

# Almanac

Tuesday, February 22, 1994

Published by the University of Pennsylvania

Volume 40 Number 23

- INSIDE**
- Senate Chair: 30 Days Hath September, p. 2
  - Death of Adele Rickett • A-1 Assembly, p. 2
  - PennMed as University Citizen, pp. 3-4
  - Town Meeting Videos, p. 4
  - College Undergrad Research Funds, p. 5
  - Speaking Out: Speech Code, p. 5
  - Of Record: Back-up Policy, p. 6
  - For Comment: Grad Evaluation, p. 6
  - CrimeStats, Update, p. 7
  - Benchmarks: Nursing's Founder, p. 8

**Pullouts: March at Penn  
SCUE on the General Requirement**

## Slate for Campus AAUP

The nominating committee has nominated the following persons for the Board of the University Chapter of the AAUP:

Morris Mendelson (Wharton), President  
Martin Estey (Wharton), Vice President  
Erling Boe (Grad Ed), Secretary Treasurer  
Ira Cohen (SEAS)  
Janet Deatrick (Nursing)  
Peter Freyd (CAS)  
Reuben Cohen (Med)  
Charles Mooney (Law)  
Elsa Ramsden (Nursing)  
Staton Segal (Med)

Nominations from the membership are encouraged. Please specify whether the nomination is for an office or just for membership. You may nominate up to eight board members in addition to the three officers. If no nominations are received by *March 11*, the above nominees will be declared elected.

—Morris Mendelson, President  
University of Pennsylvania Chapter, AAUP

To All Members of the University:

### Celebration: Women's Center

Come and join us in thanking the University for the decision to move the Penn Women's Center to Locust Walk. Bring lunch, bring friends, for music, fun and festivities. Everyone welcome! Wednesday, February 23, 1 p.m., 3643 Locust Walk.

—Friends of the  
Penn Women's Center

**Corrections:** On the front page of last week's issue, *Almanac* said that the Women's Center, in its forthcoming move to 3643 Locust Walk, would share space with the Benjamin Franklin Scholars Program. The information about the Women's Center was correct; the rest was mistakenly accepted from a source other than the Acting VPUL and was *not* correct: No decision has been made on sharing the space. *Almanac* regrets the error.

Also regretted is the misspelling of Dr. Meredith Bogert's name in the Senate slate; the slate was sent by the Senate Office with the correct spelling, but *Almanac* changed the copy to agree with the University directory — which mistakenly spells Dr. Bogert's name *Meridith*.

Finally, last week's page 3 item For Comment on proposed changes in rules for examining graduate students was incomplete: the overview should have been accompanied by specific language proposed for amendment of the *Graduate Academic Bulletin*. Please see page 6 of this issue for a complete presentation of the proposal. —Ed.

## GSE's Riklis Term Chair: Dr. Fantuzzo

Dr. John W. Fantuzzo, a noted child clinical psychologist who chairs the Psychology in Education Division of the Graduate School of Education, has been named the Diana Rausnitz Riklis Term Associate Professor of Education, Acting Dean Nancy Hornberger of GSE has announced.

Dr. Fantuzzo is a 1974 graduate of Marietta College who took his Ph.D. from Fuller Graduate School of Psychology in California in 1980 and was designated a Child Psychology Fellow at Harvard Medical School. He then served on the psychology faculties of the California State University at Fullerton and the University of Rochester, leading major research teams and publishing some 50 papers demonstrating the effectiveness of innovative psychological interventions for vulnerable children and families living in high-risk urban environments.

"On his arrival at Penn in 1988, John initiated a wave of research underscoring the strategic importance of urban schools and resilient urban community systems," Dean Hornberger said. "The distinguishing feature of his approach is his success in establishing authentic research-participant partnerships.

"Since 1988, he has established substantial partnerships with administrators, teachers, social workers, and researchers in the School District of Philadelphia, Philadelphia's Department of Human Services, Children's Hospital of Philadelphia, and he has earned the trust of community advocacy groups and parents in North, West, and South Philadelphia."

Dr. Fantuzzo has also brought major federal research and demonstration grants to the urban school and community research agenda, Dr. Hornberger pointed out. Three large-scale research and evaluation projects, supported by the U.S. Department of Health and Human Services,

are in various stages of completion. One, funded by the federal Head Start Bureau, studies the social strengths of low-income African-American children and families. A second, supported by the National Center for Child

Abuse and Neglect, investigates ways to help isolated families capitalize on community competencies. The third project is the Philadelphia Head Start Learning Center, under a national Head Start Teaching Centers grant awarded to enhance the effectiveness of the School District of Philadelphia Head Start program.

**Gift of a Teacher:** The newest chair at GSE is the gift of Diana Rausnitz Riklis, C'76, GED'77, who has "long been interested and active in the world of education," Dean Hornberger said. "As a former teacher, and most especially as a mother, Diana cares deeply that children and their families be given every opportunity to thrive."

Ms. Riklis is on the Board of Education of the Ramaz School and the Park East Day School; chairs the Early Childhood Liaison Committee of the Board of Jewish Education of Greater New York; and is on the United Jewish Appeal's Committee for Early Childhood Education. She and her husband, Ira D. Riklis, W'75, WG'77, have endowed kindergarten classes serving over 100 children through the Tel Aviv Foundation.



Dr. Fantuzzo

## A Mid-Semester Message to the Faculty:

### Any Students in Trouble?

Dear Colleagues,

Midterm exams and papers are nearly upon us, in spite of the snow days, so this is a good time to make a quick check of each class list to see whether anyone is in trouble. Has a good student begun to slip? Does your roll show that a student has been missing of late? Does a grade on a midsemester exercise indicate that some sort of difficulty, academic or otherwise, is interfering with success in a course? Have students come to you for extensions because of illness or personal problems? Any of these red flags may allow you to catch trouble before it becomes serious. If you see such flags, remember your *Faculty Resource Guide to Student Services* to help you find appropriate consultation or referral. Or call me if you wish me to help. My voice mail number is 573-3968; I'm in my English Department office often on Tuesdays, Thursdays, and Monday and Friday afternoons at 898-7456; or you can call me in the College Advising Office at 898-6341 on Monday or Friday mornings. I hope I can be of service.

— Alice van Buren Kelley  
Faculty Liaison to Student Services

---

## SENATE

### From the Chair

## Thirty Days Hath September and We Need to Use Them All

The Senate Executive Committee overwhelmingly adopted a statement on the academic calendar at its meeting on March 4, 1992 (*Almanac* March 17, 1992). That statement was focused on "(t)he faculty's concern regarding ... its need to have adequate hours and days within which to discharge its instructional responsibilities." A result of this concern was the recommendation that "(t)he administration and the faculty should explore the possibility of equalizing the length of the two semesters by extending the fall semester."

A recent thoughtful and well-documented report (*Almanac* November 23, 1993\*) of the Student Committee on Undergraduate Education Subcommittee on the Academic Calendar calls for an equalization of teaching days and reading days between the two semesters. Currently the spring semester is 14 weeks while the fall is 13. There are now two weekday reading days in the fall and three in the spring.

Change in the spring term calendar can be easily achieved since the constraints on the calendar are not severe. The situation in the fall is much more difficult since there is consensus that the term must end before Christmas. Thanksgiving break is non-negotiable and "SCUE finds acceptable no calendar which does not include a full two day Fall Break in October. The Fall Break ... remains very important for the undergraduate student population in terms of mental health and personal and academic considerations."

The above goals and constraints—increasing instruction and weekday reading days in the fall—ending before Christmas and maintaining Fall Break—lead to the inescapable conclusion that the Fall term must begin prior to Labor Day. We realize that this will not be a popular decision. It will cause difficulty for faculty with school age children since Penn will begin before local primary schools and, even though we propose maintaining the Labor Day holiday, some faculty will have to interrupt vacation schedules. Nevertheless we see no alternative. As the title suggests we need to use all of September for instruction. Among peer universities, Cornell, Duke, Virginia and Yale have already adopted calendars that begin before Labor Day.

The SCUE report has been endorsed by the Senate Committee on Students and Educational Policy. It is scheduled for discussion at the March meetings of the Senate Executive Committee and the University Council. We urge all members of the community to discuss this report with their elected representatives. The schedule for 1994-95 is already set. We need to act now to implement a revised calendar for 1995-96.



— Gerald J. Porter (gjporter@math.upenn.edu)

---

## A-1 ASSEMBLY

### Call for Nominations: Officers and Executive Committee

The A-1 Assembly Executive Committee, which serves as a vehicle for communication for professional/administrative staff of the University, invites nominations to fill positions for the 1995 fiscal year. Read further and discover a valuable opportunity to become part of a vital community.

The A-1 Assembly offers the opportunity to become involved in affairs that impact this constituency and the University community at large. The fiscal year agenda is established by the Executive Committee at the beginning of each year and carried out by the members with the help of the Assembly. Members of the Assembly take part in various University committees either by appointment, nomination via the Assembly, or as a representative of the Executive Committee. Members can also take advantage of the opportunity to get to know and meet members of the Assembly, work with colleagues on various projects, and expand our communications network.

Our 1994 fiscal year agenda included the following topics:

Presidential Search Committee: input into the process via meetings with members of the Search Committee.

Commission on Community: input into the committee, nomination to commission sub-committees. Representation on the University Council.

Building a communications network for the A-1 Assembly.

Education Benefits Fair.

Nominees should represent a cross section of the University A-1 community and should be willing to be actively involved in the business of the Assembly. If you or someone you know would enjoy this opportunity please submit a nomination. You can either nominate yourself or a member of the A-1 community.

To submit nominations by phone, in writing, or via electronic mail.

Campus phone: 898-1355

Campus address: 3401 Walnut Street, Room 535A, 6228

E-mail: Nunn@A1@benhur

Elections will take place through a ballot process during our annual meeting to be held this Spring. The date, place, and time will be provided in the near future.

—Sarah Nunn, Chair, Nominations Committee

### Death of Dr. Adele Rickett

Dr. Adele A. Rickett, G '67, a teacher/scholar of Asian languages and literature who was the first holder of the Watkins Chair in the Humanities at SAS, died on February 16 at the age of 74 after a long battle with cancer.

Dr. Rickett and her husband of 49 years, Dr. W. Allyn Rickett, have long been known not only for their respective work in Chinese poetry and history, but also for the insight they brought to a harrowing experience in their 1957 book *Prisoners of Liberation*—an account of the couple's four years' imprisonment in China, where they had gone as Fulbright scholars during the last days of the Chiang Kai-shek government and were charged with espionage after the communist regime took control.

After taking baccalaureate degrees in English and library science at North Carolina/Chapel Hill, Adele Austin had begun her career as a copywriter, editor and librarian in New York. She became a WAVE in World War II and was sent to the U.S. Navy's Japanese School. After the war and marriage to a fellow scholar of Asian languages, Allyn Rickett, she continued her studies at Stanford.

It was after she had taken her master's degree in Oriental Studies at Penn in 1948 that the couple were awarded Fulbright Scholarships to China and underwent the experience that was to be summed up in *Prisoners of Liberation*—a book that went into three English printings and to Chinese, Japanese, Czech, Italian and Swedish editions. After their release in 1954, the Ricketts returned to Philadelphia, he to join the Penn faculty and she to become an editor of peace literature for the American Friends Service Committee. Among other work she edited the 1971 *Spectator Papers*, a collection of the noted Quaker Norman Whitney's letters to conscientious objectors between 1943 and 1967. She also served as editor of the *Journal of the Chinese Language Teachers Association*, 1964-68.

By 1960 she had returned to Penn to earn a Ph.D. in Oriental studies, awarded in 1967. She became a lecturer in the department the next year, and from 1972 to 1979 was the M. Mark and Esther K. Watkins Assistant Professor of the Humanities. "In searching for an inaugural holder of the Watkins Professorship we would to honor a person of unusual talent whose broad concern for the humanities transcended his or her immediate field," said the then-Provost Curtis Reitz in announcing her selection. "The breadth of Professor Rickett's scholarly achievements and intellectual interests make it particularly fitting that she become the first holder of this chair."

Breadth was evident in her numerous papers and talks on Chinese poetry, literary criticism, the status of women and the role of intellectuals in Chinese society—and development of materials for teaching business language in Chinese and Japanese. She was past president of the Oriental Club of Philadelphia and a member of Phi Beta Kappa and the Association for Asian Studies.

In 1979 Dr. Rickett was named chair of the Hebrew and East Asian languages and literature department at the University of Maryland—but on her retirement there in 1986, she rejoined Penn as a Senior Fellow.

Dr. Rickett is survived by her husband; their son and daughter, Jonathon Rickett Chen and Rebecca Anne Rickett; a sister; and four grandchildren.

Following are the Interim President's remarks to a gathering of professors holding endowed chairs at the School of Medicine. Forty-two incumbent and emeritus professors attended the luncheon given by Dean William Kelley on February 15.

## The Medical Center as University Citizen *by Claire M. Fagin*

I don't know how many of you are fans of Masterpiece Theater, but I am sure some of you have been following the exploits of a certain fictional and quite devious prime minister of Great Britain who has undertaken, so to speak, "to play the king." I feel a bit like that myself these days as I run — often literally — against the clock and the calendar to keep Penn moving forward during a transitional year that is now moving inexorably toward "wait-and-see-ism."

Like Prime Minister Francis Urquhart, I am sometimes forced to be less than wholly revealing when it comes to discussing the latest campus controversy or tentative plan of the interim administration. I am in fact rather taken with his witty reply at such moments: "You certainly might think that, but I would never say it."

As I thought about our lunch today, it occurred to me that you may have some expectations of me which I should dispel right at the start:

For example, some of you may be under the impression that I might take particular pleasure—as a nurse, as the former dean of the School of Nursing, and as interim president—in being invited to address you today. After all, to borrow a phrase from Michael Kinsley at the *Firing Line* debate on free speech and political correctness hosted by Penn in December, I've come to what some of my colleagues would regard as the very epicenter of "the belly of the beast." Well, you certainly might think that, but I would never say it.

Some of you might think that as a student of health care and health care systems, I would be among those that think fundamental change is needed in the way physicians, nurses and other health care providers perceive themselves, their institutions, their roles and their privileges. Well, you certainly might think that, but I would never say it—in this speech anyway.

Closer to home, you might think that I would come before you full of concern for the future relationship between your burgeoning health care enterprise and that "other" educational institution north of Spruce Street. Well, you certainly might think that, but I would never say it.

Finally, to reverse roles a bit, readers of *Philadelphia Magazine* might think that in addressing you today I am somewhat in the position of the king, trying to contain Prime Minister Urquhart, a Promethean figure in the process of rapidly bursting his chains. Well, you certainly might think that, but I'm *quite sure* I would never say it.

Actually, I feel rather the reverse of all these false expectations. If the President's House or College Hall can be described as our Buckingham Palace, then among the things that my partner Interim Provost Marvin Lazerson and I have been trying to do this year is to restore a certain sense of royal leadership and human concern to balance both the financial pragmatism and ministerial autonomy of our twelve strong deans; while we address many other issues of concern on our campus to students and faculty, and, to our alumni, and friends.

Like the king on Masterpiece Theater, as a university president, I think we have more divisive issues before us than health care delivery, or finances or University structure or even academic quality—important as all those things are. Rather, I believe that whether we shall succeed or fail in solving those important issues depends directly on our answers to another question. That question is how we define "citizenship". That is the question that runs through all the strains in our larger society and our campus. That is the one question that can make us or break us as a university—and as a society.

Are we all in this together, or is each group, each sect, each discipline, each school, each profession, milling about the pond or ocean, in its own

little rowboat or yacht, based on what we can afford? Obviously, if we each go it alone, some of us will be more at the mercy of the winds and the waves than others.

But Penn is an interesting and often surprising totality. This year has confirmed my view that we have a strong sense of common citizenship. Though we are all driven to some extent by our own school or individual interests, I see a growing awareness of and willingness to come together as Penn citizens, for our common good. As I read about Penn's history, I am thrilled to find that this is not a sudden or unprecedented phenomenon, but one that has been growing and taking root for almost four decades. That is reassuring, for we need it—now, more than ever.

The concept of "citizenship"—like its sister-term, "community"—is one of those notions that stands for something we know when we see it, even if we have trouble explicitly defining it. As I hope most of you know, a high-powered University Commission has just issued its preliminary report on ways to strengthen the Penn community in the wake of the difficult year just past. Their 51 specific recommendations represent the fruits of five months of hard work under the leadership of Trustee Vice Chair Gloria Chisum, and the report addresses every aspect of life on this campus.

You'll notice I said "this campus." That's the way we talk at Penn. Most of us do not subscribe to the notion that Penn is really two campuses divided by Spruce Street. Penn is distinct among its peers for many reasons, but its geographic compactness, social and administrative unity, and long tradition of intellectual integration, give each of us a common identity as a "Penn person," aside from our disciplinary or professional or school identities.

Where we differ from many of our professional colleagues in other universities is in this common view of ourselves as university citizens. Of course, the worries about future "domination" by the medical center are real—but they are not one-sided. Many of you share these concerns with your colleagues across Spruce Street. By the same token, worries about the financial weakness of parts of our University are also shared. I believe most of us want to be part of finding creative solutions to what we see as our *common* problems and our strategic *opportunities* to create a great, new future for Penn.

The opportunities for creative problem-solving and for path-breaking new approaches to the current and future challenges of University citizenship are enhanced immeasurably by the routine, two-way, crossing of Spruce Street. Just as the faculty of Penn's School of Medicine are essential to the service, research, and education missions of the University-at-large, Penn's School of Medicine and Health System will be strengthened by seeking out the breadth of expertise and freshness of perspective available from colleagues and students across the University. Many of you already know the pleasure to be found in such intellectual interactions. For all of us, this is no longer just an option, but an administrative, as well as an intellectual, necessity. Neither your resources nor those of others in the University, no matter how great, can adequately meet the intellectual and human challenges of the 21st Century. It is only together, as citizens of One University, that we can hope to do that.

It is with this fundamental conviction that I have approached the presidency this year. For example, we have been examining with a fine tooth comb, "the Center," as we call it, the common administrative structure of the University on which we are all somewhat dependent and by which we are all sometimes constrained. How nonsensical to think that this examination could be really well-done without capturing the attention and enthusiasm of the very smart people we have throughout this University. To think that you and your leadership would use your brains only on the medical side

(continued next page)

\* I gratefully acknowledge the creativity of Stephen P. Steinberg, Ph.D., for suggesting the analogy "To Play the King." — C.M.F.

of our enterprise is ludicrous. Yet that is the way it is in most of our peer universities: the rest of the university community, and many administrators, quake in fear of containing the strength—in numbers, money and brain power—of the medical center. We all know the many university-president jokes about this subject—but of course, I certainly wouldn't repeat them except to say that my dream of going to heaven does not include being president of a University without a Medical School and Hospital.

My view does not deny the difficulties inherent in the immensely complex balancing act of sometimes competing interests and ambitions. But I also recognize—and have tried to preserve and nourish, articulate and utilize—the full participation of members of the medical establishment, which you represent, in the continuing growth and development of this great university. Over the years, most of you have shown that you implicitly share this view, even though you may not always articulate it publicly. One need only look at the impressive leadership role the Medical School faculty has taken as citizens of our University.

It is no accident that the Medical School is proportionately over-represented among the faculty teaching Freshman Seminars, in the membership of University committees, and among those leading Freshman Reading Project sessions on *Frankenstein* or *The Bacchae*. It's no accident that interdisciplinary institutes in genetics and bioethics, and academic programs such as the Biological Bases of Behavior, have flourished at Penn with the intensive involvement of many of you and colleagues in other schools.

"No accident." Now there is an interesting phrase. It suggests that our compactness of campus and synergy of scale were actually planned. Those of you who have been around here a while may chuckle at that notion, but in fact Penn has an enviable record of self-study, fundamental planning, consensus-building and persistent implementation. Bill Kelley is not the first — though he is certainly one of the most dynamic — to have taken a hard look into the future and into ourselves and planned accordingly.

Yet I think our synergies have a deeper root. One that has a lot to do with what Provost Lazerson and I are stressing this year. That is the *centrality of education* writ large, to everything — and I do mean everything — we do at Penn. Whether it is undergraduate education, doctoral training, professional studies, research, publication, or even direct patient care, we are all teaching — and learning — all of the time.

Unlike some other institutions which have come to think of themselves as "service-providers" or "think-tanks" or "businesses," Penn has been remarkably consistent in thinking of itself as an *educational* institution. It's not that we don't do all those other things. The difference is in *how* we do them. Whether it is teaching physicians and nurses to take better care of their patients, or teaching patients to take better care of themselves; whether it is in teaching international colleagues or 17-year-old freshmen; whether it is turning campus controversies into nationally televised

educational opportunities, or learning about ourselves by planning for our collective future—Penn is characterized by a centrality and consistency of educational purpose that is certainly unusual, and perhaps even unique, among our peer institutions.

It's that common stake in education writ large that lets us all talk to and learn from each other across the boundaries and differences that would otherwise divide us in ways far more fundamental than Spruce Street. It is that common stake in education that gives us all a commonality of purpose, despite our differences, and makes us see *our* university as One University, for all its internal diversity.

The future holds real challenges to that commonality and to the kind of University citizenship which springs from it. Some of those challenges are structural, as changing circumstances and the evolution of knowledge force rapid and dramatic shifts in our internal organization. As any acrobat—or earthquake survivor—will tell you, it is only by having a solid point of reference, a pillar to hold on to—a star to steer by, to continue our nautical metaphors—that one can survive such upheavals without losing one's balance. And balance is as important for institutions as it is for individuals. It is balance which ensures flexibility and diversity in the face of the future's unknown challenges.

We know many of the challenges facing our University in the years ahead. The changing face of our national health care system, combined with the intensifying constraints on every revenue-stream within the University, will challenge our institutional equilibrium and self-conception. Again, it will only be our focus on a single common purpose—education—that will enable us to know when to say "yes" and when to say "no." The price of self-knowledge—like principles—is being willing to pay *that* price.

The challenge of leadership must be met successfully—in both the administration and the faculty Penn's leaders must understand that the parts and the whole share a common overarching purpose: education. From that simple insight springs every form of good University citizenship.

I need only look down the list of extraordinary University citizens assembled here today to know that Penn's medical faculty thinks of itself as a *University* faculty and will continue to do so for many, many years to come.

Can we meet the challenges to our common University citizenship? Can we remain "One University"? Can we continue to forge *educational* links across disciplines and professions and physical boundaries? Can we afford the infrastructure to support the kind of shared intellectual and social life we all dream of? Can we count on the consistency of vision and commitment long-term leadership demands? Can "University citizenship" and "educational community" become the phrases that describe us best?

You might very well think that the choice is up to you, but I certainly couldn't say that.

## Update: The Health System at Penn

At January's stated meeting of the Trustees, Dean William N. Kelley gave a three-part update on the Health System at Penn

### 1. Two "major recruiting successes for the Health System" he announced were:

- Dr. Risa Lavizzo-Mourey will return to Penn from a two-year leave during which she served as Deputy Administrator of the Agency for Health Care Policy and Research, to take up two new positions at PennMed: one as Associate Dean for Health Services and the other as Associate Executive Vice President for Health Policy. In her new roles at PennMed she will coordinate health services research in the health care network, and work with the White House and Capitol Hill to develop an understanding of health policy and help shape policy at the national level. Prior to her leave of absence Dr. Lavizzo-Mourey was holder of a Class of 1970 Term Chair; faculty master of Du Bois College House; and a winner of the Woman of Color Award at Penn.

- Dr. Garret FitzGerald has been appointed director of the General Clinical Research Center, where he will lead a new program in experimental therapeutics. He joins Penn from the University of Dublin, where he most recently served as professor of medicine and chairman of medicine.

2. PennMed is now ranked #5 in NIH funding as a school of medicine, up from #10 ranking last year. Twenty-two of the 26 individual departments rank within the top 10 in their respective disciplines (and many rank 1, 2 or 3), he said. "The four that do not are all rapidly improving and are expected to rank in the top 10 within the next several years.

3. As Phoenixville Medical Associates, Ltd., became part of Clinical Care Associates on January 1, 1994, two of the Phoenixville group's leaders were named to CCA posts:

- Dr. Joel Eisner as Associate Dean for Regional Clinical Development;
- Dr. Paul Rogers as Senior Medical Director of CCA.

## Playback: Town Meeting III

Friday's Town Meeting on undergraduate education, a 90-minute discussion among undergraduates, faculty and senior academic administrators, is being shown this week in academic and administrative buildings that are on the Academic Video Network (AVN, Ch. 34) from 10 a.m. to noon (today, Thursday & Friday) from 10 am to noon. For information on access to AVN, call Christopher Cook at 573-4286.

The video can be seen in residence halls Thursday and Friday on the ResNet Video Bulletin Board (Ch. 2), at 3 a.m., 6 a.m., 9 a.m., noon, 6 p.m., and 9 p.m.

For a schedule of UTV Ch. 13 broadcasts: call 573-9UTV.

The town meeting, videotaped at Biddle Law Library in the new Nicole E. Tanenbaum Hall with the Annenberg School's Dean Kathleen Hall Jamieson as moderator, is the third in a series that began last fall under the auspices of Interim President Claire Fagin and Interim Provost Marvin Lazerson as moderators. This session was co-sponsored by SCUE and the President's Office. (See also this week's *Almanac Supplement*, SCUE's white paper on the College's General Requirement.)

Associate Dean of SAS for Undergraduate Education and Director of the College Matthew S. Santirocco informs the Penn community of a new initiative in the College to encourage and support research by undergraduates. With funds provided through the generosity of the College Alumni Society, alumni, and friends, the College will defray research expenses for projects selected on a competitive basis. Proposals from College students approved by their Undergraduate Chair or Program Director are due on March 25, 1994, and grants will be announced at the Society's Annual Meeting during Alumni Weekend in May.

## The College of Arts and Sciences

### College Alumni Society Undergraduate Research Grants

#### Request for Proposals

One of the great strengths of the University of Pennsylvania is its capacity to offer significant research opportunities to its undergraduates.

The College Alumni Society in collaboration with the faculty in the School of Arts and Sciences announces the availability of Undergraduate Research Grants to support original research and scholarship by students in the College. These grants are intended to pay the costs of research projects proposed by students to their undergraduate chairs or program directors and approved by a selection panel.

The grants will be administered according to the following guidelines:

1. The project shall represent original research or scholarship allowing the student to make a significant contribution to knowledge.

2. The project shall be largely conceived and executed by the student and not simply represent faculty research in which the student assists.

3. Grants will be made only for research that is conducted after the proposal has been approved. Decisions will be made in April of each academic year for projects that are to be carried out during the summer or the following academic year. In no case will projects already completed be funded.

4. Each approved project shall have a faculty mentor who will normally be a member of the

SAS standing faculty. In some cases, a qualified advisor from outside the SAS faculty may be assigned, subject to the approval of the student's undergraduate chair or program director.

5. The grants will be formally awarded at a public ceremony held in conjunction with the College Alumni Society's Annual Meeting during Alumni Weekend in May.

6. Students awarded these grants are expected to document their research in the form of a formal research paper and to present their papers orally at a meeting of faculty and peers in their fields. The meetings will be held during Alumni week and will be open to the public. Copies of the papers shall be submitted to the College Alumni Society.

7. Funding provided should be used to help defray the student's research costs and should not be a substitute for financial aid for which he or she is otherwise eligible nor for the mentor's research funding. Types of expense to which the funds may be applied include research equipment and supplies, including books, films, and photocopying; computer or laboratory fees; specialized computer peripherals and software; travel to libraries, museums, archives, and research sites; living expenses that would enable the student to remain at the University during the summer. Students will be expected to submit a final report of expenditures to the Associate Dean of SAS for Undergraduate Education.

#### Application Procedures

1. Obtain an application form from: Dr. Matthew S. Santirocco, Associate Dean of SAS for Undergraduate Education and Director of the College Office, at 133 South 36th Street, Mezzanine/3246.

2. In consultation with a prospective faculty advisor and/or with the undergraduate chair in your major department or your major program director, prepare a prospectus describing the background to the proposed topic, the main thesis or hypothesis to be investigated, the method or methods to be used, and a budget.

3. Request a letter of support from the advisor.

4. Submit six copies of the application packet including your prospectus and advisor's letter to your undergraduate chair or program director.

5. Research involving animal or human subjects or hazardous materials must also be submitted at the same time for approval by the relevant University oversight committees. Students should consult with their advisors.

6. The undergraduate chair or program director should sign the application form and forward one copy of the entire packet to the Associate Dean of SAS for Undergraduate Education.

7. Awards will be made by a faculty committee appointed by the Associate Dean of SAS for Undergraduate Education.

8. Students whose projects are approved may want to register for Independent Study in their departments or programs. Credit may be given for one or two semesters, at the discretion of the undergraduate chair or program director.

## Speaking Out

#### Speech Code and Civility

It is my opinion that the decision to discard code(s) which make harassing speech based on race unacceptable ("illegal") on the campus is not only morally and ethically wrong but also substitutes an ineffective remedy. Individuals who are racist out of conviction or who have no concern about inflicting injury to those of another race are not likely to take methods based on conciliation, cooperation and education very seriously unless their unwillingness to participate is also subject to punishment. It may well be that the proper approach is to have a speech code in effect but within a regulatory structure that brings the code into play only if an offender refuses the non-punitive sanction or is a repeat offender.

While it is certainly true that the striving to create a civil environment on the campus is a reasonable objective, I hardly regard it as an adequate one. The special conditions which define a campus and which differentiate it from the community in general also ought to define the goals of policy. What are these special conditions of concern with respect to speech codes? To my mind these special conditions

arise out of two facts about the campus. The first is that when a student joins the campus community he/she joins something akin to a family—if you wish, a diluted extended family—as in a family, there is not choice with respect to who participates in any given activity. A student cannot, or cannot always, select neighbors in a class, a lab or a gym nor necessarily a person with whom he/she must share a project. A student may have no way of avoiding a hazard-route between classes because other routes between classes are not very convenient. While she/he has the freedom of choosing roommates, there may not be the same opportunity with respect to residents of the same building. Thus upon joining the campus community students give up elements of privacy; for this they must gain something in personal relationship in return.

Students are often required to be in physical contact with each other, partners not necessarily being chosen voluntarily. Enforced intimacies may occur in other ways. Again, the student makes a sacrifice involuntarily in contrast to the ordinary situation in the community.

The student is caught in an unusual and peculiar dilemma; she/he pays substantial sums of money and gains less rather than more freedom giving up elements of privacy and intimacy. To offset this contradiction, the objective and goal, in a policy sense, should not be civility but sensitivity, a state of awareness of the other people's experiences, of their state of injury and pain, of their common human needs for solace, support and compassion. Sensitivity implies self-criticism as to the what and why of things we do to others; it implies a willingness to reflect on the effects of contemplated actions. The goal of a university must be to educate in sensitivity to differences in racial background. This is not the goal of civility. The couplets below expresses the difference:

*Civility is a closure  
It is a mask  
Sensitivity is an opening  
It's a grasp.*

—Robert J. Rutman  
Emeritus Professor of Animal Biology/Vet

## Policy on Backing Up Data

The decentralization of computing has resulted in significant increases in productivity among computer users on campus. However, as Penn's computing environment becomes more distributed, responsibility for the integrity of institutional data that may reside on personal computers, or workstations becomes distributed as well.

Several potential threats exist, which can result in the corruption or loss of data. Hardware failure, such as a disk crash, or damage to a floppy disk can leave data useless. Users can unintentionally delete or replace important files. Computer viruses can destroy data on hard disks or floppy diskettes.

In order to ensure the integrity of distributed data residing on personal computers or workstations, individual computer users must assume primary responsibility for taking adequate precautions against loss of data.

Regular backups should be maintained for all critical data. In the case of floppy-disks, a duplicate copy of all disks should be maintained. In the case of hard disks, a backup copy should be maintained on diskettes, on tape or on a remote server. While users are encouraged to make incremental backups on a daily basis, backups should be performed at least once weekly.

Before starting any backup program, however, first check with the information systems support person in your area to find out if there is already a backup program in place in your group.

If you have any questions about this policy, or about ways to back up your data, contact Dave Millar, University Information Security Officer, at 898-2172 or send email to millar@pobox.upenn.edu.

— Peter C. Patton, Vice Provost for  
Information Systems and Computing

---

## FOR COMMENT

---

*The paragraphs immediately below, which give a narrative explanation of proposed changes, are repeated from last week's issue. The formal language further is published for the first time.*

### Proposed Changes in Examination of Graduate Students

The Graduate Council of the Faculties is considering changes in the *Graduate Academic Bulletin*. The text for the proposed changes is provided below. Three changes are proposed:

*First*, a proposal that all graduate groups be required to evaluate students within the first two years of their enrollment at Penn. This evaluation is an "up or out" evaluation, requiring that students (and the School's graduate office) be notified of the outcome of the evaluation and that students who do not pass the evaluation be dropped from the doctoral program. The graduate group determines the form of the evaluation process. This change is being proposed to assure that all students receive a clear signal on their likelihood of meeting the standards of the doctoral program early in their studies.

*Second*, a proposal that an oral presentation and defense of the dissertation be required and that the vote of each faculty member on the committee be reported to the School's graduate office. Most of our graduate groups currently require an oral defense of the dissertation; a recent survey of graduate schools reported that an oral defense was required by over ninety percent of graduate schools. This change is being proposed to assure that the dissertation committee has fully discussed the dissertation and that the standards and voting requirements of the graduate group have been met. In addition, an oral defense provides a "culmination experience" in which the student demonstrates her or his expertise, serves as a check on the uniformity of quality within and across graduate groups, and holds the committee members accountable, guarding against a committee that may be excessively lenient or difficult. The oral defense serves as another inducement for committee members to read the dissertation with care. The regular posting of dissertation defense schedules increases awareness of doctoral education on campus.

*Third*, a proposal to eliminate the requirement that all graduate groups have a final examination. Because the proposals being made here would require a qualifications evaluation in the first two years of enrollment, a preliminary examination, and a dissertation examination, a final examination would no longer be required.

Please forward any comments on this policy to Professor Janice Madden, Vice Provost for Graduate Education, 303 College Hall/6381 by *March 1, 1994*.

#### Proposed Changes to Graduate Academic Bulletin: Rules and Regulations, 1992-94

1. at p.11, column 1, insert before *Preliminary Examination*:

##### Qualifications Evaluation

A student must pass an evaluation process, conducted no later than the end of the fourth semester of registration, to continue in the graduate program. The form of the evaluation process shall be determined by the graduate group. The School's graduate office and the student must be notified of the outcome of the evaluation. Students who have not passed the qualifying evaluation process within the first two years of graduate study shall be dropped from the doctoral program. With the approval of the graduate group concerned, if the evaluation process entails an examination, that examination may be considered as the final examination for the master's degree or the preliminary examination for the Ph.D. In such cases, the School's graduate office is notified.

2. Delete section on *Final Examination* at p. 11, column 1
3. at p. 11, column 2, insert after *Dissertation*:

##### Dissertation Examination

A public, oral presentation of the dissertation is required. The presentation either includes or is followed by an oral examination. This examination may be private if presented by the rules of the graduate group.

4. at p. 11, column 2, add at the end of the section *Acceptance of Dissertation*:

The report shall include the date and location of the oral presentation, the names of the dissertation committee members, and whether they individually approve the dissertation.

---

### Summer Stipend: March 16

The Trustees' Council of Penn Women awards two \$3,000 summer research stipends to female faculty members or faculty members whose research directly affects women. Awards are given to assist in the promotion of standing faculty to the permanent rank of associate professor.

If you are interested in applying, please submit a 1-2 page summary of the research you wish to undertake, an explanation of how the stipend will facilitate the research, a curriculum vitae, and the name of a University reference. In your application please stress how you will use the award and why it would be particularly useful to you at this time. The summary should be sent to:

Dr. Demie Kurz, Co-Director  
Alice Paul Research Center  
Suite 590, 3440 Market Street/3325

no later than *March 16, 1994*.

Research proposals will be reviewed, and the stipend awarded, through a peer review process. It is expected that the research, or a significant subset thereof, will be concluded during the summer of 1994, and a written report will be submitted to the review panel and to the Trustees' Council.

### Korean Studies Fellowships

The Korea Foundation offers fellowships for Korean studies in the humanities, social sciences, and arts. The program is intended to provide scholars and other qualified professionals overseas with an opportunity to carry out in-depth research in Korea for a period of two to ten months.

The Foundation also offers grants for Korean language training to graduate students, scholars and other qualified professionals overseas who wish to learn the language at a Korean university institute for a period of six to twelve months.

Deadline for 1995 fellowships: *May 31, 1994*.

Details, including application forms:  
Elva Power  
Office of International Programs  
133 Bennett Hall/6275  
898-1640

or from

Personnel Exchange Department  
The Korea Foundation  
C.P.O. Box 2147  
Seoul, Korea  
tel: 82-2-753-6553  
fax: 82-2-757-2047, 2049

# Update

FEBRUARY AT PENN

## CHILDREN'S ACTIVITIES

**27** *Make Your Own Music Band*; artist Adimu Kuumba leads the workshop for children, ages 8-12, on making and performing with African musical instruments; 2 p.m.; International House; \$6, \$5/members. *Postponed from January 9.*

## TALKS

**23** *Osteoporosis*; Robert Lindsay, Columbia; noon; Hirst Auditorium, Dulles, HUP (Reproductive Biology/Clinical Epidemiology).

*Transitions Démocratiques en Afrique Francophone*; Achille Mbembe, history; 1-3p.m.; Lauder-Fisher Hall (French Institute).

**24** *How to Get Things Done on the Penn Campus*; 11:30 a.m.-1:30 p.m.; 1920 Dining Commons; includes desserts and beverages; Info: 898-9457. (Hospitality Services).

*Genetic Analysis of Mouse Mutants Lacking Src-Family Tyrosine Kinases*; Paul L. Stein, Fred Hutchinson Cancer Research Center; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

*Nietzsche and the Jewish Question*; Robert Holub, UC Berkeley; 8 p.m.; Max Kade Center, 3905 Spruce (German/Germanic Ass'n).

**25** *Radiology: Case Reviews*; Wallace T. Miller, radiology; 8 a.m.; Medical Alumni Hall, Maloney.

**28** *What is the Jew? An Episode in Jewish Cultural History*; Ruth R. Wisse, Harvard; 5 p.m.; Ben Franklin Room, Houston Hall (Jewish Studies).

*Women and Politics*; Barbara A. Mikulski, U.S. Senator (D-Maryland); 6:15 p.m.; B-1, Meyerson (Annenberg School).



**CODA NOSTRA**  
W U T

132nd Annual Production • 1994

The Penn Glee Club's 132nd annual romp, Coda Nostra, is at the Annenberg Center's Zellerbach Theater February 24, 25, and 26. Curtain: 8 p.m. Ticket information: 898-6791.

## Rape Survivors Group

A confidential rape survivors group is currently forming at the Penn Women's Center. The first meeting is scheduled for February 23 at 5:30 p.m. The group will meet for eight sessions. If you or someone you know would like additional information, please call 898-8611 or stop in at 119 Houston Hall. All inquiries are confidential.

— Penn Women's Center

**About the Crime Report:** Below are all 18th District Crimes for the period January 31 to February 5, 1994 and all Crimes Against Persons and Crimes Against Society listed in the campus report for the period February 14 to 20, 1994. Also reported for this period were Crimes Against Property including 37 thefts (2 burglaries, 3 of auto, and 8 from auto); 6 incidents of criminal mischief and vandalism; 1 of trespass and loitering; 1 of arson. 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 February 14 and February 20, 1994. 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 898-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Simple assaults—1, Threats & harassment—5  
02/14/94 4:40 PM 3440 Market St. Harassment reported  
02/15/94 9:38 AM Craig Dorm Unwanted telephone calls received  
02/17/94 4:31 PM 3700 Blk. Walnut Complainant on bike struck/knocked to ground  
02/17/94 5:02 PM Tracy Hotel Unwanted mail received  
02/18/94 2:58 AM Birthday Dorm Harassing calls received  
02/19/94 9:49 PM 3420 Moravian St. Patron threatened manager

**38th to 41st/Market to Baltimore:** Sexual assaults—1, Robberies (& attempts)—2, Threats & harassment—4  
02/14/94 3:10 PM Harrison House Unwanted gift received  
02/14/94 4:00 PM 3950 Pine St. Threatening calls received  
02/15/94 2:39 PM High Rise North Disturbing call received  
02/15/94 11:34 PM 4000 Block Irving Robbery by unknown suspects  
02/19/94 7:55 PM 40th & Baltimore Robbery by male w/simulated knife  
02/20/94 12:00 PM High Rise North Male grabbed complainant entering residence  
02/20/94 10:33 PM High Rise North Complainant threatened w/chair & fist

**Outside 30th to 43rd/Market to Baltimore:** Threats & harassment—2  
02/16/94 4:36 PM 1801 Buttonwood Unwanted mail received  
02/20/94 3:33 PM 611 Schuylkill 4 complainants reported death threat by male

### Crimes Against Society

**34th to 38th/Market to Civic Center:** Disorderly conduct—2, Alcohol & drug offenses—1  
02/17/94 1:58 PM 3423 Walnut St. Male shouted obscenities at officer  
02/17/94 2:48 PM 3400 Block Walnut Male acted disorderly  
02/18/94 11:29 PM 3700 Block Locust Person stopped for underage drinking

**38th to 41st/Market to Baltimore:** Disorderly conduct—1, Weapons offenses—2  
02/18/94 3:00 PM 3800 Block Spruce Male obstructed highway/citation issued  
02/18/94 10:20 PM 41st & Spruce Vehicle stop/gun removed  
02/19/94 1:31 AM 200 Block 40th Suspect w/bb gun/citation issued

## 18th District Crimes Against Persons

January 31 to February 5, 1994

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

Total: 11 incidents, 3 arrests

Date	Time	Location	Incident	Arrest
02/01/94	2:27 AM	500 S. 40th St.	Robbery	No
02/01/94	2:37 AM	4800 Walnut St.	Robbery	No
02/01/94	10:36 AM	405 S. 45th St.	Robbery	No
02/02/94	1:45 AM	4240 Chestnut St.	Agg. Assault	Yes
02/02/94	4:02 AM	3220 Market St.	Agg. Assault	No
02/02/94	3:35 PM	3100 Walnut St.	Robbery	No
02/03/94	6:20 PM	4800 Larchwood	Robbery	No
02/03/94	7:00 PM	3000 Market St.	Agg. Assault	Yes
02/03/94	10:05 PM	4720 Baltimore St.	Robbery	No
02/04/94	11:22 PM	4200 Pine St.	Robbery	Yes
02/05/94	1:55 AM	3400 Spruce St.	Robbery	No



*Almanac*

3601 Locust Walk Philadelphia, PA 19104-6224  
(215) 898-5274 or 5275 FAX 898-9137  
E-Mail ALMANAC@POBOX.UPENN.EDU

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR Karen C. Gaines  
ASSOCIATE EDITOR Marguerite F. Miller  
EDITORIAL ASSISTANT Mary Scholl  
STUDENT AIDES Shari L. Bart, Melanie L. Chang, Suma CM, Jahmae Harris, Stephen J. Sanford, Timothy D. Valuk

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, Roger H. Walmsley (Chair), Phoebe S. Leboy, Barbara J. Lowery, Ann E. Mayer, Gerald J. Porter, Paul F. Watson; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Bernice Saxon for the A-1 Assembly, Diane Waters for the A-3 Assembly, Mark Colvson for Librarians Assembly.

## The Founding Dean of Nursing: Theresa I. Lynch, 1896-1994

"Theresa I. Lynch, R.N., Ed.D, was an educator, administrator, practitioner, and author whose foresight, determination, and confidence to fight the conservative establishment enabled her to become a pioneer in the development of the nursing profession."

So begins a profile from the Center for the Study of the History of Nursing, of the founding dean of what is now acknowledged to be the number one nursing school in the nation, the School of Nursing at the University of Pennsylvania. Long before her death this month at the age of 97, Dr. Lynch had become an icon: a lady who was every inch a lady—but a tough one. She was a woman "ahead of her time in accomplishments, but of the previous generation in her social grace and social skills," recalled Interim President Claire Fagin on learning of the earlier dean's death. Dr. Fagin was the third dean of the School, succeeding the late Dr. Dorothy Mereness; Dr. Norma Lang is the fourth and current dean.

Theresa Lynch was born in a family of five children in Winchester, Virginia, on August 9, 1896. Her father was a lawyer and her mother a great social and civic leader, the records at the Center show. Over the objections of her parents, who believed that nursing was inappropriate for young ladies of good family, Theresa Lynch was one of the independent-minded women who could have chosen leisure but whose response to the horrors of World War I was to take up nursing as a career. Dr. Lynch added a degree in education (from Teachers' College, Columbia) to her nursing credentials from the Hospital of the University of Pennsylvania School for Nurses in 1920. This enabled her to become director of nursing at the Willard Park Hospital of Communicable Diseases in New York, and then to become director of an innovative new program at New York University which focused on the teaching of nursing theory.

After six years at NYU, Dr. Lynch was recruited by her alma mater, the Hospital of the University of Pennsylvania, to direct its nursing program. While doing so, she also set out to create an academic school of nursing with a baccalaureate degree, as a career path for women on par with the professional careers being offered at Penn for men. As the first step, she was successful in getting a small nursing education department that had begun in 1935 (in what is now the Graduate School of Education) converted to a division of the University's Medical Affairs complex in 1944. Dr. Lynch, however, was not satisfied with the arrangement and began a long effort in a predominantly-male establishment to prove the case for academic nursing as a school in its own right. It took six more years, but she prevailed: In 1950 when an independent School of Nursing was founded at the University of Pennsylvania, Dr. Theresa Lynch was immediately named its dean. For the next 27 years Penn had two nursing schools—the Hospital School, with its diploma program, and the collegiate School of Nursing which began with a bachelor's degree. The School of Nursing was to add not only masters' degree but an outstanding doctoral program which influences the nation through its research and its graduation of generations of leaders in the field. The Hospital School continued until 1977, when it was phased out—but its history, its alumni and the innovations they made in both hospital and public health nursing are well catalogued at Penn's Center for the Study of the History of Nursing. And Theresa Lynch remained a beloved figure to hundreds who graduated from the two schools.

Dr. Lynch separately assured her place in nursing history as the author of a widely adopted textbook, *Communicable Diseases Nursing*, which was translated into many languages including Japanese. She also co-authored *Poliomyelitis* with Landow and Smith. Dr. Lynch was also active in state and local branches of the American Nurses Association and the National League for Nursing. She held various titles, including chair of the first Committee on Careers for the National League of Nursing, a role she handled splendidly for several years. She was listed in *Who's Who in America*, *Who's Who of American Women*, and received the Distinguished Alumnus Award from the Nurses' Alumni Association of the University of Pennsylvania School of Nursing.

After retiring as Dean of the School of Nursing in 1965, Dr. Lynch was called upon to establish a nursing school at Widener University. In 1972, she moved to Washington D.C., where she stayed until she was too ill to live by herself. In 1980 she moved to Saunders House, a retirement home in Wynnewood, and remained there until her death on February 3.

Dr. Lynch had outlived all her family, but for today's nursing students and faculty, there are at least three living reminders of the years she gave to the founding and nurture of the Schools: the portrait above, which hangs in the entrance of the Nursing Education Building; the Theresa I. Lynch Fund for Undergraduate Education (now to become a Memorial Fund); and the papers in which she documented the founding and growth of nursing at Penn and in the nation.

— Compiled with the help of the Director of the Center for the Study of the History of Nursing, Dr. Joan Lynaugh; the Center's Curator Margo Zabunia; and Susan Greebaum of the School of Nursing staff.—Ed.

