In the Works: A Plan to Keep a Penn Education Affordable

For parents who joke (but don’t laugh) that tuition costs more than their houses did, the University has come up with a financing plan that closely resembles home mortgaging. Its earmarks are a guarantee against tuition increases, fixed or variable interest rates, and tax deductibility of the interest.

The “Penn Plan” unveiled Friday to the Trustees Executive Board has been two years in development, starting with three goals: to limit student indebtedness after graduation; to help families plan financing (in ways more tax-advantageous than taking loans in the student’s name, for example); and protecting Penn’s “need blind” admissions policy for the rest of the century.

As trustees raised and debated safeguards to a plan in which Penn would in effect become “banker” to families, Provost Thomas Ehrlich said “the real nightmare would be the idea that something like this would not get done.”

The reference was to loss of quality and diversity under present public policy that leaves studentsof middle-income families stranded. The Plan is believed to be the first in the nation to relieve middle-income parents—those whose cash flow makes pay-as-you-go a hardship but whose annual income is too high to qualify for public-agency loans and direct grants.

Its four options work for both undergraduate and professional-school enrollment, which have set courses to degree. Provost Ehrlich pointed out, but “for Ph.D. students we are working on other steps to meet their needs.” Ph.D. support is high on the priority list already, the Provost said, and “solving the financing problems for two out of three categories can only help as we turn to graduate fellowship concerns.” Any new measures must take account of the fact that flexible progress toward graduate degrees prevents setting a total guaranteed price and predictable payment schedule that are the key to the Penn Plan.

The Plan was presented Friday by Dr. Robert Zemsky, the former historian turned analyst of college and university planning and finance. Now a professor at GSE and director of the University’s Higher Education Financial Research Institute, he headed the team working with deans, financial administrators and others.

“The four options are one for parents who have saved tuition money and want to be sure it will cover all four years; two for those who also want a guaranteed price but need to finance the payments after a down payment; and one for aided students whose main need for relief is a schedule of payback more flexible than that of any public agency loans that may make up part of their package,” Dr. Zemsky summed up after the briefing to trustees.

Option One would be chosen by parents who prepay the full tuition. Penn would guarantee a set price at the entry year’s current rate. Option Two gives the same guarantee, but allows for down payment (one full year’s tuition and fee) with a ten-year installment payback at a guaranteed interest rate.

Option Three is the same as Option Two, but with variable payback schedules, arranged separately with each family.

Option Four, for aided undergraduates only, spreads any parental contribution over eight years instead of four; and by channeling present loan funds into the Penn agency acting as banker, it allows for flexible payback schedules. In terms of availability of loans, it could at times make a difference in stability of enrollment from low-income families as public policies shift.

“This is by no means a substitute for the needed loan and direct grant funds of local, state and federal agencies,” Dr. Zemsky said. “The push that President Hackney started two years ago with college presidents in the Delaware Valley area [protesting student aid cutbacks in Washington] has to go on, and so do...
The acceptance of Penn's Affirmative Action Plan prompts the publication below of the University's official statement on equal opportunity, which appears in the Handbook for Faculty and Administration and in other literature used to recruit and orient students, faculty and staff. It should accompany the statement in Conduct and Misconduct published by the President and Provost (Almanac September 6) when that document is used for discussion.

"The long review conducted by the Department of Labor has resolved those few differences of format and approach that delayed formal acceptance," Affirmative Action Director Davida Hopkins Ramey said, "and if nothing else Penn is proving beyond any doubt that the very best candidates do come from richly varied backgrounds. But there is more to do, and it is a distinct relief to have the review completed so that we can get on with the rest of the job."

Copies of the 190-page document are being sent to all school and center affirmative action officers, and may be examined at 4 Bennett Hall.

---

**OF RECORD**

**Policy Statement on Equal Opportunity/Affirmative Action**

The University of Pennsylvania, which includes the hospital, does not discriminate on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin, or handicap. The University's policy applies to faculty and other employees, applicants for faculty positions and other employment, students, and applicants to educational programs and activities. Such a policy in recruitment, appointment, promotion, transfer, compensation, benefits, training, tuition assistance, lay-offs, terminations and social and recreation programs and in all educational programs and activities is fundamental to the effective functioning of an institution of teaching, scholarship, and public service. However, simple absence of discrimination is not sufficient. The task is to act positively toward the elimination of all patterns of unequal treatment. The University's affirmative action policies are dedicated to the full realization of equal opportunity for all.

As required by law and its own policies, the University maintains written affirmative action plans for women and minorities; for handicapped individuals; and for disabled and Vietnam Era Veterans. The affirmative action plans of the University of Pennsylvania are available from the Office of Affirmative Action.

Any concerns related to these policies should be directed to the Office of Affirmative Action located in Bennett Hall, Room 4.

---

**Cash Flow: Up**

In reports by Chairman Miller and President Hackney, the Executive Committee at the September 9 meeting, good news in Penn's back-to-school financial picture was the higher-than-budgeted Commonwealth contribution (expected at 2 percent but granted at 3.6; see table) and a surge in cash receipts through gifts. Among the notable ones Mr. Miller singled out a G.E. gift toward an NMR below, two Robert Wood Johnson awards to Nursing, and the late HUP benefactor Thomas McCabe's bequest adding $800,000 to a trust he set up some years ago.

**Actions: A Magnet... Some People**

Two of the Executive Board's actions add resources in medicine—one the Eisman Professorship (page 5) and the other the construction of a $3.3 million Nuclear Magnetic Resonance (NMR) facility at Silverstein. General Electric has given $1.2 million toward the cost of the magnet itself, and the Department of Radiology's educational and development fund will take up the rest of the magnet's cost plus construction to house it.

In faculty appointments and promotions, Provost Ehrlich identified six tenure-bearing actions—for FAS's Dr. Alan J. Auerbach in economics, Dr. Paul M. Chaikin in physics and Dr. Paul Gayer in philosophy; for Medicine's Dr. Michael J. O'Connor in neurosurgery and Dr. Alan J. Wein in urology; and for Nursing's Dr. Ann Burgess (see page 4). Remaining actions by the trustees were:

- Confirmation of Helen O'Bannon as Senior Vice President.
- Change of Dr. Ross Webber's title to Vice President for Development and University (from Alumni) Relations.
- Designation of F. Stanton Moyer as University Representative to the Atwater Kent Museum board.
- Appointments to several Boards of Overseers and to the Athletic Advisory Board (to be published).
- Adoption of updated Standing Resolutions on faculty appointments and related topics that were arrived at jointly between the Provost's Office and the Faculty Senate. These will appear in the revised Handbook for Faculty and Administration now in preparation.

---

**The Commonwealth Appropriation**

<table>
<thead>
<tr>
<th></th>
<th>1982-1983</th>
<th>1983-1984</th>
<th>Increase by %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$7,577,000</td>
<td>$7,930,000</td>
<td>$353,000</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>3,708,000</td>
<td>3,708,000</td>
<td>0</td>
</tr>
<tr>
<td>Medical Instruction</td>
<td>3,116,000</td>
<td>3,240,000</td>
<td>124,000</td>
</tr>
<tr>
<td>Veterinary Instruction</td>
<td>7,671,000</td>
<td>7,984,000</td>
<td>313,000</td>
</tr>
<tr>
<td>Dentistry Instruction</td>
<td>724,000</td>
<td>752,000</td>
<td>28,000</td>
</tr>
<tr>
<td>Totals</td>
<td>$22,992,000</td>
<td>$23,764,000</td>
<td>$772,000</td>
</tr>
</tbody>
</table>

---

**Almanac**

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

**EDITOR**
Karen C. Gaines
**ASSISTANT EDITOR**
Marguerite F. Miller
**EDITORIAL ASSISTANT**
Linda M. Fisher

**ALMANAC ADVISORY BOARD**
Elliot Stellwag, chair; Jacob Abel, June Axline, Jean Cockett, Carolyn Marvin and Ralph Spritzer for the Faculty Senate; ... Denis McCall for the Administration; ... Jane Bryan for the Libraries Assembly; ... Edwin Ledwell for the Administrative Assembly; ... Joseph Kane for the A-3 Assembly.

**ALMANAC, September 13, 1983**

---

**ALMANAC ADVISORY BOARD**
Eliot Stellar, chair; Jacob Abel, June Axline, Jean Cockett, Carolyn Marvin and Ralph Spritzer for the Faculty Senate; Denis McGraw for the Administration; Jane Bryan for the Libraries Assembly; Edwin Ledwell for the Administrative Assembly; Joseph Kane for the A-3 Assembly.
University-wide Guidelines for the Research Faculty Track

The purpose of research faculty appointments is to increase the quality and productivity of the research programs in the University by permitting the appointment of scholars to the faculty on a non-tenure basis in order to participate in and cooperate with the research efforts of faculty with tenure-significant appointments. Salaries over the period of the appointment are derived from research grants or other external funds. An individual on the research track should not be supported for an extended period of time from funds derived from the unrestricted budget.

Members of the research faculty do not acquire tenure. The research faculty will be appointed in the Associated Faculty on a full-time basis only. Part-time appointments in the research faculty are not offered. Since research faculty fall in a full-time employment category, recommendations for appointment to the research faculty must be in compliance with the Affirmative Action Plan of the University.

The research faculty is composed of individuals who hold a terminal degree and who choose to concentrate on research. Appointees are not part of the teaching faculty, although invitations to present guest lectures may be accepted. Members of the research faculty may not take responsibility for courses or seminars in their home departments or in other departments of the University, nor may they supervise theses or doctoral dissertations unless prior approval of the Provost is obtained for each such activity. However, if the individual wishes to participate in the training of students in an area of expertise in which he or she is uniquely qualified, the department chair may permit a limited teaching assignment in a course or seminar for which a faculty member with a tenure-significant appointment holds responsibility. Over the term of an appointment, teaching by a member of the research faculty may not exceed 10 percent of the total teaching load of a member of the Standing Faculty in the school and in any one year no more than 10 percent of the teaching in a department may be done by research faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period in the same activities as faculty members having tenure or serving in a probationary period for tenure. Nor should appointments to the research faculty be made to displace or make unnecessary the appointment of individuals in the tenuresignificant ranks.

Permissible ranks are: research professor, research associate professor, and research assistant professor. These titles are to be written in full whenever used on documents, in listings of University personnel, and in correspondence. All appointments are for the term specified, or for the duration of the external financial support, whichever is shorter. Research professors and research associate professors may be appointed for terms of up to five years and may serve without limit of time through successive reappointments. Research assistant professors may be appointed for terms up to four years but in no case may a person hold that rank for more than seven years. All individuals holding research faculty appointments will be subject to the same departmental review with regard to research as is customary for other faculty in their departments.

Initial appointments may be made as research assistant professor. An individual appointed initially as assistant professor in the Standing Faculty may request review for transfer to the research faculty prior to reappointment. Time served in the tenure-probationary appointment will be counted as part of the seven-year maximum period for research assistant professors. In the sixth year of the single-track or combined-track appointment, research assistant professors are subject to a mandatory review for promotion to research associate professor. Failure to obtain promotion requires termination of the faculty appointment at the end of the seventh year assuming external funding is available for the terminal year appointment.

Members of the research faculty do not normally move to positions on the Standing Faculty and then only in conjunction with a national search. Under no circumstances may appointment to the Associated Faculty be used as a device to extend the tenure-probationary period.

Because appointments to the research faculty are contingent upon external funding and may be terminated when the funding ceases, indefinite continuity of appointment at any rank should not be assumed. For that reason all initial appointments and reappointments shall specify the sources of funding. The tentativeness of research appointments reflects the University's policy to limit guaranteed long-term appointments to faculty who contribute in significant measure to both the teaching and the research mission of the University. Quality of investigative effort is measured as scrupulously for research track faculty as for tenure track faculty. Research faculty appointments are solely for enhancement of research programs, particularly in those areas where unique expertise is required.

While imposition of a firm limit on the relative size of the research faculty may be harmful in its application to a particular program, the number of research faculty in a school may not exceed 20 percent of the combined Standing Faculty and Standing Faculty-Clinician Educator in the school or five positions, whichever is larger.

The faculty of a school may grant the research faculty voting rights in the school's faculty. Voting rights in the appointees' home departments are at the discretion of the respective departments. Members of the research faculty may not vote on matters related to Standing Faculty appointments and promotions, or on matters concerning the teaching mission of the school. Members of the research faculty may not serve on any committees concerned with teaching (e.g., curriculum, student advising, academic standards, etc.) or with personnel decisions involving the Standing Faculty. Individuals in the research track enjoy all the rights and privileges of academic freedom and responsibility and have access to the grievance procedures of the University.

As noted above, failure to secure promotion to research associate professor by the end of the six-year probationary period will result in a one-year terminal reappointment provided external funding is available.

Although continued funding may be available, reappointment may be denied for the following reasons:
1. Lack of suitable facilities;
2. Inconsistency with the research priorities of the department or school;
3. Failure to maintain excellence in the quality of research and productivity.

In such instances, the individual should be given a one-year advance notice in writing that at the conclusion of the term appointment, he or she will not be recommended for reappointment or promotion.

An appointment can be terminated prior to the expiration of its term only if the source of external funding for the research faculty member has ended. In that event, the individual should be notified immediately of the cessation of funding. An attempt may be made to carry the individual on other funding sources, either to conclusion of the term appointment or for a reasonable period in which the individual may attempt to secure other employment. When there is reason to believe that the individual may be eligible for transfer of employment to another University research group, efforts should be made to effect such placement.

Research faculty are subject to retirement at the age specified for all other faculty and are subject to termination for "just cause" as customary determined within the University.

At the time a research faculty position is offered to a candidate, the relevant Dean shall inform the candidate in writing of the conditions and limitations on such appointments.

This text amplifies a passage on page 24 of the 1977 Handbook for Faculty and Administration, and is incorporated in the forthcoming 1983 edition.

ALMANAC, September 13, 1983
Anthropology: Dr. Wallace

Canadian-born Dr. Anthony F.C. Wallace, a member of the University since his undergraduate days as a history major in the Class of 1947, is now University Professor of Anthropology. Since 1980 he had been the first incumbent of the Geraldine R. Segal Professorship in American Social Thought.

Combining psychology and mental health studies with fieldwork and writing an American Indian culture, early in his career Dr. Wallace completed work at the Rorschach Institute and the Philadelphia Psychoanalytic Institute as well as earning both his master's degree (1949) and Ph.D. (1950) in anthropology at Penn. He began teaching in 1948 as assistant instructor, rising to full professor and chairman of anthropology in 1961. (During 1955-61, while serving as a research associate at Eastern Pennsylvania Psychiatric Institute, he continued with Penn as a visiting associate professor. And, since 1961, he has remained a medical research scientist at the Institute.)

Dr. Wallace is a member of the National Academy Sciences, American Philosophical Society, American Academy of Arts and Sciences and many other learned societies. The former president of the American Anthropological Association has also chaired an ACLS sub-commission in the U.S.-U.S.S.R. exchange, and been an advisor in the American space program. His awards include the Cleveland Foundation's Annisfield-Wolf Award for The Death and Rebirth of the Seneca; the Complier medal for Iroquois Studies, the Bancroft Prize in American History (for Rockdale) and the Philadelphia Athenaeum Literary Award of 1980 (also for Rockdale).

The award-winning Rockdale (subtitled The Growth of an American Village in the Early Industrial Revolution) is among several books and articles since 1977 that have added a theme of social adaptation to industrial revolution to Dr. Wallace's work. Recent writing has ranged from extended families and the role of women in early industrial societies to coal mining and the perception of risk.

Psychiatry: Dr. Beck

Dr. Aaron T. Beck, a household name in the development of new approaches to the treatment of depression through cognitive therapy, is now University Professor of Psychiatry at the School of Medicine.

The founder of Penn's "mood clinic" (the Center for Cognitive Therapy at 36th and Walnut) is the author of over 150 articles and five books including Depressing: Clinical, Experimental and Theoretical Aspects; Diagnosis and Management of Depression; Prediction of Suicide; and two volumes on cognitive therapy. He is also associate editor of Cognitive Therapy and Research, and a veteran of ten other journals where he has served as board member or consultant.

Dr. Beck was a Phi Beta Kappa at Brown, where he took his B.A. in 1942 and an honorary degree last year. He took his M.D. from Yale in 1946, then served as assistant chief of neuro-psychiatry at Valley Forge Army Hospital before joining Penn in 1954.

His awards include the American Psychopathological Association's 1983 Paul Hoch Award and the 1983 Louis Dublin Award of the American Association of Suicidology. Dr. Beck has also held numerous national posts such as president of the Society for Psychotherapy Research; trustee of the American Academy of Psychoanalysis, review panelist at NIMH, and chair of that institute's task force on Suicide Prevention in the Seventies.

Nursing: Dr. Burgess

When the van Ameringen Foundation set up the nation's first endowed chair in psychiatric mental health nursing and awarded it to Penn, Dean Claire M. Fagin launched a nationwide search to fill it.

The search found Dr. Ann Burgess, a prominent teacher, scholar and consultant on the psychological effects of rape. For the past two decades, her major areas of research have been victims of violence, child abuse and adolescent victimization. Since 1978 she has been involved with teaching and research with the FBI Academy and U.S. Department of Justice.

A Fellow of the American Academy of Nursing, she serves as a consultant for the National Center of Child Abuse and Neglect and the Massachusetts Department of Public Welfare Adoption Unit. Dr. Burgess is also a founding member of the Scientific Committee of the World Federation on the Needs of Victims, Princeton University, and has testified many times before House and Senate Committees on the areas of her expertise.

Dr. Burgess is a 1958 graduate of Boston University who took her M.S. in psychiatric nursing from Maryland and returned to Boston for the D.N.Sc. awarded in 1966.

In eight books and some 60 articles here and abroad she has combined her studies of abuse with definitive works in such areas as community mental health and nursing's role in intervention. Two of the books have won awards, and her many other honors include being named 1980 Psychiatric Nurse of the Year by Nurse Education and Perspectives in Psychiatric Care.

The van Ameringen Foundation of New York's endowment of the chair "is a confirmation of the positive force that psychiatric nursing has become within the general field of mental health," Dean Fagin said. "The selection of Dr. Burgess clearly emphasizes both the quality of scholarship among psychiatric nurses and the impact of their work on resolving social and mental health problems."

... and Two New Chairs' First Holders

Engineering: Dr. Joshi

Dr. Aravind K. Joshi, chair of the Engineering School's computer and information sciences, is the first Henry Salvatori Professor of Computer and Cognitive Sciences.

The Salvatori Chair was established through a $1 million gift from Henry Salvatori, a 1923 graduate of the Moore School who founded Western Geophysical Company.

It is part of a major expansion in computer sciences that includes last year's $1 million grants each from IBM and the Alfred P. Sloan Foundation, and a recently awarded $3.8 million grant from the NSF. Dean Joseph Bordogna said. SEAS computer research interacts with a variety of programs in the School and across the University—such as those in artificial intelligence, computer vision, computer graphics, natural language processing and computer architecture. Dr. himself is on the graduate group in Linguistics and co-director of the Cognitive Science Program. He has made contributions to communication theory, information theory, theory of computation, formal grammars, artificial intelligence, natural language interfaces for computers, and linguistic and psychological implications of information processing models.

Dr. Joshi, who began teaching at Penn in 1961, is a graduate of the University of Poona, India, with a graduate diploma in communication engineering from the Indian Institute of Science at Bangalore and M.S. and Ph.D. degrees from Penn. He has been a Guggenheim Fellow, an invited member of the Institute for Advanced Study, Distinguished Visitor of the IEEE Computer Group, and president of the Association for Computational Linguistics.
Staff Changes

Intercultural Center: Mr. Gonzalez

Rene Abclardo Gonzalez, a former student development specialist at the University of Texas at Austin, is the director of the University’s new Intercultural Center. The three-story center is in a recently renovated building located at 3708 Chestnut Street, Ext. 3357.

Mr. Gonzalez said the goal of the center is “to make the general University community aware of cultural diversity and cultural perspectives while highlighting the contributions of minorities to American society and life.” As an academic support center it will sponsor programs, activities and lectures and house some student organizations. The Intercultural Center’s grand opening will be scheduled for mid-to late-October.

Mr. Gonzalez provided minority student services, transitional services, and retention- and employment programs during his six years at Austin. He was also an assistant instructor of Spanish there, 1976-1978. Earlier he was a tutor consultant in reading and study skills and an editor-translator of social education textbooks into Spanish.

A Phi Beta Kappa at Texas where he took his undergraduate degree in Spanish with honors in 1975, Mr. Gonzalez also received his masters in Spanish there in 1979.

Hillel Foundation: Rabbi Levine

Rabbi Morton Levine, former director of B’nai Brith Hillel Foundation at the University of Arizona in Tucson, succeeds Rabbi Michael Kaplowitz as the director of Hillel at Penn. Rabbi Levine, an Air Force chaplain stationed in Bangkok before becoming director in Tucson in 1973, was also a member of Tucson’s Jewish Educational Advisory Committee.

A graduate of Case Western Reserve University, Rabbi Levine was ordained at the Jewish Theological Seminary of America, where he earned a graduate degree. He also took an M.A. in counseling and guidance at the University of Arizona.

Athletics: Mr. Blake

Curtis W. Blake, assistant director of athletics at Colgate University since 1980, is Penn’s new assistant director of athletics succeeding Lew Perkins, now director of athletics at Western Michigan University. Mr. Blake joined the staff at Colgate in 1970 as head wrestling coach and a physical education instructor. He served as an assistant coach in football, track and lacrosse before becoming the assistant athletic director.

A 1964 graduate of Springfield College in Massachusetts, Mr. Blake earned his master’s degree in physical education from the University of Bridgeport, Connecticut in 1967. He taught and coached several sports at Pelham, N.Y., Memorial High School 1964-70.

Joining In

Honoring a Career

On Wednesday, September 28, at 3:30 p.m. in Suite A-3, Education Building, the Graduate School of Education is having a Coffee to celebrate Naomi Berman’s 20 years at GSE. Students, staff, faculty, all friends: please come and celebrate with us our good fortune in knowing and working with Naomi for so many years.

—Norma Kahn, Adjunct Associate Professor of Education

Need a Ride to Delaware County?

The University’s vanpool #3, Delaware County, needs riders from Aldan, Clifton Heights, Collingdale, Darby, Darby Township, Phoenixville, Springfield and Westbrook Park who work 8 a.m.-4:30 p.m. Interested employees may call me at HUP, Ext. 2549.

—Dominick Haigh, Mechanical Leader, Refrigeration, HUP

Need a Ride to the Northeast?

The University’s vanpool #7, Northeast Philadelphia, is looking for riders who live in the vicinity of Red Lion Road and Roosevelt Blvd., Welsh Road, Bustleton Avenue, Grant Avenue, Academy Road, Torresdale Train Station or State Road. Interested employees may call me at Ext. 3247.

—Doreen Gallo, Administrative Assistant, School of Medicine

Hold Hands with the Community

If ever there was a case for “joining in” it’s the United Way Donor Option campaign we just kicked off this month on campus. This year President Hackney has accepted the job of heading the “Pacesetter” program to speed up college and university portions of the four-county campaign.

On our own campus, we are setting a really fast pace—the cards are already out to school and of- fice volunteers, and they are to report back before the end of the month.

We have never before tried to move so fast, but we think it’s worth it in stability for the health and welfare agencies of our choice to know their resources sooner in the year. If we’re going to give—and last year we did, at $115,000, the highest total in Penn history—let’s give or pledge now and make Penn a winner in the hearts of its community friends.

—James H. Robinson, Director, Community Relations
We Sing Amid Our Uncertainty

The Provost's Address to the Freshman Class

Welcome to the University. Penn is fortunate to have you with us. This is an institution of infinite facets. I want to focus a few words on one of particular importance—the academic spirit of the University.

Yeats is my favorite poet, but it is a line from one of his essays that seems best to capture that spirit. "Unlike the rhetoricians, who get a confident voice from remembering the crowd they have won or may win, we sing amid our uncertainty." Much of what you will be doing here will be to listen, to learn, to speak, to write, and occasionally—if you are both wise and fortunate—to sing, at least figuratively, but always "amid our uncertainty." We seek to learn more, to inquire whether there is not a better way, to reexamine a just-proved thesis on the hypothesis that new evidence may call it into question—all because the only thing we know for sure is that we cannot know anything for sure. "Even the best writer in his best lines is incurably imperfect," wrote another poet, Robert Lowell. But we keep on seeking, if not perfection, at least improvement.

Over the course of your four years here as an undergraduate, you will gain enormous quantities of information. But the sum of that information will be only a tiny fraction of the world's knowledge and much of that fraction may, in a factual sense, prove to be wrong or at least irrelevant before you have even a chance to return for a class reunion. The most important dimension of what you will learn, however, will not be information but a process of self-education. It is developing an inquiring mind that is open, searching, probing, but never certain. It is making decisions, based on considered judgments, in an envelope of uncertainty. All this is essential to all aspects of adult life, professional and personal.

How does one develop an inquiring mind? The process begins, paradoxically, with an act of faith—Penn's faith in your own abilities. It can be, I well realize, a bit depressing to hear, as you have in recent days, just how bright and talented your classmates are. Whatever honor or achievement you have earned, there are others who seem to have done even more. But you would not be here if this institution did not have confidence in your abilities.

Be ready and willing to seek out those areas—in and out of the curriculum—that seem to offer maximum opportunities to stretch your mind in ways that it has not been stretched. It is easy, even comfortable, to take the science courses required for medical school or their counterparts for other professions. I do not mean the courses are easy—far from it. But the decision to take these courses is essentially made for you. It is much harder, but infinitely more challenging, to reach out into the realms of poetry or astronomy, not because those are areas that relate to your future careers, but rather because the subjects sound stimulating and the teachers challenging. By all odds, I believe, those who have enjoyed the richest educational experiences here are those who have followed their intellectual curiosities.

You will find, in every field, faculty members working on the frontiers of knowledge. They are working, in other words, in the realm of uncertainty. They will bring that uncertainty into their classrooms and share with you the excitement of thinking about the unthinkable—occasionally with some of the trauma that the process entails.

I do not mean to suggest that the approaches or the methodologies of the various disciplines taught here are all similar. Indeed, the major benefit of requiring a diversity of disciplines in your curriculum is that each has its own set of lenses through which to examine and evaluate evidence. While no discipline has the single right angle of vision, in combination, the resulting intellectual prisms can provide the perspectives needed to weigh and to measure, to judge and to evaluate evidence in arriving at your own considered judgments on how best to use your talents and energies.

The evidence acceptable in my own field of law, for example, is limited by rules and procedures that seek to ensure fair resolution of controversy. They exclude evidence called "hearsay" though it may be, by some standards, the best evidence available.

The methods of physical sciences are quite different. An hypothesis is developed and experiments are designed to test that hypothesis. If a single bit of inconsistent evidence emerges, the hypothesis must be rejected and a new one proposed and tested. What a different approach from the weighing and balancing of conflicting testimony in the courtroom!

The historian's methods are of still different design. She or he must shift and weigh masses of data and present a picture of what happens and why it happens with both persuasiveness and with caution. The historian's role is not like that of either the legal advocate or the scientific explorer, though there are elements of both disciplines involved.

If you become exposed, as you should, to procedures in a number of different fields, you can be far better equipped to analyze and resolve problems you face when they no longer fall into neat categories called political science, civil engineering, and so forth, but rather are real concerns, personal or professional, of real people.

You will find, because you are at Pennsylvania, an extraordinary set of opportunities to experience the integration of intellectual disciplines. Not only does this University offer an incredible array of interacting curricular opportunities for undergraduates taught by faculty members from each of twelve schools, but there is a positive premium placed on finding and exploiting the connections.

To flourish in this environment, two attributes seem to me of particular importance—the courage to inquire and the morality of reason. The courage to inquire is based on the premise that whatever the dangers inherent in knowledge, those inherent in ignorance are far more ominous. An act of faith is involved, for it cannot be proven that more knowledge today will lead to a better life tomorrow, though all the evidence of the past supports that assertion. At this University, like other great institutions of learning, we are committed to the relentless questioning, searching, revising, rejecting, reaffirming process that is always skeptical of anyone's answers, though fully aware that decisions of enormous consequence must often be based on those answers.

On this premise, the argument that there are some things we should not know is unacceptable. Whatever may be true in our personal lives, for a university the answer must always be to try to know more. This does not, of course, mean that a university need sponsor scholarship in...
The courage to inquire requires the morality of reason to guide it. Reason does not, of course, provide the moral morality, even for a university, but it is the one we recognize in our academic work. It is the morality that demands reasoned analysis of each problem, full development of those analyses, and full recognition of the limits of rational exploration. All of us come to this University with conceptions and preconceptions. How could it be otherwise? You are required here to state your premises, why you have chosen them, and the reasoning processes by which you move from premises to conclusions.

No one would suggest that success in academia is guaranteed only the courage to inquire and the morality of reason. You would not be here without displaying ample evidence of significant brainpower and substantial willingness to work very hard. Those two attributes, to put the matter gently, are essential. So is a spirit of cooperation. While much of learning is a lonely undertaking, much requires joint effort. And there are other attributes as well. But if you have those two primary ones, you will, I believe, find here the special exhilaration that is the joy of education.

Penn is also a splendid place to stretch yourself in realms outside the academic curriculum and to have fun in the process. More than 250 clubs and organizations operate on the campus. They include musical and theater groups, publications, religious and cultural organizations, broadcasting systems, an active student government, and many service clubs. In addition, there are fraternities and sororities and, of course, athletics as well. Penn has intercollegiate teams in over a dozen sports for men and women and even more in the intramural program.

You naturally cannot become involved in all these activities, but I urge that you stretch yourself in as many new directions as possible by participating in a wide variety.

A final word about our University community. It is just that—a community of women and men linked by common interests. Penn includes an extraordinarily rich diversity of backgrounds, interests, races, and religions. It is sometimes easy and comfortable to confine yourself to those students seemingly most similar to your own self-image. But I recommend a special effort to do just the reverse—to extend yourself to those of different backgrounds, for the chances are great that they can do most to enrich your understanding of the human condition in all its dimensions.

We naturally do not require that you like all those whom you meet. We do insist, however, that you honor the dignity of each individual on the campus, that you treat each person as a human being worthy of the same respect you should rightfully demand for yourself. Without that respect our community cannot operate. With it, the potential is infinite.

With great expectations, therefore, we urge you to take full advantage of all that is here. We are delighted that you are with us.

—Thomas Ehrlich

Faculty and Staff as Freshmen: A Thumbnail Sketch

This year for the first time, the University conducted an orientation program for new faculty before holding the traditional wine-and-cheese welcome. In a two-hour session at the Faculty Club on September 6, a stream of information—spoken, written and slide-shown—greeted some 40 new and visiting faculty members who had just arrived on campus.

This is how the University’s leaders summed up the institution and its resources for new people:

President Sheldon Hackney and Provost Thomas Ehrlich, both describing themselves as relative newcomers, too, chose words like “energetic” and “ebullient” (Dr. Hackney) and “always yeasty, occasionally irritating but never boring” (Mr. Ehrlich) for their impressions of the University as a community. In separate ways they went on to underscore the value of being a consciously cross-disciplinary University on a single campus—the formal and informal interactions that take place, to what Dr. Hackney called Penn’s “tremendous advantage over the next generation of scholarship.”

He reviewed Penn’s academic ratings and its goals in Choosing Penn’s Future, then urged the new faculty members to “engage yourselves in the University. It’s not 9-to-5, but it’s intellectually exhilarating. I’m worn out,” he laughed, “but it’s worth it.”

From the Provost came a picture of award-winning faculty, the commitment to teaching, and the research that gives Penn world-wide impact not only on scholarship but on the lives and health of people. Outlining the roles of Provost’s staff and deans in faculty and student life, he also told how the Museum, Morris Arboretum and Libraries fit in. Finally, he stressed the Conduct Statement just issued, and ended: “You are the key...to a humane and caring institution. I’m glad we are partners.”

Senate Chair June Axinn’s review of the Senate role started with its creation in the early fifties, at a time of threats to academic freedom elsewhere that “didn’t take hold at Penn,” putting it in the category of institutions that protect faculty from political or other incursions on the search for new knowledge and its transmission.

All members of the standing faculty are members of the Senate automatically, she pointed out. Their access to Senate leaders, constituency representatives on the Senate Executive Committee and to school and Senate-level Committees on Academic Freedom and Responsibility, was described along with an overview of Penn’s extensive network of advisory committees. She described a significant institution at Penn, the regular meeting of Senate’s chair, past chair and chair-elect with the president and provost as a Consultation Subcommittee—and the larger Consultation Committee that has graduate and undergraduate leaders on it, too. She urged new faculty to watch for Senate communications in Almanac, and remember the location of the Senate Office: 15 College Hall.

Vice President for Human Resources Gary Posner sketched the nonacademic side of the house as it relates to faculty—the size and scope of the University, the role of many faculty as supervisors with responsibility to carry out policies and regulations regarding support staff, and the advantages of the performance evaluation system now in place. He also invited the newcomers to call upon his office for help in their hiring and supervisory roles.

Later, Benefits Manager James J. Keller discussed the University “package,” and advised that counselors would be available as newcomers select among health care plans. “This is not automatic,” he emphasized. “Each of you will need to make a selection.”

Two of the more detailed presentations—Detective Barbara Cassel’s on public safety, and Recreation Director Ron Bond’s on facilities open to faculty and staff for recreation and fitness—are summed up in new brochures distributed at the orientation. They are being widely distributed to others in the University.

A highlight of the faculty orientation was a break for a new University slide show, narrated by Training Manager Judy Zamost, that the Human Resources Office developed for group showings. “The University of Pennsylvania — A Way of Life” traces Penn history and historic firsts, and takes a visual tour of Penn today.

(For some “Key Items,” see next page.)

Orient a Grad Student

A reminder: the faculty is invited to Thursday’s reception welcoming new graduate and professional students to the University. The reception is an outgrowth of orientations set up three years ago by the students’ organizations (GAPSA and GSAC, standing for Graduate and Professional Students Association and Graduate Student Associations Council) with the help of the Vice Provost for University Life. The object: to parallel undergraduates’ new-student activities with an occasion that breaks down the bigness of Penn for new arrivals in advanced degree programs.

The time is 5-7 p.m. and the place is the Class of ‘55 Plaza between Houston and College Halls, or in Bodek Lounge at Houston Hall in case of rain.

ALMANAC. September 13, 1983

7
Correction

In last week's notice of the death of Henry B. Keep, his surviving half-brothers James and Charles C. Biddle were incorrectly referred to as step-brothers. Almanac regrets the error, and appreciates Dr. Benjamin Hammond's calling or attention to it. —K. C. G.