The Lindbacks, 1985

Friday at 4:30 p.m., the colleagues, students and friends of eight faculty members gather at Ross Gallery to celebrate their Lindback Awards for Distinguished Teaching. The recipients and some gleanings from the letters of nomination:

Dr. Richard Anderson, assistant professor of English, for transforming the dry to exciting and intense in the classroom, and for his "walking testimonial" to teaching outside it — in halls, at mealtimes, theatre, readings, and in his own Ware College House... Dr. Linda Brodkey, assistant professor of education, a favorite of adult students for generating enthusiasm and respect for social problems of literacy and writing, and linking major intellectual movements in language/linguistics to pedagogy in "challenging, innovative" and flexible, caring ways... Dr. Jerry Kazdan, professor of mathematics, for using mind and heart together to "rekindle a love of mathematics, of learning, and myself," as one student put it; others praised honesty, integrity, compassion, the ability to distill to the essence and inspire to discovery... Dr. Sorab Rabii, professor of electrical engineering, SEAS, for enthusiasm, intellectual demands, infinite time spent (including Saturday "problem sessions"), and hand-edged contributions such as upgrading courses and integrating computers.

In the Health Schools

Dr. Samuel Chacko, professor of pathobiology (Vet) as a superb research scientist making the transition to classroom with humor and accessibility, encouraging dialogue and de-fusing frustration (one student liked "to think creatively—and be shot down") with the capstone: He seems to enjoy... Dr. Alan Richard Cohen, professor of pediatrics now in the Division of Hematology at CHOP, who came as a student in 1968, stayed to be remembered for Sherlock Holmes Grand Rounds, now praised as thoughtful researcher, humane and sensitive clinician who challenges without threatening in the tense world of med-ed... Dr. Irving M. Shapiro, professor of biochemistry (Dental), for being "organized, witty, interesting, enthusiastic," and able to make often-indigestible Biochem 501 a highly palatable experience; carefully-made exams and personal concern offset a "blistering" pace... Dr. Neville Strumpf, assistant professor of nursing, for articulate and dynamic teaching, for performing "magic" on several levels; as "shining role model," coordinator of coursework, clinical mentor (gerontology her field) and internationalist outreach (University of Jordan last year, Israel coming up).

INSIDE

- Senate: Agenda for April 17, p. 2
- Update on Black Presence Issues, p. 2
- Documents in Dolfman Case: From the President/Provost, Dean Palmer, and Wharton SCAFR, pp. 3-4
- Speaking Out: On Senate Elections, Limits of Academic Freedom, pp. 5-6
- Academic Calendar for 1985-86, p. 6
- Sidebars to Music 1985-86, p. 6
- Comparative Costs of Penn Benefits, p. 7
4/4/85: Update to Black Student League

In accordance with the University’s commitment to an enhanced Black presence on our campus, this is a summary of key steps that have been undertaken.

1. The Status of Murray Dolfman

The following actions have been taken by the Wharton School on the basis of a review by its Academic Freedom and Responsibility Committee, and with the concurrence of its Legal Studies Department and Dean’s Advisory Council:

(a) Mr. Dolfman will not teach at the Wharton School during the Fall term next year.
(b) Dr. Dolfman will attend sensitivity and racial awareness sessions. He will completely review his course approach and content, in consultation with members of the Legal Studies Department, with regard to possible future use.
(c) If Mr. Dolfman teaches subsequently to next Fall, it will be based on the affirmative recommendation of the Legal Studies Department that the Department believes that unacceptable incidents will not occur, and Mr. Dolfman will be on probation for an adequate period with appropriate monitoring by the Legal Studies Department.

2. Racial Awareness Programs

(a) Each School will have a racial awareness program for faculty and teaching assistants, developed within the School and/or utilizing University-wide sessions.
(b) The Office of Human Resources will have a racial awareness program for staff supervisors and new staff members.
(c) The Office of University Life will have a racial awareness program for resident assistants.

3. Racial Harassment Policy

A strong University policy regarding racial harassment is needed. The administration, under the Vice Provost for University Life, has prepared a preliminary draft of a University policy. We reaffirm our commitment to develop policy in consultation with faculty, students, and staff.

4. 1986 President’s Forum

Next year’s President’s Forum will be devoted to minority issues. A faculty-student advisory group will be convened to plan and develop the program.

5. Faculty Recruitment

Increasing the number of minority faculty has been a priority since the outset of this administration. One of the Dean’s Working Groups focused on that objective three years ago, and it continues as a major objective reinforced by steps that we have taken and intend to take. These include:

(a) Dr. Marion Wollman was appointed as Associate Provost in May, 1982, with cognizance over all aspects of minority presence at the University.
(b) Minority faculty recruitment efforts are being designed and implemented under the direction of Dr. Wollman with the assistance of Dr. Valerie Swan Cade and Ms. Davida Hopkins.
(c) The Office of Affirmative Action has intensified its efforts in developing a minority faculty Vita Bank.
(d) Funds are being made available, for School use, to hire visiting faculty, adjunct faculty, and post-doctoral fellows. This step regularizes a past practice done on an ad hoc basis. Efforts are being directed particularly toward Schools without a Black faculty presence. Support will continue to be available to help Schools hire minority faculty through the Provost’s Reinvestment Fund.

6. Steering Committee on Black Presence

We believe that our effort to enhance the Black presence on the Penn campus can be significantly aided by re-establishing the Steering Committee on Black Presence. We support the re-establishment of this Committee, as an advisory body to the Provost, and we will seek recommendations from Black faculty, students, and staff for its membership.

Taken together, these University commitments represent significant progress on the matters brought forth by the Black Student League this spring. As stated in the March 29, 1985, initial working draft of the status report on five documents relevant to the Black presence at Penn, we support the focus of these documents and the enriched campus environment that they envision. We reaffirm the University commitment to continue to evaluate fully and to act appropriately on the options, suggestions, and undertakings in these documents. In this process, we will actively seek the advice of the Steering Committee on Black Presence.
From the President and Provost 4/2/85

On the Dolfman Decision

Racial diversity is essential to the University's educational mission. Every member of the University community has a personal responsibility to support that diversity. All of us must work to enhance a campus environment in which everyone feels an integral and welcome part of the community.

Teachers have special obligations in this respect, not only because they are charged with the intellectual development of students, but also because students look to them for guidance generally. The Statutes of the University, as approved by the Trustees, are clear that "The teacher is entitled to freedom in the classroom in discussing his or her subject." At the same time, that freedom obviously does not include humiliating Black students based on their race.

We have just received the report of the Wharton School concerning Murray Dolfman, a lecturer in the Legal Studies Department. As indicated by the summary of evidence in that report, Mr. Dolfman singled out several Black students and humiliated them by referring to them as former slaves or ex-slaves and by stating that they—more so than other students—should know the terms of the 13th Amendment to the Constitution.

The Wharton School—after review by its Academic Freedom and Responsibility Committee, and with the concurrence of the Legal Studies Department, and the Dean's Advisory Council—has concluded that this conduct by Mr. Dolfman was not acceptable and must not be allowed to continue. We fully agree.

In fashioning a decision based on that conclusion, the School followed a careful process of faculty consultation. That process is particularly important when, as in this matter, emotions run high. We believe that the School's decision protects the interests of students by ensuring that similar conduct by Mr. Dolfman will not re-occur and that all understand the unacceptability of that conduct. The decision also protects the interests of faculty members, both because it was made after careful deliberation and consultation and because it is fair in its substance.

It is time now for all of us to turn full attention to promoting both racial diversity and respect for the dignity of every person on the campus.

Shelley Hackney

Dean's Decision

Following is a memorandum sent to the President and Provost on April 2, 1985, by the Dean of the Wharton School.

You asked that the Wharton School review the Murray Dolfman situation. This memorandum is written in response to that request.

As you know, Mr. Dolfman has been a lecturer in the Legal Studies Department for the past twenty-two years. This year serious allegations were made concerning his conduct in the classroom.

I requested the members of the School's Academic Freedom and Responsibility Committee to consider the matter. They have done so and their findings are attached. I also asked the members of the Legal Studies Department for the views of its members, and I examined all the information and views received with the Dean's Advisory Council, composed of senior members of our faculty. Since this is a matter on which strong and conflicting opinions are held by many on the campus, the process of faculty consultation that I described seemed essential both to me and to my colleagues.

As a result of that process, the School has concluded that certain comments and actions by Mr. Dolfman in class were not acceptable, though allegations concerning other incidents in class were not substantiated, as indicated in the report of the Academic Freedom and Responsibility Committee. Further, there is a belief on the part of the Legal Studies Department that the content of his course syllabi and course approach need to be revised.

The following actions have also been taken on the basis of the report of the Academic Freedom and Responsibility Committee, input from the Legal Studies Department and other sources, and with the concurrence of the Legal Studies Department and the Dean's Advisory Council:

1. Mr. Dolfman will not teach at the Wharton School during the Fall term next year.
2. Mr. Dolfman will attend sensitivity and racial awareness sessions. He will completely review his course approach and content, in consultation with members of the Legal Studies Department, with regard to possible future use.
3. If Mr. Dolfman teaches subsequent to next Fall, it will be on the affirmative recommendation of the Legal Studies Department that the Department believes that unacceptable incidents will not occur, and Mr. Dolfman will be on probation for an adequate period with appropriate monitoring by the Legal Studies Department.

My Wharton colleagues and I believe that these steps constitute an appropriate response to the matter, ones that will both ensure that further unacceptable incidents do not occur and that fairness is achieved. On this basis, we now consider the matter closed.

Additionally, we will offer the racial awareness sessions and carry out the other measures on a School-wide basis that I have previously outlined to you.

—Russell E. Palmer, Dean

Report of the Wharton School Committee on Academic Freedom and Responsibility

To Dean Palmer March 28, 1985

1. The Wharton School Committee on Academic Freedom and Responsibility (hereinafter "Committee") presents this report on allegations concerning the conduct of Mr. Murray Dolfman.

2. In the academic year 1984-85, Mr. Dolfman allegedly conducted some classes in a manner that was racially discriminatory and/or highly offensive to black students.

3. The Committee was convened to consider this matter by Dean Russell E. Palmer on February 19, 1985. The Committee is elected by the Faculty under provisions of the Statutes of the Trustees and, subject to review by the Faculty, represents the Faculty in matters concerning academic freedom and responsibility.

With respect to members of the Standing Faculty, the Committee represents the Faculty in so-called "just cause" proceedings that involve "temporary exclusion of a faculty member, suspension, or termination of the appointment of a Faculty member, some matters arising from financial exigency proceedings, and other questions concerning an individual faculty member's claim of violation of his or her academic freedom." Detailed procedures exist for "just cause" actions involving members of the Standing Faculty. Mr. Dolfman has served as a part-time lecturer in what is now the Department of Legal Studies for some 22 years. His appointments have been in the form of successive one year contracts. As a part-time lecturer, Murray Dolfman is not a member of the Standing Faculty.

The Committee also has "power to make investigations, reports, and recommendations on any matter relating to academic freedom and responsibility" within the Wharton School.
Report of the Wharton Committee on Academic Freedom and Responsibility

4. The Committee was requested by Dean Palmer to perform certain tasks and to submit a report that would bear on the question of the renewal of Professor Dolfman’s position as a part-time lecturer. The Dean asked for “advice from the Committee on whether Professor Dolfman has violated his academic responsibilities in the conduct of his class.”

The Committee decided in its early consideration of this matter that its duties with respect to academic freedom and responsibility should extend to Mr. Dolfman irrespective of the fact that Mr. Dolfman is not a member of the Standing Faculty. The Committee is unaware of any administrative actions or proposed administrative actions with respect to the exclusion, suspension or termination of Mr. Dolfman during the term of his present contract. Similarly, there are no known claims by Mr. Dolfman (or others) of a violation of his academic freedom. These facts do not negate the possibility of the Committee’s being asked in the future to address an issue of academic freedom in this or in another case with somewhat parallel circumstances.

5. The Committee, acting under its general investigatory powers, has collected and evaluated information with respect to Mr. Dolfman’s conduct of the classes of November 12, 1984, and February 4, 1985. The Committee has also found and evaluated information relating to Mr. Dolfman’s general classroom conduct. The Committee held a session to obtain information from students of Mr. Dolfman on March 12, 1985, and met with Mr. Dolfman on March 22, 1985. Individual members of the Committee have had numerous other contacts with students and with Mr. Dolfman. Despite the Committee’s efforts, there may be facts and issues that have not come to the Committee’s attention in the course of its investigation and that should be weighed in any final evaluation of Mr. Dolfman’s teaching.

6. A tape recording of the March 12, 1985 meeting with students has been made available to Dean Palmer. Based on that meeting and other information, the Committee finds as follows:

   (a) In his two o’clock class on November 12, 1984, in the context of a discussion of specific performance, Mr. Dolfman asked the class what Constitutional Amendment related to the concept of involuntary servitude. There was no response. Mr. Dolfman observed that if anyone should know the answer, it would be the black students. He then asked the black students in the class, individually and seriatim, if they could recite the 13th Amendment. When none could do so, Mr. Dolfman asked one black student to stand and read the amendment out loud. He then asked the same student to repeat that reading. Mr. Dolfman, it should be noted, routinely singles out students for questioning and often asks them to repeat recitations or readings. Thus, it is the race of the students and the subject matter involved in this incident, not the procedure itself, that distinguishes it from other occurrences in this and other courses taught by Mr. Dolfman.

   (b) Mr. Dolfman then expressed surprise that while he, as a Jew and a “former slave,” celebrated the end of his slavery at Passover, the black students, whom he likewise called “former slaves” or “ex slaves,” did not celebrate the passage of the 13th Amendment. Mr. Dolfman said that except for the Amendment the black students would not be enrolled at Penn. Mr. Dolfman added comments to the effect that blacks should be thankful for this Amendment.

Four black students who were involved in their incident attended the March 12, 1985, meeting. They indicated the nature of their objections to these remarks. The stated objections centered on their being called “former slaves” or “ex slaves”. They said that they felt “hurt” and “humiliated”. The black students indicated that they feel no reason to be thankful for an act giving them rights which should have been denied them and for an act which subsequently gave them little in the way of truly equal rights. The black students objected strongly to having been singled out in this manner on this subject.

After the November 12, 1984 class, three of the affected black students went to Mr. Dolfman to ask for an apology. He acknowledged that his description of them as “former slaves” or “ex slaves” had been inaccurate, and said that the term “descendants of slaves” would have been more accurate. He apologized to the students for the remarks that they had found objectionable. The students told the Committee, however, that they were not satisfied with the apology, that they felt that it was not sincere and that it was made only to terminate the discussion.

(b) Questioning at the March 12, 1985 meeting elicited no affirmative response to any of the following questions:

Regarding the Spring Term 1985:

Did Professor Dolfman ask any students any black students to recite the 13th Amendment? the 14th Amendment?

Did he call black students slaves/ex slaves/former slaves?

Did he discuss black slavery?

Generally:

Were there incidents in either semester in which:

(1) black students were singled out for special questioning on grounds of race?

(2) black students were characterized by race as ex-slaves or otherwise?

(3) black students were treated differently from the other class members?

(4) topics were discussed in a way that would tend to make black students feel self-conscious/humiliated/subjects of ridicule?

(c) Despite allegations circulated in campus publications that Mr. Dolfman repeated his remarks with respect to slavery and the 13th Amendment in the Spring Term, 1985, the Committee has found no evidence that would support such allegations.

(d) There can be no question, however, that Mr. Dolfman did tell a black student on February 4, 1985, to change his pronunciation from “de” to “the”. The student involved was not present at the meeting to discuss the incident. Again, other students at the meeting observed that similar requests by Mr. Dolfman are made on a regular basis of all students whose speech does not meet his standards. Nonetheless, the “de” for “the” usage gets particular attention from Mr. Dolfman. The mispronunciation, in his opinion, marks the user as an “uneducated person”. Questions addressed to Mr. Dolfman by the Committee failed to bring forth any other “mispronunciations” by any other student or group of students that Mr. Dolfman routinely corrects. Southern accents, New England accents and other dialects and vernaculars are not criticized by Mr. Dolfman.

(e) Apart from the “de” and the “the” pronunciation correction, Mr. Dolfman does routinely correct students—all students, apparently—for such speech habits as “er”, “well”, “I think”, “you know”, etc. He also requires male students to remove their hands from their pockets and makes other comments on the deportment of students while they are making class recitations.

7. The Committee notes that prior to the complaints now lodged, no complaint has been filed by any student with any of the people who have served as the Chairpersons of the Legal Studies Department during the twenty-two years Mr. Dolfman has taught at Wharton. No complaints regarding Mr. Dolfman have ever been referred to the Legal Studies Department by the Ombudsman’s Office. Student’s course evaluations of Mr. Dolfman have been uniformly outstanding; he has been and remains an extremely popular teacher. Recent SCUE Course Guides record very favorable evaluations of his teaching. Competition has been keen among students to get into Mr. Dolfman’s sections of a course that is regularly taught by other professors with excellent course evaluations.

8. The Committee deplores the November 12, 1984, behavior of Mr. Dolfman and concludes that such behavior ought not be conducted. In the absence of further information on the February 4, 1985, incident, the Committee is unable to conclude how significant the incident may be.

Committee On Academic Freedom and Responsibility:

Paul E. Green
Shiv Gupta
Jack Gutenag
Ann Mayer
Almarin Phillips, Chair, Pro Tem
On Senate Elections
Two of the viable alternatives in democratic elections have come under discussion on our campus.

One is the two-party system, familiar to us all on the national level where it involves the creation and full-time maintenance of two parties which survive by underscoring their differences.

The other is a search committee system, the role that our Nominating Committee plays. A committee, itself elected democratically, seeks to balance a slate so that it calls upon the diversified strengths of the institution and at Penn, particularly seeks to balance the chair succession so that the Consultative Committee (past chair, chair, and chair-elect) are broadly representative when meeting with the Administration.

In our Senate Rules, the alternative of a petition slate was provided primarily as a safeguard, and has seldom been invoked until recently when it began to take the name of an opposition slate.

I believe the Nominating Committee has presented us with a splendid slate, broadly representative and pledged to listen to diverse points of view. The latter is important so that Senate can continue to examine all questions, meld its advice, and offer a unified voice. As Drs. Goodgal and Miller pointed out last week, one slate has the ability to create an appearance of division and conflict among Senate factions which weakens the role of the group as a whole. The wise voter should consider this question of long-term strength above current rhetorical excitement.

—June Ansin, Professor of Social Welfare and Past-Chair of the Faculty Senate

—Alfred J. Riley, Professor of History

—Carroll Smith-Rosenberg, Associate Professor of History and Director of Women's Studies

Just Another Election? Never!
Adverse economic and other pressures during the past decade have witnessed the end of an era of easy commitment to academic freedom, confidence between communication among our faculty and administrative bodies. Erosion of faculty salaries, changes in taxation and benefit status plus episodic but far-reaching waves of shallowness on issues variously affecting segments of all of University life have wreaked havoc with our sense of confidence in our environment and the previously understandable complacency of some of us toward the consequences.

Finally, two years ago a group of faculty were able to exert the enormous countercultural force necessary to give us a choice in our own Faculty Senate governance and to provide the energy and needed focus for our interaction with administration. This force has taken many forms since its inception, only part of which led to last year's alternative slate of nominees for election as officers of the Faculty Senate nucleated behind Dr. Anthony Tomazinis. Said by some to be divisive in character, this group and other faculty of similar commitment won the election in landslide proportions and through their unity of purpose in the mainstream of faculty choice and needs have made major progress in reducing the adverse pressures.

Another alternate slate of Senate nominees has arisen amongst our concerned faculty this year in order to maintain this progress. Divine? No! I believe this slate has been proposed because the faculty could not serve the individual positions with distinction and deserving honor but rather because the petition candidates have all been in communication with the "committed to progress movement," and they have pre-committed themselves to working together for real recovery of faculty confidence.

Last year was the first in our history that an alternate slate type election was ever held. How long will this continue? I venture to guess until we can again afford the complicity of a faculty who are convinced that their representation is representative, that their compensation is competitive and that common sense is again common on this campus.

—Paul A. Lieberman, Professor of Anatomy and Ophthalmology, Med

In A Quandr y
Many members of the Senate must find themselves in a quandry similar to mine in the current election. To all appearances, we have two honorable candidates for the chairmanship. How do we choose? I have resolved my own dilemma on the basis of experience. I have known Professor Grifalco for more than 20 years. Both in public and in private he has consistently stood for the highest academic values, undeterred by difficulties or immediate gains. I have inquired among my medical colleagues concerning the Nominating Committee's candidate, and, without exception, all testify to his amiability. But none has been able to cite an instance of a public position he has taken on any of the issues which have confronted us over the past few years. I do not recall any statement by him in the Almanac on any topic prior to his statement of candidacy. Although I try to keep informed on University affairs, I had, in fact never heard of him in this connection until now.

For these reasons, I have been forced to support the slate nominated by petition.

—Julius Wibner
Professor of Psychology

In Support of Two Slates
I am writing to express my support of having a choice in selecting officers to serve on the Faculty Senate. By having two slates, it is possible to indicate a preference in electing those persons who play an important role in faculty leadership. It should be pointed out that one need not vote for an entire slate, but selection for each office can be made on an individual basis. It is my hope that the rules governing these annual elections be changed so that the Senate Nominating Committee be required to present every year at least two candidates for each position to be filled in the Senate.

—Martin E. Hess
Professor of Pharmacology

Limits to Academic Freedom
Just as there are limits to freedom of speech, so also there are limits to academic freedom. The right of free speech does not protect libel or incitement to riot or the disclosure of troop movements in wartime. As a university, we are now engaged in exploring the limitations of academic freedom.

I agree with the President, the Provost, the Dean of the Wharton School, and most of the faculty of this University that it is not acceptable for an instructor so to embarrass and humiliate his students as to compromise the learning process. If that happens, it becomes the business of the Dean and of the Faculty because it is their responsibility that students be properly and adequately taught.

Beyond this, there is another more subtle concern in terms of standards of fairness and the University's perception of itself as a humane institution. It would not be fair or humane for a teacher to require a physically disabled student to recite in a context that called attention to his handicap. It would not be fair or humane for a teacher to require a rape victim to recite in a context that called attention to the historic abuse of his race under slavery. There is good reason to believe that blacks do not feel themselves a secure part of the in-group on this campus, and under the collegial and human values we profess, it is up to the non-blacks to govern their behavior accordingly.

This rather clear and simple issue has become entangled with another quite different issue in the Dolfman case. The question is raised of whether it is acceptable to embarrass students who are unprepared or to irritate and anger students in a technique for increasing their involvement in class discussion. This is not my own teaching style, but I do not consider myself the repository of ultimate wisdom on questions of style. As a (continued next page)
Speaking Out

(continued from page 5)

matter of fact, this is one more instance in which I believe diversity is good. If the students do not like a particular style, let them vote with their feet. It remains unacceptable, of course, if an abrasive approach is involved in a discriminatory way related to the race, sex, religion or ethnic origin of the student.

A third charge also has been levied by those particularly eager to punish Mr. Dolfman. Above and beyond any probable impairment of the learning process, any considerations of unfairness, insensitivity or discrimination in abrasive behavior, it is claimed that things he has said are offensive in and of themselves. Perhaps the time has come for the University to face the question of whether it wishes to narrow academic freedom on the grounds of offensiveness of ideas or phrases and, if so, offensiveness to whom. In an interesting juxtaposition James Ross recently quoted Paul Bender to the effect that mere offensiveness of language or behavior is not a proper ground for coercive restraint. I can understand how a reasonable person might take either side of that argument. What I cannot understand are those who support Professor Bender’s position except when the subject matter happens to offend them personally. That is not intellectually honest and it has no place in a university.

—Jean A. Crockett, Professor of Finance

Task Force Call

To the University Community

Since the September, 1984 publication of our Interim Report, there have been numerous public discussions about the Task Force’s recommendations. The University Council, the Faculty Senate, and student government discussions have been extremely helpful to members of the Task Force. As we review our work and develop our final recommendations, we would like to ensure that we have heard from all members of the University community as to their views on our recommendations and their suggestions for consideration of further recommendations.

The members of the Task Force on Conduct and Misconduct invite all members of the University community to send us their written detailed comments about the recommendations of the September, 1984 Interim Report.

Please send these by April 26 to: Task Force on Conduct and Misconduct, c/o Gigi Simeone, Associate Director of Residential Living, 3901 Locust Walk/B8, Ext. 3547 or Ext. 3131.

—Adelaide Dellava, Co-Chair
—James J. Bishop, Co-Chair
Professor of Biochemistry

Vice Provost for University Life

OF RECORD

This is the final version of the Academic Calendar for 1985-86. In draft form, it was reviewed by the same individuals and groups who reviewed the academic calendar in the past. A fall break is included; we understand that this will be the recommendation of the committee considering the fall break, without resolving the matter for future years.

—Thomas Ehrlich, Provost

Academic Calendar 1985-1986

1985 Fall Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29-30</td>
<td>Move-in and registration for transfer students</td>
</tr>
<tr>
<td>August 30</td>
<td>Center for University of Pennsylvania Identifica-</td>
</tr>
<tr>
<td></td>
<td>tion (CUPID) opens in Palestra for one day</td>
</tr>
<tr>
<td>September 1</td>
<td>Move-in for freshmen</td>
</tr>
<tr>
<td>September 1-6</td>
<td>CUPID open in Palestra</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 3</td>
<td>Opening Exercises, Freshman Convocation; Deans</td>
</tr>
<tr>
<td></td>
<td>meetings; Drop-Add begins</td>
</tr>
<tr>
<td>September 4</td>
<td>Wednesday Placement examinations</td>
</tr>
<tr>
<td>September 5</td>
<td>Monday First day of classes</td>
</tr>
<tr>
<td>October 12</td>
<td>Parents’ Weekend</td>
</tr>
<tr>
<td>October 21-22</td>
<td>Mon.Tues. Fall term break</td>
</tr>
<tr>
<td>November 2</td>
<td>Saturday Homecoming</td>
</tr>
<tr>
<td>November 11-15</td>
<td>Mon. Fri. Pre-registration for spring term</td>
</tr>
<tr>
<td>November 27</td>
<td>Thanksgiving recess begins at close of classes</td>
</tr>
<tr>
<td>December 2</td>
<td>Thanksgiving recess ends at 8 a.m.</td>
</tr>
<tr>
<td>December 9</td>
<td>Monday Fall term classes end</td>
</tr>
<tr>
<td>December 9-11</td>
<td>Tues.Wed. Reading days</td>
</tr>
<tr>
<td>December 12-20</td>
<td>Thurs.Fri. Final examinations</td>
</tr>
<tr>
<td>December 20</td>
<td>Friday Fall term classes end</td>
</tr>
</tbody>
</table>

1986 Spring Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9-10</td>
<td>Thurs.Fri. Registration, undergraduate transfer</td>
</tr>
<tr>
<td>January 13</td>
<td>Monday Drop-Add begins</td>
</tr>
<tr>
<td>January 14</td>
<td>Tuesday Spring term classes begin</td>
</tr>
<tr>
<td>March 8</td>
<td>Spring recess begins at close of classes</td>
</tr>
<tr>
<td>March 15</td>
<td>Spring recess ends at 8 a.m.</td>
</tr>
<tr>
<td>March 24-28</td>
<td>Mon. Fri. Pre-registration for fall term/summer</td>
</tr>
<tr>
<td>April 25</td>
<td>Friday Spring term classes end</td>
</tr>
<tr>
<td>April 25-30</td>
<td>Mon. Wed. Spring term classes</td>
</tr>
<tr>
<td>May 1-9</td>
<td>Thurs.Fri. Final Examinations</td>
</tr>
<tr>
<td>May 17</td>
<td>Thursday Labor Day</td>
</tr>
<tr>
<td>May 18</td>
<td>Sunday Baccalaureate</td>
</tr>
<tr>
<td>May 19</td>
<td>Monday Commencement</td>
</tr>
</tbody>
</table>

1986 Summer Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20</td>
<td>Tuesday 1st session classes begin</td>
</tr>
<tr>
<td>June 27</td>
<td>Tuesday 1st session classes begin</td>
</tr>
<tr>
<td>June 30</td>
<td>Monday 2nd session classes begin</td>
</tr>
<tr>
<td>July 4</td>
<td>Tuesday Independence Day, no classes</td>
</tr>
<tr>
<td>August 8</td>
<td>Friday 2nd Session classes and</td>
</tr>
<tr>
<td></td>
<td>Religious and other holidays, 1985-86</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sep. 2</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Sept. 16-17</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Sept. 25</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Oct. 14 (observed)</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>Nov. 11</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov. 28</td>
</tr>
<tr>
<td>Christmas</td>
<td>Dec. 25</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>Jan. 1</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Birthday</td>
<td>Jan. 20 (observed)</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Feb. 17 (observed)</td>
</tr>
<tr>
<td>Philadelphia Flower Show</td>
<td>March 9-16</td>
</tr>
<tr>
<td>Good Friday</td>
<td>March 29</td>
</tr>
<tr>
<td>Easter Sunday</td>
<td>March 30</td>
</tr>
<tr>
<td>Passover</td>
<td>April 3-May 1</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26 (observed)</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4</td>
</tr>
</tbody>
</table>

Number of Class Days

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>64</td>
</tr>
<tr>
<td>Spring</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>66</td>
</tr>
</tbody>
</table>

—OF RECORD—

Sidebars in the Music Series

Most of the artists in The Music Department’s Distinguished Artists Series for 1985-86 will be on campus during the week preceding their performance for interviews, speaking engagements, workshops, and even short performances. Any academic department or campus organization that wishes to sponsor an appearance by a particular artist or group should write to Thomas H. Connolly, Chairman, Department of Music, 201 S. 34th Street/D8.

The schedule and the artists:

October 6, The Tokyo String Quartet.
October 20, soprano Arlene Auger and the Bach Chamber Soloists.
November 10, Quinn, a five-voice ensemble from Holland.
November 17, Ketchum and Segal, flute and guitar duo.
December 8, The Chestnut Brass Company.
January 19, A tribute to Martin Luther King featuring tenor William Brown.
February 3, Trio d’Amore di Roma.
February 9, Valentine’s Day special featuring Canadian soprano Joan Patenaude-Yarnell, Sato Moughalian, flute and Mikael Eliasen, pianist.
March 2, The Fresk Quartet, from Sweden.
March 23, Paolo Restani, pianist.
April 6, Kalichstein-Laredo-Robinson Trio, pianists.
April 20, Leon Bates, pianist.
All concerts are on Sunday, 3 p.m., Harrison Auditorium, University Museum. Tickets for the series, which is presented in cooperation with the University Museum, will be sold first by subscription, but there will be 200 seats for students at much reduced prices at every performance.

But for Spring Music...

One of the concerts in the current Music Department season features three of Penn’s famous composers—George Crumb, George Rochberg and Richard Wernick—and the latter has set one of Emeritus Professor Charles Lee’s poems as his text. In the Penn Composer’s Guild performance April 13 the Wernick-Lee L. too, Rochberg’s Eleven Songs and Crumb’s The Sleeper are part of a program devoted to new works on love and nature. Curtain is at 8:30, the Ethical Society of Philadelphia, 1906 S. Rittenhouse Square. Concert is free, but first-come, first-served for limited seating.
Health and Dental Plan Rate Increases Eased by Tax Shelter

Premium rates for Penn's Blue Cross, Blue Shield 100 plan will go up 12% for the next fiscal year. Rates for the two dental plans will also rise. However, the net effect of the rate increases on faculty and staff contributions for these programs will be substantially eased. The University will implement new procedures under federal tax rules which allow payroll deductions for health and dental coverage to be sheltered from both federal income tax and Social Security Tax (FICA). The tax shelter along with the new rates will affect the June 1985 payroll cycle.

Here are examples of how the tax shelter works:

- An individual making $13,500 per year who has single coverage in the Blue Cross 100 plan will see an increase of $4.80 per month ($1.11 per week) in his/her payroll deduction for Blue Cross. But because of tax sheltering, the net effect of the increase will amount to $1.11 per month (28.5¢ per week) of take-home pay.

- An individual making $22,000 per year who carries family coverage in the Blue Cross 100 and in the Prudential Dental plans will see an increase totaling $22.50 per month. Again, since his/her contribution will be tax sheltered, the net effect of the increase will amount to only $4.55 of take-home pay.

The University continues to assume more than 80% of the total premium cost of health and dental benefits for faculty and staff and, even though the rates for some plans have gone up steeply, the tax shelter will significantly reduce the subscribers' net cost.

—James J. Keller
Manager, Human Resources/Benefits

April is Open Enrollment Month for Penn's health and dental plans. Open Enrollment is the time for you to consider how you are spending your health and dental care dollars. Among the choices Penn offers, you may find a plan that meets your needs. Coverage in the Penn Faculty Practice dental plan and in several of the health maintenance organizations (HMO's) is significantly less costly to subscribers. If you decide, you may change your enrollment any time through April 30, 1985.

Group Dental Programs
Monthly Premium Rates Effective July 1, 1985 through June 30, 1986

<table>
<thead>
<tr>
<th>Plan</th>
<th>Total Rate—Single</th>
<th>University Contribution</th>
<th>Subscriber Contribution (Monthly Pay Deduction)</th>
<th>Subscriber Contribution (Weekly Pay Deduction)</th>
<th>Total Rate—Family</th>
<th>University Contribution</th>
<th>Subscriber Contribution (Monthly Pay Deduction)</th>
<th>Subscriber Contribution (Weekly Pay Deduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prudential Plan</td>
<td>$13.25</td>
<td>13.25</td>
<td>-0-</td>
<td>-0-</td>
<td>47.30</td>
<td>27.20</td>
<td>20.10*</td>
<td>4.64*</td>
</tr>
<tr>
<td>Penn Faculty Practice Plan</td>
<td>$13.25</td>
<td>13.25</td>
<td>-0-</td>
<td>-0-</td>
<td>43.20</td>
<td>27.20</td>
<td>16.00*</td>
<td>3.69*</td>
</tr>
</tbody>
</table>

These rates are tax sheltered, and the net effect on take-home pay is significantly less.

Health Plan Rates for 1985-86

These charts represent the health and dental plan rates for the 1985-86 plan year. These new rates will be reflected in weekly and monthly contributions in the JUNE payroll cycle and apply to health plan coverage effective July 1, 1985. Faculty and staff contributions will be sheltered under section 125 of the IRS code in 1985. That means that contributions are subtracted from gross salary before Federal Withholding and Social Security taxes are calculated.

Group Medical Insurance and Health Maintenance Programs
Premium Rates for Subscribers and Dependents
Effective July 1, 1985 Through June 30, 1986

<table>
<thead>
<tr>
<th>Plan</th>
<th>Total Rate—Single</th>
<th>University Contribution</th>
<th>Subscriber Contribution (Monthly Pay Deduction)</th>
<th>Subscriber Contribution (Weekly Pay Deduction)</th>
<th>Total Rate—Family</th>
<th>University Contribution</th>
<th>Subscriber Contribution (Monthly Pay Deduction)</th>
<th>Subscriber Contribution (Weekly Pay Deduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Cross 100</td>
<td>$68.93</td>
<td>53.13</td>
<td>15.60*</td>
<td>3.65*</td>
<td>200.33</td>
<td>145.63</td>
<td>54.70*</td>
<td>12.62*</td>
</tr>
<tr>
<td>Philadelphia Health Plan</td>
<td>$65.03</td>
<td>53.13</td>
<td>11.90*</td>
<td>2.75*</td>
<td>180.13</td>
<td>145.63</td>
<td>34.50*</td>
<td>7.96*</td>
</tr>
<tr>
<td>Health America</td>
<td>$60.98</td>
<td>53.13</td>
<td>7.85*</td>
<td>1.81*</td>
<td>177.45</td>
<td>145.63</td>
<td>31.82*</td>
<td>7.34*</td>
</tr>
<tr>
<td>HMO PA</td>
<td>$66.40</td>
<td>53.13</td>
<td>13.27*</td>
<td>3.06*</td>
<td>161.60</td>
<td>145.63</td>
<td>35.97*</td>
<td>8.30*</td>
</tr>
<tr>
<td>HMO NJ</td>
<td>$62.20</td>
<td>53.13</td>
<td>9.07*</td>
<td>2.09*</td>
<td>157.00</td>
<td>145.63</td>
<td>11.37*</td>
<td>2.62*</td>
</tr>
<tr>
<td>Delaware Valley HMO</td>
<td>$68.90</td>
<td>53.13</td>
<td>15.77*</td>
<td>3.64*</td>
<td>192.93</td>
<td>145.63</td>
<td>16.00*</td>
<td>3.69*</td>
</tr>
<tr>
<td>Health Care Plan of NJ</td>
<td>$69.45</td>
<td>53.13</td>
<td>16.32*</td>
<td>3.77*</td>
<td>185.42</td>
<td>145.63</td>
<td>36.79*</td>
<td>9.18*</td>
</tr>
</tbody>
</table>

*These rates are tax sheltered and the net effect on take-home pay is significantly less.
Update
APRIL ON CAMPUS

Corrections: (dates changed)

10 Aerial Reconnaissance in War and Peace: Dino Brugioni, former senior official and Reconnaissance and Photo Interpretation Expert of the National Photographic Interpretation Center; 12:13 p.m., Rooms 101-102, Williams Hall (Regional Science Department).

19 Spatial Spectrum Estimation in a Coherent Signal Environment: A Generalization of the Vector Space Approach; Michael Zlotowski, systems engineering department; 11 a.m.-noon, Room 109, Moore School (Valley Forge Research Center).

20 Kite Flying Contest; part of General Alumni Society sponsored "Family Day" at the Morris Arboretum. Free for anyone with a kite, otherwise $2. Information: Ext. 7811.

CHILDREN'S ACTIVITIES

13 Kite-Making Workshop: open to children 9 & up and parents. 10 a.m.-noon, Morris Arboretum, $3.50. Information: Sara Monro, 247-5777.

CONFERENCES

12 Russian Music and Culture at the Turn of the Century: Dr. John Wiley, University of Michigan; Dr. Richard Taruskin, Columbia University; Dr. Alfred Rieber, University of Pennsylvania; Edith Fenton Rieber, pianist; 9 a.m.-4 p.m., Room 210 Music Annex. Information: Ext. 7544 (Department of Music).

13 Third Annual Maya Hieroglyphs Weekend: Two days of lectures and workshops on Maya writing, art, archaeology and iconography with Dr. Christopher Jones and nine colleagues; University Museum; $40, $30 Museum members, students and senior citizens. Information: Ext. 3024.

EXHIBITS

Now
John Blatteau Associates: Recent Work, Cret Gallery, Furness Building. Monday-Friday 9 a.m.-5 p.m. (Graduate School of Fine Arts). Extended through April 19.
Recent Works of Hanna Kohn, 10 a.m.-7 p.m. Monday-Friday, Faculty Club, Through April 1.

15 Genocide, documentary narrated by Orson Welles and Elizabeth Taylor; 4 p.m. and 7 p.m., Hillel (Holocaust Memorial Committee).

PUC Movies

13 The Big Chill, 7:30, 9:45 p.m. and midnight, Irvine Auditorium, $1.75.

Neighborhood Film Project
Films shown at International House, $3 general admission, $2.50 for members, students, senior citizens. Information: 387-5125, Ext. 222.
10 Filmmakers on Film: Bumel Wenders and Company; 7:30 p.m. Also April 12 at 7:30 p.m.
11 Burden of Dreams, by Les Blank, 7:30 p.m. Also April 12 at 4 p.m.

MEETINGS

15 Administrative User Group Meeting; noon, Room 236, Houston Hall. Information: Ext. 7320.
16 Papercheck Day: Information about an online system designed especially for end-users. Representative present, 9 a.m.-5 p.m., Biomedical Library's Conference Room and Microcomputer Facility. Information: Dr. Mary Berwick Ext. 4112.

MUSIC

14 Buddy Rich and his hand and the Penn Jazz Ensemble; 6:30 and 9 p.m., Zellerbach Theatre, Annenberg Center; $10, $8, $6 students and groups. Information: Ext. 6791.

SPECIAL EVENTS

11 Workaholics Unite: Are you a workaholic? Are you all wound up? Join other workaholics in the Hourglass and unwind: complimentary hors d'oeuvres will be served. All Faculty Club members, staff and faculty eligible to join, are invited, 5-7 p.m., Faculty Club.

TALKS

9 Expression of Insulin SV40 T Antigen Recombinant Genes in Transgenic Mice; Dr. Douglas Hanaman, Cold Spring Harbor; 4 p.m., Auditorium, Wistar Institute.
10 Coronavirus Glycoprotein Mutant Replication in Astrocytes; Dr. Ben Van Der Zeijst, University of Utrecht, The Netherlands; 4 p.m., Room 196-A, Medical Labs Building (Microbiology Graduate Group).
11 Health Policy and Social Work Practice: Past, Present and Future; Tobia Schwaker Kersan, professor of social work, Bryn Mawr College; 1:30-2:30 p.m., Room D-28, School of Social Work (School of Social Work).
12 Cortical Mechanisms Subserving Parameters of Limb Movements; Dr. A. Georgopoulos, department of neuroscience, Johns Hopkins University School of Medicine; 4 p.m., Physiology Library, Richards Building (Department of Physiology Seminars).
13 Cloning and Sequencing of Measles Virus; Dr. William J. Bellini, Laboratory of Molecular Genetics National Institutes of Health; 4 p.m., Auditorium, Wistar Institute.
14 Does Calcium Couple T-Tubule Signal to Calcium Release; Dr. Brian A. Curtis, professor of psychology, College of Medicine, University of Illinois; noon, Physiology Library, 4th floor, Richards Building (Pennsylvania Muscle Institute and Department of Physiology).

Anti-Graffiti Party: To paint a wall legally, or operate the high-pressure washer supplied by the city, volunteers sign up with Maye Morris at Off-Campus Housing, Ext. 5352, for the Saturday, April 13 neighborhood cleanup; then appear with old clothes and elbow grease at Spruce Hill Community Association, 257 S. 45th Street, at 9 a.m.

A First in Rugby: The Penn Women's Rugby Football Club, after running up scores like 32-0 against Hofstra, hosts the first-ever Ivy Invitational this weekend, bringing 200 competitors from women's clubs at Radcliffe, Princeton, Yale, Dartmouth, Cornell, M.I.T. and Tufts. Games begin at 10 a.m. Saturday and Sunday at Murphy Field, 38th Street near Gray's Ferry Overpass.

Oscar on Campus: Academy Award-winning Gradate Student Marjorie Hunt and her partner Paul Wagner will introduce and answer questions on "The Stone Carvers," 1985's Best Documentary Short Subject, at an open session 4-6 p.m. Monday, April 15, in B-17 Logan Hall.

14 Campus Holocaust Commemoration: Miles Lehrman, former commander of partisan unit, with illuminating ceremony; 7 p.m., Bodek Lounge, Houston Hall (Holocaust Memorial Committee).
15 Studies of TRH in Spinal Cord; Dr. Andrew A. Winokur, associate professor, departments of psychiatry/pharmacology; noon, Suite 100-101, Mezzanine, Medical Laboratories Building (Department of Pharmacology).
16 Chronic Pain Syndromes: A Biobehavioral Perspective; Dr. John Paul Brady, director, center for behavioral medicine, and Dr. Martin D. Cheatham, chief, behavioral medicine pain treatment program; 10:30 a.m., Surgical Conference Room, White Building, HUP (Department of Psychiatry Grand Rounds and Colloquia).
17 Functional Interrelationships of IL-I, IL-2, and Interferons; Dr. Jean-Louis Virelizier, Hospital des Enfants Malades, Paris; noon, Auditorium, Wistar Institute.
18 Regulation of Expression of Class II MHC Antigens in Humans; Dr. Robert A. Collo, Ludwig Institute for Cancer Research, Switzerland; 4 p.m., Auditorium, Wistar Institute.
19 Second Generation: A Personal Legacy; an open forum about children of Holocaust survivors; 4:30 p.m., Hillel (Holocaust Memorial Committee).
Utopia as a General Category of Literary History: Professor Hendrik Van Gorp, Katholieke Universiteit Leuven; 8 p.m., Max Kade German Center, 3905 Spruce Street (Comparative Literature and Department of Germanic Languages and Literatures).

Social Psychology in Historical and Personal Perspective; Dr. Otto Klineberg, 4:30 p.m., Room B-26, Graduate School of Education.

16 Chronic Pain Syndromes: A Biobehavioral Perspective; Dr. John Paul Brady, director, center for behavioral medicine, and Dr. Martin D. Cheatham, chief, behavioral medicine pain treatment program; 10:30 a.m., Surgical Conference Room, White Building, HUP (Department of Psychiatry Grand Rounds and Colloquia).
17 Functional Interrelationships of IL-I, IL-2, and Interferons; Dr. Jean-Louis Virelizier, Hospital des Enfants Malades, Paris; noon, Auditorium, Wistar Institute.
18 Regulation of Expression of Class II MHC Antigens in Humans; Dr. Robert A. Collo, Ludwig Institute for Cancer Research, Switzerland; 4 p.m., Auditorium, Wistar Institute.
19 Second Generation: A Personal Legacy; an open forum about children of Holocaust survivors; 4:30 p.m., Hillel (Holocaust Memorial Committee).
Utopia as a General Category of Literary History: Professor Hendrik Van Gorp, Katholieke Universiteit Leuven; 8 p.m., Max Kade German Center, 3905 Spruce Street (Comparative Literature and Department of Germanic Languages and Literatures).

Deadlines
The deadline for the May pullout calendar is Tuesday, April 16 at noon. Send to Almanac, 3601 Locust Walk/12 (second floor of the Christian Association Building).