UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

OFFICE OF THE PRESIDENT

100 COLLEGE HALL CO
(215) 898-7221

October 12, 1982

To The University Community

Our vision of the University is inherently a collective one, capturing a common sense of purpose and resolve, a jointly held sense of both past and future. Over the last eighteen months I have spent much of my time listening and learning about our heritage, our present condition, how we are special, and where we need to improve in order to fulfill our potential. I have benefited from generous advice and help from many across the campus—those who spoke as individuals as well as those who spoke for one of our officially organized groups. They gave me the benefit of their own sense of where the University should concentrate its attention. The question that was most frequently asked, in one form or another, was "How can the University strengthen itself as an institution of first choice for faculty, students, and staff?"

There is, of course, neither a simple nor a single answer to this question. My own view is that we will succeed best by being careful in husbanding our resources in order that we may boldly invest in our own future. We need to understand clearly the assumptions we make.

In the enclosed *Statement of Purpose* I define a set of axioms that together form a context for planning and future decisionmaking. We must also be prepared to concentrate our energies in order to meet those special challenges time and circumstance have presented us. For the balance of this decade, I believe there are three such challenges: undergraduate education, research excellence, and student financial assistance.

In the enclosed statements, which are related to each other but have individual objectives, I have attempted to give collective voice to our aspirations for the coming decade. The first, *A Statement of Purpose,* provides a framework for discussion of the University's future. The second, *The Planning Process and its Calendar,* reviews what we have learned to date and our revisions in the planning process now under way, and also extends that process to include five-year plans for each of our Schools and Resource Centers. The third statement presents a *Development Plan* for simultaneously seeking new resources to preserve Pennsylvania's strengths as One University, to allow new investments in special opportunities for achieving academic excellence, and to strengthen the various parts of our institution through campaigns that focus on specific constituencies and programs.

In their present form, these three statements are addressed to the University community broadly defined: faculty, students, staff, alumni, and friends. They have been reviewed by and benefited from the generous comments of members of the Academic Planning and Budget Committee, the Council of Deans, the Executive Committee of the Faculty Senate, student leaders, and individual faculty members. On October 13, they will be on the agenda of the University Council and, on October 22, they will be discussed informally by the University's Trustees. After further discussion and consultation in November and December, I intend to revise the document in response to the advice I have received and present it for approval to the Trustees at their meeting in January.

The three statements are presented here for general University comment. I hope the colloquy will be lively and extended. My goal is to present to the Trustees a document that enjoys broad-based support.

Sheldon Hackney

A Statement of Purpose

From their origins in medieval Europe to the present, universities have proven themselves to be marvelously resilient. They persist through the centuries because they fulfill a fundamental human need to understand the world and every facet of the human experience, and because they adapt themselves successfully to changing circumstances.

Universities blessed such as ours is by a powerful heritage inevitably develop as much by indirection as by direction, as much by evolution as by design. Those of us here now, benefitting from the past and preparing for the future, are obliged to conserve and strengthen the University, intellectually, materially and spiritually, through conscious decisions informed by the possibilities residing in our history. Our contributions will be measured by our success in adding to the University's achievements and in sheltering it from the adverse effects of short-term fluctuations. While struggling with immediate problems and opportunities, ours must be the long view. Because Pennsylvania is imbued with a sense of its own history, the past is an important guide to the future.

The distinguishing features of the tradition that we must consciously bend to the realities of the future are easily discernible. We are an institution of firsts, a pioneer of new academic forms, new lines of research, new areas of education. Yet over the years, in many ways, we have remained true to Benjamin Franklin's original vision of a school that would bring together the "useful" and the "ornamental," an institution in which the liberal arts and sciences flourish side by side with professional education and in which the various disciplines draw important sustenance from each other. More than at other major universities, the internal matrix of intellectual interaction is vibrantly alive at Pennsylvania.

Like the urban setting that provides us so much stimulation, we are an energetic community, a bustling collection of entrepreneurs of the mind, finding ingenious ways to stretch slender resources to further ambitiously conceived academic ideas. We have thrived on the excitement generated by the creation of significant new knowledge—of electronic digital computers, of econometric models, of the nature of the American historical experience, of the shape of ancient civilizations, of devices employing nuclear magnetic resonance.

Just as we have drawn advantage from the complexity of our intellectual makeup, and the especially strong international dimension of our programs, so the human community that comprises the University gains strength from its diversity. Men and women of different races, religions, nationalities, regions, and economic backgrounds now join their efforts to the University's purpose, the betterment of the human condition through the pursuit of learning. Heterogeneity is prized at Pennsylvania not only because it fulfills a commitment to equal educational opportunity, but, even more, because it helps to create the sort of educational environment that best prepares people to contribute to an increasingly diverse and rapidly shrinking world.

We must now call upon the University's strategic advantages to strengthen it as a major research university, with a significant commitment to undergraduate, graduate, and professional education, during a period of academic as well as economic challenge. A formidable array of difficult problems faces us: an adverse economic situation, made hazardous by slow growth, high interest rates, the ravages of inflation, and an unusual degree of uncertainty; demographic trends that will produce a precipitous decline in the numbers of eighteen-year-olds, thus requiring greater efforts to attract undergraduate students of the quality to which we have grown accustomed; fewer academic employment opportunities for young humanists and social scientists; increasing difficulty in attracting the most talented scientists, engineers, and other professionals to academic careers because of the gap between what they can earn in academia compared to the private sector; and the threatened shifts in federal policy, particularly with respect to needed support for research and student aid, together with the precarious financial position of the Commonwealth of Pennsylvania, that presage inadequate levels of government support.

In times of plenty, institutions often grow haphazardly; in times of adversity, there is danger that they will wither wherever the attrition of the marketplace happens to strike. Our challenge is to make purposeful decisions, drawing widely on the collective wisdom of the University's faculty, students, and staff. We must be sure that our plans are feasible, that they address real problems, and that we pursue attainable goals. We must ask, are there better ways of accomplishing our tasks? Are there investments that could make us more productive over the long-run? Are there potential contractions that could make us a more effective educational enterprise?

The decisions we make will be the right ones only if we develop a greater sense of common purpose and direction, remaining faithful to the Pennsylvania tradition, 243 years in the making, which contains adaptive mechanisms of proven strength and strategic utility. Four axioms define our purpose and priorities and establish a framework for our discussions.

1. *The quality of faculty determines the worth of the University.* The University's faculty is remarkably strong. It is Pennsylvania's most important resource. The most critical issue we face is how best to maintain and enhance our faculty strength. Faculty compensation, facilities and time for scholarly and scientific investigation, and an environment that enhances the functioning of the community of scholars must be provided at a level that promotes the quality of the faculty.

2. *The University must operate within a balanced budget that promotes the financial well-being of the institution as a whole.* In the years ahead there will be a tendency for Schools, departments, and programs to seek individual accommodations with an increasingly harsh set of economic realities. We must, therefore, foster a greater sense of mutual commitment across the University. We must also recognize our obligation to those who will come after us by not allowing our activities to exceed our resources.

3. *The University's special character is reflected in the diversity of interests and people it attracts to its community.* We must continue actively to seek the talent for our faculty, our student body, and our administrative and operating personnel in ways that will produce a community at Pennsylvania marvelously diverse in backgrounds, interests, and perspectives.

4. *The scale of each component of the University must ensure the highest academic quality.* Although we expect some shrinkage here and some growth there, among individual Schools, departments, and programs, we intend to remain a University of roughly 1,750 standing faculty and 17,500 full-time students.

We should not, however, maintain our current scale at the price of quality. Academic excellence is our most important goal. There are three necessary conditions for each of the University's constituent parts. Failure to meet any one of them will require a careful reappraisal.

- Each School and program must preserve the strength and diversity of its student body. For undergraduate programs, this means garnering a larger share of the declining supply of the nation's high-ability students. We are already achieving modest success in our plan to attract more students than Pennsylvania has traditionally drawn from outside the Northeast. That effort must prove increasingly successful if we are to preserve the current scale of our undergraduate programs.
- Each School and program must invest in new faculty, and when necessary, invest in the refurbishing of basic research space. Although the times demand imaginative and sensitive cost containment, we must not rely on a democracy of suffering. On the contrary, we must fund promising ventures, and invest in good opportunities even while cutting back elsewhere, including the elimination of whole programs when necessary. Clearly, we will not have the resources to push ahead on all the creative ideas that will emerge from the faculty. The University must therefore focus its limited resources for innovation on those special opportunities where targeted investments can significantly enhance academic quality.
- Each School and program must maintain its ability to attract and retain faculty on a par with the very best universities. Each School and program must ensure growth of faculty real income at both junior and senior ranks.

To be successful over the next decades, the University must not only adhere to these axioms but must respond to three special challenges with the fervor and commitment that have given our University its reputation and distinction: undergraduate education, research excellence, and student financial assistance.

1. Undergraduate Education

Pennsylvania's competitive edge in attracting high-ability undergraduate students results from the variety and richness of its academic programs and its unusually productive mix of the liberal arts and professional disciplines. Our policy is to make undergraduate education the responsibility of the entire University faculty. Our challenge is to avoid the constrictions of an undue emphasis on pre-professional education, yet to make the general education of our undergraduates uniquely rich by bringing to bear the full range of the University's academic talents.

Whenever possible, we should remove the disincentives to graduate and professional school faculty members teaching undergraduates. Although modest financial rewards may be appropriate, however, the University's graduate and professional schools must nevertheless understand that they cannot expect significant financial benefits from the teaching of undergraduates. Their commitment to the overall well being of the University community must be the primary motivation.

The opportunities for bringing more of the University's intellectual resources to bear upon undergraduate education are enormous and will need to be worked out carefully by the deans and the faculties involved. Some techniques are already in use and can be expanded or intensified. The freshman seminar program in the College and the Honors Program offer great possibilities. The lessons in educational synthesis learned in the Exxon and Sloan experimental courses need to be applied more broadly. Multidisciplinary courses, joint degree programs, and undergraduate courses of study involving mixed faculties—as, for example, the Design of the Environment, Urban Studies, Management and Technology, and the Biological Basis of Behavior—are already in use and might be further expanded. Submatriculation and other techniques of bridging advanced undergraduate and graduate education offer further promise for opening up the resources of the University to its undergraduates.

To help focus consideration of undergraduate education at the University, a new Faculty Council for Undergraduate Education will be formed, including members from each of our thirteen Schools in reasonable proportion to the potential of their contribution. As its first task, the Council should recommend a set of curricular options and instructional mechanisms for University undergraduates that draw on the strengths, experiences, and academic perspectives of faculty from the liberal arts and the professions. In addition, the Council should consider the exciting possibilities of designing a common academic experience, perhaps only a single course, that would be shared by undergraduates across the University, no matter what their school or programs, as one part of their general education requirement. We have long weighed the relative advantages and disadvantages of such curricular opportunities. Now is the time for purposeful experimentation. The result may well be another Pennsylvania first: sound and exciting options that take unique advantage of the diversity of our academic community.

Beyond providing Pennsylvania undergraduates an unmatched richness of choice in fulfilling their degree requirements, a range that is only possible at a university of our complexity and openness, we should provide all students with the sort of intellectual experience that stretches and pushes them to the limits of their individual capabilities. This implies not new standards but an acute sensitivity to the individual needs of students at a crucial period in their education. It also implies paying critical attention to the informal curriculum, that part of a student's educational experience that takes place outside the classroom. It is important to our success, because it is vital to the personal growth of the students for whose total development we are responsible. One of the keys is to bring faculty members and students together in settings that promote conversation and the exchange of ideas, interests, and experiences. Our College Houses do this already as do various other living-learning programs in the residences, and many departments, faculty groups, and extracurricular activities. There are also important roles that graduate students can play in strengthening interaction between faculty and undergraduates. Yet, much more is required.

Our aim is to shrink the psychological size of the University while preserving the advantages of its variegated social, cultural, and intellectual life. No student—undergraduate, graduate, or professional—should finish a course of study without knowing well at least a few faculty members. Similarly, Pennsylvania should be the sort of university in which virtually every member of the standing faculty takes pride in regularly teaching undergraduates.

To achieve this will require both fresh thinking and new investment, including the creation of more faculty and staff housing adjacent to the campus. We will also require a responsive attitude on the part of the faculty. We must all realize that we are a part of a learning community that is residential and that we therefore have responsibilities to our colleagues and our students that extend beyond the formal curriculum. The sense of community must be palpable and intense, or we will be achieving less than our full potential.

2. Research Excellence

The research strengths of the University are extraordinary, and they are by no means connected only to the branches of science and technology. Our Ph.D. programs in the arts and sciences are among the oldest, as they are among the best in the world, and our research library, imaginatively kept current by a combination of attention from the graduate groups and the library staff, has achieved international distinction. Research time, research facilities, and a probing atmosphere of creative thought are special concerns. Coordination of those concerns with University-wide attention to undergraduate as well as graduate education is an essential challenge that we must address.

The University's competitive advantage in research derives from the inventive energies of its faculty and from the wide range of first-rate research facilities that it houses in close physical proximity. This proximity ensures a continuing interaction among the various disciplines and a stimulating mix of both informal and formal collaborations. Joint research ventures such as the Laboratory for Research on the Structure of Matter, the Leonard Davis Institute, and the Institute for Law and Economics are the fruits of such collaborations. In the past, such joint ventures were made possible by federal grants; in the future, the University will have to generate a larger share of its research support by capital gifts and grants from private industry as well as by cost savings and substitutions.

One essential task is to reconvince the Federal government that scientific and technological progress demands continuing investment in basic research and graduate education. The University must also play a more direct role in developing research support. To complement the recently established Research Foundation—into whose endowment are channeled patent royalties—we must create a research venture fund out of new and diverted monies. We must define reasonable incentives to encourage individual investigators and departments to develop new sources of outside funding. We must both assess our need for laboratory instrumentation and renovation and carefully weigh the options for accomplishing these goals through long-term financing. Though several sensitive issues remain unresolved with regard to the emerging new forms of cooperation between industry and universities, we must seek to resolve them and to capture some of the potential commercial value of new knowledge created by our faculty.

At the same time, each School should consider the opportunities for establishing new and enhanced patterns of compensation through group practices and other mechanisms that facilitate faculty in providing services outside the University. The School of Medicine's Group Practices offer one prototype, but each set of arrangements must reflect the particular traditions and academic standards of the participating disciplines and Schools. More important, each arrangement must link academic activities to professional practices in ways that provide substantial educational benefits to the School.

3. Student Financial Assistance

More than ever before, we require new funds with which to make a Pennsylvania education available to the broadest range of qualified undergraduate, graduate, and professional students. There is little prospect that annual tuition increases will be lower than the rate of inflation, so we must broaden our concept of financial aid and of those who need it. Already, a large majority of Pennsylvania students require the University's help in arranging educational financing through the University's own resources or through federal and state programs. In recent years, two of every three undergraduates and three of every four graduate and professional school students required such assistance. We must develop new ways to stretch limited University funds and to assist our students in finding long-term educational financing. We will investigate ways of using the Univerity's credit to generate funds that might be used in an attractive and sound long-term loan program. We will consider using more of the Univerity's financial aid budget to subsidize interest payments on funds borrowed elsewhere by our students and their families. We shall explore the feasibility of again charging graduate tuition for teaching and research assistants to the employee benefit pool. In these and other ways, we will help our students meet the increasing cost of a Pennsylvania education.

The Planning Process and Its Calender

Each axiom and special challenge in our Statement of Purpose implies a larger degree of mutuality within the University, leading to increased cooperation and sharing across School lines and to decisions that will benefit the institutions as a whole. What this decade requires most is a heightened sense of community and willingness to join in common efforts along with a shared sense of planning and priorities. It will, as the Academic Planning and Budget Committee reminded me, be a decade of choosing among ideas, initiatives, and programs.

This past year we took the first important steps in this process by identifying six immediately pressing issues, each of which became the subject of a separate working paper (*Almanac,* September 22, 1981, and January 15, 1982). Last winter the Academic Planning and Budget Committee superintended a University-wide discussion of the working papers and in April reported its general findings. In each of the substantive areas—increasing minority faculty and students, undergraduate education, graduate education, research, educational outreach, and ties with the City—important lessons were learned and many steps are already under way. This process, which ultimately engaged the time and talent of scores of faculty, students, and staff throughout the University, led to important judgments in each area.

1. Minority Faculty and Students

We discovered no easy wasy to increase minority presence on the campus. The commitment we have made to this goal, however, is now well established. Using appropriate incentives and careful monitoring, we expect to increase the rate at which we appoint minority scholars to the faculty and attract minority students to the University. One substantial gain was in undergraduate admissions: minority students comprise seventeen percent of the class of 1986, up by more than one hundred students over last year. We also increased the number of minority faculty members, though not by as many as we had hoped. As recommended by the working group, the associate provost (in addition to assuming responsibility for graduate education and working with the Schools and Resource Centers on financial planning) will have general oversight for the recruitment of minority faculty and students. Marion Oliver will cooperate with individual School faculties in reviewing how Affirmative Action officers can best work with School personnel committees. In addition, the newly established Affirmative Action Council, chaired by Ivar Berg, will render advice on policy matters and will monitor the results of our recruiting efforts.

2. Undergraduate Education

With little fanfare, some key recommendations of the working group on undergraduate education are now being implemented. The "writing across the curriculum" program now provides direct assistance to students enrolled in major undergraduate courses, and tutorial help to students in College Houses. This year we made a major investment in computing in FAS. We are also developing a more inclusive set of programs in computer science within the Engineering Schools for which we are now seeking funding. We are seeking funds, as well, for an expanded academic base in the College Houses.

3. Graduate Education

The principal recommendation of the working group on graduate education has been well understood and widely accepted: We must significantly increase our support for graduate students across the whole range of the arts and sciences. The Council of Graduate Faculties will continue to examine the University's programs of graduate support, suggesting how current funds might be best augmented and distributed. Working with the Development Office, the Council will also explore new ways to raise support for graduate study, including the creation of more named fellowships. At the request of the Academic Planning and Budget Committee, the Provost's Office will begin a general review of the scale, scope, and coordination of the University's graduate programs.

4. Research

The academic community at the University is engaged in an extraordinary range of research in almost every conceivable discipline. Research efforts in the arts and sciences require a special kind of attention in acknowledgement of the grave shortage of individual project support and the need to guide graduate students into projects that will earn them recognition in an overwelmingly competitive academic market. The working paper on research made clear that ongoing cutbacks in federal funding, coupled with rising costs and past practices of deferred maintenance, pose a fundamental threat to the excellence of our research enterprise, especially in the physical and biological sciences. As a minimum, this next year we must complete an assessment of the University's research facilities, including space, in order to calculate the investment needed for their rehabilitation. Vice Provost Barry Cooperman will be responsible for this effort and will be assisted by the University Council Committee on Research and the original working group on research capacity chaired by Dean of Medicine Edward Stemmler.

The working paper on research, as well as the discussion it engendered, also noted that the University lacked a coordinated strategy for developing joint ventures with private industry. In partial response, the University has helped organize and will host a national conference in December 1982 on university/corporate relations in science and technology. The eight major research universities co-sponsoring the conference will join with representatives of major corporations and key government officials in discussing common goals and the risks and benefits of cooperative ventures.

5. Educational Outreach

Since the publication of the working paper, David Burnett, director of the College of General Studies and Summer Sessions and Associate Dean in the Faculty of Arts and Sciences, has taken the lead in informally linking educational outreach programs across the University. Last spring, he formed an *ad hoc* committee with representatives from all the Schools, including those not currently involved in educational outreach. During the coming year, this *ad hoc* committee will work to increase the visibility of our outreach programs as well as continue to share experiences and expertise. The Committee will also serve as an informal clearinghouse for inquiries from groups outside the University that have an interest in noncredit courses.

6. Ties With the City of Philadelphia

The University is an active benefactor of the City of Philadelphia and an equally active beneficiary. We have taken the first, modest steps to make University facilities and personnel more accessible to our neighbors in West Philadelphia and to catalog our ties, informal as well as formal, to public agencies and institutions throughout the Delaware Valley. One principal need, however, remains an administrative focus for our efforts. The appointment of an Executive Director of Public Affairs will be a critical step in bringing the necessary coordination to our complex mix of state and local governmental affairs and University communications.

The Calendar

This year we must again expand our planning efforts. Detailed academic planning for the allocation of resources is the first responsibility of the Provost and his colleagues. The University's annual budget and review of appointments and promotions are the principal mechanisms with which they help shape the University's future. To make certain that our plans and appointments take the best advantage of our resources, we are developing a twenty-four month budget that will allow us to place greater emphasis on cost and personnel controls and the more efficient use of space. Authorizations for new faculty searches will similarly be valid for twenty-four months so that no School or deparment is rushed into making less than the best choice. Finally, to be certain that we will be able both to appoint new, and to improve the economic status of current faculty, final authorization for new searches and offers will be given only after a School has closed its budget.

The primary initiative for academic planning belongs to our Schools and Resource Centers. They are responsible for defining academic programs, organizing research efforts, and providing scholarly and professional services. Each School and Resource Center now requires a detailed five-year plan including strategies for attracting more minority faculty and students, for increasing the real incomes of faculty and staff, and for developing new sources of external support. The five-year plans should begin with a clear statement of the intellectual directions of the School or Resource Center over the next decade and must necessarily include frank appraisals of current programs, administrative organization and functions, and physical facilities. New ventures must be identified along with the substitutions and reallocations necessary to fund them. Finally, each School and Resource Center will have to address questions of scale by examining its ability, during a decade of economic uncertainty, to maintain the quality of its student body, to make critical investments in new faculty and programs, and to increase the real incomes of its faculty and staff.

These tasks—the shift to a twenty-four month budget and development of five-year School and Resource Center plans—make for an ambitious eighteen-month schedule.

This schedule calls for a detailed review of the University's strategic opportunities, a reassessment of current programs, and a twenty-four month budget that mandates every unit in the University to achieve significant cost savings through operating efficiencies.

None of these efforts can be achieved without the work of the University's dedicated staff in support of the educational mission. We must continue to build the sort of environment that leads to productive and satisfying work lives for all of Pennsylvania's employees. This requires additional emphasis on staff mobility and development, communications within the University, and opportunities for staff members to contribute ideas for improving the operations of the University.

Academic Planning and Budget Schedule 1982-1984

October 15, 1982

University administration, in consultation with Academic Planning and Budget Committee, develops FY 1984 budget guidelines.

Schools submit initial requests for faculty searches.

November 15, 1982

Schools and Resource Centers submit preliminary FY 1984 budgets.

Academic Planning and Budget Committee, Provost's Office, and Council of Deans begin review of Schools with five-year plans in place.

January 15, 1983

Final FY 1984 budgets of Schools and Resource Centers approved.

Faculty searches authorized for FY 1984 (to continue through 1985).

March 15, 1983

Final Tuition and Fee Schedule approved for 1983-1984 academic year.

University administration, in consultation with Academic Planning and Budget Committee, develops preliminary FY 1985 budget.

April 15, 1983

Schools and Resource Centers submit preliminary FY 1985 budgets and requests for faculty searches.

May 15, 1983

Salary increases approved for 1983-1984 academic year.

Preliminary FY 1985 budgets and 1986 faculty searches approved.

September 15, 1983

University administration reviews tentative FY 1985 budgets and FY 1983 performance to adjust FY 1984 and FY 1985 budgets accordingly.

October 1, 1983

Schools submit preliminary five-year plans.

October 15, 1983

University administration, in consultation with Academic Planning and Budget Committee, issues final guidelines for FY 1985 budget.

Academic Planning and Budget Committee, Provost's Office and Council of Deans continue review of School and Center plans.

December 15, 1983

Final FY 1985 budgets of Schools and Resource Centers approved.

January 15, 1984

School and Resource Centers update five-year plans for review by Academic Planning and Budget Committee, Provost's Office, and Council of Deans.

March 15, 1984

University Administration, in consultation with Academic Planning and Budget Committee, develops preliminary FY 1986 budget.

Development Plan

To fulfill our promise, Pennsylvania must also attract gift support at new and challenging levels. We will accomplish this goal only by linking our planning axioms, academic priorities, and development activities. We know as well that this effort will require a judicious investment of resources in the tasks of promoting Pennsylvania and the active involvement of increasing numbers of people with the capacity to help.

1. One University Needs

To preserve Pennsylvania's strengths as One University will require new investments in faculty, students, research, teaching, and living. Such needs must be met if we are to strengthen the University's standing as an international institution by attracting outstanding students and faculty and providing them with opportunities to teach, learn, and live in a stimulating environment. Needs in this category include:

- Endowment of professorships
- Student financial assistance for undergraduate, graduate, and professional students
- Endowment of the University Research Foundation to provide seed money for faculty research
- Renovation of University residences, classrooms, and other key buildings
- Operating and endowment funds for central University Resource Centers including the library, performing arts, and athletics

Endowed Professorships: To fulfill our promise to make Pennsylvania competitive, for the very best faculty requires resources as well as cost savings. The traditional strategies of endowed professorships and fellowships remain paramount objectives. Endowed chairs add permanency as well as diversity to our faculty while they relieve pressure on the University's internal resources. A teaching chair that is fully self-supporting requires an invested principal of between $1 million and $1.5 million. We need new chairs and additional funds to endow fully some underendowed and only partially supported existing professorships.

Student Financial Assistance Term and Endowment Funds: For the University to continue to reflect the democratic ideals its founders envisioned, it must continue to be affordable to widely diverse groups of students. As tuition has risen, the drawing ability of private academic institutions has fallen. At Pennsylvania, average undergraduate and graduate tuition and fees are currently $8,000. Last year 16,254 University students received $89.7 million in financial assistance. In the next three years, we project such assistance will have to grow to a level significantly greater than $100 million. Gifts alone will never meet this need, but they are a necessary component of our system of financial assistance that makes possible a truly representative student body—economically, socially, and geographically.

Research: The need for basic research is greater than ever, but the necessary funds and facilities are increasingly scarce. For Pennsylvania to remain a great research university, we must arrest the deterioration of our research facilities and push ahead on targeted improvements such as biology, chemistry, computer science, and a medical school research facility in the Hospital of the University of Pennsylvania. These and other facilities will be essential as the University explores opportunities to expand its research relationships with high technology corporations.

Perhaps in no other area is the power of even modest amounts of discretionary funds better illustrated than in the Research Foundation. Income from endowment will be used to help younger faculty in the early stages of promising research that may eventually attract much greater external support.

University Life and Resource Centers: The ambience of campus life is an important element in the total education received at Pennsylvania. The library, living accommodations, athletics, and extracurricular activities all contribute to an atmosphere that makes learning enjoyable. The University must preserve its rich asset of student dormitories, particularly the Quad complex, which is one of the finest collegiate facilities in the nation. Substantial funds are also needed for renovation of classrooms and a number of classic University buildings.

The library is a preeminent One University need. We must not only make a special effort to maintain and increase the library's book and journal funds, but we must also make significant capital expenditures for new information technologies and services and for new ways of providing access to the expanding universe of research materials that we cannot acquire for our own collections. In the future, the excellence and usefulness of the library will be measured not only by the size and quality of its own collection, but also by the range of resources it is able effectively to deliver to its users by conventional and electronic means from a variety of sources.

The support of athletic teams and intramural sports is expensive but critical to fostering campus spirit. We will seek operating endowments for a wide range of athletic activities, including football, and other men's and women's sports. In addition, substantial funds are needed to renovate facilities. Additional student recreational areas located around the campus are a principal need.

The vitality of the University's student body is well represented through the myriad performing groups that populate this campus. Additional facilities will be sought for developing and displaying our talents in music, dance, and drama in all their various combinations.

These One University needs will be especially prominent in soliciting gifts from individuals and organizations most kindly disposed toward Pennsylvania as an institution.

2. Special Opportunities

This second category includes opportunities where targeted investment can make a significant difference in the academic quality of the University. These can include those areas in which Pennsylvania enjoys distinctive competence or where new opportunities to expand knowledge exist that the University is especially suited to pursue. Other opportunities can include programs that are essential to a great multidisciplinary university as well as innovative undertakings in fields where there is intellectual excitement, faculty commitment, and promising donor potential. With a creative faculty such as we enjoy at Pennsylvania, there will always be more proposed innovations than the University can support. Academic decisions will be made, when necessary, to target resources and fund raising efforts on the most promising areas.

3. School and Resource Center Campaigns

The third category in the developmental plan is School and Resource Center programs and campaigns. Some Schools and Research Centers are, or will shortly be, in positions to launch formal campaigns primarily directed toward raising endowment funds to support their activities and to relieve future budgetary pressure. Every School and Resource Center will be encouraged to develop a campaign whose success will depend on the clarity of its needs, the capacities of its constituency, and the astuteness with which it encourages interest in its future. Such efforts will be coordinated with other University development activity to minimize intra-University competition.

Many potential donors have their own desires with respect to directing their contributions, and these do not always match University priorities. To the extent that these gifts strengthen the University, they will be accepted. Judgments must always be made, however, on whether accepting a gift might weaken or dilute the University's effort in areas more appropriate to its priorities.

In seeking support to meet these many needs, we must increase the numbers of trustees, alumni, administrators, and faculty involved in cultivation and solicitation. We must have more Pennsylvania advocates in the field presenting the virtures and opportunities of this great institution. No one is a more powerful advocate of the University than a professor who cares passionately what he or she is about. We must use this passion and expose potential donors to it.

Annual fund raising over the next five years must exceed the rate of the Program for the Eighties—the single most successful campaign in our University's history. To attract such support, it is critical that the University define its priorities clearly and boldly. An undifferentiated list of multiple needs will not be sufficient. Rather, a carefully integrated mix of One University goals, special opportunities, and targeted School and Resource Center campaigns will communicate to all potential supporters where we are going and why.

Please address comment on these documents to:

President Sheldon Hackney
100 College Hall/CO
University of Pennsylvania
Philadelphia, Pa. 19104

Almanac

3601 Locust Walk/C8
Philadelphia, PA 19104