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SENATE

From the Senate Office

The following is published in accordance with the Senate Rules.

Agenda of the Senate Executive Committee Wednesday, April 27, 3 to 4:30 p.m.

1. Approval of the minutes of March 30, 1994.
2. Chair's Report.
3. Report on activities of the Academic Planning and Budget Committee and on the Capital Council.

Old Business

4. Discussion on a Statement on Department Closings.
5. Discussion on a Statement on Faculty Responsibility.
6. Discussion on Code of Academic Integrity and Code of Conduct.
7. Discussion of Council agenda for May 4, 1994.
8. Motion to extend the 1993-94 Senate Committee on Academic Freedom and Responsibility until May 31, 1994 to complete work begun this academic year.

New Business

9. Selection of six SEC nominees (for 4 positions) for the 1994-95 Steering Committee of the University Council. Election of four faculty members will occur at the May 4 Council meeting.
10. Determine whether SEC meeting scheduled for June 1 should be held.
11. 1994-95 Faculty Senate agenda.
12. Other new business.
13. Adjournment by 4:30 p.m.

Questions can be directed to Carolyn Burdon, Executive Assistant to the Faculty Senate Chair by telephone 898-6943 or e-mail burdon@pobox.upenn.edu.

Election of SCAFR Member

No nominations were received by petition and the Senate Nominating Committee's nominee, Constance E. Helfat, assistant professor of management, is declared elected to a 2-year term beginning May 1, 1994 on the Senate Committee on Academic Freedom and Responsibility.

Provost-Elect: Stanley Chodorow of San Diego

The Trustees Executive Board approved Friday the selection of Dr. Stanley Chodorow, associate chancellor for academic planning at University of California, San Diego, and dean of its School of Arts and Humanities, as Penn's new provost.

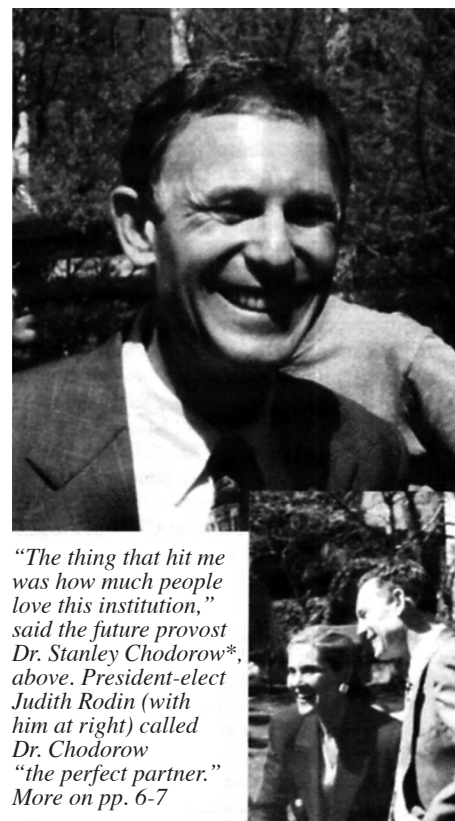
He will take office July 1 as the first appointee of President-elect Judith Rodin, who introduced him to the campus Wednesday at a press conference in Bodek Lounge.

"Stan Chodorow is described by all who have worked with him as smart, energetic, accomplished, tough, able, and an extraordinarily experienced administrator," said Dr. Rodin. "That he combines these qualities with the energy of an athlete, a devotion to undergraduate education as well as to research and professional training, and a warm sense of humor, makes him exactly the kind of person to be Penn's chief academic officer." (See pages 6-7 for press conference proceedings, including Dr. Chodorow's response.)

Dr. Chodorow, 51, was born in Queens, Long Island, N.Y., and took his baccalaureate degree in government at Cornell University in 1964. Continuing at Cornell for his Ph.D. in medieval studies, he won Fulbright, Theodore Mommsen, Alexander von Humboldt and other major awards while preparing for a career in teaching and research with an initial focus on 12th-century canon law.

On receiving his Ph.D. in 1968, he joined the faculty of UC San Diego, which was then graduating its first class. The new institution, founded in part on the Scripps Oceanographic Institute and originally called the University of California, La Jolla, grew rapidly and by 1992-93 had 18,000 students, some 80% of them undergraduates in five residential colleges; a standing faculty of about 1,000; a major medical center; and a billion-dollar operating budget.

Beginning as an assistant professor in 1968, Dr. Chodorow was promoted to associate professor in 1972 and to full professor in 1978. He won the Elliott Prize of the Medieval Academy of America in 1972, and the first of his eight books, *Christian Political Theory and Church Politics in the Mid-Twelfth Century*, won the Best Book Award of the American Historical Association's Pacific Coast Branch in 1974. Another of his books, *The Mainstream of Civilization* (with MacGregor Knox) is going into its sixth edition.



"The thing that hit me was how much people love this institution," said the future provost Dr. Stanley Chodorow*, above. President-elect Judith Rodin (with him at right) called Dr. Chodorow "the perfect partner." More on pp. 6-7

Dr. Chodorow won the Distinguished Teacher Award of UCSD's Revelle College twice, in 1974 and 1976, and the Chancellor's Associates Award for Excellence in Teaching in 1979. A Danforth Foundation Fellow and NEH Research Fellow, Dr. Chodorow also served as chair of the San Diego Academic Senate in 1982-83.

Meanwhile he had served on or headed critical committees including the one that helped establish the Center for Astrophysics and Space Sciences; one which planned UCSD's Fifth College (with a focus on international education and world civilizations), and a variety of committees on library development and automation, campus/community relations, space allocation and other central institutional issues.

On leaving the Senate chair he became Dean of Arts and Sciences, which at that time covered everything except engineering, and had no vice deans. After two years, arts and sciences was restructured with four positions—a vice chancellorship for academic planning, which he holds, and three deanships (his, in arts and humanities; one in social sciences, and one in the natural sciences, both physical and biological).

* pronounced CHA-der-roh.

Council May 4: ROTC, Conduct Code, Board of Inquiry Report

The University Council's May 4 meeting will begin half an hour early to allow for an expanded agenda that includes the review of ROTC at Penn; revisions to the proposed Code of Student Conduct (*Almanac* April 5); and the report of the Board of Inquiry into the judicial system's handling of the "water buffalo" case last spring (*Almanac* April 5; see also Speaking Out letters April 12 and in this issue.)

Other topics include the Revlon Center plan; Council Committee reports on international programs, admissions and financial aid, and the administration response to the Commission on Strengthening the University. Two major housekeeping items are scheduled: the election of the 1994-95 Steering Committee and a preliminary discussion of proposed revisions of the Council Bylaws.

Report to the Annual Meeting of the Faculty Senate *April 20, 1994*

I am pleased to report that the Senate is alive and well. This past year will stand as a singular occurrence in the history of the University. Early on I called it "The Year of the Interims" and in my first *Almanac* column I wrote:

In choosing the title of interim rather than acting, President Fagin and Provost Lazerson have indicated that they do not wish to be caretakers, simply minding the store until the next administration is appointed. Instead they intend to be active administrators during the time they are at the helm.

Indeed, Claire Fagin and Marvin Lazerson have been active leaders for the past year working to heal past wounds while at the same time laying the groundwork for the future. One of the major responsibilities of the Chair, Past Chair and Chair-elect of the Faculty Senate is our biweekly meeting with the president and the provost. These meetings provide a frank interchange of views between the Senate leadership and the administration. I am pleased to report that the president and provost were always responsive to our requests for information and sought real input from us on the major issues facing the University. In addition, the president and provost attended most of the meetings of the Senate Executive Committee where they honestly answered candid questions as they reported to the committee on important matters within the University. We owe both Claire and Marvin a well-deserved round of thanks as they prepare to join us as full-time faculty members. Thank you, Claire. Thank you, Marvin.

I am pleased to welcome Judith Rodin and Stanley Chodorow as our new president and provost. We are committed to working with them to ensure that, in President Rodin's words, "Penn will lead the way."

A year ago, as I took office as Chair of the Faculty Senate, I promised that I would work to secure a leadership role in setting University policy and priorities for the faculty. I have used the "From the Chair" column in *Almanac* to raise important issues and propose a future agenda. My final column [page 12 of this issue] will provide an overview of these efforts. In some ways taking a leadership position was a new focus for the Senate. The Senate has always served an important role in reacting to events within the University. This report is organized to reflect both of these activities.

Four committees of the Senate have been involved in helping set an agenda for the future of the University.

The Senate Committee on Students and Educational Policy has spent the year reviewing the relationship between residential and intellectual life. Jim Laing will present the report of that committee later in this meeting and it has appeared in *Almanac* [April 19]. I believe that this report will play an important role in shaping the future residential plan of the University.

The Senate Committee on Administration whose report appeared in *Almanac* [April 12] has given us a timely review of responsibility center budgeting. David Brownlee, chair of the committee, will report later on our agenda.

The report of the *ad hoc* committee on Academic Strengths chaired by Harvey Rubin is also scheduled for presentation this afternoon. This report lays out new directions for enhancing and building strong academic programs within the University. [See pp. 4-5. —Ed.]

John Bassani, chair of the *ad hoc* committee on Academic Goals, is out of town this afternoon but has sent the following summary of his committee's report.

Penn is extremely well positioned to face the future. It has a collegial faculty with distinguished strengths across schools in education and in research. We attract excellent students at both the undergraduate and graduate level. We have notable interdepartmental graduate groups and interdisciplinary cross-school educational and research programs. Our research institutes are a special strength of Penn and, to some extent, are fostered by the compact (and attrac-

tive) campus. Over the last 10 or 15 years revenues have steadily grown and we are in a relatively strong financial position.

What is needed is new leadership based on a vision and goals that focuses on the intellectual mission of the University. President Rodin and Provost Chodorow should concentrate on strengthening the interactive nature of our campus and making the undergraduate experience less fragmented. Our research strengths must be nurtured, and the commitment to new initiatives must involve planning and decision making between faculty and administrators. Other issues that need special attention include: resources for financial aid to attract the best students; productivity of faculty and administrators; civility on campus; and management and quality of the physical plant and housekeeping services.

What is most needed is academic leadership that directly engages the faculty. This will require some restructuring, the breakdown of bureaucracy, and an improved self-image. Many excellent planning documents have been written over the past twenty years. It is time to act on the thoughtful recommendations contained in these reports.

These have been hard working committees that have taken the lead in setting an agenda for the future of the University. They deserve our thanks and appreciation. The report on the work of the Senate Committee on the Faculty will appear in *Almanac* later. The events of the day occupied much of the work of this committee as it dealt with the thorny issue of departmental closings. The report of the Commission on Strengthening the Community has asked the faculty to review the section of the *Handbook* on faculty responsibility. This is an important issue that this committee must deal with in the future.

Peter Freyd will give the report from the Senate Committee on the Economic Status of the Faculty [see page 3]. This committee is the faculty's watchdog. The future of the University depends upon attracting and retaining faculty. To this end, the University must offer attractive levels of salary to new hires while appropriately compensating those faculty who have served the University well.

We do not have a written report this afternoon from the Senate Committee on Academic Freedom and Responsibility. This committee meets regularly during the year and works to protect our academic freedom. During the current year SCAFR has recommended a change in the procedures for suspension of a faculty member, reviewed a draft of a document on closing departments and ruled on the process for suspending admissions to a graduate program in addition to hearing cases involving the academic freedom of individuals. An issue that needs to be addressed in the future is the current overlap between the grievance and academic freedom procedures. The current ambiguity about whether cases involving academic freedom should be taken by the grievance commission needs to be resolved.

These three committees are essential components of the safety web that protects us all and, on behalf of the Senate, I thank them for their work this year.

The future of the Faculty Senate is dependent upon concerned and thoughtful leadership. The Senate Nominating Committee plays an essential role in identifying such faculty and persuading them to serve. Thanks are due to Ned Bowman and the members of the committee for the work they have done this past year.

Let me report to you about some of the activities that started before my term began and will continue after my term is concluded.

Retirement Transition Program: As you know, mandatory retirement at age 70 came to a conclusion on June 30, 1993. Since retirement is no longer required there can no longer be "early retirement" and the eventual phasing out of the University's Faculty Voluntary Early Retirement (FVER) plan was begun. A subcommittee of the Senate Committee on the Faculty, under the leadership of Jean Crockett, had been preparing for this day and, following a survey of the faculty drafted a Retirement Transition Program to replace FVER. This must, of course, be free of age discrimination. This proposal has been studied by a task force led by

* Dr. Porter's occasional column of reflections was moved to the back page as this week's "Benchmarks" feature, so that his formal report to the Faculty Senate's plenary meeting, and other reports made there, could be published in consecutive pages.

Deputy Provost Walter Wales. I am pleased to report that the task force has made significant progress and we hope that a new plan will be in place by the end of 1994. Although the details have still to be completed and administrative approval is needed it seems likely that the eventual plan will establish a window during which faculty members must decide if they wish to retire. If the decision to retire is made, the faculty member has a small (probably five-year) period in which to retire. Upon retirement the faculty member would receive a phase-out salary similar to the one that existed under the FVER plan. All of us, who will someday retire, are indebted to Jean Crockett and her hard work on this issue. Thank you, Jean.

Just Cause Procedures: As many of you may recall, a task force chaired by the late Robert Davies proposed new procedures for suspension or termination of faculty for just cause. The new procedures included a controversial plan that called for University-wide panels instead of school-based panels. Constituency-based meetings were held last fall to solicit faculty opinion on these procedures. Following these meetings an *ad hoc* Senate committee was established to formulate a new proposal. That proposal will come to the Senate Executive Committee in the fall to be followed by a vote of the standing faculty.

Cost Containment: Last year the President, in response to persistent concern by the Senate, created a task force on administrative cost containment. The Senate Executive Committee received a report from the faculty members of the task force at its March 30 meeting. While spectacular results have not been achieved the task force has begun to make progress on cost cutting. It will take many years to reverse the growth of the past decade. We thank the faculty members of this task force and support their efforts to cut administrative costs.

The Senate Executive Committee discussed and made recommendations on many important issues during the past year. These include a recommendation to all faculty about discussing and setting clear standards for academic integrity, a recommendation concerning modification of the University academic calendar to permit fourteen weeks of classes in the fall, a recommendation that all faculty members be provided with access to electronic services and e-mail accounts, approval of a new set of bylaws for University Council and a decision to remain as part of University Council either under the new bylaws or the existing bylaws. The Committee also discussed the issues mentioned above (retirement transition program, just cause, departmental closings, and cost containment). The Executive Committee discussed the presidential search with Alvin Shoemaker, Chair of the Board of Trustees; met with the Commission on Strengthening the

Community to discuss issues of common concern and reviewed plans for expansion of the Medical Center with the Executive Vice President for the University of Pennsylvania Medical Center William Kelley. I thank the members of SEC for their activities throughout the year.

I have special thanks for Past Chair David Hildebrand and Chair-elect Barbara Lowery. They have provided me with much needed guidance over the past year. Their constant thoughtful advice and superb suggestions have made an impossible job doable. I wish David well as he begins a well-deserved sabbatical and I promise Barbara my full support as she begins her term as Chair of the Faculty Senate. I welcome Bill Kissick as the new chair-elect and promise him three interesting years.

I want to thank Carolyn Burdon, the Senate Executive Assistant, for her dedicated work on behalf of the faculty. She is a font of knowledge about the University and the Faculty Senate; but the important fact that she always remembers is that the strength of the University is the faculty. She is devoted to providing strong support to the faculty. Her support and knowledge are essential for any Senate Chair. For myself, and on behalf of the Senate, thank you, Carolyn.

Finally, I thank you for providing me with the opportunity of serving the faculty. Penn is an amazingly strong University and that strength comes from the faculty. Be proud of your achievements and of your University.

— Gerald J. Porter, Chair

For the 1993-94 Chair, a Tribute

Jerry Porter, during this past year, has provided leadership for the Faculty Senate that has been vigorous, collegial, and provocative in the best sense of the word. His efforts have helped to give the Senate an important voice in important issues for the University. His reports from the chair in *Almanac* have provoked fluttering in some dovescotes and, more importantly, forced us to think about real questions of long-term relevance to the University.

I move that the Faculty Senate salute and thank Jerry Porter for his energy and efforts as Chair, and that a copy of this motion be sent to him (by e-mail, of course). I request that the motion be seconded by a standing round of applause.

[Prolonged standing ovation.]

—David K. Hildebrand, Past Chair

Report of the Committee on the Economic Status of the Faculty *April 20, 1994*

The Senate Committee on the Economic Status of the Faculty is charged to report to the faculty on an annual basis on issues concerning faculty compensation. To discharge this responsibility, the committee asks for and is (literally) shown confidential information about salaries within the University and comparisons with peer institutions. Obviously, "on sight" detailed analysis of this data is an impossibility and this report is, of necessity, somewhat impressionistic. We report on some items of concern.

Guidelines for salary increments are set by the office of the provost on an annual basis. The Academic Planning and Budget Committee provides, in theory, an opportunity for faculty input in this process. In fact APBC is not involved in a meaningful way in setting these parameters. We recommend that there be meaningful faculty participation in this process.

The finances of the University of Pennsylvania are managed under a responsibility center management system. Under this system the ultimate responsibility of setting annual increments resides in the school and is therefore dependent on such factors as annual giving to the school, indirect cost recovery in the school and the size of the school's endowment. This has led to a situation where the average raise in one school may be 3.5% while in another it is 6.5%. Two professors may each receive similar grants, publish comparable levels of research and be ranked similarly in teaching and service, and yet get vastly disparate merit raises because they belong to different faculties. We find such a system intolerable and destructive of "One University."

The committee was given longitudinal information about Penn's ranking in average salary among peer schools. This information is collected by MIT and includes engineering, business and arts and sciences faculty. It is very difficult to disaggregate this information. It is our impression that Penn's ranking has fallen in Arts and Sciences relative to our peers. If our percep-

tion is accurate it would mean that we will have difficulty in attracting new faculty and retaining current faculty. This is a matter of great seriousness for us all. We urge that vigorous steps be taken to reverse this decline.

Within the University there is wide disparity both between and within schools. We understand that much of the disparity between schools and often between departments is due to market forces. We are very concerned, however, when full professors of some renown are compensated less than associate professors in comparable departments. We know that some efforts have been made to correct this situation; nevertheless, we urge each dean to undertake a study of salaries and examine the reasons why some salaries are much lower than average. There may be a good reason for the disparity; we simply wish to confirm that the disparity is not the result of inattention on the part of the administration.

It is to be expected that senior faculty have, on average, higher salaries than younger faculty members. In some departments just the opposite is true. In part this is the result of the "star system;" nevertheless situations such as this are dispiriting for dedicated faculty who have spent decades at Penn and can lead to alienation from the institution. We urge that vast disparities of this type not be allowed to exist.

Charles E. Dwyer (education)

Peter J. Freyd (mathematics), Chair

Jamshed Ghandhi (finance)

Samuel Z. Klausner (sociology)

Ellen Prince (linguistics)

Jerry S. Rosenbloom (insurance)

ex officio:

Gerald J. Porter (mathematics), Faculty Senate Chair

Barbara J. Lowery (nursing), Faculty Senate Chair-elect

David K. Hildebrand (statistics), Faculty Senate Past Chair

Report of the Ad Hoc Committee on Academic Strengths April 20, 1994

The Faculty Senate Ad Hoc Committee on Academic Strengths was conceived and formed during the summer of 1993 by Gerald J. Porter, Chair of the Faculty Senate, and charged with nothing less than reinventing the University of Pennsylvania.

This, as we understood it, was not to be a review of academic departments, schools, institutes or of administrative functioning, but rather, in essence we were invited, as Jaroslav Pelikan has described, to "limn the contours of a University of Utopia, setting forth fanciful speculation about an innovative academy." The committee included representation from Arts and Sciences, Engineering, Wharton and the School of Medicine and met almost every two weeks over the summer and less frequently during the fall and spring semesters.

The committee saw the challenge of the charge as an opportunity to generate within the University a spirit and form that reflects a commitment to developing and nurturing a scholarly community, defined by structures of inquiry and set out along the lines of certain disciplines and the relationships between these disciplines. We understood inquiry broadly, as the pursuit of knowledge and understanding, undertaken for diverse reasons: direct practical application, as a background to professional practice, in order to gain a deeper understanding of nature, or for the purpose of social and cultural understanding. In an instrumental, Deweyan sense, and one that helps connect it with our notion of disciplines, we envisioned inquiry generally as the development and utilization of a set of tools that can transform a problematic condition to a more determinate state—an idea echoed by J. Robert Oppenheimer in 1954 in his essay on prospects in the arts and sciences that, "Every new finding is part of the instrument kit of the sciences for further investigation and for penetrating into new fields. Discoveries of knowledge fructify technology and the practical arts, and these in turn pay back refined techniques, new possibilities of observation and experiment."

We may do a moment of *pilpul* and interpret Oppenheimer in his reference to further investigation as indicating that his tool kit, if properly used, will generate new insights into "closed" problems, invigorating modern intellectual life with seeds from the past. A telling example of this in the biomedical field is the rediscovery of vaccine development—an endeavor that was barely alive in the pharmaceutical industry and one that was almost completely ignored in University research labs for decades, is now undergoing a renaissance because of concurrent developments in genetics, molecular biology and immunology. Research on constitutional theory and in the theory and practice of manufacturing, areas of strength at Penn, are two additional examples of reanalyses of old problems with new instruments.

In keeping with these broad definitions, the committee initially considered "reinventing" to apply to every aspect of University life including teaching programs, faculty recruitment and development, integration of academic and residential life and the evolution of an architectural and physical design of the campus that is coherent with a philosophy of education and research for the University.

As the summer wore on we grew to the position that reinventing the University could, in fact, start by building on the strengths that already exist at Penn—hence the renaming of the committee from Reinventing Penn to Academic Strengths. We had not lost sight, however, of a more fundamental and far-reaching reconstruction of the University. Where then to start? Even the most cursory reading of University planning documents over the past quarter century reveals the repeated perception that the strength of Penn is found in the concept of the One University. Our thoughts on the "University of Utopia" seemed to be converging: utilize the One University concept to effect an environment in which intellectual inquiry could be maximized. The 1973 development report even indicated how this could be accomplished; it states, "...it is apparent that the unique contribution which Pennsylvania with its One University theme can make to higher education will be found precisely in the recommended increased interaction between research and training for the professions on the one hand and research and training in the arts and sciences on the other."

Arguably, a corollary of the One University concept is plasticity of the organizational structure of the University. The 1973 report continues "...

while divisions are necessary in order to separate and clarify the functions of the different parts of the university, easy interaction is also necessary. Given the complexity of our institution the concept of One University lends itself to a program for academic reform...." A. Bartlett Giamatti said it better a few years later in 1977, "Departments were not brought down graven in stone. And no one wants, nor should one allow administrators, to define departments as if they were necessarily identical with areas of intellectual inquiry; or to regard areas of intellectual inquiry as if they were necessarily definable as departments. The ways people really think, teach and especially do research are not definable solely by departments and never have been." In support of this, the committee observed that at least in certain fields, research reports from institutions where programs are not organized along departmental lines, lead the list of high impact papers as compiled by the Institute for Scientific Information.

The cross-fertilization component of the One University idea is certainly not unique to Penn. The multidisciplinary sentiment is pointedly endorsed in government documents, in editorials in scholarly journals, in inaugural addresses delivered by University Presidents, in the legion of "How to Run a University" books that proliferate from ex-deans, ex-provosts and ex-presidents, and even in the March 23rd issue of *The New York Times*. It is obvious that careful consideration of durable disciplines and the construction of well-posed problems are critical to the success of this approach. If there is no initial problematic condition common to disciplines, if there is no tension between "The Raven" and the structure of DNA, for example, there can be no controlled inquiry. What then is the assay for the value of research programs—in particular of those that are billed as multidisciplinary? Are there compelling data that multidisciplinary research is in any measurable way better, more productive, more insightful, deeper, etc. etc. than unidisciplinary research? Rather than enter that debate, it might be sufficient to observe that the contributions from Klein and Hilbert's Mathematical Institute in Göttingen in the early part of the 20th century or from Delbruck and Luria's phage group in Cal Tech or from any number of other well-known "multidisciplinary" groups, loom large in intellectual history.

In the setting of great enthusiasm for multidisciplinary research and teaching, the committee considered at some length the major drawback of this approach, i.e., academic marginalization, with the attendant difficulties in promotion, publication and teaching. While there may not be a single best solution to the problem of the determination of the strengths of the University and the areas in which to invest, the committee considered an approach based on the distribution of nodal disciplines throughout the University which consists of the following three elements:

1. Develop 20 or 30 "nodal disciplines"—that is, intellectually durable, well-defined areas of inquiry that will contribute to the fundamental structure and evolution of knowledge. The nodal disciplines do not necessarily replace or add to traditional Departments and Schools within the University, nor do they necessarily represent new undergraduate majors. Examples of programs currently at Penn that correspond to the notion of nodal disciplines are the program on the Biological Basis of Behavior, the Laboratory for the Research on the Structure of Matter and the Center for Research in Cognitive Sciences. Therefore, the nodal disciplines may already be represented in the academic structure of the University, may be assembled from existing collaborations, or may have to be developed *de novo*.
2. Recruit in creative ways approximately three outstanding individuals in these disciplines, either from within Penn or from outside institutions, who will lead the program of inquiry that defines their discipline. Ideally these people would form the nidus of growth of the discipline at Penn and attract junior people with great potential. It is recognized however, that even one outstanding person may comprise a node if that individual carries out the educational and research mission of the discipline at Penn. A visiting scholars program attracting individuals who will reside on campus for variable lengths of time could augment an existing discipline or help nucleate an emerging discipline.
3. Integrate the disciplines into the intellectual life of the campus through research and teaching programs and the nexus of residential buildings and academic facilities. Design an integrated building plan

for the University Campus that will establish the disciplines as centers of research and teaching and residential life.

Short term implementation plans:

1. The 1989 Molinoff Report on Research at Penn called for the creation of a Dean's Council for Research, funded at an initial level of \$5 million to: facilitate proposals from schools for recruiting new faculty, identify critical areas of research and provide resources for faculty to carry out research in these areas, provide resources for interdisciplinary efforts and to develop common facilities for faculty in multiple schools. The 1973 report called for an Academic Development Fund of \$2 million with similar goals. As far as the committee knows, these recommendations were never implemented as intended. We recommend the creation of a Faculty Council with sufficient funding, estimated at \$5-9 million, for sustained and broad experimentation in developing the first and second elements discussed above.

2. Establish the University of Pennsylvania Lecture Series on The Structure of Inquiry—a series of seminars reflecting the 20 or 30 nodal disciplines. Four lectures each semester could be held in the evening with two to three speakers each evening. The evenings would be moder-

ated/hosted by a prominent Penn faculty member with an international reputation who would introduce the speakers and provide a background to the subject. While the speakers may or may not be from the Penn community, the moderator/host could ground the event in the Penn context. The speakers would remain on campus the following day at which time follow-up events, e.g., departmental seminars, meetings with students, administrators and community leaders would continue the discussion. The lectures would be published by the University of Pennsylvania Press. The first lecture is planned for the fall semester with funds provided by an alumnus whose motivation is to foster intellectual growth at Penn.

It must be clear that the workings of a committee charged to speculate broadly on the nature of academic strengths and intellectual growth and development at Penn can never really be said to be complete. This report reflects, therefore, a consensus of the findings from discussions that took place with John Bassani, Peter Buneman, Peter Conn, Louis Girifalco, Will Harris, Gary Hatfield, Robin Hochstrasser, Barbara Kahn, Barbara Lowery and Gerald J. Porter.

— Harvey Rubin (medicine), Chair

Dr. Fagin's Remarks to the Plenary Meeting of the Faculty Senate April 20, 1994

I am in the unusual position of reporting to you on a "one-shot" basis and hence being unable either to refer back to our discussions of a year ago or project a future over which I will not have much control. However, what I would like to do is talk a little bit about how I see Penn today.

At the start of this academic year, my partner Marvin Lazerson and I said we wanted to clear the decks of as many difficult issues as possible so that the new administration—what we now know to be Judith Rodin's administration—would have the advantage of a relatively "clean slate." I think we have done that—and somewhat more.

Over the course of this year:

We have largely put behind us the specific controversies of last spring. True, not everyone is—or could be—satisfied with the outcomes, but as a community we have moved beyond those events, and that was absolutely essential to the future of this University.

From the debris of last spring's events, we have crafted a new direction in the handling of student conduct, speech and civility issues. Following the blueprint which the Provost and I established last fall—since amplified by the Commission on Strengthening the Community—student-dominated committees have done an extraordinary job in drafting a new Code of Student Conduct, designing a new Judicial Charter, and suggesting a new Code of Academic Integrity. The student committees will finish their work over the next few weeks, but school and faculty discussion and action on the Judicial Charter and Academic Integrity Code will continue well into the fall. But whatever the outcome on some of the difficult questions that remain unresolved, it is already clear that the emerging judicial system and new standards of conduct and academic integrity will move us away from the highly legalistic systems of the past towards more mediational and more responsive systems of student responsibility. As far as the Code of Conduct is concerned, I expect to promulgate at least an interim version of a new Code of Student Conduct, based on the student's recommendations, before I leave office.

Of course, the major achievement of this past year has been the work of the Commission on Strengthening the Community, which has now issued its final report—on time and to wide praise. The changes made in response to community discussion and debate over the Commission's preliminary recommendations dramatically demonstrate that this is a community that can debate its differences with civility, and move toward a constructive consensus. No one should underestimate the debt we all owe to Gloria Chisum, Rebecca Bushnell, Allen Green, Amy McQuiston and every member of this superb Commission.

For the administration's part, we are making rapid progress on across-the-board implementation of the Commission's report. Most of the Commission's 59 recommendations will be moved forward as rapidly as possible. Linda Hyatt, the Executive Director of my office, has taken on the huge task of coordinating this process, identifying which individuals and groups need to be engaged and committed to achieve each recommendation, and outlining the necessary steps of consultation and decision-making that each recommendation requires. Linda will be reporting to the University community on the implementation plan in considerable detail in early May. A

few of the Commission's recommendations require faculty initiative, such as those involving curriculum and student advising, and I urge the Faculty Senate to join with us in a focused effort to respond sympathetically and expeditiously to the Commission's ideas. A few other recommendations, such as those addressed to *The Daily Pennsylvanian*, simply lie outside the University's jurisdiction. (Though I do want to note in passing—and applaud—the transformation that has occurred at the DP: you need only compare last week's papers with those of a year ago to see what I mean. Friday's issue which culminated the series done in collaboration with *The Vision* is hereby awarded the Fagin Prize for bringing joy to a very tired interim administration.)

On other matters, we have also moved forward: We now have a realistic and doable plan for construction of the Revlon Center. We have moved aggressively to further the diversification of Locust Walk. The Penn community came together and responded strongly in support of African American students and Du Bois College House during the incidents of harassment and bomb threats last fall. Our Town Meetings and Firing Line programs have made Penn a place known for its openness, spiritedness, and civility of discourse on controversial issues. We've moved aggressively to complete the University's fundraising goals, and will reach by June the goal that was established for December, 1994. Still unmet but nearing completion however, are several school goals and our goals for minority permanence, endowed chairs, and student financial aid. We brought to closure long-standing issues such as employee benefits for same-sex domestic partners, re-investment in South Africa, and will shortly release a study of ROTC at Penn which should allow us to move this longstanding issue to a reasonable conclusion. Perhaps most importantly, we have established a true partnership with the leadership of the Faculty Senate that has broken-down the "we-they" mindset of earlier years—on both sides.

Indeed, as I told the Trustees earlier this semester, it is a terribly important to remember that this University is financially stronger, better managed, academically more distinguished, more competitive in undergraduate education, and far more at the forefront of research than at any time in its two hundred and fifty-four years. Whatever the contretemps and con-tentions of the moment, Penn is flourishing.

Of course, presidential transitions are unsettling and the new administration will have major tasks in filling a number of critical vacancies, particularly among high-level African American administrators. But assembling a new management team is a natural part of the transition process. Meanwhile, we here at Penn are more focused on central issues of education, student advising, faculty roles and responsibilities, cost-containment, budgeting systems, and the like, than at anytime in my 17 years on campus. That is good, and it is part of what Marvin and I wanted to achieve this year: to help focus everyone's attention on the important issues that directly affect the quality of teaching and research.

— Claire M. Fagin, Interim President

Senate continues next page: Dr. Lazerson's Remarks

Dr. Lazerson's Remarks to the Senate April 20 1994

Let me make just two personnel comments, and then I'll talk about what the provost's office has tried to do this past academic year.

First, the appointment of Stanley Chodorow is really a marvelous appointment. Stanley went to UC San Diego as a faculty member in the late 'sixties, just at the moment it was graduating its first class; so he's been there to build what is now one of the country's great universities. He was the chair of the faculty senate, became dean of the school of arts and sciences and is associate chancellor of the university and dean of the arts and humanities.

The other has to do with Walter Wales's resignation as deputy provost. Almost everybody in this room has known Walter as a colleague, a faculty member, head of the AAUP, administrator, considerably longer than I have. I can only say that I would not have had a provostship without Walter Wales this year. He really does everything. He does it enormously well. Both as a provost and as a faculty member I deeply thank you, Walter. The University owes you a debt of gratitude it could not possibly pay. *[Applause for Dr. Wales.]*

I'm not going to make a formal report but will talk about what we have been pursuing in the Provost's office this year. The primary focus has been to make the Provost's office a center for educational issues and academic values. The provostship, indeed all academic administrative positions, have largely become "about" everything *but* the academy, everything *but* the intellectual life that we all became professors to try to lead, and still hope to lead. Most of this year has been spent in trying to say that with everything on the desk, what should float to the top are the academic and the educational issues, not the others. If provosts around the country will make that kind of commitment, universities will be the better for it.

Second, was to establish a serious conversation about undergraduate education on this campus—and that's something different from curriculum committees, something different from distribution requirements, something different from complaining that the undergraduates don't study or they don't care about the intellectual life. It has been an attempt to say that the 9000 or so undergraduates deserve to be *challenged* in a significant way; and while the provost's office cannot make that happen—indeed *should* not—the job of this office is to help create the structures that can enable it to happen. So, much of this year has been spent trying to establish a conversation about what we can do with undergraduates, and what we want to do, that would allow us to teach them.

Related to that, and very much to the fore, has been the start of a review of academic budgeting at Penn. For the first time all of the deans were shown the way their budgets are handled across the 12 schools. We began to show the subvention, we began to show the cost of allocated expenditures, we began to create a better sense of how the money for academic purposes is being spent on campus. I think that kind of "freedom of information" was necessary in order to start a review of responsibility-based budgeting. I don't know what the outcome of that review will be. In fact, as many of you know I actually *like* responsibility based budgeting. But it seems to me that a form of academic budgeting that was implemented many years ago should no longer be treated as a given. The best way to put it to the test is to show the ways we are spending money and then ask what the academic impact of those expenditures has been.



Wednesday afternoon in Bodek Lounge, over 200 members of the University faculty, staff and student body turned out for a first look at the man who will be Provost starting July 1. His speech to them begins on page 7, past insert.



In the audience, left to right above, were the incoming Senate ship—Drs. Barbara Lowery, Gerald Porter, and William Kis. Museum Director Dr. Robert Dyson. Next page: On a campus Rodin and Dr. Chodorow were surrounded by students on the

Greeting a New Provost: Dr. Stanley Chodorow

Dr. Claire Fagin: Good afternoon.

Today is about Penn's future. But the future builds on the past and the present. And no observer of Penn's present could fail to note that this year has been about putting education back where it belongs, at the center of this great university.

In that task, I have been joined by a great educator. Interim Provost Marvin Lazerson has been my partner through some extraordinary experiences. But through it all, he has remained true to his calling of educator. He has begun the critical process of rethinking Penn's most important academic tasks: the role of the Provost, the centrality of undergraduate education, the responsibilities of Penn's faculty. These are evolving activities but they have been ably and firmly begun. For that, Marvin, we are all in your debt. *[Leads applause.]*

Over the past year, Marvin and I have not only had the privilege of leading this great institution, but of getting to know so many more of its extraordinary people. So, it is with enormous pride in Penn, and especially in Penn's people, that we enthusiastically welcome Penn's future.

President-elect Judith Rodin will now tell us about one of the most important parts, arguably the most important part, of that future. When Marvin and I rejoin our colleagues on Penn's faculty we will be enormously proud to be led by Penn's new President, Judith Rodin, and our new Provost. So, Judy, it is a pleasure to present you to introduce your most significant first appointment, our future provost.

Dr. Judith Rodin: Thank you, Claire.

Today is, indeed, about Penn's future. Over the past year, you and Marvin have taught thousands of Penn's students and faculty and employees and alumni how to come together as a community to shape that future. In the process, you have given an entirely new meaning to the word "Interim." The new definition has much to do with the clarity of your educational vision, your courage, your incredible energy, and your unceasing compassion. Through those qualities you have transcended the past and prepared the future. For that, we all owe you and Marvin an enormous debt of thanks.

Marvin, you have set a new standard for the term Provost—as chief academic officer, strategist and visionary. As fellow Provosts, you and I know all too well how difficult a job it is. You have done it with unparalleled caring and commitment.

But your achievements are only one more "first" for Penn, one more example of how Penn "leads the way." It is that quality of leadership that—through you and Claire—unites Penn's past,

Penn's present, and Penn's future. And it is that Penn tradition of leadership that we are gathered here to continue and to renew.

Today, I make my first—and most important—appointment as Penn's President-designate. With the announcement of my nomination of Dr. Stanley Chodorow as Penn's next Provost, I want to send a clear message to those who still ask "whither Penn?" His career and his values have all been driven by his zeal for academic excellence—in research, in undergraduate teaching, in doctoral and professional education, in faculty development, and in community service. These shared values will be the hallmark of our administration.

Almost as important, in Stanley Chodorow, I have found a great partner, someone who has enormous personal energy and a drive to excel. Who else would have persisted in meeting with the search committee when the University and the whole City were closed by ice and snow?

Dr. Chodorow's drive for excellence and his capacity to help others excel, have marked his entire career and particularly the central role he has played in building a world-class university—quite literally from nothing—at the University of California at San Diego. As a faculty member, chair of the Faculty Senate, the first Dean of Arts and Sciences, and now Dean of Arts and Humanities and Associate Vice Chancellor, building *strong* academic programs has been the central feature of Stanley Chodorow's career. A prize-winning historian of medieval law, he has developed major research initiatives in the humanities, designed new strategies for research libraries undergoing rapid computerization, and founded an undergraduate residential college devoted to international education. For one who sees the *modern* research university as a fundamentally *medieval* institution, Stanley Chodorow has demonstrated a passion for addressing the challenges and grasping the opportunities of the 21st century university.

Perhaps this should come as no surprise in one who disdains the easy in favor of the hard and seeks out difficult challenges. Stan Chodorow is described by all who have worked with him as smart, energetic, accomplished, tough, able, and an extraordinarily experienced administrator. That he combines these qualities with the energy of an athlete, a devotion to undergraduate education as well as to research and professional training, and a warm sense of humor, makes him exactly the kind of person to be Penn's chief academic officer. He is committed to working with the Deans and the faculty to achieve the highest quality of scholarship and instruction at the University.

(continued past insert)



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Stan will come to Penn from an institution with which we have much in common. Clark Kerr has said that only three new universities have risen to immediate greatness: the University of Berlin in the 1820s, Johns Hopkins in the 1870s, and the University of California at San Diego in the 1960s. Today, UCSD ranks in the top 6 in federal research grants. Even more striking are its similarities to Penn: UCSD receives less than 20% of its funding from the state of California. Like Penn, it surrounds undergraduate education with strong professional schools, including a major medical center. In size, budget, emphasis on research, commitment to teaching, and international outlook, we have much in common. More important, in Stanley Chodorow, Penn has found a distinguished scholar and a seasoned administrator, one who like myself, sees no necessary boundary between the roles of faculty member and academic leader.

Stanley Chodorow's selection is the culmination of many months of tedious and all-consuming work. I want to thank the search committee, chaired by Andrew Postlewaite, for what must have felt like a thankless task at times. They reviewed hundreds of candidates, called presidents, provosts and deans across the country for nominations and recommendations, and then narrowed the field of candidates, after a series of interviews. To every member of the committee and to its tireless staff, I extend my personal thanks. May I ask them to stand as we acknowledge their efforts.

Finally, before I let you meet our new Provost-designate, let me say a word about where Penn is headed. Stanley Chodorow embodies what I mean when I say that "Penn will lead the way." His commitment to excellence in research; his devotion to students and undergraduate education; his historical sense of the preeminent role of faculty in the life of a great university; his understanding of the important roles of residential communities, internationalization, new technologies, and athletics; and his warmth and concern for persons as individuals—all these are the characteristics of leadership that higher education needs desperately, and in which Penn will lead the way. But most important, he and I have found in one another a shared love for Penn, its promise and its prospects. This is the foundation on which we both will build in the years ahead. We are grateful that you are welcoming us to this wonderful community.

Now, I am delighted to introduce—and to welcome—Penn's next Provost, Dr. Stanley Chodorow.

Stanley Chodorow: I wish my mother were here to hear this... I deeply appreciate the compli-

ments. I'm awed by this. I'm excited by it. And, as President Rodin said, I have already conceived a deep affection and indeed love for this institution. I also should recognize the predecessors: both Claire and Marvin are represented in a great many of the documents that were sent to me in the course of this search....It's very clear that in this year they've had, they have done an absolutely phenomenal job and it is wonderful to be in a position to pick up the momentum and to continue in their course. I think it is the right course and I think it's going in the direction Penn must go.

Let me tell you what attracted me to Penn—in chronological order, which is proper for a historian. I started, of course, knowing that Penn was a great university. I have friends on this faculty, colleagues, and there's a long tradition of academic excellence here, in particular in my field, medieval studies. This one of the great institutions in the history of the American academy. At the same time, as I came to know what was going here and began to read those documents I mentioned, it was clear that Penn faces issues of undergraduate education, graduate education, and the development of the research program, that are very similar to the ones that I have been working on for most of my career. The idea of working on those issues with the deans and the faculty at this institution was very attractive to me. This is an institution on the move with its head going in the right direction, and it has enormous energy.

And then I met Judith Rodin [she smiles to herself]. She may have found in me a perfect partner, I certainly have found in her a perfect boss, a person to whom I would love to report. A person with whom I would love to work. I came away from my first meeting with her, which I expected to last about an hour and a half and which actually went on for three and a half hours, tremendously excited, exhilarated, walking on air, not even hungry after sitting there all that while. And then the thing that also hit me as I talked to people and met people here at Penn, was how much people love this institution. This is a lovable institution, and it is something wonderful to be able to join an institution that reaches out and that attracts the kind of affection that this one does. We work very very hard in these positions, and you need to sustain yourself not only with your brain, but also with your heart. And there's enormous heart here. It was easy for me to get mine pumping a little faster as I contemplated joining you.

What I bring to Penn is experience in an institution which was created while I've been there. I got to San Diego in 1968, which had graduated its first class that year. And it is an institution which, as President Rodin said, has grown into one of the great research institutions in this country and has done so at the same time that it has, from the very beginning, concerned itself with undergraduate education. We struggled from the beginning to create institutional frameworks within UCSD that would provide undergraduates with a milieu within which they could learn, which form part of the community, which cannot lost in the mass and momentum of a research institution. And I think we have succeeded very, very well in that, and I bring the enthusiasm, the interest in that and the experience of the process to Penn, and I hope to help Penn develop its programs, its undergraduate and graduate programs, in the same vein.

I come with the experience of an institution which is based upon and which remains, essentially, a science institution. UCSD was founded on the basis of the Scripps Institution of Oceanography, one of the great centers for oceanographic research in the world. All of its first departments were sci-

ence departments. I have lived among scientists and have helped them develop their programs. I helped found the Center for Astrophysics and Space Sciences, which is an unusual thing for a medievalist to do. I won't go into it now, but I have to tell you that astronomy and history are very similar fields. (The timescale's somewhat different [laughter]. But that's about the only difference.) And I have long experience not only in dealing with the arts and the sciences, but also the medical college, which was founded in 1968 at San Diego and with which I have a lot to do, at least on the academic and planning side, if not on the hospital management side.

I bring a medievalist's view of the University. President Rodin referred to this, and it is the case that I believe this is, fundamentally, a medieval institution. It is, as it started, a guild of masters, and its organization, the way in which we deal with its members—sometimes I think of them as denizens—[laughter] is as guild of masters. And I look forward to working with the deans and the faculty of this guild.

I bring a passion, which I've learned both at Cornell as an undergraduate and a graduate student and at SD, for the hurly-burly intellectual life of a great university. I love to argue abstract things. I love to learn things. The greatest thing about being an administrator is that folks get their teaching juices up and tell you about what they're doing, in all different fields. I take an interest in virtually everything. The university is a candy shop, as far as I'm concerned. And I also bring a superfluity of energy. I must admit to being a hyperactive adult [more laughter], and I like to invest the energy, I want to invest the energy, in this institution.

I'll tell you what I look forward to. I look forward to working with President Rodin. I think we're going to be a great team and I think we're going to have great fun working together. I look forward to working, as I said, with the deans and the faculty in the development and realization of Penn's academic vision. I look forward to teaching the wonderful Penn undergrads, and to helping my colleague Ed Peters with some of his graduate students, if he'll let me. I look forward to doing some research on my big project, which is the study of judicial opinions in the twelfth century, but I won't bore you with that now.

I look forward to trying out snow tires on my bicycle [laughter]. I especially look forward to leaving the Padres for the Phillies [much laughter and applause]. I look upon this as catching up with Johnny Kruk, who started his career with the Padres... I also look forward to participating in the cultural life of this great city—opera, music, theater....

[Applause, followed by Q & A, which included one on departmental cuts at San Diego, and whether he intended to "wield an ax." He responded: "... Obviously, all of higher education has been under budgetary pressure for the last many years, and I presume that there are issues here, but I don't yet know what they are. In any case I will say that the negative approach—implied in the way you phrased your question—about cutting departments is not my approach. I look for ways to enhance the academic program and to reconstruct it in such a way that it uses the resources we have as wisely, as powerfully, as we can, and just to go in with an ax, swinging... it's not my style."

[The reporter also asked about two reported newspaper thefts at UCSD, and he said they were "relatively minor on campus, and they were roundly condemned. I was not directly involved in those activities, but the administration at UCSD has generally taken the view that people should have a right to express their opinions. I wave the flag of free speech."]]

Speaking Out

Not the Last Word

Is any useful purpose served by the bitter and belated public discussion of the procedural aspects of the “water buffalo” case? A Committee appointed by the Administration has concluded that the complainants were denied fair process, largely as the result of aggressive and improper behavior by the respondent’s advisor, Professor Alan Kors, which allegedly resulted in “serious deviations from the spirit and letter of the charter” and also led to “external interventions” by the University Administration as well as the ACLU. The Committee has spoken, and one might think that Kors would have the grace to permit the Committee’s report to stand as the official history of these events. Unfortunately for those who would launder history, Kors has a rather serious personal and professional commitment to truth and fairness. Some airing of the facts of this case is long overdue.

The Abel Committee’s characterization of the May 14 hearing is truly bizarre. A full hearing on the evidence had been scheduled for April 26, and Kors had made arrangements with twenty witnesses to testify at the hearing. On April 23 the University cancelled the hearing and, on April 25, the University announced that the hearing would be postponed until Fall due to excessive publicity. Subsequently, the University (who?) decided to hold the hearing on May 14, when most or all of Jacobowitz’s witnesses would be gone for the summer. Kors rightly refused to participate in such an unfair hearing, and made an agreement with the Judicial Administrator that the May 14 hearing would be confined to consideration of a motion to dismiss the charges. On May 12 the JA informed Kors that his “superiors” had ordered him to abrogate the agreement, and that on May 14 a full hearing would be held to determine Jacobowitz’ guilt or innocence. The next day Kors and the ACLU (acting as Jacobowitz’s attorney) drafted a petition asking Federal Court to enjoin the University from holding such a hearing, and when confronted with the petition the General Counsel of the University instructed the JA to restrict the agenda of the hearing to consideration of Kors’ motion to dismiss. The Abel Committee characterizes this last-minute “alteration” of the agenda as unfair, especially since the complainants’ representative was not involved in the discussions. The Committee (whose membership included no person with expertise in legal matters) stated that consideration of a motion to dismiss the charges was improper under the judicial code, and also frowns on the “external interventions” of the General Counsel and the ACLU.

In short, in the absence of procedural defects, there would have been a proper hearing on May 14: a hearing from which most of Jacobowitz’ witnesses would have

been absent, before a panel which would have refused to consider a motion to dismiss the charges. But Kors’ tactics turned the whole thing into a circus and an embarrassment to the University.

Professor Abel (*Almanac* April 12) gratuitously advises Kors and the ACLU that they would have represented Jacobowitz more effectively by actually going into court to get a restraining order, rather than cutting a deal with the General Counsel. Abel adds that Kors also erred in privately persuading President Hackney to pull the JIO off DP columnist Pavlik’s back, since Kors would have had a perfect opportunity to clobber the University and its harassment policy in court. Had Kors followed the course recommended by Abel, the Jacobowitz case might still be in litigation, and his life and education would probably have been disrupted for three semesters (he got off easy, with only one semester ruined). Fortunately for Jacobowitz and for other students whom Kors has helped, Kors refuses to use the students as pawns in a larger game.

The Charter of the Student Judicial System states that “All hearings shall be conducted in such a manner as to permit the panel to achieve substantial justice.” I would construe this to allow a motion by the respondent to dismiss the charges, when the respondent believes that the conduct in question is manifestly not a violation of University rules. Despite all the talk about the implications of the phrase “water buffalo,” not many people seem to have read the Racial Harassment Policy (*University Policies and Procedures* 9/92) carefully. “Racial harassment” is defined as any verbal or symbolic behavior that: (1) is directed at an identifiable person or persons; and (2) insults or demeans the person or persons ... on the basis of his or her race...; and (3) is intended by the speaker or actor only to inflict direct injury...”. Note that “Racial harassment” must involve (1) and (2) and (3). Even if Jacobowitz had shouted something much more insulting than “water buffalo,” the charge of racial harassment would be improper because his clear intent was to get the nocturnal noisemakers to shut up. Mr. Hackney, in his NEH nomination hearing (transcript, p.34) stated that the prosecution of Jacobowitz “was a misapplication of the policy in the circumstances, and I think a great mistake to try to pursue it...”. But the Abel Committee says that it was improper even to consider a motion to dismiss the charges.

One thing is certain. The last word on this affair is not going to be written by any committee.

— Michael Cohen, *Professor of Physics*

Ed. Note: A letter on this topic has been received from Eden Jacobowitz. It will be published on completion of right-of-reply processes. — K.C.G.

The Pinball’s Progress

(Response of Dr. Abel)

It is helpful when one’s antagonist makes the case for one’s own argument and Professor Cohen has done that. Professor Cohen begins his submission with a question which while rhetorical in intent can be answered sincerely. Yes, if public discussion improves understanding and leads to the improvement of our policies and the means of carrying them out. The discussion to date leads me to urge strengthening one of the recommendations of the Board of Inquiry, the one which addresses the independence of the Judicial Administrator. More about that shortly.

Professor Cohen’s account of the events leading up to the May 14th hearing is uncontradicted and the Board relied on those facts and others obtained from interviews with 17 witnesses. The report alludes to these events but perhaps too obliquely to satisfy our critics. This sorry process which took a pinball’s path as it careened between interventions which alternately favored then jeopardized Mr. Jacobowitz’s interest has been labelled a fiasco by Professor Kors (presumably agreed to by Professor Cohen), the five-member hearing panel which was convened, the Assistant JIO, the complainants and their advisor, Professor Sanday. The Judicial Administrator ruefully conceded that things were not as they should have been and the Board of Inquiry has concurred. We have a point of agreement.

The most astonishing point in Professor Cohen’s recitation is his unabashed statement: “...the General Counsel of the University instructed the JA to restrict the agenda...”. (Please read the whole sentence for context). The independence of the Judicial Administrator from the University administration is absolutely essential if we are to have any confidence in the workings of our judicial procedures for the following reason. It may happen, as it did in this case that the short-term corporate interests of the University, being flayed in the press as it was, may not coincide with those of justice in a matter. The General Counsel is the representative of the corporate interest and reports to the President of the University. (It is no accident that this discussion is carried on by senior faculty.) The Judicial Administrator must have access to legal advice from a competent source which is immune to even the hint of conflict of interest. The University Faculty Grievance Procedure provides for access to such advice and the Judicial Administrator should have comparable access. The picture of Professor Cohen, an inveterate critic and goad of administrations of any stripe, meekly accepting the instruction of the JA by the General Counsel in a matter of this seriousness, frankly, is hilarious.

Professor Cohen’s close readings of the

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.

Charter of the University Student Judicial System and the Racial Harassment Policy are heartening and interesting. Heartening because he seems to have accomplished them without the benefit of "expertise in legal matters" and interesting because he brings out relevant issues which have not been discussed. The Board strictly did not touch on the harassment policy itself or the question of its application to Mr. Jacobowitz's utterance as our report makes clear. With respect to the quotation from the Charter which was used to justify the introduction of the so-called motion for dismissal of charges, Professor Cohen omits to inform his readers that the "substantial justice" language comes from a third-rank paragraph dealing with the "Conduct of Hearings" (III.B.3). It does not come from a section dealing with the powers of the JA or with the duties of the hearing panel or with any of the fundamental constructs on which the whole process rests. The notion of dismissal is not touched. No grounds for its invocation are given. No guidance for the hearing panel which would have to make the judgment is given. And even if all of these objections were met or overridden, where are we when we admit as Professor Cohen does that the complainants had no notice of any of this? The Board agrees that the Charter needs to make provision for this class of argument although one can contemplate many grounds for the request for dismissal of charges which might involve procedural flaws, contaminated or withheld evidence and so forth. I think that the logical thread constructed from the "substantial justice" sentence is so weak that it fails under its own weight. If it is taken to permit the JA to make such far-reaching emendations of the Charter, then the whole Charter is worthless.

Professor Cohen's arguments for dismissal are congruent with the arguments for innocence of the charge. What he is saying, in effect, is that since I can prove the respondent innocent of the charge of racial harassment, the charge ought to be dropped. This circumstance is a strange feature of this case which should serve as a warning with respect to the workability of the then operative harassment policy or any revision of it. It should be stated that the hearing panel acquiesced in the interpretation which allowed the pinball to veer back to the question of dismissal at the last instant whereupon the panel ultimately denied the motion. In fairness, it should also be said that Professor Kors has alleged that there was important exculpatory evidence (a police report) which was not presented to the panel and which might have persuaded them otherwise.

Two sets of antagonists came to the May 14th hearing with entirely different expectations of what was to take place. The unchallenged evidence gives us a picture of procedural pandemonium which could not produce a just outcome. Had Mr. Jacobowitz failed to have his hearing on dismissal which was the last promise he received, he would have been well within his rights to refuse to participate or his advisor could have done so as he is reported to have done before and the hearing would have been aborted.

TILT.

— Jacob Abel, Professor of Mechanical Engineering and Applied Mechanics

Summer Programs for Children: Planning Ahead

To help parents plan ahead, here are camps, workshops and programs available at Penn this summer for children who enjoy sports, performing arts or academic challenges. For some CGS Discovery Programs, scholarships are available.

Academic Challenges

(Information on Discovery Programs: 898-6763.)

Science, Math, Business & Computers

Can You Solve It? I: with Jane Stavis; mathematical puzzle solving; *July 11-15*; 9 a.m.-noon; grades 6-8; \$130.

Can You Solve It? II: with Jane Stavis; verbal puzzle solving; *July 11-15*; 1-4 p.m.; grades 6-8; \$130.

Dinosaurs: Drawing on the Past: with Robert Walter; a unique merging of art and science; *July 18-22*; section A, grades 4-6, 10 a.m.-noon; section B, grades 6-8, 1-3 p.m.; \$110.

Field Biology: with Christine Manville; *July 18-22*; 9 a.m.-3 p.m.; grades 2-5; \$180.

Keyboarding on the Macintosh: with Candy Forte; *August 1-12*; 10 a.m.-noon; grades 3-12; \$220.

Macroeconomics: with Dr. Stephen Reilly; *August 8-12*; 9 a.m.-noon; grades 7-10; \$120.

The Stock Market: with Dr. Stephen Reilly; *August 1-5*; 9 a.m.-4 p.m.; grades 7-10; \$230.

Thinking Sideways: Design, Vision, and Engineering: with Bill Muelenhard; *July 18-22*; 10-11:30 a.m.; grades 3-6; \$90.

The Wonders of Mathmagic I: with Claire Tuckman; *July 11-15*; section A, 10 a.m.-noon; section B, 1-3 p.m.; grades 6-8, although exceptional younger students will be accepted; \$110.

The Wonders of Mathmagic II: with Claire Tuckman; *August 15-19*; section C, 10 a.m.-noon; section D, 1-3 p.m.; grades 6-8, although exceptional younger students will be accepted; \$110.

Writing, Art & the Media

Basic Animation: with Bill Muelenhard; *July 18-22*; 1:30-3:30 p.m.; grades 3-5; \$90.

Creating and Producing a Radio Program: with Kathy O'Connell; *July 11-13*; 9 a.m.-noon; grades 4-6; \$80.

Genre Generation: with Bill Kent; composition and mechanics of genre fiction; *July 25-August 5, Monday, Wednesday, Friday*; 1-3:30 p.m.; grades 8-11; \$120.

The Seeds of Writing: with David Frankel; *July 11-22, Monday-Thursdays*; 1:30-3:30 p.m.; grades 10-12; \$180.

Short Story Workshop: with David Frankel; *July 11-22, Monday, Tuesday, Thursday*; 10 a.m.-noon; grades 8-11; \$150.

Writing Course: with Diana Ayres; specifics to be announced.

The News as it Happens: with Rick Selvin; *July 9, 16, 30, August 6*; 10 a.m.-noon; grades 9-12; \$100.

Camping Trips

Geology: Mines and Fossils: with Scott Bateman; to World's End, north of Scranton; *July 25-28*; grades 5-8; \$200.

Invertebrates: with Scott Bateman; to Cape Henlopen, Delaware; *July 18-20*; grades 5-8; \$180.

Educational Planning

Getting it Together for College 101: Educational Planning: with Kpakpundu Ezeze; *August 15*; 7:30-9 p.m.; grades 8-10; \$40.

Getting it Together for College 102: College Applications and the Financial Aid Process: with Kpakpundu Ezeze; *August 16*; 7:30-9 p.m.; grades 11-12; \$40.

Philly Law: with Temple LEAP (Law, Education and Participation); *July 18-August 5*; 1:30-4:30 p.m.; grades 7-10; \$400.

Time Management: with Dr. Joan Lerner; *August 2*; 3-5:30 p.m.; grades 10-12; \$50.

Performing Arts Camps

Performing Arts Camp: *June 27-August 5*; 8:30 a.m.-5 p.m. (half day options available); Annenberg Center; ages 7-15; \$810/6 weeks, full day (includes dance, theatre arts, arts and crafts programs); final performance August 5. Info: 898-2881 (Gwendolyn Bye Dance Center/Children's Carousel).

Comedy: with Bobbi Block; improvisation and scene work; *August 8-12*; 9 a.m.-noon; grades 5-8; \$110 (Discovery Program).

Beginning Acting and Improvisation: with Paul Wagar; *August 8-12*; 1-4 p.m.; grades 5-8; \$110 (Discovery Program).

Stage Combat: with John Bellomo; stunt techniques; *August 15-19*; 9 a.m.-noon; grades 7-11; \$110 (Discovery Program).

Intermediate Acting: with Paul Wagar; *August 15-19*; 1-3 p.m.; grades 7-11; \$110 (Discovery Program).

Sports Camps

Women's Basketball: Team Youth Camp *July 17-20*; 9 a.m.-3:30 p.m.; The Palestra; girls ages 10-18. \$100 (nonrefundable \$50 deposit), University rate \$80 (parent/guardian must be full-time employee); team rate for groups of seven or more, \$80/person; free t-shirt to all campers; Info: Tina Costello, 898-5496.

Men's Basketball Camp: *June 23-24 and 27-29*; The Palestra; kids ages 8-18; University rate \$110; Info: Fran Dunphy, 898-6141.

Fencing: *July 17-23*; overnight camp; boys and girls, ages 14-17, with at least 1 year of competitive experience; \$495 (includes meals and housing); Info: Dave Michanik, 898-6116.

Gymnastics: *June 20-24, June 27-July 1, July 4-8, July 11-15, July 18-22*; 9 a.m.-5 p.m.; Hutchinson Gym, boys and girls ages 6-12. \$160/session (nonrefundable \$25 deposit). Info: Tom Kovic, 487-3183.

Tennis: *June 13-August 20*; 9 a.m.-3 p.m.; Levy Tennis Pavilion; boys and girls, ages 6-16; \$200/week (includes lunch and swimming). Info: 898-4741.



1994 Reduced Hours and Compensation Practices

This policy, formerly referred to as "summer hours," has been changed to "reduced hours" in order to accommodate varying operational needs throughout the University. As a result, departments may elect to implement this policy in July 1994 or during any consecutive two month period during fiscal year 1995 (e.g. January and February). Any unit deciding to maintain the regular work week schedule throughout July and August or choosing to observe reduced hours during two other consecutive months, must discuss this decision with the Office of Staff Relations prior to May 16, 1994.

A. Effective Period

Beginning Friday, July 1, 1994 and ending Wednesday, August 31, 1994, the University will alter its regular schedule of weekly hours worked. The reduced schedule of hours worked at the University will be 1/2 hour per day totaling 2 and 1/2 hours per week (e.g. 9 a.m. to 4:30 p.m., Monday through Friday with a one-hour lunch period, resulting in a work week of 32.5 hours).

Reduced Hour Schedules:

- 35.0-hour work week is reduced to 32.5 hours;
- 37.5-hour work week is reduced to 35.0 hours;
- 40.0-hour work week is reduced to 37.5 hours.

The following should serve as guidelines in the implementation of reduced hours for this year.

B. Guidelines for Implementation

In recognition of the varying operating requirements throughout the University, a particular department or school may need to adopt a flexible schedule to meet its particular needs. However, the reduced schedule of hours worked cannot exceed the reduced rate of weekly hours indicated above without additional compensation. Supervisors should advise employees as soon as possible what the reduced schedule of hours worked will be in their department or school. These same guidelines will apply if a department or school chooses to observe reduced hours in two other months.

Departments are given flexibility in the scheduling of the reduced work week. Some examples follow:

Scheduled Work Week

(Using a 35-hour work week reduced to 32.5 hours)

- I. Monday through Friday, 9 a.m. to 4:30 p.m.
- II. Staggered hours to extend daily coverage:
Employee 1: Monday through Friday, 8:30 a.m. to 4 p.m.
Employee 2: Monday through Friday, 9 a.m. to 4:30 p.m.
Employee 3: Monday through Thursday, 9 a.m. to 5 p.m., Friday, 9 a.m. to 2:30 p.m.*

C. Compensation Practices

1. All employees working the reduced schedule of hours are to be paid their regular weekly salary.
2. If a weekly-paid employee works more than the reduced schedule of hours, that employee is to receive, in addition to the regular weekly salary, extra compensation for those hours worked at straight time up to forty hours worked in the week, or if the supervisor and employee mutually agree, compensatory time may be taken equal to the additional straight-time hours worked.
3. If the employee elects to take compensatory time, it must be taken between **September 1, 1994 and February 28, 1995** and requires prior supervisory approval.
4. If a weekly-paid employee works more than forty hours in a week, that employee is to receive compensation at time and one-half (1.5) for all hours worked in excess of forty (40) hours.

Examples

Regular Hours	Reduced Schedule	Hours Worked	Straight Time Hours Paid	Overtime Hours Paid	Total Hours Paid
35	32.5	32.5	35.0	0	35.0
		35.0	37.5	0	37.5
		40.0	42.5	0	42.5
		42.0	42.5	2	45.5
37.5	35	35.0	37.5	0	37.5
		37.5	40.0	0	40.0
		40.0	42.5	0	42.5
		42.0	42.5	2	45.5
40	37.5	37.5	40.0	0	40.0
		40.0	42.5	0	42.5
		42.0	42.5	2	45.5

D. Exclusions

Regular part-time employees, temporary employees, and University employees working in clinical areas at HUP, the Dental School and the Veterinary School whose units choose not to observe the reduced-hours schedule, and employees covered by collective bargaining agreements are excluded from this reduced hours procedure.

E. Questions

Any questions concerning the above should be directed to the Office of Staff Relations at 898-6093.

— Office of Human Resources

* Employees choosing to take the 2-1/2 hours off in any one day must work the regularly scheduled hours on the remaining four days in order to accrue the 2-1/2 hours. Paid time off, i.e. sick, vacation, personal days, etc. do not count as days worked.

Alumni Weekend '94:

Volunteer to Parade/Picnic/Party

If you haven't yet signed on to help out during Alumni Weekend, May 13-14, now's the time to do it. Alumni Relations needs volunteer staffers, especially on Saturday for the big picnic in Superblock and the parade down Locust Walk. You're guaranteed a free t-shirt, picnic lunch, and lots of fun. Call 898-7811 to be part of this exciting Penn tradition.

—Carol Fitzgerald, Alumni Relations

Notice On 'Penn Club' Mailing

The Penn Club, the University's new headquarters in New York City, is encouraging staff and faculty to join.

Due to an error on the part of the outside vendor used for mailhouse services, incomplete packets of membership information were mailed to University community members. Complete packets have been sent again to all faculty and staff. The outside vendor is absorbing all costs associated with the re-mailing.

Membership applications are available at the Faculty Club, or call 1-800-944-5100 to join.

Bookstore Sale: Through April 30

The Bookstore's End-of-the-Year Clearance Sale, April 25-30, discounts already reduced merchandise (including sale books) by 20% and chair and rocker special orders by 10%. Selected Computer Connection items are also on sale. SCUE Guides, *New York Times* Bestseller and out-of-print search books, textbooks, Europa text, special orders and Josten rings are excluded from the sale. Coupons and discount cards will not be accepted.

Book Buyback on Locust Walk is open 9 a.m.-6 p.m., April 28 and May 2-5 and 10 a.m.-4 p.m., April 29, 30 and May 6.

Safety Training Seminars

The Office of Environmental Health and Safety (OEHS) is mandated by the Occupational Safety and Health Administration (OSHA) to conduct safety training for all University personnel who work in laboratories. Training for all new and previously untrained laboratory personnel may require attendance at one or both training sessions.

Occupational Exposure to Bloodborne Pathogens: Thursday, April 28, 2:30-3:30 p.m., Class of 1962, John Morgan Bldg. This program is for all personnel who handle human blood, blood products, body fluids, and tissue specimens. Information about free Hepatitis B vaccination for eligible personnel will also be discussed.

Exposure to Hazardous Substances in the Laboratory: Wednesday, April 27, 1:30-2:30 p.m., Class of 1962, John Morgan Bldg. This program is for all personnel who handle chemicals. The University's Chemical Hygiene Plan will also be discussed.

Additional programs will be offered on a monthly basis during the Spring. Attendees are requested to bring their Penn ID cards to facilitate course sign-in. If you have any questions, please contact Barbara Moran at 898-4453.

—Office of Environmental Health and Safety

Correction: In last week's article on the 1994 Honorary Degree Recipients, the date of Commencement was incorrect. The 238th Commencement will be held on Thursday, May 19, 1994. For Commencement information 24-hours a day, call the hotline: 573-GRAD.

The following was issued in response to the discovery of graffiti in the Quadrangle and of other incidents near the time of Passover, as reported in *The Daily Pennsylvanian* during the week of April 18.

To the University Community: On Anti-Semitic Incidents

We are shocked and saddened by the recent incidents of anti-Semitism occurring in the Quadrangle. Such actions are deplorable and particularly offensive occurring as they did during times of deep significance to the Jewish community. We emphasize that all such acts of intolerance are a cause of concern for all of us. Such actions are intolerable in any community but are particularly troubling when they occur in an academic setting which represents a community of scholars.

Those persons found responsible for these actions may be subject to charges under the University's Code of Conduct, and may be prosecuted under Pennsylvania Criminal Law.

In the meantime we offer our support to the students who reside in Community House and others who are offended. Please know that we care deeply about your livelihood.

—Dr. Valarie Swain-Cade McCoullum, Associate Vice President and Acting Vice Provost for University Life

Death of Dr. Fred Wright

Dr. Fred D. Wright 3d, assistant professor of counseling psychology in psychiatry at the School of Medicine and director of education at the Center for Cognitive Therapy, died April 8 at the age of 47. He came to Penn in 1984 as a full-time postdoctoral fellow at the Center for Cognitive Therapy under Dr. Aaron T. Beck and was a clinical associate in psychiatry from 1985 to 1989 when he became an assistant professor. He was an international lecturer on cognitive therapy—particularly in relation to substance abuse.

Dr. Wright did his undergraduate work at Maryland, then moved to Ball State University to take an M.A. in counseling psychology and an Ed.D. degree (1980) in guidance and counseling/educational psychology, with a dissertation on test anxiety in elementary school children. At Ball State he received two predoctoral fellowships for outstanding academic performance.

Dr. Wright is survived by his wife, Gwendolyn Early-Wright; a son, Timo F.; his parents, Fred D. Jr. and Sarah Lawrence Wright; three brothers, and one sister. Contributions in his memory may be made to Hospice of Presbyterian Medical Center of Philadelphia, 39th and Market Streets.



Dr. Fred Wright

About the Crime Report: Below are all Crimes Against Persons listed in the campus report for the period April 18-24, 1994. Also reported for this period were Crimes Against Property including 37 thefts (including 7 burglaries, 1 of auto, 3 from auto, 14 of bicycles & parts); and 8 incidents of criminal mischief and vandalism. The full reports are 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 April 18, 1994 and April 24, 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: Purse snatches—1, Simple assaults—3, Threats & harassment—5

04/19/94	2:08 PM	Annenberg Plaza	Complainant assaulted
04/19/94	4:14 PM	Christian Ass'n	Harassing voice mail messages received
04/20/94	8:17 AM	36th & Walnut	Vendor's pocketbook snatched
04/20/94	9:23 AM	Hillel Foundation	Confidential report
04/20/94	5:42 PM	Hillel Foundation	Anti-Semitic phone calls received
04/20/94	6:29 PM	Hillel Foundation	Anti-Semitic phone call received
04/20/94	1:12 PM	Furness Building	Phone calls threatening to burn building
04/22/94	2:00 PM	Morris Dorm	Complainant struck by roommate's friend
04/23/94	4:00 AM	36th & Spruce	Fight between cab driver/passenger

38th to 41st/Market to Baltimore: Robberies (& attempts)—2, Aggravated assaults—2, Threats & harassment—4

04/18/94	7:09 AM	Beta Theta Pi	Robbery
04/19/94	12:44 AM	Unit Block 40th	Robbery of purse/no charges pressed
04/20/94	5:27 PM	4032 Spruce St.	Anti-Semitic phone calls on answering machine
04/20/94	5:45 PM	Lot # 40	Complainants attacked in parking lot
04/21/94	7:24 PM	4032 Spruce St.	Anti-Semitic message on answering machine
04/21/94	7:47 PM	1925 House	Sexual harassment message received
04/22/94	11:09 AM	40th & Walnut	Vendor threatened by known actor
04/23/94	12:29 AM	3942 Spruce St.	Complainant shot in jaw/actors apprehended

41st to 43rd/Market to Baltimore: Robberies (& attempts)—1

04/23/94 9:13 PM 200 Block S. 42nd Robbery of purse

30th to 34th/Market to University: Robberies (& attempts)—1, Aggravated assaults—1

04/20/94	9:22 AM	Lot # 6	Altercation between two employees
04/21/94	9:30 PM	Lot # 37	Robbery at gunpoint

Update

APRIL AT PENN

ON STAGE

27 *The Creation*; Wacipo! Lakota Dance Theatre celebrates the beauty of Native American dance; 7 p.m.; Movement Theatre International; \$16-20; Tickets/Info: 567-0670. *Repeated* 8 p.m., April 28-30, May 5-7; 3 p.m., May 1; 7 p.m., May 4.

28 *Axis Sally*; premiere of InterAct playwright-in-residence Thomas Gibbons' work on American actress Mildred Elizabeth Gillars, who broadcast Nazi propaganda during World War II; 8 p.m.; Annenberg School Theatre; \$16, \$8/students; Tickets/Info: 898-6791. *Repeated* 8 p.m., April 29-30, May 4-7; 2 p.m., May 1, 8.

TALKS

27 *An X-Ray View of Natural Products, Photorearrangements and Ion Channels*; Isabella L. Karle, Naval Research Laboratory; 5 p.m.; Room 102, Chemistry Building (FEW Lecture, Trustees' Council of Penn Women/Chemistry).

29 *Medical Malpractice and Risk Management*; Mary Stein, UPHS; noon; Agnew-Grice Auditorium, Dulles (Medicine).

Memorial Service: Dr. Leopold

Friends of Dr. Robert Leopold, professor emeritus of psychiatry and physical medicine and rehabilitation, are welcome at a service to be held at Haverford Friends Meeting, 855 Buck Lane in Haverford, on Sunday, May 15 at 2:30 p.m. Dr. Leopold died on April 9 (see *Almanac* April 12).

PennInfo Kiosks on Campus

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

* indicates kiosk uses point-and-click software.



Almanac

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And Penn Will Lead the Way

"We are faced with insurmountable opportunities." — Pogo



Last spring when I assumed office as Chair of the Faculty Senate I spoke to the Senate Executive Committee about the unique opportunity that the faculty had to lay out a vision of what the University of Pennsylvania could be. I thank the Executive Committee for supporting me in this endeavor. During my term as Chair I have used this column to give some of the details of such a vision. For the most part the column has been based on the work of Senate and Council committees and on the many reports that have been written over the past quarter of a century but in some cases I have gone beyond those reports. It has not been my goal to deal with every issue in the University but it has been my goal to lay out for the new administration what I think are some of the major opportunities for the future. Now, in this my last column as Chair of the Faculty Senate, I would like to bring these ideas together.

Undergraduate Education

- Penn must create its own niche. We can only succeed by building on those things that are special to Penn. We must be the best that we can be. To do this we must take advantage of the educational opportunities presented by the professional schools.
- The Senate Committee on Students and Educational Policy in its 1993-94 report (*Almanac* April 19) lays out a bold plan for enhancing the intellectual and social life of undergraduates through the creation of residential colleges based on the living/learning model. This plan can play an important role in implementing Section D of the Report of the Commission on Strengthening the Community. Significant funding will be required to renovate and adapt our current residences to this new model.
- Need blind admissions plays an important role in creating and maintaining diversity. The 1993-94 report of the Council Committee on Admissions and Financial Aid speaks to this issue. Need blind admission can not be continued while holding the line on tuition increases without significantly increasing the endowment for undergraduate financial aid.
- There must be a systemic view of all of undergraduate education. I have proposed my own solution, to this problem ("One College that sees Undergraduate Life Whole," *Almanac* March 15).
- Any restructuring of undergraduate education must (1) facilitate the coordination and integration of undergraduate education across the schools, (2) address the integration of the current VPUL office with the offices responsible for the traditional academic programs and (3) create a new locus of responsibility that will address the critical day to day issues of undergraduate education at a lower management level than the President and Provost.

Strengthening the Community

- Guided by President Fagin and Provost Lazerson the wounds inflicted by the "water buffalo" and DP incidents have begun to heal. The Report of the Commission on Strengthening the Community (*Almanac* April 5) has identified many of the issues that need to be addressed and, in many cases, has proposed first steps that need to be taken. During the past year the one fact that has impressed me over and over again is the surfeit of well thought out plans, put together by hard-working committees of faculty, staff and students, that languish in file drawers. We must not let the Commission's report join those plans in the dusty archives.

One University

- The report of the *ad hoc* Senate Committee on Academic Strengths (*Almanac* this issue, pp. 4-5) addresses the issue of the organization of knowledge and lays out a framework for the cultivation of nodal disciplines that may cross existing school and department boundaries. Virtually every committee over the last two decades has stressed the fact that Penn's strength is the presence of professional and liberal arts schools in close proximity to one another. This is an important component of our uniqueness that we must exploit more fully.

- One way to foster interaction is through an academic development center. I have written earlier ("An Academic Development Center," *Almanac* April 5) about the need for such a center. This idea dating at least from the 1973 Development Commission Report should be reconsidered.

Strengthening the Central University

- It is ironic that the 1973 Development Commission Report called for One University and simultaneously laid the groundwork for the financial federalism created by responsibility center budgeting. Both my earlier column ("Financial Tails, Academic Dogs," *Almanac* April 12) and the Report of the 1993-94 Senate Committee on Administration (*Almanac* April 12) recommend that this system be modified.
- In particular the provost must be restored to the position of chief academic officer by allocating more funds to the Provost's Office to enhance academic programs ("Empowering the Provost," *Almanac* March 1). This is particularly important for disciplines that transcend the individual schools. At the same time, the provost should be relieved from much of the day to day management that occurs because all issues of undergraduate education wind up on the desks of the president and provost.

Maintaining the Infrastructure ("Capital Thoughts," *Almanac* April 19)

- A strong library is essential for any top university. Growth of our collections has been damaged because of inadequate funding. Penn's libraries rate twenty-eighth among the schools we consider our peers. We need to increase the endowment for the library so that we can remedy past deficiencies and keep future ones from occurring.
- Renovations for many of our classroom, office and laboratory buildings must be done at the same time as we catch up on deferred maintenance.
- Plans for the Institute for Science and Technology should proceed either on the proposed site or elsewhere. This facility is essential for us to maintain a competitive position among our peers.

Health Sciences

- The School of Medicine has undertaken important new programs including the program in Bioethics and the Institute for Gene Therapy. The school is also taking significant steps to improve its research infrastructure. These programs need to continue and we need to build on such successes. Strength in the health sciences is essential for both research and instruction throughout the University and is an essential component of our vision of One University.
- At the same time Penn is taking bold initiatives to survive in the brave new world of health care. As we proceed in this direction we must be careful to preserve the traditional balance within the University. Penn must not become a medical center with a university attached. Financial safeguards have already been established by the Trustees to protect the rest of the University from financial harm in the (unlikely) event of the collapse of the Medical Center. The question of balance goes well beyond the construction of firewalls.

It is, of course, much easier to draw attention to issues than it is to implement new programs. President-elect Rodin will take office at a time when the University has demonstrated that it has the ability to raise the funds needed to support major new initiatives. The greatest strength of the University is not, however, in its finances, though those are sound. Instead it is in its faculty who care deeply about the University and its academic programs. We are proud to be members of this faculty and we stand committed to working with President Rodin to ensure that Penn will lead the way.

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

Ed. Note: Above is Dr. Porter's last column as Senate chair. More was said at the Faculty Senate's spring meeting—see pp. 2-5.