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Domestic Partner Benefits . . . Staff Service

Domestic Partners: Recommendations of the Task Force on Benefits for Domestic Partners received unanimous approval both from the University Council at its December 8 meeting, and the Executive Committee of the Trustees on December 10. Following is the December 10 motion:

Resolution on the Extension of Benefits to Same-Sex Domestic Partners

Intention: In March, 1993, the Faculty Senate leaders, the Provost and the President, charged a Task Force on Benefits for Domestic Partners consisting of trustees, faculty and staff, "to consider the proposition that the University should provide to domestic partners of Penn employees the same benefits provided to spouses of employees." On October 19, 1993, the Task Force published "For Comment" in *Almanac* its preliminary report in which it recommended that the University accord benefits and privileges to the same-sex domestic partners of employees and their children that are comparable to the benefits accorded to spouses and their children. The President, after reviewing the comments and consulting with the Faculty Senate Leaders, the Provost, and the University Council, accepts the recommendation of the Task Force, and hereby requests that the trustees authorize the Vice President for Human Resources and other appropriate University officers to make such changes in the University's benefits plans and policies as are necessary to implement the recommendation of the Task Force.

Resolved, that the Vice-President for Human Resources and other appropriate University officers are hereby authorized to adopt such amendments to University benefits plans and such changes in University policies as are necessary to extend to the same-sex domestic partners of employees and their children benefits which are comparable to those accorded to spouses and their children; and

Further resolved, that the Vice-President for Human Resources or other appropriate University officers are hereby authorized to adopt administrative mechanisms for implementing the aforementioned changes in University benefit plans and policies and to take such other action as may in their judgment be necessary or desirable to accomplish the purposes of this resolution.

At Council, an amendment had been proposed to strike the reference to "same sex," but it was withdrawn after Dr. Ann Matter of the Task Force that opposite-sex couples are already covered under Pennsylvania common law.

Staff Service: At the December 8 meeting, Council also approved unanimously a Steering Committee motion that *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 Council committee should be considered an integral part of the responsibility of all employees.*

Interim President Claire Fagin accepted the resolution and asked Human Resources Vice President William Holland to follow through on any steps needed to enable staff to attend meetings of Council committees.

OF RECORD

Rules Governing Final Examinations

The rules governing final examinations are as follow:

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

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

— Marvin Lazerson, Interim Provost

Firing Line: December 19

As the smoke cleared in the studio at the Annenberg Center, the *Firing Line* segment taped December 3 at Penn was declared a "first" by Moderator Michael Kinsley—the first time the two sides ever came so dangerously close to agreeing. On the question framed as "Resolved: PC is a Menace and a Bore," positions shifted as speakers argued not only whether political correctness was a menace to freedom, but also whether the label of political correctness is used to mask substantive national problems. Interim President Claire Fagin said later the debate yielded ideas for the University's own policy debates. *Firing Line* airs on Ch. 12 Sunday, December 19, at 1:30 p.m. (See also p. 8)

Penn #1 in Harris Awards

The U.S. Department of Education (DOE) has awarded Penn the largest grant in this year's competition for Patricia Harris Graduate Fellowships, which support women students and students from underrepresented minorities.

The grant awarded to Penn provides financial aid for 25 first-year Ph.D. students in selected programs in engineering and sciences (10 in SEAS, 13 in PennMed and 2 in SAS) plus three for masters students in the School of Social Work.

Harris Doctoral Fellows receive full tuition and fees and a 12-month stipend of \$14,000 for five years of study. The Patricia Harris Fellowship funds the first, second, and fifth years of study, while the University supports them from non-federal funds for their third and fourth years.

The award provides \$575,000 from DOE for the first year and Penn provides an additional \$241,550 in first-year tuition waivers for these students. If Congress continues funding for the program, and the fellows remain at Penn, this grant will provide a total of \$1.725 million over the entire five years of the grant, according to Dr. Janice F. Madden, Vice Provost for Graduate Education.

"The Harris Fellowships are an important addition to Penn's continuing efforts to make graduate and professional education accessible to all qualified students," Dr. Madden said. They complement the Fontaine Fellowships, which were established in 1968 and named in honor of Dr. William Fontaine, professor of philosophy at the University for 21 years and the first African American to become a fully-affiliated professor at Penn. Fontaine Fellowships provide stipend and tuition to outstanding American minority students pursuing full-time study toward the Ph.D. degree. Preference is given to those minority groups which are least represented nationally among Ph.D. recipients. This academic year, the University is providing over \$ 2 million in Fontaine Fellowships.

Speaking Out

Collegiality and Due Process

Essentially, the Dean of SAS has bypassed the Faculty of the School in making her recommendations of departmental closures to the Trustees, and claims this as her sole right. If it is a right (and that is disputed), exercising it undercuts any sense of collegiality with the Faculty, let alone Faculty discussion in determining the teaching and research mission of the School or its governance. In this regard, several points should be underscored.

First, the dean has argued (in *Almanac* December 7) that "it is not the case that only members of departments slated to be closed can decide whether this action should be taken." To my knowledge, no one on the faculty has made this argument, not even members of the targeted departments. In the way the dean has phrased this issue, however, she seems to imply that members of these departments should not necessarily be included in the discussions leading to the proposed actions; members of these departments were, in fact, excluded from any discussions until after the recommendations were already publicly announced, and that may be a violation of due process.

Second, she stresses the participation in committee structures of at least 100 of the 475 standing faculty. This aspect of her justification seems intended to suggest widespread participation, support and open democratic procedures. But it fails to note the chaining forward of reports to the centrally-appointed committee on planning and priorities (CPP) with little apparent feedback or subsequent re-checking of decisions with committees earlier in the process. This was not an open process of consultation. As a consequence, most faculty were stunned by her recommendations when they were announced.

Third, in her most recent statement the dean says: "I believe strongly in open communication.... At the point at which I formulated the proposals, there was no morally acceptable, nor even a practical alternative to announcing those proposals to the faculty of SAS and to the rest of the University community and entering a period of immediate debate. The alternative was a destructive society of rumor." The implication is that she communicated immediately, that her proposals were not kept hidden or secret, and that she saved the University community from its own worst impulses. Associate Dean Warner, however, stated that the deans spent considerable time and thought very hard how to withhold the recommendations so they could be announced all at once, without prior knowledge beyond the central planning committee. This calls forth the image of a pre-emptive strike, and raises questions about secretiveness as opposed to open discussion and collegiality.

Fourth, she claims to have "entered into a period of discussion and dialogue with members of the affected departments and the faculty as a whole" after the September 22nd announcement, and that it has "occupied nearly all my time." I was invited to a single meeting with the dean after her announcement, under an agenda to discuss implementation of the decision already made not for discussion and dialogue over its merits.

Finally, as to "prior consultation," I initiated a meeting with Dean Stevens after she was first

appointed dean to offer her my support in any efforts she might make to move the American Civilization department forward, and in any other ways I might assist in the program of the School. This was a cordial meeting. Dean Stevens made no mention of any plans to close the department. My only other meeting with Dean Stevens was a single departmental meeting also attended by Associate Dean Beeman; while this was a heated discussion over our proposals for appointments and the status of the graduate program, there was no mention of any plan to close the department. None of this constitutes "prior consultation" in any meaningful sense of the term, but was part of a predetermined administration plan over the course of several deanships to impose programmatic control. Because the graduate program was wrenched from us after that meeting, there was no denying the administration's attack. But there were also reassurances by the Dean that the department would not be closed.

These issues of collegiality and due process remain important, and on those grounds alone the recommendations should be returned to the Faculty of Arts and Sciences for full, thorough and open discussion. This is not a process that must be rushed under an arbitrarily established deadline, and it would make eminent good sense for the new President and Provost to be included in it.

— Melvyn Hammarberg, Associate Professor of American Civilization and Undergraduate Chair

Double Standard

The November 23 issue of *Almanac* contained a juxtaposition of articles highlighting a double standard which I fear will lead to a major decline in the University's quality and image. I refer to the report of the Student Task Force on Academic Integrity, and the letter from Murray Murphey of American Civilization.

The report calls for increased faculty support for academic integrity, in recognition of the idea that there are no islands in the academic community. Students will approach their studies in an honest and respectful manner if their social and professional environment encourages it. A student's integrity has little to do with an academic code one might sign, or a pledge taken, but is rather instilled by the atmosphere created by one's peers and mentors during the educational process.

In my experiences as an undergraduate and graduate student at Penn, the single faculty member that most exemplified academic integrity was Dr. Murphey. He gained this status not by writing codes of conduct or setting disciplinary standards, but by earning it the old-fashioned way: passion about teaching and the material, a deep understanding of his field (and of many others), genuine willingness to encourage intellectual discussion and debate, and an uncanny ability to communicate effectively with his students. This is the true way to inspire integrity in students: by providing them with teachers to whom academic excellence is a natural response.

Dr. Murphey, Dr. Melvyn Hammarberg, and the other faculty in the AmCiv department created an academic haven at Penn—a place where a student could pursue studies free of

academic politics and of heavy-handed interference from faculty members intent on seeing research fall within the narrow boundaries of their own interests. I spent seven years on the Penn campus, first as an undergraduate, then as a Graduate Fellow advising and listening to undergraduates, and during that time it became very clear that despite whatever utopian self-images faculty may have of their departments, many of their students are not inspired to stretch their horizons, and do not feel welcome to follow their academic goals.

American Civilization was always a blessed exception to this rule, and I count it as a great achievement that I helped steer some of my undergraduate students to take courses and majors in the department. Yet there was always a dark cloud over us, thrown by larger departments who felt we were encroaching on their turf (a truly puerile concept in an academic environment), or by SAS and University administrators and bean-counters. To many of us who were and are students in the department, it is incomprehensible that the wider University cannot see that the intellectual character of American Civilization, and its interdisciplinary approach, is what much more of Penn ought to be. Yet instead of being hailed as a model for the University to copy, or even merely protected as a nurturing environment for students who will blossom in its care, it is being stamped out for base financial and political reasons.

The Student Task Force on Academic Integrity is a fine idea, but far more urgently needed is an Administrative Task Force on Academic Integrity. Dean Stevens cannot have the temerity to ask of her students what she does not demand of her administration, and if she will not bestir to remind herself of this, it is up to the undergraduate and graduate student body, the Faculty Senate, and President Fagin and Provost Lazerson to do so.

If the SAS student body had their administration's attitude about a "good enough" education in return for a lower cost, none of them would have come to Penn. That is simply not what the University stands for, and not what her name has come to mean. Such small-minded thinking and short-sighted leadership will doom the University to enter the 21st century living up to the perception, until now mistaken, that so many have of us: a second-rate institution, Ivy League for historical reasons alone, forever straining on tiptoe in a desperate attempt to appear to have the stature of our betters in Cambridge and New Haven.

—Jeffrey Porten, C '90

Open Letter to the Dean

We who have been the victims of your rationale for departmental closing take exception to many of the remarks you made in your response to Mr. Kreiser of the AAUP (*Almanac* December 7). In the interests of brevity, we will challenge your remarks without repeating them.

With respect to your recommendation to close the Regional Science Department, you have repeatedly cited its "non-centrality" to the mission of the SAS. Based on your process of review, it is difficult to imagine how you could have arrived at this conclusion—and be so certain of it that you are ready to act precipitously.

Speaking Out continued, page 7

To the University Community

The Five-Year Plan for the University that was published in January of 1991 set forth steps to significantly increase Penn's position as an international institution of higher education and research. This goal was subsequently reaffirmed by the Trustees. Recognizing that to be an institution of the first rank in the twenty-first century Penn must integrate a global perspective into its research and teaching programs, the Trustees established a Committee on Internationalism to augment, expand, and confirm the initiatives being taken by faculty and students.

We have made considerable progress in furthering our international agenda. A Factbook on International Programs detailing efforts at both the school and University level has been issued, and sections of it were published in Almanac. The Provost's Council on International Programs drafted a mission statement for the University and has worked with the schools to expand the number of faculty and student exchanges, to develop a curriculum with a more international focus, and to encourage research and scholarly collaborations with colleagues abroad. The Provost's Task Force on Study Abroad was established alongside school-based committees to plan and review undergraduate programs abroad.

Last year, the Trustee Committee on Internationalism asked that a three-year academic plan to implement the University's international mission be developed. The plan consists of two sections. The first puts forth nine goals, and indicates some specific actions to be taken to meet each of them; the second details the individual plans for each of the twelve schools.

Because the two together are much too long to be included in Almanac, we are publishing the first section only.

Copies of the full report are available in the Office of International Programs.

— Marvin Lazerson, Interim Provost

A Three-Year Academic Plan to Implement the University's International Mission 1993-1996

Executive Summary

The University of Pennsylvania recognizes the necessity of promoting international exposure, education, and experiences among members of the Penn community. The University's commitment to an international agenda is expressed by the International Mission Statement that was adopted by the University in 1992.

The report that follows outlines nine specific goals that have been established in order to implement Penn's international mission:

- Goal 1 Implementing Internationally-Oriented Curricula
- Goal 2 Enhancing Language Instruction Across the University
- Goal 3 Promoting Area Studies and Internationally-Focused Programs
- Goal 4 Enhancing Library Access to International Scholarship
- Goal 5 Promoting Undergraduate Study Abroad
- Goal 6 Providing More Opportunities for Faculty Exchange
- Goal 7 Developing More Opportunities for Graduate and Professional Students to Be Involved in International Programs
- Goal 8 Enhancing the Integration of International Students, Scholars, and Visitors at Penn
- Goal 9 Providing More and Better Services to Penn's International Community

The report also summarizes specific actions that will be taken by the University's schools with respect to each of these goals.

This document will serve the University community as a benchmark for evaluating priorities and measuring progress with respect to achieving our international mission. The statement of goals as well as the schools' action plans will be evaluated and modified periodically to reflect new imperatives and priorities.

I. Introduction

A knowledge of how other people think and live has always formed the basis, and the strength, of Western education. An array of contemporary developments—among them the opening of a unified western European market, the realignment in Central and Eastern Europe, and economic growth in many parts of Asia—make it imperative that we promote understanding of nations and cultures in all parts of the globe.

In this context, understanding the changing situation of the United States in the world and international affairs requires an intellectual reorientation, a profound alteration in attitudes towards other people, other cultures, and other languages. For members of the Penn community to continue to thrive and to be successful in a changing world, expertise of a broadened international scope must be fostered and future leaders must acquire a truly international perspective.

With the recognition of global interdependence comes a need to reevaluate Penn's commitment to encourage internationally-focused research as well as to promote the international exposure, education, and experience

with which to prepare students for leadership. A process of self-examination was begun as part of the development of the Five-Year Plan with the formation of a Working Group on International Dimensions, and continued with the adoption of the following International Mission Statement for the University:

The University of Pennsylvania affirms its international commitment—in its people, its pursuits, and its programs. It seeks three main goals: the preparation of its students and faculty to be members of a more cohesive world; the generation of knowledge on a more global orientation; and provision of its academic resources, to the extent feasible, to nations and to institutions involved in international activities. Recognizing that it both gives and receives resources through its international activities, the University seeks to achieve and to maintain a role of leadership in the international sphere. To this end, it will strengthen the already substantial international nature of:

- its people, by preparing them for increasing global interdependence, utilizing the great diversity of the University community for that purpose, at all times respecting the diversity, integrity, and equality of cultures and nations;
- its pursuits, by developing the international aspects of the University's primary missions of creating and disseminating knowledge;
- its programs, by establishing the links and affiliations which will ensure that the University's research and instructional capability will benefit communities beyond the borders of the United States—while also extending the University's influence in international affairs to local, regional, and national organizations and institutions within the United States.

Since adoption of this mission statement, the University of Pennsylvania has made significant advances in developing the breadth and coherence of its international programs and pursuits. The report that follows outlines nine specific goals for implementing Penn's international mission and summarizes the direction that is being taken by the University's schools with respect to each.

II. Enhancing the International Content of Penn's Academic Offerings

A key component of the University's goal of increasing the international commitment of its people is to provide its students with exposure to different cultures and languages. In addition to language study, a variety of mechanisms facilitate this exposure. As the component of the educational experience that necessarily reaches all students, the curriculum is the single most important vehicle for ensuring exposure to other cultures. Specialized programs such as the area studies programs provide an option for students who wish to focus on one region in some depth. These programs also offer a formal structure that provides support and continuity for the research efforts of faculty and graduate students.

(continued next page)

Goal 1. Implementing Internationally-Oriented Curricula

On the undergraduate level, each school has embraced its role in introducing students to other cultures through the curriculum. The School of Arts and Sciences, with the largest number of undergraduates, has always had significant international offerings. The Engineering, Nursing, and Wharton schools have taken steps to embed cultural studies in their undergraduate curricula.

Graduate and professional programs have been seeking to take advantage of opportunities to incorporate international components into their curricula. In some cases, the schools have been expressing this goal by increasing the number of course offerings with explicitly international content. More often, international course content is a natural outgrowth of faculty involvement in international activities.

The action plan for implementing internationally-oriented curricula calls for:

- Significantly increasing the number of courses offered at Penn that have substantial international content.
- Further embedding cultural studies in the undergraduate curricula.
- Working more aggressively to stimulate undergraduate interest in areas other than Europe and the United States.
- Increasing the international content of graduate and professional curricula by increasing faculty involvement in international activities.

Goal 2. Enhancing Language Instruction Across the University

The key role that language study plays in implementing an internationally-oriented curriculum has been recognized by each of the undergraduate schools, with language requirements now a part of the curriculum for all undergraduates in Arts and Sciences, Wharton, and Nursing. Engineering undergraduates in the Computer and Information Science major also must meet a language requirement, and the school is considering ways of stimulating interest in language study among more of its undergraduates. In providing language instruction to undergraduates from all schools, Arts and Sciences is focusing on its ability to anticipate, lead, and meet the changing demands that will arise from an increasingly internationally-oriented curriculum.

The Penn Language Center has proven an enormously creative and flexible agency through which to respond to shifting needs in language instruction, and its role in offering instruction in less commonly taught languages is expected to increase. Other campus resources that will continue to assist the University's language instruction efforts are faculty of the Educational Linguistics program of the Graduate School of Education and the Academic Video Network, provided by the Annenberg School for Communication, which brings to campus programs in foreign languages twenty-four hours a day, seven days a week.

The University's action plan for enhancing language studies calls for:

- Significantly increasing the number of courses and sections taught in foreign languages in a wide range of disciplines, such as history, anthropology, political science, and management.
- Communicating more broadly the institutional ethos that foreign language proficiency is a necessary facet of an educated mind by incorporating mechanisms in all programs of study that encourage language proficiency and cultural understanding.
- Developing further the innovative language offerings of the Penn Language Center to support area studies interests of both undergraduate and graduate students such as the African Language Tutorial program, new levels of instruction in well-documented languages such as Persian reading and writing, and new offerings in Asian and Central European languages.
- Continuing to develop languages for special purposes, especially those called for by graduate and professional students of other schools. These include the large program of languages for business (currently in nine languages) and languages for health professions.
- Developing ways for the Penn Language Center to assist with the needs of the corporate work force in foreign language study, either through on-site programs or through intensive language programs on campus in the summer.

Goal 3. Promoting Area Studies and Internationally-Focused Programs

The area studies programs that are housed in the School of Arts and Sciences (SAS) have served as one of the University's principal vehicles for bringing together faculty of all schools to engage in teaching and research about other nations and cultures. Currently, the area studies programs include the African Studies Committee, the East Asian Studies Committee, the Latin American Cultures Program, the Middle East Center, the Center for Russian and East European Studies, the South Asian Regional Studies Center, and the West European Studies Program.

The Lauder Institute of Management and International Studies, which offers an M.B.A./M.A. in International Studies, is a dual-degree program offered by the Wharton School with the School of Arts and Sciences. Recent developments within the Lauder Institute include new foreign language

presentations by corporate executives and a rising interest in the Russian program.

The action plan for promoting area studies includes the following goals:

- Building linkages between the SAS area studies programs and the ongoing international efforts of each of the schools.
- Maintaining and enhancing the already distinguished program in South Asian Studies. SAS has authorized an inter-departmental search for a social scientist specializing in the South Asia region and is committed to rebuilding the Anthropology Department's strength in this important area.
- Working aggressively to build strength in East Asian Studies and, in particular, Japanese Studies, an area in which faculty strength is presently limited. Toward that end SAS presently has four searches underway in the East Asian field and anticipates several more in the future.
- Strengthening the steadily improving program in African studies, with an immediate goal of securing for that program status as one of the Department of Education's designated national resource centers.
- Challenging faculty with interests in Western Europe to come together to expand the present, modest efforts in this important area. These efforts must be the natural outgrowths of the interests of the faculty.
- Strengthening the social science component of the program in Latin American Cultures, in which a group of faculty have developed impressive expertise in ethnohistory, literature, cultural anthropology, and archaeology.
- Adding to the well-established Middle East program a new undergraduate component, with special attention given to the development of introductory undergraduate courses.
- Strengthening the SAS component of the Lauder M.B.A./M.A. Program in International Studies. This program has achieved prominent recognition in the business community, but its continued vitality depends on the renewal of support from SAS faculty.
- Implementing the new joint SAS and Wharton undergraduate degree program in international studies with SAS and the Wharton School, with a course of study that will include training in international relations, international business, an area studies concentration, and intensive language training.

Goal 4. Enhancing Library Access to International Scholarship

The ability of Penn's library system to provide access to international scholarship is enhanced by the use of specialized electronic databases. The biomedical libraries, for example, utilize the National Library of Medicine, which tracks biomedical literature worldwide and provides users with complete bibliographical information.

While library acquisition policies should reflect the University's commitment to internationalization, its strengths also should complement faculty strengths. The policies presently pursued by the library staff closely coordinate acquisitions with the teaching and research needs of the faculty; thus as the faculty's strengths in teaching and research increasingly reflect the international mission of the University, library strengths must follow.

The action plan of the Library to improve access to international scholarship and information includes:

- Continuing ongoing activities to expand the capacity of PennLIN to provide access to global information resources through international and national databases.
- Increasing the intake of vernacular research materials based on projected school programmatic needs. The groundwork for identifying Penn's needs has already been laid (see *Appendix: International Studies at Penn—The University Library, March 12, 1992*).
- Mounting additional computer tapes on PennData to facilitate bibliographic access to scholarship on international issues. The Library will seek out those computer tapes that facilitate access to vernacular materials and to materials that are not already well known.
- Making the Research Libraries' Information Network (RLIN) database readily accessible to Penn students, faculty, and researchers. The RLIN database comprises on-line catalogs of hundreds of academic and special libraries and numerous specialized databases of relevance to international studies.

III. Promoting Engagement in International Activities

Increasing the international commitment of Penn's people, programs, and pursuits depends to a great extent on direct contact with scholars and institutions abroad. For undergraduates, study abroad often constitutes the single most important learning experience of their educational career. For faculty members and graduate students, engagement in the international community of scholars is the heart of the academic enterprise. In many of the professional schools, involvement abroad supports the University's commitment to international service.

Goal 5. Promoting Undergraduate Study Abroad

The major focus of efforts related to undergraduate study abroad is to increase the number of Penn study abroad programs while taking appropriate steps to ensure program quality. As of the fall of 1994, Penn undergraduates will receive credit for study abroad only in Penn-sponsored or Penn-affiliated programs. Consequently, plans for undergraduate study abroad include a number of steps to meet the tasks of creating new programs and certifying programs offered by other institutions.

The action plan for promoting undergraduate study abroad calls for:

- Undertaking an extensive review of current Penn programs, new programs, and non-Penn programs in which Penn students participate, to be completed by spring 1994.
- Significantly increasing the number of Penn-affiliated programs abroad over the next three years, in order to provide a wide range of sites and thematic foci for students; establishing additional sites for new Penn study abroad programs in England, Italy, Germany, and Israel.
- Increasing to thirty-five percent of each graduating class the number of Penn undergraduates participating in these credit-bearing programs.
- Designing additional programs abroad for credit in nursing, business, and engineering, often in conjunction with existing Penn liberal arts programs.
- Revamping Penn's study abroad policies and procedures to ensure academic quality, to protect students' financial aid, and to integrate the off-campus experience with students' degree programs
- With respect to financial aid, eliminating disincentives (such as increased loan amounts) and identifying new funding to provide increased institutional grants (for study both during the academic year and in summer sessions).
- Undertaking a vigorous marketing effort for study abroad programs, with the active involvement of faculty members in key departments as well as the engagement of study abroad returnees. Beyond holding regular information meetings and providing individual advising, the Office of International Programs staff will intensify efforts to reach out to students through residence hall presentations and student club meetings on evenings and weekends.
- Marketing several of Penn's new study abroad programs to students from other universities within the United States, partly to ensure sufficient enrollment to break even financially, partly to benefit the host institutions, and partly to extend Penn's influence. Among the programs where broad publicity is planned are Oaxaca, Leuven, Prague, and Ibadan.
- Developing more work/internship opportunities as a means of increasing opportunities for undergraduates for meaningful experiences abroad.
- Encouraging reciprocal student exchanges so that Penn students staying on the home campus will have the benefit of increased interaction with students from other countries and cultures.

Goal 6. Providing More Opportunities for Faculty Exchange

With a world-class faculty in each of its twelve schools, the University benefits from a constant flow of ideas and initiatives on an international level. Faculty in each of the schools are active in research, consultation, and the presentation and review of papers in an international forum. Faculty exchanges abound on both formal and personal levels. The role of the formalized activities and exchanges is important, but it is the individual initiative of each faculty member in pursuing an internationally-informed agenda that provides the basis upon which all of the University's formal programs can develop.

Formal exchange agreements with institutions abroad are the primary vehicle through which the schools seek to establish ongoing support for international faculty activity. New and pending agreements are too numerous to list here; the academic plans of each school, included in the appendix, provide these details. Some general observations can be made here on areas that are currently receiving attention from several schools.

As part of their institutional effort, many of the professional schools have a stated commitment to pursue programs that serve developing nations. While there are examples of these programs throughout the developing world, a number of them have been directed recently at parts of the former Soviet Union and eastern Europe. In its capacity as agent for the National Library of Medicine in foreign relationships, for example, the Medical Center has recently arranged to provide the St. Petersburg First Medical Institute in Russia with access to the NLM bibliographic data resource.

Countries of Asia and the Pacific Rim are a focus of several of the schools, while Western Europe has been and continues to be the focus of many formal international activities. The French Institute for Culture and Technology epitomizes the cross-disciplinary efforts that are Penn's hallmark, bringing together strengths from various academic areas to join in cooperative efforts and also involving French government agencies and

other external organizations in both planning and program implementation. The Institute's innovative programs will not only answer new needs but also serve as models for other higher education institutions.

The action plan for increasing opportunities for faculty exchange includes the following:

- Establishing a University-wide fund dedicated to supporting the international activity of faculty.
- Expanding the network of foreign institutions with which the schools have formal, active exchange agreements. Areas that will be given special attention include South and East Africa, East Asia, sub-Saharan Africa, South America, and the Commonwealth of Independent States.
- Completing at the University-wide level the new agreements that are currently being discussed with a few key universities in Japan, Korea, England, France, and Germany.
- Continuing and establishing additional programs of service in developing nations.

Goal 7. Developing More Opportunities for Graduate/Professional Students to be Involved in International Programs

The participation of a Penn graduate student in international activities is necessarily a function of the specific research or course of study in which the student is engaged. Because of the close relationship between graduate students and their advisors, stimulating greater faculty involvement in research abroad is recognized by a number of schools as the most direct path to increasing the number of opportunities for graduate students to participate in research abroad. Consequently, most of the schools' plans do not emphasize developing programs specifically for graduate students; formal initiatives to promote graduate student involvement in research and study abroad are instead generally linked to faculty exchange agreements.

Among the specific actions planned with regard to graduate/professional student opportunities abroad:

- At several of the professional schools, continuing to encourage increased international experiences, principally through selected rotation or externship opportunities.
- In selected divisions, developing exchange programs for Ph.D. students and increasing access to internships and employment outside the United States.

IV. Strengthening the University as an International Community

A set of guidelines that accompany the University's international mission statement notes the central importance of recruiting and supporting faculty and staff with international expertise and encouraging and valuing the presence of nationally and culturally diverse students and scholars on campus. In discussing their people, events, and programs, the schools' plans reflect how international faculty, students, and staff are an integral part of the Penn community.

Goal 8. Enhancing the Integration of International Students, Scholars, and Visitors at Penn

The presence of a large number of international students, scholars, and visitors contributes to an international environment on the Penn campus. Fostering this environment enriches the experience of all members of the community.

In most of the twelve schools of the University, the faculty can be considered an international body. To a large—and growing—extent, each division carries out its research and recruits its faculty within the context of an international community of scholars. An increasingly international faculty will flourish as a natural outgrowth of the search for the most talented teachers and scholars.

The undergraduate schools, and many of the graduate and professional programs, maintain a high proportion of international student enrollments. While there is some interest at several of the undergraduate divisions in increasing the number of international students, the emphasis remains on admitting a high-quality international student body, a goal dependent on the availability of financial aid.

All of the schools engage at some level in hosting lectures, conferences, and other events involving international speakers and participants. Many schools recognize that these international visitors represent a resource that could be used more effectively than is currently the case.

The action plan for Penn's international community includes:

- Developing additional opportunities to utilize the expertise of international students and faculty in the classroom and other settings.
- Working more aggressively to take advantage of the visits of international faculty to investigate possibilities for joint research activities abroad.
- Making more effective use of the resources made available to the

University through its extensive network of international alumni, both on campus and off.

- Identifying centrally located meeting and social space for international groups and programs as a means of emphasizing the importance of the international presence at Penn.
- Providing a more central location for the Office of International Programs.
- Increasing faculty involvement around mutual international interests with American and international students in Penn's chapter of Phi Beta Delta, the international academic honor society.
- Creating more residence hall programs that emphasize areas of the world and opportunities to practice foreign language skills.
- Establishing sources of financial aid for talented international students who may not otherwise be able to afford a Penn education.
- Attracting students with global interests by projecting the importance of the international dimension at Penn; emphasizing to a greater extent Penn's international environment in admissions literature.
- Creating a two-way telecommunications capacity utilizing the most appropriate technology to increase international communications.
- Expanding and refining the International Inventory, a database of international activities and expertise at Penn; making pertinent information from the Inventory available through PennNet.
- Expanding the use of electronic mail, through PennInfo and other means, to increase the international communications capacity of faculty, students, and staff.

Goal 9. Providing More and Better Services to Penn's International Community

The Office of International Programs plays a central role in providing services to Penn's international community. In addition, many of the schools are taking initiatives to serve their international constituencies. The Office of Admissions carries out worldwide international recruitment for the four undergraduate schools. The Wharton School has established recruitment and interviewing programs outside the United States for prospective M.B.A., Ph.D., and Executive Education students. The Dental School will be continuing to offer cultural awareness seminars to predoctoral and postdoctoral students, faculty, and staff, as a means of better serving the school's body of international dental students. Plans at the Medical Center to improve intramural services for international activities include developing a dynamic database on faculty and medical center activities.

Robert Mitchell, Founder of City Planning

Professor Emeritus Robert Buchanan Mitchell died on Monday, November 29 at the age of 87 at his home in Chestnut Hill.

An alumnus of the University of Illinois, Mr. Mitchell was the first executive director of Philadelphia's City Planning Commission, 1943-1948. In that position, he made the preliminary plans for an expressway system, the building of Penn Center, and the park around Independence Hall, and the development of Society Hill. He is credited with bringing capitol programming and budgeting to Philadelphia for the first time.

He then went to Columbia University as a research professor in urban land use and housing. In 1951, Mr. Mitchell returned to Philadelphia as a member of the Penn faculty, initiating the department of city planning.

"Bob Mitchell exercised a particularly important role at Penn in his position as the founding chairman of the City and Regional Planning Department of the Graduate School of Fine Arts," said the department's current chair, Dr. Anthony Tomazinis. "Under the leadership of Dean G. Holmes Perkins, he was able to attract to the faculty not only many of the leading minds in urban affairs and urban planning, but also young entrants to the field with first-rate minds. With the help of a major research grant he secured from the Ford Foundation, the department was also able to establish a major Urban Studies Institute and publish a number of volumes in the field.

"Within the Department, the faculty was able to pioneer also new aspects of city and regional planning and introduce new schools of thought—advocacy planning, civic design, systems planning, ecological planning, and the three C's of planning: comprehensive, continuous, cooperative—and to attract students of the highest quality who went on to become, themselves, in turn, leaders in the field and to institute new schools of planning in the U.S. and around the globe. As a result of his leadership, his searching mindy and his dynamic personality and the faculty he gathered around him, the University was able to enjoy the best department by far, in the country, for a whole generation. The University benefits still today from his legacy."

During the mid-1950s, Mr. Mitchell was the director of the Urban Traffic and Transportation Board. From 1965-1975, he helped to found and served as chairman of the Planning and Development Collaborative International in Washington. He also served as consultant to governments

The action plan for improving services provided to international students and scholars includes:

- Identifying appropriate short-term housing facilities for visiting scholars from abroad.
- Enhancing the English language programs for international students coming to Penn to study.
- Monitoring the health insurance situation for international students.
- Improving the statistical reporting capacity of Penn's foreign student and scholar databases.
- Adjusting to recent changes in the regulations governing the program for exchange visitors under J-1 visas.
- Providing social programs for international students and scholars that would introduce them to other sites and communities within the Delaware Valley.
- Strengthening the working relationship of the University's Office of International Programs with the Office of International Medical Programs in the Medical Center.
- Reviewing services to visiting scholars from abroad, particularly the role of academic departments. To provide guidance to faculty hosts, the Office of International Programs is publishing in 1993 a comprehensive handbook covering everything from immigration procedures to health insurance coverage, income tax filing, schooling for children, provision of office space and secretarial support, and access to academic resources. The three-ring binder format will facilitate periodic updates.
- Taking a fresh look at services to exchange scholars (e.g., housing, office space, seminar rooms), perhaps in conjunction with space and support provisions for the area studies centers.

V. Conclusion

The nine goals outlined above, as well as the specific actions cited under each, represent a starting point in what will be an ongoing process of implementing the University's international mission through its people, programs, and pursuits. Where possible, reallocation of resources should be made in support of these activities; moving aggressively on this agenda will, however, require the identification of new resources.

This document will serve the University community as a benchmark for evaluating its priorities and measuring its progress with respect to achieving its international mission. The statement of goals as well as the action plans will continue to be evaluated and modified to reflect new imperatives and priorities.

and development agencies in numerous major cities, both nationally and internationally. He also was editor of several volumes of the *Annals of the American Academy of Political and Social Science*.

He became professor emeritus in 1975, and joined the University's newly formed Dynamics of Organization program in 1984, teaching three semesters a year in Decision Making Systems.

He is survived by his wife, Bernice Anderson Mitchell; a daughter, Janet Mitchell Krejs, and a granddaughter, Christiane M. Krejs.

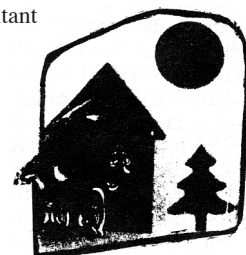
A memorial service will be held on December 18 at 2 p.m. at the Unitarian Church of Germantown, 6511 Lincoln Drive. Donations may be made to the charity of choice.

Staff Crafters

Some hidden talents were discovered among members of Penn staff during the A-3 Entrepreneurial Day sponsored by the A-3 Assembly in September. For shoppers who just can't seem to find all the right gifts or goodies on the shelves of the many shops around campus (*Almanac* December 7), here are some staff who might come to the rescue:

Pat Brown, live entertainment/music	222-2391 or 898-7596
Christine Davies, baked goods, decorated stockings	898-0810
Rochelle Fuller, accessories, jewelry	Beeper #308-2076
Pamela Green, women's clothing	879-0947
Lorraine Hightower, women's clothing	898-8435
Sheila Horn, cosmetics	248-9024
Terry Malonzo, crafts	609-582-4569
Judy Wojciechowski, travel consultant	898-0292

Illustration: One of the House Pins by Lucinda sold to help the homeless, from Kim Sheppard at the College Office, 898-7867. Bright and glossy pins, in holiday or year-round designs, are \$10; \$4 of the proceeds go to the Northeast Interfaith Housing Project and the rest to the artist.



Speaking Out from page 2

We consider just a few of your claims:

- *Pgh. 3:* You have not presented any plan showing how closing the Department will strengthen departments in SAS overall, or how the faculty will contribute to making other departments stronger.

- You have not said, even after repeated attempts to elicit information, what these 100 faculty members involved in planning were working on during this period. Did they spend four months on discussion of departmental closures? Four weeks? Four hours? Just how many—and which—of the standing faculty were involved? Why were there none of the affected departments represented on any of these planning committees?

- Your notion of collegiality fails to recognize that it is not the closing of the department that strains collegiality but the process you used and the manner in which you continue to ignore all attempts to obtain clear information about the basis for your decisions.

- Your statement concerning the history of the affected departments ignores Dean Sonnenschein's decision to open a new position for Regional Science some three years ago and, second, that at no point in the history of the Department was there any reason for lack of reinvestment cited other than the fact that there were financial exigencies in the School.

- *Pgh. 6:* It is simply astounding how anyone could imagine that a process based on intransigence and inflexibility approximates what faculty would regard as a true dialogue.

- *Pgh. 7:* You claim that the size of the voting faculty attending the meeting on October 21, 1993 was not an extraordinarily large number of the SAS standing faculty and therefore you did not need to take the vote into serious consideration. The turnout at the faculty meeting at which the vote was taken was, however, substantially larger than virtually any other that I have ever been to. (There were more faculty at the first meeting which was abruptly ended because it was put into a room which had a six o'clock exam scheduled.)

- *Pgh. 9:* Here we find perhaps the most frightening comment made. If by "prior consultation with members of the affected departments" you mean telling the faculty of your "firm recommendation" on departmental closure, the meaning of academic leadership has truly lost its meaning. In academic environments, typically we do not swing axes. We carefully plan for the present and its transition to the future, we listen to opinion in an open fashion, and we *certainly* do not say that open-

ing up consultation simply provokes general opposition among faculty as a whole. General opposition or not, debate or not, academic processes cannot exist where the process of consultation and communication is absent.

- *Pgh. 10:* You are puzzled that the faculty do not believe you allowed for a period of debate and discussion. It does not result in a "destructive society of rumor" if indeed the period of debate and discussion is presented as one of academic value. In fact, the procedure which has been used has brought about just the society of rumor which you seem to wish to avoid.

- *Pgh. 11:* Your statement that there is "inherent inability of internal and external reviews to make the sort of comparative judgments about departments and programs within this School, comparisons that lie at the heart of these recommendations" is bizarre. It stands in contradistinction to the very process that universities always use to learn about the quality of their departments. To suggest that the only people who can make the kinds of appropriate reviews that a Dean needs is the Dean herself (or himself) looks remarkably like a form of governmental organization which we hardly think is appropriate for academic life.

- *Pgh. 12:* The threat that there may be instability in the School as a way of influencing the Provost to avoid countering your actions is an extraordinarily poor model of decision-making.

This is a long response, but the action undertaken by you and your Associate Deans is one which requires detailed examination. The difficulty, of course, is that time is pressing and very little opportunity has been given to any of the affected departments to present cases concerning their future which would depend on normal academic evidence such as internal and external reviews—or even to have had the opportunity to have presented their cases directly to the PPC. All of this was barred from the process.

It should be noted here that we have not said a word about the quality of the Department. This is in keeping with our general intent of identifying the purely procedural issues that have been violated. Any number of other substantive arguments could be presented and should be in a longer examination of the case.

—Masahisa Fujita, Ralph Ginsberg,
Janice Madden, Ronald Miller,
and Tony Smith, Professors;
and Stephen Gale, Chair,
Department of Regional Science

Speaking Out welcomes reader contributions.

Short timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines.

Advance notice of intention to submit is appreciated.—Ed.

About the Crime Report: Neither the report for the City of Philadelphia's 18th District nor the University of Pennsylvania Police Department Community Crime Report had arrived by presstime this week, apparently through electronic failure and no fault of the campus police.

On receipt, the statistics will be posted to PennInfo under Almanac. (See right, above staff box, for kiosk locations.) This week's statistics will also be summarized in next week's issue.—Ed.

Update

DECEMBER AT PENN

FITNESS/LEARNING

Winter/Spring Recreation Class Registration; sign-up for swimming, aerobics, step or water aerobics, squash, tennis, ballroom, jazz or modern dance, yoga, scuba diving, self defense, American Red Cross First Aid and CPR; Gimbel or Hutchinson Gym; 5-week class: \$20/students, \$35/others; 10-week class: \$40/students, \$70/others; valid PennCard or Recreation Department ID required; Information: 898-6100; *registration open until classes begin January 24.*

PennFit is a comprehensive physical fitness assessment and maintenance program available by appointment to the Penn community for a fee of \$30. *PennFit* offers a health risk appraisal, a comprehensive fitness test, a personal fitness profile, cardiovascular risk assessment and exercise prescription. All participants must have a doctor's approval prior to testing. For info, call the Recreation Department at 898-8383.

SPECIAL EVENTS

15 *Asian Pacific Faculty-Staff Inaugural Meeting and Holiday Reception, 4:30-6 p.m.;* Sheraton University City; cash bar (APAA).

Deadlines: January 4 is the deadline for the January at Penn Update to be published January 11. Deadline for February at Penn is January 11.

Holiday Schedule: No *Almanac* December 28 or January 4, but staff will be available until December 23 and after January 3 to assist contributors.

PennInfo Kiosks

PennInfo kiosks are at the following locations:

- Benjamin Franklin Scholars Office
- College of General Studies Office
- Computing Resource Center*
- Data Communications and Computing Services*
- Engineering Undergraduate Education Office*
- Faculty Club*
- Greenfield Intercultural Center Library
- Houston Hall Lobby
- Office of International Programs
- PennCard Center
- Pennrex Office
- Student Health Lobby
- Student Financial Information Center
- The Bookstore
- The College Office

* indicates kiosks that use point-and-click Macintosh PennInfo software.



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During the recent two-hour taping of PBS's Firing Line at Penn, each of the eight debaters made quotable comments at one time or another on the question, Resolved: PC is a Menace and a Bore.

The exchange here between Professor Linda Greene of the University of Wisconsin and Former Federal Judge Robert Bork illustrates the tone of debate that Moderator Michael Kinsely described as "dangerously close to agreeing."

Taking the affirmative with Judge Bork were host William Buckley, ACLU's Ira Glasser and Rutgers' Professor Catherine Stimpson. For the negative with Dr. Greene were Bard College's President Leon Botstein, New York Public Advocate Mark Green and Princeton's (soon to be Harvard's) Professor Cornel West.

The show aired nationally on December 13 but its Delaware Valley showing on Channel 12 is Sunday, December 19, at 1:30 p.m.

Speaking of Free Speech...

Greene: PC is a menace, but perhaps for different reasons than the other side would say. It's a menace because it obscures the real problems and issues that we face as a society: it's a clever rhetorical phrase which turns a debate about racism and sexism into a debate about censorship. If you can force us to discuss censorship instead of discussing racial epithets, censorship instead of discussing sexual harassment, censorship instead of discussing the question how we are going to transform places, then you have set the terms of the debate and prevented a discussion of the real issues. And it seems to be a great cause of glee on the right, among conservatives, that they have been able to change this debate. Let's stop attacking young people who come to college, whose parents send them to college with a reasonable expectation that they won't be the victims of racist, derogatory speech. Let's stop attacking the victims and start attacking the problems of racism. PC labels prevent that. The PC charge prevents that, and that's why PC is a menace. Let's eliminate the phrase and get on with the unfinished business of transforming our society and transforming our educational institutions.

Bork: Professor Greene, do you think there is more racism in this society today than there was 30 or 40 years ago?

Greene: I think that racism has changed its character. I think that racism still exists but its character is different. I think we have two types of racism going on, or at least two. In one type we see the explicit racist remark or explicit racial derision, sometimes because of an inadvertent slip. Other times we have a veiled racism, not necessarily the product of a person's specific intent, but an unconscious comfort which we have with the status quo. What we need to do is not to focus on calling each other racist or sexist, but instead to try to understand how historical racism has affected our lives and consciousness and not make changes but try to understand how we all—white, black, men and women—have been affected by our past.

Bork: Professor Greene, I think none of us on this side of the table disagrees that people could be punished for making open racial or ethnic insults in a university. That is not the question in which this arises. This arises when students steal a student newspaper because they regard it as racist, although it's just conservative, or when a professor is put through sensitivity training for a remark that was not really offensive in the classroom; that's political correctness, and that's what we object to and it's happening. It's not just a question of forbidding talk about racism.

Greene: Well, is it political correctness because the university expresses a concern? It seems to me that if we eliminate the label of political correctness from our debate, we can talk more explicitly about what speech we want to empower people to engage in. Let's stop talking about political correctness and instead talk frankly about what we want people to be able to say at the university. Are we saying that we want students to be able to say anything they wish to another person? Are we saying that we want faculty to be free to make remarks, however offensive or threatening to their students? Are we saying that we want professors to be able to make sexual remarks to their students? I think that when you mention acts like the stealing of newspapers or other acts of this nature, we all understand that these acts occur in a context. I don't think we want to continue to focus on these specific incidents. I think what we need to talk about is the way that the characterization of this debate prevents us from really discussing how much freedom a professor should—we've both been professors; I'm a professor now; you've been a professor. You know how important it is to be free to speak and to not be misunderstood.

Bork: Nobody on this side of the table is saying we should not discuss racism or sexism or how to deal with it.

Greene: Judge Bork, don't you think that there is a great deal of hypocrisy in the free speech debate? We don't have an outcry over the regulation of speech in the context of stock offerings; we don't worry about regulating speech in the area of copyright, plagiarism. Some of the conservatives are perfectly happy to suppress pornography and obscenity or other types of advertising. So how would you make the distinction between that speech which ought to be permitted and that speech which we ought to suppress?

Bork: At the core of the First Amendment—which I take it is the emblem of free speech in our society—there is concern for political speech, concern for speech about ideas, about social matters, and so forth. There is no concern about speech—at least there wasn't originally concern about speech—which expresses no idea, but merely expresses hatred or obscenity or something of that sort. If somebody says, for example, that Asian-American students turn out to be better at mathematics and physics than others, I take it a speech code might land on that person. That's political correctness, and that's wrong. We've got to be free to discuss differences, abilities, and so forth. But when you get to a code about a stock offering, you're merely saying don't sell somebody a product that you have lied about.

Greene: It seems that you're supporting the idea that we can regulate some hate speech—

Bork: In a university. In a university.

Greene: In the university. And hate speech which might be one person making a personally directed racial epithet at another person. Wouldn't you agree that ought to be, if not punishable, certainly subject to some type of university discipline and correction?

Bork: There certainly ought to be. I remember there was an episode at Brown University not long ago in which a drunken student went out in the quadrangle and shrieked anti-Semitic remarks, and the dean had him in and I think he was suspended. I don't have much trouble with that.

Greene: How do you explain that there is so much intellectual and political firepower marshaled in favor of people who want to yell epithets and derogatory, hurtful language? How do we explain this marshaling of energy and intellect in support of people who want to act this way towards others?

Bork: I think nobody does.

Greene: Well, then, would you agree with me that what we need to do is talk about the real issues and stop hurling our charges at each other?

Bork: Oh, the charges are much more fun.