

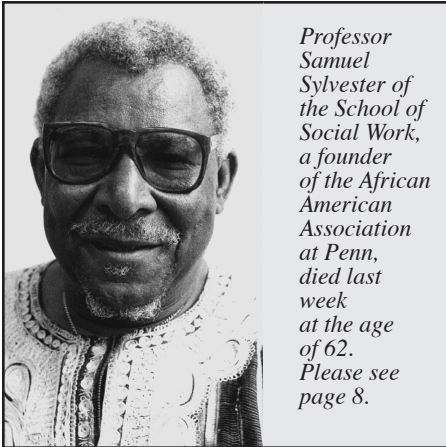
Almanac

Tuesday, May 3, 1994

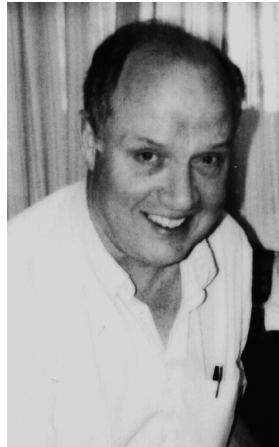
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Professor Samuel Sylvester of the School of Social Work, a founder of the African American Association at Penn, died last week at the age of 62. Please see page 8.



SAS's Abrams Award: Dr. Giegengack

"Generations of Pennsylvanians owe their knowledge of and interest in environmental issues to Bob Giegengack. Students know his door is always open; he has been a mentor to many. His interdisciplinary approach to teaching environmental science is a tribute to his creativity and his long-standing reputation as one of the premiere teachers in the School of Arts and Sciences."

Thus Dean Rosemary Stevens of the School of Arts and Sciences, announcing the selection of this year's winner of the Ira Abrams Distinguished Teaching Award: Dr. Robert Giegengack (left), professor of geology, longtime director of the undergraduate major in environmental studies, recurring director of the Benjamin Franklin Scholars/General Honors Program, and most recently, co-founder and co-director of the Institute for Environmental Studies.

Both students and faculty nominate candidates for the Abrams award, presented annually for "intellectually challenging and exceptionally coherent teaching that leads to an informed understanding of the discipline." Commemorated by a plaque near the Dean's Office in College Hall, the award carries a \$5000 research prize for the recipient, an equal amount for his or her department. This year's winner was described as "the single most influential teacher I have encountered" by one nominator; "With Gieg, everything is a learning experience; he makes students think for themselves." Said another: "He gave us a sense and a beginning understanding of the interrelationship and wholeness of all the disciplines—humanities, natural and social sciences and philosophy."

A 1979 Lindback Award winner, Dr. Giegengack is a Yale alumnus who took his M.S. at the University of Colorado and his Ph.D. at Yale in 1968 based on investigations in the Nile Valley. He then joined Penn's geology department rising to full professor and chair of the department. He has also been a member of GSFA's landscape architecture and regional planning, 1970-92, and held an SEAS appointment in 1978-85; and in 1974-75 he headed Penn's experimental College of Thematic Studies. While teaching at all levels from the introductory to the most advanced, he has published dozens of papers; carried out field investigations in the Central Andes in Venezuela; served as an expert witness for EPA; trained young geologists abroad under the aegis of US AID, and served as Sigma Xi National Lecturer (1983-85).

His most recent drives have been in the formation, with Dr. Irving Shapiro of Dental Medicine, of the multidisciplinary Institute for Environmental Studies, and his service as principal scientist for *What on Earth?*, the permanent exhibit on Earth Science at the Academy of Natural Sciences in Philadelphia. His current research is on the history of climate, exploring whether or not global trends can be attributed to human intervention—and sometimes traveling the nation to debate the question.

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Teaching Awards to TA's: On page 8, SAS also announces 11 winners of the Dean's Distinguished Teaching Award to Graduate Students.



Victim Support: Lt. Rush

Maureen S. Rush, a Philadelphia Police Lieutenant and academy instructor specializing in domestic abuse and victims issues, is Penn's new director of victim support and special services.

Effective this week she became responsible for all victim support services related to acts of sexual violence and sexual assault, with oversight of day-to-day operations of the department's victim support/special services team.

Lt. Rush succeeds Ruth Wells, who retired in November 1992. Rose Hooks, long-time administrative assistant in victim support and special services, was interim director.

A Philadelphia police officer since 1976, and a lieutenant since 1989, Lt. Rush has studied criminal justice at Temple and St. Joseph's Universities and is currently pursuing a B.S. in organizational management from Eastern College. She has developed training programs for the Philadelphia Police on domestic abuse response, cultural diversity, ethnic intimidation, and interpersonal communication. She has also lectured on domestic violence and ethnic intimidation at Immaculata, La Salle, Textile and St. Joseph's.

"Maureen Rush brings extensive experience dealing with domestic abuse and victim issues to this most critical position," Public Safety Commissioner John Kuprevich said. "Her experience training officers to deal with these sensitive issues, as well as her sensitivity and commitment to women's issues and the needs of a diverse community, make her the ideal person for this job."

Three of the 'Wharton 23'

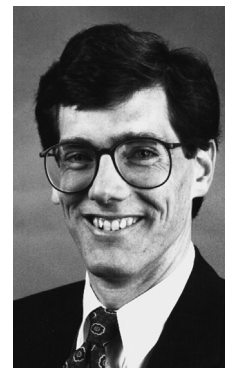
The Wharton School has announced teaching awards to 23 members of the faculty.



Bruce Grundy



Howard Perlmutter



Joseph Harder

At left, Dr. Howard V. Perlmutter and Dr. Bruce D. Grundy, winners of the David W. Hauck Undergraduate Teaching Award, and Dr. Joseph W. Harder, who won the Helen Kardon Moss Anvil Teaching Award. For the winners at Wharton, see pages 7-8.

PennMed Teachers
For 17 who won teaching awards in Medicine, see page 6.

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. Please communicate your comments to Senate Chair Barbara J. Lowery or Executive Assistant Carolyn Burdon, 15 College Hall/6303, 898-6943 or burdon@pobox.upenn.edu

Actions Taken by the Senate Executive Committee Wednesday, April 27, 1994

A moment of silence was observed for Samuel Sylvester, a member of the Committee, who died on April 23.

Old Business

1. Modification to the Faculty Grievance Procedure. The chair proposed and the committee agreed that Section II.d of the Faculty Grievance Procedure in the *Handbook for Faculty and Academic Administrators* would be revised as follows:

At all times during the academic year, one or more hearing panels, composed of three faculty members and alternates selected by the commission by lot from the hearing list, shall stand ready to hear any grievance that may arise. At least two of the three members of each panel must have tenure. In addition, members of the standing faculty-clinician educators shall not serve on a panel hearing a grievance related to tenure or compensation of a tenured faculty member. The first panel for each year shall be selected by June 30 and four succeeding panels shall be named as soon as a grievance is assigned to the standing panel.

2. Academic Planning and Budget Committee. Past Senate Chair David Hildebrand reported that the committee met twice since the last SEC meeting; first on the Engineering School five-year plan, and second on the organization of the provost's office. The committee has functioned this year as a seminar and sounding board for ideas of the provost. While this is a valuable function it does not provide for sufficient involvement of the committee in core budget issues. It is hoped that next year's committee will work with the new provost to allow for earlier and greater involvement of the committee in the budget process.

3. Capital Council. David Hildebrand reported that this group has not met since the last SEC meeting.

4. Department Closings. The proposal (see below), developed by the Committee on the Faculty and revised by the Senate Committee on Academic Freedom and Responsibility, was approved unanimously.

5. Interim Policy on Harassment. The Commission on Strengthening the Community, in its final report, asked for a statement to replace the current Racial Harassment Code in anticipation that President Fagin will revoke that

code on June 30, 1994. A draft interim proposal was discussed with the Senate Committee on the Faculty and with the Senate Committee on Academic Freedom and Responsibility (SCAFR) and was brought to the Executive Committee for further discussion. Frank Goodman, chair of SCAFR presented his committee's concerns. Following his report an amended version of the original proposal was discussed. It was agreed that any proposal recommended to the president should be an interim faculty policy that would expire either on June 30, 1995, or if a new policy on faculty responsibility and conduct were approved prior to that time. After considerable discussion, it was moved and adopted by a close margin that the amended draft policy be recommended to the president. Because of the closeness of the vote the chair asked SCAFR to consider the amended policy. The chair, chair-elect and past chair of the Faculty Senate will decide upon the ultimate disposition of the proposed policy after receiving SCAFR's recommendations.

6. Code of Academic Integrity. Undergraduate student members of the judicial reform committee Carolyn Choi and Beth Hirschfelder asked for faculty advice regarding removal of an X grade from a student's record, the extent of participation of an advisor in hearings, and whether faculty membership on review panels should be limited to one. Discussion centered on whether or not an X grade should be a permanent part of the student's record; whether the X should be reported to faculty teaching courses in which the student enrolls; whether the system as designed will encourage faculty use of it; and whether the proposed numbers of faculty on hearing panels are sufficient.

7. Extension of SCAFR Term. A motion was moved and adopted that the 1993-94 Senate Committee on Academic Freedom and Responsibility be extended until May 31, 1994 to complete the work begun this academic year.

New Business

At this time, the new chair of the Faculty Senate, Barbara Lowery, and the newly elected members of the Executive Committee took office.

8. Nominations to Council Steering Committee. Six SEC members were nominated for 4 positions on the 1994-95 Council Steering Committee. Steering elections will occur at the May 4 University Council meeting.

9. June Meeting. A motion was moved and adopted that the SEC meeting scheduled for June 1 will be held at the discretion of the Faculty Senate Chair.

10. 1994-95 Faculty Senate Agenda. The chair outlined the agenda for the coming year. It will include: orienting the new administration to Penn and responding to their proposals for change; continuing consideration of improving the undergraduate experience, revision of the just cause revision and responsibility center budgeting system; a greater focus on cost containment in the schools; faculty salaries; and response to the faculty recommendations in the Report on Strengthening the Community.

Senate Committee on the Faculty: Statement on Department Closings *April 27, 1994*

Universities exist for the creation and dissemination of knowledge. The decision to discontinue a department should therefore be based upon academic considerations as determined by the faculty as a whole or appropriate committees thereof. Accordingly, there should be early, careful, and meaningful faculty involvement in decisions relating to the reduction of instructional and research programs. Such involvement should precede not only the ultimate decision to close the department but also decisions made during the pendency of the closure issue that will have a strong bearing on its outcome (e.g., the suspension of student admissions into a program or department).

There are a number of general procedures that should be followed when a department closing is contemplated.

1. Consultation

Most, if not all, schools, and the University as a whole, have faculty committees charged with the responsibility of reviewing planning and budgetary decisions. Such committees should be involved in decisions to limit the resources of departments or close them. However, such reviews are not substitutes for early and frequent consultation with the faculty of the affected departments themselves or with the faculty as a whole. The dean should take seriously the advice received in such consultations and, in most circumstances, should act in accordance with the advice.

Given that department closings typically follow a protracted period during which the department in question receives limited resources, school administrations have ample time to explain the implications of such actions for the future. If a department is deprived of resources because its

performance is found wanting or its viability is otherwise questioned, administrators need to make the reasons clear and to avoid the temptation to attribute the decision to "hard times" or "scarcity of resources." Resources are always scarce, and schools allocate them according to what they perceive as their best interests. Departments should be informed that they are at risk, and given the reasons.

2. Departmental Review

Departmental reviews should be used to provide the department with timely notice of its shortcomings and the need for improvement and to provide the school decision-makers with information essential to a sound evaluation of the department. Such reviews also provide formal and informal opportunities to alert the department to the school's plans. Departmental reviews should not be triggered by specific proposals for closing or making other adverse changes to a department. However, when a closing is being considered, the lack of a timely external review should prompt a more intense internal evaluation of the department.

3. Informing the Department of the Decision to Close

Faculty members of a department facing closure must be informed well before the formal recommendation of a closure is publicly announced. At that time, they must be given information regarding their future at the University and the procedures the school has initiated to find a new University affiliation for them.

When informing the department of its decision, the school should provide

a detailed and frank explanation. If the school's administrators are confident they are acting on the basis of sound information, they should have little reason to withhold the reasons for these actions. If they are not confident, they should recognize the need for further deliberation before taking action.

4. Academic Freedom

Department closure is typically predicated upon academic grounds such as the lack of fit with the mission of the school, which would not justify similar action against an individual tenured faculty member. A proposed closing alone does not give rise to an academic freedom violation. However, even if all the appropriate review and consultation procedures have been followed, the closure, or threatened closure, of a department may present delicate and difficult questions of academic freedom, including relocation of the displaced faculty members in a manner they do not find acceptable.

There may also be a danger that a small, and therefore vulnerable, group of faculty members may be relocated, marginalized, or have their academic freedom impaired as a result of the dean's personal hostility, or distaste for their political or philosophical views. Both administrators and faculties must be on guard against this.

In cases where academic freedom issues appear to be raised, the dean should seek the advice of the Committee on Academic Freedom and Responsibility (CAFR) of the school or the Faculty Senate at a sufficiently early stage for that advice to be factored into the decision. Aggrieved faculty members always have the right to complain of the dean's action to the appropriate Committee on Academic Freedom and Responsibility.

5. Transfers of Faculty

The procedure for transferring faculty can be found in Section II.E.8 of the *Handbook for Faculty and Academic Administrators: A Selection of Policies and Procedures of the University of Pennsylvania*.

Alan Auerbach (economics), chair

Peter J. Hand (animal biology)

William L. Kissick (molecular & cellular engineering)

Morris Mendelson (finance)

Janet Rothenberg Pack (public policy & management)

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

Faculty Senate Chair, Gerald J. Porter (mathematics)

Council May 4:

Conduct Code, ROTC and Other Topics

The University Council's May 4 meeting—starting at 3:30 p.m. instead of 4, to cover a crowded agenda—will begin with the traditional reports of the President, Provost, Steering Chair, and chairs of GAPSA UA, A-1 Assembly and A-3 Assembly.

The order of business for the remaining two hours will be:

Old Business: Two Council Committee reports (International Programs' year-end report, pp. 4-5 of this issue, and an interim report on admissions and financial aid).

Report and discussion on the Revlon Campus Center

Report and discussion on ROTC Review

Discussion of Administrative Response to the Commission on Strengthening the Community (see center supplement, this issue).

Discussion of final report on a Code of Student Conduct (see back page, this issue)

New Business: Election to Steering Committee (see below)

Preliminary discussion on proposed revision of the Council bylaws; a required second discussion will take place at the first meeting in the fall.

Discussion of the Abel Committee report (see Board of Inquiry report, Almanac April 5, and Speaking Out, this issue and April 12 and 26).

Nominees: In the Steering Committee election, six faculty members nominated for four positions are:

Jere R. Behrman (economics)

Louis A. Girifalco (materials science & engineering)

David B. Hackney (radiology/medicine)

Morris Mendelson (emeritus finance)

Holly Pittman (history of art)

Harvey Rubin (medicine)

Nominees for the graduate/professional vacancy are Patricia Kuhly (veterinary medicine) and Cheryl Neisser (nursing). For the undergraduate vacancy they are Miae Oh (C '96) and Daniel Schorr (C '95).

Report of the Senate Committee on Academic Goals

April 27, 1994

One of the advantages of being a member of an *ad hoc* committee is that no one can tell you what to do.

Last summer the Faculty Senate Chair and Chair-elect brought a small group of faculty together on many occasions for lively exchanges about Penn's recent past and, more important, its future. As an outgrowth of that, the Faculty Senate *Ad Hoc* Committee on Academic Goals was formed to discuss issues confronting Penn (*Almanac* September 28, 1993). Our challenge was not to write a report, but rather to seriously engage the faculty in matters that truly affect Penn's destiny. This is only the beginning. There are many new demands on research universities and upon those located in cities, in particular. Our response to these demands must be strengthening the commitment to our basic mission of education and research.

The Goals Committee met a few times last fall and its members exchanged ideas frequently outside of formal meetings. The summary that follows is based on committee discussions, review of a broad spectrum of University documents (e.g., planning, undergraduate education, finances, endowment), and on individual members' views expressed as an assessment of strengths and weaknesses (or likes and dislikes). There is a consensus among us which is echoed around our university. But this consensus exists only informally, is too often rediscovered (with undue faculty effort), and regrettably seldom is put to any positive use. Our strengths must be nurtured and not taken for granted.

First the strengths: Penn has a collegial faculty with distinguished strengths across schools engaged in undergraduate, graduate and professional education and in research. With new demands for greater societal relevance in what goes on at a university, Penn is extremely well positioned. We attract excellent students at both the undergraduate and graduate levels. There are several notable interdepartmental graduate groups and interdisciplinary cross-school educational and research programs, while opportunities for others exist. These non-traditional interactions, several of which are formalized under the umbrella of research institutes, are a special strength of Penn and, to some extent, are fostered by the compact (and attractive) campus. Finally, we note that over the last 10 or 15 years revenues have steadily grown and, consequently, we have been in a relatively strong financial position.

Now the weaknesses: There has been a general sense of frustration with a lack of direction and follow-up action on plans. Neither a vision nor goals beyond financial ones exists, particularly those focused on education and research. As a result, the budgetary process drives academic decisions. Growth in administration is taking resources away from the core, eroding the relationship between faculty and administrators, and putting too much emphasis on peripheral activities. Faculty are frustrated with the excessive time they spend on planning which is not acted on; the One University concept and the state of undergraduate education come to mind. The image others have of us is often better than that which we have of ourselves.

Our new leadership has the opportunity to promote a vision and goals that focus 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 among faculty and administrators. Other issues besides those mentioned above that need special attention include: resources for financial aid to attract the best students; productivity of faculty and administrators; civility on campus and public safety; and management of the physical plant and housekeeping services. What is most needed is academic leadership that directly engages the faculty. This will require some restructuring, breaking down of bureaucratic layers, and fostering an improved self-image.

John L. Bassani (mechanical engineering), Chair

Robert F. Giegengack (geology)

Larry Gross (communication)

David K. Hildebrand (statistics)

Elizabeth Johns (history of art)

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

Daniel Malamud (biochemistry/dental)

Charles J. McMahon, Jr. (materials science & engineering)

Peter C. Nowell (pathology/medicine)

Gerald J. Porter (mathematics), Faculty Senate Chair

Harvey Rubin (medicine)

Saul Winegrad (physiology/medicine)

The following report is scheduled for discussion at the May 4 meeting of the University Council, which begins at 3:30 p.m. (a half hour earlier than usual) in McClelland Hall, the Quadrangle.

1993-94 Report of the Council Committee on International Programs

April 7, 1994

The charge to the University Council Committee on International Programs was to "review and monitor issues related to the international programs and other international activities of the University. The International Programs Committee shall advise and make policy recommendations in such areas as services for international students and scholars, foreign fellowships and studies abroad, faculty, staff and student exchange programs, and cooperative undertakings with foreign universities."

The University's 1990 Five-Year Plan (published in *Almanac* January 22, 1991) made recommendations for the international programs at Penn, specifically regarding coordination and facilitation of international programs. To advance these recommendations, the Provost's Council on International Programs was established by central administration in 1990; foreign language study was promoted through several avenues; international area studies programs strengthened, selectively; and undergraduate study abroad programs were targeted for improved quality and expansion of the range of offerings. In addition, an *ad hoc* Trustees' Committee on Internationalization was established and charged with increasing Penn's visibility as an international institution of higher education and research. The work of the University Council Committee on International Programs complements the above mentioned council and committee. One member and the chair of this committee are members of the Provost's council. This committee met seven times during this academic year. One member was on sabbatical overseas, but nevertheless maintained active participation by fax and letter.

The committee in its deliberations supported the necessity to expand efforts toward improving services for international students and scholars and to advancing opportunities for foreign fellowships and studies abroad, and for faculty, staff and student exchange programs, as stated in the charge. Toward these ends, the committee unanimously concurred that efforts should be made toward practices and programs which would promote the interaction and interfacing of this University and its students and faculty with their counterparts from a broader, more diverse geographic distribution than heretofore, with particular emphasis on expansion of interactions with third world institutions of learning and their students and faculties. These efforts would benefit members of the University community and would expand recognition of the University of Pennsylvania as an international, if not global institution. The committee concentrated its efforts in two directions: 1) examining the records of honorary degrees recipients toward identifying the countries represented, and 2) development of a plan for increased scholarly interaction and collaboration between University faculty and

their foreign counterparts, again with recognition of the necessity for a broader geographic base. Toward these ends, the committee operated within a framework of two subcommittees, each devoted to a specific task.

Findings and recommendations from each of the subcommittees were regularly brought to committee meetings for full committee elaboration and critique. Thus, the report and recommendations which follow represent the views of the entire committee.

Honorary Degrees

The University of Pennsylvania has awarded honorary degrees since 1757 (a list of recipients is available in the Office of the Secretary). The criterion for selection of honorary degrees is "the degree to which the candidate reflects the highest ideal of the University, which is to produce graduates who change the world through innovative acts of scholarship, scientific discovery, artistic creativity or societal leadership" (call for nominations). The committee conducted a preliminary pilot investigation which reviewed commencement programs of the last 15 years, a time period considered to be representative of the growing interest in Penn becoming known as an international university.

Preliminary findings revealed 13 of 119 (11%) honorary degrees were awarded to individuals designated as working in foreign countries, (e.g., England 4, Israel 1, Nigeria 1, Republic of China 1, Russia 3, Scotland 1, South Africa 2), 3% of which were conferred to persons from third world countries. They occurred as shown in the table here (below left).

(It should be noted that other honorees might have been international, but it was not obvious from the commencement program).

The award of an honorary degree is the highest honor a University can confer to individuals who have not matriculated in the University and who receive an earned degree. This unique moment in the life of an individual carries with it an opportunity for our University to highlight its recognition of the contributions from distant countries and/or Universities underscoring in yet another dimension the international posture and mission of this University. It affords an opportunity for a "halo effect" to be attributed to the country of the recipient, and/or a University within that country.

The process for selection of degree recipients in the University is as follows:

An invitation is issued to all members of the University community to nominate candidates for honorary degrees to be awarded at the May 19, 1994, Commencement of the University of Pennsylvania.

They are asked to please state in approximately 250 words how the nominee meets this criterion, including why you think the candidate should be honored by the University of Pennsylvania at this particular time.

Nominations are reviewed by the University Council Committee on Honorary Degrees, composed of faculty, undergraduate and graduate students. The committee's recommendations are forwarded to the Trustees' Committee on Honorary Degrees, which determines the final selections.

This committee supports the prevailing criteria for according the Honorary Degree only to those most deserving, and encourages rigorous continuation. We *recommend* to the Committee on Honorary Degrees which submits names of nominees to the Trustee Committee on Honorary Degrees for final selection that the international mission and efforts of the University to promote its global presence be prominent alongside the other the criteria considered in the selection of nominees, and that it be noted along with current criteria in the request for nominations.

Foundation for International Exchange

The second major thrust of the committee was to enhance interaction and collaboration between members of the standing faculty and counterpart faculty of international universities. While it is true that modern technology allows instant transmission of data and other information, the creativity resultant to sustained face-to-face collaboration cannot be replicated. This collaboration would also carry benefits for graduate and/or undergraduate students who may be involved in research efforts or who may participate in lectures and/or seminar offered by the international faculty.

Honorary Degrees Conferred to Foreign Scholars 1979-1993

Year	Total Honorary Degrees Awarded	International Recipients
1979	8	0
1980	9	2
1981	6	0
1982	8	1
1983	10	1
1984	9	2
1985	8	0
1986	8	0
1987	7	0
1988	6	0
1989	5	0
1990	11	5
1991	9	1
1992	9	2
1993	6	1

What follows is a report in progress of the committee work to be completed in AY 1994-95.

While individual schools and/or departments may have their own means to encourage international collaborations, at present there does not exist a centralized unit with this designated responsibility. To satisfy this unmet need, the committee will recommend the establishment of a new entity within the University to which standing Penn faculty can apply for financial support to bring over foreign faculties to further international collaboration. The establishment of this foundation would further the international mission of the University by 1) raising the awareness of the international scholarly community to the presence and international dedication of the University of Pennsylvania, and 2) promoting the internationalization process of the University by creating opportunities for on-site visits by international faculty. These visits may be from scholars of established international reputation and/or grass roots entry level professors whose collaboration would enhance the work of standing faculty at all professorial levels.

The structure of the Foundation for International Exchange (FIE) will be similar to that of the University Research Foundation. The FIE will be administered at the university level rather than by departments or schools. (The Office of International Programs [OIP] may be the appropriate office to house and administer the new Foundation). International faculty will not apply to the Foundation for International Exchange; rather, a full-time standing Penn collaborating faculty will submit to the FIE an application to invite the foreign faculty, with signed approval by his/her department chair and/or Dean. The selection process will follow the model currently utilized by the Research Foundation. A brief four (4) page proposal similar to Type A Research Foundation proposals would be reviewed in early fall for stipends beginning the following academic year.

a) the *cover page* would include: name of applicant, signature of applicant and of department chair/dean, amount requested, 100 word abstract of need, significance, qualifications and area of expertise of proposed visiting scholar, significance of the work to be done, qualifications and area of expertise of the visiting scholar, relevance to work of the applicant, relevance to the University community;

b) the *mini-proposal* (2-3 pages) would ask the applicant to explain in greater detail the rationale for the application, including: detailed qualifications of visitor, reasons for selecting this visitor, fit with existing program, projected projects, as well as applicant's experience and interest in international cooperation, long-term benefits of visit for applicant, visitor, Penn long-term benefits toward positive continuing globalization;

c) *detailed budget*: transportation costs, living expenses, project-related costs;

d) *documents*: curriculum vitae of applicant, curriculum vitae of visitor, letter of commitment from visiting scholar and chair of department/Dean.

Selection criteria will include excellence of the proposal, diversity between and among disciplines, and global representation. The selection panel will

represent the diverse schools of the University with the possibility of an additional appointment by the Faculty Senate.

Request for proposals will be announced in *Almanac* each Spring. Names of faculty awardees, as well as their visitors, will be announced in University publications such as *Almanac* and *Compass* as well as in *The Daily Pennsylvanian* for student information. As part of their commitment to the FIE, selected visitors will be asked to deliver one or two well advertised University-wide lectures or seminars open to the University community. A university office like the OIP may organize it alone or in collaboration with student groups.

This new program will also carry benefits to students. They will be afforded opportunities for exposure to, if not close association *over time* with, visiting international scholars, rather than a one time speaker-audience experience. It may be that we might ask that plans for student-visitor interaction be built into the initial request for funding. Questions such as these represent the specifications and details which need to be thought through, and which will form a major portion of the agenda for forthcoming AY 1994-95. Questions regarding funding sources and support also need specification by the committee. Next year the committee will also be looking into a recommendation for mechanisms to sponsor and support thematic international conferences which could involve not only faculty but graduate students and undergraduates in the international exchange of ideas. This project is only in its infancy at this time, but the committee has placed it on its agenda for next year.

As of this date, we seek initial reactions from University Council members and members of the University community to this report on work in progress on the FIE.

In sum, the committee of 1993-94 reports an intensive, creative working collaboration. We submit one recommendation and one review of work in progress, with an active agenda formulated for AY 1994-95. We consider that the work of the committee has spoken directly to Goals 6,7,8,9 of the Three-Year Plan to Implement the University's International Mission 1993-96 (providing more opportunities for faculty exchange; developing more opportunities for graduate and professional students to be involved in international programs; enhancing the integration of international students, scholars, and visitors at Penn; providing more and better services to Penn's international community), and in spirit to goals 1-4.

Vivian C. Seltzer (human development and behavior), chair

Jacques Barber (psychology in psychiatry)

Mabel Berezin (sociology)

Rupa Bhagwat (marketing)

Amir Hamir (pathobiology)

Lyn Hutchings (travel)

Pedro Ponte (mechanical engineering and applied mechanics)

Eva Redei (biochemistry in psychiatry)

Pat Storey (international medical programs)

Joyce Randolph (Office of International Programs), ex-officio

Diane Haydon (Office of International Programs), staff

1993-94 Report of the Committee on Open Expression *April 5, 1994*

The committee has dealt with two substantive issues concerning the Guidelines on Open Expression, and has responded as requested by the Vice Provost for University Life by providing observers at events (none of which resulted in any violations of open expression).

The first issue was raised by the interim provost in his letter to the faculty of September 14, 1993, in which he stated that the committee would "hold hearings this fall on whether to incorporate into the Guidelines the University's Policy on Confiscation of Campus Publications." The committee discussed this issue and concluded that a better approach would be to publish the Policy in the *University Policies and Procedures* manual. This conclusion was communicated in the form of a recommendation to Provost Lazerson, who agreed that this should be done, and additionally accepted our recommendation that whenever the manual is revised, it will be sent to current as well as new faculty, students and key academic and administrative offices.

The second issue was raised by Professor Howard Brody, who expressed a concern that there is a "clear conflict between the Guidelines

and the University Poster Policy... [and] the Posting of Notices in Indoor Areas." The committee considered the issue and agreed that in the absence of specific cases, or a reasoned analysis of the case for such conflicts, the committee was not persuaded of the existence of the "clear conflict" Professor Brody was concerned about. We wrote to Professor Brody inquiring if there were specific examples he could inform us about.

The committee did determine that there was a potential source of conflict between the Guidelines and some of the specific stipulations given for the Bookstore Wall Policy. I wrote to Acting VPUL McCoullum regarding our concerns. Dr. McCoullum replied that she shared our concerns over these aspects of the Bookstore Wall Policy—established about ten years ago—and agreed that they would be changed if the committee "deems these restrictions as infringements upon free expression." The committee will meet before the end of the semester to formulate our recommendations to the Vice Provost for University Life, and I foresee that we will recommend that these restrictions be removed.

— *Larry Gross, Chair*

For Medical Teaching: 17 Awards to Clinicians and Basic Scientists

The School of Medicine will shortly celebrate the award of 17 teaching prizes to members of its faculty, one of them the late Dr. Edward Charney, who had already been chosen for an award before his death on February 6.

The honorees and their awards:

- Lindback Award winners *Dr. Eugenia Siegler*, assistant professor of medicine, and *Dr. James Stinnet*, professor of psychiatry (*Almanac* April 12);

- Medical Student Government Award winners *Dr. Helen C. Davies*, professor of microbiology and associate dean of students and house-staff affairs, and *Dr. Donald B. Martin*, professor of medicine and associate chair of medicine;

- Thirteen others whose awards are given by or through the Dean's Office:

Dr. Glen N. Gaulton, associate dean for Combined Degree and Physician Scholar Programs and associate professor of pathology and laboratory medicine, received the Leonard Berwick Memorial Teaching Award, established in 1980-81 as a memorial to Leonard Berwick by his family and the Department of Pathology to recognize "a member of the medical faculty who in his or her teaching effectively fuses basic science and clinical medicine." It is intended that this award recognize persons who are outstanding teachers, particularly among the younger faculty.

The Robert Dunning Dripps Memorial Award for Excellence in Graduate Medical Education was awarded to *Dr. Walt Tunnessen, Jr.*, professor of pediatrics. The award was established by

the Department of Anesthesia in 1983-84. Dr. Dripps was instrumental in the training of more than 300 residents and fellows, many of whom went on to chair other departments. This award is to recognize excellence as an educator of residents and fellows in clinical care, research, teaching, or administration.

This year's Blockley-Osler Award was given to *Dr. Allen H. Bar*, clinical assistant professor of surgery at Pennsylvania Hospital. The award was created in 1987 by the Blockley Section of the Philadelphia College of Physicians to be given annually to member of the faculty at an affiliated hospital for excellence in teaching modern clinical medicine at the bedside, in the tradition of Williams Osler and others who taught at Philadelphia General Hospital.

The Dean's Award for Excellence in Clinical Teaching at an Affiliated Hospital went to *Dr. Joseph DiGiacomo*, clinical professor of psychiatry at the Institute of Pennsylvania Hospital, and to *Dr. Katalin Roth*, clinical assistant professor of medicine at Pennsylvania Hospital. These awards were established in 1987 to recognize clinical teaching excellence and commitment to medical education by outstanding faculty members from affiliated hospitals. Recipients are selected on the advice of a committee composed of faculty and students. The third winner of this award, *Dr. Edward B. Charney*, died on February 6 [*Almanac*, Feb. 15]. Dr. Charney was a professor of pediatrics at CHOP.

Dr. Harold I. Feldman, assistant professor

of medicine, *Dr. Kenneth Fischbeck*, associate professor of neurology, and *Dr. Alan C. Rosenquist*, professor of neuroscience, were awarded the Dean's Award for Excellence in Basic Science Teaching. These awards, established in 1987, recognize teaching excellence and commitment to medical education in the basic sciences. One or more Dean's Awards are made annually, the recipients being selected on the advice of a committee composed of faculty and students.

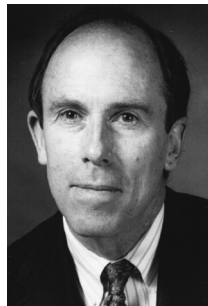
The Dean's Award for Excellence in Graduate Student Training this year goes to *Dr. Michael B. Robinson*, assistant professor of pediatrics and pharmacology; *Dr. Willys K. Silvers*, professor of genetics, and to *Dr. David Manning*, associate professor of pharmacology. This award was established in 1992 to recognize teaching excellence and commitment to graduate education by outstanding members of the Biomedical Graduate Faculty. One or more Dean's Awards are made annually, the recipients being selected on the advice of a committee composed of faculty and students.

Dr. Mark I. Greene, professor of pathology and laboratory medicine, is the winner of the Special Dean's Award. Not annually awarded, the Special Dean's Awards were first established in 1989-90 to recognize outstanding achievements in medical education by the faculty members, particularly in the development of new, innovative educational programs. The Vice Dean of Education identifies unique contributions by the faculty, resulting in this special honor.

**1994
School of
Medicine
Teaching
Awardees**



Eugenia Siegler



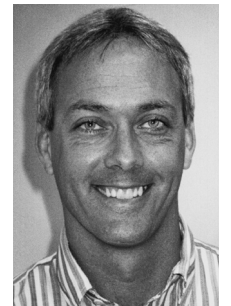
James Stinnet



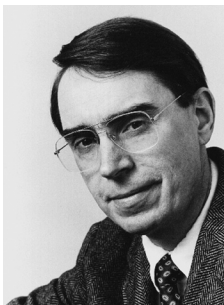
Helen Davies



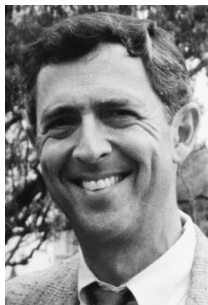
Donald Martin



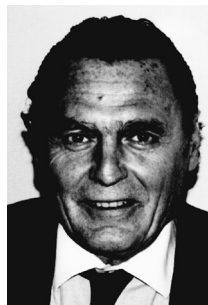
Glen Gaulton



Walt Tunnessen



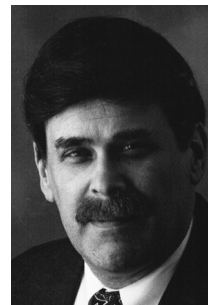
Allen Bar



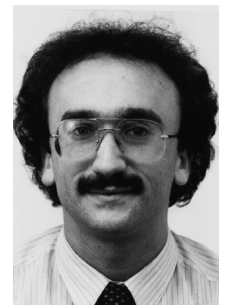
Joseph DiGiacomo



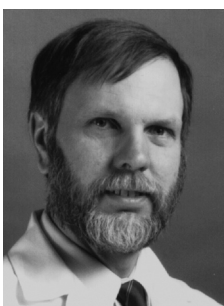
Katalin Roth



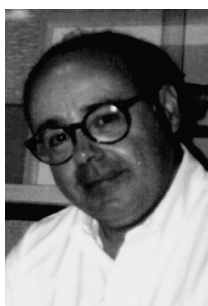
Edward Charney



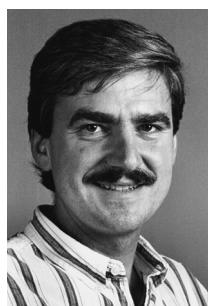
Harold Feldman



Kenneth Fischbeck



Alan Rosenquist



Michael Robinson



Willys Silvers



David Manning



Mark Greene

Wharton School Teaching Awards

Dr. Howard V. Perlmutter, professor of social architecture and management, and *Dr. Bruce D. Grundy*, Donald B. Scott Assistant Professor of Finance, are the recipients of the fourth annual David W. Hauck Undergraduate Teaching Award. This award, the largest of its kind offered by a business school in the U.S., grants one tenured and one untenured Wharton faculty member \$15,000 each. It is given for their "ability to lead, stimulate and challenge students, knowledge of the latest research in the field and a commitment to educational leadership." (See photos, p. 1.)

Dr. Joseph W. Harder, Anheuser-Busch Term Assistant Professor of Management, has been awarded the Helen Kardon Moss Anvil Award, a graduate division teaching award established in 1969 through an endowment by Helen Kardon Moss. This award recognizes exceptional teaching effort and ability, "both inside and outside the classroom." (*Dr. Harder is also shown on p. 1.*)

Undergraduate Teaching

All 20 of the faculty members shown at right were also selected for awards this year. Those recognized for outstanding teaching and exceptional commitment to students, based on student nominations and teaching evaluations are:

Dr. Erin M. Anderson, associate professor of marketing;

Dr. Jamshed K. S. Ghandi, associate professor of finance;

Dr. William F. Hamilton, Ralph Landau Professor of Management and Technology;

Dr. Joseph W. Harder, Anheuser-Busch Term Assistant Professor of Management;

Dr. Larry Hunter, Joseph Wharton Lecturer in Management;

Dr. Robert P. Inman, professor of finance, law, economics, public policy and management, and real estate;

Dr. Philip M. Nichols, Ronald Koenig Term Assistant Professor of Legal Studies;

Dr. Kermit E. Daniel, Joseph Wharton Term Assistant Professor of Public Policy and Management.

The Teaching Assistant Award goes to *Mark Vargas* from the accounting department.

Graduate Teaching

The next set of award-winning faculty members were given Wharton's Excellence in Teaching Awards, given annually to the eight professors with the highest overall teaching evaluation scores for the past 3 semesters. They are:

Dr. Constance Helfat, the Charter Banks/Jerry E. Finger Term Assistant Professor of Management.

Dr. Anjani Jain, an assistant professor of operations and information management, and the associate director of the Graduate Division.

Dr. Peter Knutson, an associate professor of accounting.

Dr. G. Richard Shell, an associate professor of legal studies and management.

Dr. Jeremy Siegel, a professor of finance.

Dr. William Tyson, an associate professor of legal studies, accounting, management and real estate. He is also the recipient of the MBA Class of 1984 Outstanding Teaching Award, for the top evaluation score received out of all candidates.

Dr. Michael Useem, the Max N. and Heidi L. Berry Term Professor in the Social Sciences and professor of sociology and management.

John Whitman, a lecturer in the health care management department.

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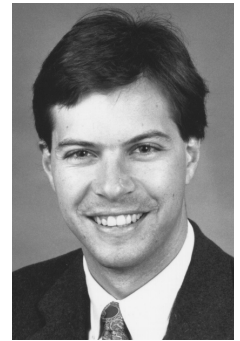
Erin Anderson



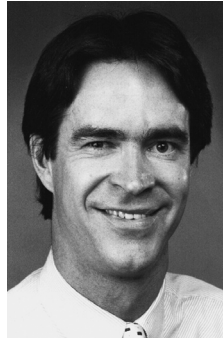
Jamshed Ghandi



William Hamilton



Larry Hunter



Robert Inman



Philip Nichols



Kermit Daniel



Mark Vargas



Constance Helfat



Anjani Jain



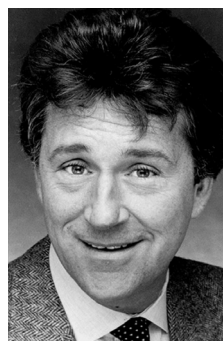
Peter Knutson



Richard Shell



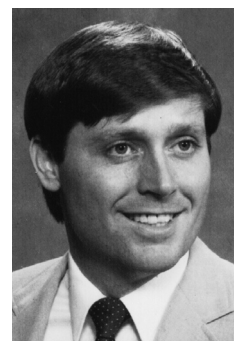
Jeremy Siegel



William Tyson



Michael Useem



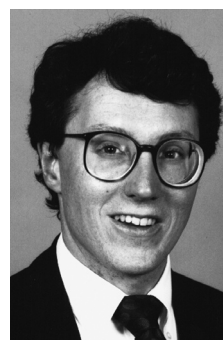
John Whitman



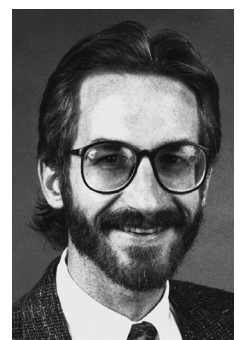
Bruce Allen



Lawrence Hrebiniak



John Paul MacDuffie



Robert Stine

MBA Core Teaching

The recipients of the Miller-Sherrerd MBA Core Curriculum Teaching Awards for outstanding teaching during the 1993 calendar year are:

Dr. W. Bruce Allen, professor of public policy and management, regional science and transportation; *Dr. Joseph W. Harder*, Anheuser-Busch Term Assistant Professor of Management; *Dr. Lawrence G. Hrebiniak*, associate professor of management; *Dr. Anjani Jain*; *Dr. John Paul MacDuffie*, Roger Stone Term Assistant Professor of Management; *Dr. Jeremy J. Siegel*; *Dr. Robert A. Stine*, associate professor of statistics; and *Dr. Michael Useem*.

SAS: TA Teaching Awards

The School of Arts and Sciences now awards prizes of \$500 to graduate students for outstanding teaching of undergraduates, embodying “unusually high standards of integrity, fairness and commitment to learning.”

A department or graduate group can nominate as many graduate students as it chooses, preferably without the students’ knowledge, and a student can receive the award only once.

Dean Rosemary Stevens has announced the selection of 11 recipients this year for the Dean’s Distinguished Teaching Award for Graduate Students. They are:

Beverly Butcher, Folklore/Folklife;
Alison Chapman, English;
Mikhail Chkhenkeli, Mathematics;
Akiba Covitz, Political Science;
Richard Frech, History;
Julie Rosenbaum, History of Art;
William Schew, Biology;
Lisa Shabel, Philosophy;
Victor Tulli, English;
Nancy Watterson, Folklore/Folklife; and
Elizabeth Yukins, English.

Restructuring the Arthur Ross Gallery; Dr. Winegrad as Director

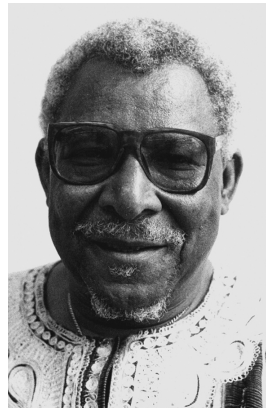
Interim President Claire Fagin has announced the appointment of Dr. Dilys Winegrad as Director/Curator of the Arthur Ross Gallery, and the establishment of a resource and oversight committee for the ten-year old University exhibition gallery in the Furness Building.

ICA Director Patrick Murphy will chair the new committee. Its campus members include University Treasurer Scott Lederman; Bonnie Devlin, director of development for school/center Programs; art historians Dr. David Brownlee and Dr. Lothar Haselberger of SAS; Linda Hyatt, executive director of the Office of the President; and Julia Converse, director of the architectural archives in the Graduate School of Fine Arts.

Members from outside the immediate Penn community are Kitty Carlisle Hart, longstanding chair of the New York State Council on the Arts and chair of the Friends of the Arthur Ross Gallery, and Joseph Rishel, curator of European painting at the Philadelphia Museum of Art.

Lucia Dorsey continues to serve as Gallery Coordinator, a position she has held since 1985.

Dr. Winegrad, who holds postgraduate degrees from Oxford and Penn, taught at Bryn Mawr College and Haverford College before returning to Penn in 1975 to co-author a history of the University, *Gladly Learn and Gladly Teach*, with President Martin Meyerson. She remained as assistant to the president through the administration of Dr. Sheldon Hackney, with a special projects portfolio that included execu-



Death of Professor Sylvester

Professor Samuel I. Sylvester, a member of the School of Social Work faculty since 1970, died on April 23 at the age of 62.

Known in this country as a teacher, counselor and consultant—especially on social work issues involving youth in the inner city—Professor Sylvester also worked to advance international education, as part of the Penn’s exchange programs with Nigeria. While teaching full time, working on numerous curricular design teams and consulting for a wide range of agencies and corporations seeking to understand the changing culture of the U.S., he was a frequent speaker at national conferences on youth, police and the juvenile justice system, and also continuously active in affirmative action and related movements at the University.

A member of the Senate Executive Committee at the time of his death, he was described by Dr. Peter Vaughan of the School of Social Work as a wise and gentle man whose influence and good will extended beyond the School to the whole campus. On the Council Safety and Security Committee, former chair Dr. Adelaide Delluva recalls, “When we were struggling with the fundamental problem of balancing personal safety with openness toward the community, Sam Sylvester gave us both his knowledge and his wisdom, and was instrumental in the adoption of community policing.”

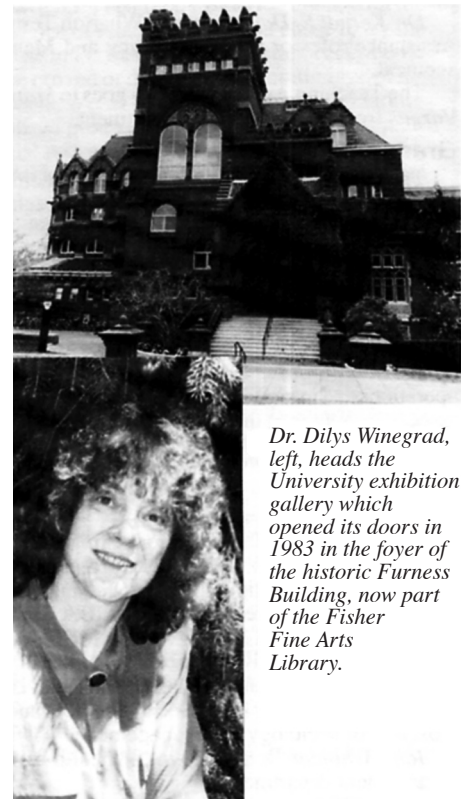
Professor Sylvester was also active on the organization that began as the Provost’s Task Force on the Black Presence, which has worked continuously since the ’seventies on issues in minority hiring, recruitment and quality of campus life.

Perhaps his widest campus outreach was as a founder and early president of the campus organization that is now the African American Association (AAA), made up of faculty, staff and administrators at the University. “Sam was a down-to-earth person who did not play ‘class’ games,” recalls AAA Tri-Chair James W. Gray. “He made an enormous contribution toward uniting the African American community across ranks and class lines. He also took strong stands against injustice when it was not a popular thing to do.” Added Tom Henry, another AAA tri-chair, “Sam Sylvester was bigger than life. We drew strength and courage from Sam, and we are going to miss him a lot.”

Samuel Sylvester was a star athlete at South Philadelphia High School, where he made the All-Public League basketball team, and later at Temple University. After graduating from Temple in 1954 as a three-year letterman, he played briefly on the South Philadelphia Hebrew Association team.

He began his social work career as a caseworker for Children’s Services, Inc., in 1958. He earned the MSW from Penn in 1964, and after serving as assistant director of the United Neighbors Association and director of operations for the Philadelphia Anti-Poverty Action Committee he took his first teaching post at Lincoln University in 1966. In 1969, following a further year in social work practice, as executive director of Germantown Settlement, he joined the faculty of the Hunter School of Social Work of the City University of New York, and was recruited to Penn’s social work faculty the following year. He was promoted to associate professor in 1973.

Professor Sylvester is survived by his wife, Theresa Respass Sylvester; a daughter, Tracy; a son, David, and two grandchildren. A campus memorial is to be announced at a later date.



Dr. Dilys Winegrad, left, heads the University exhibition gallery which opened its doors in 1983 in the foyer of the historic Furness Building, now part of the Fisher Fine Arts Library.

Speaking Out

In the pages that follow, a series of writers comment on the report of the Board of Inquiry into what is familiarly known as the water buffalo case (Almanac April 5), or on opinions published since (see April 12 and April 26). While headings are normally applied by the editor, the first two authors below requested the titles shown.—Ed.

Straight from the Water Buffalo's Mouth

I was shocked and appalled by some of the findings of the Abel Committee. Although most of the report was well researched, there are several shortsights and errors both in the report itself and Dr. Abel's response to Dr. Kors' statements in *Almanac*. I think that it is really important to remember what this case was really about: a freshman trying to get some work done in his dorm room responded to loud (midnight) stomping, shouting and chanting with a harmless almost humorous term. This should never have even become a racial harassment case.

Before I respond to the absurd allegation that Dr. Kors' assistance harmed me, I would like to refute some of the committees' more basic findings. The committee found that "the respondent was also affected by procedural error, although not as seriously as the complainants." I beg to differ. The fact that I was charged with racial harassment instead of the complainants is testimony to the greater bias of the procedures against me. It is well known that I called a bunch of blatantly loud and disruptive sorority women "water buffaloes," but the judicial office was also aware of the fact, supported by witnesses, that the complainants went up to my room on the night of the incident and shouted at my roommate "You White Boy! We are going to get you thrown out of school." This blatantly racial phrase was a) directed at an identifiable individual b) included a reference to either race color ethnicity or national origin c) was intended by the speaker only to inflict direct injury. "Water Buffalo," on the other hand, only met the first of these three requirements yet Robin Read hand-picked me for prosecution and persecution instead of the complainants. Never have I witnessed such a blatant double standard. Nor was this the only instance where the complainants used racial slurs. After one of the town meetings last semester Ayanna Taylor, one of the complainants in my case, called me a "Christ killer." Now, I do not believe that any one should be punished for what they say, but once the University has decided to punish it should do so in a fair and even manner instead of picking certain groups to favor.

As if this double standard was not enough to prove the Judicial Office's blatant bias in favor of the complainants, I will relay another story to you. On May 13, 1993 during the farce that we called a "hearing," each complainant

present was given the time to explain how difficult the media scrutiny had been on her. During Nikki Taylor's, one of the complainants, testimony, Robin Read, unable to control herself began to burst into tears. I clearly and definitely witnessed a stream flowing from her eyes, and something else became very clear to me. If Robin Read was supposed to be the fair and objective judicial officer in this case then I believe it is time to change the definition of fair and objective in the dictionary. I was simply wasting my time in the previous months when I spoke rationally, calmly and honestly with Robin "Adolf" Read.

The Abel Committee also claims that both parties postponed a hearing at one point. This is completely and utterly false. I never postponed a hearing. But the complainants did postpone a hearing scheduled for April 26 because they lost their advisor. This convenient postponement forced me to continue dealing with "Water Buffalo" during finals week. The Judicial Office then proceeded to reschedule the hearing for the summer when none of my 20 witnesses, who were prepared to appear on April 26, were even on campus. I can continue on and on because the procedural violations occurred quite frequently, but instead I would like to point the main difference between the procedural errors that affected the complainants and me. When a minor procedural error interfered with the complainants actions it simply made it more difficult for them to push an ridiculous case that should not have existed in the first place. After all, if this case fell through they could always sacrifice another "white boy" or crucify a different "Christ killer." But whenever a procedural error was committed that harmed me, I was moving closer and closer to the possibility that I would have to bear the "racial harassment" stigma and face a very bleak future.

Dr. Abel seemed to imply that Professor Kors' involvement in my case harmed me more than it helped. Nothing can be further from the truth. He feels that the process should have been allowed to run its course without intervention by outsiders. What he forgets is the fact that I allowed the process to trample me for approximately four months before going to the media. I did everything a good honest student at the University could do: I approached the police on my own when they began their investigation, I provided them with long lists of witnesses, and I cooperated openly, candidly and honestly at all times. What did cooperation with the process bring me? Nothing short of a settlement agreement that called for me to 1) apologize for a crime I had not committed (racial harassment); 2) conduct a racial sensitivity seminar in my building; 3) serve on dormitory probation; 4) accept a notation on my transcript stating that I had violated the racial harassment policy and code of general conduct (A real Eye Catcher-Great for any resume!); and 5) sign an admission of guilt for a crime I had

not committed. If this is what the process had brought after four months of suffering, you can surely understand why I felt it was time to distance myself from it.

Dr. Kors was the only spark of light I encountered during the entire process. After receiving the above settlement, I was so demoralized and upset that I decided it was time for a change. I parted with my first advisor, Dr. Fran Walker, who appeared to function more as a rubber stamp for Robin Read's Gestapo policies than an ally of mine, and began a search for a new one. Luckily, that week an article appeared in the *D.P.* describing Dr. Kors as a free speech proponent in touch with the students on this campus. I called Dr. Kors and told him my story. At first he could not believe it, but after he had the chance to check the facts he agreed to help me. In the beginning he refused to serve as my advisor because he was worried that his past dealings with the Judicial Office would further bias them against me (if that is at all possible), but I continued to prod him and I finally managed to convince him to be my advisor after about a week of constant prodding. I wanted him, because I wanted a fighter. What I got, in fact was the best advisor, and kindest friend at the University of Pennsylvania.

At this point in the case no one cared about me. You were all sitting in your offices and dorm rooms thinking that a water buffalo was just another Asian animal. The Judicial Office, well aware of the fact that this case had remained a secret, continued to make my semester a living hell. By helping me bring my case to the public and providing me with legal counsel, Dr. Kors armed me with a huge array of supporters and made sure that someone in the administration would take responsibility for the misapplication of the policies and procedures in my case. Do you think any one would have cared about this case if it had not received the attention it deserved? Of course not. My case and my punishment would have been reduced to a few lines in *Almanac* and Eden Jacobowitz would simply be just another name you cannot pronounce.

Dr. Kors has always treated me like a member of his family and I still feel like he is the closest thing I have to a father on campus. He truly cared about the issues involved, but most of all he cared about me. In Dr. Abel's response last week in the *Almanac*, Dr. Abel asks why Dr. Kors and the ACLU did not use my case or Gregory Pavlik's case directly to get the policy changed, by challenging the Judicial Office in a court room. The answer is quite simple: Although Dr. Kors and the ACLU are both firm supporters of the first amendment they would not use a case to further their cause if it in any way harmed the student respondent. Dr. Kors and the ACLU moved cautiously with my consent because they were aware that if my case went to the courts then my good standing at the Univer-

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.

sity would be held in limbo for months and probably years. Abel writes that “they [the ACLU] should have attacked the procedure and the underlying policy instead of trying to cure the flawed procedure in the midst of a case,” but he does not realize that although the ACLU considered all these options, the main governing principle in their dealings with my case was “what’s best for Eden.” The ACLU and Dr. Kors wanted to first vindicate me of all wrong doing and then deal with the problematic policies and procedures.

The Abel Committee’s logic is flawed: they state that because the process was flawed it could not withstand the press’ scrutiny and therefore the media involvement was wrong. Did the committee ever consider that if the policies and procedures were flawed they should not have been applied? Even Dr. Hackney, not exactly known for his boldness, finally admitted during his Senate Confirmation hearings that applying the racial harassment policy to my case was indeed a misapplication. I believe that *because* the process was so flawed media involvement was necessary to keep the Judicial Office honest.

The Abel Committee criticizes several individuals whose only concern in this case was justice. Dr. Kors, the ACLU, my legal counsel Arnold and Sonya Silverstein, and the media went out of their way to remind the University that it functions in the real world. The Abel Committee seems to have a problem with the University functioning within the Laws of the Constitution of the United States of America, and in general within the rules of the real world. I believe it is time we stop thinking of the University of Pennsylvania as a place where individual rights disappear and start applauding any outside groups that show a commitment to protecting our First Amendment rights.

— Eden Jacobowitz, C '96

From the Mountaintop

(Response of Ayanna Taylor)

In the past school year, my sorority sisters and I have tried to move beyond the incidents of last semester. We have looked past the gross injustices we endured in the name of “saving face.” Time and time again individuals have sought to bring us down from the higher plane we have reached both spiritually and mentally. Our lives have been held up to public scrutiny and our pain muddled in a conservative agenda for free speech (i.e. the right to harass). That victory has not been won and the Penn community will be able to see on May 19, when we graduate, that despite the crosses we have had to bear, our heads are not bowed and our strides are as swift and steady as the day we went out to celebrate the founding of our glorious sisterhood.

What was this case really about? The only answer is: Racial Harassment. Before midnight on January 13, 1993, my sorority sisters and I went out to Superblock to sing songs, not to stomp, shout, or chant. High Rise East was full of freshmen “trying to get some work done.” Why did Eden Jacobowitz choose to yell out “Shut up, you Black Water Buffalo” at a group of young women? So soon in his freshman year did he forget what he was supposed to have read in his handbook

regarding proper procedure if one feels they are being disturbed? Mr. Jacobowitz considers calling black women “Black Water Buffalo” and telling them to go “back to the zoo” a “harmless almost humorous” thing. That is a sick, perverted sense of humor fitting for an opening act at an Andrew Dice Clay show. Oh no, this case was nothing but an issue of racial harassment.

When we went up to talk with Eden Jacobowitz in his dorm room, we used the term “white boy” as a point of identification. How else were we to define him? A White woman or a Black man? Or maybe he would have preferred one of his “harmless and almost humorous” beast references. We were looking for a White boy. I never called Eden Jacobowitz a “Christ killer.” I asked him how he would feel if I harassed him as he did me by demeaning him because of his religion the way so many Americans sadly do today. We have witnessed the horrific incidents that have occurred in the Quadrangle Dormitories. Ignorance can strike us all, and that was my message to him. As a Black woman in America there were no words I could use that would marginalize him. As a White male, he had plenty of ammunition to marginalize me. I never expect Eden Jacobowitz to understand the feeling of disempowerment this created. We learned from this that words cut sharper than knives.

I will not proceed to relay incidents of how we were wronged. I think that the Abel Report establishes that procedures were violated and we were victimized as a result.

I think the problem now is that Eden Jacobowitz has allowed this incident to define him. From his numerous interviews to his Undergraduate Assembly campaign platform under the name of Eden W.B. (Water Buffalo) Jacobowitz. We realized at one point that we all suffered. Eden Jacobowitz was just as much a pawn of Alan Kors as we were. His actions following the dropping of the charges and to date call into question his sincerity about realizing that he had committed a vile injustice. His UA campaign made a mockery of my pain. His ignorance was heralded and the Penn community has made him a campus hero. What does that say about our beloved, diverse, and now strengthened University?

I think Eden Jacobowitz is upset that the Abel Report says that my sorority sisters and I were severely affected by the breach in procedures because, finally, another side is given light. His whimpers are no longer being heard around the world and because he has let this define his being, he is reduced to just another young man who must rely on the divine gift of inner strength.

Although we did not accept being racially harassed as “just another day at Penn” as many Black students do, we have struggled to keep from being consumed by the incident. Despite the tears shared by many and our occasionally weary souls, we do not feel defeated. We garner strength from our families, friends, and people who love and respect us—not from media attention, editorials, or interpretation of the Constitution as a license to harass. That strength is what we use to define ourselves and for what we hope we will be remembered.

— Ayanna Taylor, C '94

Response of Nikki Taylor

As one of the complainants in what has been termed “The Water Buffalo Case,” I am very pleased with the findings of the Abel Report. The Report provided me with a sense that justice has been served. People were finally exposed for their role in tainting the proceedings of this case. It amazes me that Eden Jacobowitz and his advisor, Alan Kors, are complaining about the injustices in their own game. One has to wonder why the Abel Report poses such a threat that both the respondent and his advisor find it necessary to criticize not the findings of the report, but the investigation tactics of the Board of Inquiry. Alan Kors claims he was only given 45 minutes to speak with the Board of Inquiry. We who requested the Inquiry were given the same amount of time—so where is the unfairness? If anyone has a right to complain, it should be us. As for unfairness, it was the respondent and his advisor who introduced all the rules to the game. Because the Abel Report works against them, they cry foul.

Neither Eden Jacobowitz nor Alan Kors, in the midst of their complaints, address the findings which cite their tactics to circumvent the judicial system. I think their main complaint is *not* with the Board of Inquiry, or the Judicial Officer, Robin Read, but with the fact that the report reveals *the truth* about the covert meetings and strategical media intervention they employed to corrupt the proceedings of the case. An old proverb of my family is, “Everything done in the dark will come to light.” Justice has been served.

If Eden Jacobowitz were as innocent as he claims, I question why he did not let the judicial process run its course. If he were indeed innocent, justice would have been served through the judicial system which was designed by students and faculty for the protection of the “innocent.” The case would have been heard on its merits. Eden, with the advice of Alan Kors, instead chose to try the case in the media, before his innocence could be proved or disproved by a committee of his peers. We, as Black women, the most marginalized group on this campus, trusted the judicial process, why did not he? Eden was misguided by an ambitious advisor who cared not about Eden, but about furthering some other agenda.

What should have been a case between students was used as a platform for the political agenda of Alan Kors. All of us, including Eden, were used as pawns by Dr. Kors in a game he was playing with former President Sheldon Hackney. As students, we trust that agents of the University, namely professors, will not expose us to anything which will threaten our physical and mental health, or prevent us from being allowed to successfully pursue our studies—including death threats to us and our families, hate mail, public scrutiny and ridicule, and being made to feel uncomfortable on our campus. This is exactly what we as complainants experienced, and Eden to a lesser degree. We all suffered from the negative press. I ask whether the First Amendment agenda meant so much to Dr. Kors that he should pursue it at the expense of our rights to “life, liberty and the pursuit of happiness.”

On January 13, 1993, my sisters and I

celebrated the 80th anniversary of the founding of our public service sorority. As the very first sorority at Penn, you would think we had that right. Eden had a right to complain that the singing of 18 women was disturbing his studying. (Though it was only the second day of classes, I am sure he was busy studying ahead for his midterms, like so many freshmen.) I am also sure that as a freshman, he may have gotten confused about the proper procedures for noise complaints. When we went up to talk to Eden about why he yelled those words to us, he refused to speak to us. He had the opportunity to explain that he was "joking" and "did not mean to demean" us. Instead, he chose to hide and refuse to face up to his actions. His refusal to talk to us is why we decided to go to the police.

Eden is right in one respect: this case should have never gone this far. I have told him time and time again that had he spoken to us that night, we would have never gone to the police. We could have engaged in an intellectual discussion about the difference of free speech and racial epithets right then. That is my definition of free speech—the right to engage in an intellectual debate. Intellectual debate is quite different from the road Eden traveled that night.

Since dropping the charges due to the corruption outlined in the Abel Report, I have tried to take the higher road. I have never tried to discredit Eden. I had forgiven him for his self-admitted ignorance. My problem was not with him, but with the unfairness of the judicial process. Now, after observing Eden in programs, newspapers and his campaign slogan for the Undergraduate Assembly, "Vote for Eden 'W.B.'" (Water Buffalo) Jacobowitz," I sincerely question his sincerity. Like his advisor, he has used this case for his own agenda. He continuously abuses me by making a mockery of the same words which he knows caused me so much pain, to gain popularity, or win seats on the Undergraduate Assembly.

Eden has tried to paint a picture of my sisters and me as being as sick as he is, by claiming that we called him "white boy" in a derogatory way on January 13th. I personally witnessed a white male yelling that night. That is how we located his room; it was Eden's roommate who identified him as the culprit. "Boy" refers to the fact that no *man* would yell the things Eden yelled that night and not face his victims. We have tried to avoid subjecting Eden to the petty mudslinging and denigration he has subjected us to.

As a graduating senior in college, I can look back and hope that Eden makes it through with as much success as I, and with his peace of mind. I do not understand why he has let this case consume him, even over a year later. He has to stop using it as a way to identify himself—he should not be proud that he had to demean someone else to win a name for himself. Because I have been trying to piece my life together since the incident, I have never seen fit to address Eden before. But "to everything is a season." Now is the time when I can respond to both him and Alan Kors because I have finally feel justice has been served—the Abel Report was released and I am graduating in a couple of weeks.

—Nikki Taylor, C '94

Response of Alan Kors

The women of the water buffalo case know and knew perfectly well that Eden had said merely "water buffalo," never referring to race, though such a reference would have been perfectly acceptable. That fact was stipulated by the acting JIO herself, in the presence of Eden's first advisor, who attested to that fact to me on three separate occasions. As explained on a tape left on my answering machine, Eden's first advisor would have put that in writing for us, except for the fact that she was instructed by the Office of the General Counsel not to do so. It also was explained to me by the acting JIO that Eden indeed had offered to speak to the women, and that it was they who refused to accept his offer.

This case revealed many absurd things about the University to the rest of the world. I hope it also reveals the level of moral iniquity to which we have fallen when someone believes that her race prevents her from marginalizing another while someone else's race transforms him into a genetic bearer of Western oppression. That is what we teach the graduates of this Ivy League university as they move into positions of power and influence. That always has been the agenda of the ideological apparatus that for years now has governed the University *in loco parentis*, to the impoverishment of moral understanding and dignity. What has saved Penn has been its unwillingness to defend that wicked agenda in public.

Eden correctly records my own hesitation to enter this case, and my commitment, once engaged, to one goal alone: the end of the persecution of an innocent freshman in a case that Sheldon Hackney himself, under oath before the Senate, termed a misapplication of Penn's own policy.

Readers should note well that not one of my substantive charges against the Abel Committee has been answered. The ACLU, in conventional professional courtesy, informed the University of the suit it intended to file. Jake Abel inanely terms that backroom negotiations. Jake Abel seems unaware of the implications of the administration's withholding from his committee (and from Eden and me last year) the full eleven-page police report exculpatory of Eden Jacobowitz. Let me shorten that: Jake Abel seems unaware. The awareness of others, I profoundly hope, has been affected.

— Alan Charles Kors, Professor of History

Response of Jacob Abel

Much of what is written by the students deals with the initiating event of this controversy and its sequel. The Board of Inquiry, as is generally understood, was concerned with the question of whether the University followed its codified procedures in response to the allegations made by the complainants.

It seems that the best way to make clear that the ACLU's role in the University's process went well beyond "conventional professional courtesy" is to publish the letter from the University General Counsel to Mr. Stefan Presser, Legal Director of the American Civil Liberties Foundation of Pennsylvania (appended).

The Board of Inquiry took the significance of this letter to be that the solution referred to was the dropping of a suit in exchange for altering the agenda of the hearing. The reader may make her/his own interpretation. Professor Kors disapproves, with much reason, of the General Counsel's instruction of the advisor of a participant in the dispute. However, he approves the General Counsel's instruction of the Judicial Administrator (Dr. John Brobeck) to alter the hearing agenda and steadfastly refuses to acknowledge the system's failure to notify the complainants. Mr. Jacobowitz, of course, had no duty in this regard. The Board of Inquiry found no role for the General Counsel in the Charter of the University Student Judicial System and disapproved of all of the administration's interventions. If our judicial processes are to have any integrity, they must be proof to the influence of persons, offices or organizations that are defined to be outside the processes. This stricture would in no way limit their actions in any other arena.

Speculation about the likely consequences if the ACLU had gone ahead with their suit is just that. My opinion is based on four cases in which persons or organizations sought to stay the University's disciplinary hand. In two the petitioners were successful and in two the University was allowed to move ahead with its processes. There is no evidence that the petitioners in any of these matters suffered retaliation for having availed themselves of the courts. In each case, the court was immediately responsive to the requests for relief.

The critics of the Board's report have gone the route from making arguments to the kind of disingenuous distortion exposed above to the rhetorical nadir of *argumentum ad hominem*. It is to be regretted.

— Jacob Abel, Professor of Mechanical Engineering and Applied Mechanics

Appendix to the response of Dr. Abel

From the Office of the General Counsel to Stefan Presser, Esquire, c/o Wilson & Silverstein, 2114 Locust Street, Philadelphia PA 19103, dated May 13, 1993 BY FAX.

Dear Stefan:

As we discussed, the University will honor Dr. Alan Kors' request that the panel at the hearing scheduled for May 14, 1993, will consider whether charges against Eden Jacobowitz will or will not be dismissed. If the panel rejects Dr. Kors' argument that charges should be dismissed, Mr. Jacobowitz will be given an opportunity to present witnesses on his behalf at another time.

I am pleased that you and I have been able to solve this matter amicably.

Very truly yours,

(signed)

Shelley Z. Green

cc: John Brobeck

Speaking Out continues next page

Speaking Out *continued*

Why Not a Holiday?

There has been much tinkering with the University Academic Calendar of late (*Almanac* April 19). This is why I find it all the more outrageous that the University has chosen to begin the Spring Semester in 1995 on the Martin Luther King, Jr. holiday.

I recognize that there are many federal and state holidays that the University does not recognize including Veterans Day and Presidents' Day. However, since the calendar was being altered anyway, it is difficult for me to fathom why the University could not simply start classes on the Tuesday following the Martin Luther King holiday like many other universities do.

The Martin Luther King holiday was achieved only after a long and valiant struggle by many in Congress and in state legislatures nationwide. But until private institutions honor and acknowledge it, their efforts were in vain. It would be a simple and costless act to begin classes for the Spring Semester in 1995 on the Tuesday following the King holiday. For a minimal cost, numerous benefits could be reaped: African American students on campus could feel less marginalized if they want to observe the holiday but do not want to have to skip classes; faculty and staff with school-age children would be able to spend the day with those children and would be able to convey to their children the meaning and spirit of the holiday; and the message would be conveyed to the generations who must lead us into the 21st century—Penn students and children of Penn employees alike—that Martin Luther King's contribution to our society is important enough to warrant a day of celebration and reflection. To do otherwise is to slight that contribution.

— *Marissa Martino Golden*,
Assistant Professor of Political Science

Response to Professor Golden

The University's "Policy on Secular and Religious Holidays" was adopted by the Provost after considerable discussion in the various faculty and school deliberative bodies, including the Faculty Senate, the Council of Academic Deans, the Council of Undergraduate Deans, and the various faculties of the University. Underlying the policy is the principle that the University most appropriately signals its respect for the meaning of the holiday, not by absenting itself through closing, but by affirming the holiday's meaning through educational initiatives that are in keeping with the University's mission, by encouraging those who wish to attend such programs and celebrations, and by ensuring that they are not penalized in their academic or work environments.

As Professor Golden points out, there are many federal and state holidays that the University does not recognize. The Martin Luther King holiday is one in which the University community is vastly enriched by the programs held for students, faculty and staff, and by the discussions led by individual faculty in their classes on pertinent issues. In this way, the University seeks to highlight the contributions and the memory of Dr. King to the broader University community.

—*Marvin Lazerson, Interim Provost*

1995-96 Fulbright Scholar Programs: August 1 Deadline

The 1995-96 competition for awards under the Fulbright Scholar Program for faculty lecturing and research in more than 135 countries is now open, with an application deadline of August 1, 1994. Some special programs have later deadlines.

Each year over 1000 Fulbright grants are awarded to U.S. faculty and professionals. Grantees come from literally every area of the humanities, social sciences, and the physical sciences, as well as from applied fields such as business, law, and TEFL. Faculty in all academic ranks, including emeritus, are eligible to apply.

Applicants must:

- be U.S. citizens (permanent residency is not sufficient);
- hold the Ph.D., appropriate terminal degree in their field, or equivalent professional status and recognized standing; and
- for lecturing assignments, have suitable college or university teaching experience.

Interested persons should write or call for further information on Fulbright grants for faculty and professionals:

Council for International Exchange of Scholars

3007 Tilden Street, NW, Suite 5M

Box GBRO

Washington, D.C. 20008-3009

E-mail: cies1@gwuvvm.gwu.edu

Telephone: (202) 686-7877

The Fulbright Program is funded and administered by the United States Information Agency. Financial support is also provided by participating governments and by host institutions in the United States and abroad. The presidentially appointed J. William Fulbright Foreign Scholarship Board formulates policy guidelines and makes the final selection of grantees.

Collecting Research and Data on Philadelphia

In an effort to foster greater knowledge about research on Philadelphia, the Center for Community Partnerships and Penn Program for Public Service have developed a source book on data available about the Philadelphia area. Information on demographic, economic, housing, health, education and social services data has been documented, and the source book is available from the Center for Community Partnerships, Ext. 8-5351, to faculty and students throughout the University and to local non-profit organizations.

The Center for Community partnerships has received numerous inquiries about data on Philadelphia from both within and outside the University. Efforts have been made to collect information from individual faculty and student researchers and from major research centers and projects within the University. We are also interested in listing published and unpublished work about Philadelphia. This project is an effort to make data more accessible, to stimulate the sharing of information between the University and the community, and to encourage further inquiry into local urban issues.

The Directory of Research and Data on Philadelphia at the University of Pennsylvania is the first edition of what will be a continuously revised and periodically republished source book. Therefore, the Center for Community Partnerships would appreciate any additional information on research on Philadelphia or other research data or materials that would be of interest to the wider community. Please send the form below to the Center to have information included or revised in future directories.

We thank those who have contributed to the development of the Director as well as those of you who will contribute in the future. Special thanks are due to Dan Gitterman, who got the project off the ground and compiled most of the first edition, as well as to Tamzin Cheshire, Kammie Gormezano, and Michele Zelinsky, who organized and edited the information.

— *Ira Harkavy, Director, Center for Community partnerships*
— *Amy Cohen, Associate Director, Penn Program for Public Service*

Please send to: University of Pennsylvania Center for Community Partnerships
Philadelphia Data Project, attn. Amy Cohen
133 S. 36th Street, Suite 519
Philadelphia PA 19104-3246

Name of Project _____

Contact Person _____

University Address and Phone _____

University Affiliation _____

Data Source(s) _____

Brief Description _____

Reports, Papers, Articles _____

(Please attach additional information as necessary.)

Summary Annual Report: Retirement, Health and Other Benefits

*Pennsylvania Annuity Plan, Life Insurance Program, Long Term Disability Income Plan, Dental Plans,
Health Care Expense Account, Faculty and Staff Scholarship Program and Retirement Allowance Plan of the
University of Pennsylvania for the Plan Year ending June 30, 1993*

This is a summary of the annual reports for the Plans named above of the University of Pennsylvania for the plan year beginning on July 1, 1992, and ending June 30, 1993. These Plans are sponsored by the Trustees of the University of Pennsylvania whose employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to plan participants. To facilitate a single printing, the reports for the plan year ending June 30, 1993, have been combined. Consequently portions of this summary may refer to plans in which you are not currently participating.

Pennsylvania Annuity Plan: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by the Equitable Life Assurance Society of the United States. Total premiums paid for the plan year ending June 30, 1993, were \$167,030.

Life Insurance Program: Insurance Information

The Plan has a contract with the Equitable Life Assurance Society of the United States to pay all life insurance claims incurred under the terms of the Plan. The total premiums paid for the plan year ending June 30, 1993, were \$2,633,866.

Plan costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ending June 30, 1993, the premiums paid under the experience-rated contract during the plan year were \$2,633,866 and the total of all benefit claims charged under the experience-rated contract during the plan year was \$1,976,884.

Long Term Total Disability Income Plan

The Trustees of the University of Pennsylvania have committed themselves to pay all long term disability claims incurred under the terms of the Plan.

Dental Plan (Prudential)

The Plan is a pre-paid program providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the plan year ending June 30, 1993.

Dental Plan (Penn Faculty Practice)

The Plan is a pre-paid program providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the plan year ending June 30, 1993.

Health Care Expense Account

The Trustees of the University of Pennsylvania maintain a program providing reimbursement of health care expenses funded through salary reduction agreements for full-time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Faculty and Staff Scholarship Plan

The Trustees of the University of Pennsylvania maintain a program providing scholarships to full-time faculty and staff and their dependents. The University provides these benefits in accordance with the terms of the Plan.

Retirement Allowance Plan: Basic Financial Statement

Benefits under this Plan are provided through a trust with CoreStates Bank of Philadelphia, PA. Plan expenses were \$2,565,918. These expenses included \$55,669 in administrative expenses and \$2,510,249 in benefits paid to participants and beneficiaries. A total of 5,355 persons were participants in or beneficiaries of the Plan at the end of the plan year, although not all of these persons had yet earned the right to receive benefits.

The value of Plan assets, after subtracting liabilities of the Plan, was \$75,188,508 as of June 30, 1993, compared to \$66,006,777 as of July 1, 1992. During the plan year the Plan experienced an increase in its net assets of \$9,181,731. This increase includes unrealized appreciation or depreciation in the value of plan assets; that is, the difference between the value of the Plan's assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year.

Minimum Funding Standards

An actuary's statement shows that the Plan was funded in accordance with the minimum funding standards of ERISA.

Additional Information

As described below, you have the right to receive a copy of the full annual report of the Retirement Allowance Plan, or any part thereof, on request.

The items listed below are included in that report:

1. an accountant's report;
2. assets held for investments;
3. insurance information including sales commissions paid by insurance carriers; and
4. actuarial information regarding the funding of the plan.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

Your Rights To Additional Information About These Plans

You have the right to receive a copy of the full annual reports, or any part thereof, on request. Insurance information for the Pennsylvania Annuity Plan, the Life Insurance Program and the Dental Plan (Prudential) is included in those reports.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Vice President for Human Resources, Room 538A 3401 Walnut Street, Philadelphia, Pennsylvania, 19104, (215) 898-1331. The charge for the full annual report of the Retirement Allowance Plan is \$3.50; the charge for each other full annual report is \$1.50; the charge for a single page is 25 cents.

In addition, you have the legally-protected right to examine the annual reports at the University of Pennsylvania, Benefits Office, Room 527A, 3401 Walnut Street, Philadelphia, Pennsylvania, 19104. You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C., or obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department of Labor should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C., 20216.

—Office of Human Resources/Benefits

Online in PennInfo: Job Opportunities, Human Resources Manual, and Other Resources

The University's *Human Resources Policy Manual* and many other basic information services for Penn staff and faculty are now accessible 24 hours a day via PennInfo. Those who have mislaid their Pennflex booklets, for example, can call up the same information electronically. (Exceptions are wide-measure data displays, which still have to be viewed in hard copy.)

A recent addition to HR's online services is the electronic posting of *Job Opportunities* as they appear in the weekly print listings published in *The Compass*.

Those who don't have access to computers, or don't have PennInfo, can call up these services at one of the 16 public kiosks listed on page 15 of this issue. There are two ways to find HR information:

From the main menu, call up *Policies and Procedures*, then *Human Resources Policy Manual*, then the desired folder. Or, at the main menu, call up the search function and type in the desired keyword. "Jobs" will bring up a menu of job opportunities by school and center. Or enter "hiring," "holidays," or other such keywords to find the currently effective, updated policy on that subject.

A Triple Bill on May 10: Panel Discussion, Election, and Vote on a Name Change

Tuesday, May 10, Annenberg Center, 12:30-2 p.m.

This is the time, this is the place to join your colleagues for interesting discussion, vote for a new Executive Committee, and cast your ballot to re-name the A-1 Assembly.

I. Panel Discussion: Community, Quality of Work Life and Cost Containment

Come hear Dr. Gloria Twine Chisum, Trustee, Adrienne Riley, Assistant Vice President for Human Resources, and Benjamin T. Hoyle, Acting Director of Resource Planning & Budget, discuss the recommendations of the Commission on Strengthening the Community, recent efforts on Quality of Work Life, and how these issues must be balanced when faced with the constraints of Cost Containment.

A question-and-answer session will follow their talks.

II. Election of the A-1 Assembly Executive Committee

We are pleased and proud to have the following fine list of candidates, representing a cross-section of the University:

Two Nominees for Chair-elect:

Fran Kellenbenz: Financial Administrator, Human Resources. Fran has been a member of the Penn community for 12 years. Prior to working in Human Resources, Fran was with the Museum and the Institute of Contemporary Art. Fran has served as a member of the Penn's Way steering committee for five years. She has served as a coordinator for the Red Cross Blood Drive for three years. Fran is a member of the Association of Business Administrators. She is a degree candidate in Psychology in CGS.

Lois Ginsberg: Associate Director, Dynamics of Organization, a graduate professional development program in SAS. Lois has worked previously at Penn in research management in various offices of Wharton, Public and Urban Policy, and the Leonard Davis Institute. She received a BA in Philosophy from the University of Michigan and is currently a degree candidate in the Dynamics of Organization graduate program.

Three Nominees for Vice Chair-elect:

James Beermann: Business Administrator in the School of Medicine. Jim has worked at Penn in various capacities including Associate Director of Student Financial Aid. He has been a member as well as past officer of the Association of Business Administrators. He received a BS in biology from Morningside College and an MA in Higher Education Administration from Syracuse University.

Antonietta Rouse: Employment Specialist in Human Resources serving the Medical School. She has been a member of the Penn community for three and a half years. Antonietta is an alumna of the Wharton School. While at Penn, she was a member of the ROTC. Prior to Penn, she was a commissioned officer in the U. S. Army and served at the United States Military Academy at West Point for three years. Antonietta is a board member of the Penn Children's Center, serving as its treasurer for two years.

Mark West: Business administrator in SEAS. Mark has worked as a financial manager in SAS as well as in the Comptroller's Office as an Accountant in Federal Compliance. He is a member of the Association of Business Administrators and a steering committee member. He is a student in CGS working towards a BA degree in English.

Eight Nominees for Member-at-Large (for four positions):

Mai Friedman: Financial Administrator, Office of the Provost. Mai has worked in primarily financial management at the departmental level in SAS before moving into her present position. She has attended Lower Columbia College in Washington State and is presently in the Wharton School's evening program.

Delores Magobet: Office Manager in the Mechanical Engineering and Applied Mechanics department in SEAS. Delores has previously worked as departmental Clerical Supervisor in SAS. She is active in the Penn Volunteers (VIPS) and has served as Penn's Way coordinator for SEAS. She is currently attending Wharton Evening as a degree candidate.

Thomas J. McCoy, Jr.: Operations Supervisor, Telecommunications. Tommy has worked at Penn in various technical support and supervisory

roles. He helped to design the installation of ResNet for campus students. He also works on special projects such as the Penn Relays and other programs held at the Palestra and Franklin Field (i.e. Alumni Weekend, Student Move-In). He is currently working on supplying emergency phones to the outskirts of campus in cooperation with the Public Safety Office.

Lois MacNamara: Assistant Director of Student Activities, Graduate School of Education. Lois worked at the Neumann College in Continuing Education prior to joining Penn. She received a BA in Philosophy and Classics from Temple University and a Master's degree in Higher Education Administration from Widener University.

Maureen Parris: Director, Office of Faculty Affairs, School of Medicine. Maureen has worked at Penn in administrative support positions in the President's Office as well as the departmental level in SAS. She received a BA *cum laude* in History and an MS in Education, Higher Education Administration. She serves on the Rules and Regulations Committee of her condominium association.

Fran Rush: Administrative Coordinator, Veterinary Hospital. Fran has performed financial and human resources management at VHUP. She has dealt with client complaints and compiles and distributes the *Policies and Procedures Manual* for VHUP.

Carol Bennett Speight: Director, Faculty Staff Assistance Program. Carol has been a member of the Penn community for seven years. She has directed the FSAP for five years. Carol has been in the field of Social Work for 18 years. She is the Coordinator for Work and Family Issues for the National Employee Assistance Association. Carol is a DSW candidate in the School of Social Work.

Joseph Walk: Associate Director, Fiscal Operations, Dental School. Joe came to work at Penn as a co-op student in Drexel's program working with Physical Plant accounting. During this time he has participated in the Faculty/Staff Softball League, serving as the Team Captain. Joe is currently working on a TQM committee evaluating the credit card purchasing program. He received a BS in Finance and Engineering from Drexel University.

III. Ballot on Renaming the A-1 Assembly

While casting your votes for the Executive Committee, help the Assembly choose a new name. The suggestion that has been made is Professional and Administrative Staff Assembly (PASA). Other suggestions will be taken from the floor at the annual meeting, and a poll taken on your preference.

Come join us on May 10, Annenberg Center, from 12:30-2 p.m. for an interesting and exciting meeting. Help yourself and your colleagues take part in a rewarding experience and support the Assembly's goal to serve as a vehicle for communication.

We look forward to seeing you there!

— Carol Kontos-Cohen, Chair
— Sarah J. Nunn, Vice Chair

Membership of the Executive Committee for 1993-94

(noting those who continue in 1994-95)

Chair: Carol Kontos-Cohen, University Life *(continues: past chair)*

Chair-elect: Drita Taraila, Pharmacology *(continues: chair)*

Past Chair: Dennis Mahoney, Human Resources/Benefits

Vice Chair: Sarah Nunn, HR/Information Management

Vice Chair-elect: Lily Wu, UMIS *(continues: vice chair)*

Members at Large:

Rick Ferraiolo, SEAS

Pat Hanrahan, International Programs

Lyn Hutchings, Travel

Ralph Maier, Purchasing

Berenice Saxon, Research Administration *(continues)*

Ira Winston, SEAS *(continues)*

Exclusive Vending Contract: June 1

Effective June 1, 1994, the University has awarded the exclusive vending contract to Canteen Corporation of America, which is partnered with the Pepsi Cola Company, Mil-Ray Foods, and Nutrition America. The Purchasing Department and Hospitality Services conducted a formal bid process. Representatives from schools and University departments consisting of faculty, students, staff, and administrators were included in the process. Campus interviews conducted by Hospitality Services and Fessel Consultants International received input from every aspect of campus life.

In selecting the Canteen Corporation we have achieved financial gain for the University, quality brand products, minority company participation and the promise of excellent service. Brands that will be seen campus-wide include *Pepsi Cola, Ocean Spray Juices, Lipton Teas, Stouffer Foods, Campbell Soups, Ellis Coffees, Jack & Jill Ice Cream* products, *Taco Bell*, and *Pizza Hut*.

In order to maximize the benefits to the University, the integrity of the exclusivity of this contract must be honored. Buildings which now have vending machines supplied by a company other than Canteen or Pepsi Cola should make arrangements to have those machines removed *prior to May 31, 1994*. Because of a purchase agreement, the Blue Ribbon machines are currently being replaced by those supplied by Canteen.

Sandy Bates in the office of Hospitality Services will act as campus-wide administrator for Vending Services. Ms. Bates will arrange for refund change banks at buildings which desire them and for a central refund source where local banks are unavailable. Please contact Ms. Bates at 898-9457 if there are any questions.

—Donald M. Jacobs, Executive Director, Hospitality Services

About the Crime Report: Below are all Crimes Against Persons listed in the campus report for the period April 25 through May 1, 1994. Also reported for this period were Crimes Against Property including 47 thefts (including 4 burglaries, 3 of auto, 6 from auto, 8 of bicycles & parts); 1 of arson; 4 incidents of criminal mischief and vandalism; and 1 of trespassing and loitering. 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 25, 1994 and May 1, 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: Sexual assaults—1, Robberies (& attempts)—3, Aggravated assaults—1, Simple assaults—1, Threats & harassment—3

04/26/94	12:47 AM	38th & Chestnut	Suspect demanded money/compl fled
04/27/94	10:06 AM	Kings Court	Harassing phone calls received
04/28/94	2:04 PM	Bishop White Dorm	Student vs. student
04/28/94	9:45 AM	Grad Tower B	Threatening letter received
04/29/94	3:11 AM	36th & Walnut	Robbery of cash by juveniles
04/29/94	12:03 PM	Leidy Lab	Harassing phone calls received
04/29/94	1:59 PM	36th & Walnut	Theft of wallet/cash taken
04/30/94	9:06 PM	3400 Block Spruce	Group of suspects struck complainants
05/01/94	8:26 AM	Houston Hall	Complainant grabbed/walkman taken

38th to 41st/Market to Baltimore: Robberies (& attempts)—1, Aggravated assaults—1, Simple assaults—2, Threats & harassment—3

04/25/94	5:26 PM	4048 Sansom St.	Students assaulted roommate
04/25/94	10:07 PM	Harnwell House	Roommate harassed complainant
04/29/94	9:12 AM	3900 Sansom St.	Building staff threatened
04/30/94	11:33 PM	40th & Spruce	Student struck on head w/bottle/to HUP
05/01/94	12:29 AM	4000 Block Spruce	Complainant cut by suspect w/knife/to HUP
05/01/94	5:09 AM	High Rise North	Ethnic slurs shouted from upper floor window
05/01/94	3:57 PM	4000 Block Spruce	Actors assaulted complainant

41st to 43rd/Market to Baltimore: Simple assaults—1

04/25/94	2:36 PM	4200 Block Ludlow	Customer assaulted complainant
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30th to 34th/Market to University: Threats & harassment—1

04/28/94	1:14 PM	Hill House	Unwanted telephone calls received
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18th District Crimes Against Persons

April 18 to 24, 1994

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

Totals: 14 Incidents, 3 Arrests

Date	Time	Location	Incident	Arrest
04/18/94	8:05 AM	3800 Spruce	Robbery	No
04/18/94	9:04 AM	4301 Walnut	Robbery	No
04/19/94	1:04 AM	4525 Walnut	Robbery	No
04/19/94	4:20 PM	4256 Market	Robbery	No
04/19/94	11:58 PM	4700 Warrington	Robbery	No
04/21/94	10:30 PM	3400 Chestnut	Robbery	No
04/22/94	8:10 AM	918 S. 46th	Robbery	Yes
04/23/94	12:30 AM	3942 Spruce	Aggravated Assault	Yes
04/23/94	12:45 PM	4406 Walnut	Aggravated Assault	No
04/23/94	9:17 PM	421 S. 42nd	Robbery	No
04/23/94	9:45 PM	4817 Springfield	Purse Snatch	No
04/24/94	6:56 PM	4600 Woodland	Robbery	No
04/24/94	7:10 PM	223 S. 45th	Aggravated Assault	Yes
04/24/94	7:12 PM	4700 Osage	Robbery	No

Update

MAY AT PENN

SPECIAL EVENT

6 African American Resource Center Open House; meet the staff, browse, network, have lunch; 12-4 p.m.; 3537 Locust Walk.

TALK

10 The Pushmi-Pullyu—A Unique Solution to a Unique Problem: or Ion Channel Mechanisms Underlying the Secretion of Aqueous Humour; Tim Jacob, University of Wales; 4 p.m.; Physiology Library, Richards Building (Physiology).

Discount Day at Bazaar Shop

The Bazaar Shop of International House invites the Penn community to visit International House's gift shop. Now through June 30, Penn ID holders receive 10% off all merchandise every Tuesday. The Bazaar Shop features a diverse selection of crafts and jewelry representing cultures and traditions from around the world. A member of the Museum Stores Association, the shop currently features:

- cards and gift wrap
- toys, puzzles, world games and international activity books for children
- jewelry from around the world
- African masks, musical instruments and sculpture
- handcrafted ceramic, glass, and textile items
- Moroccan brass mirrors
- picture frames from Mexico
- Japanese folk pottery, Senegalese dolls, Guatemalan wedding necklaces, batik beads from Kenya, handmade Nepalese books

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

* kiosk uses point-and-click software.



Almanac

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Toward a Code of Student Conduct

To the University Community

Following is the final version of the Code of Student Conduct developed by the student-faculty committee I appointed in January. This version, which will be discussed at University Council tomorrow, reflects the committee's response to comments on the earlier draft that appeared in Almanac on April 5. Additional comments on this Code are welcome and should be sent to me by no later than Thursday, May 12. I intend to forward my final recommendation to the President shortly thereafter, so that she may take final action on the Code before the end of June.

—Marvin Lazerson, Interim Provost

I. Preamble

When Benjamin Franklin founded the Pennsylvania Academy, he defined its mission as “education for citizenship.” In pursuit of this mission, the University of Pennsylvania is committed to achieving academic excellence, to creating a world-class environment for inquiry and learning, and to cultivating responsible citizenship in the larger society.

The University of Pennsylvania is a community in which intellectual growth, learning from others, mutual tolerance, and respect for freedom of thought and expression are principles of paramount importance to its character. In an environment which promotes the free interchange of ideas, cultural and intellectual diversity, and a wealth of social opportunities, Penn students take advantage of the academic and non-academic opportunities available to them, deepening their intellectual insights through formal instruction, and expanding their educational experience beyond their academic programs. Members of the Penn community participate actively in the greater Philadelphia, state, national, and international communities in which they reside. “Citizens” of the University community include students, faculty, staff and those otherwise affiliated with the University.

Accepting membership into the University of Pennsylvania community entails an obligation to promote its welfare by assuming the rights and responsibilities listed below. Each individual member of this community is responsible for his or her own actions and is expected to respect the rights of others.

II. Rights of Student Citizenship

Membership in the University of Pennsylvania community affords every student certain rights that are essential to the University’s educational mission and its character as a community:

- (a) The right to have access to and participate in the academic and non-academic opportunities afforded by the University, except for reasons arising from valid purposes of the University;
- (b) The right to freedom of thought and expression;
- (c) The right to equal educational opportunity;
- (d) The right to be free from discrimination on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability or status as a disabled or Vietnam Era veteran; and
- (e) The right to clearly defined, prompt, and fair University judicial process in the determination of accountability for conduct.

III. Responsibilities of Student Citizenship

Students are expected to exhibit responsible behavior at all times, at or away from the University, and in their interactions with members and non-members of the University community. Failure to do so may result in disciplinary action by the University. Responsible behavior is a standard of conduct which reflects higher expectations than may be prevalent outside the University community. Responsible behavior includes but is not limited to the following obligations:

- (a) To comply with federal, state and local laws.
- (b) To comply with policies and regulations of the University and its departments (e.g., the University’s Guidelines on Open Expression, Anti-Hazing Regulations, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).
- (c) To comply with all provisions of the University’s Code of Academic Integrity and academic integrity codes adopted by the faculties of individual schools.
- (d) To comply with all contracts made with the University, such as Residential Living Occupancy Agreements and Dining Services contracts.
- (e) To cooperate fully and honestly in the student judicial system of the University, including the obligation to comply with all judicial sanctions.
- (f) To be honest and truthful in dealings with the University; about one’s own identity (e.g., name or Social Security number); and in the use of University and other identification.
- (g) To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also precludes the disruption of University computing services or interference with the rights of others to use computer resources.
- (h) To refrain from conduct towards other students which infringes upon the Rights of Student Citizenship. While the University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs, the content of student speech or expression is not by itself a basis for disciplinary action. However, patterns of student speech or expression may constitute conduct, and as such, they may be subject to discipline under this provision when they knowingly or intentionally infringe upon the rights of Student Citizenship, or under applicable laws against harassment, stalking, ethnic intimidation, and similar acts, or under University policies, including those on non-discrimination and affirmative action.
 - (i) To respect the right of fellow students to participate in University organizations and in relationships with other students without fear, threat, or act of hazing.
 - (j) To respect the health and safety of others. This precludes acts or threats of physical violence against another person (including sexual violence) and disorderly conduct. This also precludes the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events without University authorization.