

Almanac

President Rodin on
Administrative Restructuring...page 8

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Tuesday, September 13, 1994

Published by the University of Pennsylvania

Volume 41 Number 3

Remembering Al-Moez Alimohamed

On Monday night, August 29, Al-Moez Alimohamed, a graduate student in the Mathematics Department at Penn, was robbed and killed at 47th and Pine Streets. All of Moez' friends are shocked, outraged, and deeply grieved by this tragic and devastating loss. It is still hard to accept that he will not be among us this year.

Moez was a citizen of Pakistan, born on February 14, 1967 in Manila, the Philippines, to Iqbal and Bilquees Alimohamed. Because of his father's international career, initially in banking and later with the United Nations, Moez, together with his younger brother Farouk and sister Natasha, was brought up and went to school in many regions of the world: Saudi Arabia, Pakistan, Nigeria, Zaire, the United States, Switzerland, Malaysia, and Japan.

During his undergraduate education he spent his freshman year at Tufts University and received his B.A. in mathematics after 4 years from Reed College in Portland, Oregon. He was a graduate student and Teaching Assistant for one year at Portland State University and then transferred to the University of Pennsylvania in 1990 to enter our Ph.D. program in Mathematics.

Moez was a dedicated student, but also fun-loving. He was friendly and outgoing and had many friends among the graduate students, not only in Mathematics but also in the Physics and Computer and Information Science Departments. It was such a pleasure seeing him develop during his several years at Penn.

During his first years, Moez was a Teaching Assistant. He was enormously successful as a teacher. Even at this early stage, Moez exhibited a compelling ability to attract students to the subject. As a Teaching Assistant in Calculus courses, he often received departmental good teaching awards in recognition for his excellent teaching, which students described as "engaging", "very effective" and "inspiring". The last two summers, Moez independently taught sections of the Ideas in Mathematics course. He used an innovative pedagogical style and developed much of his own material for the course.

In May 1993 Moez passed his oral qualifying exam, the last formal requirement before mathematics students start on their research work. In July 1993 Moez was invited to participate in the highly competitive International Summer School in Logic

for Computer Science, held in Chambéry, France and sponsored by the European Union. Subsequently, he started working toward a dissertation. Moez' research was in mathematical foundations of programming structures, an area that spans mathematical logic and theoretical computer science.



During the past year his work went particularly well. In recognition of his promising research proposal he recently received a prestigious Graduate Fellowship from the Institute for Research and Cognitive Science, sponsored by the National Science Foundation. This fellowship would have enabled him to concentrate on his research during the current academic year. Moez worked assiduously over the summer and finished

writing up his first research paper, which he was about to submit to a leading research conference to be held in Edinburgh, Scotland in April 1995. A tentatively final version of the paper was printed out a few days before Moez' death.

Moez was on the verge of being recognized nationally and internationally for his outstanding results. His paper is likely to become a standard reference in the subject. He was scheduled to give a talk on his work in the Penn Logic and Computation Seminar this month. Moez also received an invitation to present a talk at the North American Jumelage Conference on Type Systems in Ottawa, Canada on October 10. This would have been Moez' first international conference presentation. Moez was, despite his talent, a very modest person and would not have boasted of these early recognitions of his accomplishments, but he was clearly proud of them.

Moez would have received his Ph.D. during the current academic year and then would likely have applied for a postdoctoral research position at an American, Canadian, or European university. He was well on his way to becoming a successful research mathematician and an outstanding teacher. He will be sorely missed by all of us, but his contributions, as well as his warm personality, will long be remembered.

- Dennis DeTurck, Professor of Mathematics and Undergraduate Group Chairman
- Andre Scedrov, Professor of Mathematics/Computer and Information Science, and thesis advisor of Moez Alimohamed
- Wolfgang Ziller, Professor of Mathematics and Graduate Group Chairman

Arraignment in Murder

At a September 28 hearing for the five teenagers arrested in the death of Al-Moez Alimohamed, Assistant District Attorney Roger King is expected to seek arraignment on charges of murder, robbery, theft, receiving stolen property, violation of the Uniform Firearms Act, possession of an instrument of crime, and conspiracy.

Plainclothes police were moments from the scene in the 4700 block of Pine Street where the five allegedly beat Mr. Alimohamed and robbed him of less than \$5 before one shot him with a sawed-off shotgun. The officers arrested the armed man and one other immediately, and two more were apprehended nearby; the fifth turned himself in later.

The youths are Antoine Saunders, 18; Khaalis Edmonson and Gregory Pennington, both 16; and Antony Archer and Ollie Taylor, both 15, all from blocks west of 52nd Street near Springfield Avenue. All five will be tried as adults, the D.A.'s Office said.

In Recovery: Samir Shah, a 21-year-old undergraduate shot in the abdomen in an attempted robbery in the 3900 block of Pine Street on August 14, was released from the hospital September 6. No arrests have been made in the assault on Mr. Shah and his housemate.

Security Systems: Christopher Algard

Public Safety Commissioner John Kuprevich has named Christopher D. Algard, a former DuPont security specialist, to the newly created position of Director of Security Services for Penn's Division of Public Safety. Mr. Algard joined the staff last week after 19 years with E.I. DuPont de Nemours and Company of Wilmington, where he served as corporate security strategic technical supervisor-manager.

At Penn, Mr. Algard will be responsible for the overall design of security principles, for overseeing the development of security projects, and for the integration of security technology with current systems. He will also oversee the development of the Public Safety access control/alarm monitoring system.



Speaking Out

No Time for Cool

This is a letter in reaction to, and an invitation to discuss, the murder of Al-Moez Alimohamed.

We know that when something makes us terrifically angry we very often need to wait and cool off before reacting. But I don't want to be cool in reacting to the murder of Al-Moez Alimohamed. Cooling off means forgetting about it, resuming business as usual. Cooling off means consigning this man to crime statistics. Cooling off means shrugging and saying, "That's the way things are nowadays. What can we do?"

But we all need to actively face violence around Penn (and not only around Penn). It is changing us for the worse. You can see and hear it every day.

A woman I ride with on a van to Penn: "I would never take public transportation to work—it's just not safe." I wanted to argue with her, but I've been hassled for money on the subway. A man was killed a few months ago at my stop at 37th and Spruce. So I said, weakly, it's OK if you travel at rush hour.

A co-worker who has moved to the suburbs with his children because "My kids could get killed in a West Philly school."

My roommate robbed at knifepoint at our doorstep when we used to live in West Philly (yes—I've fled with my family also): "I was lucky." He left it understood, quite rationally, that he meant that he wasn't killed, but with me also thinking he was insane.

The man who took my ticket at the 40th Street movie theater just before it went out of business telling me that the theater wasn't doing well financially, and "There is also a problem with these kids—you know."

An employee at the Italian Bistro—now closed—saying that, yeah, there were financial problems, but it was also the crime in the area. We know about crime driving other neighborhood stores away, but crime in a restaurant? Pretty ridiculous, except of course that Salad Alley and Boccie (remote places obviously not safe) were robbed at gunpoint (shots in the air were fired so the patrons would know the punks were serious). And yeah, someone was shot (was it stabbed? who can remember?) outside Allegro Pizza a couple of months back, which can hardly compete with all the shootings, students included, around McDonald's.

My memory fails me. When was the CGS student robbed, raped and shot by a man who abducted her when she was getting into her car way out at 34th and Chestnut? Was that just last year? These things blur together. How many years ago was the student stabbed to death in Grad Towers during Thanksgiving break? I think it was the same year I got punched in the chest by a homeless man for saying "sorry" when he asked for change. "You're not sorry," he said. Would it have helped if I told him I volunteered at a homeless shelter?

Yeah, my memory for these things, and

will to deny, is pretty strong. That's why I sometimes clip things out of newspapers, like the headline in the *D.P.* March 21, 1994, "Seven students robbed at gunpoint"—over one weekend. It's these kinds of things that counter the nonsense that one West Philly resident, in denial, tells me: "the perception of crime around here is much worse than the reality." A superior view, don't you think? Let's not be hustled by all this false perception.

I wonder how the University community would have thought of seven gunpoint robberies over one weekend thirty years ago. You know, back before the escort shuttle service.

My own wife, who works as a social worker in the worst parts of North Philly, saying about Al-Moez, "It was 11:30, he shouldn't have been out so late." 11:30 late? For a grad student? How much did this make him culpable for what happened to him? Will we be soon saying, "He lived past 42nd Street; he should have known better. And it was after 5 p.m."

Please, let us not normalize ourselves to this insanity. We are losing our freedom, our sense of community, our trust, our development, and sometimes our health or very lives. And the lives of our loved ones. What are we doing about it?

—Barry Kirzner, W '85

Computer Specialist, Wharton Accounting

From the President

Barry Kirzner's letter eloquently expressed the anger and dismay that we all feel about the tragic murder of Al-Moez Alimohamed. This terrible incident troubles us deeply. His death was a tragedy, not just for his family and friends, but for the entire Penn community. We have all been touched by it because, as Mr. Kirzner said, Al-Moez could have been any one of us. And despite the best efforts of so many people at Penn, and the cooperation of their counterparts with the city, there is no quick solution to the problems of random violence in our community.

There are things we have done. We responded immediately by meeting with the leadership of the city government and the police department. We requested increased uniformed patrols on all shifts. The 18th precinct, which is the area that surrounds the University, has as a result escalated the number of both foot patrols and tactical squads. In addition, I have directed our senior management team to conduct a full review and develop a master plan for public safety at Penn, about which we will all hear more in the weeks ahead.

We can and must make the safety of our students, faculty and staff the paramount responsibility of Penn's leadership. I want to assure Mr. Kirzner and all of you that I accept that obligation. The Penn community must be assured that we will continue to increase our resources, our vigilance and our efforts to promote safety. This is not the place to enumerate all that is being done—though the fact

that Penn's public safety budget increased 30 percent over the past three years and that more than 80 police personnel are assigned to patrol the University community around the clock should serve not to make us complacent but as evidence of the serious efforts underway. Let us also be mindful of the fact that collaborative efforts of Penn, other institutions and individuals to revitalize the economic well-being of the area are underway, and Penn is committed to these initiatives. We will also be taking a vigorous look at the scope and dimensions of these and other possible activities over the next several months.

Finally, we must continue to talk openly about this issue. Mr. Kirzner's blunt letter was painful. But what has happened and what we feel is deep pain. As a parent with a family who will all be living and working in West Philadelphia I share these feelings, even as I have made my commitment to this community that is so important to Penn. Let us not hide from these problems, or deceive ourselves about their complexity, or deny the emotions that have been evoked. And let us continue to do all within our power to make the Penn community as safe as possible for all of us.

Nothing is more important than security at Penn, for without a sense of well-being, an academic community cannot flourish.

—Judith Rodin, President

The following was received too late to allow the President time to respond in this issue, but she expects to address the questions here next week.—Ed.

"A Greater Urgency"

Dear President Rodin:

The fatal shooting of Al-Moez Alimohamed in the 4700 block of Pine Street calls urgent attention to the reason PFSNI was established two years ago—to make the revitalization of West Philadelphia, and University City in particular, the highest priority of the University of Pennsylvania. Mr. Alimohamed's violent death illustrates tragically the highly dangerous conditions of the neighborhoods west of 40th Street, conditions that spill onto the Penn campus with alarming regularity and diminish the spirit, confidence, and vitality of the University. More police cars, escort vans, and blue-light telephones—while undeniably necessary under current conditions—are not the answer to University City's security problems. The solution, we believe, lies in investment—a decisive, strategic financial involvement and engagement of academic resources to assist the revitalization of West Philadelphia. That the West Philadelphia youths who have been charged in the murder of Mr. Alimohamed are residents of an area outside the traditional boundaries of University City underscores, in our judgment, the need for a major community revitalization effort that includes, but extends well beyond, the University's immediate geographic area. (continued next page)

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.

For Administrative Professional Staff: 1994-95 Open Meetings

PFSNI's letter of 24 February 1994 contained the following jeremiad, which we believe has far greater urgency now, in light of last week's tragedy:

Indications of rapid decline are everywhere. More houses go on the market weekly as residents attempt to flee. The trash piles up along the sidewalks as a grim reminder of the aborted Special Services District. Anecdotes and *Daily Pennsylvanian* front page articles of muggings, gunshots and thefts deeply frighten us all. Something must be done *now*.

To this we might add the startling reduction this year in the applicant pool of University City nursery schools. As services like these dwindle, even those faculty and staff who are committed to urban living move down-town or to the suburbs, leaving the campus more and more immediately exposed to the encroaching blight.

To do something *now* means to act immediately on the recommendations PFSNI has been pressing for the past two years:

- 1) purchase key properties west of 40th Street that risk imminent abandonment and convert them into residential college houses ("living learning centers"), or viable enterprises;
- 2) compel area landlords to "clean up their act";
- 3) reactivate the Special Services District;
- 4) rejuvenate the evening foot traffic by expanding University police patrol to those areas now covered by University bus routes and escort service routes.

We look forward to begin working with you immediately on this important agenda.

—Lynn Lees, Professor of History
For the PFSNI Steering Committee

Membership of the Steering Committee,
Penn Faculty and Staff for
Neighborhood Issues:

Carolyn P. Burdon, Faculty Senate Office
Eric Cheyfitz, Department of English
Vinnie Curren, WXPN
Peter Dodson, School of Veterinary
Medicine
Anne Froehling, Facilities Planning
Sally Johnson, Alumni Relations, retired
Lynn Lees, Department of History
Walter Licht, Department of History
Robert Lundgren, Facilities Planning
Yvonne Paterson, Microbiology/Medicine
John Puckett, Graduate School of Education
Milton Rossman, HUP
Richard Shell, Wharton School
Brian Spooner, Department of
Anthropology

Alumni Club Speakers Wanted

The Department of Alumni Relations wants faculty speakers to send around the country to address regional alumni clubs. Alumni Relations pays related travel expenses and can also offset expenses when speakers combine club visits with travel for research and conferences.

Those interested should send a vitae outlining their area(s) of expertise to:
Stuart Gelfond, Alumni Relations,
3533 Locust Walk/6226.

For more information: 898-7811.

Our new name—the Penn Professional Staff Assembly—was chosen from a field of three designations as the new description for the former A-1 Assembly by open vote of the membership at the May 10, 1994 annual election meeting.

In response to the Report of the Commission on Strengthening the Community, the name change reflects an attempt to describe staff by their function rather than by their pay designation.

With so many leadership changes at the University, the PPSA's purpose as a facilitator for communication, networking and achievement of the University's stated goals and objectives becomes more acute. Active participation in PPSA provides a venue for addressing the safety, human resources, and free speech issues which concern all employees. If you are a monthly-paid, exempt employee (e.g., by primary job title: Office Manager, Director, Research Specialist, Vice President, Business Administrator), you are a member of PPSA. Membership involvement is solicited in focus groups, working groups, and standing committees.

Our monthly meetings are open to all members. Guests are also welcome. A list of dates scheduled for Tuesdays, noon to 2 p.m., in Houston Hall, Bishop White Room, follows:

September 20	December 13	March 21
October 18	January 17	April 18
November 15	February 21	May 9

A tentative list of agenda items: improving communication; management and leadership; exempt employee time reporting; job security; retirement packages; mentoring; and employee benefits. It is our plan to invite the University offices responsible for the above issues to join in our discussions.

Any member who wishes to suggest agenda items for our monthly meetings may use our e-mail address: a-1assembly@seas.upenn.edu or use fax 573-2236 to Drita Taraila.

Please make time in your crowded schedule to become part of the solution to the challenges which face all of us. Mark your calendar now.

—Drita S. Taraila, Chair of the Executive Committee, PPSA

1995 Honorary Degree Nominations: By September 30

The University Council Honorary Degrees Committee is seeking nominees for Penn honorary degrees to be presented at the May 22, 1995, Commencement.

The committee policy remains that all those nominated in previous years who have not yet received an honorary degree are reconsidered each year. If you need information about any previous nominee, or if you have any questions, please call or e-mail the committee secretary, Duncan W. Van Dusen (898-7005 or vandusen@pobox).

Nominations are requested by *September 30*. At the end of October an attempt is made to develop a consensus about a list of names to be presented to the trustees. Nominations are accepted with gratitude at any time during the year, but nominations received after September 30 may not be able to be considered for the following May's Commencement.

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

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. You will be telephoned if further information is needed. Please feel free to provide any additional information you may have but do not ask the nominee for information.

Please send your nominations letter to the Honorary Degrees Committee, Office of the Secretary, 121 College Hall/6382. Please telephone me if you have any questions.

—Duncan W. Van Dusen, Secretary to the Committee

Building an Inaugural Collection of Faculty Work

The Inauguration Committee requests contributions of recent published works—including books, musical scores, works of art, and patents—created by Penn faculty. These works will be assembled as an Inaugural Collection, constituting a "slice in time" of the intellectual and creative output of the Penn community at the time of the inauguration of Judith Rodin as the seventh President.

The Inaugural Collection will be displayed in conjunction with the Inaugural Exhibition, *Constructing Penn: Heritage, Imagination, Innovation*, from October 20 through 30. The materials will be catalogued and accessioned as a permanent collection, with ultimate location to be determined.

If you wish to contribute a copy of your work for the Inauguration Collection please fill out the form below and submit it to the Inauguration Committee, Office of the Secretary, 121 College Hall/6382. You will be contacted in early October about where to deliver your contribution.

Name _____ Title _____

Department _____ Campus Address _____ Campus Phone _____

Please describe work to be contributed (e.g., book, artwork, compact disc; please include dimensions):

In a new Freshman Convocation tradition, students from this year's 2353-member entering class marched down Locust Walk in the academic procession with deans and faculty, staff and trustees, who cheered them as they entered Irvine Auditorium for songs and ceremony led by the also-incoming president and provost. (See their addresses below.) Standard-bearers in the academic procession were Dean of Admissions Lee Stetson, Acting VPUL Valarie Swain-Cade McCoullum, and General Alumni Society President John Reardon. During the Convocation, Senior Class President Loren Mendell presented the Class of '98 with its own flag.

Members of the Class of 1998: Welcome *by Judith Rodin*

I am a member of the class of 1966, so 32 years ago I sat where you sit, I feared what you fear, and imagined pretty much the same things you imagine. And I remember thinking: Is this place going to measure up to my expectations, was all the hard work and sacrifice worth it? And to be truly honest, I worried about whether I would measure up.

Those recollections are especially strong tonight as I welcome you because I am again a freshman at Penn, and therefore you and I share a special bond. We are entering this university in 1994 and together we are setting off on a journey that will irrevocably change each of us.

We start off with much in common. We share a sense of pride that an institution as outstanding as the University of Pennsylvania chose us to be members of its community. We begin as well with a common sense of determination: to meet the challenges that await us and to fulfill the goals we have set for ourselves. And we begin with a tremendous sense of excitement, a feeling of great anticipation of all that lies ahead: the many people we will meet here who will enrich us, the distinguished scholars we will learn from, and the traditions and rituals that will become a part of us.

It is fitting that we set off on our journey together from the site of this particular campus shrine, Irvine Auditorium. Its history is an interesting one, with a message that is instructive today. Irvine Auditorium was built in 1926, designed in large part by Julian Francis Abele, one of the first black graduates of our own School of Architecture. It was conceived in the spirit of Medieval France, but because of limited finances, its outcome is highly eclectic. It had to be constructed of brick, not stone. To compensate, perhaps, its exterior was adorned with a wonderful assortment of spires and turrets, arches and gargoyles. The small plot of land available for the site also meant that there would be no room for the grand nave of the French cathedral. The architects had to be content instead to go high, giving us this sloping roof that soars to a height of 200 feet, and this majestic auditorium—the perfect home for one of the world's largest organs, which have been privileged to listen to this evening.

Irvine Auditorium is a metaphor for much that is important about the spirit of Penn. This is a university that recognizes that constraints and limitations represent challenges and opportunities, inviting invention and creativity. It is also a place that appreciates eclecticism and diversity, knowing that a variety of cultural and intellectual styles can happily coexist.

Because I feel a special bond to this entering class, I wanted to learn more about you as we set off together. I wanted to know who you are and what your aspirations are and what drew you to Penn. I was impressed by what I learned. You survived one of the most competitive admissions' processes in this university's history, and your success was due to your outstanding credentials and backgrounds. One quarter of you, I learned, have held significant leadership positions in your high school government, 235 of you were editors-in-chief of high school publications, 863 of you are exceptional athletes, with 22 world class or Olympic hopefuls. Some 474 of you have been involved in music and the performing arts and over 200 worked at least part-time in your school years, 40 operating your own businesses.

You come from every state in the union, with the exception of North and South Dakota (Dean Stetson, we need to correct that next year)—some of you from as far away as Africa, the Middle East, Asia, the Pacific Islands, Australia, Europe, the Americas, Mexico, and Canada. You also bring with you a wonderful ethnic diversity. A third of you come from minority backgrounds, including African Americans, Hispanics, Asian, and Native American. Forty-nine percent of you—the highest percentage ever—are women.

But more than the statistics, it is your words that I was most struck by as I read over the essays you prepared for your admissions applications.

Listen to how two of your classmates described why they were drawn to Penn. First, Ernest:

"You're a chameleon," my friend asserted accusingly.

He was right—I did change when I talked to different people.

Sometimes I talked urban lingo, and other times I had politeness written all over the hands that opened doors and carried books for others. Sometimes I like to think about things until it hurts to think. I enjoy dancing up a storm and getting coated in poster paints while decorating for Key Club.

And this is why I know we'll get along, Penn is the perfect environment for a chameleon like me because it allows me to continue changing. Yes, as in any good college, I can find both Nietzsche neophytes and party practitioners, but it is more than that. Penn as an institution shows its duality—its ability to be two types of schools. Although I thought college should be either a liberal arts school for the "thinkers" or a professional school for the "workers," Penn is neither, or rather Penn is both. This is a chameleon college education, and why, just as the ability to adapt to all things is crucial to the identity of a chameleon, the ability to be all things is classic to Penn.

And now, Matthew's words:

So why is Penn right for me? After listening to Amy Calhoun's description of the University, I received the impression that Penn was the bad boy of the Ivy League—the place where not only brains, but thought and creativity are prevalent. Hardly a day goes by that I'm not debating a philosophical point with my English teacher or smiling with my physics teacher as he does push-ups in front of the class because of a bet I won with him. The previous day we had been debating whether his model cart demonstrated uniform acceleration or constant velocity. Since the debate was getting us nowhere fast, I ended our discussion by simply saying, 'I'll do five push-ups in front of the class if I'm wrong as long as you'll do the same.' He started to object, so I said, "Don't worry! The student rule book doesn't say anything against betting between students and teachers."

It is that kind of energy that I hope to bring to Penn. No, I'm not planning to start a personal exercise program for my profs. Based solely on academic bets, I do hope, however, to enter a pool of thought that can give buoyancy to my convictions.

Diverse in my outlooks, active, and a firm believer that the mind can dull only through lack of use, I should be a proper match with a school that has such merits as "the school with the highest number of students applying for patents" to its credit.

Reading over essays like these, I was once again taken back to the time when I sat in your place as a freshman. I came from only ten miles away, but it didn't matter. When I left high school and entered this university, I knew that I had crossed over a vast divide, just as surely as if I had come from Houston or Cleveland or Taiwan. There was a distinctive character to this university that drew me here those many years ago and which has lured me back in 1994—a quality which I believe has drawn you to this remarkable place as well.

Part of Penn's character came, then and now, from being one of this country's foremost research institutions. You will share my pride, I know, in coming to a university where medical scientists like James Wilson are gaining worldwide attention for putting basic gene research to work to cure devastating diseases like cystic fibrosis...where ethnographers like Elijah Anderson are probing the inner city code of the streets to try to understand the origin of youth violence...where communication experts like Kathleen Hall Jamieson are discovering how public policy debates are influenced by network news coverage and the expenditure of millions of dollars in political advertising. I am excited to be a part of a university where cutting edge discoveries are being made every day, and where the results are of great importance to basic knowledge, public health and human welfare.

Another part of what makes Penn so exciting comes from our location, being smack in the middle of a big city. Now for many people, I know, urban location is a minus, not a plus. For many people, cities are places to be avoided at all costs; but for me, and I suspect for most of you, the fact that Penn lies in the very heart of the city of Philadelphia was a major part of its attraction. Cities have always been places of excitement and action,

and the crucibles of a society's art and culture. And so it remains today. Within a five-mile radius of this campus, you will find a world-class art museum, a renowned orchestra, a marvelous zoological garden, a celebrated planetarium and natural history museum—as well as a superb five-star French restaurant, a remarkable store called Zipperhead and some of the finest comedy clubs in the country. Philadelphia is also the place where the two most important documents in American history—the Constitution and the Declaration of Independence—were debated, drafted and signed.

But also within a five-mile radius of this campus, you will find communities where unemployment is high, where housing is deteriorated, and where children struggle to escape from poverty and neglect. You will find neighborhoods where infant mortality is higher than in many underdeveloped countries, where drug use is commonplace and where the underground economy offers more enticements to the young than any legitimate opportunities. Yes, in Philadelphia, you will see the most vivid of contrasts between high culture and devastating poverty. And yet both are part of Penn. The city's culture will often entice us away from our academic endeavors to share in its diversions and delights. But the city's desperate problems will also call out to us, challenging us to use our knowledge and energies to help. Here at Penn, you will find many opportunities to make Philadelphia your playground. But you will also have the chance to join others in putting the University's intellectual resources to work in finding solutions to urban dilemmas.

There is one more important quality that attracted me to Penn and drew me back. Penn has always been for me a place where ideas generated tremendous excitement, and where intellectual and social life flowed together seamlessly. It was the place where I learned to think well, to be bold and take chances, to challenge old paradigms. It was, above all, a place deeply committed to the open and free expression of new ideas of all kinds. As your president, I am committed to maintaining that kind of intellectual environment. I invite you—I urge you—to search for and discover new ideas at Penn, to pursue them with rigor and discipline, and to engage in vigorous debate with your professors and your fellow students. But I also ask for your help in making Penn a place where such spirited debate is welcome, and where each member of our community is accorded respect and dignity in the expression of his or her viewpoints.

The challenges of living together are urgent tasks for which you must use these years to prepare yourselves. We live, here on campus and in our larger society, with the tensions of groups and individuals who see things differently—not better or worse, just differently. An essential part of the Penn experience—as it must be for any adequate undergraduate education today—is learning to explore those differences and communicate across those boundaries.

Perhaps most challenging of all is that you must refuse to be co-opted by old problems that will prevent you from finding new solutions. You must learn, here at Penn, to break down the assumptions and myths that we all use to interpret reality. Sometimes you will find yourselves challenging the assumptions and interpretations offered by others—your fellow students and your teachers. But you will find your college years most useful if you spend equal time questioning your own assumptions and attitudes as well. Only if you take that crucial step of self-exploration can the Penn experience lead

to personal as well as academic or professional excellence.

Make the most of this opportunity, for the world we live in is plagued by the intractable problems of hatred, violence, absolutism, and cruelty. Whether we look at our own nation or around the world, we see symptoms of the same phenomena. Even Penn's idyllic academic park has not been immune from some of these tensions.

But it is critical to recognize that the actions and emotions of hatred do not stop even at racial or national boundaries. White Europeans are killing each other in the former Yugoslavia. Black Africans are killing each other in Rwanda. North and South Koreans are dancing on the edge of nuclear holocaust in East Asia. Hatred knows no boundaries. And racial or ethnic or national identity does not guarantee one's safety.

Here at Penn, you will have an opportunity to discover in yourselves what it will take to explore such difficult problems and find new solutions. You will have to solve them to survive in this world, and to help the world survive—so seize that opportunity.

Getting the most out of Penn's special community requires a willingness to take risks and bear the uncertainties that always attend the pursuit of excellence. It requires that we commit ourselves now and for the next four years to being fully participating members of the Penn community—in the classrooms and in the residences, on Locust Walk and Franklin Field, in the integrity and intellectual honesty with which we perform our academic tasks, and in the personal honesty and integrity of our behaviors towards others. The issue of integrity is so central to us that the provost has chosen to emphasize it in his comments this evening.

You and I are new together. We can, if we work together, if we commit ourselves fully to Penn and our new lives here, create new opportunities for understanding, new ways of interacting, new possibilities for our campus community and for our nation, and in the end, new knowledge for ourselves and for the world. As newcomers at this special moment in the life of a great university, a university that has often broken new ground in its own pursuit of excellence, we can ask no less of each other.

But it will take all of our individual energy and commitment, all of our collective passion for excellence, all of our personal integrity, and all of our willingness to serve and to try new ideas. Together we can show how the Penn community will lead the way.

Join me in trying.

* * *

Now it is my pleasure to introduce another Penn freshman, Provost Stanley Chodorow. For many of you that will prompt the question, "What is a provost?" Having myself been Provost at Yale until just a few months ago, I can tell you that the Provost is Penn's chief academic and student affairs officer. He is also the person ultimately responsible—with each of you—for the quality of the undergraduate education you will receive, and he and I plan to make that one of our major priorities. In that effort, you will see that the Provost and I are partners, working together with you and your deans, as members of a single team and a single, special community, to achieve our common goals. So I am especially happy to introduce Penn's new Provost, Stanley Chodorow.

"You are on a steeply rising ramp..." *by Stanley Chodorow*

President Rodin is beginning again at Penn. I'm like you; I'm beginning, plain and simple. We'll learn how to get around the place together, and if you have a decent sense of direction you'll figure out how to get from here to there much faster than I. If you see me on campus looking lost, please take me in hand and point me in the right direction.

As President Rodin said, I am responsible for the academic programs and the student life in the University. Actually, the responsibility for academic programs does not give me the authority to create and manage all of the particular programs you will be taking; that is the province of the faculty and deans of the various schools. And the responsibility for student life doesn't mean that I organize the parties; I don't think you'd like my sort of parties very much. I help the faculty and those who work in what we call here "University Life" make the critical choices that determine how the University does its academic business. What we do for you outside of class is connected with what we do in class. The academic purposes and functions of the University are the center and justification for everything we do.

So I'll say something about what we hope you will get and what you can expect from your academic experience at Penn. I want to make three points about your education. The first is about what Ben Franklin (I hope you like

Ben; you'll hear a lot about him around here) called the ornamental and the practical. The second is about the standards to which we will hold you. The third is about your part in your education and what that part entails.

Penn is unique in American higher education because it seeks to unite two usually separate goals and types of education—the theoretical (which is what Ben called the ornamental) and the practical. If you survey the landscape of American colleges and universities, you will find some devoted to liberal education—following the old European idea that theoretical studies are the basis of true education—and some to practical arts—the American tradition of the land grant universities. Long before the idea of the land grant college occurred to anyone, Ben, the founder of Penn with whom you can sit and chat on the bench along 37th Street, saw that all practice was informed by theory, even if the practitioners didn't recognize the fact, and he set out to found an institution that would unite theory and practice in its programs. Welcome to that institution, more than 250 years later. The idea had staying power.

Many of you came to Penn because it offered you an education connected with what you understand to be useful studies, and many of the rest of you will find the lure of the practical very powerful as you make your

way through the curriculum. But I want you to keep in mind the pitfalls of becoming absorbed in training for a particular field or profession instead of keeping your attention focused on the general—that is, the theoretical.

A few years ago, I heard an executive of a Silicon Valley high tech firm say that it was his experience that students graduated in computer engineering at Stanford or Berkeley, packed their cars full of their jeans, scuzzy Nikes, and stereos, and drove the forty minutes down the peninsula to his company. When they arrived, they were out of date. The lesson of this story applies to all practical arts; they change rapidly—given our society's obsession with technological innovation, the speed of change now approaches the c in Einstein's equation, the speed of light. To focus your attention on how some business or profession is done now is to lock yourself in a small room with peeling wallpaper.

The only way out of this bind is to focus on theory. It is not how something is done, but why it is done and how the general purpose of the enterprise or activity is connected with others that count. The education we want to give you at Penn will submerge you in theory, even while it introduces you to the current methods in the professions and practical arts. So, don't let yourself be seduced by the lure of the practical; it is a false security in a world that rarely throws anything but the knuckleball. If you learn here how to balance the practical with the theoretical, you will have prepared yourself as well as you can to hit that crazy pitch. That's my first point and it leads to my second one.

Here at the University you will be held to very high standards. What I mean by that is that you will always find the ideal performance—on an exam or paper—out ahead and hard to reach. It will make you ask: What are the standards around here, anyway?

The answer is that once you get to the University, you are on a steeply rising ramp of expectations. We will scale the difficulty of assignments to your ability, but we will push you to your full capacity every day. Just four years from now, you will have to measure yourself against the adult standards—the best that humankind has achieved in every field.

In elementary school, middle school, and high school, textbook writers and teachers constructed the work to reflect their view of how much you could achieve at each developmental phase. (Often, their judgment was bad, which is what made so much of what you've done in school up to now easy and boring) When you enter the gate of the University, you enter a realm in which the standards are no longer constructed.

We want you to reach as quickly as possible that exposed mesa on which all of us adults work, where we have to face the fact that how good we are at what we do is not measured by a comparison with others of our generation but by the example set by the creative geniuses of the species. Your faculty will push you until your intellectual skills and capacity to learn make you capable of the kind of creative contribution to your chosen field or endeavor that people with your native abilities are capable of. You'll find that this experience proceeds more through criticism than through praise, because the most powerful tool for achieving excellence is the ability to recognize when improvement is necessary, as well as when it is possible.

But while we faculty will be pushing and pulling you along the road to intellectual maturity, in the end it is you, not us, who must take your measure. Becoming your own best critic and coming to terms with your own true measure

of your ability and achievement are two of the things you must do to attain the equilibrium of the mature, happy adult. This leads me to my third point.

When you look out over a place like Penn, with all of its professional and liberal arts programs, your natural reaction will be to want to study the one or ones that interest you or that seem most promising for your future. But when I say that in the end you will be the judge of your own ability, I also want you to see that when you work on physics, business, history, chemical engineering—whatever—it is not so much the specific subject but you yourself that you will be working on. Acquiring the knowledge and intellectual skills of those fields is secondary to making yourself into a mature, educated adult. You, not your knowledge or the label you earn the right to wear, will be the principal product of your education at Penn. And the making of you as a capable, useful person is not something done to you by the faculty or anyone else; it is something you will do to and for yourself.

This view of your education has certain consequences for what you do here. It means that you must be an active learner. The faculty can help you educate yourself, but only if you engage them in the work. The initiative and the energy must come first from you, and, if it does, your faculty will respond. We will explain theories of this and that and pour information all over you, but the experience will feel like getting soaked by a cold, steady rain, unless you take an active part in managing the flow of information and instruction. This is not an exhortation to do your homework on time but to engage your mind. Engaging your mind is the first step in engaging your faculty, who have an enormous amount to give you if you are willing to receive it.

But the most important consequence of asking you to view education as a process of self-making is that you will see that integrity is the heart of the process. Every shortcut, every act of dishonesty, large or small, is an act of self-inflicted damage. Education is necessarily an honest process. One of the principal qualities of an educated person is the ability to stand back from him- or herself. The "philosophical habit" is the key to seeing the truth about one's performance in all aspects of life, and the truth is the only guide to doing right and doing well. The person who lets go of honesty lets go of his or her hold on the truth and becomes unable to acquire this essential characteristic of the educated person. The idea of education that you hold will be the basis of everything you will do here.

President Rodin and I are new to each other and to the University, but one of the first values on which we have formed a solid union of outlook and commitment is the centrality of academic integrity. We intend to lead a campus-wide effort to reform undergraduate education and to integrate the elements of the academic programs and student services into a unified undergraduate experience that is the best in the country. We cannot accomplish this great goal without a commitment to the highest ideals of academic integrity, and we will pursue those ideals vigorously.

Well, I've delivered a heavy message. You'd never know it, but I actually like to be light and amusing. Being serious on occasion is just one of the burdens of being provost. I thought this should be one of those occasions. I'm not much of a party animal, but you'll see my other side at football and soccer games and on the long bike rides I hope to organize for all those who have an affection for extreme fatigue. Given the age difference between us, you'll be able to repay me for giving you a stern lecture today.

For Families Caring for Cancer Patients at Home

The University is sponsoring a new community program to provide education and support for family members caring for cancer patients at home. The Family Caregiver Program will teach family members how to provide the comprehensive care many cancer patients need after hospitalization. It will also help family caregivers cope with the emotional, physical and financial stresses involved in providing care for a loved one, in addition to juggling the demands of family life and career.

When: Wednesday, September 21, 28, and October 5, 5 to 7 p.m.

Where: University of Pennsylvania Medical Center, 34th & Spruce Founders Pavilion—Second floor, Rear of the Cafeteria

Cost: Free and open to the public

Emphasis will be on an overview of cancer and cancer therapy; helping family caregivers identify the myriad of community resources that are available to patients and their families, such as support provided by home health agencies, hospices, community transportation services, volunteer organizations and city, state and federal agencies which provide help.

For more information call 898-7910.

— Frances Walker, Hematology/Oncology
— Carol Bennett-Speight, F/SAP

Brainstorming HIV/AIDS Awareness at Penn

The Office of Health Education has traditionally coordinated Penn's programming for HIV/AIDS Awareness Month, held each February. In recent years, students, staff, and faculty have made valuable contributions to this effort by sponsoring their own programming, or simply by suggesting improvements to programs which our office has previously conducted.

In this spirit, I want to invite all members of the Penn community to share their ideas on raising awareness of HIV and AIDS at an informal planning meeting to be held on Wednesday, September 21, from 1 to 3 p.m. in the Bishop White Room in Houston Hall. The purpose of the meeting is to brainstorm possible programs for February 1995, and to create a loosely-knit planning committee of people who are committed to seeing these programs through.

If you have programming suggestions, yet are certain that you will not have the time to be part of a planning committee, I still encourage you to attend this meeting—our goal is to generate as many ideas as possible. Please note that members of the Education and Services Committee of Penn's HIV/AIDS Task Force will be attending, and that the Committee's regular meeting will follow the brainstorming session. If you cannot attend the meeting, please share your ideas with our office by phoning 573-3525 or via e-mail at Conklin@AI.Relay.

— Kurt Conklin, Office of Health Education
Student Health Service

About the Crime Report: Below are all Crimes Against Persons listed in the campus report for the period August 22 through September 4, 1994. Also reported were Crimes Against Property, including 74 thefts (including 10 burglaries, 7 of auto, 16 from auto, 23 of bicycles & parts); 4 incidents of forgery & fraud; 6 of criminal mischief & vandalism; 2 of trespass & loitering; and 1 of arson. 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 August 22 through September 4, 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 assault—1, Robberies (& attempts)—2, Threats & harassment—2, Simple assault—1

08/24/94	11:08 AM	Van Pelt Library	Unwanted phone calls received
08/25/94	10:57 AM	2039 Moravian	Landlord sexually assaulted complainant/employee
08/25/94	12:46 PM	Franklin Annex	Obscene phone calls received from unknown youth
08/28/94	9:55 AM	Leidy Lab	Complainant knocked to ground/wallet taken
08/28/94	10:27 AM	38th & Walnut	Currency taken from newspaper seller
08/30/94	3:20 PM	Steinberg/Dietrich	Complainant hit in face w/handbag

38th to 41st/Market to Baltimore: Robberies (& attempts)—2, Purse snatches—4, Simple assault—1, Threats & harassment—3

08/22/94	5:16 PM	22 S. 41st	Female assaulted by male
08/23/94	8:04 PM	4000 Block Spruce	Attempted purse snatch/actor fled area
08/24/94	4:31 PM	41st & Ludlow	Males made threats to complainant
08/25/94	1:26 AM	300 Block S. 41st	Employee robbed of currency/struck w/pistol
08/25/94	9:57 AM	3935 Walnut St.	Manager harassed in parking dispute
08/26/94	6:01 AM	Unit Block S. 40th	Purse snatch
08/26/94	9:30 AM	4000 Block Pine	Purse snatch/purse recovered minus cash
08/28/94	6:13 PM	VHUP	Purse snatched by unknown male
09/01/94	6:14 PM	200 S. 40th St.	Complainant approached by male w/gun/no injuries
09/02/94	10:56 PM	4029 Walnut St.	Harassment

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

09/02/94 7:26 AM 200 Block St. Mark Robbery by juveniles w/gun

30th to 34th/Market to University: Simple assault—1

09/04/94 1:34 AM 34th & Walnut Complainant hit in face by male exiting vehicle

Outside 30th to 43rd/Market to Baltimore: Threats & harassment—1, Homicide & manslaughter—1, Robberies (& attempts)—2

08/22/94	2:18 PM	625 S. 48th St.	Unwanted phone calls received
08/29/94	8:37 AM	400 S. 41st St.	Actor took keys/key holder
08/29/94	11:55 PM	4700 Block Pine	Student shot during robbery
09/02/94	5:16 PM	18th & Pine St.	Robbery by males/wallet taken

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly conduct—1

08/31/94 6:24 PM 36th & Ludlow Male acting disorderly/wanted on warrants

38th to 41st/Market to Baltimore: Disorderly conduct—1, Weapons offense—1

08/29/94	3:46 PM	39th & Walnut	Vehicle stopped/fire arms recovered
09/03/94	12:09 PM	40th & Spruce	Male stopped w/start pistol

30th to 34th/Market to University: Disorderly conduct—1

09/01/94 9:29 PM 3200 Block Market Male acting disorderly

Party Opener at the Class of '23 Rink: September 22

The season opening of the Class of '23 Ice Rink is celebrated with a Penn Ice Skating Party from 5-7 p.m. on Thursday, September 22, free for PennCard holders.

Regular hours at the Ice Rink, located at 3130 Walnut Street, begin September 23. Public skating sessions are held from 4-6 p.m., Mondays and Wednesdays; 6-8 p.m. on Tuesdays; 5:30-7:30 p.m. on Thursdays; noon-2 p.m. and 8-10 p.m. on Fridays; 12:30-2:30 p.m. and 8-10 p.m. on

Saturdays; 12:30-2:30 p.m. on Sundays. Public skating sessions cost \$5, or \$3.50 for PennCard holders with \$1.50 for skate rentals. A 10-session discount coupon is \$45, \$30 with PennCard.

Patch figure skating sessions are available Mondays-Thursdays from noon-12:45 p.m.; freestyle sessions on Mondays-Thursdays from 12:45-1:30 p.m. Each patch or freestyle session is \$5; \$8 for both. For information about private or group lessons, call 898-1923. The fee for group lessons is \$70 and includes seven one-half hour lessons, practice time, use of skates, and a certificate of completion. Refunds or make-ups for missed lessons are not permitted and there are no refunds after the start of a session. Group sessions start on October 3, November 28, and February 6.

For a schedule of Penn Men's and Women's Hockey games played October —February, check *Almanac's* monthly *At Penn* calendars.

The rink, its snack bar and the Quaker Room are available for private parties. To make reservations, call 898-1923. Deposits are required for parties. The rink will be closed on Thanksgiving Day, November 24 and Christmas Day, December 25. It closes for the season April 9, 1995.



Update

SEPTEMBER AT PENN

FITNESS/LEARNING

21 Entrepreneurial Legal Issues: Protect Your Interests; Robert Borghese, Esq.; 6:30-9 p.m.; registration/information: 898-4861; \$175 (Wharton Small Business Development Center). *Wednesdays through October 5.*

27 Tapping International Markets for Growth; Richard Nelson, SCI International; 6:30-9 p.m.; registration/information: 898-4861; \$175 (Wharton SBDC). *Tuesdays through October 11.*

TALKS

14 Family Matters: South Asian Articulations of Gender, Community and Self; Sumathi Ramasway, history, and Maneesha Lal, history and sociology of science; 11 a.m.-12:30 p.m.; Classroom 2, University Museum (South Asia Regional Studies).

16 Does Environmental Regulation Help or Hinder U.S. Competitiveness?; Paul Portney, Resources for the Future; 12-1:30 p.m.; 1201, Steinberg Hall-Dietrich Hall (Institute for Environmental Studies).

21 Walking the "Motherland": Pandita Rambai in Britain, 1883-1889; Antoinette Burton, Johns Hopkins; 11 a.m.-12:30 p.m.; Classroom 2, Museum (SARS).

Overlapping DNA Binding and Other Mechanisms Allow Integration of Diverse Signals by the Nuclear Hormone Receptor Super Family; David Moore, Massachusetts General Hospital; 12 p.m.; Hirst Auditorium, Dulles, HUP (Reproductive Biology).

Protein Tyrosine Phosphatases Involved in Leukocyte Activation; Matt Thomas, Washington University; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar; Cancer Training Program).

Arboretum Guide Training

A nine-week training program for new volunteer guides begins Wednesday, September 21, at the Morris Arboretum. The Arboretum is looking for guides to interpret nature for visiting groups of children and adults. The training program meets weekly until November 16. Prospective guides are invited to register with the Education Department, 247-5777, Ext. 157. The cost is \$40.

Deadlines: The deadline to submit copy for the *October at Penn* calendar is *September 13*. The deadline for the *November at Penn* calendar is *October 11*.



Almanac

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

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Reinvesting in Penn: Administrative Restructuring

Last week I set in motion a major initiative focusing on enhancing Penn's administrative effectiveness and cost efficiency as part of our effort to strengthen our core mission of academic excellence. Through a careful and systematic process, we will seek to establish a sound financial base and supportive management structure and to reallocate monies from administrative functions to academic pursuits. That will provide clear evidence of our priorities at Penn.

When I arrived at Penn, I learned that my predecessor, Claire Fagin, had retained the professional services firm of Coopers & Lybrand to study Penn's administrative operations. I was quickly impressed by the work that they had done, and by their understanding of Penn and of the intricate workings of our community. To get further benefit from their efforts, I decided to pursue the following additional initiatives this fall:

- First, to expand Coopers & Lybrand's mandate to include a strategic look at all of our business and administrative processes in a broad range of functions and activities.
- Second, to establish an extensive consultation process to ensure that Coopers & Lybrand's work addresses the needs and concerns of the Penn community, and generates broad support from our various constituencies.
- Third, to develop an action plan with practical recommendations that can be implemented on a realistic timetable.

I have asked the Cost Containment Oversight Committee, which was created two years ago at the suggestion of the Faculty Senate, to become the primary interface with Coopers & Lybrand in the first phase of this process, and I have expanded its membership somewhat. The Cost Containment Oversight Committee over the past few years has gained a significant understanding of the problems and complexities of changing Penn's operations. I am confident that the considerable experience and talents represented on the Committee will ensure that its work is realistic and credible. This will require a significant commitment of time and effort by each Committee member and I am deeply grateful to them for undertaking this task on behalf of all of us.

The issues to be reviewed will involve many difficult choices regarding priorities for the future, the impact of changing traditional methods of delivering administrative services and the appropriate balance between convenience and cost for various services and functions. It is critical that we adopt a University-wide perspective on these issues. If our goal is to reinvest in academics, then we all must be prepared to adhere to certain common institutional objectives, strategies and standards that will bring benefits to all our constituent schools. The University's deans have been consulted on this initiative. They have responded enthusiastically, and I know they will provide invaluable guidance and strong leadership as we move forward.

I also know that this is not the first attempt to tackle these issues at Penn. There has been a lot of activity over the past two years and some important achievements. Penn's commitment to administrative restructuring has a greater chance of succeeding because of this experience and our understanding that the process must include careful coordination and consultation at every step.

By early November, Coopers & Lybrand will submit to me a detailed report with its findings and recommendations. I intend to disseminate the report widely throughout the University, and have it available in every possible way from libraries to on-line. We will then engage in a broader consultation process through meetings and discussions on specific issues. I will make one promise. This will not be just "another study." It will not produce a handsome report that sits on a shelf. This process will have an aggressive timetable for review, decision-making and implementation.

While we will consult with faculty, staff, students and others, we cannot let consultation and debate substitute for action. Some decisions can be made promptly. Others will involve complex implementation plans and we will set in place groups to work on each of these various issues.

My responsibility will be to manage the decision-making process to ensure that issues are presented for decision and resolved on a timely basis at an appropriate level—whether the deans, the Executive Vice President, the Provost, myself or the Board of Trustees.

For Penn to thrive in the years ahead, we must demonstrate convincingly that we are managing efficiently and investing wisely. Those who work here and look for funding for new research, teaching and program initiatives must believe that our priorities are sound and academically-based. Those who oversee our affairs on the Board of Trustees and who generously contribute to our activities must have confidence in our stewardship. And those who entrust us with their children and bear the dear cost of tuition must understand that we take seriously our obligation to make the most of our resources to educate our students.

This will be an open process, and I urge all of you to participate. We welcome comments and suggestions, and we will look for your support. As we move forward, it is imperative that Penn develop a consensus for action and reform across the University. I am confident we can achieve that.

Members of the Cost Containment Oversight Committee

Dr. Stanley A. Chodorow, Provost (*Co-Chair*)
 Dr. Jack Freeman, Acting Executive Vice President (*Co-Chair*)
 Dr. Houston Baker, Albert M. Greenfield Professor of Human Relations
 Dr. Marshall E. Blume, Howard Butcher Professor of Finance
 Dr. Gregory Farrington, Dean, School of Engineering and Applied Science
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 Dr. Sherman Frankel, Professor Emeritus of Physics
 Dr. Thomas Gerrity, Dean, Wharton School
 Mr. Stephen T. Golding, Vice President for Finance
 Dr. John Wells Gould, Vice President and Director of Planning
 Dr. Patrick T. Harker, Professor of Operations and Information Management
 Dr. Norma M. Lang, Dean, School of Nursing
 Dr. Jean Morese, Deputy to the President
 Dr. Lee D. Peachey, Professor of Biology

Judith Rodin, President