Molecular Ophthalmology: PennMed’s New F.M. Kirby Center

In another “first” for the University of Pennsylvania Medical Center, the F.M. Kirby Center for Molecular Ophthalmology was dedicated last month. With its ultimate goal of preventing, treating and curing hereditary eye diseases through gene therapy, the molecular ophthalmology center is the first of its kind in the world, according to Dean William N. Kelley, CEO of the University of Pennsylvania Medical Center and Health System.

The center was made possible by a $5 million gift from the F.M. Kirby Foundation, whose “wonderful gift will have wide ramifications for both genetic science and the care of patients with hereditary diseases,” Dr. Kelley said.

The Center will be led by Dr. Stuart L. Fine, chairman of the department of ophthalmology at PennMed and director of the Scheie Eye Institute. Scientists at the center are already taking significant strides toward a comprehension of hereditary eye diseases, Dr. Fine said, citing particularly retinitis pigmentosa (RP)—which affects one in every 3000 children and young adults in the U.S.—along with macular degeneration and hereditary cataract. From the research at Penn he predicts an escalating effect in the field: “Once the biochemical defects of RP genes are understood fully, it will facilitate our understanding and ability to deal with other genetic defects causing blindness from retinal degenerations. Our vision scientists will work together, sharing knowledge and techniques in genetics with other molecular scientists at Penn.”

Inaugural Tickets

The Inaugural Committee is pleased to announce that tickets to the October 21 inauguration of Judith Rodin will be available to members of the University community. Tickets will be distributed on Thursday, October 13 and Friday, October 14 from 10 a.m. to 2 p.m. on Locust Walk at 36th Street.

— Office of the Secretary of the University
The following is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. Please communicate your comments to Senate Chair Barbara J. Lowery or Executive Assistant Carolyn Burdon, 15 College Hall/6303, 898-6943 or burdon@pobox.upenn.edu.

Actions Taken by the Senate Executive Committee
Wednesday, October 5, 1994

1. Academic Planning and Budget Committee. Past Senate Chair Gerald Porter reported that the first meeting of APBC was held on September 27, 1994. The committee will examine capital spending and ensure that it reflects academic priorities.

2. Senate Committee on Publication Policy for Almanac Report. Martin Pring reported that the committee’s work for this academic year would focus on the proposed merger of *Almanac* and *The Compass*. SEC encouraged Professor Pring to communicate to his committee the origins of *Almanac* in faculty communication and its value as a vehicle for expression of faculty opinion.

3. Senate Committee on Academic Freedom and Responsibility Report. Jack Nagel stated that the committee will continue to respond to academic freedom complaints that go beyond individual school boundaries. The committee is reconsidering the interim suspension policy approved by SEC last spring in light of concerns raised by the provost.

4. Senate Nominating Committee. SEC selected eight non-SEC members and chose the ninth member from the SEC membership by acclamation (see below).

5. University Council Committee on Committees. SEC elected five faculty members whose names will be forwarded to the Council Steering Committee.

6. Proposed Policy Governing Sanctions Taken Against Members of the Faculty. President Judith Rodin, Provost Stanley Chodorow and General Counsel Shelley Green joined SEC for the discussion. The three areas of focus were: 1) the complexity of the document; 2) a University-wide tribunal, a school tribunal, or a choice between those; and 3) sanctions and the role of the president and trustees in levying sanctions.

On the issue of complexity, the sections on disability were questioned most. Whether the language meets with federal requirements was also of concern.

On the issue of tribunals, there was general agreement that the two viable options were school committees on academic freedom and responsibility or a choice between the school committee and a University-wide tribunal.

On the issue of sanctions, two proposals were debated. One involved a University tribunal to decide upon the sanction and the other involved the original hearing board that would recommend a sanction to the president for final decision.

Following discussion the procedure was returned to subcommittee for further revision.

Under the Faculty Senate Rules, formal notification to members may be accomplished by publication in *Almanac*. The following is published under that rule:

**TO:** Members of the Faculty Senate  
**FROM:** Barbara J. Lowery, Chair  
**SUBJECT:** Senate Nominating Committee

1. In accordance with the requirements of the Faculty Senate Bylaws, notice is given to the Senate Membership of the Senate Executive Committee’s nine-member slate of nominees for the Nominating Committee for 1994-95. The Nominating Committee nominates candidates for election to the Offices of the Senate (chair-elect and secretary-elect), to the at-large and assistant professor positions on the Senate Executive Committee, and to the Senate Committee on the Economic Status of the Faculty, the Senate Committee on Academic Freedom and Responsibility, and the Senate Committee on Conduct. The nine nominees, all of whom have agreed to serve, are:

   Jacob M. Abel (professor mechanical engineering)  
   F. Gerard Adams (professor economics)  
   Peter J. Freyd (professor mathematics)  
   Frank F. Furstenberg (professor sociology)  
   Howard Goldfine (professor microbiology/medicine)  
   James Laing (professor operations & information management)  
   Mimi Mahon (assistant professor nursing)  
   Neville Stumpf (associate professor nursing)  
   Susan Sturm (associate professor law)

2. Pursuant to the Bylaws, additional nominations may be submitted by petition containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received by Sunday, October 25, 1994. If no additional nominations are received, the slate nominated by the Executive Committee will be declared elected. If additional nominations are received, a mail ballot will be distributed to the Senate membership. Please forward any nominations by petition to the Faculty Senate, 15 College Hall/6303.

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**Fall Break: Clarifying Dates**

Conflicting dates have been given for this year’s Fall Break in a few campus publications, including some communications from the Registrar’s Office, according to the Provost’s Office. That office confirms that the break begins at the end of classes on Friday, October 14, and that classes resume Wednesday morning, October 19. —*Ed.*

**Transition in Trustees from page 1**

“Under the stewardship of Al Shoemaker, the University has made great strides on many fronts,” said President Judith Rodin when Mr. Shoemaker announced his plan to retire from the chair on October 22. She cited among the achievements of the term he began in 1986:

- co-chairing the successful five-year “Campaign for Penn,” which raised its sights to $1.3 billion after a billion-dollar goal was met more than six months early—then met that goal early as well;
- increasing the University’s endowment 185 percent, from $540.1 million in 1986 to a current value of about $1.544 billion;
- dramatically increasing admissions applications (by 27 percent for 1992 alone—a record in the Ivy League) and internationalization (in this year’s again record-breaking pool of 12,731 was an all-time high of 1681 international students from 68 countries).

Mr. Shoemaker also headed the search committee that chose Dr. Rodin as Penn’s seventh president.

Mr. Shoemaker graduated in 1960 from the Wharton School, having been a member of Phi Beta Kappa and Sphinx, president of Sigma Chi, and chairman of the Houston Hall Board during his undergraduate days. He took a J.D. from Michigan in 1963. After serving with the U.S. Treasury Department and then with the Investment Bankers Association, he joined First Boston as senior vice president in 1969; left that firm in 1978 to become president and CEO of what is now Blyth Eastman Paine Webber; and returned as chairman of the board in 1981.

Elected to Penn’s Board of Trustees in 1984, he served on the development committee, facilities and campus planning committee, and long-range planning council before accepting the nomination to become chairman of the Board.

**The New Chairman:** Dr. Vagelos, whose nomination will be voted upon by the Trustees on October 20, took his bachelor’s degree from the College in 1950 and his M.D. from Columbia in 1954.

Noted for his discovery of acyl-carrier protein, Dr. Vagelos is the author of more than a hundred scientific papers and winner of the 1967 Enzyme Chemistry Award of the American Chemical Society. He is a member of the National Academy of Sciences, American Academy of Arts and Sciences, and American Philosophical Society, among other organizations; a trustee of the Danforth Foundation and of Rockefeller University; and holder of honorary degrees from Princeton, Brown, Columbia, Rutgers and other universities.
New Gateway to PennLIN: October 17

On Monday, October 17, the Library will introduce a new gateway to PennLIN. The gateway has been in test mode since the end of August and has already been well received by early users. On October 17, library.upenn.edu will connect to the gateway. The new gateway brings the campus a greatly expanded group of information resources. In addition to Franklin, the Library’s online catalog, and PennData, the journal article files linked to Franklin, the following databases will be available:

The full text of the Oxford English Dictionary providing simple definition-only searches and in-depth searches of the full Dictionary including quoted author, quoted word and date of quotation.

The complete Medline from 1966 to the present, with the new Ovid search interface that exploits the full power of the database, providing mapping and thesaurus support, and new downloading and printing options.

CINAHL/Nursing also with the power of the Ovid search system.

The Modern Language Association Bibliography, the major North American database for language and literature.

The RLIN/Eureka databases, including “BIB,” the combined catalogs of most major North American research libraries, and a number of subject specific databases in engineering, architecture, Latin American Studies, anthropology and history of science.

English Short Title Catalog (ESTC), a database of English language materials published throughout the world from 1473 to 1800.

Mead Data Central’s vast full text LEXIS/NEXIS databases, including the full text of major newspapers and business journals, congressional publications, etc.

Dow Jones/News Retrieval, including newswire stories, market quotes and other business and company information.

The Library Gopher, a selection of useful research-oriented internet resources.

Before October 17 the gateway can be previewed by telnetting to gateway.library.upenn.edu. After the 17th “library.upenn.edu” will connect directly to the gateway. Communication settings are: 8 databits, No parity, 1 stopbit, VT100 terminal emulation. The gateway uses Lynx, a hypertext program for VT100 terminals: up and down arrow keys are used to highlight a selected resource. Problems in connecting to the gateway should be reported to the Library’s Systems Office at 898-4824.

Most of the gateway resources are licensed for the use of Penn faculty, staff and students, and require a social security number sign on. Members of the Penn community who do not have a current patron record on file with the Library should check at a Circulation Desk or call Van Pelt Circulation at 898-7566 for further information.

Each major resource uses a different search system. Online help is listed on the first menu and there are also help / explain features in each databases. Printed Quick Guides describing the indexes and giving sample searches can be picked up from Library service desks. Additional help is available from Library Reference Desks:

Van Pelt 898-7555; e-mail librefer@pobox
Biomedical 898-5817; e-mail ref@al.mscf
Lippincott 898-5924; e-mail lippincott@wharton

The new gateway includes a Comments screen. The Library encourages faculty, staff and students to send questions, comments and suggestions.

— Office of the Vice Provost and Director of Libraries

Speaking Out

Bikes and Other Wheels

The preamble states that the bicycle-use policy “balances, and provides for, the needs of all concerned parties.” I disagree. It provides only for pedestrians; however, some of the pedestrians would have a bike.

The preamble goes on to state the policy “relies on the thoughtfulness, cooperation and consideration of the entire University Community.” Again, I disagree. I see no thoughtfulness or cooperation or consideration on the part of the pedestrian. The bicyclists have given up their use of the walks on campus. What have the pedestrians given up? Where is the “balance”?

I wonder what is more dangerous: the jogger weaving himself through the crown, the Physical Plant truck on the walk, the battery-powered Xerox vehicle that races past me or is it the person walking across traffic while reading the newspaper, never looking up to see where he or she is going?

Bikes on Locust Walk should be controlled not banned. Two simple lines of paint on Locust Walk could create bike lanes and speed limits could be set and enforced. Recklessness should not be tolerated.

Maybe once the bikes are not banned we can put the University Police in the areas surrounding the campus where they are really needed for our safety instead of in the middle of campus.

— J. Parsio, Serials Department, Van Pelt-Dietrich Library

On the ROTC Report

The thoughtful and balanced report of the ROTC Commission correctly observes that the continued ban on homosexuals in the armed services brings ROTC, as currently established at the University, into conflict with the University’s anti-discrimination policy. Equally important, I think, is a conflict between the enforcement of the ban on homosexuals in ROTC and the University’s commitment to freedom of expression.

In the discussions of the past year and a half, a broad spectrum of the University community has reaffirmed that a central, defining purpose of the University is the promotion of free, honest, and vigorous exchange of knowledge, opinion, and perspectives on all topics whatsoever. I applaud the commitment President Rodin made in her Sept. 28 letter to the faculty to safeguarding “respect for spirited debate and the free and open expression of conflicting views, and ensuring the highest standards of intellectual integrity, honesty, and rigor in all aspects of student and faculty endeavors, without exception, compromise, or excuse.” The ban on homosexuals in the military must be enforced on the basis of reports of speech, behavior, and associations that give rise to the suspicion that a person is homosexual. The ban thus tends to inhibit ROTC cadets and midshipmen from engaging in discussions of the scientific, cultural, ethical, political, and medical issues in which homosexuality figures, if they fear their participation or their views could lead to the belief that they may be homosexual. Similarly, the ban tends to inhibit ROTC students from associating with openly gay faculty and students. It is true that the current “Don’t Ask—Don’t Tell—Don’t Pursue” policy is designed to narrow the grounds on which uniformed personnel may be charged with homosexuality. Nevertheless, considering the vagueness inherent in the policy and the broad discretion given to commanding officers, current policy does not appreciably remove the chill from the speech and associations of ROTC students.

I conclude that ROTC, in its present form, is incompatible with the University’s purpose to promote the free exchange of ideas. I question whether even the “arm’s length” arrangement recommended by the Commission would be fully compatible with this purpose.

— Thomas Ricketts, Associate Professor of Philosophy

Speaking Out welcomes reader contributions. Short and timely letters on University issues can be accepted Thursday noon for the following Tuesday’s issue, subject to right-of-reply guidelines which can be found in our Guide for Readers and Contributors. Last published on March 29, 1994, the Guide is also available on PennInfo. Advance notice of intention to submit is appreciated.— Ed.
The Research Foundation: November 1 Deadline

Type A proposals should contain a brief description of the research and the specific needs which the grant will cover. The proposal should include:

I. Cover page(s)
   1. Name, Title, Department, School, Campus Mailing Address, Signatures of Department Chairperson and Dean.
   2. Title of proposal.
   3. Does the project utilize human subjects or animals?
   4. Does the project involve the use of any of the following:
      • potentially infectious agents including human blood, blood products, body fluids or tissues?
      • in vitro formation of recombinant DNA?
      • hazardous chemicals (acutely toxic chemicals, reproductive hazards, carcinogens)?
   5. Amount requested.
   6. 100-word abstract of need.
   7. 100-word description of the significance of the project for the educated non-specialist.
   8. Amount of current research support.
   9. Other pending proposals for the same project.
   10. List of research support received during the past three years. Include funds from University sources such as schools, department, or Research Foundation.
      If you were funded by the Research Foundation in the last three years, please submit a brief progress report with publications and grants proposed or received (no more than one page).
   11. A one-page biographical sketch of the investigator(s) listing educational background, academic positions held, and five recent publications.

Type B proposals are limited to ten single spaced pages in length. The following format is suggested for Type B proposals:

I. Cover Page(s)
   1. Name, Title, Department, School, Campus Mailing Address, Signatures of Department Chairperson and Dean.
   2. Title of proposal.
   3. Does the project utilize human subjects or animals?
   4. Does the project involve the use of any of the following:
      • potentially infectious agents including human blood, blood products, body fluids or tissues?
      • in vitro formation of recombinant DNA?
      • hazardous chemicals (acutely toxic chemicals, reproductive hazards, carcinogens)?
   5. Amount requested.
   6. 100-word abstract of need.
   7. Amount of current research support.
   8. Other pending proposals for the same project.
   9. Listing of publications and research support, including titles, amounts, and grant periods, received during the past three years. Include funds from University sources such as schools, department, or Research Foundation.
   10. A brief curriculum vitae for the principal investigator.

II. Introduction (two to three pages)
   Statement of the objectives and scholarly or scientific significance of the proposed work.

III. Methods of Procedure (three to four pages)
   Description of the research plan and methodologies to be employed.

IV. Description of the significance and impact of the project.

V. Description of how a Research Foundation grant will facilitate acquisition of future research funds.

VI. Budget (one page) two year maximum. Each budget item should be listed in order of priority.

Categories of Research Foundation support for Type B proposals focus on several areas of need. These are:

• Matching funds, vis-à-vis external grant sources.
• Seed money for exploratory research programs.
• Support for interdisciplinary research initiatives.
• Faculty released time.

Requests for student tuition and dissertation fees will not be considered by the Foundation.

The Research Foundation

Statement of Purpose

The Research Foundation encourages the exploration of new fields across a broad spectrum of disciplines. In doing so, the Foundation expands opportunities for faculty to attract support and resources from external sources while encouraging work in fields that are traditionally under-funded.

The Foundation supports two levels of grants. The first level, Type A grants, provide support in the range of $500 to $5,000. The second level, Type B grants, provide support in the range of $5,000 to $50,000. The standard application for a Type A grant is briefer than that for a Type B grant, reflecting respective funding levels. However, the review criteria for Type A and Type B grants are similar, and several general factors are considered in evaluating an application for either type of grant. They are:

• Its contribution to the development of the applicant’s research potential and progress.
• The quality, importance and impact of the proposed research project.
• Its potential value for enhancing the stature of the University.
• Its budget appropriateness in terms of the project proposed, including consideration of need and availability of external support.

The Application Process

The Research Foundation Board will review both Type A and Type B applications in the fall and spring of each academic year. Applications for the Fall cycle are due on or before November 1 of each year, while Spring cycle applications are due on or before March 15 of each year. All research projects involving human subjects or animals MUST receive Institutional Board approval PRIOR to funding. Questions concerning human/animal research should be directed to Ruth Clark at 898-2614.

An original and ten copies of both Type A and Type B proposals should be submitted to the Office of the Vice Provost for Research, 217 College Hall/6381.

* Ed. Note: For Spring Cycle 1994 awards of the Research Foundation, please see list on page 5.
129 new members were inducted into the Twenty-five Year Club at the Annual Dinner, October 6, 1994 President Dr. John de Cani of Wharton Statistics introduced his successor, Ms. Nora Burges, retired Business Administrator from Chemistry, and the organization unanimously elected as chair for 1996 Ms. Patricia Hanrahan of the Office of International Programs, who will first serve one more year as secretary. After completing ten years in that position she will be succeeded by Duncan Van Dusen of the Office of the Secretary.
Dr. Abass Alavi, Radiology
Ms. Margaret H. Allan, University Library
Mr. Howard Arnold, Social Work
Mr. Elisama Ayot, University Library
Dr. Robert L. Baker, Neurology
Mr. Benjamin N. Barone, Physical Plant
Dr. Audrey C. Bedford, Alumni Relations
Dr. Charles E. Benson, Clinical Studies/NBC
Dr. Ellen Berman, Psychiatry
Dr. Peter H. Berman, Neurology
Dr. Ray L. Birdwhistell, Annenberg School
Dr. Ronald J. Bolognese, Obstetrics & Gynecology
Dr. Howard Z. Borin, Pediatrics
Ms. Marie B. Brady, Residential Living
Dr. Peter L. Brill, Psychiatry
Dr. Stanley J. Brody, Rehabilitation Medicine
Dr. Arthur S. Brown, Surgery
Ms. Vennie Browning, Cell & Developmental Biology
Ms. Betty C. Bruce, Large Animal Hospital
Ms. Jane G. Bryan, University Library
Dr. Paul Burton, Mechanical Engineering
Mr. Alfred E. Campbell, VP Finance Office
Ms. Emma F. Castrege, University Bookstore
Mr. Chester M. Clark, Physical Plant
Mr. Larrie Coggin, Physical Plant
Dr. Peter Conn, English
Dr. John L. Cotter, Museum
Ms. Jean E. Craig, University Library
Ms. Eliza E. Crawford, Veterinary Medicine
Mr. Rudolph Davis, Museum
Dr. John Dempsher, Medicine
Dr. Keith R. Devries, Museum
Mr. John M. Dinardo, Physical Plant
Dr. Zoltan Domotor, Philosophy
Dr. P. Leslie Dutton, Biochemistry & Biophysics
Mr. Hamilton Y. Elliott, Jr., Archives
Dr. Nancy B. Ellis, Institute on Aging
Dr. Maria Erecinska, Pharmacology/Med.
Dr. Wilfred J. Ethier, Economics
Dr. Audrey E. Evans, Pediatrics
Dr. Craig Coyle, Physical Studies/NBC
Mr. Patrick Fields, Physical Plant
Dr. H. Terry Fortune, Physics
Ms. Renetta Fosque, Dining Services
Mr. Eugene Fox, Physical Plant
Mr. Robert L. Giaocopetti, Physical Plant
Mr. Henry P. Gillen, University Police
Ms. Gail S. Gilliam, Development
Mr. John Charles Glinek, Physical Plant
Ms. Velma W. Goode, Veterinary Medicine
Ms. Lotte O. Gottschlich, Pharmacology
Dr. Charles D. Graham, Jr., Materials Science & Engineering
Mr. Jon E. Grindle, ULAR
Dr. Brett B. Gutsche, Anesthesia
Mr. Frank Harris, Jr., Biomedical Library
Ms. Margaret A. Harsch, Biology
Mr. William Hartnett, University Data Center
Dr. R. Bruce Heppenstall, Orthopaedic Surgery
Ms. Lorraine M. Nightower, Graduate School of Education
Dr. Paul J. Honig, Pediatrics
Dr. D. Gerald Hurst, Jr., Operations & Information Management
Mr. Lemont C. Johnson, University Library
Dr. Valerie Jorgenson, Obstetrics & Gynecology
Mr. Marshall S. Keith, Physical Plant
Mr. Richard P. King, Lippincott Library
Dr. Sukhamay Lahiri, Physiology
Ms. Barbara Lawn, Physics
Mr. Scott C. Lederman, Treasurer
Ms. Pamela M. Leska, University Library
Mr. James Edward Lewis, Physical Plant
Mr. Paul Lopez, Microbiology
Ms. Martina Madison, Pathology & Laboratory Medicine
Dr. Alan E. Mann, Anthropology
Mr. Hugh McBreen, University Police
Ms. Mary McNichol, Pulmonary-Vascular
Mr. Robert R. Miller, Mechanical Engineering
Ms. Jean Mirarchi, Collections Office
Dr. Daniel A. Nesi, Medicine
Dr. Lawrence Newman, Law
Dr. R. Barrett Noone, Surgery
Dr. Joseph E. Pappano, Allergy & Immunology
Mr. Homayoun Pasdar, Surgery
Dr. David L. Paskin, Surgery
Mr. William C. Pennie, Biomed. Instrumentation
Ms. Marthenia A. Perrin, Wharton School
Ms. Margaret Petry, English Language Programs
Dr. James Pickands, III, Statistics
Dr. Giuseppe G. Pietra, Pathology & Laboratory Medicine
Dr. David E. Pleasure, Neurology
Ms. Hannah Prather, Dining Services
Dr. Gerald Prince, Romance Languages
Ms. Jennifer B. Quick, Museum
Mr. Kenneth R. Rafter, University Police
Ms. Elsa Ramsden, Nursing
Dr. John G. Reinhold, Pathology
Ms. Joyce F. Roselle, History & Sociology of Science
Dr. Alan C. Rosengquist, Neuroscience
Ms. Addie Ryder, Physical Plant
Dr. Joseph Schatanoff, Medicine
Dr. Irving M. Shapiro, Biochemistry/Dental
Dr. Frederick A. Simeone, Neurosurgery
Mr. James Smith, Physical Plant
Dr. Carroll Smith-Robinson, History
Dr. Thorne Sparkman, Jr., Medicine
Dr. Rudolf N. Staroscik, Surgery
Dr. Peter Sterling, Neuroscience
Dr. Brainerd F. Swain, Orthodontics
Dr. James A. Taitoian, Oral Surgery
Mr. David J. Taylor, Physical Plant
Mr. Victor Tecco, Environmental Medicine
Mr. Donald J. Tolomeo, Executive VP Office
Ms. Miriam Ruth Tyler, Construction
Dr. Anne G. Tyng, Architecture
Ms. Marion Van Hook, Dining Services
Mr. Duncan W. Van Dusen, Secretary’s Office
Dr. Donald H. Voet, Chemistry
Dr. Michael L. Wachter, Economics
Mr. Raymond Earl Wallace, Physical Plant
Ms. Mary A. Walsh, University Bookstore
Dr. Rosalyn J. Watts, Nursing
Ms. Arlene West, Dining Services
Ms. Ann D. Wetzal, Athletics Department
Dr. Linton A. Whitaker, Surgery
Dr. Warne H. White, Orthodontics
Ms. Theresa Wlodarczyk, Medicine
Mr. David E. Woldorf, Wharton School
Dr. Charles R. Wright, Annenberg School

[Two new members asked not to have their names released in print. — Ed.]
### Update

**OCTOBER AT PENN**

**CHANGE**

19. Les Syndicats et la Construction Européenne; Betty Slowinski, Wharton; noon; Meeting Room, Lauder-Fischer Hall (French Institute).

Postponed from October 12.

**FILM**

18. Schindler (Jon Blair); British documentary on Oskar Schindler.

7 p.m.; International House.

**MEETINGS**

13. Association of Women Faculty and Administrators Meeting; speaker, Barbara Stevens, Vice President and Secretary of the University; 4 p.m.; Ben Franklin Room, Houston Hall (AWFA).

19. Penn Students with Disabilities Organizational Meeting; 6:30-8 p.m.; Bishop White Room, Houston Hall; info: phone Mark Bogusz, 554-1409; Sigrid Peterson, 386-2126; or email petersig@ccat.sas.upenn.edu.

**TALKS**

14. Chiapas: The First Peace Negotiations; Alejandro Moreno Toscano, Peace Commissioner, Mexican Federal Government; 11:30 a.m.; Auditorium, Lauder-Fischer Hall (Latin American Cultures Program; Political Science).

Principles of Pain Management; John Farrar, neurology; noon; Agnew-Grice Auditorium, Dulles (Medicine).

Chiapas: Las Primeras Negociaciones de Paz; Alejandro Moreno Toscano, Comisión para la Paz, Gobierno Federal Mexican; 4 p.m.; History Lounge, College Hall (El Programa de Culturas Latinoamericanas; Ciencia Política).

17. Chromosomal Translocations and Molecular Pathogenesis of Rhabdomyosarcomas; Frederic Barr, pathology/laboratory medicine; 2 p.m.; Physiology Library, Richards (Pennsylvania Muscle Institute).

Molecular Approaches for Antigen Specific Cancer Therapy; Drew Pardoll, Johns Hopkins; 4 p.m.; Auditorium, Clinical Research Building (Institute for Human Gene Therapy).

18. Cardiac Transplantation in the '90s; Evan Loh, cardiology; 8 a.m.; Medical Alumni Hall, Maloney (Medicine).

The Oligosaccharyltransferase: A Complex Enzyme in the Endoplasmic Reticulum; Reid Gilmore, UMass; 4 p.m.; Physiology Library, Richards (Medicine).

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### About the Crime Report

Below are all Crimes Against Persons listed in the campus report for the period **October 3 through 9, 1994**. Also reported were Crimes Against Property, including 53 thefts (including 9 burglaries, 4 of auto, 13 from auto, 4 of bicycles & parts); 10 incidents of criminal mischief & vandalism; and 1 of forgery and fraud. Full reports are in Almanac on PennInfo.—Ed.

### The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported to the University Police Department for the period of **October 3 through 9, 1994**. The University police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on Public Safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Simple assaults—1, Threats & harassment—3
10/06/94 9:36 AM 3401 Walnut St. Threatening phone calls received
10/06/94 11:51 AM 3401 Walnut St. Threatening phone calls received at work/home
10/06/94 11:51 AM 3401 Walnut St. Threatening phone calls received at work/home
10/06/94 7:56 PM HUP Guard struck

**38th to 41st/Market to Baltimore:** Robberies (& attempts)—2, Aggravated assaults—1,
Simple assaults—1, Threats & harassment—2
10/03/94 3:08 PM Low Rise North Unwanted phone call received
10/03/94 11:03 PM Sigma Phi Epsilon Robbery of backpack
10/04/94 5:11 PM Chestnut Hall Staff being followed
10/04/94 2:48 AM 4013 Chestnut Gun fired at house/2 apprehended/to 18th
10/04/94 4:50 AM 3800 Blk. Walnut Fight
10/04/94 9:41 PM 4000 Blk. Sansom Robbery of pizza

**41st to 43rd/Market to Baltimore:** Robberies (& attempts)—1
10/08/94 2:03 AM 43rd & Locust Robbery by 3 actors

**30th to 34th/Market to University:** Robberies (& attempts)—1
10/08/94 7:57 PM 3200 Blk. Walnut Robbery of bags

**Outside 30th to 43rd/Market to Baltimore:** Threats & harassment—1, Indecent exposure & lewdness—1
10/06/94 1:19 PM 2211 Locust St. Report of harassment
10/08/94 6:24 PM 4300 Blk. Spruce Indecent exposure

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### Crimes Against Persons

<table>
<thead>
<tr>
<th>Location</th>
<th>Details</th>
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<tbody>
<tr>
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</tr>
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<td>Robberies (&amp; attempts)—2, Aggravated assaults—1, Simple assaults—1, Threats &amp; harassment—2</td>
</tr>
<tr>
<td>41st to 43rd/Market to Baltimore</td>
<td>Robberies (&amp; attempts)—1</td>
</tr>
<tr>
<td>Outside 30th to 43rd/Market to Baltimore</td>
<td>Threats &amp; harassment—1, Indecent exposure &amp; lewdness—1</td>
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Taking Teaching Seriously

Usually, when someone with a title like mine says that we ought to take teaching seriously, he means that faculty should devote more of their attention, more of their energy, and more of their time to their courses. The teaching in these pious speeches usually means undergraduate teaching. And cynics call the performance bombast, or at best hot air, and wonder whether the person making the remarks will alter the reward system to “encourage” faculty to devote more of all those things—attention, energy, and time—to teaching. I am as good a target for such wondering as anyone, but I would like to defend my oratorical excesses by assuring you that I am moving to make the record of teaching a greater part of the academic personnel process than it has been in the past. I am also, however, fully faithful to the tautology that in a research university faculty must do research and the teaching they do must include graduate as well as undergraduate teaching. This provost, at least, does not wish to remake the research university as an undergraduate college and wants the students who come here to recognize that they are not in such a college. As I told the freshman in my invocation speech, they must be deeply implicated in their education. The faculty will help them in the effort, and the research program of the faculty and graduate students greatly enriches the environment in which undergraduates become educated, both by enlivening the intellectual culture of the University and by engaging a faculty worthy of the students we admit. If we seek to give our students creativity, enthusiasm, and drive, we must teach what we do, not just what we know.

So if I am not merely urging you to set aside your research to devote more attention, energy, and time to teaching, what do I mean by “taking teaching seriously”? I mean that we should take our work as teachers as seriously as we do all other aspects of our work. We hold ourselves and our colleagues to the highest possible standards of research and intellectual achievement. We demand perfection from our leadership, while we tend to think of them as fallen men and women. Let us treat our teaching in the same manner.

First, let us create courses that are demanding and that meet the same intellectual standards as our scholarly and scientific work. Let us apply our highest ideals of thoughtfulness and craft to our courses—graduate and undergraduate.

Second, let us ask our students to do creative work that stretches them to the far edge of their ability and that prepares them for a world in which success in every endeavor requires the full application of one’s highest gifts.

Third, let us hold our students to the highest standard of which they are capable. Taking teaching seriously is, more than anything else, taking our students seriously, and that requires taking their work seriously. Respond to their work and do not shirk the responsibility of giving a fair and true assessment of its quality. Academic judgment is thine. Use it.

Fourth, let us treat our students not merely as learners but as people. As in every other relationship, we will get from our students a reflection of what we give them. In my view, a serious relationship with students requires a certain formality. To take students seriously is to treat them at arm’s length. Some students become friends, but friendship is not the model of the teacher-student relationship. We have a formal responsibility to our students and we are helping them meet a formal responsibility to themselves. We are not in loco parentis or in loco amici to our students. When they disappoint us, as some inevitably will, it is not the visceral disappointment we (also inevitably) earn from our own children or friends.

Fifth, let us recognize that some students will appear to be unworthy—because they are unappreciative—of our best efforts. But teaching is an act of faith as much as it is a transaction, and faith always defies the harsh realities of life. Moreover, our relationship with students is no less dynamic than our relationships with others. Our efforts in their behalf have their effect over time and have an afterlife. That statement is one of the tenets of the faith.

It may follow from these principles that we should devote more attention, energy, and time to our teaching, but that is not the point. Our work is professional work. Some of us find our tasks easy and can do them quickly; others of us thrash about some. Our work is not judged by the time or effort it takes, only by its quality. Teaching is one of the central elements of our professional work. Like every other element of that work, teaching well is essential to our stature and self-esteem as professionals.

Yet, the meaning of “taking teaching seriously” is not focused only on the behavior and attitudes of individual faculty. No faculty member can be fully serious as a teacher or scholar in a community that itself does not take these functions seriously. Taking teaching seriously requires that the faculty as a body take collective responsibility for the education of its students. This may be a truism, but it has implications that we have not fully embraced.

First, it implies that the faculty as a whole—usually acting through its subunits, such as schools and departments—must take responsibility for designing the programs of the University. It is the faculty that must say what it means to be an educated person—what it means to be an educated chemist, historian, sociologist, and so on. For many years in the University, we have tended to emphasize the freedom of choice of students. It is time to balance the students’ power of choice with that of the faculty, acting collectively to determine the course of education for students.

Second and consequently, it implies that the teaching of each individual faculty member is part of a whole. I am not sympathetic to the view that the academic program of the University should be the sum of the decisions of individual faculty members about what they will teach and how. Even in our current condition, our teaching leans on that of our colleagues, but our ethos ignores that fact. Taking teaching seriously requires us to take cognizance of one another’s teaching and to rebalance the weight of our academic freedom against the equally important weight of our collective and mutual responsibilities as educators.

Third, it implies that in a community of teachers in which freedom and responsibility are properly balanced we should be talking to one another about what and how we are teaching. At one end of the scale is the required course, taught by one or more individual faculty members on behalf of the whole unit or community. The community should discuss the content and style of such courses, for the community takes responsibility for them by requiring them. At the other end of the scale are the highly specialized graduate courses in which the individual vision and interests of faculty members have their maximum play. These courses too, however, should be the subject of discussion among the members of the community, for they are contributions to the community’s academic program. If we take teaching seriously, we should engage one another as teachers and should be willing to share our teaching, as we share our scholarship, with one another.

Taking teaching seriously is one part of taking ourselves seriously, individually and collectively. It requires us to balance our individual freedom—which we’ve earned by the arduous process of attaining tenure—with a commitment to the collective enterprise.

Academic freedom is freedom, rather than license, precisely because it confronting its limits in our communal responsibilities. The balance between freedom and responsibility requires us to join the issues with our colleagues and results, most of the time, in a consensus. When the balancing does not lead to consensus—when one group wins and one loses the debate—our commitment to the community and its purposes preserves the enterprise. For this to be so, we must respect one another’s point of view. Taking teaching seriously, as a collective and individual activity, requires this mutual respect. We are professionals and adults, so we can sustain that foundation of our work. Now you know that I am a man of faith.

—Stanley Chodorow, Provost