

# UNIVERSITY of PENNSYLVANIA *Almanac*

Tuesday,  
May 12, 1998  
Volume 44 Number 33

## Welcome to Commencement '98

### To the Penn Community:

Penn's Commencement is a wonderful opportunity to gather together in celebration of the impressive accomplishments of our students. On behalf of the Trustees, Officers, and Deans and their faculties, we would like to invite all members of the Penn Community to attend the University's 242nd Commencement on Monday, May 18, 1998. We are very fortunate to have President Jimmy Carter as our Commencement Speaker this year.

Led by flag bearers and bagpipes, the academic procession steps forth from the Annenberg Center at 9:15 a.m., then pauses for approximately 45 minutes in front of College Hall to applaud the graduating students as they pass through our ranks. The procession then proceeds to Franklin Field where the ceremony begins at 10:15 a.m.

If you wish to attend the festivities, please seek advance approval from your supervisor to assure that the business needs of your department will continue to be met. Whether you wish to join the festivities around Locust Walk and Blanche Levy Park or come to the Ceremony itself (tickets are not necessary), we very much hope that you will join us in this University-wide culmination of the academic year.

— Judith Rodin, President,  
— Michael L. Wachter, Interim Provost  
— Rosemary McManus, Secretary

**Note:** For a schedule of the School Commencements, please see page 16.

## Death of Shannon Schieber

As Philadelphia Police investigate the death of Shannon Schieber, a Wharton School doctoral candidate whose body was discovered Thursday in her Center City apartment, members of the University police are following the case closely, a University spokesman said.

"We are deeply saddened by this loss," said President Judith Rodin. "That a young woman with enormous potential and such a promising future is taken from her family and friends so suddenly and under such tragic circumstances is difficult to accept. Our thoughts and prayers are with her family." Wharton Dean Thomas Gerrity said, "This is a terrible tragedy and loss of a young life. Our hearts go out to all her family and friends. This is not only such a devastating loss for her family and friends, but it is truly a loss for the entire Wharton and University community."

Ms. Schieber, 24, died of manual strangulation, according to a preliminary autopsy which police said did not establish whether or not she had been sexually assaulted. Homicide Sgt. Paul Musi said police were proceeding on the theory that Ms. Schieber knew her attacker, who might have gained entry by scaling a barb-wire-covered tree outside her second floor apartment and going through an open balcony door. Other details of the investigation are in the *Philadelphia Inquirer* and other newspapers starting Friday, May 8.

## Lauder Co-Director for SAS: Dr. Callaghy

Dean Samuel Preston has announced the appointment of Dr. Thomas Callaghy, professor of political science, as the SAS Co-Director of the Joseph H. Lauder Institute of Management and International Studies.

Dr. Callaghy is a specialist in comparative politics and international relations whose books include *Hemmed In: Responses to Africa's Economic Decline* (Columbia 1993) and the earlier *The State-Society Struggle: Zaire in Comparative Perspective*. He is also a co-editor and contributor to two volumes that analyzed South Africa in the era of apartheid.

"Tom brings a special combination of scholarly expertise in world affairs and leadership experience to this important position," Dr. Preston said. Dr. Callaghy will take office July 1, alongside Dr. Stephen J. Kobrin, the William H. Wurster Professor of Multinational Management who has represented the Wharton School component of the interschool program since 1994. A 1968 alumnus of the UC/Davis who took his Ph.D. at Berkeley in 1979, Dr. Callaghy taught at Penn State and at Columbia before joining Penn in 1988. He chaired the political science department here from 1994 to 1997.



Dr. Callaghy

## Faculty Club Annual Meeting: May 14

The Faculty Club Annual Meeting will be held on Thursday, May 14, at 4 p.m. in the Faculty Club. In addition to annual reports, new members to the Board will be announced, and plans for the design of space and interior decor of the Faculty Club space at the Inn at Penn will be discussed.

Refreshments will be served. Please attend to support the Board of Governors who act on your behalf to make sure the Faculty Club continues to function.

— Elsa L. Ramsden, President of the Board

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## PPSA

### Annual Meeting and Election: May 20

The annual election for the Executive Board of the Penn Professional Staff Assembly (PPSA) will be held on Wednesday, May 20, noon-2 p.m. in Room 102, Chemistry Bldg. This meeting represents the final general session of the PPSA until the fall. We have a very impressive list of candidates seeking office as members-at-large, vice chair-elect, and chair-elect (see below).

PPSA will present a speaker and subject to be announced in our mailing. Please watch intramural mail during the week of May 11 for this announcement. [See *Almanac Between Issues on the web.*]

The nominees for office are:

#### Chair-Elect (Elect one)

Laurie Reed-McCall, Academic Support Programs  
Jackie Smith, Student Financial Services

#### Vice Chair-Elect (Elect one)

Joanne Dougherty, School of Nursing  
Adam Sheer, Dining Services

#### Member-at-Large (Elect three)

Catherine Curtin, SEAS  
Trish Di Pietrae, Vet School  
Nancy McCue, Housing Services  
Cynthia McDonnell, Wharton School  
Doris McGann-Bolen, Investments Office  
Maria O'Callaghan, Wharton School  
Pat Rose, Career Planning & Placement

— James Bean, Chair, PPSA

## HONORS

### Nursing School: Dr. Lafferty-Della Valle

Dr. Mary Ann Lafferty-Della Valle, adjunct associate professor, will receive a special award, the Career Award for Excellence in Science Teaching, for her "sustained and stellar contributions to the teaching mission of the School of Nursing," to be given at the School's Commencement on Sunday, May 17. (See p. 16 for details of School events).

Dr. Lafferty-Della Valle has served on the Nursing School faculty since 1974, teaching introductory course material in general and organic chemistry, biological chemistry, and molecular genetics to undergraduate and graduate students. She is also Director of the Laboratory for Biological Research in Nursing. She has provided substantial assistance with the research of doctoral and post-doctoral students, and to master's students and undergraduate students interested in acquiring skills in biochemical technology.

Especially respected for her ability to present technically difficult content with great clarity, incorporating research findings and new technology into her lectures and labs, she has also been praised throughout the years for "her enthusiasm for her students, her discipline, and the discipline of nursing."



Dr. Lafferty-Della Valle

### Five Guggenheim Fellows

The John Simon Guggenheim Memorial Foundation has chosen 168 artists, scholars, and scientists from 3000 applicants as Guggenheim Fellows for 1998. Five from Penn's faculty, and their areas of study are:

Dr. Eugene W. Beier, professor of physics, *Neutrinos Emitted by the Sun*.

Dr. Larry Gross, professor of communication, *Lesbians, Gay Men, and the Media*.

Dr. Mauro F. Guillen, assistant professor of management, *Business, Labor, and Globalization in Argentina, South Korea, and Spain*.

Dr. Lee Haring, adjunct professor of folklore/folklife, *Ethnography of Interpretive Communities*.

Dr. Neil H. Shubin, associate professor of biology, *The Origin of Evolutionary Novelty*.

**Music Alumni:** Two of the six composers named Guggenheim Fellows took their Ph.D.s in composition here, notes Music's chair James Primosch: Dr. David Crumb, now assistant professor at the University of Oregon, and Dr. Robert C. Maggio, associate professor at West Chester University.

### American Academy of Arts and Sciences

Among the 147 scholars elected Fellows of the American Academy of Arts and Sciences this spring are Dr. Fan Chung, Class of 1965 Professor of Mathematics in SAS; Dr. William F. DeGrado, professor of biochemistry/biophysics in Medicine; and Dr. Linda Aiken, the Trustee Professor of Nursing and professor of sociology in SAS who is director of the Center for Health Services and Policy Research. In October, Wharton's Dr. Elizabeth E. Bailey, Hower Professor of Public Policy and Management, was also elected.

**Correction:** In the story on the Davies Award to Professor Lani Guinier (*Almanac* April 28), where it is noted that she will leave the University soon, Professor Guinier should not have been called Harvard's first woman law professor, but Harvard's first black woman law professor. There have been several women law professors there; the first of them to hold a named chair was Penn Law's former professor Elizabeth Warren.—Ed.

## TEACHING AWARDS

### Law School: Pamela Harris

The winner of the Law School's Harvey Levin Award for Excellence in Teaching is Pamela Harris, assistant professor of law, a recognized expert in law and religion as well as in criminal procedure. "As a teacher, she has an outstanding ability to energize students," said a nominator. "Her classes are also extremely well organized and rigorous. Although she is only in her second year of teaching, she already has an enthusiastic and devoted following among the student body. No professor in the law school has ever won the Levin award so early in her teaching career."

The Levin Award was established by the Philadelphia law firm of Schnader Harrison Segal & Lewis to be awarded annually to a faculty member in recognition of teaching excellence. The recipient is selected by majority vote of students earning the J.D. in the year the award is made.



Pamela Harris

### GSFA: Richard Farley

The 1997-98 GSFA G. Holmes Perkins Award will be presented to Richard Farley, adjunct associate professor of architecture at the Graduate School of Fine Arts since 1983. Both a registered architect and a professional engineer, Professor Farley received his M. Arch and his M. Engineering degrees from Penn, where he studied under the renowned Louis I. Kahn. Professor Farley teaches *Structures and its Role in Architecture* as part of the Graduate School's M. Arch program, where his students "celebrate his ability to make his often daunting subject matter engaging and interesting."

A principal at the Philadelphia architecture, engineering, and interior design firm Kling Lindquist, Inc., Professor Farley is director of projects for the firm's corporate and institutional projects. His work there includes such well-known area buildings as Center City's award-winning Bell Atlantic Tower. He is presently leading such projects as the Dow Jones Headquarters in Princeton, NJ, the J.P. Morgan Campus in Christiana, Delaware, and SAP America's Corporate Headquarters in Newtown Square. He has also won research fellowships from



Richard Farley

the American Institute of Architects to improve the design of buildings in regards to seismic and wind-related natural hazards.

The G. Holmes Perkins Excellence in Teaching Award recognizes distinguished teaching and innovation in classroom, seminar, or studio. It is named for the School's 1951-1971 dean, who is credited with transforming the GSFA into a modern, interdisciplinary institution committed to the design of the environment and the urban agenda.

### School of Social Work: Dr. William Silver

The recipient of the 1998 Excellence in Teaching Award from the School of Social Work is Dr. William Silver, a lecturer at the School of Social Work—teaching Practice and Family Intervention. He has taught the family class for over 25 years, having been part of the family therapy "revolution" in the 70's, under the guidance of Salvatore Minuchin, Jay Haley and Carl Whitaker and the talents of the Philadelphia Child Guidance Clinic. He subsequently focused on teaching marriage as a senior supervisor at the (then) Marriage Council of Philadelphia for ten years. After earning a BA at Hunter College, CUNY, in 1966, he took his MSW (in 1968) and DSW (in 1976) at Penn's School of Social Work.

His area of interest, indeed his life's work has been in deciphering what the "relationship" is—and how it functions in every level of interaction—individual, couple, family, organization, community. As a social worker, he practices and teaches this knowledge as a way to help people who are disempowered.



William Silver



## Dr. Emily Mudd, Pioneer in Marriage and Family Counseling

Dr. Emily Hartshorne Mudd, a pioneer in family planning, women's rights and the study of human sexuality who was with the University in formal and volunteer roles for more than sixty years, died on May 1, in her home at Haverford, at the age of 99.

Individually and with her husband, the Penn microbiologist Dr. Stuart Mudd, Dr. Emily Mudd had worked throughout her lifetime to break down barriers to the dissemination of birth control information, to incorporate into medical education the concept of human sexuality as part of family health, and to counsel individual patients from perspectives that were years ahead of their time when their work began.

Through her own writing and her collaborations with other giants in the field, including both Dr. Alfred Kinsey and Dr. William Masters, Dr. Mudd influenced generations of patients and practitioners during her distinguished career.

Born in Merion, on September 6, 1898, Emily Borie Hartshorne began her baccalaureate work at Vassar College, where she helped form a unit of the women's Land Army who took over farming tasks to free men for military service in World War I. After contracting typhoid fever from drinking fetid water in the field she was advised to seek outdoor settings, and she took up landscape architecture in Massachusetts, where she earned a degree at the Lowthorpe School in Groton. In Boston she met and married Stuart Mudd, who was then a fellow at Harvard Medical School—and instead of practicing landscape architecture she became his volunteer laboratory assistant for the next ten years, assisting him at Harvard, at the Rockefeller Institute in New York and at the Henry Phipps Institute of the University of Pennsylvania.

When the Mudds and several of their friends established the Maternal Health Center in 1927, at a time when state law made even the dissemination of information on birth control a crime, Emily Mudd became assistant to the director. She was later to say that she could take the risk because she was expecting her second child at the time, and an obscure law prohibited the jailing of pregnant women. Although the clinic

was raided three weeks after it opened, there were no arrests.

In 1933, when the Mudds and other activists set up the Marriage Council of Philadelphia (now the Penn Council for Relationships), the group asked Emily Mudd to direct it, noting that she could take her degree "on the job." She enrolled in the School of Social Work for her M.S.W. in 1936, and then in sociology, where she took her Ph.D. in 1950. Later she was to receive the honorary degree LL.D. in 1972.

She was appointed assistant professor of family study in psychiatry at the School of Medicine in 1952, becoming the third woman on the School's faculty; and she became the School's first woman full professor in 1956.

The co-author with Stuart Mudd of 15 scientific papers from the volunteer phase of her career, she was to publish another 106 of her own and 64 with other co-authors, writing extensively for professional journals to reach practitioners but also publishing in major national magazines as a way of reaching families with the information gleaned from case histories and major longitudinal studies she undertook.

She published five books: *The Practice of marriage Counseling*; *Readings on Marriage and Family Relations*; *Man and Wife*, *A Sourcebook of Family Attitudes, Sexual Behavior and Marriage Counseling*; *Marriage Counseling*, *A Casebook*; and *Success in Family Living*. She also helped Alfred Kinsey edit the "second Kinsey Report" on *Sexual Behavior in the Human Female*, and as consultant to the Masters & Johnson clinic in St. Louis she contributed thousands of case histories for their work.

As a volunteer holding dozens of positions in local, state and national organizations—and such international ones as membership in the Royal Society for the Promotion of Health—Dr. Mudd exerted her influence on behalf of openness about birth control and sex education. What she described as her most difficult assignment, however, was her service as co-chair in 1972 of then-Governor Milton Shapp's commission to review

the state's abortion-control law—a commission that was to arrive at a split decision favoring choice. On campus she was active in mentoring other women faculty and was president in 1962-63 of the Women's Faculty Club (now Association of Women Faculty and Administrators).

In 1967 she retired as director of the Marriage Council and became emeritus professor, but she continued to be active professionally until well into her eighties, writing and counseling teens in Philadelphia.

Among her many honors were the Gimbel Philadelphia Award, the Governor's designation as a Distinguished Daughter of Pennsylvania, France's *Médaille d'Honneur*, *Société d'Encouragement au Progrès*, and the Lucretia Mott Award of Women's Way. An award from the American Civil Liberties Union, given in 1989, was presented with the citation,

Whereas Dr. Mudd has been a tireless advocate of women's rights, reproductive freedom, and family values for more than sixty years,

Whereas she has used the law as a light to illuminate the dark corners of our society,

Now, therefore, we who have benefited from her courage and been inspired by her integrity, do hereby confer upon her this Award with our gratitude for her stalwart support in the struggle for civil liberties.

Widowed in 1975, Dr. Mudd married in 1981 Frederick G. Gloeckner, who predeceased her. She is survived by two sons, John and S. Harvey; two daughters, Emily Mitchell and Margaret; 10 grandchildren and eight great-grandchildren.



### Memorial Service: Steve Murray

Friends and colleagues are invited to the campus memorial service for Steven Murray on Tuesday, May 12, 1998. It will be held at 4 p.m. in the Grand Ballroom of the Penn Tower Hotel. A reception will follow the memorial. All are welcome to attend and share memories of Steve.

The family has requested that in lieu of flowers, contributions be made to:

The Steven Murray Foundation  
c/o Michael G. Cullen, Esq.  
211 North Olive Street  
Media, PA 19063

**Correction:** In the photo caption in last week's obituary on Professor Dorothea Jameson, a letter was inadvertently omitted from her first name. We regret the error.—K.C.G.

## Shannon Schieber, a Distinguished Wharton Student

Shannon Schieber, a first-year Wharton doctoral candidate from Chevy Chase, MD, died May 7 at the age of 24.

Ms Schieber earned high honors at Duke University in Durham, NC, where she earned a bachelor of science degree in three years, with triple majors in math, philosophy and economics. Before coming to Wharton last fall with a full fellowship from the S.S. Huebner Foundation, she had worked for the financial advisory services arm of Coopers & Lybrand LLP in New York City for a year after her graduation from Duke. Then, she went to work for Watson Wyatt Worldwide in Washington, DC, where she per-

formed asset/liability modeling and software development—in part following in her father's footsteps. Sylvester Schieber, a prominent economist, was chosen by the Clinton administration to a 13-member panel to help revamp Social Security.

Ms. Schieber's research interests included international social security programs, risk management strategies of American corporations entering emerging markets, and securitization of the insurance industry, according to the biographical sketch on the S.S. Huebner Foundation web site. Outside school she enjoyed travel, scuba diving, lacrosse, horseback riding, rock climbing, opera, and cheering the Redskins.

Neighbors in the quiet neighborhood along the 200 block of South 23rd Street described Ms. Schieber as "an attractive, friendly woman who sometimes greeted them from her balcony." A *Wharton Journal* article from November 17, 1997, the "Wharton Ph.D. Experience" described her as a lively and outgoing Ph.D. student.

Her survivors include her parents and a brother. Funeral services are scheduled today in Chevy Chase.

### Romeo Belonia, Accountant

At presstime *Almanac* learned of the death of Romeo G. Belonia, an accountant in the Comptroller's Office since 1980 who has been responsible for HUP/CPUP accounts. An obituary is being prepared with the help of his colleagues for the May 26 issue.

## Coverage to Come

**Council:** Summaries of the April 22 discussion that followed the report of the Ad Hoc Committee on Consultation, and of the presentations on vending given in a special meeting of that date, have been further delayed because of space constraints.

**Vending Ordinance:** The full text of the ordinance as passed by City Council on April 23 has not yet been forwarded in final form but upon release it is slated for posting to the website

[www.upenn.edu/foodplaza](http://www.upenn.edu/foodplaza), along with updated drawings and information on relocations of vendors toward the ordinance's effective date of July 22, 1998.—Ed.

## Pennsylvania Muscle Institute Mini-Research Grants

### Statement of Purpose

Motility of cells, organelles, membranes and molecules underlies the behavior of living systems. The proteins effecting this complex variety of motile events in cells range from motor proteins like kinesin, dynein and myosin, their filamentous partners, tubulin and actin, their regulatory and modulatory factors, controllers of spatial targeting within the cell, to mechanisms that coordinate motility with specific events such as mitosis and establishment of cell polarity. To encourage Penn researchers to explore novel approaches to studies of motility in their fields of interest, the Pennsylvania Muscle Institute (PMI) provides a Mini-Research Grant Program. The PMI will award one year grants of seed funds up to \$10,000 to successful proposals that explore novel aspects of skeletal, cardiac and smooth muscle, non-muscle cell motility, development, expression and assembly of contractile and motile organelles. Preference will be given to new initiatives, new collaborations and junior faculty.

### The Application Process

The application consists of a three page proposal, giving the background, objectives, experimental approach and discussion of expected results. In addition an abstract, budget (one page), brief curriculum vitae including recent publications, current research support and list of other pending proposals should be submitted. Applications are due by July 1, 1998. Successful applications will be funded as early as September 1, 1998, for a one year period. All applications involving human subjects, animals, and hazardous or radioactive materials must receive institutional approval prior to funding.

Please send the original and 4 copies of the grant application to Dr. Yale E. Goldman, Director, Pennsylvania Muscle Institute, D-700 Richards Building, School of Medicine, 19104-6083.

## SENATE From the Senate Office

*The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Senate Chair Vivian Seltzer or Executive Assistant Carolyn Burdon, Box 12 College Hall/6303, 898-6943 or [burdon@pobox.upenn.edu](mailto:burdon@pobox.upenn.edu).*

## Actions Taken by the Senate Executive Committee

Wednesday, May 6, 1998

**1. Welcome.** The Chair welcomed current and incoming members of the Senate Executive Committee. Introductions were made.

**2. Report of the Past Chair on Academic Planning and Budget Committee and Capital Council.** Peter J. Kuriloff, 1997-98 Past Chair of the Faculty Senate, submitted his report in advance due to his inability to attend the meeting. He also expressed his positive experiences as part of the Senate leadership.

The Academic Planning and Budget Committee met twice since SEC's last meeting. They discussed the University's budget and the capital budget. The capital budget has grown dramatically. School building projects are systematically and methodically tied to school fund raising. Long-term thinking about the annual budget cycle has positioned both schools and central administration to manage growth and projected difficulties more effectively.

### Old Business

**3. Law School Proposal.** A proposal from the Law School to establish the position of Senior Lecturer in the Law School was presented by Professor Robert Hornik, chair of the Committee on the Faculty subcommittee on non-standing faculty. The committee determined that the position will have no effect on the standing faculty in the Law School and recommended SEC approval. The Chair noted that the Law School acted quickly on the Senate's request for information set forth in a newly developed protocol. SEC endorsed the proposal.

**4. Economic Status of the Faculty.** Committee chair Professor Ed Boe presented a new recommendation for possible inclusion in the committee's annual report. Following extended discussion SEC approved the proposal. The Senate Chair noted that the report will be published in the May 26 *Almanac* or an early September *Almanac*, or both. She thanked Professor Boe for his efforts on behalf of the faculty.

**5. Update on Consultation.** The Chair reminded SEC that University Council had asked the Senate Executive Committee to codify the recommendations on consultation proposed by the University Council Ad Hoc Committee on Consultation (*Almanac April 14, 1998*). SEC discussed membership for a small committee to draft the codification. It is hoped that the committee will work over the Summer. SEC appointed members to the committee: Howard Lesnick (chair), Daniel Perlmutter, Martin Pring, and Barbara Lowery (*ex officio*). SEC also authorized the committee to consult with members of the Council Ad Hoc Committee on Consultation.

**6. College House Faculty Fellows.** Concern was expressed over the use of "faculty" for individuals who are not members of the faculty (*Almanac May 5, 1998*). A suggestion was made to return to the title "administrative fellow." SEC instructed the Senate Chairs to raise the matter at their next meeting with the President and Interim Provost.

**7. Distributed Learning.** The Chair drew attention to the Report of the Provost's Committee on Distributed Learning (*Almanac April 21, 1998*). A SEC member inquired about the degree of consultation in creating the committee and whether it was a subcommittee of the Academic Planning and Budget Committee. It was noted that distance courses have been established in the Wharton School and the School of Nursing awards such a degree in Midwifery. In both schools they have been approved by the faculty through the normal course approval process. Concern was expressed about continued faculty oversight of all aspects of distributed learning. Another SEC member stated that proposals in the committee report flow from each school to the Academic Planning and Budget committee, which is not controlled by the faculty, and then go to the Trustees. Further, contracts on distributed learning are monitored by the General Counsel and the Executive Vice President. A SEC member asked that faculty also consider the good things about distributed learning. It was recommended that the matter be taken up by a Faculty Senate committee.

A motion was made that: "The Senate Executive Committee considers the policy on distributed learning of serious academic concern, and formally requests that no other policy be approved until the Faculty Senate reviews it. Furthermore, SEC refers the matter to the Committee on Students and Educational Policy." The motion was adopted.

**8. Chair's Report.** The Chair reminded SEC members that two years ago the Faculty Senate voted to abolish the annual meeting of the Faculty Senate and called for the Faculty Senate Chair to give an extended annual report to the faculty (*see p. 5 of this issue*). She presented a verbal summary of the report. She stated that it had been a pleasure to work with SEC members who provided insights, refinements and solid information to matters brought forward. In addition, working with such collaborative faculty, for which she expressed appreciation, the Senate committees had worked very hard. Upon invitation, SEC members suggested items for consideration by Senate committees next year.

(continued next page)

Outgoing Chair Vivian Seltzer thanked outgoing officers and Executive Assistant Carolyn Burdon and turned the meeting over to incoming Chair John Keene.

### New Business

Chair John Keene thanked outgoing Past Chair Peter Kuriloff for the wonderful opportunity to work with him and for his enthusiasm,

and he thanked outgoing Chair Vivian Seltzer for her leadership and work to set the ship of the Faculty Senate on course. He also thanked Senate Committee chairs, outgoing Senate Secretary Jack Nagel, and Executive Assistant Carolyn Burdon for the wonderful job they have done. The Chair stated that many issues for next year connect with shared governance and the role of the faculty in the University.

**9. Council Steering Committee.** Nominations were made for the selection of four Senate Executive Committee members to serve on the 1998-99 University Council Steering Committee. SEC voted by paper ballot.

**10. June Meeting.** SEC voted to cancel the meeting scheduled for June 3.

## SENATE From the Chair

### Report of the Chair to the Faculty Senate

May 6, 1998

Until recently, annual meetings of the Faculty Senate were held in April where the President and the Provost presented reports directly to all members of the faculty. Chairs of major Senate committees and the Chair of the Faculty Senate also reported to the faculty at large. Questions were taken from the floor. In May, 1996, this custom was abolished by a close vote of the Senate mandating that in view of decreasing attendance a written report by the Chair of the Faculty Senate would reach a wider audience. I have often pondered whether eliminating the opportunity for any faculty member to address a question directly to administrative and faculty leadership might not have been short-sighted and restricted informal give-and-take. Thus, it is under this constraint that I render this year-end report of representative Senate activities for academic year 1997-98. I refer you to the full reports of the major Senate committees, Committee on Administration (*Almanac* April 21, 1998), Committee on Administration subcommittee on cost containment (*Almanac* March 24, 1998), Committee on Students and Educational Policy (*Almanac* April 28, 1998), Committee on the Faculty (*see p. 10 of this issue*), Committee on Academic Freedom and Responsibility (*Almanac* April 28, 1998). Please note the names of committee chairs and members of parent and subcommittees at the end of each report. Reports from the Committee on the Economic Status of the Faculty and the Faculty Grievance Commission have not yet been formally submitted, but will appear in *Almanac* in the Fall of 1998.

A few words of appreciation. I wish to thank Past Chair Peter Kuriloff and Chair-elect John Keene for their support and cooperation. They were generous with their time and with their ideas, were always ready to "pitch-in" when called upon. They advanced the work completed this academic year. Sincere thanks to Jack Nagel, Secretary of the Faculty Senate for his precision and skill in documenting the proceedings of our Senate Executive Committee meetings. I would also like to thank President Rodin, Interim Provost Wachter, and Past Provost Chodorow for their important initiatives and for their valuable time spent with SEC, in consultation meetings with the Senate Chairs, and for their considered judgments which they shared generously. I look forward to continuing to work with the President and Provost next year in my capacity as Past Chair. I would also like to thank Associate Provost Barbara Lowery for her good counsel and Executive Vice President John Fry for his collaborative spirit. Thanks to the Executive Assistant to the Faculty Senate Chair, Carolyn P. Burdon, for her assistance in expediting our work and in sharing the experience she brings in serving the Faculty Senate these past 27 years.

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That higher education is undergoing change is true, but oversimplified. Many changes are accompanied by paradox. Not only is the rate of technological change challenging and assaulting, but it impacts how we gather and transfer knowledge. Adjustment to these impacts may be less disconcerting for those in certain disciplines than in others and may bring further into question the concept of "One University." Realities extant in the

University community have raised this dilemma before, e.g., variations in relative wealth among the 12 schools, or the extent to which responsibility center budgeting may impede support of interdisciplinary study. Nonetheless, we customarily address challenges and we go forward. Witness the various initiatives advanced by the administration that are now successfully under way. Yet, these few examples are typical of the swift-moving context which enveloped me last summer as I developed University-pertinent charges for Senate committee work for academic year 1997-98.

The Faculty Senate Executive Committee and its working committees operationalize the concept of "One University." When carrying out Senate business, faculty leave the psychological domain of their individual schools and collaborate with colleagues from across the University in what might approach "group think" processes—improving the University becomes the goal as they focus on all our 12 schools, rather than dynamics and needs of one. The welfare and educational advancement of the collective 12 schools become "the ball." Faculty serving the Senate keep their eye on the ball, working hard not to be diverted, interpreting and reinterpreting what that ball is.

Charges to the Senate committees define the scope and parameters of that ball for the forthcoming year and delegate segments of that ball to the appropriate committee. Since higher education is engaged in an expanding evolutionary process (with outcomes yet unknown), one essential question is, "Who should manage the character and context of those changes?" If the reply is that it is those individuals charged with developing curriculum for the University and granting its degrees—the faculty—then that faculty must possess the broader knowledge and the vision to approach this task. Within that context, the outline from which to develop the Faculty Senate agenda and set the its committee charges for this academic year became clear:

- What is the nature of existing ground on which changes will fall?
- What changes are taking place? What are present policies and practices?
- Are we prepared for the impact of the changes?
- Who is teaching our students as the impact is experienced? What are the safeguards?
- What strategic approaches can be managed through budgetary policy?

Accordingly, interlocking tasks were assigned to committees on Administration, Students and Educational Policy, and Faculty.

#### Committee on Administration: Growth Patterns

A task charged to the Committee on Administration was "to examine the relative proportion of funding allocated to educational or non-educational enterprise in connection with shifts in administrative size, structure, regrouping and emphasis." Their findings have been published in the report of the subcommittee on cost containment (*Almanac* March 24, 1998). Please refer to this important factual report detailing such matters as the increasing growth and prominence of the Health Care System



relative to academic activities, rising costs, impressive faculty productivity, decreasing ratio of faculty salaries to University budgets, and advances in unrestricted administrative/clerical salaries over that of faculty. The committee concluded that their "analysis of the University budgets over the past eighteen years reveals a major shift in the relative allocation of resources away from the support of direct academic programs to other activities." Faculty productivity was found to be high (the ratio of teaching and research revenues to academic salaries of 3.29), but rising costs in other areas (detailed in the report) caused faculty salaries to become an increasingly smaller portion of the annual budget. A major conclusion reached was that "each of the categories of concern...needs to be examined from a strategic standpoint relative to the basic University mission of education and scholarship." It was recommended that the Committee on Administration subcommittee on cost containment continue its examination of budgetary policy to complement and serve the broader interests of the already well-functioning University Committee on Cost Containment (on which faculty appointed by the Senate serve). Another recommendation emphasized the importance of continuing to examine closely "the effect that past history should have on future strategy and budgetary policy."

## Committee on Students and Educational Policy: Pressures and Responses

Continuing in the spirit of past history and present practice, the charge to the Committee on Students and Educational Policy was to examine, "How do we fit educational policy to the current and foreseeable realities brought about by fiscal and technological 'pressures' that require educational adjustment in the highly competitive environment that faces us as an educational institution." The committee was asked to bear in mind three major pressures:

- funding and pricing in a competitive environment,
- distinctions between "research" and "teaching" universities, and
- the arrival of information technology.

The charge further asked that the committee inquire into whether educational compatibility with these pressures required proactive involvement of faculty, and if so, are current mechanisms for securing such faculty participation adequate? Or, contrariwise, was there benefit to a reactive faculty exerting its influence in opposition to initiatives for change to protect traditional practices and policies?

Following a program of inquiry and recommendation similar to that of the Committee on Administration, the Committee on Students and Educational Policy first examined past and current practices before suggesting proactive steps. This committee also examined a number of attendant issues (other than major recommendations mentioned below) which appear in their report (*Almanac* April 28, 1998). The committee sent forward to the Senate Executive Committee three important conclusions and two recommendations for action. The conclusions were that:

- they did not encounter any abuses that could be tied to pressures of the competitive marketplace or technological advance;
- they did not believe the mix of roles and interests entailed by the concept of a "research university" is clearly understood;
- in order to reconcile the necessity to keep pace with growing and changing demands and yet protect the central academic functions it was necessary to take a bold new step forward.

Two recommendations accepted by the Senate Executive Committee followed from this third conclusion:

- that a mechanism be established through which Faculty Senate committees could, at the discretion of the chair and the committee itself, respond in a timely manner to requests for consultation and for faculty perspectives; and
- since institutions of higher education, including the premier research universities, will continue to experience pressure to evolve and change in the years to come, academic concerns must be at the heart of all response, and faculty must meet their responsibility to play a central part in the process. The Faculty Senate's role is pivotal. The Senate Executive Committee shall appoint an ad hoc committee to develop guidelines for an "Educational Impact Statement," to become an integral part of every proposal for important initiatives.

The committee developed a suggested outline for an Educational Impact Statement which they prefaced with the following statement: "In order to make knowledgeable judgments, both the Faculty Senate Committee on

Students and Educational Policy and the administration must have access to the same relevant information about, in addition to the rationale for, each proposed policy or program. The committee must also be given sufficient time to study the proposal and to engage in thoughtful exploration of its probable impact on the schools and the University as a whole." They set forth their belief, endorsed by SEC, that "this faculty initiative will contribute to goals that have been set forth in the

*Agenda for Excellence...."*

## Committee on the Faculty: Who Teaches Our Students?

The charge to the Committee on the Faculty necessarily included unfinished matters from the prior academic year: reworking current policy on employment of more than one family member; issues of ownership of intellectual property; and requests for support of new categories of appointments for new non-standing faculty positions. New charges to academic year 1997-98 were derived directly from the contextual outline of faculty responsibility expressed earlier in this report. This initiative dovetailed with a need identified by then-Provost Chodorow to examine just who is teaching our students. This committee was charged to examine the numbers, responsibilities, protections and benefits, and titles of non-standing faculty teaching in the 12 schools. The committee was also charged to respond to new recommendations expected to come forward from the Benefits Advisory Committee.

Since each matter in this rather extensive charge addressed "the nature of the role of the faculty at the University," in order to set a context for acting on their charge, the Committee on the Faculty devoted early meetings to robust discussions of the University's institutional character, and in particular the role and responsibilities of its faculty. They agreed that a University "incorporates an educational and research mission as well as its governmental organization. Furthermore, like a constitutional polity, the American type of university is not only a free enterprise of knowledge but also a purposeful system of governance....the correlate of the university's open community of free inquiry, then, is the blending of a differentiation of powers into a balanced structure of shared governance." "The place of the "Standing Faculty" within the University structure emerged as inappropriate to a single model but rather at times one of independent authority and at other times sequential or collaborative to and with the administration. (This expository aspect of the committee's work, not documented at any length in the committee report except as context for the actions taken, may lay the foundation for broader discussion with the faculty in the forthcoming academic year, subject to further development by the retiring chair of this committee). Operating from the contextual framework these discussions provided, some specifics of the charge were addressed and completed; others, embarked upon but not completed, will be carried over for next year's committee.

The Committee on the Faculty, too, followed the model set by the interlocking charges of inquiry consistent with that pursued by the Committee on Administration and the Committee on Students and Educational Policy of reviewing past and current practice and then proposing recommendations to enable SEC to move forward with certainty, not conjecture. It encountered some roadblocks. For example, in the absence of the availability of a University database which tracks information on non-standing faculty the committee was unable to act on requests for categories of new appointments. The subcommittee on the role of non-standing faculty then developed a standard protocol to be distributed to each school submitting a request for a new non-standing faculty appointment. The subcommittee recommended that "any future requests for new positions on the faculty of any school include information about the current distribution of the teaching role in that school, including the most recent available information about the number of enrollments in courses taught by faculty in various statuses, and the projected changes in those enrollments associated with the new appointments." Three proposals were sent by the Committee on the Faculty to the Senate Executive Committee and received its endorsement:

- (1) Specific criteria on current distribution of responsibilities and titles must be submitted to the Senate Committee on the Faculty prior to consideration of requests for new categories of faculty;
- (2) A reiteration of the standing faculty's right to know who is teaching our students and a request to the central administration to provide for

availability of this information;

(3) Inauguration of a move toward working with the administration to make classifications of instructional and research personnel more coherent across the schools.

While the Committee on Administration encountered no obstacles to hinder or hold up their analyses, the Committee on the Faculty and the Committee on Students and Educational Policy were not successful in receiving the information necessary to complete their analyses or to respond more quickly to school requests. It was unclear as to why the information was not available. A request by one school which promptly returned the new protocol in time for SEC's final meeting was endorsed.

The Senate Executive Committee endorsed recommendations from the Committee on the Faculty on intellectual property. Just recently, a pertinent report on distributed education by the Provost's Committee on Distributed Learning (*Almanac* April 21, 1998) outlined opportunities, challenges, drawbacks and necessities for moving forward with models of distributed learning applied to higher education (*Almanac* April 28, 1998). This report stimulates closer attention to the intellectual property matter. Issues of ownership of intellectual property were debated late in the 1996-97 academic year in Senate Executive Committee meetings. This academic year, further examination of the matter was part of the charge to the Committee on the Faculty. It was also the topic of two informational columns by the Senate Chair (*Almanac* October 7 and December 9, 1997) and was often a topic of discussion at SEC meetings. Reflecting the general consensus of six schools responding to then-Provost Chodorow's request for a report on informal School practices on the intellectual property matter, and pursuant to its own examination, the Committee on the Faculty recommended that "the University should acknowledge that Penn's customary and long existing practice on copyright is the currently authoritative standard. Such existing practice converges with the recommendations of the Task Force Report on Copyright Policy (1995) submitted to the administration. "The committee further reported that the published policy on copyright in the *Handbook* is at variance with settled practice." The committee made two additional recommendations:

Policies to cover new technologies should be interpreted based on current established practices at Penn, and

An ad hoc committee be established to codify the settled copyright practice and a standard for new technology arising from the interpolation of copyright and patent practices.

The Senate Executive Committee endorsed these recommendations. (See the Committee on the Faculty report beginning on page 10 of this issue.)

### Other Committees and Subcommittees

The Committee on the Economic Status of the Faculty had the distinction of having two chairs this academic year (due to the resignation of its first chair to become Dean of the School of Arts and Sciences). The Committee on the Economic Status of the Faculty was charged with continuing to assess and monitor faculty salaries for inequality and/or inequity between and within schools disclosed to be existent from prior years' reports. Secondly, the charge directed the committee to determine a reasonable parameter for open disclosure of salary information to be presented before the Senate Executive Committee to debate and draw forth a possible recommendation to the Interim Provost. A third charge directed the committee to develop a simple recommendation for normalizing informal communication and feedback between faculty and administration regarding salary decisions. Recommendations endorsed by the Senate Executive Committee this academic year will be forwarded to the Interim Provost prior to a meeting between the Interim Provost and members of the Committee on the Economic Status of the Faculty. They will appear in the committee's report in a forthcoming issue of *Almanac* together with the Provostial response.

The chair of the Faculty Senate Committee on Academic Freedom and Responsibility reported that no cases were brought to the committee this year. The chair of the committee did consult with members of the faculty and with school committees on academic freedom and responsibility on procedural matters relating to academic freedom concerns. At the request of the Senate Executive Committee, the committee also undertook to ascertain what formal procedures for post-tenure review currently exist, or are being contemplated, in the various schools of the University (see report in *Almanac* April 28, 1998).

A number of recommendations emanated from work of subcommittees and were then presented to the full committee. The recommendations were either returned for revision, delayed for more information, accepted or rejected. Those accepted were brought forward to the Senate Executive Committee for endorsement. Among matters handled primarily by subcommittees were examination of the validity, purpose and use of course and teacher evaluations (Committee on Administration), faculty involvement in development of school strategic plans (Committee on Administration), faculty oversight of new degree programs (Committee on Students and Educational Policy), and faculty benefits and retirement (Committee on the Faculty). Space constraints limit discussion of these invaluable contributions. Please see the individual committee reports for specifics.

All recommendations brought forward to the Senate Executive Committee this year by Senate committees were discussed in depth—at regular and at special meetings called to afford appropriate and full opportunity for exchange of views and deliberation before a motion to accept or reject recommendations was heard and a vote taken. All recommendations referred to in this report, as well as others found in the individual committee reports have been endorsed by the Senate Executive Committee.

\* \* \*

In closing this abbreviated overview of Faculty Senate activities this academic year, I would like to take you back to my letter of "welcome" at the beginning of the Fall semester where I commented on the heartwarming and extraordinary experience of soliciting busy faculty to serve on Senate committees and receiving only one or two messages of non-availability (*Almanac* September 2, 1997). This spirit of involvement and willingness to serve where necessary prevailed throughout this entire academic year. Notwithstanding the imperative to respond to current expectations for an even more productive faculty, our colleagues find a way to serve our common cause. Increased pressures on the faculty to assume broader responsibilities constricts time available to devote to the central responsibility of the Faculty Senate—to represent the faculty and to contribute a faculty voice to University governance. Toward this end, pertinent are two recommendations from the Committee on Administration subcommittee on service, accepted by the full committee and adopted by the Senate Executive Committee. SEC should:

- assemble existing policies on recognition of faculty service to the University into a single, consolidated statement in order to give it easy accessibility, consistency and the prominence it deserves;

- appoint a subcommittee to identify an independent source of funds for the Faculty Senate that would provide the means and rewards for faculty involvement in the Faculty Senate as the main vehicle for the faculty to meet its obligation of service to the University. (Report of the Committee on Administration, *Almanac* April 21, 1998.)

These recommendations advance the position that a faculty which assumes responsibility for developing and maintaining curriculum and granting degrees should be budgetarily independent; should have the necessary person power and sufficient funds to insure full, informed and timely completion of the year's agenda. The Faculty Senate agenda is in service of our superordinate objective—advancing University initiatives of merit, such as the *Agenda for Excellence*.

I wish to thank my colleagues—to each member of the Senate Executive Committee for loyal and active participation in resolving Senate business, for perceptive questions and good advice. It was the crowded room and the lively exchange that inspired a constructive year. I am also grateful to members of Senate committees and subcommittees for dedicated and creative service and for many hours stolen from other tasks in order to discharge committee responsibilities. I am indebted to the chairs of the major Senate committees who assumed their extensive charges with very good humor and who executed their respective tasks with loyalty, wisdom and inspiration. A more general thank you to other members of the University community who serve the Faculty Senate in their various capacities. It was a privilege to work with you.

Respectfully submitted,



Vivian Center Seltzer, Chair of the Faculty Senate

*President Judith Rodin testified before the United States Senate Subcommittee on Science, Technology, and Space on April 28, 1998. Chaired by Senator Bill Frist (R-TN), the Subcommittee invited her views on the state of federally-funded, university-based research and proposals to increase funding for The National Institute of Health, The National Science Foundation, and other federal mission agencies next year. Senator Frist and Ranking Minority Senator Jay Rockefeller (D-WVA) also engaged Dr. Rodin in a discussion of technology transfer and undergraduate education. Her testimony appears below.*

## Seven Principles for Funding Research in Science and Engineering

*Testimony of Dr. Judith Rodin before the Senate Subcommittee on Science, Technology, and Space of the Senate Committee on Commerce, Science, and Transportation Tuesday, April 28*

My name is Judith Rodin. I am president of the University of Pennsylvania, and a member of President Clinton's Committee of Advisors on Science and Technology. I am also a biobehavioral scientist and an educator.

It is a privilege to appear before you this afternoon. I would especially like to thank Senator Frist for inviting me to share my views on the place and importance of university-based research to our nation particularly at this critical moment in our history. It is also a privilege because it gives me an opportunity to express publicly my gratitude for the generous support my research and scholarship have enjoyed over the years from both the National Institutes of Health and the National Science Foundation. My career as a biological psychologist and a professor has depended upon such support. I am keenly and personally aware of the key role the federal government plays in investing in people and advancing science. Finally, it is a privilege to testify before this Subcommittee, chaired as it is by a physician and clinical investigator, someone who has also dedicated his life to research, service, and improving the quality of life of our fellow citizens. I know that Senator Frist and the other Senators on the Subcommittee understand the interdisciplinary nature of science, and the contributions that engineering and materials science have made to the art and craft of sophisticated surgery.

I believe that the subject you have invited me to discuss—university research—is critical to the nation's future. And I will try to tell you why.

As I mentioned, I am president of the University of Pennsylvania. We were founded by Benjamin Franklin in 1740. We are a university dedicated then, as we are today, to the pursuit of knowledge and teaching that spans the continuum from the fundamental to the applied, from theory to practice, from theoretical physics to healthcare delivery. Ours is the mission of the research university: to pursue knowledge, to teach, and to serve the public. We do not take that mission lightly or for granted. It is largely the partnership between the federal government and universities, which has made and makes this enormously successful enterprise possible—a system that is the envy of the world.

The University of Pennsylvania is the largest research university in the middle Atlantic region and one of the ten largest in the country, based on the level of federal funding for research. Our annual academic expenditures are around one billion dollars. Of that, \$300 million—or about thirty percent—is federally-sponsored research. Three-quarters comes from the Department of Health and Human Services, mostly from the National Institutes of Health; 7 percent from the National Science Foundation; 5 percent from the Department of Defense; 7 percent from the Department of Education, and the remainder from the Department of Energy and other agencies.

The total budget for externally-sponsored research awards at Penn is \$365 million. Of that only 6 percent comes from industry. Many American industries have been reducing their commitments to R&D under the intense pressure of maximizing short-term profits. They have also, for the

same reason, not been investing as much as we (and they) would wish in university-based research.

Research is a major part of what Penn does. If I may, I would like to introduce for the record, fifteen examples of on-going, federally-funded research projects at Penn. We, and their peer-reviewed funders, believe that these projects have the potential to transform the quality of our lives. Some may not. Surely some will. They range from developing digital radiology that will improve medical diagnoses, to creating new “designer” enzymes to fight cancer, to studying ways in which we can enhance the long-term viability of the fishing industry.

But our research is not only designed to answer fundamental questions in science, engineering, and medicine. It is also an integral part of what the university is about. We teach students: undergraduate, graduate, and postdoctoral. All participate in our research, and all benefit from being in an environment where research takes place. This synergy is the source of the educational opportunities provided by the American research university. We teach our students not just skills or facts, but also the methods and standards by which they may, after they graduate, evaluate, discover, and sometimes create new knowledge. Research, teaching, and service in the modern research university reinforce each other making our sum much larger than our parts.

It was not by chance that this country has developed the world's best university system and the world's leading research enterprise in the last 50 years. It required vision, the commitment of funds, a willingness to support merit-based, peer-reviewed research, and, most important, a sustained confidence to invest in the future. The post World War II generation rightly assumed that today's investments will yield tomorrow's returns in better healthcare, in a more vibrant economy, and in enhanced national security. Their faith laid the foundations for both the modern research university as well as our current prosperity, not to mention our pre-eminence in world affairs.

The modern research university came of age after World War II when the federal government decided that sustained investments in science would improve the lives of citizens, while also helping make us more secure in a tumultuous world. It also decided the best place to do the research was in the laboratories of the nation's universities.

Why? Because university-based researchers were not only positioned to discover new knowledge, they were also able, as I noted a moment ago, to educate the next generation of scientists, engineers, and doctors. These students, upon graduating, would take the fruits of the new knowledge into the workplace, to the bedside, and onto the battlefield. And, it should not be forgotten, this system provided the least expensive way to harness the power of science because the universities provided the people and the infrastructure.

Much has changed since this paradigm was put in place. Most notably the Cold War no longer exists, and some argue that we need new impetus for research in the future.



I concur. We do. We need better national policy that will foster new forms of organization and support for academic research. We need to better reward entrepreneurial behavior and imaginative restructuring both at the federal and university levels that takes advantage of new cross-disciplinary discoveries that have come so rapidly in recent years. And we need to be even more productive.

But we should not forget how we got to this propitious moment. This nation's successes in healthcare, industry, and national security were based on a sustained commitment to research and to building the human and physical capacities to carry it out. Our innovation and our great economic success is due, in large measure, to the research enterprise in which this nation wisely invests.

Before I address some of my concerns—namely the declining federal investment in science outside of the biomedical area, both in real dollars and as a share of GDP—allow me to briefly review with you some examples of research that have transformed America and the world. Now more than ever, because the foundation of our new economy is so dependent on new knowledge and innovation, we must not forget the sources of our success in the past. I believe those sources will be even more important in the future.

First, take the computer, the machine that created the information age. Where did it come from?

*Answer:* the University of Pennsylvania. ENIAC, the world's first large-scale, general purpose digital computer, was, with the help of federal funding, unveiled in a laboratory at Penn in 1946.

Second, the biotechnology industry. Where did it come from?

*Answer:* the discovery of recombinant DNA techniques developed in the 1970s at Stanford University and at the University of California San Francisco.

Third, the Internet. Where did it come from?

*Answer:* based on four decades of research, most of which was funded by the Department of Defense, scientists at the NSF's supercomputer center at the University of Illinois in the 1980s perfected the browser and unleashed the latest communication revolution.

Intuitively, we understand the transformative power of science in the national interest. The data support our intuitions. My former colleague at the University of Pennsylvania, the late Edwin Mansfield, found that the private rate of return to a company investing in R&D is about 25 percent a year on average, while the return to society as a whole averages 56 percent a year!

I doubt that the Congress could find a higher rate of return on any of its investments in the future.

Let me also share with you the results of the sixth annual licensing survey just released by the Association of University Technology Managers. They found that in 1996 estimated sales of products developed from inventions made in the course of academic research and licensed to industry amounted to \$20.6 billion, and included 248 new start-up companies that year alone.

Innovation, we know, is going to keep America strong. And innovation, we also know, starts in laboratories.

So why am I concerned, both for the universities and the nation, since it is so demonstrably clear that the system we have in place works, and works well?

I am concerned because slowly, but just as surely, we are taking more out of the system than we are putting back in.

As we discussed at the Council on Competitiveness Summit, held last month at MIT in Cambridge:

- In 1995, the Federal government provided an estimated \$61 billion in R&D funds, or 36 percent of the national total.
- But between 1987 and 1995, Federal R&D fell an average annual constant dollar rate of 2.6 percent.
- The Federal share of the national R&D total has fallen in those years from 46 percent to 36 percent, and would be much worse were it not for the healthy, recent increases in NIH funding.

This trend in federal funding has occurred while, as I noted earlier, industry support for basic research continues to fall, dropping 12.2 percent

from 1993 to 1995. Meanwhile, the Japanese government has announced plans to double its R&D spending by the year 2000, and the European Union will spend more than twice as much per capita on non-defense R&D than we do by the year 2002.

Finally, a third data point, and, in many ways, the most impressive because it illustrates the importance of university-based research in the nation's economic performance. According to a new NSF study, released March 17, three-quarters of all patent applications in the United States cited publicly-funded research for at least one of the sources for their new discoveries or inventions. Even at IBM, a leading source of industry-based R&D, only 21 percent of its patent applications were based on company research.

I only exaggerate slightly when I say that, based upon these findings, were universities to stop doing research, in a little over a decade, we could expect U.S. industry to close up shop as well—at least those frontline, innovative industries that maintain our position in the world economy.

It is in this context that the President's budget proposal for Fiscal Year 1999 was so welcome, calling, as it does, for historic increases for NIH and NSF in particular. We are also enormously encouraged that so many Senators have also been calling for increases in funding for the federal mission agencies, even before the Administration launched its new initiative. And, it is important to remember that the proposed increases represent a relatively small investment, especially in the context of a \$1.7 trillion budget. The proposed increases alone for this research add up to less than \$3 billion, and we know what kind of return we are likely to get on that investment, especially—and this is the key point—if it is sustained and invested wisely.

Which brings me to my final point. What principles ought to govern any increases in funding for science and engineering research? I would like to suggest seven, which I and my colleagues in the Association of American Universities have recently adopted.

1. The central focus of expanded funding should be research programs that are grounded in rigorous peer review of investigator-initiated proposals.
2. High-quality education of graduate students should be recognized as an inseparable component of research conducted in the academic setting.
3. Funding increases should be allocated across a broad front of scientific opportunity in recognition of the increasing interdependence of research across disciplines. [We must not forget the inter-connectedness of science, especially the important links between the biomedical area and the physical sciences and engineering.]
4. As support for research is expanded, funding increases should be structured to assure stability and sustainability over the long term.
5. Expanded investment should include science and engineering infrastructure needs, such as facility renovation and modernization, instrumentation, information and computer technology, and animal care support.
6. Federal research policies should support full recovery of institutions' appropriately incurred costs of federally supported research conducted on their campuses.
7. Universities should assume responsibility for wide dissemination of the results of federally supported research and encourage the use of new knowledge for public benefit.

Mr. Chairman, again I want to thank you for this opportunity to testify today. Like you, I have dedicated my life to science and service. It has always been a source of great pride for me to participate in the best research system in the world, one which produces scientific breakthroughs almost daily, not to mention Nobel Prizes annually. I have always felt that our strength as a nation depends upon our unflagging determination to discover new frontiers—whether they be on Mars or in a single strand of DNA.

I know too that the strength of the system that permits us to do these things depends upon our collective ability to invest in it, to nurture it, and to manage it wisely so that it will continue to facilitate American leadership in the world.

## Report of the 1997-98 Committee on the Faculty

May 7, 1998

The research universities of the United States are, it is often observed, the envy of the world. For a long time they have compellingly represented the very best of America's accomplishments in building and sustaining effective institutions—even at times when the nation's commerce and industry have seemed to fall short of the highest international rank. The conditions securing freedom for scholarly and scientific inquiry, which is the central component of the American university's longstanding success, are sustained by separated authority and shared governance.

As this system is embodied at the University of Pennsylvania, two major powers—the Standing Faculty and the Administration—operate with separated authority arising from distinct grounds of institutional competence, under the external supervision of the Board of Trustees. Within the institution, certain things can be decided by one branch or the other acting alone, others require their mutual concurrence, and still others may be carried out largely by one of the branches after appropriate consultation with the other. The practices adapted to this context of coordinate powers have kept the university distinct in its constitutional identity as an institutional type, not merely a variant of the commercial corporation, whose exemplars wax and wane much more flexibly in response to short-term agendas and fads in structural experimentation. Nor is the latter type noted for its regular internal freedom of expression.

In its current history, the University is permeated by the discourse of “change.” One hears that Penn must change in order to survive, that it must keep up with the world, readying itself to respond to pressures and opportunities. But the very force of this proposition is that the purpose of embracing change is precisely to preserve the essential nature of the University as an institution. Conversely, however, if Penn can enliven the particular constitutional character that already lies at the base of its past evolution and success, it can transform the environment of change into a force whose terms it creates rather than reacts to.

As we conduct our policy discussions about what might be good for the University, it is necessary, then, to add to the usual calculations (about inventiveness, effectiveness, and efficiency, for example) an additional level of reflection about which model of the University we might be reinforcing by the proposed action. This is the constitutional question. As it is for the broader American society, this is the essential second step in a style of deliberation constrained to make policy that sustains and fulfills the character of the institution in which it arises. For the University, this institutional character incorporates not just its educational and research mission but also its governmental organization.

### The Charge to the Committee

The Committee on the Faculty received an extensive charge for the year's work, with each of its items reflecting questions implicating the nature of the role of the faculty at the University. Two of main items—

- (a) the proliferation of non-standing faculty appointments and titles, along with the associated question of who is teaching our students; and
- (b) issues of copyright and intellectual property

—pertain directly to questions at the level of shared governance because they involve the Standing Faculty's institutional power to concur or refuse its concurrence. These and a third item—

- (c) issues surrounding the retirement of faculty

—also have ramifications for the constitutional identity of the Standing Faculty itself.

The Committee as a whole deliberated at length about how to characterize the role of the Standing Faculty and its individual members, from the perspective of how this role reflected, and would be sustained by, the principles of shared governance at the University. It was understood that the more specific issues of policy about which the Committee was asked to deliberate and advise could be thoughtfully assessed only in the context of more articulated comprehensive model of the faculty's role in the institution.

In the course of its work, along with other topical items, the Committee also reworked the *Policy on Employment of More than One Family Member at the University* and critically reviewed a set of proposed changes in the benefits package available to the faculty as a whole.

Separate subcommittees, including members from the Committee and

other faculty appointments, were set up to deal with “Non-Standing Faculty,” “Intellectual Property and Copyright,” and “Faculty Retirement and Benefits.” Analysis and recommendations produced by the first two subcommittees and supplemented by the larger Committee's discussions will be summarized here. Further work on the issues associated with retirement will be carried over until next year, as will the next stages of analysis arising from the proposals of the other two subcommittees.

### Non-Standing Faculty, and Who Is Teaching Our Students?

This year's Committee on the Faculty was asked to consider whether to support additional positions of Practice Lecturer and Practice Professor, as a consequence of the narrow vote in the Senate Executive Committee at its final meeting last year in favor of such positions in the Wharton School and the Graduate School of Education. At the time, SEC stipulated by vote that no further appointments be made until a full study was made by the Committee on the Faculty. “It was agreed that SEC has serious concerns about the proliferation of non-standing faculty positions and what that means to the future of the University” (*Almanac* May 13, 1997). During the course of the current year, the Committee was asked to consider requests for these or similar positions, as well as for a redefinition of the qualifications for clinical professors, variously by the School of Social Work, the Law School, the School of Medicine, and the School of Nursing.

In addition to the need to clarify the current status regarding categories, roles, and responsibilities across the full range of non-standing faculty at the University, the Committee decided it was important to associate these issues with an examination of who is teaching our students, which would focus on the mix of Standing and non-Standing Faculty participation in the education that underlies our degree programs.

In a series of documents prepared for the Committee, which should serve as the foundation for future inquiry and deliberation, the Subcommittee on Non-Standing Faculty laid out the institutional issues posed by the expansion of numbers and categories of the non-standing faculty, raised practical questions regarding the definition of their status and roles, and proposed model protocols for the collection of data which would show the current set of faculty appointments and responsibilities across categories, to be obtained from schools that request new appointments and new or amended categories of appointments. The Subcommittee also proposed a separate survey for the Office of the Provost that seeks to learn the distribution of faculty responsibilities, across categories of personnel, as they show up in the total coursework represented in a graduating class at the undergraduate level in each school.

**Action by the Committee on the Faculty.** The larger Committee endorsed these proposals as the basis for the inquiry it would require before it could properly consider further requests for changes of faculty classifications or increases in numbers.

In the course of the Subcommittee's moving forward on this basis, the request from the School of Social Work was withdrawn and the one from the Law School (for a Senior Lecturer) proceeded under this standard of review, concluding in a recommendation by the Subcommittee to endorse the new position. The requests from the schools of Medicine and Nursing, which were sent forward to SEC later, are in process.

In response to its request to the Office of the Provost regarding the mix of Standing Faculty and non-Standing Faculty contributions to the undergraduate degrees, the Subcommittee was formally told that the Provost's Office did not have the relevant data.

(a) In line with the recommendations of the Subcommittee, the larger Committee agreed to require that, before it can advise on new requests for appointments, it should be provided sufficient information about the current distribution of the teaching roles in that school, including the most recent available information about the numbers of enrollments taught by personnel in various statuses, and the projected changes in those enrollments associated with the new appointments. Under appropriately constrained standards that are attentive to the fundamental principles of the University's mission, the addition of new categories of faculty could quite properly increase the variety and flexibility within academic programs at Penn. But the Standing Faculty cannot proceed to elaborate standards for coherent deliberation in this regard without the kind of substantive information that the Subcommittee has set out.

(b) The Committee, like the Subcommittee, was astonished that the central administration has no systematic information about who is teaching our students and what role is played by the standing and non-standing faculty in the teaching mission of the University. In order to carry out the responsibilities arising from its authority over degree programs and the curriculum on a knowledgeable basis, the Standing Faculty must have access to such information. And if the Administration does not now have it or collect it, it must do so in order to carry out its appropriate functions, as well as its responsibility to the Standing Faculty.

(c) After a preliminary stage of inquiry concerning the range of standing faculty, non-standing faculty, and teaching-staff titles currently in use across the Schools, the Subcommittee concluded that there is no systematic basis for the assignment of titles. The larger Committee agrees that work with the Administration should be undertaken by the Standing Faculty to develop a set of faculty and teaching-staff titles, along with explicit conditions required for the appointment of individuals to those positions, with an understanding that authentically distinct roles within specific Schools might justify non-standardized titles. Although the use of the title "professor" does not now correspond to the status of membership in the Standing Faculty at Penn, the substantially increasing divergence between the professorial title and that status within the self-governing Standing Faculty should be examined critically, in the course of this review. The proposal for such a systematically organized set of titles should then be deliberated upon by the Senate Executive Committee.

**Senate Executive Committee Action.** At its special meeting on April 15, 1998, the Senate Executive Committee voted to endorse each of these three proposals:

(a) Before it will respond to requests for new categories of faculty or for increases in the number of personnel within these categories, SEC will require systematic information on the current distribution within the Schools of the types, numbers, and responsibilities of instructional and research personnel, including standing faculty, non-standing faculty, clinician-educators, and other relevant categories.

(b) SEC reiterates the Standing Faculty's right to know who is teaching our students, by category of instructional personnel, so that the Standing Faculty can carry out its responsibility for the educational mission of the University, and SEC requests the central administration to provide for its availability.

(c) SEC endorses a move toward making classifications of instructional and research personnel more coherent across the Schools, unless a School can justify the need for differences.

### Intellectual Property and Copyright

In July of 1995, a joint Faculty Senate-Administration Task Force on Copyright Policy issued a proposal for a new *Policy and Procedures Relating to Copyrights*. The proposal was based on "the academic custom that authors have the individual right to own their works, and the University makes no claim" of ownership, except in narrowly defined circumstances where the works are made under contract between the University and an outside sponsor or where the works are expressly considered "works made for hire." In addition, when special support is provided by the University for the producing works, the proposal indicates that the individual scholar and the University should negotiate the assignment of rights, preferably prior to the start of the work.

In March of 1997, Provost Stanley Chodorow wrote to the deans of the Schools indicating his view that the current policies on copyright and a set of guidelines on the ownership of software created by faculty members were not adequate for dealing with new developments in the electronic environment. He asked each of the Schools to begin a process to reassess University policies on copyright, software, and courseware. A month later he wrote to the deans again, extending the deadline to November 1, 1997, and enclosing the 1995 Task Force report, along with a statement of his comments on that report. In his letters, he emphasized the need for involvement of faculty members in the deliberations at the School level. And in his statement of comments, he indicated his belief that "policy on intellectual property has to return to first principles and deal with underlying or essential issues."

On several occasions, the Committee on the Faculty as a whole discussed the implications of the policies on intellectual property for the nature of the role of the faculty within the University, expressing a commitment that the policies should be the same for Standing Faculty members across Schools. By February, reports had been received by the Provost from half of the Schools: Engineering, Fine Arts, Medicine, Nursing, Social Work, and Veterinary Medicine. Other schools were

continuing the process, but some indicated that it would not be possible to agree on a proposed policy. A reading of the reports submitted shows a strong thematic consonance with the principles enunciated by the Task Force, although there is significant variation in detail and emphasis from report to report.

### Action by the Committee on the Faculty.

(a) The Committee on the Faculty concluded that the principles articulated by the 1995 Task Force report represent sound practice; they are substantively endorsed by the School reports that were submitted; and they are reflect the longstanding standards which the University has been following on a consistent basis. This settled practice is inconsistent in significant ways with at least some readings of the currently published copyrights policy in the *Handbook for Faculty and Administrators*. The Committee also took a strong view that if the University were to anticipate any change in the status quo regarding the current "common-law" standard for copyrights, the Standing Faculty would need to concur in the change.

(b) As for ambiguous areas of intellectual property where the issues of ownership and use may fall between the currently practiced policies on copyrights and patents, the Committee reasoned that the principles of the two current policies should be interpolated to the extent that the new forms of invention and scholarship take on the characteristics of the more traditional categories.

(c) The Committee was aware that both of its conclusions worked well as provisional measures, leaving some uncertainty and potentially great ambiguity. It, therefore, urged that an ad hoc committee be established to make specific proposals concerning how the 1995 Task Force principles should be implemented in a formal copyright policy and how the interpolation of the copyright and patent policies might be set out systematically for new areas of intellectual property.

**Senate Executive Committee Action.** At its special meeting on April 15, 1998, SEC passed the following resolutions:

(a) The University should acknowledge that customary practice on copyright at Penn is the currently authoritative standard, and that it converges with the recommendations of the Task Force Report. The University should also acknowledge that its published policy on copyright in the *Handbook for Faculty and Administrators* is at variance with this settled practice and should not be regarded as authoritative.

(b) As policy is needed to cover new technology, such as software, standards for these areas should be interpolated from current established practices at Penn on patents and copyrights.

(c) An *ad hoc* committee should be established to codify the settled copyright practice and a standard for new technology arising from the interpolation of copyright and patent practices.

### Submitted by the Senate Committee on the Faculty

Ralph Ginsberg (education)  
 Larry D. Gladney (physics)  
 William F. Harris II (political science), *Chair*  
 Robert C. Hornik (communication)  
 Charles W. Mooney (law)  
 Yvonne Paterson (microbiology/med)  
 Harvey Rubin (medicine)  
 Paul Shaman (statistics)  
*ex officio*  
 Senate Chair Vivian C. Seltzer (social work)  
 Senate Chair-elect John C. Keene (city & regional plng)

### Subcommittees

#### Subcommittee on Intellectual Property

Barry Cooperman (chemistry)  
 Ralph Ginsberg (education), *Chair*  
 Charles McMahon (materials science & engr)  
 Harvey Rubin (medicine)  
 Mark Steedman (computer & information sci)

#### Subcommittee on Non-Standing Faculty

Joan Goodman (education)  
 Robert Hornik (communication), *Chair*  
 Yvonne Paterson (microbiology/med)  
 Ralph Rosen (classical studies)  
 Eric Weinberg (biology)

#### Subcommittee on Retirement and Benefits

Fay Ajzenberg-Selove (physics)  
 Charles E. Dwyer (education)  
 Julie Fairman (nursing)  
 Paul Shaman (statistics), *Chair*



## UCHS Spring House Tour: May 17

On Sunday, May 17, the houses and gardens of University City will be on display among the regional tours of "Philadelphia Open House," an offering of house tours coordinated by The Friends of Independence National Historical Park. This self-guided walking tour with refreshments from 1 to 5 p.m. will feature not only the distinctive architecture of the area, such as 1880's Queen Anne twins in the recently-designated "West Philadelphia Street Car Suburb Historic District," but its garden environments including the English-inspired, planned "Garden City" neighborhood as well.

Tour tickets at \$20/person are available now as well as the day of the tour, from Philadelphia Open House, 313 Walnut Street, Philadelphia, PA 19106-1778, (215) 928-1188. Members of UCHS can purchase advance tickets at \$15/person from UCHS, at 387-3019.

### Quaker Basketball Camp

The University of Pennsylvania Men's Basketball Program will hold the annual Quaker Basketball Camp at the Palestra. This year, there will be two sessions for both boys and girls. The sessions, *June 22-26* and *June 29-July 2*, will be held from 9 a.m. to 3 p.m. for ages 7 to 18.

The cost for the first session is \$175 for the general public; the discounted rate for children of Penn faculty/staff is \$150 or if more than one family member is participating. The cost for the second session is \$140 for the general public; \$120 for children of Penn faculty/staff or if more than one family member is participating. The rate for both sessions is \$275. The cost includes a basketball and t-shirt.

For information, call Steve Donahue, 898-6142 or Mick Keelan, 898-0280.

## Recognized Holidays For Fiscal Year 1999

The following holidays will be observed by the University in the upcoming fiscal year (July 1, 1998 through June 30, 1999) on the dates listed below:

*Independence Day*, Friday, July 3, 1998

*Labor Day*, Monday, September 7, 1998

*Thanksgiving*, Thursday and Friday, November 26 and 27, 1998

*Christmas Day*, Friday, December 25, 1998

*New Year's Day*, Friday, January 1, 1999

*Memorial Day*, Monday, May 31, 1999

The special vacation granted to faculty and staff between Christmas Day and New Year's Day will be December 28, 29, 30 and 31, 1998. If an employee is required to work to continue departmental operations for part or all of this period, the special winter vacation can be rescheduled for some other time.

Staff members who are absent form work either the work day before a holiday, the work day after a holiday, or both days, will receive holiday pay if that absence is charged to pre-approved paid time off or to sick days substantiated by a written note from the staff member's health care provider.

Vacations and holidays for Hospital employees or those staff members in collective bargaining units are governed by the terms of Hospital policy or their respective collective bargaining agreements.

**NOTE:** Memorial Day, the remaining holiday of the current fiscal year, will be observed Monday, May 25, 1998.

**Paid Time Off Reminder:** As of July 1, 1998, a staff member may only maintain a maximum balance of 24 paid time off days. If a staff member has a balance of 24 paid time off days, s/he will not accrue additional paid time off days until the balance goes below 24 days. Additionally, as a reminder, paid time off is now accumulated monthly and available for use monthly in accordance with the Paid Time Off Policy (Human Resource Policy 607).

Therefore, staff members will not receive a lump sum of paid time off days added to their balances on May 1 or July 1 as they did under the old Vacation Policy.

	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001
<i>Independence Day</i>	Fri., 7/3/98	Mon., 7/5/99	Tues., 7/4/00
<i>Labor Day</i>	Mon., 9/7/98	Mon., 9/6/99	Mon., 9/4/00
<i>Thanksgiving</i>	Thurs. & Fri., 11/26 & 11/27/98	Thurs. & Fri., 11/25 & 11/26/99	Thurs. & Fri., 11/23 & 11/24/00
<i>Christmas Day</i>	Fri., 12/25/98	Fri., 12/24/99	Mon., 12/25/00
<i>New Years Day</i>	Fri., 1/1/99	Fri., 12/31/99	Mon., 1/1/01
<i>Memorial Day</i>	Mon., 5/31/99	Mon., 5/29/00	Mon., 5/28/01

## Speaking Out

### Supporting Postdocs

I read with interest the Interim Report of the University Council Committee on Research published in *Almanac* March 31. I am most pleased with the decision of the Committee to continue to work on postdoctoral issues. I would like to reemphasize a few points from Dr. Medoff-Cooper's comments.

The University Council Committee on Research is a faculty-based committee which appointed the *ad hoc* committee responsible for formulating the University-wide Policy on Postdoctoral Fellows, published in *Almanac* April 30, 1996. We strongly support reconvening this *ad hoc* committee so that it can continue to develop the existing policy. One of the most important items, as the March 31 report mentions, is that the University lacks a standardized grievance procedure for this group. Although the School of Medicine's Office of Postdoctoral Programs (OPP) has gained much experience working with its 650 postdocs, the University Council Committee must bring the necessary University-wide perspective to postdoc-related policy questions we all so desperately need.

The Office of Postdoctoral Programs also

strongly agrees that we should strive to provide a fuller educational experience for all postdoctoral appointees. In fiscal year 1997, the School of Medicine ranked third nationally in NIH funding among academic medical centers, and second in the number of NIH training grants it receives. Under these training grants the postdoctoral training experience, over and beyond doing "bench science," is well planned. However, we are concerned that postdoctoral appointees are not being thoroughly prepared to succeed in a competitive job market. Issues concerning the successful "Practice of Art and Science" need to be taught e.g., handling peer-review, scientific writing, scientific presentation, and lab management skills to name but a few. In addition, there is a strong need to provide continuing educational experiences.

Our office works from the premise that postdoctoral scholars at the University are the backbone of our research enterprise and it is important to provide mechanisms through which these professional individuals can thrive and succeed.

— Trevor M. Penning, Associate Dean,  
Postdoctoral Research Training/Med

### The Future of Vending?

As the reader may recall, our administration only negotiated its version of the vending ordinance one day, and broke most of the agreements the next day in what became ordinance #980022.

Unfortunately, despite overwhelming opposition, the Philadelphia City Council recently unanimously passed it. Disturbing is how easily the Council ignored the numerical superiority of the opposition and instead acted in favor of a few Penn administrators. This bias was best stated by the Council President himself: "If you don't think that I and the other members are conscious of all the economic benefits that flow from [Penn], you're wrong."

Thus the Penn administration, an economically interested party, has unilaterally crafted legislation, and used its influence with City Council to get it passed. This ordinance masquerades as reasonable regulation. In reality, it gives the administration tremendous long-term control over all vending on campus. This is the basis of the injunction that the UCVA will shortly be seeking. Also, this is why watchdog groups like the PCA

and UCVA will find difficult their job of preventing or reducing misuse of this power.

The ordinance has three principle effects:

1) The ordinance seeks to discourage vending by simply being onerous. The generator ban (rather than a decibel limit set by location) makes it hard to refrigerate food, and the limitations on the content of signs vendors post on their carts/trucks are certainly unconstitutional, etc. These are dubious measures—Penn refuses to allow changes that meet the same stated goals but are less onerous. Watchdog groups should work to reduce the severity of these restrictions—by recourse to law if necessary.

2) The only vending locations in the interior of campus will be those “vendor plazas” which are built. Though these plazas are supposed to replace lost public vending space, they are not guaranteed by the ordinance. Even if the vendor plazas are built, the administration can at any time make them unavailable, permanently, by inventing a nearby construction project. A few years ago the Quaker-Shaker truck had its lease broken because of the abrupt decision to construct a flower garden nearby. Because Penn has complete control over who may vend from the plazas, I would be shocked if they allowed anyone there who offers competition for Penn retail. Furthermore, the plazas are designed to be small, in low traffic areas, and hold very few trucks (as opposed to carts). Watchdog groups need to insist all five plazas be built, monitor the procedure by which vendors are selected for the plazas, and cry foul if the plazas become unavailable.

3) The ordinance is designed to give Penn control over the public locations in perpetuity. The figure 103 is only a maximum (any location can be removed if a tree is planted nearby, for example). The minimum number of public locations is zero. Our administration steadfastly rejected amendments that would eliminate such loopholes—thus one can only assume they intend to use them. Licenses & Inspection allocates public sites. However, given the bias openly expressed by the City Council, one can expect the Penn administration’s desires will be a substantial factor in who gets a given site. Watchdog groups need to watch for (and oppose) projects that result in a loss of public locations, and also should closely monitor allocation of vending locations for favoritism towards Penn retail plans.

Vending is important to students, staff and faculty of moderate means. Convenient availability of inexpensive, quality food is necessary for the academic well-being of our University. With retail development concerns dominant in how our administration treats vending, they cannot be trusted to preserve it. For this reason the work of the UCVA and PCA will have important, long-term purpose.

— Greg Huey,  
Graduate Student of Physics

## Vending: Call to Rescind

The issues surrounding City Council’s recent vending ordinance appear to have been resolved with passage of the bill; but the ethical, financial, and philosophical questions regarding the ordinance have not yet been adequately answered. We hope that the “Declaration of Principles” which follows contributes to the ongoing discussion of the University’s highly controversial actions.

### A Declaration of Principles

When, in the course of human events, a large and powerful institution attempts to squelch its economic competitors by force of legal fiat, it becomes necessary for those whose livelihoods are under attack, and those who depend upon them, to state the reasoning behind their case.

We hold these truths to be self-evident, that American society has long been strengthened by the *laissez-faire* system advocated by Adam Smith; that the inadequacy of both command economies and crony capitalism has been demonstrated by the collapse of the Soviet Union and Asia’s economic setbacks; that free markets provide for better allocation of resources than do systems which foster excessive regulation; that movement of a single organization towards domination of a market is inherently unfair, if competition is a viable alternative; that the role of government in economic matters should be to level the playing field, rather to tilt it in favor of those who are most influential.

The history of the recent vending ordinance is replete with attempts by the administration of the University of Pennsylvania to usurp control of a market from the City of Philadelphia, its citizens and government.

Let these facts be submitted to a candid world:

The Penn administration has aimed to corral the vending carts, as its own officials have admitted, in order to enhance the value of Penn’s own retail investment.

It has sought to compel vendors to pay the University in order to stay in business; though this fee is to be nominal at first, it will undoubtedly rise with time.

It has used the subterfuge of concerns about aesthetics, safety, health, and noise in an attempt to confine and enervate its competitors.

It has attempted to manipulate City Council members into doing its bidding by citing its already prodigious economic and political influence.

It has subverted the intentions of its founder, a longtime proponent of liberty in commerce as elsewhere.

In every stage of the legislative proceedings, students and employees of Penn (as well as other individuals) stated their opposition to this measure. These voices were largely drowned out by the concerted, well-rehearsed, and well-funded responses of the University.

Therefore, we call upon City Council, as a body which represents and is elected by the people, to rescind the recently passed vending ordinance. With a belief in the values of democratic liberty, with an affirmation of our embrace of the American economic system, we mutually pledge to each other our staunch opposition to this measure.

— Randolph Knarr,

— Hok-Tsan Lam,

— Anand Palkhiwala,

— Nicole Pellegrini,

— E. Steve Putna

— Scott Savitz,

Graduate Students of  
Chemical Engineering

## Response on Vending

After hearing from all sides on the vending issue during a public hearing that lasted for more than nine hours over the course of two days, the City Council unanimously passed legislation regulating future vending activity on and around the University’s campus.

The University is now working with the City’s Department of Licenses & Inspections and the University City Vendors Alliance, among others, to ensure an orderly transition when this recently enacted legislation takes effect in late July of this year.

Via this process, all existing vendors will be accommodated within the 145 future vending locations that will be established along the streets and sidewalks, as well as the Fresh Air Food Plazas now under development.

Just as importantly, even after this transition is complete, vending will remain accessible to all of the University’s faculty, staff and students, as no part of the campus will be more than a three minute walk from a future vending location.

— Jack Shannon, Managing Director for  
Economic Development

## The Sound of Music

I was saddened to read of the death of Mark Allam (*Almanac* May 5), who was one of the great men of the University during my many years here. In addition to his fine leadership of the School of Veterinary Medicine, he was a man of great humanity and gentleness, and there is at least one of his little-known projects that probably will not make it into any of the accolades written about him but which demonstrates his scope of interests and offbeat approach to community.

Aware of the many beautiful vistas from the rear of the manor house at New Bolton Center and equally aware of the sensitivities of the neighbors surrounding the Center, Mark came to me one day and said that he wanted the farmers and livestock neighborhood to feel at home at New Bolton Center and to enjoy it in ways other than their expected medical and experimental uses.

To that end, he requested me to join him in preparing a series of outdoor recitals by chamber music groups from the Delaware Valley. On a regular basis, all of Penn’s neighbors in Kennett Square were invited to bring blankets, picnic suppers and the whole family to the manor house for an evening of marvelous music on a late Sunday afternoon. Sometimes he even augmented their picnics with chicken which he personally cooked on a charcoal pit at the bottom of the hill. I would arrange for the chamber group and its transportation and introduce it and the music it would play and Mark would glow on the sidelines with that most infectious of pixie grins. Mozart and Debussy, Handel and Delius wafted through the clear spring and autumn air to the delight of dozens of rapt picnickers. I never determined for certain, but I’ll wager that he paid the musicians out of his own pocket.

— Bruce Montgomery  
Associate Director of Music

*Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted up to noon on Thursday for the following Tuesday’s issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.*



# OPPORTUNITIES at PENN

## Where to Find the Job Opportunities—Here and Elsewhere

Listed below are the new job opportunities at the University of Pennsylvania. Where the qualifications are described in terms of formal education or training, prior experience in the same field may be substituted.

### How to Apply:

**Current Employees** can call 898-7284 to obtain the name of the hiring officer for the available position, (please provide your social security number for verification and the position reference number). Internal applications should forward a cover letter and resume directly to the hiring officer. A transfer application is no longer needed!

**External Applicants** should come to the Application Center to complete an application. Applicants interested in secretarial, administrative assistant, or other office support positions, will have an appointment scheduled for a technology assessment as part of the application process.

There are many additional openings for examination at the Job Application Center, Funderburg Information Center, 3401 Walnut Street. (215-898-7284). Hours of operation are Monday through Friday, 9 a.m. -1 p.m. New openings are also posted at the following locations: Blockley Hall, the Wharton School and the Dental School.

A full listing of job opportunities is also on the Human Resource Services website: [www.upenn.edu/hr/](http://www.upenn.edu/hr/). Current employees needing access to the web may go to the Computer Resource Center at 3732 Locust Walk with your PENNCARD to obtain a list of computer labs on campus available for your use.

In addition, almost every public library in the Delaware Valley now provides web access.

The University of Pennsylvania is an equal opportunity employer and does not discriminate on the basis of race, color, sex, sexual orientation, age, religion, national or ethnic origin, disability or veteran status.

**Please note:** Faculty positions and positions at the Hospital and Health Systems are not included in these listings. For Hospital and Health System openings, contact 662-2999.

## New Jobs for the week of May 4-8, 1998

**Salary Structure:** for an explanation of the codes following the word **GRADE:** see [the website](#).

### SCHOOL OF ARTS & SCIENCES

**ADMINISTRATIVE ASSISTANT A** (040647AM) **GRADE:** 23; 5-4-98 Classical Studies

### ENGINEERING/APPLIED SCIENCE

**ADMINISTRATIVE ASSISTANT B** (050661DL) **GRADE:** 24; 5-8-98 Computer & Information Science

### EXECUTIVE VICE PRESIDENT

**COMPENSATION SPECIALIST, PART-TIME** (17.5 HRS) (050682AB) **GRADE:** 26; **RANGE:** \$15.17-27.50; 5-8-98 Human Resources/Compensation  
**OFFICE ADMINISTRATIVE ASSISTANT A** (050649SH) **GRADE:** 23; 5-5-98 Comptroller's Office  
**STAFF ASSISTANT C** (37.5 HRS) (091452SH) **Grade:** 26; 5-7-98 Business Services

### MEDICAL SCHOOL

**ACCOUNTANT B** (040641AM) **GRADE:** 25; 5-4-98 Psychiatry  
**ADMINISTRATIVE ASSISTANT B** (40 HRS) (050650AM) (050654AM) **GRADE:** 24; 5-8-98 Cancer Center  
**EDITOR B** (040646AM) *position contingent upon grant funding.* **GRADE:** 27; 5-6-98 Psychiatry  
**MANAGER RESEARCH PROJECT A, PART-TIME** (20 HRS) (050653AM) *occasional travel required; 20 hrs/week for 9 months, if additional funding is available thereafter the possibility exists for a full-time (40 hrs/week) opportunity; position contingent upon grant funding.* **GRADE:** 27; 5-8-98 Epidemiologic Research & Training  
**OFFICE SYSTEMS COORDINATOR A** (40 HRS) (050656AM) *position contingent upon grant funding.* **GRADE:** 23; 5-7-98 Psychiatry/Behavioral Genetics  
**RESEARCH LAB TECH C** (40 HRS) (050655LW) *position contingent upon grant funding.* **GRADE:** 23; 5-7-98 Neurosurgery  
**RESEARCH LAB TECH C, PART-TIME** (20 HRS) (050651LW) (050652LW) **GRADE:** 23; **RANGE:** \$9.83-16.71; 5-8-98 Pathology  
**RESEARCH SPECIALIST A** (40 HRS) (05664LW) *position contingent upon grant funding.* **GRADE:** 24; 5-8-98 Gastro-Intestinal  
**RESEARCH SPECIALIST A** (050665LW) **GRADE:** 24; 5-8-98 Orthopaedic Surgery  
**RESEARCH SPECIALIST B** (40 HRS) (040559LW) *application deadline 5-11-98.* **GRADE:** 25; 5-4-98 Hematology/Oncology

**STAFF ASSISTANT B** (40 HRS) (040627AM) **GRADE:** 25; 5-6-98 CCEB  
**TECH PSYCHOLOGY** (040642LW) *position contingent upon grant funding.* **GRADE:** 23; 5-4-98 Psychiatry  
**TECH PSYCHOLOGY** (040643LW) *position contingent upon grant funding.* **GRADE:** 23; 5-4-98 Psychiatry  
**TECH PSYCHOLOGY** (040644LW) *position contingent upon grant funding.* **GRADE:** 23; 5-4-98 Psychiatry  
**TECH PSYCHOLOGY** (040645LW) *position contingent upon grant funding.* **GRADE:** 23; 5-4-98 Psychiatry

### NURSING

**RECREATION THERAPIST/ACTIVITIES DIRECTOR** (40 HRS) (050662SH) **GRADE:** 27; 5-8-98 Nursing Practices

### PRESIDENT

**ASSOCIATE DIRECTOR D** (040633LW) *willingness to travel & valid driver's license required.* **GRADE:** 28; 5-4-98 Development & Alumni Relations

### VETERINARY SCHOOL

**RESEARCH LAB TECH C** (050680LW) **GRADE:** 23; 5-8-98 Clinical Studies-Phila.  
**TECH VET/TECH VET SR** (40 HRS) (050676LW) **GRADE:** 22/23; 5-8-98 Small Animal Hospital  
**TECH VET/TECH VET SR** (36 HRS) (050678LW) *hours Tuesday, Wednesday & Thursday, 6pm to 6am.* **GRADE:** 22/23; 5-8-98 Small Animal Hospital  
**TECH VET IMAGING A/B** (40 HRS) (101621LW) *assigned to emergency call evenings, weekends, holidays; 5-day work week which includes weekday/weekend work.* **GRADE:** 22/23; 5-4-98 Small Animal Hospital

### VICE PROVOST/UNIVERSITY LIFE

**ADVISOR, INTERNATIONAL STUDENTS & SCHOLARS** (050660SH) *end date 6-30-99.* **GRADE:** 25; 5-6-98 Office of International Programs

**REMEDY Equipment Available:** The following is available to University faculty/staff *free*. Donated equipment goes on a "first come, first served" basis. Contact those listed below or e-mail Andrew Krakowski at [andrew@bgl.psycha.upenn.edu](mailto:andrew@bgl.psycha.upenn.edu).

**Intertechnique liquid scintillation counter**—beta SL4000. Call Ed Greenblatt, (609) 428-6571. Call John Blankemeyer, 898-8000, for information regarding the following items:

**Dishwasher**—portable unit designed to be hooked up to a sink.  
**Beckman ultracentrifuge**—missing a vacuum pump and cannot attain "ultra" speeds; but it still functions as a normal centrifuge.  
**McPherson photometer**—needs calibration but works fine

## OF RECORD

### Revised Policies for Staff

*To the University Community:*

To insure consistency with changes that have been made to other University policies, minor changes have been made to two Human Resources policies as noted below, with a review of the essential changes for each of the policies.

You can view or print the revised policies from the [Human Resources Home Page](#) at [www.upenn.edu/hr/](http://www.upenn.edu/hr/). If you do not have access to the Human Resource Home Page, you can e-mail us at [askhr@pobox.upenn.edu](mailto:askhr@pobox.upenn.edu) or call Human Resources/Staff & Labor Relations at 898-6093 and a copy of the policies will be forwarded to you.

**Policy 115 Limited Service Staff Members**—clarification of paid time off benefits for all Limited Service staff members.

**Policy 614 Sick Leave and Paid Time off Credit for Transferred Staff And/or Staff Whose Position Classification Changes**—clarification on payment of paid time off when a staff member transfers or where the position classification changes.

— Division of Human Resources

### Faculty/Staff Events: June 2-4

Human Resources has set the dates for Appreciation Days during the first week in June, asking supervisors to encourage flexible work arrangements so staff can attend the jazz picnic, health promotions and gallery/museum tours. More details will be given in *Almanac* May 26.

**Tuesday, June 2: Party on the Green**  
11 a.m.-p.m. Picnic with live jazz by Signature.

**Wednesday, June 3 Health Promotion Day**  
7:40 - 9 a.m. "Wake-up" run/walk.  
11 a.m. - 3 p.m. Health Fair at the Faculty Club.

**Thursday, June 4: Penn Museum Tour**  
3 p.m. - 6 p.m. Tours of four museums and galleries (University Museum, ICA, Arthur Ross and Esther Klein Art Galleries) with transportation and refreshments provided.

### School-to-Career Interns Available

Over 100 students in grades 10 through 12 will be available for a six-week internships at Penn during July and August, through the 1998 Summer School-to-Career Youth Works Institute. In this annual program, wages are paid through the Federal Youth Works program.

We are currently seeking summer placement sites and site mentors for this rewarding program, which combines academic preparation and career awareness with practical, hands-on experience.

The Summer School-to-Career Youth Works Institute is offered in collaboration with the School District of Philadelphia's School-to-Career Office, University City High School and the Private Industry Council of Philadelphia Youth Works program. For more information please contact me at 387-5100 or 898-1363.

— Ronald Story, Director,  
Skills Development Center



## FITNESS/LEARNING

**18** *Recreation's Instructional Programs*, registration begins for all summer programs including: beginning golf lessons, adult and children's swimming lessons, recreational boxing classes, beginner and intermediate tennis, scuba class, unlimited aerobics and yoga. Call Information Hotline at 898-6100 or visit [www.upenn.edu/recreation](http://www.upenn.edu/recreation) for details on dates, times and locations (Recreation).

**26** *Unlimited Aerobics*; a week of free classes. *Through May 29* (Recreation).

## TALK

**28** *Pressure Ulcers: Lessons from Observational Studies and Clinical Trials*; Richard Allman, University of Alabama at Birmingham; 11 a.m.; Austrian Auditorium, CRB; reception to follow; call 573-7223 to RSVP or e-mail [masiak@cceb.med.upenn.edu](mailto:masiak@cceb.med.upenn.edu) (Dermatology).

## Calendar Deadline

There is no *Almanac* scheduled for May 19. The next printed issue, dated May 26 but potentially later in distribution because of Memorial Day holiday schedules in union facilities, will contain the *Summer at Penn* calendar; its deadline is today.

The University of Pennsylvania Police Department  
Community Crime Report

**About the Crime Report:** Below are all Crimes Against Persons and Crimes Against Society from the campus report for *April 27 through May 3, 1998*. Also reported were **Crimes Against Property: 37 total thefts & attempts (including 2 thefts of auto, 7 thefts from auto, 9 thefts of bicycles and parts), 5 incidents of criminal mischief & vandalism, and 1 incident of forgery & fraud**. Full crime reports are in this issue of *Almanac* on the Web ([www.upenn.edu/almanac/v44/n33/crimes.html](http://www.upenn.edu/almanac/v44/n33/crimes.html)).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of *April 27 through May 3, 1998*. The University Police actively patrols 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; Aggravated Assaults—1; Simple Assaults—1

04/27/98	2:05 AM	Quad Office	2 complainants reported being struck by suspect
04/28/98	3:18 AM	3604 Chestnut St.	Fight between employee and suspect at store
05/01/98	4:05 PM	Stouffer Triangle	Laptop computer and wallet taken

**38th to 41st/Market to Baltimore:** Threats & Harassment—5

04/28/98	3:11 PM	3923 Walnut St.	Complainant reports threatening phone calls received
04/28/98	3:13 PM	3923 Walnut St.	Employee threatened
04/29/98	10:32 AM	4039 Spruce St.	Threatening note left on vehicle
05/02/98	10:57 PM	Harrison House	Complainant reports harassing phone calls
05/02/98	11:24 PM	High Rise North	Complainant reports harassing phone calls

**41st to 43rd/Market to Baltimore:** Simple Assaults—1; Threats & Harassment—2

05/01/98	8:09 PM	4208 Walnut 1R	Complainant reports harassing phone call
05/02/98	5:11 AM	4100 Blk Ludlow	Complainant assaulted
05/02/98	4:01 PM	208 S. 42nd St.	Threats received via mail and phone

## Crimes Against Society

**34th to 38th/Market to Civic Center:** Disorderly Conduct—1. Alcohol & Drug Offenses—1

05/02/98	12:41 AM	3600 Blk. Walnut	Intoxicated driver arrested
05/02/98	7:12 PM	3700 Blk. Walnut	Suspect causing disturbance/arrested underage drinking

**38th to 41st/Market to Baltimore:** Disorderly Conduct—1; Alcohol & Drug Offenses—9

04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/28/98	2:49 PM	3900 Blk. Sansom	Underage drinker cited
04/30/98	10:20 PM	3915 Walnut St.	Suspect cited for disorderly conduct

**30th to 34th/Market to University:** Disorderly Conduct—1

05/02/98	3:52 PM	100 Blk. 34th	Suspect cited for disorderly conduct
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## 18th District Crimes Against Persons

8 Incidents and 1 Arrest were reported between *April 27, 1998* and *May 3, 1998*, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

04/27/98	6:44 PM	4800 Spruce	Robbery
04/30/98	9:54 PM	4710 Springfield	Aggravated Assault
04/30/98	4:30 PM	100 49th	Robbery
05/01/98	1:00 AM	4700 Kingessing	Robbery/Arrest
05/01/98	1:15 PM	3700 Woodland	Robbery
05/02/98	11:15 PM	4748 Pine	Aggravated Assault
05/03/98	10:50 PM	5000 Hazel	Robbery
05/03/98	4:20 AM	4800 Market	Robbery

## Classifieds

## FOR RENT

**One Bedroom Apt.**, large, near Vet. School, garage, balcony, sep. entrance, \$650. 222-6322.

**Ideal for commuting faculty or graduate student:** large room, bathroom in townhouse, 45th and Spruce. Use of kitchen, etc. Off-street secure parking space included. \$275/month. 471-5343.

## FOR SALE

**Modern house**, near Vet. School; living/dining room, 2 bedrooms, 2 small bedrooms, 2 baths, rec room (or office), greenhouse, garage, patio, \$164,000. 222-4369.

**533 S. 46th Street**, 6BR, 2.5 bath, updated kitchen, formal dining room, living room with fireplace, large deck, 2 car garage, photographic darkroom, security system. An ideal home in University City. \$128,900. Call Todd (610) 394-6888.

## VACATION

**Pocono Chalet**, Locust Lake Village, 3 bedrooms/ 1 bath, sleeps 7, Deck. Swimming, fishing, tennis. \$375/week, 610-356-3488.

## WANTED

**House director for Penn Sorority.** Flexible hrs. Free room & board plus monthly stipend. Excellent position for grad student. (215) 544-5928.

## PAID VOLUNTEERS WANTED

**Research Studies:** The Unit for Experimental Psychiatry, of the Department of Psychiatry, University of Pennsylvania, is in the process of recruiting volunteers interested in participating in sleep and sleep deprivation research studies. We are investigating the effects of sleep deprivation and shortened sleep on performance measures, including reaction time and memory function, and we are also measuring the effects of shortened sleep or absence of sleep on the way brain activity (EEG) appears as it "catches up" on lost sleep. We have several different research studies running concurrently and in some of these we are also investigating the response of the hormonal and immune systems to sleep loss and sleep reduction. Participation in an ongoing research study would involve between 3 and 21 days spent in our facility, depending on the particular research study design. Remuneration is dependent upon amount of time commitment involved. If you are interested in volunteering for one of our research studies please call 215-573-5855 for details on the particular research studies for which you might be suited. If you are interested in participating, you will be asked a series of questions over the phone to determine your initial eligibility for one of our research projects.

To place classifieds: (215) 898-5274.



*Almanac*

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The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

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# The 242nd Commencement

## University of Pennsylvania Events 1998



### Alumni/Faculty Exchanges

Members of the University are welcome at the annual exchanges taking place Friday and Saturday, May 15-16, as part of Alumni Weekend. A full schedule of these exchanges is in May at Penn (*Almanac* April 28), which can be found on the web at [www.upenn.edu/almanac/](http://www.upenn.edu/almanac/)

### Baccalaureate Service

Sunday, May 17, The Palestra  
Concert—2:30 p.m.  
Service—3-4 p.m.

*Speaker:* Andrea Mitchell, *CW*'67, Chief Foreign Affairs Correspondent, NBC News, and University of Pennsylvania Trustee

### University Commencement

Monday, May 18, Franklin Field  
9 a.m.—Gates open  
9:30 a.m.—Procession enters Franklin Field  
10:15 a.m.—Ceremony begins  
*Speaker:* President Jimmy Carter

For additional information on May 17-18 events:

Commencement Home Page:

<http://www.upenn.edu/commencement>

Commencement Hotline: (215) 573-GRAD

### Honorary Degree Recipients

- *The Hon. Arlin M. Adams*, Third Circuit Court of Appeals Judge, 1969-86; alumnus and former adjunct faculty member in the Law School; emeritus trustee.
- *President Jimmy Carter*, 39th president of the United States; director of Habitat for Humanity.
- *Rosalynn Carter*, First Lady of the United States, 1977-1981, former honorary chair of the President's Commission on Mental Health.
- *Dr. Francis S. Collins*, Director of National Human Genome Research Institute at NIH.
- *Dr. Frank Moore Cross*, Hancock Professor Emeritus of Hebrew and Other Oriental Languages at Harvard University.
- *Dr. Alan Greenspan*, Chairman of the Federal Reserve Board since 1987.
- *Jessye Norman*, renowned soprano.
- *Dr. Stanley B. Prusiner*, alumnus and winner of the 1997 Nobel Prize in Medicine; professor of neurology and biochemistry and biophysics at the University of California, San Francisco.
- *Maurice Sendak*, world's leading author-illustrator of children's literature.

### School Commencements

#### Annenberg School for Communication

*Ceremony:* Monday, May 18, 2 p.m.  
Annenberg School, Room 110  
*Speaker:* William D. Novelli, *ASC* '64  
President, National Center for Tobacco-Free Kids, Washington, D.C.  
*Reception:* Annenberg School Forum, immediately following ceremony

#### Biomedical Graduate Studies

*Reception:* Monday, May 18, immediately following Commencement, Austrian Auditorium, Clinical Research Building

#### College of Arts and Sciences

*Ceremony:* Sunday, May 17, 7-9 p.m.  
Franklin Field  
*Speaker:* TBA, will be posted to the web

#### Graduate Division,

#### School of Arts and Sciences

*Ceremony:* Monday, May 18, 1 p.m.  
Superblock, 39th Street and Locust Walk  
*Reception:* 1920 Commons, immediately following ceremony

#### College of General Studies

*Ceremony and Reception:*  
Monday, May 18, immediately following Commencement, Class of 1952 Plaza (at 36th Street, across from Logan Hall)

#### School of Dental Medicine

*Ceremony:* Monday, May 18, 4 p.m.  
Harrison Auditorium, University Museum  
*Speaker:* Dr. Wallace V. Mann, Jr.  
Prof. of Periodontology at the University of Louisville, KY  
*Reception:* Chinese Rotunda, Univ. Museum, immediately following ceremony

#### Graduate School of Education

*Reception:* GSE Plaza, picnic lunch, noon-2 p.m.

*Ceremony:* Monday, May 18, 2:30 p.m.  
First District Plaza, 3801 Market Street  
*Speaker:* Dr. Lisa D. Delpit, Benjamin E. Mays Chair of Urban Educational Excellence, at Georgia State University, Atlanta

#### School of Engineering and Applied Science

*Undergraduate and Masters Ceremony:*  
Monday, May 18, immediately following Commencement, Palestra  
*Reception:* West Lawn of Towne Building, immediately following ceremony (rain location: Towne Building)  
*Doctoral Ceremony:* Sunday, May 17, 4:30-5:30 p.m., Harrison Auditorium, University Museum  
*Doctoral Reception:* Mosaic Room and adjacent gardens, University Museum, immediately following ceremony

#### Fels Center of Government

*Ceremony:* Monday, May 18, immediately following Commencement, Fels Center Garden, 3814 Walnut Street at 39th Street  
*Reception:* Fels Center, immediately following ceremony

#### Graduate School of Fine Arts

*Picnic Lunch:* Meyerson Hall Galleries, immediately following Commencement  
*Ceremony:* Monday, May 18, 1:15 p.m.  
Furness Plaza (rain location: Room B1, Meyerson Hall)  
*Speaker:* Professor Robert Gutman, Architecture, Princeton University

#### Law School

*Ceremony:* Sunday, May 17, 10:30 a.m.  
Academy of Music, Broad and Locust Streets  
*Speaker:* TBA, will be posted to the web  
*Reception:* Law School, 12:45 to 2:45 p.m.

#### School of Medicine

*Ceremony:* Sunday, May 17, 1 p.m.  
Philadelphia Marriott, Market & 12th Streets  
*Speakers:* Dr. Francis S. Collins, Director, National Human Genome Research Institute of the NIH; and  
Dr. Stanley B. Prusiner, Professor of Neurology at UCSF and winner of the 1997 Nobel Prize for Medicine  
*Reception:* Philadelphia Marriott, immediately following ceremony

#### School of Nursing

*Ceremony:* Sunday, May 17, 1 p.m.  
Harrison Auditorium, University Museum  
*Speaker:* Dr. Claire M. Fagin, Dean Emeritus and Leadership Professor Emeritus, School of Nursing  
*Reception:* Monday, May 18, immediately following Commencement, Nursing Education Building Lobby

#### School of Social Work

*Ceremony:* Monday, May 18, 1 p.m.  
Harrison Auditorium, University Museum  
*Speaker:* Dr. Sara E. Melendez, President of Independent Sector  
*Reception:* Chinese Rotunda, University Museum, immediately following ceremony

#### School of Veterinary Medicine

*Ceremony:* Monday, May 18, 2:30 p.m.  
Zellerbach Theater, Annenberg Center  
*Speaker:* Dr. Mary Beth Leininger, Companion Animal Practitioner, Immediate Past President, American Veterinary Medical Ass'n.  
*Reception:* Annenberg Center, immediately following ceremony

#### Wharton Undergraduate Division and Wharton Evening School

*Ceremony:* Sunday, May 17, 9-10:30 a.m.  
Franklin Field  
*Reception:* Steinberg Hall-Dietrich Hall Atrium, immediately following ceremony

#### Wharton Graduate Division

*Ceremony:* Sunday, May 17, 1-3:30 p.m.  
Franklin Field  
*Speaker:* Robert B. Goergen, Chairman of Blyth Industries, Inc.  
*Reception:* Lehman Brothers Quadrangle and Vance Hall, 3:30-5:30 p.m.

#### Wharton Doctoral Division

*Ceremony and Reception:*  
Sunday, May 17, 5:30-9:30 p.m.  
Upper Egyptian Gallery and Chinese Rotunda, University Museum