could close the School (there is current precedent at Yale, Columbia, and in the California State University System) but I do not think it *would* as long as we demonstrate excellence and an ability to solve our financial problems. Moreover, it's my job to make sure that the University *doesn't* close the school.

Q. What do you mean by excellence?

A. Every department #1, 2, or 3 in the country, as was formerly true for the School.

Q. There are a lot of planning schools in the country. We'd settle for #9. Would you? (Note: the Department of City and Regional Planning is currently ranked #12 according to Emeritus Professor Ann Strong, other faculty and observers.)

A. The Trustees of this University are not interested in #9. The Trustees want to invest the University's increasingly inelastic resources in excellence, not mediocrity.

Q. How can the students be part of the decision-making process at this point?

A. The ball is now in the faculty's court and I must give them the opportunity to examine some restructuring options. As soon as I have their recommendations, I will get back to you. Meanwhile, *please* try to work with the faculty to come up with some creative strategies. We need fresh thinking.

From the Provost's Task Force on Public Safety:

A Survey on Public Safety Practices

The Task Force is seeking to survey experiences with and attitudes about campus police. The Task Force seeks input from a broad cross-section of the community served by the Penn Police. Feel free to attach extra pages if you wish to say more. *Clip or photocopy and return to: Task Force, c/o Richard Shell, Legal Studies, 2112 SH/DH 6369.* You may also fax your response to 573-2006.

1. Overall, I view the Penn Police

___ As an asset to the community ___ Neutrally
___ As a problem in the community ___ No opinion

2. Have Penn police officers ever been directly helpful to you or effective in executing their duties either on- or off-campus? If so, please explain.

3. Have you ever experienced any form of harassment, bias, or discrimination at the hands of a Penn police officer either on- or off-campus? If so, please explain.

4. The Penn Police have a role in off-campus safety and security as well as on-campus security. Do you think on-campus security practices should differ from those used off-campus? If so, how?

5. In general, how would you characterize the Penn Police's reputation for fairness and effectiveness in the community?

6. Do you have any other comments or suggestions?

I am (check one): ___ faculty ___ staff ___ student ___ non-Penn person

Name (optional) _____

Speaking Out

Blitzed by Bikes

After ten weeks of recovery from hip replacement surgery, I set out at lunch today [October 8] for the Faculty Club, cane in hand, thinking, "Thank God, there are at least no bicycles to contend with."

Surprise. There was not one—there were *dozens*. And, as usual, they were weaving in and out amidst hapless pedestrians who had absolutely no control over the situation. Campus police told me that what was to be a rule is now "voluntary": bicycle owners are "requested" not to ride along Locust Walk.

Requested? Since when would someone who does not care a fig for mowing someone over abide by a request not to careen down Locust Walk? Isn't it bad enough that one is almost creamed every time one ventures out on Spruce Street? Can't there be one area where one walks in peace?

The no-bicycle ruling was the first decent decision on this subject that the University has made, and already it's been messed up. Wait until there are some lawsuits by those who are run over.

— *Diana Burgwyn, Public Affairs Manager, The Wistar Institute*

Ed Note: Since the above letter was written, Public Safety has announced (*Almanac* October 19) the implementation of phase three of the bike policy—prohibition of bicycle-riding on certain walkways at certain hours.

Starting November 1, riding is banned on Locust, Smith and Hamilton Walks between 8:30 a.m. and 5:30 p.m., Monday through Friday. Violators will be stopped and asked to walk their bikes, and failure to comply will result in a ticket. James M. Miller, director of fire and occupational safety, has been designated by Executive Vice President Janet Hale to monitor implementation of the policy.

Section II and the Judicial Code

Those opposed to the suspension of Section II of the Racial Harassment Policy have invited members of the University community to consider what will happen if Section II is suddenly suspended.

I would like to frame the question differently: What will happen if Section II is not suspended? What will happen right now?

Section II would exist simultaneously with a judicial system that has proven itself incapable of dispensing justice.

I would encourage everyone to read the judicial code—not just the Racial Harassment Policy—but the entire *Policies and Procedures* book. You will be appalled at what you find.

The judicial code is inconsistent with the American ideal of innocent until proven guilty. The code is a disgrace.

The problem is even deeper, though, because it is administered by a Judicial Inquiry Office that is apparently incapable of interpreting it as it stands. This was demonstrated last year by the mishandling—and whatever your beliefs about Section II, there is little doubt that there was mishandling—of the Water Buffalo incident, the DP theft, the Gregory Pavlik case, and others like these which we

are aware thanks only to the press.

The behavior of the Judicial Inquiry Office last year changed and in fact ruined lives. This is not hyperbole. Furthermore, one of the individuals responsible for the office's in-excusable behavior still works in the JIO.

The argument has been made that if it is interpreted correctly, Section II is Constitutional, necessary, and good. If you accept this, you must still leave room for the fact that right now, there is no mechanism for fair, correct, and responsible interpretation in place. Therefore, Section II must be suspended until it can be guaranteed that the judicial process will protect the First Amendment rights and the open expression of ideas that even the supporters of Section II sincerely claim to report.

— *Michael Nadel, C '96*

Response to Mr. Nadel

In his discussion of Section II of the Harassment Policy, Mr. Nadel lumps together a variety of events widely reported on last year but does not differentiate how they were handled. For example, despite numerous student complaints about Gregory Pavlik's articles last year, the JIO did not file racial harassment charges against him. The D.P. theft case was resolved by a special JIO this year, and the racial harassment policy was not an issue in that case. An inquiry board is now looking into the question of how the judicial process was followed in the "water buffalo" case and the Penn community will undoubtedly be presented with a full and accurate account of that event.

Furthermore, Mr. Nadel's personal vilification of the JIO staff is unfounded and inappropriate.

— *Larry Moneta,*

Associate Vice Provost for University Life

Ed. Note: Dr. Moneta has written a more detailed discussion of the role of the JIO, which can be found on page 12 of this issue.

Choosing Leaders

The administrative changes witnessed over the past one and a half years are unprecedented at the University. Most disheartening, by both action and inaction, this administration has made the University a laughing stock through-out academic and the public at large. Internally, the last ten years of decision making have been based on political opportunity and expediency rather than principle, on image-making rather than academic accomplishment, on social activism and political correctness rather than adding to core knowledge, on cultural differences rather than common values shared by all Americans, and on administrative control and organization rather than academic freedoms and the individual pursuit of truth.

With an interim president and provost, appointed by a departing administration, the University is at a crossroad. Giving lip service to freedom of speech, appointing special inquiry groups and passing off the ridiculous "water buffalo," D.P. and Penn police incidents as opportunities to "educate students"—then calling for a time of heal-

ing—misses the point entirely. The time is long overdue for a clean sweep, not only of the current administration but a way of thinking that is ill-suited to lead a great research university into the 21st century.

At Penn, the provost has traditionally been the chief academic officer, a person broadly respected not only for administrative abilities but also for good judgment and a sense of fair play, along with intellectual "horsepower" and a solid record of fundamental academic (as opposed to "policy") research. The president, by way of contrast, has traditionally represented the University to the outside world.

The most effective team at the University in recent memory consisted of President Gaylord Harnwell and Provost David Goddard. Both were widely respected. These leaders were committed to Penn as an institution (Harnwell never even accepted a salary). They inherited an overaged physical plant, a small endowment and a mediocre faculty and from this weak foundation built the intellectual fiber of the University as we know it today.

In addition to losing moral support of the Commonwealth, the outgoing administration has failed to focus on what makes a university truly great—an outstanding faculty and student body dedicated to pursuing truth free of pressures to conform (if not intimidation). Instead of being chief spokesman for faculty and academic interests, the job of Provost, for example, has become distorted into a training ground for those aspiring to "higher office." When university presidents and provosts share both internal and external responsibilities, it is not surprising that recent provosts have viewed the job as means to an end, not as the culmination of a successful academic career. Long gone, unfortunately, are the days when a provost would join impromptu intellectual discussions at open tables at the Faculty Club. Even formal meetings with individual faculty have been largely shunted to deputies.

In screening prospective candidates for president and provost, the respective search committees should look for a clean philosophical break from the previous administration. This does not mean that we should exclude all internal candidates. Nonetheless, allowing an administration, having left *en masse* on unconscionably short notice, to choose its own successors would be a serious mistake. As for the office of provost, no one should be nominated who shows the slightest hint of wanting to use the office as a stepping stone.

On the positive side, the new president should be strongly committed to solid academic research and have the courage and standing to promote this image to the external world. The new provost should first and foremost be broadly respected for research accomplishment and have wide respect throughout the faculty. The new provost should be willing to accept the office not because of the "exciting opportunities" and power offered by the position, but because of a commitment to improving the climate for free and unencumbered teaching, research and scholarship.

— *Joseph Scandura,*
Associate Professor of Education

Penn Faculty and Staff for Neighborhood Issues (PFSNI) is an organization of Penn employees who reside in neighborhoods that border Penn's campus. It recently released the following report on priorities for action by the University regarding these neighborhoods and forwarded it to Interim President Claire Fagin, Interim Provost Marvin Lazerson, Executive Vice President Janet Hale, Dr. Ira Harkavy, Director of the Center for Community Partnerships, and Trustees Chairman Alvin Shoemaker. Comments or questions on this report may be sent to: PFSNI Steering Committee c/o Dr. Richard Shell, Legal Studies, 2112 SH/DH 6369; fax 573-2006.

Priorities for Neighborhood Revitalization: Goals for the Year 2000

A Call for Action by Penn Faculty and Staff for Neighborhood Issues

October 1993

With crime, poverty, trash, homelessness, panhandling, and decline of the built environment encroaching upon their campuses, urban universities across the United States are recognizing that they must embrace and revitalize their surrounding communities or risk failure of their educational and research missions. The various threats of urban life, real or perceived, are causing students, faculty, and staff to consider carefully their commitments to urban life in and around major urban campuses. In response, colleges and universities are implementing major neighborhood revitalization projects as a way of reassuring these constituencies of their long-term interests in these vulnerable areas.

The University of Pennsylvania is no exception to this trend. As Penn moves toward the year 2000, it is clear that without stable, viable neighborhoods in the areas immediately north and west of the University, Penn faces a cycle of decline that will be difficult to reverse. The fates of Penn and its surrounding communities are thus inextricably intertwined: it is in the University's institutional self-interest to work towards neighborhood revitalization in both University City and, by extension, West Philadelphia as a whole. Moreover, severe financial limitations placed on Philadelphia's city government make it incumbent on Penn, as the empowered player in these areas, to take a leadership role in mobilizing resources for revitalization. The University has done much in this field in the past, but it must do more, and do it with renewed energy and focus, if it is to meet the challenge of survival beyond the year 2000.

Penn Faculty and Staff for Neighborhood Issues (PFSNI) is an organization drawn from the over 4000 Penn people who reside in these neighborhoods. Its goal is to help the University focus and apply its considerable resources to preserve and sustain these neighborhoods for generations of Penn people to come. In April 1993, over 500 Penn faculty and staff signed a petition calling for Penn to make "the well-being of the communities surrounding the University among the highest priorities of the institution over the next ten years." This document gives that priority meaning by calling for specific action and inviting further discussion and dialogue. Most of all, it seeks a cooperative, mutually sustaining relationship between Penn and those members of the Penn "family" who live, work, and raise their families literally within the shadows of the University's core campus. If the University is to retain the confidence of this important constituency, it must act decisively to implement the action steps set forth in this Plan.

Executive Summary: Four Steps Toward Viable Penn Neighborhoods

If faculty and staff choose to live in Penn's neighborhoods, varied types of faculty/student interaction outside the classroom become possible and the psychological size of the University shrinks — thus leading to the type of Penn community everyone wants. Penn must take the following four immediate steps to maintain the confidence of faculty and staff residents.

1. Leadership in Residence

As a symbol of commitment, Penn's leaders should reside either on campus or in the local neighborhood. President Hackney started a tradition in this regard by residing at 3812 Walnut Street—a tradition that Interim President Fagin has wisely followed. The practice of community residence must be expanded to include a home for the Provost. Candidates for these offices should understand that residence is an important dimension of these leadership positions.

2. Enhanced Public Education in University City

Recognizing that the foundations of a community are its families, Penn's Center for Community Partnerships and Graduate School of Education should immediately undertake a major, comprehensive initiative to assist the Wilson School at 46th Street and Woodland Avenue to become one of Philadelphia's finest public elementary schools. Such a school is crucial if Penn's families are to choose its neighborhood as a place to live and raise children.

3. Increased Staffing and Coverage by Penn's Police

The issue of crime, both real and perceived, dominates many people's thinking about Penn's neighborhoods. The Penn Division of Public Safety must increase its staff so that an additional five police officers can patrol Penn's neighborhoods twenty-four hours per day. Additionally, the Penn patrol area must be expanded to include areas where faculty and staff live beyond 43rd Street.

4. Faculty and Staff Residents on Penn Committees

Too often in the past, faculty and staff who live far from the University campus have been charged with recommending how Penn's scarce resources for community enhancement should be allocated. To enhance communication and increase the likelihood of wise decision-making, Penn's central administration must appoint faculty and staff from Penn's neighborhoods to the Penn committees that deal with issues affecting the community's quality of life. Furthermore, Penn must aggressively promote these neighborhoods as places for new faculty and staff to live.

Further Goals for the Year 2000

In the pages that follow, PFSNI details its priorities and goals for neighborhood revitalization. In addition to the steps listed in the Executive Summary, PFSNI calls for:

1. A sustained, long-term community revitalization planning process that includes initiatives in student housing, economic development, and a core commercial area for "University-type" retail establishments such as bookstores, coffee houses, newsstands, clothing, flower, and poster stores.
2. A highly visible increase in public safety resources, including an additional 20 blue light emergency telephones at strategic locations.
3. Cooperation in setting up and maintaining a faculty and staff recruitment information network by which new hires may be introduced to individuals and families who live in neighborhoods bordering the University and encouraged to select these neighborhoods as places to live. By the year 2000, Penn must *increase* by at least 15-20% the number of faculty and staff who currently live in its surrounding neighborhoods.
4. An evaluation of the University's real estate priorities to assure that long-term investment in attractive, community-enhancing uses of its real estate holdings is weighed heavily in the decision-making balance. Specifically, Penn's real estate office should undertake a major initiative to save declining housing stock by purchasing and rehabilitating real estate in the community to meet student, faculty, and staff housing needs. The real estate division should also promote community well-being by attracting desirable commercial tenants to the area.
5. Revitalized, streamlined programs to promote home ownership and commercial development.
6. A major public relations campaign originating with Penn to improve the Penn community's attitude and perceptions about the areas bordering campus.

The Policy Priority:

A Coherent Planning Process and a Long-Term Visible Commitment by Penn

The PFSNI Models Committee has engaged in a year-long process of research, study and discussion to determine what Penn can learn from the experience of other urban universities struggling with problems similar to those faced by Penn and its neighboring communities. The following is a list of ideas and recommendations for further study based on our findings.

Action Steps Required to Implement the Policy Priority

1. Penn must engage in a long-term, comprehensive policy and planning process for revitalization in University City and greater West Philadelphia. This planning process must address immediate as well as long-term needs of the community. In its investigation of other universities, the PFSNI

Models Group discovered a useful model of comprehensive planning involving Wayne State and the city of Detroit. This planning process involves the institutions within a specific geographic area and addresses the comprehensive needs of community revitalization. In addition, at the University of Alabama at Birmingham, the "Birmingham Compact" is an example of multi-institutional planning that involves private and public groups jointly identifying education, health and environmental issues of concern. Finally, The University of California, Berkeley is currently involved in a planning process to deal with many of the same issues that Penn faces in West Philadelphia. We recommend that these models of comprehensive planning be used at Penn in cooperation with the City of Philadelphia. Furthermore, we believe that the cross-fertilization of ideas between our institution and other universities involved in comprehensive planning would enhance the process for all. A conference hosted by Penn and attended by representatives from these and other universities would be a useful way to initiate this process.

2. Penn should launch a comprehensive initiative in the area of housing development. The Models Committee identified and reviewed various examples of university-initiated development that can serve as guides. Fordham University in the Bronx and Marquette University in Milwaukee have both embarked on aggressive campaigns which include the targeted purchase and development of properties to insure the stability of neighborhoods. One of the best ways to insure neighborhood stability is through home ownership. Therefore, properties owned and purchased by the University should be renovated in such a way as to make them attractive options for purchase by members of the Penn community. Zoning changes would allow larger homes to be divided in such a way as to create an owner occupied unit with a single-tenant unit to provide income. Income generated by this tenant unit would provide an added incentive for Penn personnel to move into the neighborhood. Another option is to promote investment in the community through development of condominium or cooperative apartment complexes.

3. Penn also needs to maintain, upgrade and promote existing mortgage programs to encourage members of the Penn community to live in University City. In addition to mortgage programs, other incentives may be necessary to generate interest, including lease-purchase arrangements and a revolving loan fund for housing purchases and local commercial development. A model of a revolving loan fund has been developed by Fordham University where all residents within the community can obtain low interest loans for the purchase of homes.

The development of off-campus student living arrangements through the use of the existing housing stock in University City should also be considered as a possible step in revitalizing the community. The University of Maryland at Baltimore provides a model for this type of development, where a row of deteriorated buildings was converted into a graduate housing complex.

4. Penn also needs to reevaluate its role with regard to economic development within the West Philadelphia region. No community can thrive if jobs are not provided and its consumer and social needs are not met. With the closing of Marty's, Penn lacks a general merchandise store which is a necessity in any community. Light industry and commercial development would provide jobs and services needed in this area. Brooklyn Polytechnic Institute provides an excellent model of university-initiated economic development. Working in partnership with major corporations, Brooklyn Polytechnic stimulated the development of a major urban financial center within its campus.

The Committee applauds the Penn Purchasing Department in its efforts to promote economic development in West Philadelphia through the use of Penn's institutional purchasing power. Using this concept and building on models provided by the Greater Boston and Washington D.C. areas, Penn should evaluate cooperative procurement arrangements with the other local institutions as a way of expanding this process. Boston area institutions also supply a positive model of the joint development of athletic/recreational facilities. PFSNI recommends that Penn evaluate this concept in cooperation with its neighboring institutions.

5. Retail and entrepreneurial enterprises must be developed in such a way as to create "a heart" for the neighborhoods where students and residents meet while shopping. For example, Baltimore Avenue, from 45th to 50th Street, could be returned to its original role as a "Main Street" to meet the retail needs of the community. Recent development along Lancaster Avenue in Powelton Village provides an excellent example of the type of development desired. The area around 40th and Locust could also be developed in such a way as to promote a "University atmosphere" providing for the casual interaction of faculty, students and staff. The types of establishments envisioned in this setting include: a cafe/coffee house, restaurants, pubs, bookstores, newsstands and a poster shop. Night spots, sporting goods and flower stores and movie theaters that run international and classic films would also be positive additions to the area. The 3400 block of Sansom provides an excellent model of the type of development

that would enhance this area just west of campus.

Retail studies done for Penn by Professor Alan Levy in the early 1980's provide the groundwork for the type of development sought by PFSNI. The establishment of a revolving loan fund would assist in the development of an entrepreneurial business climate necessary to meet consumer needs of the student population and the broader Penn community.

Other types of retail and commercial development in areas further from campus must also be addressed. Evaluation of the retail needs of the permanent members of the West Philadelphia community is imperative as the University seeks to establish new retail centers and community gathering places.

6. The existence of open/green space enhances the quality of life for those who live and work in West Philadelphia. Therefore, Penn, in conjunction with the City of Philadelphia and its neighboring communities, should work to develop new, and preserve existing, green spaces. Both the University of Alabama and Columbia University provide strong models of university intervention in the creation and preservation of green spaces and city parks for community use.

7. The adaptive reuse of existing structures that are historically, architecturally or culturally significant should be pursued by Penn in conjunction with its neighbors. The model of SUNY-Buffalo providing assistance to develop a community center and school in an abandoned church should be considered by Penn as an example.

In closing, we believe that the establishment of a cosmopolitan atmosphere within and bordering the campus would substantially upgrade Penn's local and international appeal as its students and faculty continue to diversify.

The Education Priority:

A Viable Public School Alternative within the Local Neighborhood

The PFSNI Schools Committee sees as its ultimate charge the creation of desirable local public schools for Penn faculty and staff who reside in University City and neighboring areas. Without this, the stability of our neighborhood is jeopardized as families flee the area in pursuit of better schools located in the suburbs. The focus of the Committee has been on primary education and on University City because Powelton Village already has a viable public elementary school, the Powel School.

The Committee developed a short questionnaire that was published in both the *Compass* and the *Almanac*, as well as circulated at a PFSNI meeting on March 26, 1993. Of the forty-seven responses received, thirty-one indicated that yes, they are interested in good public schools in the University City area and no one answered "no" to the question "Would you send your children to a local school if it were satisfactory?"

Our questionnaire revealed other interesting points. One question asked if parents had applied to transfer their children to the Powel School, the one public school in this area that faculty and staff consider to be satisfactory. Twenty people answered "yes," and of those 20, five had been denied permission to transfer. This information reinforces our belief that parents are interested in local public education and that Powel is perceived as a desirable option. However, it is increasingly difficult to have children accepted for transfer to this particular school, as well as to the Greenfield School, a good public school located at 24th and Chestnut Streets (three parents mentioned applying to the Greenfield School). The question the Committee has asked itself is whether we can extrapolate from the 45% of respondents who applied for transfers to out-of-boundary schools that Penn faculty and staff want quality public schools in University City. Our answer is an unqualified "YES!" The survey and the tenor of the PFSNI group have convinced us that there is a demand for viable public schools in University City.

Action Steps Required for Viable Public Schools

A. Immediate Steps

The Committee has targeted the Wilson School at 46th Street and Woodland Ave. to be the first school that Penn, PFSNI, and neighborhood organizations will work together to improve. After a survey of existing schools, the Committee determined that the Wilson School represented the most exciting, proactive program on which to build an innovative model of public education. To do so, we will need to get as much help as possible from Penn. In particular, we will:

1. explore resources available through Penn's School of Education, the Office of Community Partnerships, and the Office of Community Relations;
2. pursue a commitment already made between one committee member and the school for Lauder/Southeast Asia Resources Center to work with the Wilson faculty;
3. pursue an arrangement involving practice teachers at Wilson. The Committee is focusing both on helping the school to make education at Wilson as exciting as possible, as well as on encouraging parents concerned

about quality education to send their children there. We will consult with the principal at Wilson, the Home and School Association, and the Governance Council as we work out a public relations program for this. It is essential to the perception of Wilson as a viable and desirable option that we encourage a core group of parents to be pioneers in this neighborhood public school.

B. Long-Term Steps: Toward the Year 2000

The Committee believes that the Middle Years Alternative School (MYA) at 47th and Chestnut offers the same exciting education possibilities, for grades five through eight, as the Wilson School offers for K through fourth grades. At this time, no principal has been appointed for MYA. As soon as this appointment is made, the Committee will approach the appointee and seek to work with leaders of that school just as we are doing with the Wilson School. We will again focus our efforts in two areas: we will try to involve as many Penn resources as possible, and we will develop a public relations strategy to try to attract more families concerned about quality education to the school.

In general, the Committee feels that both PFSNI and Penn will have to be ever-vigilant for ways to keep both the University and the residents of University City involved in public education in our community. We have seen how various local public schools have slowly changed from schools that reflected the community to schools where faculty and staff choose not to send their children. This is the trend that must be reversed and constitutes the challenge to all organizations interested in our neighborhood.

The Public Safety Priority:

More Penn Police and Blue Light Telephones in the Community

The University of Pennsylvania has an obvious, long-term interest in public safety issues affecting its surrounding neighborhoods. With the decline of the City's ability to deliver public safety resources and the recent increase in crimes against both people and property, Penn has a special role to play in deterring and containing criminal behavior. However, Penn must also take care to deliver security services in a way that encourages neighborhood vitality, respects individual rights and self-reliance, and contributes to a positive neighborhood image. PFSNI's Public Safety Committee is ready to assist in these efforts.

Penn depends on its surrounding neighborhoods to house the people upon whom its existence depends. Without a meaningful level of comfort regarding personal safety and security, students, faculty, and staff will flee these areas, leaving Penn as an island surrounded by urban blight and decay. This situation will, in turn, discourage faculty from locating at Penn, discourage the best students from choosing it, and require massive outlays for on-campus housing and security.

Second, Penn's very presence attracts crime to its neighborhoods. Criminals see young college students, especially those from outside the U.S., as easy marks because students often take less care about their personal safety and possessions than do others. Students also graduate or leave — making prosecutions difficult. Penn has an obvious responsibility to educate its students to make them more aware of their role in the crime picture. Just as important, Penn has a duty, as a matter of civic responsibility, to balance its attractiveness to criminals with steps to deter them.

Because the long-term success of Penn as an educational institution depends on its ability to project its neighborhoods as reasonably safe places to work and live, it must have a sustained, highly visible commitment to the safety of these neighborhoods.

Action Steps Required on Public Safety

A. Immediate Steps

1. Expand the informal, Penn-patrolled security zone, which now reaches to 43rd Street between Baltimore and Walnut, to include a broader area that reflects where faculty and staff actually live. PFSNI has developed a map of this area to pinpoint residential living patterns of faculty and staff (See Addendum to this Plan). The area of public safety coverage should be expanded to reflect these patterns after discussions between PFSNI and the appropriate Penn officials.

2. To service this larger Penn community area, commence a hiring program designed to put five more Penn police officers on duty, 24 hours a day in the residential areas surrounding the Penn campus by 1996. There is no better deterrent to crime than police presence. Such a presence also reassures residents.

3. Install, at locations to be designated by the Penn police in cooperation with PFSNI, an additional 20 blue light emergency telephones in the re-designated security area.

4. Develop, publicize, and offer a "neighborhood security audit" program to advise Penn faculty, staff, and students living off-campus about cost-effective means for enhancing home and street security. This

program would be offered by Penn police security officers who could, on request, visit homes and streets in the area, analyze the security situation, and give pointers on how security could be enhanced. This program should be accompanied by cooperative efforts between PFSNI and Penn to see if price discounts may be negotiated with local vendors of security equipment, including iron fences and gates for alleys and windows, street lighting, home security systems, etc., to assist Penn faculty and staff in securing their homes and streets.

5. Undertake a comprehensive lighting survey to identify areas, alleys, and streets in need of enhanced lighting for public safety purposes. The Penn police should be requested to assist in this task with ultimate responsibility residing in Facilities Planning. Once darkened areas are identified, Penn should contact homeowners and landlords and let it be known that Penn will provide "at cost" assistance to install the needed lighting. Close coordination with the City of Philadelphia will be required for this effort.

6. Review Escort Service policies and procedures with an eye to maximizing the public safety impact of this important service. For example, are these services needlessly reducing foot traffic in the community during hours when there is only a relatively slight public safety risk to pedestrians? Members of PFSNI have observed student-athletes occupying most of an Escort van by boarding at 33rd and Walnut Streets in broad daylight only to exit at 38th and Locust. Surely Penn's limited resources for public safety can be put to better use. On the other hand, is there sufficient service available to minimize waiting times when the public safety risk to foot traffic in the community is especially high? Long waits at late hours of the evening discourage service use and expose Penn people to needless safety risks. Finally, the University's scarce escort resources should not be used to encourage students, faculty and staff to live in Center City. There are inducements enough to choose Center City as a place to live without implicit subsidies from Penn. Penn's future security depends on the viability of the neighborhoods immediately west of campus.

7. Review the safety for foot and bicycle traffic of all major traffic intersections bordering campus. Several such intersections may be a hazard to faculty, staff, and students as now constituted. Particular attention should be paid to the area where Hamilton Walk meets 38th Street. The solutions devised should make it possible for both bicycles and foot traffic to move safely through intersections.

B. Long-Term Steps

1. Set up formal collaboration with other major institutions in the area, including the College of Pharmacy, Drexel, and the major hospitals, to officially designate the communities west of campus as being of "special interest" to these local institutions for security purposes. This area need not have precise boundaries, but it would help everyone concerned if it had a name. Revitalizing the idea of "University City" is an obvious choice. Publicize this broad institutional interest to indicate that special risks attend choosing these areas to commit crimes. As part of this effort, the collaborating institutions should provide maps locating residences of their respective faculty, staff, and student constituencies, and should work to integrate and economize their security efforts.

2. Institute a public planning and review process, called a "Penn Community Security Audit," by which Penn can formally assess the public safety situation in the areas west of campus every two years. Penn must have a regular review process to develop action plans that address community security needs. This audit program will enable policy makers to determine whether the security situation is stabilizing, getting better, or getting worse, and take appropriate action in response.

3. Establish "combined police mini-stations" staffed by security officers from all major neighborhood institutions at critical locations in the neighborhoods. These mini-stations would serve as the anchors for a highly visible, quick response security force in the institutional "special interest" area. Officers from the mini-stations could patrol on foot and/or bicycle within a given radius of the mini-station.

The Real Estate Priority:

Home Ownership and a Vital, Attractive Commercial Sector

The PFSNI Real Estate Committee feels that increased home ownership is a key to revitalization of the communities neighboring Penn. The only way to attract homeowners to the community is by providing basic needs and services and restoring blighted streets to show that they have a chance of returning to their former stability. A revitalized, attractive commercial retail community will encourage both homeowners and students to locate near Penn. The University and other major institutions in West Philadelphia have a stake in this community. They should unite to pressure city, state and federal governments to make major efforts to revitalize University City and West Philadelphia. Through home ownership, University City and West Philadelphia will become safer, cleaner, and have a more "cared-for" appearance.

The Real Estate Committee identified the following problems as obstacles to meeting its goals:

- *absentee landlords* and the resulting neglect of their property contribute to the general “run down” appearance of the neighborhoods—detering potential homeowners;
- *student tenants* who lack an understanding of how to be responsible community members—contributing to trash and noise problems;
- *the decreasing number of students renting and University related personnel looking to purchase homes in University City and what will become of these properties*—due to the real and/or perceived increase in crime;
- *the decline of retail and commercial services in the community*—increasing inconvenience of living in an area;
- the presence of *abandoned buildings*;
- the need for more *community involvement* in the decision-making process at the University that affects the community;
- Penn’s Real Estate Department, which makes decisions on the uses of University-owned and controlled property that have an important effect on the neighborhood, must give significant weight to the value of community revitalization;

The Committee has concluded that, unless steps are taken to increase the levels of homeownership in University City and West Philadelphia, the community will continue to decline, forcing current homeowners to leave, and creating serious if not disastrous consequences on the University. Although incentive programs, such as the mortgage program (which needs to be better publicized), are positive and should continue, they have not been enough to combat the flight of the homeowner. The only way to reverse this trend is to induce at least an additional 15-20% of community members to become homeowners. (Presently there is only 15% homeownership in the Spruce Hill area just west of campus—down from about 19% a decade ago and the lowest of any neighborhood in Philadelphia, according to the Philadelphia Planning Commission.) Major institutions in the area, local, state and federal governments must invest major efforts to provide basic services, jobs and improve the overall appearance of the neighborhoods. Furthermore, the Committee feels the University should take the leadership role in coordinating this endeavor.

The Committee has discussed its vision of community revitalization with Dr. Ira Harkavy and the University’s Center for Community Partnership. The Committee is convinced that the Center shares its vision for University City and West Philadelphia. With the full support of the University administration and community, this vision can be realized and serve as a model for the rest of the country.

Action Steps Required for a Vital Neighborhood

1. The University must realize that it is a member of the University City and West Philadelphia community and should act in concert with other appropriate parts of the community on an issue-by-issue basis.
2. Penn must assist in creating a lively, attractive community surrounding the University by developing appropriate retail commercial and entertainment activities to attract permanent community members and serve the international University community.
3. Penn must involve University members, who live in the adjacent neighborhoods and are intimately aware of the problems, in the University decision making process on all issues affecting their community. Faculty and staff who live outside the neighborhoods simply do not have the sense of urgency and priority as people who live in the communities directly affected by the University’s actions (or lack thereof). Moreover, suburban dwellers would not appreciate those of us living in University City dictating what kind of lights, etc. they should install in their neighborhoods. The reverse is also true.
4. Penn must aggressively promote homeownership in the area. It should start by advising University personnel that it is in the University’s best interest that this community thrive, and therefore encourage Penn personnel at all levels to participate in “building our community.” Penn’s mortgage program is an important incentive for faculty and staff to buy homes in the area, but it is currently being implemented by Mellon Bank in a disorganized and frustrating way. PFSNI has information that homeowners have waited many weeks for loan approvals because of unnecessarily strict appraisal reports and other arbitrary administrative delays.
5. Penn must purchase strategic residential properties (such as the three for sale on the 200 block of South 42nd Street), in University City to prevent the selling of more property to “slum lords.” Penn can convert some of these properties to condominiums or renovate and sell them to homeowners. Innovative programs for undergraduate and graduate living could also be explored. *Programs such as these can go a long way toward promoting interaction between faculty and students outside the classroom and reducing the “psychological size” of the University.*
6. Penn should create a plan for commercial and residential development. The University, in conjunction with PFSNI, community groups and

the City should produce a long range plan to serve the commercial needs of University City and West Philadelphia. These needs, as identified by a survey taken by the PFSNI Real Estate Group, include: grocery stores, garden centers, home repair centers, etc. The University should work to develop its own commercial property to serve the needs of the University international community including: bookstores, clothing shops, international film theaters, cafes, bistros, and restaurants.

7. Penn should review the goals of the University Real Estate Department to assure that it makes long term investments in the community. With the recent departures of several attractive commercial tenants from the area and the apparent failure of negotiations with the Othmer Library of the Chemistry Heritage Foundation, PFSNI fears that the University is not being aggressive enough in seeking community enhancement. For example, after at least one questionable tenant in the chapel at the Divinity School, a responsible, desirable tenant was finally found—one that was willing to make a substantial investment in renovating the property. However, the deal fell through for reasons that are, at the very least, subject to some dispute. PFSNI feels that it is crucial to have this property occupied by a responsible tenant which will benefit the community, contributing to its revitalization and ultimately to the benefit the University. A better model is the admirable way in which Penn and the University City New School have been able to work together to devise an extended lease that enabled UCNS to remain at its location in the Divinity School complex—and remain as a valuable private elementary school asset to the neighborhood.

8. Penn should create a Real Estate advisory board comprised of members of PFSNI and the community to work with the Real Estate Department on a monthly or quarterly basis to determine appropriate uses and tenants for University owned property which will serve the overall community needs.

9. Penn should renovate, upgrade and in some cases tear down existing unattractive and poorly planned shopping strips and buildings which are a plague on the community. Several of the vacant homes in relatively good condition could be renovated through Penn’s Christmas in April or the Wharton/Dynamics of Organization Rehab Courses. Some buildings, beyond hope, could be torn down to make room for community gardens, taking care that such demolition does not leave nearby properties scarred. Walnut Mall should undergo major renovation or be torn down and rebuilt to create inviting spaces for tenants and shoppers. Penn can begin the revitalization process immediately with University-owned property on Walnut St. and 40th Street.

10. Instead of building new student housing on campus, Penn should purchase and renovate existing housing in University city for married and graduate student housing and for “college house” type arrangements.

11. Penn should provide incentives and/or subsidies for small business entrepreneurs in the short term, in order to jump-start the revitalization process which will lead to long term profits.

12. Penn should take a leadership role by coordinating community groups, institutions and government agencies in seeking funding for large scale renovation.

13. Penn can and should capitalize on the unique architecture of the community, promoting it as a Victorian Village. It should promote the designation of this area as an historic district, which would help control the defacing and ill-considered alterations of homes and buildings. In order to attract homeowners this community must offer something unique, something not available elsewhere.

The Aesthetic Priority:

Clean Streets and Sidewalks

The PFSNI Streets Committee deals with the problems of trash and litter on the streets, curbs and yards of our community. In addition, this Committee concerns itself with the physical disrepair of many buildings, streets and sidewalks.

The Committee feels strongly that Penn must take an active role in encouraging landlords, students, businesses and residents to be more responsible for the appearance of the neighborhoods bordering the Penn campus.

Among the problems that the Committee has identified as standing in the way of clean streets and sidewalks are the following:

- The City of Philadelphia trash pick-up is often not on time and is not set up to take trash from apartments and residences (largely occupied by Penn students) unless special appointments are made. This leads to trash left on the sidewalks, sometimes for days.
- Large dumpsters located around Penn—particularly those at the west end of campus—are unsecured and open. As a result, trash blows out of them and into the community. In addition, the homeless routinely access these dumpsters and leave loose trash to blow wherever the wind takes it.
- Rental properties and businesses are generally the worst violators of proper trash disposal.
- Many of the streets and sidewalks in the area are in disrepair.
- There is a sad lack of maintenance of street trees and plantings.

- Abandoned buildings and/or vacant businesses provide a strong negative message about the neighborhoods and lead to further neglect.

Action Steps Required for Clean Streets

1. Penn must pressure the City to pick up trash promptly on the assigned days and remind the City of "move in" and "move out" days on the academic calendar.
2. Penn must apply equal pressure to local landlords to see that their properties are maintained.
3. Penn must secure its own, on-campus dumpsters to assure that trash from these receptacles does not continue to be a nuisance to the neighborhood and the campus.
4. Penn must aggressively educate students about the vital importance of keeping the neighborhood clean. Programs can be established on campus, through orientation programs, and through the office of Off-Campus Living, Real Estate, and independent student groups.
5. Penn must encourage home and business owners to keep trees trimmed, sidewalks repaired, and areas appropriately illuminated to improve their property's appearance.
6. Penn should work in concert with City agencies such as the Fairmount Park Commission and community groups such as the Spruce Hill Association to promote street planting and maintenance throughout the bordering neighborhoods. A start in this direction was made when Penn, in the Spring 1993 semester, trimmed trees on Spruce Street between 38th and 42nd Streets. Such efforts should be continued and expanded.
7. The Penn Real Estate Department should see that vacant commercial space under its control is promptly rented to attractive tenants so that commercial space does not remain vacant for months or even years. Such vacancies give the neighborhood a poor appearance and discourage efforts to maintain and improve the overall "look and feel" of the community.
8. All possible efforts should be made to save the "Special Services District" that, for a period in 1993, put private sanitation personnel on the streets of University City to maintain their appearance.

The Recruitment Priority:

More Faculty and Staff in University City and Other Neighboring Communities

PFSNI's New Faculty and Staff Orientation and Welcoming Committee stands ready to assist Penn in its efforts to encourage faculty and staff to buy or rent houses, apartments, or cooperative units in the neighborhoods bordering the University. Its premise is simple: people considering living in these areas would benefit from visits to the homes of Penn-affiliated people who already live there. The Committee is identifying faculty and staff in every unit of the University who live in the neighborhood and who are ready to assist recruitment coordinators, search committees, and others

who are involved in the relocation process.

Incoming faculty and staff are frequently discouraged from living in nearby areas by subtle and not-so-subtle messages sent by Penn personnel who live outside the city indicating that residential living within walking distance of the University is so dangerous that it is unthinkable. The Committee seeks to present recruits with a more balanced picture that emphasizes the benefits as well as the risks of city life. There can be no doubt that the University itself would benefit from the increased interaction between faculty, staff, and students that would naturally result from more faculty and staff choosing to live within walking distance of Penn.

Action Steps Required on Faculty/Staff Recruitment

1. The Office of Community Relations and the Director of Community Relations must become the internal "champions" of a coordinated program to encourage new faculty and staff to locate in the area. There is no one within the University who has the responsibility for effectively disseminating information about University City and other local communities to prospective residents. Because recruitment is de-centralized, someone in the central administration must be designated as responsible for this effort. The Committee stands ready to assist, but it cannot coordinate this wide-ranging effort from outside the University.
2. Penn must seek to increase by at least 15-20% the number of faculty and staff now living in University City and other border communities by the year 2000. A variety of incentive programs ranging from mortgage assistance to subsidizing closing costs must be developed and publicized to make these goals a reality.
3. Penn must work to develop housing alternatives for faculty and staff. Acquiring short-term housing stock, acquiring and converting buildings, converting local apartment buildings into condominiums are all steps that would attract and serve more people. Many houses in the area are too big for today's smaller families and single individuals.

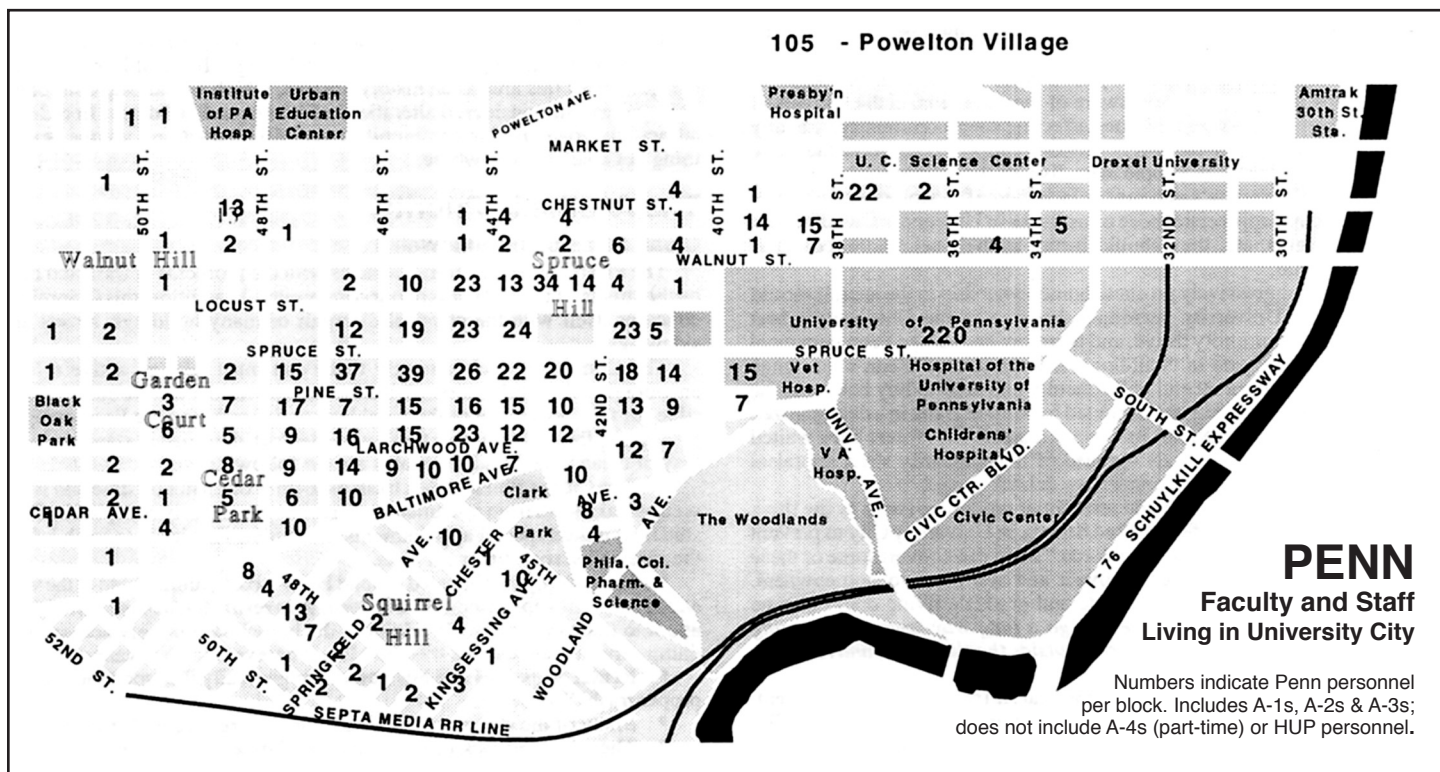
The Community-Building Priority:

Regular Social Events Involving Penn Faculty, Staff and Administrators

PFSNI has an active Social Activities Committee that sponsors events in the neighborhood to help create and maintain the strong sense of community that makes living in the areas bordering Penn such an attractive alternative to the suburbs. Through monthly potluck dinners in homes of faculty and staff and other periodic events, we reach out and get to know many of the Penn people who live in the neighborhoods to the west of the University.

The Social Activities Committee recommends that all who are asked be encouraged to support this effort to build and maintain our social ties through active participation and interaction with one another.

Membership of committees referred to in this report: next page



To the University Community: PFSNI encourages faculty and staff who live in its surrounding neighborhoods to become involved in helping direct Penn's attention to neighborhood priorities. One way to do this is by joining a PFSNI committee or by suggesting a new idea around which a committee may form. If you wish to become involved, contact any Steering Committee member listed below.

— Richard Shell, for the Steering Committee.

Penn Faculty and Staff for Neighborhood Issues: Committees

Steering Committee

Carolyn Burdon, Executive Assistant to Chair, Faculty Senate
Vincent Curren, Assistant Director, WXP
Peter Dodson, Professor, Animal Biology, Vet
Anne Froehling, Landscape Architect, Facilities Planning
Sally Johnson, Assistant Director, Alumni Relations (Ret.)
Kathryn Kester, Landscape Architecture, Staff Spouse
Lynn Lees, Professor, History, SAS
Walter Licht, Professor, History, SAS
Robert Lundgren, Landscape Architect, Facilities Planning
Yvonne Paterson, Professor, Microbiology, Med
Richard Shell, Associate Professor, Legal Studies, Wharton School

University Models Committee

Glenn Bryan, Director, Community Relations, CCP
*Anne Froehling (see under Steering)
Ira Harkavy, Director, Center for Community Partnerships
Bah-Bai Makenta, Project Planner, Facilities Pl.
John McCoubrey, Professor, History of Art, SAS
Eric Orts, Assistant Professor, Legal Studies, Wharton
John Puckett, Associate Professor, Education
Steve Wiesensthal, Associate V.P. Master Programs, Facilities Planning, Med

Education and Schools Committee

Daniel Bivona, Assistant Professor, English, SAS
Eugene Dickson, Administrator, HUP
Sheila Dickson, Admin. Ass't, Urban Studies
Lori Ginzberg, Research Fellow, HUP
Kathleen Hall-Graves, AA to Vice Dean, Med
Sharon Heskett, Interior Designer, Facilities Planning
Amy Johnson, Project Manager, Planning Analysis
*Sally Johnson (see under Steering)
Mary Martin, Assistant Director, Middle East Center
Susan Parrott, Research Analyst, HUP
John Puckett (see under University Models)
Susan Weiss, Associate Professor, Microbiology, Med.

Public Safety Committee

Dorothy Berlind, Assistant Director, Student Financial Services
Francha Dade, Administrative Assistant, Football
Kathleen Hall-Graves (see under Steering)
Douglas Haller, Archivist, University Museum
Rose Hooks, Victim Support, Public Safety
Ellen Kennedy, Associate Professor, Political Science, SAS
Ann Mayer, Associate Professor, Legal Studies, Wharton
Philip Nichols, Assistant Professor, Legal Studies, Wharton
Frances Opher, Administrative Assistant, V.P.U.L.
Paul Reynolds, Assistant Director, Student Life
Mary Richardson, Staff, Biomedical Library
*Richard Shell (see under Steering)
Phebe Shin, Administrative Assistant, Annenberg School
M. L. Wernecke, Senior Policy Analyst, Center for Greater Philadelphia

Real Estate Committee

Carolyn Burdon (see under Steering)
*Vincent Curren (see under Steering)
Thomas Ewing, Project Planner, Facilities Planning
Mihaela Farcas, Ass't Director, Off-Campus Living
Dean Foster, Associate Professor, Statistics, Wharton

(committee continued next column)

Anne Froehling (see under Steering)
Ann Mayer (see under Public Safety)
Marja Hoek-Smit, Lecturer, Fels Center of Gov't
Maria Smolka-Day, Foreign & International Law Librarian, Law School
Darien Yamin, Manager, PENNTREX

New Faculty and Staff Orientation and Welcome Committee

Hermann Behrens, Research Specialist, Museum
David Brownlee, Professor, History of Art, SAS
Carolyn Burdon (see under Steering)
Deborah Burnham, Assistant Dean, SAS
Denis Cochran-Fikes, Associate Director, Athletics
Doris Cochran-Fikes, Director, Alumni Relations
Vincent Curren (see under Steering)
Peter Dodson (see under Steering)
Anne Froehling (see under Steering)
Karen Hamilton, Exec. Ass't to Dean, Education
Mary Heiberger, Associate Director, CP&P
Marja Hoek-Smit (see under Real Estate)
Edda Katz, Editor, Penn Printout
Michael Katz, Professor and Chair, History, SAS
*Kathryn Kester (see under Steering)
Robert Lundgren (see under Steering)
Ruth Mellman, Coordinator, Membership Programs, Annenberg Center
Yvonne Paterson, Professor, Microbiology, Med
Lee Pugh, Interlibrary Loan Librarian, Van Pelt
Marianne Roncoli, Associate Professor, Nursing
Milton Rossman, Associate Professor, Pulmonary-Critical Care, Med
Brian Salzberg, Professor, Neuroscience & Physiology/Med
Lyle Ungar, Associate Professor, Chemical Engineering
Gay Washburn, Associate Director, English Language Programs
Arjun Yodh, Assistant Professor, Physics

Streets Committee

Lynn Lees (see under Steering)
Mitchell Litt, Professor, Bioengineering, SEAS
*Robert Lundgren (see under Steering)
Yvonne Paterson (see under Steering)
Milton Rossman (see under New Faculty & ...)
Maria Smolka-Day (see under Real Estate)
Bradford Wayland, Professor, Chemistry, SAS

Social Activities Committee

*Carolyn Burdon (see under Steering)
Anne Froehling (see under Steering)
Yvonne Paterson (see under Steering)
Antoneta Radu, Research Specialist, Human Gene Therapy, Wistar
Milton Rossman (see under New Faculty & ...)
Lyle Ungar (see under New Faculty &)

Public Relations Committee

Hermann Behrens (see under New Faculty & ...)
Carolyn Burdon (see under Steering)
Jon Caroulis, News Officer, Public Affairs
Doris Cochran-Fikes (see under New Faculty & ...)
Vincent Curren (see under Steering)
Mihaela Farcas (see under Real Estate)
Karen Gaines, Editor, *Almanac*
Jean Gallier, Professor, CIS, SAS
Edda Katz (see under New Faculty & ...)
John Manotti, Assistant Director, The Penn Fund
*Yvonne Paterson (see under Steering)
*Milton Rossman (see under New Faculty & ...)
Frank Trommler, Professor, German, SAS

* indicates chair of committee

Update

OCTOBER AT PENN

FILMS

Shown at 7 and 9:30 p.m. in B-6 Stiteler Hall; \$2/ PennID holders, \$3/general (Penn Film Society).

28 *One False Move*; Carl Franklin.

29 *Menace II Society*; The Hughes Brothers.

TALKS

27 *Fieldwork Under Military Occupation: Tamils and Muslims in Eastern Sri Lanka, 1993*; Dennis McGilvray, University of Colorado; 11 a.m.; Classroom 2, University Museum (South Asia Regional Studies).

Virginity and Paternalist Discipline: Factory Rules and the Problem of Resistance in Medellín's Textile Mills, 1930-50; Ann Farnsworth-Alvear, history; noon; West Lounge, 4th Floor, Williams Hall (Latin American Cultures Program).

The Fort at 'Abu Sha'ar Egypt: Soldiers and Pilgrims in Late Antiquity; Jennifer Sheridan, St. Joseph's; 3 p.m.; 117 Duhring Wing (Middle East Center).

28 *Pharmacological Regulation of Central Tyrosine and Tryptophan Hydroxylase Gene Expression*; Kent Vrana, Bowman Gray School of Medicine, Wake Forest; Neuropsychological Colloquium; 4 p.m.; M100-101, John Morgan Building (Pharmacology).

Science, Philosophy, and Theology in Medieval Islam; A. I. Sabra, Harvard; 4:30 p.m.; Room 213, Law School (Middle East Center, Philosophy).

Economic and Political Ramifications of Diversity—A Melting Pot or a Cauldron?; 5 p.m., Alexander Riasanovsky or Julia Paley; 6 p.m., Thomas Childers and Ian Lustick; closing talk, *Mixing It Up: The Politics and Polemics of the Plural Penn*, Valarie Swain-Cade McCoullum, Law School; dinner, 7:15 p.m., Faculty Club; talks and dinner: \$35, \$20/students (Association of Alumnae).

Birth Control Matters: Contraceptive Choices; Steven Sondheimer, Fay Stokes, and Maureen McCormick; 5:30-7 p.m.; Medical Alumni Hall, Maloney (Medical Center).

Poetry reading by Marge Piercy; 7 p.m.; Hillel Auditorium.

Free Speech vs. Hate Speech? Will Harris, political science; Thomas Ricketts, philosophy; Anne Norton, political science; Zoila Airall, residential living; 8 p.m.; McClelland Hall (Residential Living).



Almanac

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Just What is a JIO?

Many recent comments regarding the role of the Judicial Inquiry Officer suggest that there is widespread misunderstanding of the Office, its functions, and its obligations under the Judicial Charter. As the administrator responsible for overseeing the Judicial Inquiry Office, I would like to take this opportunity to clarify the duties, roles, and responsibilities of the Judicial Inquiry Office and its staff.

The JIO, which sometimes refers to the Office and sometimes to the individuals who staff the office, is charged by both the Charter of the University Student Judicial System and the Code of Academic Integrity with reviewing allegations of conduct which might constitute violations of University policies. In addition, behavior which violates any federal, state, or local laws can be charged as a violation of campus policy. More common, however, are alleged student violations of the Code of Conduct, the Alcohol Policy, or any University policy which may be published in the *Policies and Procedures* manual or *Almanac*.

Complaints of alleged violations can come to the JIO through several means. Anyone who feels aggrieved by a student (or groups of students) can file a complaint with the JIO. The JIO may also receive reports from Public Safety concerning incidents to which they may have been called, which might also be policy violations. Regardless of the source of complaint, it is the JIO's responsibility to conduct a thorough investigation which generally includes collection of statements from all parties to an incident, analysis of the information and determination of appropriate charges, if any, to be brought. *The Charter requires that any student who may be the subject of a complaint be notified of that status.* Just because a student may be notified of a complaint does not necessarily mean that charges will be brought. The JIO is obligated to investigate the complaint, and if no violation is ascertained, then no charges will be filed.

If the JIO feels that a violation may have occurred, the student will receive separate notification of the formal charges and will be asked to meet with the JIO to discuss the situation and engage in a settlement process. A settlement (defined in depth in the Charter) is an agreement mutually acceptable to the charged student and the JIO which documents acknowledgement of responsibility (guilt) for one or more of the charges and which delineates all the sanctions which will satisfy adjudication of the violation.

Settlements *cannot* be imposed on students. They only result from natural acceptance of the facts of the incident and the terms of the sanctions. All settlements are subject to review and acceptance by the Judicial Administrator (JA). The JA is a faculty member, appointed by the Provost, who affirms settlements, convenes all judicial hearings, and is otherwise responsible for the administration of the judicial process.

Cases are brought to a hearing when the JIO and charged student are unable to reach settlement agreement. It is *always* the charged student's prerogative to reject any settlement offer made by the JIO and insist on a hearing. The JA will then schedule a hearing as prescribed by the Charter and Code (depending on the nature of the violation) where a panel of 3 faculty members, one undergraduate student and one graduate student hear all the evidence and testimony available. The role of the JIO (again as required by the language of the Charter and Code) is to present all the information and witnesses which he/she uncovered in the course of the investigation which lead him/her to conclude that a violation had, in fact, occurred.

The JA convenes the hearing and insures that the hearing conforms to its assigned role. The JA does not participate in the determination of outcome or sanction. When the presentation to the hearing panel has been completed, the panel determines whether or not a violation has occurred and, if so, indicates appropriate sanctions for the offense. These are conveyed to the Vice Provost for University Life in the form of recommendations which are generally accepted,

although they can be modified. Findings which are accepted are subsequently conveyed to the charged student who can accept this outcome or appeal the decision on grounds delineated within the Charter to an Appeals Panel which is similarly convened by the JA. The findings of an Appeals Panel is final. At this point, the case is technically and officially closed.

There are several important points to be gleaned from the details provided. They include:

1. The JIO does not make policy. Policies are promulgated *only* by the President and typically *only* after a broad, campus-wide, vetting process. The JIO works with the policy language as it exists and attempts to evaluate a particular circumstance to determine if a policy has been violated.
2. The JIO cannot impose findings or sanctions. When a settlement has been developed, it must have the complete concurrence of the respondent (charged student) to be accepted.
3. The JIO is not "in search of trouble-makers." Incidents are investigated when they are brought to the attention of the JIO by someone who believes that a violation may have occurred.
4. The JIO staff are educators. Nearly all disciplinary cases are resolved through settlement which is intended to be based on a conversation between JIO and charged student where the nature of the behavior, its root basis and its consequences are discussed.
5. The JIO is not influenced by "political correctness" or some other such presumption of social predilection. The JIO staff apply objective standards of evaluation in determining whether or not a behavior violated a policy. The Charter does not allow intrusion in the JIO judgment about charges or settlements (except for the JA review).

This latter contention will likely stimulate expressions of protest from those who feel otherwise. Those who have managed to find the specter of P.C. in every decision of the JIO and the University administration, especially when minority issues are involved, will certainly dispute this assertion. This perception, though, is important and requires that we, VPUL and the JIO, redouble our efforts to instill a renewed attitude of confidence in the objectivity and propriety of the judicial proceedings. This will be done by engaging faculty more closely in the judicial environment through the Judicial Advisory Board, the Standing Committee on Academic Integrity and the hearing panels, themselves. In addition, our newly appointed JIO will be meeting with faculty, students and staff in various gatherings to personally collect "horror stories" and other commentary and to respond with planned changes which will address timeliness, reporting systems and procedural issues which all have room for improvement.

Among the various components of campus life, the Judicial aspect is frequently the least understood and most disliked. That Penn students should be engaged in behavior which require the formalities of investigation, adjudication and punishment is understandably dismaying and distasteful. It is, however, a reality of the contemporary collegiate environment that students are engaged in inappropriate behaviors including cheating, date rape and acts of violence. Penn is not immune from this reality.

The role of the JIO exists to ensure that campus norms, derived from the will of the community and promulgated by the President, are sustained. Even as we extend our conflict management processes to include mediation and other forms of conciliation, we must recognize that in many cases, the formal judicial grievance process will be necessary. It is my hope that by addressing the issues cited above and by being proactive in informing the Penn community about campus judicial matters, a renewed sense of confidence and trust will emerge.

— Larry Moneta,
Associate Vice Provost for University Life