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 Claire Fagin's early-morning tour of the neighborhood Monday, Penn Faculty and Staff for Neighborhood Issues picked sites illustrating problems and potential of the area-including historic houses up for sale.


## 'Firing Line’ at Penn: The December 3 Lineup

The PBS Firing Line program to be taped at Penn - a two-hour special reportedly to be titled Resolved: Political Correctness is a Menace and a Bore-has been confirmed for taping December 3 at the Annenberg Center, with local airing scheduled for December 19 on Channel 12. In other regions dates are to be arranged.

Seven of the eight debaters have been named. For the resolution: Judge Robert Bork; WilliamF. Buckley,founder of The National Review and host of Firing Line; Ira Glasser, executive director of the ACLU; and Dr. Catharine Stimpson, professor of English at Rutgers and director of the MacArthur Fellows Program.

Opposed: Bard College President Dr. Leon Botstein; New York Public Advocate Mark Green; Dr. Cornel West, professor of divinity at Princeton and author of Race Matters; and a member to be named.

The debate will be moderated by Michael Kinsley, editor of The New Republic, in the 200 -seat Harold Prince Theater, where seats are reserved. Fifty of these are held for students, to be chosen by lottery. To register for the lottery, students must submit their names to the Office of Student Life by Wednesday, December 1. Winners will be posted at that office the following day.

For another 200 seats in the overflow site, the Studio Theater, admission is open to all faculty, staff and students on a first-come, first-served basis the day of the taping.

## \$5.9 Million Center for Pediatric Cardiology

The nation's first pediatric cardiology research center has been established in the campus medical complex by a five-year, $\$ 5.9$ million grant of the National Institutes of Health to the Children's Hospital of Philadelphia (CHOP) and the Wistar Institute of Anatomy.

The Center, which will focus on unraveling the genetic basis of congenital heart defects, the leading cause of infant death in the U.S., grew out of a decade of collaboration among basic scientists at CHOP, Wistar and PennMed.

Dr. Clayton Buck, the Center's principal investigator and director, is professor of pediatric cardiology at Wistar, where he is also deputy director. The co-director, Dr. Beverly S. Emanuel, professor of pediatrics at CHOP, director of $\mathrm{Hu}-$ man Genome Center for Mapping Chromosome 22, and acting director of the Division of Human Genetics and Molecular Biology at CHOP.

The center will be the first in the country to focus on conotruncal defects, representing $20 \%$ to $25 \%$ of all congenital heart problems. Conotruncal defects occur when the vessels, walls and valves of the heart do not develop normally disrupting the flow of blood from the heart to the rest of the body. Eight out of every 1000 infant deaths are born with a congenital heart defect, and at least $20 \%$ of these infants will die within the first year of life, according to research cited by CHOP and Wistar spokespersons. "Little is known about the molecular triggers causing the abnormal development of a baby's heart," they said.

But, explained Dr. Emanuel, "Our research suggests that a large percentage of patients suffering from these heart defects have deletions of genes from Chromosome 22q11.This Center is a logical extension of over ten years of our research into the abnormalities of Chromosome 22 and its relation to devastating childhood diseases."

The Center also represents "an opportunity for the first time to identify children with heart disorders, while exploring the genetic basis of the defects," Dr. Buck added.

Scientists participating in the Center who are members of the PennMed faculty at CHOP are Dr. Marcia Budarf, assistant professor of pediatrics; Dr. Deborah Driscoll, assistant professor of pediatrics and assistant professor of obstetrics and gynecology; Dr. Jaclyn Biegel, assistant professor of pediatrics; Dr. Scott Baldwin, assistant professor of pediatric cardiology (also adjunct assistant professor at Wistar); Dr. Bernard J. Clark, III, associate professor of pediatric cardiology; Dr. Elaine Zackai, professor of pediatrics and director of clinical genetics; Dr. Elizabeth Goldmuntz, fellow in cardiology, and Donna McDonald-McGinn, associate director of clinical genetics.

Also in the Center are Dr. Bruce Roe, professor of biochemistry at the University of Oklahoma and Dr. Margaret Kirby, Regents Professor of Cell Biology and Anatomy at the University of Georgia School of Medicine.


Dr. Beverly Emanuel


Dr. Clayton Buck


Pennbecame the undefeated Ivy League football champs Saturday, overcoming a first half shut-out to beat Cornell's Big Red, 17-14.

The defense held Cornell scoreless in the second half while the Quaker offense scored two touchdowns and a field goal.
And while the Quakers had already secured a tie for the Ivy title by defeating Princeton 30-14 just two weeks before, the two subsequent victories against Harvard and Cornell gave coach Al Bagnoli's team sole possession of the Ivy League Trophy, sculpted by Penn's Dr. R. Tait McKenzie and donated to the League by the University's Class of 1925.

The $10-0$ season is only the third in this century that the Quakers have been undefeated with no ties. The first two were in 1904 and 1986.

## From the Senate Office

The following agenda is published in accordance with the Senate Rules.

Agenda of the Senate Executive Committee Wednesday, December 1, 1993 3-5:30 p.m.

1. Approval of the minutes of November 3,1993
2. Chair's Report
3. Report on activities of the Academic Planning and Budget Committee
4. Selection of Chair of the Senate Nominating Committee
5. Discussion and vote on whether to continue faculty participation in University Council. On April 28, 1993 SEC adopted the following motion: "that the Senate Executive Committee at this time intends to continue its participation in University Council. SEC will discuss the proposed modifications of University Council when the report becomes available and will vote no later than January 31, 1994 on its continued participation."
6. Appointment of Senate Committee on Committees to serve January to December 1994
7. Discussion on academic integrity with guests Kirsten Bartok, Undergraduate Student Task Force on Academic Integrity, and Steven Blum, Judicial Inquiry Officer
8. Informal discussion with Interim Provost Marvin Lazerson
9. Other new business
10. Adjournment by 5:30 p.m.

Questions can be directed to CarolynBurdon, Executive Assistant to the Faculty Senate Chair at 898-6943 or burdon@pobox. upenn.edu.

## Council December 8:

## Governance Service, Domestic Partners, Academic Integrity

On the University Council's December 8 agenda are, in addition to the reports of the President, Provost, Steering Committee (Senate) Chair, A-1 and A-3 Assemblies, UA and GAPSA, a series of committee reports and three resolutions slated for action.

One action item, on governance responsibility, is presented by the Steering Committee in response to the issue raised at Council's November meeting by Rochelle Fuller of the A-3 Assembly, concerning problems of participation by staff members in the work of Council committees. It reads:

University Governance is a responsibility of all members of the community. This includes staff as well as faculty, administration and students. Service on a University committee should be considered an integral part of the responsibility of all employees.
Another action item is on the proposal to support the extensioni of benefits to domestic partners (see task force preliminary report to the president in Almanac October 19, 1993).

The third is on academic integrity and is to be presented by Kirsten Bartok on behalf of the committee whose report appears below and on the next page.

Discussion items on the agenda are 1992-93 report of the Committee on Recreation and Intercollegiate Athletics (scheduled for publication December 7); and two brief interim reports-one by the Communications Committee and the other the Community Relations Committee.

## Almanac Highlights: Electronic Excerpts by Students, for Students

With this issue, Almanac emerges from a brief shakedown period to present on PennInfo a companion edition called Almanac Hightlights, available to MAC users as a typeset presentation of excerpts from each week's edition. Stories are chosen by Almanac work-study aides for full or condensed presentation, and pages for the current issues on line have been made by Stephen Sanford, C'96. Issues for November 2, 9 and 16 have been posted and the current (November 23) issue is in progress.

Accessing Almanac Highlights is the same as accessing the text-only version of Almanac that has been online since January: From the main menu in PennInfo, open About the University of Pennsylvania, then Campus Publications, then Almanac, then the edition (or calendar) chosen. For those who do not have easy access to PennInfo: see the list of public kiosks, page 11 of this issue.


COUNCIL

Following is the Report of the Student Task Force on Academic Integrity, a joint task force of the Undergraduate Assembly and the Student Committee on Undergraduate Education, presented at the University Council Meeting on November 10. At the end of the report is a letter on academic integrity sent earlier to all faculty by Provost Marvin Lazerson.

## Recommendations for Improvements in Academic Integrity


#### Abstract

The only guide to man is his conscience; the only shield to his memory is the rectitude and sincerity of his actions. It is very imprudent to walk through life without this shield, because we are so often mocked by the failure of our hopes and the upsetting of our calculations; but with this shield, however the fates may play, we march always in the ranks of honor.


- Winston Churchill


## I. Introduction

The issue of academic integrity has been discussed at great length, in the past, by many groups such as University Council, the Provost's committees, the UC Committee on Student Life, Dean's Advisory Boards, the Undergraduate Assembly, the Student Committee on Undergraduate Education, and the Visiting Committee.

As a result of this ongoing dialogue, the Student Task Force on Academic Integrity was formed last year under the auspices of the Undergraduate Assembly and the Student Com-
mittee on Undergraduate Education. This unique effort, which includes many other concerned members of the community, represents a student initiative to promote an environment conducive to academic integrity.

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

Along this line of reasoning, the purpose of a university education is to teach students by opening their minds. No mind whose perception is clouded by dishonesty can be considered fully opentolearning.Auniversity education, inherently, requires academic integrity, because the learning process is based, in large part, upon the ethical pursuit of knowledge. The search for truth cannot occur without an initial commitment to truth.

After battling with how to improve the community's commitment to academic integrity, we have composed a list of recommendations that will help instill academic integrity into the lives of students at the University. Each recommendation, by itself, does not have the ability to ingrain a universal commitment to academic integrity, but together they can fundamentally improve the environment surrounding academic honesty.

The Task Force on Academic Integrity would like the University Council to endorse the following recommendations. While outlined below, the presentation explores them in greater depth later.

1. The need for increased Faculty support for academic integrity. Raising the issue in departmental and faculty meetings as well as following some easy classroom suggestions which will help achieve this goal.
2. Requiring students to pledge academic honesty on all graded work.
3. Creation of an independent publication of the Code of Academic Integrity, separate from
the University's Policies and Procedures. This publication would be disseminated throughout the community and sent to every student along with their letter of acceptance.
4. Having students sign a pledge to uphold the Code as a condition for their matriculation.
5. The creation of a group designed for the sole purpose of educating and counseling the community on issues related to academic integrity.
6. A mandate to examine the possibility of greater student involvement in the implementation of the judicial and educational responsibilities of the Code.
7. A mandate to evaluate the role of student participation throughout the entire Judicial Charter, with the expectation of an analysis and report by next semester.

## II. Promoting Academic Integrity in the Classroom

Because the foundations of academic honesty are laid in the classroom its promotion must begin there. For this reason, we would like to propose the following methods for fostering academic integrity. We recommend that:

- Professors begin the first day of class with a discussion of the importance of the academic standards for that particular class.
- Each syllabus should outline the class's expected academic principles.
- Each class assignment, paper, and examination should be signed with or entail some type of honor pledge. We encourage requiring students to hand-write a pledge either constructed by the teacher or the student. When examinations are taken using the University blue-book, having students read and sign the statement printed on the book represents another option. Whatever form an honor pledge takes, it functions as a effective means to raising a student's awareness of academic integrity.
- When required, professors refuse to grade any work not accompanied by the assigned pledge.
- Professors instruct students in regards to the types of aid and collaboration allowed on assignments. Also, in the syllabus, include a method for crediting this type of work.
- Professors avoid repeated use of the same examination.
- Professors encourage students to alert them, anonymously or directly, of instances of dishonesty they have witnessed.


## III. Advocating the Creation of an Independent Publication

The publication of the University's Code of Academic Integrity also reflects its importance in the community. In addition to its placement in the University Policies and Procedures booklet, this Task Force suggests that the Code should be published independently. When we place the standards by which we pursue truth in the University next to the standards for hanging posters on the Walk, we ultimately send out the wrong message concerning the former's integral role. Economically, this process should not prove overly demanding. The Code is not very long, but it is extremely important. This relatively small effort will begin to demonstrate to the students and the faculty the University's profound commitment to fostering academic integrity throughout the Campus.

This professional publication would, in turn, be included in the acceptance letters to new students. This immediate exposure, once again, will educate and emphasize the central role of academic virtue to our community.

We believe it is important that any such publication contain the philosophical importance of academic integrity in an intellectual community, an outline of the judicial procedures, a summary of the Code, as well as the Code itself.

## IV. Matriculation Pledge

We recommend requiring students to sign a statement to uphold the University's Code of Academic Integrity upon matriculation. It illustrates the University's commitment to the Code, and encourages freshmen to make a voluntary and conscious connection between themselves and academic integrity at the University.

## V. Counseling / Education

There should be a group charged with the responsibility of maintaining the Code. This type of committee would promote an awareness and an understanding of the academic rules and expectations which we have established for our community. With this type of assignment, we would also recommend that this group be accessible to the student body and faculty in case there are any questions concerning the Code. Establishing a means for discussing issues related to academic integrity, outside of an infraction, would symbolize a pledge by the University to truly educate the community regarding the significance of this issue. Interestingly, the present Code creates a group of this nature in the Standing Committee on Academic Integrity.

Apropos to its existence, we recommend the Standing Committee on Academic Integrity fulfill its educational charge to, "Develop an education program for both faculty and students," that, "shall take place continuously throughout the year but especially in September when new students and faculty first arrive on campus. The program shall take place in Departmental and School faculty meetings, in classrooms, and the residences, in New Student Week Programs, and anywhere the SCAI considers appropriate. The SCAI shall enlist the help of all appropriate personnel in this endeavor, e.g., Peer Advisors, ResidentialAdvisors, and members of the Faculty and University Administration." ${ }^{1}$

Nevertheless, it is the belief of this Task Force that the make-up of this Standing Committee inherently disenfranchises students from the process of education and adjudication and, in that approach, dissociates them from the Code. Therefore, we also recommend an analysis of the possibility of greater student involvement in the Standing Committee.

## VI. Review and Evaluation of Adjudication and Education Process of the Code.

Almost all cases sent to the Judicial Inquiry Office for adjudication or investigation involve undergraduates. Currently, the fifteen members of SCAI (nine faculty, three graduate students, and three undergraduate students) fall short of adequately addressing the needs of the community, because they are not an accurate reflection of this constituency. This dearth of student investment in and responsibility for the system, is prevalent in all aspects of the process for evaluating and adjudicating infractions of the Code. We recommend a review of the Code in order to examine the need for increasing student involvement in the educational as well as the judicial areas.

## VII. Review of the Judicial Charter

When students are disenfranchised from a system which establishes and upholds the academic and behavioral standards of their community, the system is intrinsically de-legitimatized. The current judicial procedures have created hostility within the community, because the members charged with its maintenance remain outside of the students' constituency. In order to construct a community which creates a sense of civic responsibility, the burden of servicing the judicial system must be bestowed upon its most affected members: the students.

The Task Force requests a mandate from the University Council to investigate ways to erect a fair, equitable, and legitimate system for adjudicating and investigating infractions of the community's standards.

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## An Open Letter to the Faculty on Academic Integrity

November 5, 1993
Dear Colleagues,
No obligation is more central to our academic community than our obligation to ensure the highest standards of academic integrity, both in our own work and in the work of our students. Although this obligation is obvious to us as faculty members, our commitment to academic integrity is not always obvious to all of our students. Some of these students, in the absence of explicit expressions of conviction in this ideal, assume that faculty members take a laissez-faire approach to their students' academic integrity.

I am writing now to ask you to discuss your own views of academic integrity with the students in your classes. As we move through the mid-term examinations and begin to approach the final examination period, you have an excellent opportunity to emphasize your own commitment to academic integrity and your expectation that your students will observe similar standards in their own work. I hope that you will stress the necessity for completely independent work in examinations. You should also clearly point out those areas, if any, where jointly-produced work is appropriate in your class.

A detailed statement of the University's commitment to academic integrity is printed on the inside covers of the University's test booklet (the "blue book"). You should ask your students to read the statement prior to taking the examination. You may also want to ask your students to endorse that commitment by signing the statement on the inside back cover of the booklet.

The Student Committee on Undergraduate Education (SCUE) has been making a special effort to sensitize students to the importance of academic integrity. I believe that it is essential that we, as faculty members, stress our own academic commitment to this principle. I hope that our joint efforts will both reduce the incidence of inappropriate behavior and highlight the central role that academic integrity must play in all aspects of university life.

Thank you for your help.
Sincerely,
Marvin Lazerson, Interim Provost

# Proposal for Changing Penn's Academic Calendar 

October, 1993

SCUE's Academic Calendar subcommittee investigated the need for changes to Penn's academic calendar. We looked into possibilities for improving the current calendar which has been in place as a consistent model since 1984 when the SCUE proposal to add the Fall Break was fully implemented by the Provost. The subcommittee, after thorough investigation, found that optimization of Penn's calendar should include an increase in the number of reading days. SCUE has long felt that Penn's calendar does not allow for proper studying time and final examination preparation at the end of a semester. SCUE has considered the addition of reading days to the calendar for many years. Unofficial proposals by members have ranged from having a few reading days to an entire week of nine reading days. The following SCUE-backed proposal requests that the University provide for six inclusive reading days per semester. Furthermore, SCUE found that an optimal calendar would seek to equalize the number of teaching days per semester; such changes are included in SCUE's proposal.

SCUE collected data fromnine peer institutions regarding their calendars to ascertain the similarities and differences and where Penn might be out of line with the norm. We used seven of eight of the Ivy League schools (Dartmouth excluded due to its trimestercalendar) in addition to the Massachusetts Institute of Technology, Duke University, and the University of Virginia. These schools were chosen on the basis of size, geographic location (weather considerations can affect the university calendars), and academic reputation.

The ten universities polled had differing
numbers of teaching days and reading days. (See below.) The holidays and starting dates for the semesters varied. Teaching days ranged from a low of 119 days (Princeton) to a high of 140 days (Duke). Penn fits comfortably in the middle with 134 teaching days. The mean number of teaching days for all institutions we reviewed is 131 with a standard deviation of 7.1.

Inclusive reading days ranged from a total for the two semesters of 4 days (Virginia) to 25 days (Princeton). (Note that the term inclusive is used to indicate that weekend days are added to the number of reading days if they are adjacent to university scheduled weekday reading days.) For the 1993-1994 academic year Penn has a total of seven inclusive reading days which are awkwardly allocated as two in the Fall semester and five in the Spring semester. The mean number of reading days across the polled universities is 12.3. The standard deviation of 7.9 indicates a high degree of variability across these schools.

Penn's current plan for the 1994-1995 academic year as produced by the Office of the Vice Provost for University Life and as published in Almanac November 5, 1991, is identical (based on day of the week) to this year's calendar and the calendars of the past several years. Aside from this proposal, SCUE knows of no official call for amendments to future academic calendars.

After serious consideration and discussion with members of the University community, SCUE submits one proposal for the 1994-1995 academic year. We developed two additional proposals for reference purposes only. The attached 1993-1994 calendar was developed to
help aid in placing the proposals for future years with a current year calendar.

Our proposal optimally achieves the two goals which we felt were most important. Proposal 1, the SCUE-supported proposal (see opposite) seeks to include six inclusive reading days into both semesters'schedules. These would consist of four weekdays adjacent to two weekend days. SCUE determined that six days is an optimal number of reading days based on various considerations including the mean value for the institutions surveyed of 12.3 reading days and student consensus that more days will allow for more adequate preparation for final examinations. Additionally, Proposal 1 equalizes the number of teaching days in the two semesters thus eliminating the current six teaching day disparity between semesters. Total teaching days for the year is maintained at 134 given the consideration that Penn appears to follow in line with the institutions in our poll. Each semester contains 67 teaching days. Fall semester has been increased by three days and the Spring semester has been decreased by the same amount.

Proposal 2 and Proposal 3 each seek to accomplish only one of the two goals. Neither is supported by SCUE and are only provided as references. Proposal 2 increases the number of reading days per semester while keeping the number of teaching days at 64 and 70 per semester respectively. Proposal 3 equalizes the number of teaching days (with constraints noted) but keeps the number of reading days at two and five per semester respectively.

We must make clear that SCUE finds accept-

| Academic Calendars at Selected Universities, 1993-94 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Classes Begin (Sem. 1) | Brown 9/6 | Columbia 9/6 | Cornell 8/25 | Duke 8/29 | Harvard 9/19 | $\begin{array}{r} \text { MIT } \\ 9 / 8 \end{array}$ | Penn 9/8 | Princeton 9/12 | Virginia 9/1 | Yale <br> 8/31 |
| Labor Day: 9/6 | - | - | - |  | - | - | - |  | - | , |
| Columbus Day: 10/11 | 10/10 | - | - | - | 10/10 | 10/10 | - | - | - | - |
| Fall Recess | - | 10/29 | 10/8 | 10/15 | - | 10/8 | 10/15 | 10/22 | 10/8 | extended |
| End (no classes this day) | - | 11/1 | 10/11 | 10/18 | - | 10/11 | 10/18 | 10/30 | 10/11 | T-giving |
| Veteran's Day | - |  |  |  | 11/10 | 11/11 |  | - | - | - |
| Thanksgiving | 11/24 | 11/24 | 11/24 | 11/24 | 11/24 | 11/24 | 11/24 | 11/24 | 11/24 | 11/19 |
| End (no classes this day) | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 | 11/27 |
| Reading Period | 12/5 | 12/13 | 12/3 | 12/9 | 1/4 | 12/9 | 12/13 | 1/2 | 12/10 | 12/3 |
| Final Exam Period | 12/10 | 12/15 | 12/7 | 12/12 | 1/17 | 12/12 | 12/15 | 1/11 | 12/12 | 12/10 |
| End (Sem. 1) | 12/19 | 12/22 | 12/16 | 12/17 | 1/26 | 12/16 | 12/22 | 1/21 | 12/19 | 12/18 |
| Christmas Recess | 12/20 | 12/23 | 12/17 | 12/18 | 12/21 | 12/17 | 12/23 | 12/13 | 12/20 | 12/19 |
| Classes Begin (Sem. 2) | 1/25 | 1/17 | 1/23 | 1/5 | 2/1 | 1/27 | 1/9 | 1/30 | 1/18 | 1/9 |
| Martin Luther King Day | - | - | - | - | - | - | - | - | - | 1/16 |
| Washington's Birthday | 2/20 | - | - | - | 2/20 | 2/20 | - | - | - | - |
| End (no classes this day) | 2/21 |  |  | - | - | - | - | - | - | - |
| Spring Recess | 3/25 | 3/11 | 3/18 | 3/4 | 3/25 | 3/18 | 3/4 | 3/11 | 3/11 | 3/4 |
| End (no classes this day) | 4/2 | 3/19 | 3/26 | 3/12 | 4/2 | 3/26 | 3/12 | 3/19 | 3/19 | 3/19 |
| Reading Period | 4/28 | 5/2 | 5/6 | 4/20 | 5/6 | 5/9 | 4/22 | 4/29 | 5/3 | 4/22 |
| Final Exam Period | 5/10 | 5/5 | 5/11 | 4/24 | 5/18 | 5/11 | 4/27 | 5/15 | 5/5 | 5/1 |
| End (Sem. 2) | 5/19 | 5/12 | 5/19 | 4/29 | 5/27 | 5/17 | 5/5 | 5/27 | 5/12 | 5/9 |
| Commencement | 5/29 | 5/17 | 5/28 | 5/5 | 6/8 | 5/26 | 5/19 | 6/6 | 5/21 | 5/22 |
| Reading Days (Sem. 1) | 7 | 2 | 5 | 3 | 13 | 3 | 2 | 9 | 2 | 7 |
| Reading Days (Sem. 2) | 12 | 3 | 5 | 4 | 12 | 2 | 5 | 16 | 2 | 9 |
| Total Reading Days | 19 | 5 | 10 | 7 | 25 | 5 | 7 | 25 | 4 | 16 |
| Final Days (Sem. 1) | 8 | 6 | 7 | 6 | 9 | 5 | 6 | 10 | 6 | 9 |
| Final Days (Sem. 2) | 9 | 6 | 7 | 6 | 9 | 5 | 7 | 12 | 6 | 9 |
| Teaching Days (Sem. 1) | 61 | 66 | 68 | 70 | 63 | 66 | 64 | 59 | 68 | 63 |
| Teaching Days (Sem. 2) | 60 | 70 | 70 | 70 | 62 | 66 | 70 | 60 | 70 | 64 |
| Total Teaching Days | 121 | 136 | 138 | 140 | 125 | 132 | 134 | 119 | 138 | 127 |
| Total Days | 157 | 153 | 162 | 159 | 168 | 147 | 154 | 166 | 154 | 161 |

Mean Teaching Days $=$ 131. Standard Deviation $=7.141$. Mean Reading Days $=12.3$. Standard Deviation $=7.862$.
Note: Reading days include weekday reading days in addition to weekend days adjacent to the weekday reading days.
Note: Brown and Yale offer Final Exams on Saturdays. Yale offers Exams on Sundays. MIT's Calendar is currently being investigated for revision on the Fall start date. Please note the distinct calendars of Harvard and Princeton.
able no calendar which does not include a full two day Fall Break in October. The 1992-1993 academic calendar decreased by one the number of days of the Fall Break to one day. The Fall Break was based on a SCUE initiative and remains very
important for the undergraduate student population in terms of mental health and personal and academic considerations. Our proposal allows for no deductions in the length of the Fall Break to accommodate any constraints.

| Academic Year 1993-1994 (for model and comparison purposes only) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Event C | Current | Proposal 1 | Proposal 2 | Proposal 3 |
| Fall Semester |  | SCUE-Backed |  |  |
| First Day of Classes | 9/9 | 9/2 | 9/7 | 9/7 |
| Fall Break | 10/16 | 10/16 | 10/16 | 10/16 |
| End (No Classes) | 10/19 | 10/19 | 10/19 | 10/19 |
| Thanksgiving Recess | 11/25 | 11/25 | 11/25 | 11/25 |
| End (No Classes) | 11/28 | 11/28 | 11/28 | 11/28 |
| Fall Term Classes End | 12/13 | 12/9 | 12/9 | 12/13 |
| Reading Days | 12/14 | 12/10 | 12/10 | 12/14 |
| Final Examinations | 12/16 | 12/16 | 12/16 | 12/16 |
| Fall Semester Ends | 12/23 | 12/23 | 12/23 | 12/23 |
| Final Examination Days | 6 | 6 | 6 | 6 |
| Teaching Days | 64 | 67 | 64 | 66 |
| Inclusive Reading Days | s 2 | 6 | 6 | 2 |
| Spring Semester |  |  |  |  |
| First Day of Classes | 1/10 | 1/12 | 1/11 | 1/12 |
| Spring Recess | 3/5 | 3/5 | 3/5 | 3/5 |
| End (No Classes) | 3/13 | 3/13 | 3/13 | 3/13 |
| Spring Term Classes End | 4/22 | 4/21 | 4/25 | 4/22 |
| Reading Days | 4/25 | 4/22 | 4/26 | 4/25 |
| Final Examinations | 4/28 | 4/28 | 5/2 | 4/28 |
| Spring Semester Ends | 5/6 | 5/6 | 5/10 | 5/6 |
| Final Examination Days | 7 | 7 | 7 | 7 |
| Teaching Days | 70 | 67 | 70 | 68 |
| Inclusive Reading Days | S 5 | 6 | 6 | 5 |
| TOTAL Teaching Days | 134 | 134 | 134 | 134 |
| Academic Year 1994-1995 |  |  |  |  |
| Event C | Current | Proposal 1 | Proposal 2 | Proposal 3 |
| Fall Semester |  | SCUE-Backed |  |  |
| First Day of Classes | 9/8 | 9/1 | 9/6 | 9/6 |
| Fall Break | 10/15 | 10/15 | 10/15 | 10/15 |
| End (No Classes) | 10/18 | 10/18 | 10/18 | 10/18 |
| Thanksgiving Recess | 11/24 | 11/24 | 11/24 | 11/24 |
| End (No Classes) | 11/27 | 11/27 | 11/27 | 11/27 |
| Fall Term Classes End | 12/12 | 12/8 | 12/8 | 12/12 |
| Reading Days | 12/13 | 12/9 | 12/9 | 12/13 |
| Final Examinations | 12/15 | 12/15 | 12/15 | 12/15 |
| Fall Semester Ends | 12/23 | 12/22 | 12/22 | 12/22 |
| Final Examination Days** | ** 7 | 6 | 6 | 6 |
| Teaching Days | 64 | 67 | 64 | 66 |
| Inclusive Reading Days | s 2 | 6 | 6 | 2 |
| Spring Semester |  |  |  |  |
| First Day of Classes | 1/16 | 1/18 | 1/17 | 1/18 |
| Spring Recess | 3/4 | 3/4 | 3/4 | 3/4 |
| End (No Classes) | 3/12 | 3/12 | 3/12 | 3/12 |
| Spring Term Classes End | 4/28 | 4/27 | 5/1 | 4/28 |
| Reading Days | 4/29 | 4/28 | 5/2 | 4/29 |
| Final Examinations | 5/4 | 5/4 | 5/8 | 5/4 |
| Spring Semester Ends | 5/12 | 5/12 | 5/16 | 5/12 |
| Final Examination Days | 7 | 7 | 7 | 7 |
| Teaching Days | 70 | 67 | 70 | 68 |
| Inclusive Reading Days | S 5 | 6 | 6 | 5 |
| TOTAL Teaching Days | 134 | 134 | 134 | 134 |

. Boldface indicates change from current.
** SCUE provides for 6 Final Exam days in the Fall terms based on similar accomodations made for 1992-93 and 1993-94; a seventh could be added without affecting the number of reading days or teaching days.
KEY: Proposal 1 seeks to equalize the number of teaching days and increase reading days
Proposal 2 seeks to increase the number of reading days to 6
Proposal 3 seeks to equalize the number of teaching days (Labor day prevents full equality)

| Academic Year 1995-1996 |  |  |  |
| :--- | ---: | :--- | ---: |

No current University calendar exists for the 1995-96 Academic Year
SCUE-Backed Proposal seeks to equalize the number of teaching days and increase reading days

## Costs/Benefits of Proposals for 1994-1995 Academic Year

## Proposal 1 (SCUE-backed proposal)

Benefits

- Increases the number of reading days to 6 per semester
- Equalizes the number of teaching days per semester at 67 while maintaining the total number of teaching days in an academic year
- Increases the already short Winter Break by 3 days
- Maintains schedule of all breaks
- Maintains date for Commencement, Homecoming, Parents Weekend, Alumni Day, and other activities
- Provides full 2 day Fall Break
- Allows students to return home one day earlier for the holidays; faculty and staff have one additional day of vacation


## Costs

- Requires earlier Fall semester start date (by 1 week) which requires faculty and students to return to campus before Labor day and have classes on Labor Day
- Cuts by one the number of final examination days to 6 (Note: Fall 1992 and Fall 1993 have 6 days while the current Fall 1994 schedule provides 7.)


## Proposal 2

- Increases the numberits of reading days to 6 per semester
- Increases the already short Winter Break by 2 days
- Maintains the schedule of all breaks
- Maintains date for Homecoming, Parents

Weekend, and other activities

- Maintains Labor Day holiday
- Provides full 2 day Fall Break
- Allows students to return home one day earlier for the holidays; faculty and staff have one additional day of vacation

Costs

- Requires earlier Fall semester start date (2 days)
- Delays the end of the Spring Semester
- May delay Alumni Day and Commencement or shorten the Senior Week
- Cuts by one the number of final examination days to 6 (Note: Fall 1992 and Fall 1993 have 6 days while the current Fall 1994 schedule provides 7.)


## Proposal 3

## Benefits

- Equalizes the number of teaching days per semester to 66 and 68 (no classes on Labor day) while maintaining the number of teaching days in an academic year
- Maintains schedule of all breaks
- Maintains date for Commencement, Homecoming, Parents Weekend, Alumni Day, etc.
- Increases the already short Winter Break by 3 days
- Provides full 2-day Fall Break
- Allows students to return home one day earlier for the holidays; faculty and staff have one additional day of vacation

Costs

- Requires earlier Fall semester start date (2 days)
- Cuts by one the number of final examination days to 6


## Speaking Out

## Town Meetings on 'Just Cause’

I am pleased that Professors Ross and Klide (Speaking Out November 16) have read my call for campus-wide discussion of the Report of the Task Force on Procedures Governing Sanctions Against Members of the Faculty (Almanac November 2). It is, as I am sure both Professors Ross and Klide would agree, of the highest importance that procedures be in place to provide full protection to those accused of violations of the University's standards of behavior as articulated in the Handbook for Faculty and Academic Administrators.

It is the responsibility of the Faculty Senate to ensure that the best possible proposal is presented for approval. To that end the members of the faculty have been invited to participate in a number of "town meetings" to discuss the issues that Professors Ross and Klide raise as well as other related issues. I hope that they and others will take this opportunity to focus on the details of the proposals and make suggestions for improvement of the current document. Through such conversations we can work together to provide maximum faculty protection.

- G. J. Porter, Chair,

Faculty Senate

## On the SAS Dean's Response

We appreciate the extreme time pressures in the Dean's office and surmise that this must be the reason for her terse reply to our letter (Speaking Out November 16). Given the serious nature of the problem, however, it would be very helpful if the Dean took a few moments to respond to our first question. It is of particular importance because in order to maintain excellence into the future (a stated concern of the Dean), the Regional Science Department, like all departments, clearly needs young faculty. If this was an appointment that could have gone to Regional Science, then it's horribly arbitrary not to have discussed it with Regional Science to determine if it could be a component in some possible plan of departmental expansion.

In the past, one of the significant strengths of this University has been the responsiveness of the administration to the problems and needs of graduate students and graduate education. This apparent lapse on the part of the Dean at this critical time is certainly symbolic of an administration that either has something to hide or has ceased to function with even the rudiments of good corporate manners.

- Diana Koros and Toni Horst for the Regional Science Graduate Students


## Departments versus Programs

In the recent controversy concerning the Dean's recommendations to abolish the departments of American Civilization, Regional Science, and Religious Studies, the administration has repeatedly claimed that it can replace these departments with programs which will do all that the departments currently do, and do it better. It is therefore important to be clear about just what the difference between a department and a program is and why this difference is important.

At this University, departments are distinct from graduate groups, and while many graduate groups are simply the graduate division of a department, many are not and do not correspond to any one department. The distinction between program and department therefore does not directly affect the offering of graduate curricula or certification of degrees. Similarly, there are majors in Arts and Sciences which are offered by departments and others which are offered by programs; again, the distinction does not directly affect the existence or curriculum of majors. It has repeatedly been said recently that departments correspond to disciplines. This is not strictly true. There are some departments in continued past insert

## Du Bois Follow-up: Call Trace on Residence Phones...Coming Soon for Offices

In the wake of October's threatening phone calls to Du Bois College House residents, the University has added AT\&T's "Call Trace" capacity to all University Penntrex phones (573 numbers).

Activated by the user only, Call Trace is installed free of charge to students but costs $\$ 1$ when used (see details at right)."This is prompted by the outrage against Du Bois this fall, but it is a fact of modern life that call tracing is sometimes needed in other areas," said Steven D. Murray, vice president for business services.

Since Campus Police began including phone harassment in its weekly crime reports over a year ago (Almanac August 15, 1992), complaints have been made of some 171 calls - 117 of them to residence halls, 25 to non-residence buildings, and 29 to off-campus locations including fraternity/sorority residences.

After a rash of calls reported at Du Bois College House this fall, tracer devices were placed on 80 phone lines of students in Du Bois who had received more than three calls. Harassment and threats have receded, a Du Bois House spokesperson said. While a joint investigation was launched by campus and city police (later joined by the Federal Bureau of Investigation), other steps taken to safeguard students living at Du Bois House were

- an increase in campus police patrols;
- improved lighting in hallways and laundry and additions to the alarm system;
- assistance for students individually and as a group, from the Counseling Center, VPUL Office and Public Safety's Victim Support personnel; and
- letters to parents outlining the situation and the steps being taken.


## Call Trace for Faculty/Staff Lines

Call Trace will soon be available for faculty and staff telephone numbers, Business Services announced this week. There is normally a one time feature assignment charge of $\$ 11$ per line. In addition, there is a $\$ 1$ charge each time the feature is used. Telecommunications is negotiating a significantly lower activation charge per line. This rate will be available for orders placed prior to December 15, 1993. To obtain Call Trace, send a written request to Telecommunications, and include your department name, budget code and the telephone numbers on which the feature should be activated.

## To all Penn Students Living in Campus Residences <br> Using Call Trace and Reporting Harassment by Telephone

Effective immediately, all Penntrex telephone lines will include a call trace feature. This feature will now be standard on all student telephone numbers in University-operated residence halls. There will be no charge to assign this feature to the telephone line. There will be a $\$ 1$ usage fee that will be charged to the Student of Record for that particular telephone number each time the feature is used. Call trace allows customers to trace a call at their own initiative. This feature must be activated immediately after disconnecting from the harassing call and before any other call has been made or received on that particular line. This feature must be activated after each harassing call.

To use the call trace feature, follow these steps:

1. Hang up the telephone upon receiving a harassing call; be certain the call is disconnected.
2. Lift the receiver and dial " 257 " to initiate a trace for that call. The customer will hear a prompt saying that the trace was completed OR the customer will be notified that the feature could not be activated. If the call cannot be traced, the customer should contact University Police, who in turn will inform Bell of Pa's Annoyance Call Group (ACG). The ACG may have alternatives for tracing such calls.
3. In all circumstances, log the date and time of the call and what was said.
4. Contact University Police (511 or 8-7333) or Victim Support Services ( 24 hours a day-898-6600) immediately. Work with University Police to retrieve the trace information through the Annoyance Call Group at Bell of Pennsylvania.
Emergency Numbers: Stickers with the University emergency telephone numbers will be distributed to each Residence Hall this week. Be sure to pick one up and affix it to your telephone immediately. Additional stickers will be available at the Penntrex Office at 3606 B Chestnut Street.

- Offices of the Penn Police, Penntrex, and Vice Provost for University Life

Arts and Sciences which correspond to disciplines, but there are some that are interdisciplinary departments. Physics, Economics, and Philosophy are disciplinary departments; History and Sociology of Science, American Civilization, and Asian and Middle Eastern Studies are interdisciplinary departments. There is no more a distinct discipline corresponding to the History and Sociology of Science than there is a distinct discipline corresponding to the history and sociology of the bathtub. The discipline-interdiscipline distinction does not therefore correspond to the department-program distinction.

What does distinguish a department from a program is that faculty are hired in departments and not in programs. But this is not simply an administrative matter, because it affects what faculty are hired to do. If you are hired in a department, you are hired to teach and do research in the subject of that department, and your career-your salary, your promotions, and your identification-lie with that department. You may, at your own risk, participate in various programs, but one can hardly devote one's full time to a program outside your department if your career depends on what you accomplish within your department. It is simply a fact of life that faculty members' hearts lie where their budgets are, and their budgets are in their departments.

Given this fact of life, programs can at best hope to attract a number of faculty who will contribute part of their time to teaching in the program, at least for a period of several years. But unless the relation between the faculty member's home department and the program is unusual, his/her research will continue to lie within the domain of the home department. This of course means that the work of the program will not be the central, full-time concern of those involved in it. It also means that those involved in it are likely to drop out of it as their interests change or they see new opportunities in their departmental subjects which look more rewarding (in any of several senses). Programs are therefore unstable over time, with fluctuating staff and uncertain curricula. Members go on leave or take on other duties according to their own wishes or their department's needs with little regard to the effect that their actions will have on the program. And programs cannot hire leave replacements. They may be able to find someone to take over a given course, but if they cannot the course has to be cut, regardless of its importance to the program. Programs are second-class citizens of the academic zoo whose needs are subordinate to those of departments which are the first-class citizens. It is for these reasons that programs constantly seek to become departments: they want more stability, more control over what they can do, and a faculty dedicated to their mission, not someone else's.

These features of programs affect the graduate and undergraduate curricula of the programs. The most central courses of interdisciplinary programs are the ones
which integrate multiple perspectives into a coherent approach to the subject. These are exactly the courses least likely to be offered by people from other departments, especially those with a disciplinary specialization. It is people who devote their lives to work in the interdisciplinary field who are in the best position to offer such courses, particularly at the graduate level. But while these people exist in interdisciplinary departments, they do not exist in interdisciplinary programs.

The reason that Penn has interdisciplinary departments as well as disciplinary ones is that there are subjects agreed to be important which can best be studied by gathering a group of faculty together in an administrative unit where they can devote their full teaching and research to that subject and where the University is willing to make a commitment to the on-going support of that endeavor, including the replacement or addition of faculty in the future. In these departments, multiple disciplinary backgrounds are an advantage, but the point is to bring those backgrounds to bear full time on the specific subject. These departments are subject specific, not discipline specific. Tom Hughes, for example, is a very distinguished student of Americantechnology, past and present. By being in a department of the History and Sociology of Science, Hughes has been able to devote his full powers to the study of his subject, without having to worry about whether the chair of some other department thought his subject was relevant enough to that department to merit rewards.

Now the question raised by the Dean's recommendations is, does Penn want to have scholars who devote their lives to the study of religions or regions or the civilization of this country? That is something that can be done only through a departmental structure, not a programmatic one. Penn has committed itself to do that ; the commitment was made official when these departments were established.

That the abandonment of that commitment represents a violation of contract with the faculty of those departments is obvious, but considerations of justice do not seem to worry this administration. But it also involves a breach of faith with the graduate students of those departments. If Penn abolishes those departments, it is saying that it will not hire people trained in these fields to work full time in them. By what logic, then, can Penn continue to offer graduate degrees qualifying people in these fields which the University itself has repudiated? If we do not consider these to be legitimate departments, why should we expect anyone else to? To continue graduate training in these fields under these conditions is intellectually dishonest and unfair to the students involved.

The larger question facing this Faculty is what it wants this school to be. Given the basic differences between departments and programs, it is simply disingenuous for the administration to claim that it can do through programs what is has been doing through departments - or was when it supported them.

Converting these departments to programs
will substantially weaken their effectiveness, will preserve their existence only as teaching units rather than research fields, will betray the University's commitment to both their faculty and their students, and will lead within a few years to their demise. This is a decision which merits more careful consideration by this Faculty than it has yet received, because it has far-reaching implications for how the School of Arts and Sciences will organize and conduct its activities in the future.

- Murray G. Murphey, Professor and Chair, American Civilization


## Operation Santa Claus

We are in the midst of again organizing for this year's "Operation Santa Claus." This year we have again chosen to donate gifts to St. Vincent's. This year we have also decided to participate with the Red Cross for children who have lost their homes in the past year.

As you may know, St. Vincent's Orphanage is located in Philadelphia and houses children ranging from infant to teenage. Alot of the children were taken from their families for various family inconsistencies. Some of the children have no family.

These children will be here on campus for a party at the Faculty Club on December 22, from 11 a.m.- 1:30 p.m. Please feel free to stop by and see the kids enjoy themselves by forgetting about life for a while.

The Red Cross, with our help, will be throwing a big party at their facility at 23 rd \& Chestnut Streets on December 15.

Both groups of children will have lunch, be entertained by Santa who will give them their gift, open their gifts and get a picture of "Santa and Me."

Last year as you may remember, we collected hundreds of gifts for the children at St. Vincent's. We're asking you again for your help and new especially that we are in need of over 300 gifts to take care of both groups of children. All those interested in participating in this year's project please contact Yvonne or John at Ext. 8-4210 or drop off gifts or contributions at 212 Franklin Building. When the lists of children's names arrive, you will be able to choose one or as many children as you like. Simply purchase a nice gift for the child/children, wrap it, and sign it from Santa. For now those of you who purchase gifts may wrap them and put what sex and age child the gift is for. Gifts are needed for boys and girls from two to 10 years old

There has always been a lot of interest from our staff and our friends in other University offices. We are hoping that you will not only be able to participate but also come over to the Faculty Club, meet the children and join in on the excitement of them opening their gifts. Please help make this another successful holiday project full of joy and giving. This benefit is endorsed by the Penn VIPS.
-Yvonne Oronzio, Administrative Assistant \& Secretary to Senior Director of Student Financial Services - John DeLong, Senior Director of Student

Financial Services Operations


For over 25 years, Penn has sponsored a mortgage program which helps University and HUP faculty/staff buy homes near campus (see boundaries, above). Below is an update on the program, issued by the Office of the Treasurer. For more information, contact Jean Crescenzo at 9844.

## The University Mortgage Program Revisited

The University's Mortgage Program enables an eligible employee to apply for financing for up to $\$ 203,150$, or the prevailing conforming amount of the purchase price or the Bank's appraised value, whichever is less, of a single unit home attached or detached, provided that,
(1) the home is situated within the geographical boundries outlined on the map [above], and
(2) it will be and remain the employee's principal residence.

Condominiums mustbeFannie Mae approved. Where the indicated boundary lines follow a street, only the real estate on the side of the street nearest University City qualifies. Exceptions to the geographical boundries are not permitted.

The University's program is offered to creditworthy eligible employees under an arrangement with Mellon Bank. An applicant for a mortgage loan under the Program will be subject to credit verification and must satisfy Mellon Bank with regard to his/her ability to repay base upon Mellon Bank's lending criteria. All approved mortgage loans will be made at the then current Mellon Bank mortgage rate. To obtain the current rates call Mellon Bank at 553-8027. The decision to grant the loan rests solely with Mellon Bank.

All University of Pennsylvania and Hospital of the University of Pennsylvania full-time employees who have successfully completed their six month probationary period, are 21 years of age or older, and are U.S. citizens or permanent resident aliens, are eligible to participate in the program. Fully affiliated and fully-salaried
members of the academic staff in the rank of Assistant Professor or above will be eligible upon appointment.

Eligibility is determined by the Department of Human Resources and must be evidenced on the Personnel Eligibilty Form. The employee's supervisor will sign the Employee's Eligibility and Application Form attesting to the successful completeion of the probationary period.

## Procedures

1. Prior to the signing of an Agreement of Sale, it is strongly recommended that the employee secure the services of his/her own attorney knowledgeable in real estate matters.
2. The employee should receive two (2) copies of the fully executed Agreement of Sale, one for his/her own records, and one for Mellon Bank. A copy of the signed Agreement of Sale is required by the Treasurer's Office.
3. Prior to initiating the mortgage application with Mellon Bank, the employee is required to complete the Personnel Eligibility Form and take it to Human Resources, Records Office, 3401 Walnut Street, 5th Floor, for verification and approval. Hospital employees must have the form signed by the Hospital of the University of Pennsylvania Human Resources Department. The completed form must be submitted by the employee to the Treasurer's Office, 737 Franklin Building. After review and subject to approval by the Treasurer's Office, a letter of introduction will be sent to Mellon Bank with a copy to the
employee.The Bank cannot accept an application under the University's program prior to receipt of this introduction letter.
4. Upon receipt of the introduction letter, the employee should callMellonBank at 553-0734 for an appointment to apply for a mortgage loan. Costs associated with completing the transaction are the responsibility of the employee/borrower.
5. The employee should be certain to arrange for adequate insurance coverage on the property as soon as the Agreement of Sale has been fully executed.

## Checking Out the Wilson School

The University community is invited to attend a meeting Tuesday, December 7, at 7:30 p.m. to explore innovative programs starting in January 1994 at the Alexander Wilson School near campus.

The K-through-5 public school, located at 46th and Woodland Avenue, will shortly offer integrated full-day Montessori pre-school for three-and four- year-olds; multicultural studies, global education, a school-wide computer lab, and school-wide science curriculum.

Parents will meet Arthur Hall, the new principal, and learn about the Philadelphia College of Pharmacy and Science partnership with the Alexander Wilson School. The College is co-sponsor, with the Spruce Hill Community Association, of the meeting, to be held at the College's Wilson Student Center, between 42nd and 43 rd Streets, south of Woodland Avenue. Parking is available from 43rd Street, south of Woodland (first lot on the left).

- Sally Johnson, Chair,


## Education and Schools Committee,

Penn Faculty and Staff for
Neighborhood Issues

## Wharton Quality Initiative: Quality Management Tools

The University staff, faculty, and students are invited to attend a training session December 1 from noon to 1:30 p.m. at 213 Steinberg Hall-Dietrich Hall. Members of the Wharton faculty and the Wharton Quality Council will join with Wharton process team members to discuss general approaches to using Total Quality Management tools such as flow-charting, brainstorming, data collection, Pareto analysis, charts and graphs, cause and effect, and diagrams. These tools have been effectively used by Wharton process teams and may be used by anyone interested in group problem-solving measures. Examples using the tools of TQM will be provided in the Wharton context of problem-solving and data analysis.


## SEPTA on PennInfo

SEPTA's up-to-date schedules are now as handy as the nearest computer with access to PennInfo. The new SEPTA folder, found under the Student Services menu in Transportation and Parking, contains a notice about a change in the Regional Rail Schedule, plus:

- general SEPTA information,
- SEPTA Rail Schedules, and
- special holiday information concerning the SEPTA Santa Express Holiday Tradition, November 26,
- the fare break for Thanksgiving Weekend and the Thanksgiving Day Parade.


## NACUBO: A New \$10,000 Award, the IMAA

The National Association of College and University Business Officers (NACUBO) announces changes to its Cost Reduction Incentive Awards Program. This year, NACUBO invites Penn to participate in their Innovative Management Achievement Awards (IMAA) program. As in the past, NACUBO will award unrestricted grants of up to $\$ 10,000$.

The IMAA program is structured to recognize strategies that improve the quality and efficiency of our institutions. Three award categories have been developed:

## 1) Innovative Management Initiative

These are broad-based or institution-wide management programs designed to improve service quality, streamline administrative structures, and/or significantly reduce costs in the areas of academic affairs, student services, or business and finance. Examples of initiatives appropriate for this award category include total quality management (TQM) programs, organizational restructuring, streamlining and/or consolidating administrative and business processes, and academic and other major management efforts to effect significant improvement in quality of service or reduction of costs.

## 2) Innovative Revenue Enhancement

Applications in this category include revenue-generating activities that are distinct from such standard sources of revenue as tuition and fees, government support, research contracts, athletic and student activity receipts, gift income, etc. The purpose of this category is to stimulate a consideration of how an institution might convert nonrevenueproducing assets, programs, and/or services into revenue streams that help support general operations.

## 3) Innovative Cost Reduction

Applications in this category include discrete, activity-specific cost reduction projects that significantly reduce the cost of the activity without decreasing its effectiveness. Originality, portability, and cost reduction are important criteria for applications in this area. Applications made to IMAA are not limited to administrative offices, and departments from across campus are especially encouraged to submit their ideas. A packet containing eligibility criteria, complete program information, and an application form is available from Jill Maser, Ext. 8-5227, or e-mail your request for a packet to maser@a1.benhur.

IMAA applications must be received by Jill Maser by December 15, 1993 for the Innovative Cost Reduction category. Applications for the Innovative Management Initiative and Innovative Revenue Enhancement are due by January 15, 1994. All applications will be subject to a University review process before being forwarded to NACUBO.

Penn has been very successful in the past with awards being won by Facilities Management, Business Services, and the School of Veterinary Medicine among others.

- Jill Maser, Business Services


## A New Gopher at Penn

The University of Pennsylvania Library is pleased to announce a new electronic service: the Library Gopher. We encourage all those in the Penn community to try it out on PennNet by telneting or pointing a local gopher client to gopher.library.upenn.edu (login: gopher).

It's also accessible by choosing "Library Gopher" from the "Penn Gopher Servers" menu on the Main Gopher at Penn. If you have trouble reaching it please call Van Pelt Library Reference at Ext. 8-8118.

The Gopher is designed to help users find many of the best Internet resources, while avoiding its pitfalls. For more information on the philosophy behind it, please see the article in November's (forthcoming) Penn Printout.

We would especially like to hear your questions, comments or suggestions. Send e-mail to: libreference@a1.relay.upenn.edu or call Van Pelt Library Reference at Ext. 8-7555. Check it out and tell us what you think.

> - Mark Colvson
> Van Pelt Library Reference Department

## Reorganizing DCCS

DCCS, the Data Communications and Computing Services unit in Information Systems and Computing (ISC), has been reogranized to respond to the demands of such key initiatives as ResNet, Small Schools E-Mail (Dolphin), campus-wide AppleTalk, and rearchitecting PennNet. The broad outlines of the new organization are:

Network Planning and Operations (NPO) reports to George McKenna, long-time Director of Network Operations. Reporting to him are Mike Palladino, Manager of Projects and Planning, and John Hagan, Manager of Operations, whose roles are unchanged.

Mark Litwack, Manager of a newly-focused group, PennNet Engineering. PennNetEngineering focuses on design and implementation of the network architecture necessary to support the next generation of applications in Penn's distributed computing environment. Other responsibilities will include consulting support for Network Projects and Planning and problem escalation support for Network Operations.

Network Services and Support (NSS), reporting to Al D'Souza, formerly Director of Program Management, plans, develops, implements, markets, and supports work group and end-user network services. These services fall into five broad categories:

Communications (E-Mail, On-Line Directories, NetNews, etc);

Campus-wide information systems and network navigation (PennInfo, Gopher, and related tools);

Networking Software and Documentation Distribution services;

Network Consulting and Technical Support services; and

Academic Video Network (AVN) services.
A keyobjective is to establish a unified HelpLine (Ext. 8-8171) for all DCCS-supported services.

Finance, Administration, and Systems (FAS), reporting to Noam Arzt, formerly Director of Special Projects, will integrate our business operations, office support, and internal systems efforts.

- Dan Updegrove, Associate Vice Provost, ISC and Executive Director, DCCS


## Lindback Guidelines

# Lindback Awards for Distinguished Teaching, 1993-1994 

Nominations are once again being solicited for the Lindback Awards presented annually to eight members of the University of Pennsylvania faculty in recognition of their distinguished contributions to teaching. They are open to teachers of undergraduates and graduate students in both the professional schools and the arts and sciences.

## Non-Health Areas

For Lindback Awards in the non-health areas a separate Committee on Distinguished Teaching, appointed by the Vice Provost for University Life on behalf of the Provost, is charged with presenting the Provost's Staff Conference with eight candidates from which the four non-health area winners are chosen.

The Committee is drawn from the non-health schools and is composed of five Lindback Award recipients, three graduate and professional students, and two undergraduates. The Chairperson is one of the faculty members and is appointed by the Vice Provost.

Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Terry Conn. They should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department and rank; how you know the nominee; and your name, address and phone number. Additional supporting evidence, in the form of statistical surveys, curricula vitae, lists of courses taught, etc., will also be helpful to the Committee in its selection process.

Nominations will close Wednesday, December 15, 1993.

## Health Areas

For Lindback Awards in health areas, an internal nominating process is carried out in each school, using procedures developed in that school. The respective school committees shall submit their nominations to the Vice Provost for University Life in February. These will be reviewed by a Committee on Distinguished Teaching in the Health Areas, appointed by the Provost on the recommendations of the Deans, who will then develop
a rank-ordered list of the candidates for submission to the Provost's Staff Conference. The dossiers of those nominated must include a current curriculum vitae, teaching evaluations with instructions for interpreting them; letters of comments and/or support from students, faculty colleagues, deans, directors or department chairs.

## Provost Awards, 1993-1994

The Provost Awards are presented annually to recognize distinguished teaching by full-time and part-time associated faculty or full-time or part-time academic support staff. One award will be given in the health schools and one in the non-health schools.

The Lindback Committee on Distinguished Teaching from the health and non-health areas also will evaluate nominations for these two awards. The Committee will present the Provost's Staff Conference with two final candidates in ranked order. From these, two winners will be chosen, one from each area.

The criteria for selection of Provost Award recipients are the same as those used in selection of Lindback Awardees.

With these criteria in mind, the Committee on Distinguished Teaching now welcomes nominations for these awards from schools or departments, individual students, student groups, faculty members or alumni. Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Terry Conn. The nomination should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department, and rank; how you know the nominee, and your name, address and telephone number. Additional supporting evidence, in the form of statistical surveys, curriculum vitae, lists of courses taught, etc., will also be helpful to the committee in its selection process.

Nominations will close Wednesday, December 15, 1993.

## Criteria and Guidelines for Lindback Awards

1. The Lindback Awards are given in recognition of distinguished teaching."Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.
2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures-these are all relevant attributes, although it is unlikely that anyone will excel in all of them.
3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence
of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.
4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.
5. Distinguished teaching occurs in all parts of the University and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.
6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. No faculty member may be considered for the Lindback Award in a year in which the member is considered for tenure. All nominees should be members of the standing faculty. The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.
7. The awards should recognize excellence in either undergraduate or graduate/professional teaching or both.
8. The recipient of a Lindback Award should be a teacher/scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

About the Crime Report: The report for the City of Philadelphia's 18th District did not arrive this week in time for publication. Below are all the Crimes Against Persons and Crimes Against Society listed in the campus report for the period November 15 through 21, 1993. Also reported during this period were 40 thefts and attempts (including four of auto, 13 of bikes, four from autos, and two burglaries), four of criminal mischief/vandalism and two of trespassing/loitering. The full reports can be found in Almanac on PennInfo. - Ed.

## The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police department between the dates of November 15, 1993 and November 21, 1993. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at Ext. 8-4482.

## Crimes Against Persons

34th to 38th/Market to Civic Center: Aggravated assaults-1, Simple assaults-2,
Threats \& harassment-7

| $11 / 15 / 93$ | $2: 05 \mathrm{AM}$ | Quad Office |  |
| :--- | ---: | :--- | :--- |
| Obscene gesture towards complainant |  |  |  |
| $11 / 15 / 93$ | $3: 15 \mathrm{PM}$ | Law School | Harassing letter/answering machine messages |
| $11 / 16 / 93$ | $3: 43 \mathrm{PM}$ | Blockley Hall | Calls received from animal rights person |
| $11 / 17 / 93$ | $3: 59 \mathrm{PM}$ | 38th \& Spruce | Suspect kicked officer |
| $11 / 17 / 93$ | $11: 54 \mathrm{PM}$ | Steinberg-Dietrich | Security guard harassed complainant |
| $11 / 19 / 93$ | $2: 55 \mathrm{AM}$ | Grad B Tower | Domestic dispute |
| $11 / 20 / 93$ | $1: 26 \mathrm{AM}$ | Vance Hall | Complainant assaulted at party |
| $11 / 20 / 93$ | $7: 26 \mathrm{PM}$ | Nichols House | Numerous hang up calls received |
| $11 / 21 / 93$ | $12: 32 \mathrm{AM}$ | McKean Dorm | Resident received obscene phone calls |
| $11 / 21 / 93$ | $8: 33 \mathrm{PM}$ | Anat-Chem Wing | Hang up calls received |

38th to 41st/Market to Baltimore: Robberies (\& attempts) - 3 , Purse snatches -1 ,
Simple assaults-2, Threats \& harassment-3

| $11 / 15 / 93$ | $10: 33 \mathrm{PM}$ | Wayne Hall | Station operator received harassing phone call |
| :--- | ---: | :--- | :--- |
| $11 / 16 / 93$ | $12: 05 \mathrm{AM}$ | 4021 Locust St. | Male harassed resident/cited/released |
| $11 / 17 / 93$ | 6:30 PM | 40th \& Sansom | Actor took purse/fled in stolen auto |
| $11 / 17 / 93$ | $9: 55 \mathrm{PM}$ | 40th \& Spruce | Male w/gun struck complainant in head |
| $11 / 19 / 93$ | $2: 16 \mathrm{AM}$ | 40th \& Spruce | Male assaulted by three males |
| $11 / 19 / 93$ | $11: 07 \mathrm{AM}$ | Mini-station \#1 | Domestic dispute |
| $11 / 19 / 93$ | $2: 38 \mathrm{PM}$ | 3907 Walnut St. | Customer threatened employee |
| $11 / 20 / 93$ | $12: 50 \mathrm{PM}$ | 4000 Block Pine | Unknown male w/gun stole complainant's cash |
| $11 / 21 / 93$ | 4:48 PM | 4000 Block Chestnut | Unknown male stole complainant's bike |

41st to 43rd/Market to Baltimore: Robberies (\& attempts) - 2,
Kidnapping \& unlawful restraint-1

| 11/15/93 | 6:29 PM | 4100 Block Baltimore | Complainant abducted by boyfriend/arrest |
| :--- | :--- | :--- | :--- |
| 11/17/93 | 7:37 PM | 4200 Block Locust | Unknown male took complainant's property | 1.37 PM 4200 Block Locust Unknown male took complainants property 11/20/93 9:39 PM 43rd \& Locust 3 unknown people robbed 2 complainants

30th to 34th/Market to University: Threats \& harassment-1
11/19/93 9:40 AM Lot \# $8 \quad$ Patron harassed attendant
Outside 30th to 43rd/Market to Baltimore: Robberies (\& attempts) - 1,
Threats \& harassment-1
11/18/93 7:17 PM $\quad$ 4400 Larchwood 2 complainants robbed of various articles 11/18/93 7:37 PM 23rd \& Walnut St. Threats received



NOVEMBER AT PENN

## EXHIBIT

30 Painting by two Penn alumni: Bruce Montgomery and Charles Lee; opening reception, 5 p.m.; Burrison Art Gallery, Faculty Club. Through December 23.

## MUSIC

30 Noonday Organ Recital; Ralph Fisher; noon; Irvine Auditorium (Curtis Organ Restoration Society).

## TALK

29 PAX6 Gene Mutations in Human Ocular Disorders; Thomas Glaser, Harvard Medical School; 4 p.m.; Clinical Research Building Auditorium (Institute for Human Gene Therapy).

Deadlines: The deadline for the January at Penn pullout calendar is December 7. For the weekly Update, the deadline is Monday for the following week's issue.

Break in Production: There is no issue of $A l$ manac published the week after Thanksgiving. The next issue comes out December 7 .

Almanac on PennInfo: Almanac is now on PennInfo two ways: as text, with issues dating back to January 1993, and as a new experimental visual version-Almanac Highlights. To access either the complete version or the graphic excerpts, open About the University from the main menu of PennInfo, then open Campus Publications.

## (4) Almanac

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# Remembering Eliot Stellar 



When a planning document that came to be called the "One University report" appeared in 1973, it marked the beginning of a new self-conception for Penn. The report was the work of many, as Eliot Stellar would have been the first to point out: He and his co-chair Bob Dyson never failed to cite each other, or to remember the contributions of their many fellow members of the University Development Com-mission-or Martin Meyerson as the president who had commissioned the work.

Dr. Stellar died on October 12, mourned deeply by the University at large and with special intimacy by the scientific community from which he came to Penn's provostship and to which he returned after six years of service, 1972-78. He remained in full-time leadership and service until his death at 73. Dr. Albert J. Stunkard recalls a "defining influence" whose achievements, prodigious as they are, pale beside his boundless benevolence. Dr. Robert Barchi remembers the same host of accomplishments and concludes that "more remarkable than these... are the individuals whose lives Eliot enriched as well as those he shaped in their personal development throughout his career."

For the University as a whole, Dr. Stellar's his defining influence began with the opening passage of the 1973 report, Pennsylvania: One University. It is reprinted here in his memory.

All friends and colleagues are invited to the memorial service to begin at 4 p.m. on Monday, December 6, in the University Museum's Harrison Auditorium. A reception will follow in the Chinese Rotunda.

## PENNSYLVANIA: ONE UNIVERSITY

The concept of One University is based on the conclusion that our greatest potential strength and uniqueness lies both in our historic linkage of professional education with the liberal arts and sciences, and in our contemporary advantage of the close physical proximity of our schools on one campus. The key to the philosophy underlying the concept is the thought that the University of Pennsylvania would be an institution which sees life whole. To see life whole means to be concerned with the past, the present and the future, to see root causes of the condition of the earth and man, and to see the condition itself both in its obvious and in its more subtle and immanent characteristics.

In the long view, professions such as law and medicine and architecture have demonstrated that they function best when they do not operate in isolation from the rest of the University. There are perhaps three outstanding reasons for this. First, each profession functions in a cultural environment and derives its broadest context from that culture. The culture of Western man has played this formative role in ways of which we are aware for over 3000 years. But the evolving world culture will also include a major and more ancient Oriental stream, as well as an Indian and an African streamto mention only the major contributions. Second, the professions function in a social context. The social and economic system based on the national state, the industrial revolution, and universal literacy has evolved in the Western culture only in the last 300 years. As a human institution, it is new and relatively untried, and as we look around us we can see that it is beset by stresses and difficulties - some of them contributed to and some of them assuaged by the professions. Third, the professions are based upon institutions, technologies, and sciences which are rapidly changing. In all probability the professional who is educated in the 1970's will be unable to practice effectively in the 1990's without a major effort to assimilate these changes. The capacity for reacting to the changed basis of a profession implies an understanding of that basis. Consequently, the best professional schools require that their students have a sound training in the basic disciplines relevant to their work; this indeed may be more important in the long run than the professional skills themselves.

On the other hand, the arts and sciences which are essential to sound training in the professions cannot afford to exist without contact with the real world, some of which derives from the professions themselves. In legend it is told that Hercules defeated Antaeus by holding him in the air and depriving him of contact with his mother Earth. Scholarship which is entirely self-sufficient and self-justifying risks the same defeat. It is not at all clear how the findings of the professions about the real world can properly feed back into the greater body of knowledge which a university comprises, but a more formal recognition of the problem and a more systematic exploration of it could not fail to be useful.

It should be recognized in any event that professional education often does combine the academic disciplines in a creative way in order to provide theoretical foundations for professional missions. Such novel combinations often give rise to significant developments in the academic disciplines themselves. Thus the intellectual innovations of the professional schools filter to the "academic departments" and become absorbed into the mainstream of the work of the arts and sciences. The intellectual overlap between arts and sciences and the professional schools is great and it is important that the core of unity between schools and departments be recognized and fostered.

In making these observations, the Commission does not presume that the University should aim to solve all of the problems of the world immediately or indeed over a longer perspective. In the first place, the University is essentially without resources, without institutional influence, and without power- except for the power of ideas. It cannot expect to change the world, but it can expect to train people and generate ideas which may change the world. In any event, it must also be recognized that universities have many functions which can only be exercised over a long period of time. One of these functions is the simple preservation of knowledge. A second is the protection of dissent. A third function is the exploration of problems which may take many years to resolve. A fourth is the creation of knowledge whose immediate uses are unknown but which may ultimately become important. The university, except in the most ascetic and self-denying circumstances, is indebted to society for major support, but that support cannot usefully be achieved by giving up all or most of these principal functions. To do so is bound to be self-defeating. If the University cannot survive by convincing society of the usefulness of its true functions, it will not survive as a university.


[^0]:    1 University Policies and Procedures, 19921994: p. 14 [section II.B]

