

Almanac

Tuesday, February 28, 1995

Published by the University of Pennsylvania

Volume 41 Number 23

INSIDE

- Nominations Call: Alice Paul Awards, p. 2
 - Speaking Out: Safety, 'Men of Penn,' pp. 2-3
 - Sexual Harassment Programs, p. 2
 - The Federal Budget and Penn, pp. 4-5
 - Spring Break Safety Measures, p. 5
 - Of Record: University Council Bylaws, pp. 6-10
 - Crime Alert: Charity Scam, p. 11
 - CrimeStats, Bulletins, p. 11
 - Helping Those with Learning Disabilities, p. 12
- March at Penn

Executive VP: John Fry of Coopers & Lybrand

John Anderson Fry, partner-in-charge of the National Higher Education Consulting Services practice of Coopers & Lybrand, has been chosen to become Executive Vice President of the University, President Judith Rodin has announced.

He is expected to take office in April after approval by the Trustees Executive Committee. Until then Dr. Jack Freeman, who has been Acting EVP, will continue in the post.

"I am delighted that our new Executive Vice President will be the very same John Fry of Coopers & Lybrand with whom many of us have been working recently on our project of analyzing and restructuring the University's administration," said Dr. Rodin. "John will bring to us not only his knowledge and observations of Penn, but also his extensive experience with many other universities, gained through his work as a consultant."

At Coopers and Lybrand, Mr. Fry manages a professional consulting team of 35 people in the higher education practice. He has worked with over 100 public and private institutions over the last decade, including Columbia, Yale, Harvard, Cornell, Minnesota and the University of California.

The firm's analysis of Penn's administrative processes and potential for savings and improved services was published as "Administrative Restructuring: The Coopers & Lybrand Report" in *Almanac* January 17, 1995. The report, which Dr. Rodin called "a common starting point as we expand our efforts to involve more members of the University community and begin to develop implementation plans to effect fundamental changes in the work of the University," is now being systematically discussed in meetings of schools and centers throughout the University.

"John Fry is committed to ensuring that we manage the reengineering process to benefit Penn's academic programs," Dr. Rodin said. "John understands and appreciates the unique nature and values of academic institutions, and he has made their betterment the central focus of his career. Penn is fortunate to have attracted such a knowledgeable and broadly experienced person."

President Rodin also called attention to the important role that Jack Freeman has played as Acting Executive Vice President since last summer. "Jack has been a wonderful and critically important member of the University's senior management team during this first year of my presidency," she said. "His depth of experience and wise counsel has enabled us to launch many of our most important initiatives while keeping Penn's administrative operations on a stable path during a time of major institutional transition. Penn is greatly in his debt."

Mr. Fry took his B.A. in American civilization at Lafayette College in 1982 and his M.B.A. four years later at New York University's Stern School of Business. Mr. Fry has taught at NYU and in Hunter College/CUNY's graduate program in urban affairs.

Mr. Fry joined KPMG Peat Marwick in 1984 as a consultant, and by 1988 was a senior manager. In 1991, he moved to Coopers & Lybrand as a managing associate and was named a partner in 1994. At Coopers, he was responsible for the firm's higher education management consulting practice in the middle-Atlantic states, specializing in resource planning, organizational restructuring, productivity improvement and financial management. More recently, he became head of their nationwide higher education practice.



Arriving in April: John Fry

At his alma mater, Lafayette College, Mr. Fry is an alumni representative on the Educational Policy Committee of the Board of Trustees. He has also served as a volunteer for the Make-A-Wish Foundation and for the Police Athletic League, where he is on a board-commissioned strategic planning task force studying the future direction of PAL.

Ed. Note: At short notice only very small, blurred photographs were available of Ms. Jenious, below, and Mr. Fry, above—and the reproduction suffers from extreme magnification. In some future issue or issues we hope to present a more accurate likeness of each.—K.C.G.

Affirmative Action: Anita Jenious of Vanderbilt

The assistant director of Vanderbilt University's Opportunity Development Center, Anita Janine Jenious, has been named Executive Director of the Office of Affirmative Action at Penn. She will take office at the beginning of April.

Ms. Jenious will succeed Sharon Moorer Harris, who has been Interim Director since fall 1993, when JoAnn Mitchell left to become associate provost and affirmative action director at Princeton. Ms. Harris, who will continue as assistant director, has "done a splendid job as interim director," said President Judith Rodin, "and we are very grateful to her."

"We are fortunate to have found Anita Jenious," President Rodin continued, "and I want to thank the search committee for its long and fruitful efforts."

"Anita Jenious brings a tremendous combi-

nation of qualities to the job. As a lawyer, she knows and understands the laws and regulations that are so important. As an administrator, she has great management and leadership skills. And as a dedicated, focused professional, she brings energy and commitment to a critical position on campus," President Rodin said.

Ms. Jenious took her B.A. from Vanderbilt in 1985, majoring in political science and sociology, and went on to earn a J.D. in 1988 from the University of Tennessee's Knoxville College of Law. She also attended the HERS/Bryn Mawr Summer Institute (1993) and Vanderbilt's Leadership Development Forum.

While studying for her law degree, she was a graduate assistant in Knoxville's affirmative action office and later served briefly with a legal clinic in Knoxville. In 1988 she joined the Van-

(continued next page)



Also in April: Anita Jenious

Affirmative Action Director from page 1

derbilt administration as its first assistant director of financial aid for minority affairs. She became Disability Services Coordinator in the Opportunity Development Center in 1991, and a year later she was made assistant director of the Center.

In her current role, she has responsibility for all matters related to equal opportunity and affirmative action laws and regulations. In addition to fact-finding, mediation, analysis of legal issues and facilitation of grievance proceedings, she has been involved in training and program development for organizations, classes and offices. Among programs she implemented were a "University Series on Valuing Diversity," and a training program to increase managers' awareness of the effects of diversity in the workplace.

Co-host of a weekend talk show called "Express Yourself," Ms. Jenious has also appeared in a video, "Diversity in a Medical Setting." She has recently served as a consultant on affirmative action and personnel issues to governments and institutions in Tennessee, Kentucky and Alabama. She is president of Women in Higher Education in Tennessee; secretary of the Nashville Urban League Board of Directors; secretary of the Parthenon chapter of Links, Inc., and a member of the Tennessee Black Caucus's Higher Education Task Force.

Nominations Call: Alice Paul Award and Other Prizes

The Association of Women Faculty and Administrators invites faculty and staff to nominate candidates for its annual awards, to be presented at this year's breakfast on Tuesday, April 4, at 8 a.m. at the Faculty Club. Nominations are invited for the following awards:

The Leonore Williams Award: In 1984, AWFA received a bequest from Leonore Williams, wife of former provost Edwin B. Williams. In her honor, the Association established an award to be given each year to an outstanding female scholar or leader. Preference will be given to a distinguished woman, affiliated with the University of Pennsylvania, whose contributions extend within and beyond our campus. A plaque is presented to the recipient.

The Alice Paul Award: The Alice Paul Awards, named in honor of Dr. Alice Paul—alumna, suffragist leader, founder of the National Women's Party, author of the Equal Rights Amendment, and internationally known humanitarian—are presented to undergraduate or graduate women in recognition of their outstanding service to women. AWFA particularly wishes to honor those who made contributions to women in the Penn community. A small cash award and a certificate are given to each recipient.

The Robert E. Davies Award: The Robert E. Davies Award was established in 1994 to honor the late Robert E. Davies, a distinguished scientist, teacher, activist and University citizen who was a faculty member at Penn for over 35 years. It is presented to those affiliated with the University who share the late Professor Davies' commitment to thought and action in striving for equal rights for women. A small gift will be made to the recipient's charity of choice and a plaque presented.

With the nomination for any of the above awards, please include: nominee's name, position, campus address, and telephone number; the nature of the nominee's achievement, and why her contribution is considered to be extraordinary; your name, position, campus address, and telephone number. All nominations must be received by *March 10, 1995*, and should be sent to:

Ms. Demie Kurz, Women's Studies,
Suite 590, 3400 Market Street/3325
or by e-mail to dkurz@mail.sas

For questions on the awards please call me at Ext. 8-7660.

— Debra F. Fickler,
Secretary, AWFA

Speaking Out

"Safety for Thee..."

The closing paragraph of President Rodin's message in *Almanac* February 14 ("Increasing Our Collective Security") says:

"A brash Penn student living off-campus cannot expect impunity if he insults his neighbors.... Each of us must accept responsibility for himself or herself."

I venture to guess that the incident which she is referring to is one that occurred on January 23 when five University students were accosted by one of "our neighbors" with a fully automatic weapon. It seems that this "neighbor" was given the "finger" by one of the students. According to Rodin, the student "cannot expect impunity." Of course not! This is the story of Alice in West Philawonderland. No, us students cannot make mistakes, cannot even give someone the finger (NB, the students involved denied any wrongdoing). No, in President Rodin's mind it seems acceptable to have a weapon that fires 32 bullets in 10 seconds put to your face if you insult someone.

Well, if that is the rationality that we get from someone who said in the wake of the last Penn murder that there is "no higher priority" than safety at Penn, I dread to find out what lies ahead in terms of safety.

It is curious, one week after the machine-gun incident, on January 30, I was walking down Walnut, near Eisenlohr, when I spotted one of Commissioner Kuprevich's men standing guard at the top of the stairs of the President's home. I do not know if it was for any special reason or whether she has a permanent armed guard stationed outside

her home. However, it is truly hypocritical that the President's home (does that count as "off-campus" housing?) be protected by a police officer when the rest of us at Penn do not get this kind of treatment.

One thing that is not mentioned, yet noticeable, from the chronology she proudly points out in her message, is that every single "improvement" of safety at Penn in the last few years has come as a direct result of a murder, a rape or other such tragedies. Since Moez Alimohamed's death and Samir Shah's shooting the only thing—by Kuprevich's own admission—that has actually been done (beyond hiring numerous consultants, experts and advisors) is that a few blue light phones have been installed. If I were to make an equation out of this it would read like this: 1 Penn body bag + 1 serious gunshot wound = 6 blue light telephones + promises + thousands of dollars on bureaucrats. What do we need for a new patrolcar? For a Police Commissioner? For a President who is willing to act? When is someone going to start taking real measures? It is very nice to hear of these wonderful grandiose plans for safety but the fact of the matter is that in six months nothing tangible has been done. There will probably be another murder very shortly on the campus. More than a dozen Penn students have been held up at gunpoint this semester and all it takes is a nervous trigger-finger for a catastrophe. Meanwhile, the President, safe and sound, has police protection. Safety for thee but not for me, President Rodin.

— Thor Halvorssen, C '96

Response

I am disappointed by Mr. Halvorssen's response to my update (see "Increasing our Collective Security," *Almanac* February 14, 1995) on steps we are taking to increase safety on and near campus. As it happens, Mr. Halvorssen is not the student to whom my closing comments referred. Those comments were intended to emphasize the continuing need for responsible personal behavior — on and off campus.

Let me assure Mr. Halvorssen that there is no armed guard permanently stationed outside the President's residence. I can recall only a single recent occasion on which a uniformed campus police officer was stationed outside the home, and that was when the French Ambassador was present for a dinner commemorating Louis Pasteur. The presence of this officer was required by the diplomatic arrangements made for the visit. Perhaps it was that evening that Mr. Halvorssen walked by.

Regarding his other point, my report to the University community on security initiatives was intended precisely to remind readers that we are working hard on this priority concern even when — thankfully — there has been no dramatic recent incident to heighten public concern.

Will the concrete steps I outlined absolutely protect Penn students? No. Will they, in concert with individual efforts and responsible personal behavior, help to enhance the safety of students, faculty and staff? Absolutely.

(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.

Speaking Out

continued

Enhancing our collective security is a continuing task. There is no one-time "fix" that will permanently ensure our safety. That is why we must continue to take the steps we can and why the initiatives I announced are important.

— Judith Rodin, President

The Real Men of Penn

The primary goal of Students Together Against Acquaintance Rape (STAAR) this spring is to encourage men to become involved in the campus anti-sexual violence movement. Sexual harassment, rape, and relationship violence have historically been viewed as "women's" issues. Men have often felt that the extent of their contribution was to refrain from raping or battering. Since 98% of all rape perpetrators are men it is reasonable to believe that rape and the entire continuum of sexual violence will not be eradicated until men stop perpetrating it. Contrary to popular belief, men who do not rape or assault are impacted by living in a "rape supportive" culture. Sexual violence directly affects men. Ten percent of all reported rape victims are men, not to mention the thousands of boys who are assaulted before the age of 18 years. The mothers, sisters, girlfriends and friends of men are affected by sexual violence or the potential for it. This real fear for women breeds distrust of men who in turn suffer when women do not trust them. In addition, our violence-prone, rape supportive community has constructed barriers between men and women that make meaningful and communicative relationships rare. Research has found that traditional gender roles and power inequities are positively correlated with a high incidence of rape. We live in a society that has rigid notions of what "real men" and "real women" should be. Masculinity is often associated with violence, sexual entitlement and conquest. This spring, STAAR is challenging men across the campus to redefine for themselves the characteristics of "real men" and the role that they can play in ending violence in our communities.

STAAR leads workshops on sexual assault and building healthy relationships. We are composed of nine men and 17 women and we receive training and support from the Office of Health Education (a division of Student Health). We have launched a campus-wide effort to bring men into the anti-violence and anti-rape movement. We will be sponsoring the first ever Real Men of Penn campaign. Ten male student leaders will be highlighted in *The Daily Pennsylvanian* and featured on a professionally printed poster that will be permanently displayed throughout Penn's campus. On the poster, each man will have an opportunity to express his views on how sexual violence affects the Penn community and how it can be prevented. STAAR acknowledges that sexual violence has a different impact on the various communities within Penn. Consequently, every effort will

be made to choose men that represent the diversity of the University. The poster will be presented to the University in a ceremony honoring the men and the rich history of the anti-sexual violence movement at Penn.

Any male student leader, graduate or undergraduate, is eligible to become a "Real Man" and the selection process will include a recommendation and application process. Prior anti-violence work is not required or expected for consideration. We encourage you to nominate male student leaders who exemplify non-violent, non-sexist behavior and who can serve as role models for other members of the Penn community. Selection of the men will be based on the nominee's contribution to the community, and his ideas and strategies for preventing sexual violence. Nominees will have the chance to express their ideas and opinions on a short application available at the Office of Health Education in 310 Houston Hall.

There has been some concern that this project neglects the women who have been the real leaders in combating sexual violence. Women initiated the anti-rape and the battered women's movement in the early 1970s and continue to be the primary leaders. They have been responsible for increasing awareness, lobbying for institutional change and improving resources for survivors. They have continued to challenge sexist attitudes and behavior that lead to sexual violence. It is undisputed that women deserve credit for bringing the issues of sexual violence into mainstream dialogue. Therefore the theme of the Real Men of Penn ceremony will be to honor the rich history and the leaders of the anti-sexual violence movement at Penn, which has been on the forefront of the national movement since the very beginning. If you have any colleagues that should be honored at the ceremony, please contact the Office of Health Education.

The purpose of the Real Men of Penn campaign is to invite men who are already campus leaders to speak out against sexual violence. If the movement is to succeed, men must lead other men in ending violence against women. It has been said that if you are not part of the solution then you are part of the problem. STAAR believes that all men and women must work together to create a community intolerant of sexual violence.

If you would like to nominate someone to be one of the Real Men of Penn or apply yourself, please come by the Office of Health Education in 310 Houston Hall or call us at 573-3525. If you would like to nominate someone, please inform us of the nominee and his phone number. We will notify him of his nomination and make sure that he receives an application. For further questions, please contact Jodi Gold at 573-3525. The application deadline is March 17, 1995.

— Zachary Liff,
— Jodi Gold,

Members of Students Together
Against Acquaintance Rape (STAAR)

Responding to Sexual Harassment

The Penn Women's Center (PWC) is a multi-service center created in 1973 in response to the concerns of women faculty, students and staff at Penn. The mission of the Penn Women's Center is to ensure that the University of Pennsylvania is responsive to women's concerns in any activity at all levels. The Penn Women's Center is explicitly mandated to advocate on behalf of women and members of racial and sexual minority groups, from all constituent groups, including students, faculty, staff and community members. In order to fulfill its mission, the Penn Women's Center provides the following: services to individuals (counseling, advising, advocacy, information and referral); educational programming (conferences, workshops, consultation, technical assistance, etc.); policy development and implementation (training programs); and networking (both on and off campus).

PWC Sexual Harassment Services

1. *Assistance to Individuals* who feel that they have been harassed.
2. *Consultation* regarding specific concerns and situations.
3. *Counseling* to individuals and groups affected by sexual harassment.
4. *Education* for students about sexual harassment.
5. *Information* for student papers, course materials, articles, etc.
6. *Referral* to campus and community resources.
7. *Training* for faculty and staff—developed to meet specific needs. (See below.)

Some Training Topics

PWC staff welcome the opportunity to continue to work with faculty, students and staff on sexual harassment issues. Programs and presentations are designed to meet the specific needs of the group, department or school choosing to address sexual harassment. Among the topics available in our training programs are:

1. What is sexual harassment?
2. Impact of sexual harassment on the target of harassment, alleged harasser and campus community.
3. Responding to sexual harassment.
4. "Seven Steps to Stop Sexual Harassment."
5. Campus & community sexual harassment resources.
6. Prevention of sexual harassment.
7. Minimizing liability—the role of faculty and administrators.
8. Creating a sexual harassment-free campus.
9. Faculty responsibility and sexual harassment.
10. Promoting educational equity: removing barriers to women.

Please feel free to contact the PWC if you have any questions or wish to discuss these issues further.

The PWC is open from Monday to Friday, 9 a.m. to 5 p.m.

— Elena DiLapi, Director
Gloria Gay, Associate Director

The Office of Government and Community Relations periodically reports on activities of the federal, state and local governments that have potential impact on the teaching, research and service missions of the University. The following report from Washington, D.C., is by David J. Morse, assistant vice president for policy planning.

The Federal Budget Context and the University

As the new Congress and the President continue the debate about the scope and shape of the federal government, it is useful for members of the University community to recognize the breadth of the Federal investment in excellence at Penn—in its undergraduate and graduate students, and in the research, scholarship, and service mission of its faculty. To provide some context to the impact of the current deliberations in Washington, roughly 30% of Penn's \$1.8 billion budget derives from Federal sources, in the form of aid for students with financial need, research and training support for faculty and graduate students, and reimbursements to HUP and to Penn clinicians for the care of elderly and medically indigent patients.

Much of the debate in the new Congress has revolved around the adoption of a constitutional amendment to balance the Federal budget. The House of Representatives has already passed the amendment, and proponents in the Senate are within one or two votes of the two-thirds majority needed for passage there. Once enacted by Congress, three-fourths of the states will need to adopt the amendment by 2002 in order for it to take effect. Whether or not it is adopted, Congress will begin to make substantial cuts in Federal spending as a "down payment" on a balanced budget.

Theoretically, it is quite simple to achieve a balanced Federal budget. According to the Senate Budget Committee, Congress merely needs to cut *all* spending roughly 5% per year for the next seven years. Such an approach assumes cuts in defense spending, Social Security and other entitlements like Medicare, and no middle-income tax relief. But Social Security—commonly known as the "third rail" of American politics—is apparently off limits. If that is the sole protected program, the Senate Budget Committee estimates, all other federal spending would need to be reduced by 5% in FY 96, 10% in FY 97, and 15% in each of the five subsequent years. Yet both congressional Republicans and the President want to increase defense spending substantially over the next 5 to 6 years, and members of Congress of both parties as well as the President have proposed cuts in taxes in the form of reduced rates, a child credit, and/or a reduced capital gains differential. That leaves the burden of the balancing act principally on domestic spending programs, including those on which Penn relies—those that represent the Federal investment in Penn, its students, faculty, and academic programs.

The University is active in Washington on its own behalf and in coalition with other major research universities to insure that Members of Congress and the Administration have a clear understanding of the multiple and cumulative effects of changes in key federal programs. While we expect that higher education, and Penn, will not be spared completely from spending reductions that have been proposed both by Congress and the President, it is vital that policymakers appreciate that the investment that the federal government makes in Penn's students and in the work of Penn's faculty is an investment in our nation's future leadership, its economic competitiveness, and its intellectual strength. It is also important that, with a new Congress, virtually half of whose members are new since 1992, we consider new ways to think about the Federal investment in the University and develop creative alternatives to current proposals.

There is nothing unique in this effort to gather, assess, and disseminate information about the Federal budget. Because complex research universities—and their constituent faculty, students, and staff—are stakeholders in many areas of federal endeavor, each year we collect data to help explain cumulative effects of major budget proposals made by members of Congress or by the President. Many members of the Penn community may have academic, professional, or policy interests in federal programs or legislative initiatives other than those highlighted here, and these have already engendered robust dialogue both on and off campus.

Effects of Potential Spending Cuts on Penn

In terms of what spending reductions leading toward a balanced budget might mean for Penn, there is no single blueprint that Congress will follow. Several proposals have emerged, including one initially created last year by the current Chairman of the House Budget Committee, John Kasich of Ohio, that is a potential starting point for action in the House.

The following is a snapshot of several features of that plan, in rough order of magnitude of its potential effects on Penn:

- *Reduce the indirect medical education adjustment from 7.7% to 3%.* Each 1% reduction in what is known as the "indirect medical education" adjustment (a supplement to Medicare's base payments to teaching hospitals in order to compensate them for the greater intensity of services and training they provide) means a loss of \$4 million annually to HUP.

Total impact on Penn: \$18 million/year.

- *Reduce overhead recovery for university research.* The overall impact of a reduction in indirect cost reimbursement (reimbursements made to universities for their previously-incurred costs of infrastructure—construction, operations and maintenance of research facilities, and administrative support) depends on how the reduction is implemented. To get to the proposed \$320 million/year cut in these payments implies either a 10% across-the-board cut in current reimbursement levels, or a cap in indirect cost rates of 46%. Any "savings" to be derived would be applied to deficit reduction.

Penn's current rate is 63.5%. Each percentage point in indirect cost reimbursement represents about \$1 million in unrestricted revenues to Penn.

Total impact on Penn: \$6.3 million/year (across-the-board cut) **or \$17 million/year** (46% rate cap).

- *Eliminate campus-based student aid.* Three programs (Supplemental Educational Opportunity Grants, College Work-Study, and Perkins Loans) provide aid to 5100 Penn students. Because of a very wise financial aid officer at Penn in the mid-1960's when these programs were established, financially needy Penn students fare well under the distribution of campus-based aid funds.

Total impact on Penn: \$7.1 million/year.

- *Eliminate in-school interest subsidy on student loans.* The federal government currently pays interest on federally-guaranteed loans for students while they are in college or graduate school. If the interest payment is eliminated for 7600 Penn students who borrow under this program to meet the costs of a Penn education, average total debt for undergraduate borrowers will increase by 15-17% (\$3500-\$4200). Debt for graduate students who have also borrowed at the undergraduate level as well may increase by as much as 40%. For students in our Dental School, who have Penn's highest debt levels, that could mean increased debt of \$20,000-\$25,000. Substantially increased debt may affect both the college-going and career choices of students.

- *Reduce funding for arts and humanities.* The NEA, NEH, and the Institute for Museum Services provide about \$1.1 million to Penn faculty and programs this year, but annual support may vary from year to year. A cut of 50%, as proposed in the Kasich plan, would result in small decreases overall in Penn's budget, but these cuts would be concentrated in a few departments and centers that are heavily dependent on such support. The NEH, for example, is the principal benefactor of one of Penn's signature endeavors, the University Museum's Sumerian dictionary.

Total impact on Penn: roughly \$500,000-\$750,000.

(continued)

Federal Budget *continued*

The Kasich plan would also reduce funding for agricultural research provided by the Department of Agriculture, principally affecting programs in the Veterinary School and the Morris Arboretum. Other proposals that would affect the University have also surfaced. One, suggested by two leading Senators, would eliminate all basic research and training sponsored by the Department of Defense. Penn's current Defense Department research support—concentrated in SEAS, in computer and cognitive science, and in medicine—is about \$13 million. The Administration has recommended, and one subcommittee in the House has approved, the elimination of the Patricia Roberts Harris and Jacob Javits fellowship programs that provide tuition support and stipends for approximately 33 Penn graduate students, as well as law school programs that promote clinical legal training. Congress may also consider changes in the Medicare and Medicaid programs that would affect support of residency training at teaching hospitals as well as reimbursement for urban hospitals, like HUP, that care for a large population of uninsured and indigent patients.

The Administration has also proposed changes in the way the Federal government reimburses research universities for the costs of infrastructure, particularly facilities, necessary to support federally-sponsored research. The principal feature of this proposal, the exploration of “benchmarks” to reimburse research universities for their facilities costs, would lead

toward greater predictability in the share of these costs that would be borne by government.

With respect to the Kasich plan, while it reflects the views of an influential leader in the House, the Senate remains more deliberative in its approach, and seems to be somewhat less driven toward draconian budget cuts. The process of achieving spending reductions is likely to be played out through September of this year, and will be renewed next year. Notwithstanding the length and vagaries of this process, however, there *will* be cuts, and our students, faculty, and community will not be immune.

There are also potential benefits to the University contained in proposals before Congress. President Clinton has proposed tax deductions for college tuition and several Republican members of Congress have proposed superIRAs to encourage savings for college. These kinds of incentives would create new resources for families considering institutions like Penn. We may also see more Congressional interest in eliminating the tax-exempt bond cap, imposed in the 1986 tax law, that precludes us from lowering our costs of building academic and other facilities. If the cap is eliminated, the University could save \$1-2 million per year in anticipated debt service. It is also reasonably safe to say that the agencies that provide the greatest amounts of research support for Penn faculty and graduate students—the National Institutes of Health (NIH) and the National Science Foundation (NSF)—will fare relatively well in the budget debates.

Give Yourself a Break March 3-13: Whether You Go Away or Not, Play it Safe

Dear Faculty, Staff and Students:

Spring Break 1995 (March 3-13) is just around the corner! This is a time of lower occupancy, greater opportunity for crime, and therefore the need to be more safety and security conscious!

To reduce the opportunity for crime (i.e. burglaries, criminal mischief, etc.), the Division of Public Safety is again offering to conduct Special Checks of Residential Properties from 3 p.m. on Friday, March 3, to 7 a.m. on Monday, March 13. Students, faculty and staff who live within given geographical boundaries (The Schuylkill River to 43rd Street, and Baltimore Avenue to Market Street) may list their property with Public Safety for Special Checks during the period it will be vacant.

Penn Police officers will periodically check the exterior of the property for signs of criminal activity or security breaches. Upon discovering same, the officers will take appropriate action ranging from arresting the perpetrator to conducting an interior check of the property with subsequent notifications to the listed occupant(s).

If you would like to list your property with Public Safety for Special Checks during Spring Break 1995, please pick up an application at the Penn Police Department (3914 Locust Walk) or Victim Support/Crime Prevention office (3927 Walnut Street). You need to complete and return the application *before* vacating the premises. At right are also some “Safety and Security Tips” to help keep the break safe and happy!

Wishing you clear skies and warm temperatures,

— John Kuprevich, Commissioner,
Maureen S. Rush, Director, Victim Support,
and George Clisby, Director,
Patrol Operations

Along with sunbathing, job searching and visiting family and friends, let's also think about Safety! To keep this time restful, fun and prosperous, here are some safety tips to keep in mind:

If you are leaving Penn for break . . .

- Secure or remove all valuables (i.e. jewelry, computers, stereos, televisions, etc.) All valuables should already be engraved with your Social Security Number. Engravers are available at the Victim Support office (3927 Walnut Street, 898-4481).
- Close and lock all windows. Close all shades, drapes and blinds. Lock and bolt entrance doors to rooms or apartments.
- Use timers on lights and a radio or television to give the appearance of being occupied.
- Your answering device message should never indicate that you are not home. Always use plural nouns even if you live alone (i.e. *We're* not available to take your call right now). Don't use your name(s).
- Register your property with Public Safety for Special Checks during the break.
- Make sure your exterior lighting works and turn same on. Preferably, exterior lights should be on a timer or photoelectric cell. If not, contact your landlord regarding same *before* you leave for Break!

If you are remaining at Penn . . .

- Use one of ten automated teller machines (ATMs) located inside University buildings and avoid taking money out at night. Check the amount withdrawn only after you are safely inside your office or residence. Never display money in public.
- Be aware of your surroundings and the people around you. Trust your instincts. Stay in well-lighted and well-travelled areas.
- Use the “buddy” system or Escort Service when travelling at night. Dial 898-RIDE for vehicular escort or 898-WALK for walking escort.
- If you are expecting guests or workers, do not open your door until you know it is the right person(s). Always ask to see identification of callers you don't know.
- If accosted, don't resist! Don't panic! Get a good description of the assailant (i.e. approximate

age, race, sex, height, weight, clothing description, direction travelled, etc.) and *report* the incident to the Police as soon as possible.

- Know the locations of Blue Light Emergency telephones. (Open the box, lift the receiver or push the button to talk.)
- Report any suspicious person(s) or activities as soon as you can: Where, What, Who, When and How.
- Know your Emergency Telephone Numbers:
Division of Public Safety,
Penn Police Department, 3914 Locust Walk
On-Campus Emergency Number (University
Exchanges: 898, 417 and 573): 511
Off-Campus Emergency Number: 573-3333
Penn Police Non-Emergency Number: 898-7297
Victim Support & Special Services: 898-4481,
898-6600 (24 hours)
Penn Detectives Unit: 898-4485
Philadelphia Police Department: 911
(Note: P.P.D. will not automatically know your location if you dial 911 from a University Exchange: 898, 417 and 573. So, be sure to tell the dispatcher your exact location, using the street address.)
SEPTA Police Department: 580-4131

If you go shopping . . .

- Never display money in a crowd. Think this through *before* you leave the safety of your office, so you aren't fumbling in public with your purse or wallet.
- Carry only the necessary credit cards and money. Avoid using outdoor automated teller machines (ATM).
- Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on the seat beside you, on the counter next to you or under a seat or table when dining.
- Carry your wallet in an inside coat pocket or side trouser pocket.
- Always keep one hand free. Avoid carrying numerous bags at one time; consolidate the smaller bags into one large manageable bag.
- Walk with your head up, shoulders back and your eyes scanning the people around you.

Bylaws of the University Council

Effective December 14, 1994

I. Scope and Purpose

The University Council of the University of Pennsylvania is a deliberative and broadly representative forum which exists to consider the activities of the University in all of its phases, with particular attention to the educational objectives of the University and those matters that affect the common interests of faculty, staff and students. It may recommend general policies and otherwise advise the president, the provost, and other officers of the University. It is authorized to initiate policy proposals as well as to express its judgment on those submitted to it by the administrative officers of the University and its various academic divisions. It is also empowered to request information through appropriate channels from any member of the University administration.

In its deliberative role, as it undertakes to reach collective decisions on policies to be initiated or evaluated for recommendation to officers of the University, an important function of the University Council is to transform the interests of its various constituency groups into forms congruent with the interest of the University as a whole. In such a case, a majority decision should be articulated in terms of the University's general welfare and constructed to advance this welfare. In its representative role, an important function of the University Council is to inform the officers of the University—as well as the citizens of the University at-large—of the range and strength of views held by members of the University community. In this case, the public expression of a heterogeneity of views, without their resolution into a majority agreement for action, may serve the University Council's advisory purpose most authentically, and especially so when such a diversity of discourse increases understanding among constituencies in addition to revealing the breadth of considered opinion as a ground for accommodation in subsequent University policy making.

II. Membership

1. Composition

The University Council shall be composed of administrative officers and elected representatives of the faculty, students, and staff as follows:

(a) Forty-five members of the Executive Committee of the Faculty Senate. The Faculty Senate shall insure that each faculty is represented and that at least three assistant professors serve on the Council. The members of the Faculty Senate Executive Committee who are members of the Council shall otherwise be chosen in accordance with the rules of the Faculty Senate.

(b) One full-time lecturer and one full-time member of the research faculty to be selected to serve two-year terms by vote of the Steering Committee from a slate consisting of the five lecturers, and the five members of the research faculty receiving the largest number of nominations by lecturers and members of the research faculty. If the Steering Committee receives fewer than five nominations for either group, additional nominations shall be solicited from the constituency representatives of the Senate Executive Committee.

(c) Eleven administrative officers, including the president, the provost, and nine members of the administration to be appointed annually by the president, at least five of whom shall be deans of faculties.

(d) Fifteen graduate and professional students elected as members of the Graduate and Professional Student Assembly. The Graduate and Professional Student Assembly shall insure that, to the extent possible, each school is represented. The members of the Graduate and Professional Student Assembly

who are members of the Council shall otherwise be chosen in accordance with the rules of the Graduate and Professional Students Assembly.

(e) Fifteen undergraduate students elected as members of the Undergraduate Assembly. The Undergraduate Assembly shall insure that, to the extent possible, each undergraduate school is represented. The members of Undergraduate Assembly who are members of the Council shall otherwise be chosen in accordance with the rules of the Undergraduate Assembly.

(f) One elected representative of the Penn Professional Staff Assembly.

(g) One elected representative of the Librarians Assembly.

(h) One elected representative of the A-3 Assembly.

2. Election

Members of the Council who are to be chosen by election shall be selected no later than the end of the academic year preceeding the year of their membership in the Council, according to procedures established by their respective governing bodies, namely the Faculty Senate, the Nominations and Elections Committee, the Graduate and Professional Student Assembly, the Penn Professional Staff Assembly, the Librarians Assembly and the A-3 Assembly. Such elections shall be democratic in both principle and practice.

Each academic year the secretary shall distribute with the agenda for the last meeting a list of the members of the Council for the coming academic year.

3. Terms of Office

(a) The term of office of members of the Council other than the administrative officers, the chair, chair-elect and past chair of the Faculty Senate, the chair of Graduate and Professional Student Assembly, the chair of the Undergraduate Assembly, the full-time lecturer, and the full-time member of the research faculty shall be as specified in the rules of their respective governing bodies but in no case for more than four consecutive academic years.

(b) The terms of office of new members of the Council, other than members elected to fill vacancies, shall commence with the taking up of new business at the April meeting at which time the terms of office of retiring members of the Council shall conclude. In a case where the respective governing body is represented by its chair on the Council and/or the Steering Committee, and when it has chosen a new chair whose term of office begins before the end of the academic year, this new officer may accompany his or her predecessor (who will remain a member of the Council and/or Steering Committee until the Council year expires) and serve as an observer at meetings of the Council and/or the Steering Committee.

4. Vacancies

(a) Vacancies among elected representatives of the respective governing bodies shall be filled according to procedures of the body that elected them.

(b) Vacancies among administrative officers shall be filled by the president.

(c) Vacancies in the representatives of the full-time lecturer or the full-time member of the research faculty shall be filled by vote of the Steering Committee.

5. Duties

Membership on the Council requires a readiness to attend meetings of the Council regularly and to participate fully in its business, including the work of its committees. It is the continuous obligation of the members of the Council to report to the members of their constituencies about the discussions, decisions, and recommendations of the Council and to solicit

—continued past insert

questions and suggestions from them for presentation to the Council.

III. Positions

There shall be a presiding officer and moderator of the Council. There shall also be a parliamentarian and a secretary, who shall not be members of the Council.

1. Presiding Officer and Moderator

The president of the University is the presiding officer of the Council. Each year, with the advice of the Steering Committee and the consent of the Council, the president shall appoint a moderator of the Council, who shall become a non-voting member of the Council. The president, or in the absence of the president, the provost, shall open each meeting and shall normally turn the conduct of the meeting over to the moderator.

An alternate appointed by the president shall conduct the meeting on a temporary basis in the absence of the moderator. If the moderator is absent from three meetings in an academic year, the president shall remove the moderator and, with the advice of the Steering Committee and the consent of the Council, appoint a new moderator to serve for the remainder of the academic year.

2. Parliamentarian

The president shall each year appoint a parliamentarian, in consultation with the Steering Committee. It is the parliamentarian's duty to advise the moderator and the presiding officer in the application of *Robert's Rule of Order Revised*, as modified by special rules of the Council.

3. Secretary

The secretary of the University or the secretary's designee shall be secretary of the Council. In addition to duties specified elsewhere in these bylaws, it is the duty of the secretary to issue notices of meetings of the Council, to record the minutes of such meetings and distribute them to its members, to receive communications for the Council, and to perform any other duties assigned by the presiding officer, the Steering Committee or the Council. The secretary shall supply members of the Council with a copy of these bylaws and appendices and amendments thereto, a current list of members of the Council, and a list of members of the Council's committees. The secretary of the Council shall serve as secretary of the Steering Committee.

4. Council staff

The Council shall be assisted by such staff of the University as is required in the conduct of its business. Staff personnel shall not be members of the Council. The secretary shall be aided by such additional persons as may be necessary.

IV. Meetings

1. Stated meetings

The normal schedule of the stated meetings of the Council shall be 4 p.m. on the third Wednesday of September, January, and March; on the second Wednesday of October, November, December, and February; and on the fourth Wednesday of April. Meetings shall continue no later than 6 p.m. unless extended by action by a majority of members in attendance. Stated meetings may be canceled and the times of stated meetings may be changed only by vote of the Steering Committee.

2. Special meetings

A special meeting shall be called whenever requested by the president or the provost, or by decision of the Steering Committee, or by petition of 25 percent of the total membership of the Council.

3. Agenda

Any member of the University may suggest questions or proposals for the consideration of the University Council by submitting them in writing to the Steering Committee addressed to the Chair of the Steering Committee, 15 College Hall. At any Council meeting, a member of the Council may propose and a majority of those voting may adopt an item for the agenda of the next meeting.

The Steering Committee, acting in response to the directions of the Council and the requests of the respective governing bodies, shall complete the agenda for each meeting of the Council. To the extent possible, the Steering Committee will indicate to the Council at each meeting the items it intends to include on the agenda of subsequent meetings.

Each meeting of the Council should accommodate committee reports and administrative reports, as well as discussion on issues that occur in the conduct of the Council's normal business or which arise unexpectedly during the year. The allocation of emphasis, which follows, for the agenda of each stated meeting is to indicate the various focuses of the course of the Council's work for the year. In addition, the specific designations of

stated meetings for reports by University officials are provided to supplement and structure the usual and continuing accessibility of these officials to questioning by members of the Council.

(a) The agenda of the first (September) stated meeting of the Council in each academic year shall include the selection and ranking of issues to be dealt with during the academic year. The Steering Committee shall present to the Council its recommendation with respect to such issues and the charging of committees, but the Council shall not be limited in its selection of issues or in the construction of committee charges to those recommended by the Steering Committee. To the extent possible, the Council shall select the central issues for primary focus during the year, and shall refer them to the relevant standing committees or special committees, with the expectation of reports in time for its deliberation before the end of the academic year. Each active Council committee shall be informed of the dates when such committee is to report to the Council.

(b) The agenda of the second (October) stated meeting of the Council in each academic year shall include extended reports by the president, the provost and other administrators selected by the president and provost or by the vote of the Council. These reports shall cover the state of the University, with particular attention to the activities of the University with respect to which significant problems are perceived. The president, provost and other administrators may be questioned on subjects other than those included in their reports. Adequate time shall be allotted for full and open discussion.

(c) The agenda of the third or fourth (November or December) stated meetings of the Council in each academic year shall incorporate an open forum to which all members of the University community are invited and during which any member of the University community can direct questions to the Council.

(d) The agenda of the fifth (January) stated meeting of the Council in each academic year shall include extended reports by the president, the provost and other administrators covering budgets and plans for the next academic year. Adequate time shall be allotted for full and open discussion of these reports.

(e) The agenda of the remaining (February, March, April) meetings shall include reports by Council committees and such other items as the Council may direct. The April meeting shall also include a preliminary discussion of issues to be dealt with in the coming academic year.

4. Notice of meetings and committee reports

Notices of all meetings, the agenda, and reports of committees that will be presented for action by the Council shall be distributed to members at least five days in advance of the meeting.

Resolutions on the agenda may come from any member of the Council. Resolutions shall be submitted to the Council through the Steering Committee, accompanied by the advice of the Steering Committee whenever the Steering Committee believes that its advice would be helpful. The Council, by affirmative vote of a majority of members attending a meeting in the presence of an actual quorum, may decide to act on a matter not on the agenda for action; otherwise no action, including a straw vote, may be taken.

5. Conduct of meetings

A majority of the full membership shall constitute an actual quorum. If at any time during a meeting an actual quorum has been established, a working quorum will be in effect until the stated time of adjournment. Except as otherwise specified in these bylaws, Council action may be concluded by a working quorum. Voting shall ordinarily be by voice or by show of hands, at the discretion of the moderator. A roll call vote shall be taken upon motion and the affirmative vote of one-fourth of the voting members present. Conduct of the meetings shall conform to the latest edition of *Robert's Rules of Order Revised*, as modified by these bylaws and by special rules of the Council. The Steering Committee, subject to directions of the Council, may formulate Rules of the Day, such as the designation of limitations on the time for the debate of specified issues, or on the time for each member to speak or respond, in the interest of distributing the opportunity to be heard. Changes in these rules shall require a majority vote of members attending, at a time when an actual quorum is present.

6. Persons entitled to attend

Meetings of the Council shall be open to members of the Council. Chairs of Council committees and subcommittees, non-Council members of the Senate Executive Committee, non-Council members of the Graduate and Professional Student Assembly Executive Committee and non-Council members of the Undergraduate Assembly Steering Committee may also attend as observers. Non-members of the Council, who are members of committees reporting to the Council at a particular meeting, or who are expressly invited by the secretary on designation by the Council, or by the

Steering Committee, may attend a particular meeting and may be invited to participate in discussion, without vote. All Deans and Administrators (academic and non-academic) other than those appointed to membership in Council may attend Council as non-voting observers upon invitation of the president.

The chair of a reporting committee, if not a member of the Council, shall be given all the privileges of membership, including the making of motions, but excluding voting, during the discussion.

Other members of the University community will be allowed to attend Council meetings if there is space in the Council room to accommodate them, and if they have asked to attend by signing a list maintained by the Secretary's Office prior to the meeting. All members of the University community may attend a Council meeting designated as a forum for open discussion by the University community.

Any non-member attending a meeting who, in the opinion of the moderator, does not preserve the decorum of the meeting will be required to leave.

Members of the Council and other members of the University authorized to speak at a meeting of the Council shall not be subject to inquiry or sanction, under any of the University's procedures for limiting unprotected expression, for any speech or debate during a meeting of the Council.

V. Steering Committee

1. Composition

The Steering Committee shall consist of the president of the University, the provost, the chair, the chair-elect and the past chair of the Faculty Senate, the chair of the Undergraduate Assembly and the chair of the Graduate and Professional Student Assembly. Drawn from the Council membership, there shall be in addition four faculty members, one graduate/professional student, and one undergraduate student elected by the respective governing bodies, as well as one member of the Penn Professional Staff Assembly, and one member of the A-3 Assembly, each elected by their representative assemblies. The chair of the Faculty Senate shall be the chair of the Steering Committee. In the absence of the chair, or at the request of the chair, the chair-elect shall serve as chair of the Steering Committee. The Council moderator will be an official observer at meetings of the Steering Committee. The secretary of the Council shall serve as secretary of the Steering Committee. Members of the Steering Committee may attend the meetings of Council committees.

2. Duties

(a) The Steering Committee, within the limits imposed under IV.3, above, and subject to the directions of the Council, shall prepare the agenda for meetings of the Council. Announcement of forthcoming Steering Committee meetings shall be published in *Almanac* and in the *Daily Pennsylvanian* reminding the University community of the appropriate means to request that items be placed on the agenda of the Council, as provided for in IV.3.

(b) The Steering Committee shall have cognizance of the rules of procedure of the Council and its committees, and may recommend from time to time such modifications of *Robert's Rules of Order Revised*, or special rules of procedure, as are deemed particularly appropriate for the efficacious consideration of proposals by the Council.

(c) Resolutions that committees elect to place on the Council agenda should be submitted to the Council through the Steering Committee. The Steering Committee shall promptly forward all such resolutions to the Council. The Steering Committee shall also inform the Council of its decisions concerning the inclusion of such resolutions on the agenda of a Council meeting. The Steering Committee may give its advice concerning such resolutions to the Council whenever the Steering Committee believes that its advice would be helpful.

(d) The Steering Committee shall publish an annual report to the University community. This report, to be published early in the academic year, shall include a review of the previous year's Council deliberations (highlighting both significant discussions and the formal votes taken on matters of substance) and a survey of major issues to be taken up by the Council during the coming year.

3. Vacancies

Vacancies among the elected members of the Steering Committee shall be filled by election of the respective governing and elective bodies affected by the vacancies, following the rules of those bodies.

VI. Committees

The committees governed by these bylaws are the standing committees of the Council, special committees created by the Council from time to time, and the independent committees.

Members of all standing committees with the exception of the Committee on Research and the independent committees with the exception of the Committee on Open Expression and the Academic Planning and Budget Committee shall be chosen in the numbers required for each committee according to procedures established by the respective governing bodies as listed in II.2. The term of office for members of committees shall, unless otherwise specified in the charges, be one year.

Any member of the University may be asked to serve on committees of the University Council and only members of the University shall be eligible for membership on the committees. All committee members are eligible for reappointment. Members may be reappointed, if mutually agreeable, for a maximum of four years total consecutive service. To provide continuity, chairs-elect may be designated.

Each committee should normally include at least one faculty member, one undergraduate student and one graduate student who, to the extent possible, should be members of the Council. The members of committees shall be selected by the respective governing and selective bodies in the numbers required for each committee.

The memberships specified in the committee charges which follow constitute the normal makeup of each committee. Changes can be made only by action of the Council through amendments to the bylaws, as provided for in section VII.

1. Standing Committees

The standing committees of the Council are those whose activities are directly instrumental in advancing the work of the Council. The president, provost, chair and chair-elect of the Faculty Senate, chair of the Graduate and Professional Student Assembly, and chair of the Undergraduate Assembly (or their designees) shall be entitled to attend meetings of all standing committees of the Council and to participate in the discussions.

In cases where a committee has an oversight or advisory function to a branch or department of the University administration, in general the administrators who serve as ex officio members should serve primarily as liaison and resource persons to support the work of the committee under the direction of its chair and members, and accordingly should not vote. Consistent with this principle, any such administrator(s) shall be designated as a non-voting ex officio member of each committee (except where noted below).

Any standing committee shall have the power to delegate specific tasks or functions to subcommittees whose members shall include one or more members of the parent committee. Unless specifically authorized, no subcommittee report or recommendations shall be represented to be a report or recommendation of the full committee without the express approval of the full committee as indicated by a majority vote at a regular meeting of the full committee.

Reports and communications by committees to the Council shall be submitted to the Council through the Steering Committee for inclusion in the agenda and publication in *Almanac*. The Steering Committee shall promptly forward all such reports and communications to the Council, and it shall monitor committee activities and, as necessary, report on these activities to the Council.

a. *Committee on Admissions and Financial Aid.* The Committee on Admissions and Financial Aid shall have cognizance over matters of recruitment, admissions, and financial aid that concern the University as a whole and that are not the specific responsibility of individual faculties. The Committee shall have the authority to carry out studies on existing recruitment and admissions procedures and their relationships with existing policies on admissions and financial aid, and shall be responsible for recommending changes in policy to the Council. The Committee may invite deans, associate deans and others responsible for undergraduate and graduate/professional recruitment, admissions, and financial aid to its meetings to provide information and shall be available to consult with these persons on interpretation of existing policy and application of policy to specific cases. The Committee shall consist of eight faculty members, one A-1 staff member, three graduate/professional, and three undergraduates students. The dean of each undergraduate school shall appoint one ex officio, non-voting representative to the Committee. The vice provost for University life, dean of admissions, director of the Penn Plan, and director of student financial aid are non-voting ex officio members.

b. *Bookstore Committee.* The Bookstore Committee considers the purposes of a University bookstore and advises the Council and the director of the University bookstore on policies, development, and operations. The Committee shall consist of six faculty members, three A-1 staff members, one A-3 staff member, two graduate/professional students, and two undergraduates. The director of the University bookstore is a non-voting ex officio member.

c. *Committee on Committees.* The Committee on Committees, on behalf of the Steering Committee, will monitor all Council standing and ad hoc committees to assess their continuing usefulness. It will familiarize itself with the work and performance of committees and present recommendations to the Steering Committee for such changes in the structure, charges and number of members as it thinks appropriate.

The Committee on Committees will receive nominations from the various constituencies for membership on the standing committees with the exception of the Committee on Research and the independent committees with the exception of the Committee on Open Expression and the Academic Planning and Budget Committee. It will transmit those nominations together with recommendations for committee chairs to the Steering Committee.

The Committee will consist of six faculty members including the chair-elect of the Faculty Senate (who will nominate faculty members for the various committees on behalf of the Faculty Senate). In addition there will be a representative from each of the following: the A-1 staff, the A-3 staff, the Graduate and Professional Student Assembly, and the Undergraduate Assembly. The chair-elect of the Faculty Senate shall be a voting ex officio member of the committee.

d. *Committee on Communications.* The Committee on Communications shall have cognizance over the University's communications and public relations activities in their various formats and media including electronic (e.g. PennNet), audio (the telephone system), video and printed copy. In particular, it shall monitor the University's internal communications, the operations of News and Public Affairs and the Publications Office, communications to alumni, and the interpretation of the University to its many constituencies. The Committee shall consist of eight faculty members, two A-1 staff members, two A-3 staff members, two graduate/professional students, and two undergraduate students. The assistant vice president for university relations, vice provost and director of libraries, vice provost for information systems and computing, and associate vice president for business services shall be non-voting ex officio members of the Committee.

e. *Community Relations Committee.* The Community Relations Committee shall advise on the relationship of the University to the surrounding community. It shall advise the Council and help make policy with respect to the community. It shall work with the Office of Community Relations to assure that the University develops and maintains a constructive relationship with the community. The chair of the committee shall have cognizance of pending real estate activities of concern to the community. The chair along with the director of community relations shall meet quarterly or more often, if needed, with the senior vice president or his or her designee for real estate to be informed of impending real estate activities that affect the community. They shall, with discretion, discuss relevant cases with the Committee, and may inform the community as the need arises. The Committee shall consist of eight faculty members, four A-1 staff members, two A-3 staff members, two graduate/professional students, and two undergraduates. At least three members shall reside in West Philadelphia. The senior vice president or his or her designee, the directors of recreation, community relations, and Annenberg Center, the director of the African-American Resource Center, the manager of WXPB-FM, and the coordinator of off-campus living shall be non-voting ex officio members of the Committee.

f. *Facilities Committee.* The Facilities Committee shall be responsible for keeping under review the planning and operation by the University of its physical plant and all services associated therewith, including transportation and parking. The Committee shall consist of eight faculty members, three A-1 staff members, two A-3 staff members, two graduate/professional students, and two undergraduate students. The vice president for facilities management, director of community relations, the chair of the Committee for an Accessible University, and the registrar shall be non-voting ex officio members of the Committee.

g. *International Programs Committee.* The International Programs Committee shall 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 Committee shall consist of eight faculty members, one A-1 staff member, one A-3 staff member, three undergraduates, and three graduate/professional students. The Director of International Programs shall be a non-voting ex officio member of the Committee.

h. *Library Committee.* The Library Committee shall advise the director of libraries on the policies, development, and operation of the University libraries. The Committee shall consist of eight faculty members, one A-1 staff member, one A-3 staff member, two graduate/professional students,

and two undergraduate students. The director of the Biddle Law Library and the director of libraries shall be non-voting ex officio members of the Committee.

i. *Personnel Benefits Committee.* The Personnel Benefits Committee shall have cognizance over the benefits programs for all University personnel. The Committee shall consist of eight faculty members (of whom one shall be a member of the Senate Committee on the Economic Status of the Faculty), three A-1 staff members (of whom one shall be a designated representative of the A-1 Assembly), two A-3 staff members, and one graduate/professional student. The comptroller, vice president for human resources, and benefits manager shall serve as non-voting ex officio members.

j. *Committee on Pluralism.* The Committee on Pluralism shall advise the Offices of the president, provost, the executive vice president, and the vice provost for university life on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of pluralism among all members of the University community. The Committee will also address specific diversity issues that may arise on campus. The Committee shall consist of eight faculty members, two A-1 staff members, three A-3 staff members, three graduate/professional students, and three undergraduate students, with due regard for appropriate diversity. The chairs of the Penn Professional Staff Assembly and the A-3 Assembly, and the directors of the Penn Women's Center, the African-American Resource Center, Student Life Programs, the Office of Fraternity and Sorority Affairs, the Department of Residential Living, and the Office of International Programs shall be non-voting ex officio members of the Committee.

k. *Committee on Recreation and Intercollegiate Athletics.* This Committee shall have cognizance over recreation and intramural and intercollegiate athletics and their integration with the educational program of the University, including the planning and provision of adequate facilities for various sports and recreational activities. The Committee shall consist of eight faculty members, two A-1 staff members, two A-3 staff members, two graduate/professional students, and two undergraduate students. The director of recreation and intercollegiate athletics, the vice provost for university life, the dean of admissions and one representative of the president's office shall be non-voting ex officio members of the Committee.

l. *Committee on Research.* The Committee on Research shall be generally concerned with the research activity of the University. It shall have cognizance of all matters of policy relating to research and the general environment for research at the University, including the assignment and distribution of indirect costs and the assignment of those research funds distributed by the University. It shall advise the administration on those proposals for sponsored research referred to it because of potential conflict with University policy.

Its membership shall include eight faculty members nominated by the Faculty Senate Executive Committee, four faculty and/or A-1 staff members nominated by the president and/or the provost, two graduate/professional students, and two undergraduate students. Faculty members and A-1 staff members shall be appointed for staggered two-year terms and students shall be appointed for one-year renewable terms. The chair is selected by the Steering Committee from among the membership. The vice provost for research shall be a non-voting ex officio member of the Committee.

m. *Safety and Security Committee.* The Safety and Security Committee shall advise the president, the director of public safety, and the administrators or directors of specific buildings, offices, or projects on all matters concerning safety and security in the conduct of their operations. Its principal responsibility is to consider and assess means to improve safety and security on the campus. The Committee shall consist of eight faculty members, two administrators, two members of the A-3 Assembly, two graduate/professional students, and three undergraduate students. The directors of fraternity and sorority affairs, residential living, physical plant, the Penn Women's Center, victim and security support services, and public safety, of transportation and parking (or his or her designee), the manager of fire and occupational safety, the coordinator of off-campus living, the director of the African-American Resource Center, and the vice provost for university life shall be non-voting ex officio members of the Committee.

n. *Committee on Student Affairs.* The Committee on Student Affairs shall have cognizance of the conditions and rules of undergraduate and graduate student life on campus. The Committee shall, inter alia: 1) gather and analyze information concerning student life and student affairs and make recommendations to Council; and 2) respond as appropriate to requests from and report information and recommendations concerning student life and student affairs to the vice provost for university life and other appropriate administrative officers. The Committee shall consist of eight faculty members, two A-1 staff members, two graduate/professional

students, and three undergraduate students. The chair of the Undergraduate Assembly and the chair of the Graduate and Professional Student Assembly shall serve as voting ex officio members. The vice provost for university life and the chaplain shall serve as non-voting ex officio members. The Committee shall monitor the performance of all student services and shall recommend to appropriate administrators ways in which services to students may be improved; a standing Subcommittee on Student Services shall be charged with the monitoring function.

2. Special Committees

The Council may create special committees to undertake specific tasks or functions. The membership of special committees shall be specified in the charges detailed by the Council in creating such committees.

3. Independent Committees

The Council takes cognizance of several University committees, which it does not directly charge but which may be called upon to report to the Council on specific issues within their purview.

(a) *Committee on Open Expression.* The Committee on Open Expression has as its major task: monitoring the communication processes to prevent conflicts that might emerge from failure of communication, recommending policies and procedures for improvement of all levels of communication, investigating alleged infringements of the right of open expression of any member or members of the University community, advising administrative officers where appropriate, and participating in evaluation and resolution of conflicts that may arise from incidents or disturbances on campus. The Committee shall consist of thirteen members: five faculty members, two A-1 staff members, one A-3 staff member, and five students. The faculty and A-1 staff members are appointed to two-year terms, staggered so that in each year either two or three faculty members are appointed, and one A-1 member is appointed. The student members are appointed to one-year terms. The chair of the Committee shall be selected by the Steering Committee from among the members. The jurisdiction of and procedures of the Committee shall follow the Guidelines on Open Expression. At the beginning of every year, the Committee shall conduct a meeting in order to familiarize the members with the Guidelines and the responsibilities of Committee members in enforcing and implementing the Guidelines.

(b) *Academic Planning and Budget Committee.* The purpose of the Committee shall be: 1) to provide to the administration advice on the composition of the annual budget and on multi-year financial plans for the University; 2) to take into account, study, and report on long-range implications of current budget issues and alternatives; 3) to provide systematic thought about the evolving educational mission and educational needs of the University, and their present and future budgetary implications; 4) to provide useful early warnings of potential problems and early information on potential opportunities; and 5) to clarify means-ends relationships regarding programs and resources, including a reasoned basis for proposed priorities.

The purpose of the Committee is to bring together academic planning and financial planning so that informed advice might be provided to the administration on both short-term and long-range resource allocation. Thorough involvement in the development of the annual budget shall provide the Committee with the opportunity to familiarize itself with the economic condition of the University and to develop and explore optional modes of fulfilling the University's academic mission. In pursuing this charge it may request other officials or bodies within the University to report short-and long-range plans, to analyze important problems, to evaluate available options, and to help support in other ways the planning process.

In addition to the general charge to the Committee, the president may from time to time give more specific charges to the Committee. Preferably such periodic charges will be given at the beginning of the academic year, but the president may frame an ad hoc charge on matters that are either more specific or that are more immediate than the charge given at the beginning of each year. The Committee may, of course, develop its own agenda apart from the president's charges, based upon the Committee's interpretation of the general charge in the context of the University's situation at a given time.

It is to be understood that in regard to major reallocations that would change the character of an academic or other center or school, the president will seek and/or receive advice from other duly constituted advisory and consultative bodies according to the provisions and practices obtaining at the time.

The Committee's work shall be confidential, and it shall be empowered to promise corresponding confidentiality to those with whom it interacts.

The requirement of confidentiality applies only to the proceedings of formal business meetings, including documents and information provided for or at such meetings. It does not apply to open hearings or other non-business formats that the provost as chair wishes to employ.

The provost will implement and administer this rule of confidentiality

not as an end in itself, but as means towards the larger ends of the Committee. As such, the provost will develop, in and through practices, the practical accommodations necessary to foster a necessary openness to the University community on the one hand and the confidentiality of the Committee's actual deliberations on the other hand. The practical goal in mind will be properly to reconcile all three of the following principles: openness to information and opinion from outside the Committee, the protection of ongoing deliberations and developing individual positions within the Committee, and the communication of the positions of the Committee as a whole after they have been achieved. In order to achieve this goal, the Committee shall provide progress reports and information on items on the agenda with the aim of facilitating communication between the Committee and the University community.

The provost, on behalf of the Committee, shall communicate with the president through whatever means and at whatever times are appropriate. In addition, the provost shall periodically, but at least annually, inform the University community about the advice the Committee as a whole has given the president and the reasons therefore.

The Committee shall have fourteen members and two alternate members: nine faculty, two graduate/professional students (one member, one alternate), two undergraduate students (one member, one alternate), two A-1 staff members, and the provost. The nine faculty shall be chosen as follows: four faculty shall be chosen by the president and five shall be chosen by the Faculty Senate Executive Committee. The two student members and two alternates shall be chosen as follows: one graduate/professional student member and one alternate by the Graduate and Professional Student Assembly; one undergraduate student member and one alternate by the Undergraduate Assembly. The two A-1 staff members shall be named by the president each year. The provost shall serve ex officio, and shall serve as chair.

The nine faculty members shall serve three-year non-renewable terms. The two student members, and the student alternates, shall serve one-year renewable terms. A student alternate may be renewed as a student member if a vacancy exists and vice versa. In order that there be the potential for partial faculty membership rotation annually, the nine initial faculty appointments shall include three one-year, and three two-year appointments which may be renewed as three-year appointments.

The fourteen members shall each have a vote; the provost as chair shall vote only to resolve a tie. The two alternates may attend all proceedings of the Committee, may be privy to all its information and deliberations, but shall not have voting power, except that when a student member (undergraduate or graduate/professional) is absent for a particular vote the respective alternate may vote in his/her stead.

The members of the following independent committees and their chairs are appointed by the Steering Committee with the advice of the Committee on Committees.

(c) *Disability Board.* The Disability Board continually evaluates the disability plan for adequacy, equity, and consistency with the broad University objectives; monitors the financial and administrative operations of the plan; oversees the processing of any applications for disability benefits and periodic reviews of existing disability cases; and hears appeals from decisions of the Medical Subcommittee of the Disability Board. The Board shall consist of seven faculty members, of whom at least three shall be members of the clinical faculty of the School of Medicine. The chair of the Personnel Benefits Committee is an ex officio member.

(d) *Honorary Degrees Committee.* The Honorary Degrees Committee solicits nominations from faculty and staff members and students for honorary degrees to be awarded by the University at Commencement and at special convocations and submits a slate of nominees for action by the trustees. It may make recommendations to the president regarding Commencement speakers and the conduct of special convocations. The Committee shall consist of eight faculty members, two graduate/professional students, and two undergraduate students.

(e) *Student Fulbright Awards Committee.* The Student Fulbright Awards Committee shall evaluate applications from graduating seniors and graduate students for Fulbright scholarships for study abroad and shall make recommendations for the guidance of the Institute of International Education in making the awards on behalf of the State Department. The Committee shall consist of eight faculty members and two administrators. The associate director of international programs is an ex officio member.

VII. Amendments

These bylaws may be amended by a majority vote of the members of the Council in attendance in the presence of an actual quorum at any meeting if the proposed changes have been distributed in writing to the members of the Council at least one month in advance of that meeting.

Crime Alert: Charity Fraud

University of Pennsylvania Police are currently investigating a number of incidents involving charity fraud. On or about February 14, 1995, starting around 12:30 a.m. numerous phone calls were made to international students from a woman who stated that she represented a local charity, and that funds were needed immediately for the victims of a fire. The caller said she would meet the students immediately to collect the funds.

If you received a call similar to the one described above, or if you can provide *any* information regarding this incident, please contact one of the below listed telephone numbers.

Campus Police: 898-7297 Campus Detectives: 898-4485
Victim Support: 898-4481/6600 On-Campus Emergencies: 511
Off-Campus Emergencies: 573-3333

Safety Tips: As always, we encourage you to continue to utilize safety precautions, to be aware of your environment and to promptly report any suspicious activity.

- Do not give your credit card number or ATM PIN to unknown people over the phone.
- To find out if a charity is genuine, take the caller's name and organization. Use the city directory's White Pages to get a verifying phone number. If you have further questions, contact Penn Police.
- Charities do not solicit during the late night or early morning hours. If you receive a solicitation at an unusual time, log the time the call was received and call Penn Police.

— Division of Public Safety

For "special checks" on your property near the University during Spring Break, and other precautions for those staying home, please see page 5.

About the Crime Report: Below are all Crimes Against Persons and Society listed in the campus report for the period **February 20 and 26, 1995**. Also reported were Crimes Against Property, including 37 thefts (including 3 burglaries, 1 of auto, 6 from autos, 2 of bikes and parts); 4 incidents of criminal mischief and vandalism; 1 of trespassing and loitering; 1 of forgery and fraud. 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 **February 20 and 26, 1995**. 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: Robberies (& attempts)—1,

Threats & harassment—5

02/20/95	7:59 PM	3400 Blk. Walnut	Male harassed complainant in auto/fled
02/23/95	3:31 AM	Grad B Tower	Harassing phone calls received
02/23/95	11:40 AM	Lauder/Fischer	Unwanted phone calls
02/23/95	1:30 PM	Grad B Tower	Unwanted phone calls received
02/24/95	2:02 PM	3409 Walnut St.	Male struck in head/cash taken
02/24/95	4:40 PM	Houston Hall	Unwanted phone calls received

38th to 41st/Market to Baltimore: Robberies (& attempts)—3,

Threats & harassment—2

02/20/95	1:59 PM	4039 Walnut	Threatening phone calls from male
02/21/95	8:05 AM	VHUP	Assault/robbery by unknown male
02/23/95	8:36 PM	3900 Blk. DeLancey	Unknown males demanded money
02/24/95	12:41 AM	High Rise North	Harassing calls received
02/25/95	11:52 PM	3900 Blk. Locust	Complainant hit & robbed/2 arrests

41st to 43rd/Market to Baltimore: Threats & harassment—1

02/20/95	8:33 PM	4100 Blk. Locust	Males followed female/left area
----------	---------	------------------	---------------------------------

30th to 34th/Market to University: Threats & harassment—1

02/20/95	12:24 PM	Museum	Threats received
----------	----------	--------	------------------

Outside 30th to 43rd/Market to Baltimore: Threats & harassment—1

02/23/95	9:17 AM	Off Campus	Unwanted calls received
----------	---------	------------	-------------------------

Crimes Against Society

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

02/21/95	8:19 PM	200 Blk. 34th	Male caused disturbance/arrest
----------	---------	---------------	--------------------------------

Hazard Communication Program

The University of Pennsylvania's Hazard Communications Program consists of information regarding access to Material Safety Data Sheets, proper labeling of hazardous chemicals, and the hazard communication training programs required of all employees who handle hazardous chemicals as part of their work. Laboratory workers should refer to Penn's Chemical Hygiene Plan for additional information concerning the safe handling of chemicals in laboratories.

The University's written Hazard Communication Program is available in the Office of Environmental Health & Safety (OEHS) 1408 Blockley Hall/6021. A library of material safety data sheets (MSDSs) for hazardous chemicals used at the University is on file at OEHS. Copies of MSDSs for products used in all non-research and development areas will also be maintained at each respective shop. An MSDS describes the physical and chemical properties of a product, health hazards and routes of exposure, precautions for safe handling and use, emergency procedures, reactivity data, and control measures.

University employees may obtain an MSDS by calling OEHS at 898-4453 or by e-mail: oehs@oehs.upenn.edu.

Volunteers for Diabetes Study

The Diabetes Center at the University of Pennsylvania Medical Center seeks people with Type II Diabetes who are presently taking insulin or oral agents to participate in a research study of a new drug. The drug, which is a naturally occurring hormone and lowers blood sugar, may have advantages over insulin because it has longer lasting effects.

All participants will be compensated. For more information, please call Catherine Kennedy or Kathleen Mahoney at 662-2519.

Reminder: Bright Ideas

Boxes have been placed in College Hall and in the Franklin Building to accept ideas from all members of the University community on how to do things better at Penn—cutting costs and improving service—in the "Penny Saved" program announced in December (*Almanac* December 6). On March 31 the program will begin announcing award winners.

No Issue During Spring Break

Almanac is not scheduled to publish a March 7 issue, but staff will be on duty to assist authors preparing contributions for March 14 or later. The deadline for *April at Penn* is March 14.



Almanac

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

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

EDITOR
ASSOCIATE EDITOR
EDITORIAL ASSISTANT
STUDENT AIDES

Karen C. Gaines
Marguerite F. Miller
Mary Scholl
Libby Bachhuber, Suma CM,
Julia Gusakova, Zack Miller,
Stephen J. Sanford, Jenny Tran

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, Martin Pring (Chair), Jacqueline M. Fawcett, Phoebe S. Leboy, William Kissick, Barbara J. Lowery, Ann E. Mayer, Paul F. Watson; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Berenice Saxon for PPSA (formerly A-1 Assembly), Diane Waters for the A-3 Assembly, David Azzolina for Librarians Assembly.

Help for Students with Learning Disabilities

Dear Colleagues,

Students with learning disabilities who come to Penn have an unusual tangle of obstacles to overcome in making the most of their educations, and we as faculty have our own share of difficulties in making the appropriate (and legally mandated) accommodations for such students. To begin with, both these students and their instructors are faced with the fact that learning disabilities are varied, invisible, and in some cases have only recently been identified in research on brain dysfunction. The very definition of a learning disability indicates the range of problems that are embraced by the term:

“‘Learning disabilities’...refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan.” (From *Learning Disabilities: Issues on Definition* [1988]. National Joint Committee on Learning Disabilities.)

Learning disabilities are permanent, are often present in people with above average intelligence, and are manifested by a range of problems in processing or expressing ideas or information. They are *not* a result of poor academic background, lack of motivation, emotional disturbance, or evidence of mental retardation.

Thus a student with an IQ in the genius range may have special difficulty in concentrating, find either spoken or written information particularly difficult to process, be unable to recognize misspellings, tend to reverse numbers in reading or in writing, or have any of a number of other hurdles to leap in the ordinary process of getting from the introduction of material to its mastery and an expression of that mastery.

To make matters more complicated yet, students have different needs when it comes to overcoming their difficulties. Some students may profit from ongoing assistance from various Penn support services, from the taping of lectures or the assistance of a note-taker, or from well-spent time with a faculty member during office hours throughout the term. Others may have devised special techniques for study that need no ongoing aid and may require only an extended period of time to take exams.

For many of us, I know, this request for extra time is probably the most likely to cause discomfort, for fairness is central to our concept of education, and we don't want one student to be given double the time to take an exam for fear that all students in our class would have benefited equally from such an extension. It may relieve us to know that research in the area of extended time indicates that this accommodation does not interfere with fairness in the classroom: students *without* learning disabilities do not do appreciably better with extra time on an exam while students *with* certain learning disabilities can read, digest, and respond to exam questions *only* with extra time. Therefore, to give extra time where it is warranted improves rather than detracts from fairness. (See bibliography below.)

Since some students come to Penn already having been diagnosed as having a learning disability and others discover a disability while attending Penn, we as faculty may discover that

a student in our class is wrestling with such a problem in several different ways. A student may approach us early in the term, followed by a letter from the Office of Affirmative Action, or a letter may come later in the term when a diagnosis is available. Sometimes a shy student or one who has been misunderstood by a teacher in a previous encounter may let the official letter carry the message, though more and more students are being encouraged to be assertive and to talk to the faculty directly. (One of the purposes of this article is to assure that their courage will not be met with a cold reception.) Or we may gradually realize that a student simply is not performing on tests or on papers in a way that is consistent with other evidence of the student's grasp of the course material. Each different sort of encounter with a known or with a suspected learning disability requires of us flexibility and an awareness of the resources available to us and to our students.

What can we do to help? First of all, the skeptical among us can do some reading in the field. Some highly recommended sources are:

Goodin, G. and Goodin, S. (1988) “Establishing Dialogue: An English Professor and a DSS Coordinator Discuss Academic Adjustments—Part 2.” *Journal of Postsecondary Education and Disability* 6 (3): 17-25.

Hallowell, E. & Ratey, J. (1994) *Driven to Distraction*. New York: Pantheon Books. An excellent book on Attention Deficit/Hyperactivity Disorder written by two psychiatrists who have the disorder themselves and who help their clients deal with that disability.

Lee, C. and Jackson R. (1992) *Faking It: A Look into the Mind of a Creative Learner*. Portsmouth: Boynton/Cook, Inc. A book that gives a good idea of the ways someone with a learning disability approaches learning.

Pompian, N. and C. Thum (1988) “Dyslexic/Learning Disabled Students at Dartmouth College.” *Annals of Dyslexia* 38: 276-284.

Runyan, M.K. (1991) “The Effect of Extra Time on Reading Comprehension Scores for Students With and Without Learning Disabilities.” *Journal of Learning Disabilities* 24 (2): 105-108.

Vogel, S. & Adelman, P. (1992) *Success for College Students with Learning Disabilities*. New York: Springer-Verlag.

(These sources are available in the Penn Learning Resource Center, Suite 109 High Rise East, and I have alerted the Penn Book Store about this article in the hope that they will order any of the books they do not yet have.)

Second, we can share our reading with our students. Many students diagnosed as having learning disabilities have read copiously in the field, but others may not have discovered the literature that addresses their difficulties and may find it very useful.

Third, we can listen. When a student comes to us, explaining that he or she has a learning disability, we can ask “What can I do to be helpful? What can we try?” And if a student indicates that he or she will need nothing from us but extended time on exams, we can step back and give that student the independence asked.

Fourth, we can be careful to respect confidentiality with our students who have learning disabilities, making sure that we do not alert the class or their roommates to what is going on: some students are comfortable with having many know what they are struggling with and others are not.

We need to make sure that we respect their need to make such decisions themselves.

Fifth, we can be attentive to the possibility that students in our classes who are having academic difficulties may be dealing with a learning disability. Common signs of such trouble (and I can provide a fuller list for those who call me) are: slow reading; inability to remember what was read; difficulty discriminating main thesis from supporting data; trouble sequencing thoughts; trouble formulating an overall thesis; problems memorizing or transmitting what is heard; difficulty focusing attention; strong class work and weak tests; difficulty with particular sorts of exams (essay, multiple choice); problems reading aloud; problems with basic calculations or with a particular aspect of math; poor or hardly legible handwriting. We need not tell the student of our suspicions, but we can offer referral to the Penn Learning Resource Center for help with study skills. Staff there can explore our student's problem and suggest testing, or other aids to understanding what is amiss.

Sixth, we can consult with those on campus who work in this area:

Alice Nagle, Coordinator of the Program for Students with Disabilities (898-6993) can discuss appropriate accommodations, suggest recent articles, explore the possibilities for testing an undiagnosed student (as yet a thorny issue, since inexpensive testing is nearly impossible to find and since there is little money available to provide testing for students whose families cannot afford it), and explain a student's needs.

Dr. Liz Droz in the University Counseling Center (898-7021), who works with students with learning disabilities, is available to consult with students, faculty, or staff and to do assessments to help determine what is contributing to the student's presenting problem.

Cathy Luna, currently with the Penn Learning Resource Center (57-EXCEL), can tell us about her work with study strategies with students who have learning disabilities.

And a group of students and faculty who themselves have learning disabilities have offered themselves as resources:

Chris Harper (W '96) 243-1255

Katherine Koppmann (C '97) 243-1378

Clare McAnany (N '95) 417-8827

Kyla Weisman (C '98) 417-6102

Dirk Trojan (C '95) 386-2508 (ADD)

(These students have created an organization called HEAL—Helping Educate about Alternative Learning.)

Dr. Raymond Fonseca (Dean of the School of Dental Medicine) 898-8941.

Because the services available to students with learning disabilities, though working as much as possible as a team, are geographically scattered and depend in some cases on our good luck in having a staff member in a given service who has training working with such students, we need to support these students as well as we can and to make sure that they get the assistance they need. We are bound to encounter them in our teaching; we are legally obliged to accommodate them; they work extraordinarily hard; and they deserve our admiration.

Sincerely,

Alice van Buren Kelley,
Faculty Liaison to Student Services