

**Five-Year Plan
1987-1991**



University of Pennsylvania
Graduate School
of
Fine Arts

To the University Community:

The following document is the tenth in a series of School five-year plans to be published For Comment. This draft has been considered by the Academic Planning and Budget Committee, as well as by the University administration, and it will be revised periodically by the School. Readers are urged to bear in mind the University tenets on future scale, which can be found in "Choosing Penn's Future."

Comments concerning this draft should be sent to Dean Lee G. Copeland, The Graduate School of Fine Arts, 102 Meyerson Hall/6311.

—Sheldon Hackney, President

—Michael Aiken, Provost-designate

Graduate School of Fine Arts Five-Year Plan: 1987-1991

Introduction

In 1990, the Graduate School of Fine Arts will celebrate its 100th anniversary. In 1991, the Furness Building, our library, will also be 100 years old. Thus, the period represented by this document, 1987 to 1991, is particularly important to us. Many of the goals and actions we propose come into sharper focus with these two anniversaries as important targets.

For the past several years, the faculty, student committees, and chairmen have been engaged in the development of the five-year plan; it has been reviewed by University committees and the administration as well. In the process, we have accomplished many of our goals, initiated many new programs, and updated and extended our plans and aspirations.

The relatively wide spectrum of programs in our School, combined with an environment which actively embraces and nourishes cross-disciplinary work, provides fertile ground for facilitating and supporting new directions. It is our intention to promote interaction without sacrificing the focus, integrity and uniqueness of each of our disciplines.

Our goals and plan of action for the next five years address two broad areas.

One is to support and strengthen those programs and activities which are a part of our heritage and of the professions we serve. These traditional areas are Architecture, City and Regional Planning, Fine Arts and Landscape Architecture and Regional Planning. The Architecture Department views architecture as an art grounded solidly in material realities; in the search for appropriateness, the Department emphasizes the importance of social, cultural, and physical contexts. The central mission of the Department of City and Regional Planning is making cities and their environs better living and working environments. Fine Arts is committed to the visual realization of experience beyond the normal limits of our awareness. The aspiration of the Department of Landscape Architecture and Regional Planning is to train informed designers who understand the natural environment, places and people, and who look to all three for the program, plan, design, and form.

The second area of action for the School is to invest in new programs in education and scholarship which are critical to the future well-being of our society. This entrepreneurial activity is essential to our viability and relevance in the future. Recent actions include our investment in computing resources, new programs in Historic Preservation and Appropriate Technology, proposals for joint programs, such as in environmental science, and the introduction of executive education programs in the Government Administration and Energy Management and Policy programs.

There are common threads which unite the departments within the School and provide the foundations for constructing our plans. We are concerned here with the design, planning, conservation and management of fitting environments: communities, institutions, places, buildings and landscapes which give form and accommodation to the family of man. We are dedicated to an understanding of the nature of the built and natural environments and how the lives of people and societies are facilitated and supported by the environment. Table I shows the composition of the Graduate School of Fine Arts today. The following plan focuses on our goals pertaining to programs, faculty, students, administration, facilities and resources.

Table I
GSFA Composition

Dean & Associate Dean Support	Graduate Programs
Office of the Dean	Department of Architecture
Registrar	Department of City & Regional Planning
Communications Officer	Department of Fine Arts
Archives	Department of Landscape Architecture & Regional Planning
Computing	Program in Appropriate Technology
Development Officer	Program in Energy Management & Policy
Gutman Center	Program in Government Administration
*Fine Arts Library	Program in Historic Preservation
*Slide Library	Program in Urban Design
Centers	Graduate Group in Architecture
Center for Environmental Design & Planning	Graduate Group in City & Regional Planning
Fels Center for Government Energy Center	Graduate Group in Energy Management & Policy
Urban Simulation Laboratory	**Undergraduate Programs
	Design of the Environment
	Fine Arts
	Urban Studies

*not GSFA responsibility

**inter-school programs with the School of Arts and Sciences

Goals for 1987-1991

What are our goals, what trends do we predict during the next five years and how have our accomplishments in the recent past helped prepare us for the future? Our School is positioned to take advantage of, respond to and lead in directions we believe will be important for the future.

Support and strengthen existing and developing professional programs

The historic programs which formed the School's foundation as it developed include: Architecture, City and Regional Planning, Fine Arts, Landscape Architecture and Regional Planning, and Urban Design. Government Administration has been reactivated after a hiatus of a number of years.

Our new programs, Energy Management and Policy, Appropriate Technology, and Historic Preservation, have developed well and are successful. All faculty are appointed to or drawn from established departments in the School or elsewhere in the University. This encourages interaction between these programs and related departments, but also creates competition for resources and scarce faculty positions. Often, faculty are appointed who are able to contribute to more than one program.

In the future, some programs might be included as part of a related department, become a separate department, or continue as an individual program, as Urban Design has done. To institutionalize the gains and development of these programs, standing and associated faculty appointments are projected for Government Administration and Historic Preservation. In the past two years standing faculty have been appointed in Energy Management and Policy and in Appropriate Technology.

All of the programs, historic and new, share certain needs. Some of these include increased student aid, changes in faculty composition, improvements to facilities and equipment, increased computing resources, facilitation of scholarship and research activity, increases in interaction between programs, increased faculty support and continuing modifications to curriculum. In regard to curriculum, City & Regional Planning is challenged to reconsider certain values that have distinguished the contributions of this profession to society. Among these are a concern for social good and the quality of the environment, the role of the planner as synthesizer and as one with sophisticated analytical and modeling capabilities. These capabilities and qualities should be applied in redefining the need for city planners in the United States today and in the future, as well as the contribution which this program can make in the training of foreign planners. The faculty of the Urban Design program plan to develop the research studies they have initiated on urban and suburban form of life and to develop an institutional structure whereby the results of these studies become part of the database used by professionals in the field. The Architecture Department plans to consolidate the sequence of theory courses with the new appointments proposed for this fall. It plans to increase the size of the one year student body in order to present more advanced studio choices and to increase the number of theoretically oriented seminar options. Landscape Architecture and Regional Planning has two goals: to introduce a new undergraduate and graduate program in Environmental Science in association with the School of Arts and Sciences and the School of Engineering and Applied Science and to reconsider the direction and scope of Regional Planning.

Both Appropriate Technology and Government Administration have developed and grown substantially in the past few years. We were fortunate to attract a distinguished economist, Professor Howard Pack, to head the Appropriate Technology program, which program, along with the Energy Management program has secured student support funds from the Agency for International Development.

Government Administration has developed with substantial support from the Fels Fund under the leadership of Dr. James Spady. Dr. Spady has now become director of the Fels Center for Government. It is critical to make standing faculty appointments that relate strongly to the program in the near future in order to institutionalize a strong core for the professional program and engage more standing faculty in teaching and research. Plans are now underway to develop joint programs between Government Administration and City and Regional Planning and Energy Management and Policy. Students in Government Administration will gain from a greater knowledge of planning processes, theories and methods and the phenomenon of urbanism. City Planning students will be more effective practitioners with an understanding of political and institutional structures and processes and the practices of administration and management. Faculty could find fertile opportunities for research and advancement of the respective fields through cross-disciplinary associations.

In recent years all our programs have been enriched by the addition of foreign studies programs and field assignments in Italy, France, India,

China, the Caribbean and South America. Often students engage with communities, government agencies and local professionals in addressing real planning, design and management issues.

Continue to strengthen programs leading to doctoral degrees

The School sponsors doctoral programs in Architecture, City and Regional Planning and Energy Management and Policy. Each program is responsible to a Graduate Group.

The Graduate Group in Architecture offers three fields of specialization: theories of architecture, technology and representation. The majority of participating faculty are from the GSFA and the History of Art with individuals from American Civilization and Folklore. The Graduate Groups in City and Regional Planning and Energy Management and Policy draw their faculty from a wider pool; City and Regional Planning has 60 members, and students are involved in areas including policy analysis, regional science, social work, social systems science, transportation and health policy.

The programs range from modest to substantial enrollments including a high proportion of foreign students. The most important need in all of the programs is an increase in financial aid which will allow the programs to compete successfully for the very best students (Architecture has deliberately decreased enrollment in order to become highly selective) and to increase the number of U.S. students pursuing Ph.D.s.

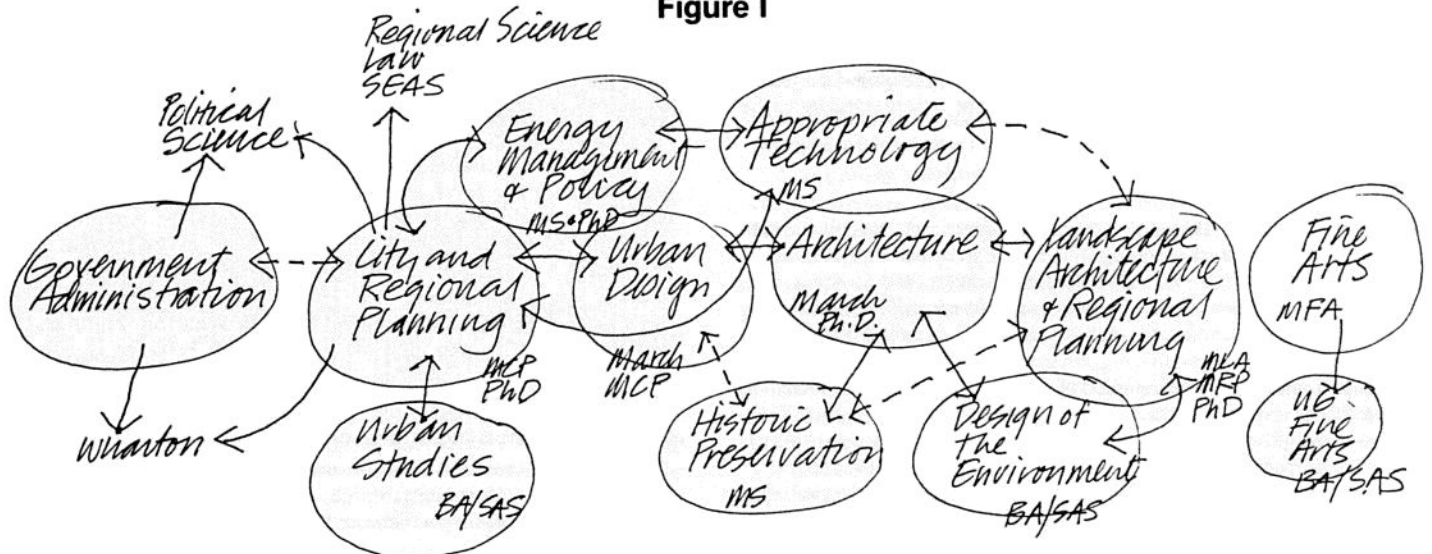
Another objective, especially in Architecture, is to develop a program of funded research engaging faculty and students. Research in the School in certain areas of the sciences, in energy and in transportation has been quite active. Other faculty and students have focused on non-funded scholarship especially in history and theory. It is apparent that there are opportunities in other areas, such as in technology, to develop funded research. This will expand the base of inquiry and frontiers of knowledge in the disciplines represented, provide a vehicle for training Ph.D. students in doing research and provide resources for support.

We promote and will increase interaction between the professional Ph.D. programs by using qualified Ph.D. students as instructors. In general, the professional programs should gain from a greater infusion from the Ph.D. programs of a basic attitude of inquiry, development of new knowledge and research. In turn, the professional programs can provide those engaged in graduate study and research with perspective on the application and relevance of their inquiry to the professions and society. An element of tension may exist between the traditions of scholarship and professionalism, but there is an opportunity for constructive interaction in that tension. Professor Seymour Mandelbaum, chairman of the Graduate Group in City and Regional Planning, suggests that the faculty participating in the Ph.D. programs through the Graduate Groups are being challenged by students and peers to extend their scholarship and knowledge and he challenges the faculty engaged in the professional programs only to seek an equivalent form of "testing".

Continue & increase our participation in undergraduate education

We are substantially involved in teaching and responsible for managing three undergraduate majors in the School of Arts and Sciences: the

Figure I



Design of the Environment, Urban Studies and Fine Arts; we offer courses to non-majors in each of these areas and in some of our graduate areas. We intend to continue our responsibilities in these three programs, increase majors in Urban Studies through changes in the curriculum and through recruitment, increase enrollments in Fine Arts courses for non-majors and increase sub-matriculation opportunities in the Design of the Environment and Urban Studies programs. Further, we will increase participation by the City Planning faculty in Urban Studies, develop 500 level courses for undergraduates and graduates such as "Cities and Urbanization" and "Natural Factors in Planning and Design", expand and revise the Environmental Science undergraduate major with Geology and participate in University-wide initiatives including: the Undergraduate Development Fund, Freshman Seminars, Writing Across the University and the Freshman Lecture Series.

Develop & strengthen our computing resources

The School's goal in the field of computing is to maintain its academic preeminence in the field of urban modeling and to build a comparable reputation in other academic disciplines including Architecture, Energy Management and Policy, and Regional Planning. We seek to make computer training appropriate to the disciplines available to all students.

Distinguished members of the faculty, including Dean and Professor Emeritus Britton Harris and Professor Stephen Putman, are recognized internationally for working with the computer in modeling transportation and land use systems. They have trained a number of students who now teach in leading universities here and abroad and who staff major planning agencies.

In the last several years, the School has strengthened its position in computer education through the appointment of tenure track and visiting faculty as well as junior lecturers. They have made it possible to offer short introductory courses for students, faculty and staff and to expand regular curricular offerings in City and Regional Planning, Architecture, Landscape Architecture and Regional Planning, and Energy Management and Policy. The courses could not have been offered had the School not also made a parallel investment in hardware and software. For most individuals in the School, it is the IBM PC, with word processing, data base, financial, and graphic software, which represents the link to computing. For ecological planners and for some architects, the VAX-Intergraph system made possible highly sophisticated design and the creation of physiographic data bases. This system has proven too costly to maintain, but it is being replaced with new IBM equipment capable of fulfilling most of our needs in graphics and computer-aided design.

One of the School's goals in the area of computers is to participate actively in the theoretical exploration of the role of the computer and its current and potential impact on design process, professional practice and on the changing perspectives on problem identification, communication and solution. Such an investigation is seen as appropriate to the scholarship interests of this School. Parallel to developing our expertise in teaching and research and adding equipment, we will improve spaces for computing in Meyerson Hall during 1987.

An additional goal for the Graduate School of Fine Arts, indirectly related to its teaching and research missions, is to achieve greater efficiency in administration through use of the computer. With a considerable diversity of departments, programs, degree requirements and curricular offerings, record keeping is difficult and time consuming. Gradually, staff are turning to the computer for help, but much remains to be achieved.

Increase & strengthen interaction between programs within the School and the University

Cross-disciplinary interaction between programs will benefit the substantive development of teaching and research within individual programs, particularly in the contextual content of certain disciplines. This will increase the effectiveness of professionals in identifying and solving problems in the environment which, by their nature, are complex, comprehensive and require multi-disciplinary attention.

Interaction nurtures development of new combinations and directions and facilitates responsiveness to changing needs. The Appropriate Technology, Urban Design and Historic Preservation programs are products of just such interaction. (see Figure II)

Interaction should lead to economies in sharing of faculty, offering certain courses in computing, statistics, drawing, color and theory

*INTERACTION
Between PROGRAMS*

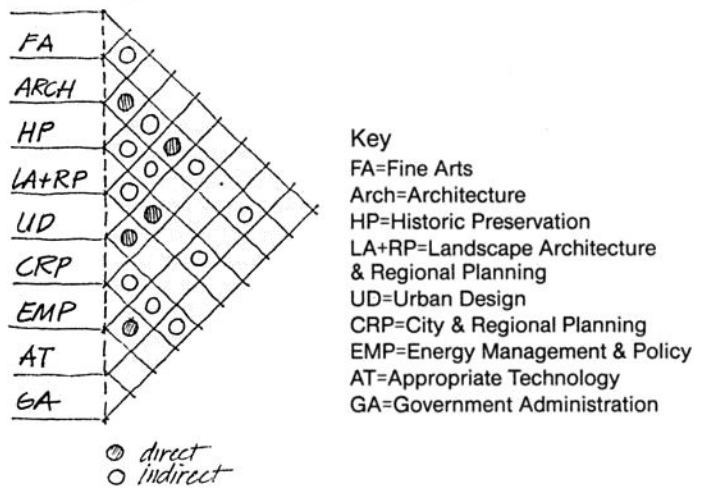


Figure II

appropriate for students from differing programs and sharing of facilities and equipment such as in computing.

Our school is not limited to one focus. The fields represented here ranging from Fine Arts to Government Administration begin from different premises and require students and faculty with differing backgrounds, skills, interests and aims. Programs and people interact only where interests overlap. The School can be best described as a chain of links extending, in many instances, to other programs in the University such as: Architecture with Real Estate and Engineering; Landscape Architecture and Regional Planning with Geology; City Planning and the Energy Management and Policy and Government Administration programs with the Wharton School, Regional Science and Political Science; and the Ph.D. and undergraduate Urban Studies programs with a similar variety of linkages. (see Figure I)

The School Curriculum Committee has recently facilitated the implementation of two School-wide courses: "Cities and Urbanization" and "Natural Factors in Planning and Design". A variety of interdisciplinary collaborative studios have been offered during the past five years. The Committee has been charged with studying the feasibility of planning for additional courses in: Culture and Behavior, which entails Social Factors in Planning & Design, Historic and Theoretical Factors in Planning & Design, Aesthetic Factors in Planning and Design, and in technical subjects including communications and computing.

The non-departmental programs bridging the disciplines represented by departments are especially successful in generating interaction. These include Urban Design, Appropriate Technology and Historic Preservation. Also the Graduate Group in City and Regional Planning includes participants from throughout the University and two of the undergraduate programs, Design of the Environment and Urban Studies, are by their nature cross-disciplinary. There are already many joint programs: Landscape Architecture has programs with Architecture, Urban Design and Regional Planning; Regional Planning has participated with Geology, Law, Civil Engineering, Appropriate Technology and Energy. Joint degrees are increasing, and students involved are important agents in bridging disciplines.

Among the additional joint programs that will be considered in the near future are the development of (1) a landscape preservation component between Historic Preservation and Landscape Architecture; (2) expansion of the undergraduate and graduate environmental science program in Arts and Sciences, with participation of Landscape Architecture and Regional Planning with Geology, Engineering and Anthropology; (3) development of joint degrees with The Wharton School and City and Regional Planning; and (4) joint degrees between Government Administration, City and Regional Planning, and Energy Management and Policy.

Continue to support and develop programs involving the community

Historically, our location in the city of Philadelphia has been one of our programs' major strengths. The city serves as an important urban and regional laboratory which our students and faculty learn from and

contribute to. The professional community spanning New York to Washington, but especially in Philadelphia, comprises a major source of our associated faculty.

Our planning and design studios, which depend on case studies as a method of learning and teaching, draw continually from this region for studies engaging community groups and individuals with our students and faculty. Examples from this region, in just the past year, include projects in Philadelphia: Center City, Chinatown, the Morris Arboretum, Fishtown, Chestnut Hill, Roxborough, and Manayunk; in the Philadelphia suburbs: Upper Makefield, Spring City, and Valley Forge; and, in New Jersey: Camden, Newark, Medford and Chatsworth.

We intend to increase the number of professional services offered through the Center for Environmental Design and Planning, which provides professional services and undertakes research which often engages the community with our faculty and students. Recent projects include a plan for Cedar Park in a nearby West Philadelphia community; studies for Vineland, Pitman and Woodbury in New Jersey; and a master plan for the University of Pennsylvania campus.

The Energy Center provides energy planning expertise to international, national, state and local agencies as well as community groups. Recent projects include research studies conducted for the City of Philadelphia, the U.S. Department of Energy and the World Bank. In addition, Energy students and faculty have worked closely with Penn's Office of Physical Plant on local problems.

The Foundation for Architecture, with the School District of Philadelphia, sponsors the "Architecture in the Schools" program which teams together teachers, practicing architects and architectural students in introducing students from primary through secondary schools to architectural, planning and environmental issues. Undergraduate students in the Design of the Environment major, graduate students in Architecture and Urban Design, and faculty participate.

"West Philadelphia Landscape Plan and Greening Project" funded by the J.N. Pew Charitable Trust involves faculty and students of the Department of Landscape Architecture and Regional Planning in collaboration with neighborhoods in West Philadelphia to create a greener environment in these neighborhoods. Because our case studies approach is the core of our teaching program, it is essential to the viability of our programs to continue our engagement with both the local community and our involvement in developing countries and foreign study programs.

Historically, the Fels Center has been an important source of advice and consultation for government entities in this region. The Center offers services and develops applied/demonstration research programs.

Over the years various programs here have promoted internships, another means of engaging our students with the community. The feasibility of increasing internships will be considered in Urban Studies, City and Regional Planning, Government Administration and Historic Preservation.

Initiate a program in professional development

Recently, the Government Administration and Energy Management and Policy programs have initiated Executive Education programs and have offered courses in computing to practicing professionals. Our objective is to expand our offerings to serve professionals and the general public.

Initial considerations include expanding courses in computing for professionals by taking advantage of our new computing facility and offering MS degrees in specialized areas to those already holding professional degrees and wishing additional expertise and exposure to current, emerging issues.

Other opportunities include a summer art program at the Gutman Center, a mid-career fellows program for professionals providing opportunities for research, study and teaching in a sabbatical format; expanding summer study programs abroad to include practicing professionals and, if appropriate, the general public; combining offerings from GSFA with the Wharton School and possibly the Law School to package courses in areas of expertise found in GSFA with courses in management, business and legal aspects; developing a center or "clinic" to bring peer groups from the environmental design and planning professions together to address common interests and problems in a workshop format and developing offerings around current research activities of the faculty with an experienced, responsive audience.

The School is about to announce establishment of the Practice Devel-

opment Network. This project, co-sponsored by the American Institute of Architects and The Coxe Group, will consist of a series of collegial clinics to assist architectural firms in the development of their practice. Initially, in the fall of 1987, three types of programs will be offered: (1) Sister Firm Introductions, a retreat setting for discussion of common problems of architectural practice; (2) Firm Roundtables, a several day series of roundtables with trained facilitators to discuss such issues as firm organization, project delivery, client management, new business development and firm administration; and (3) Developmental Clinics in which small groups of similar firms can address chosen topics, such as increasing project productivity or ownership expansion and transition, with the help of expert faculty.

Achieve changes in the composition of the faculty

Certain of our programs require increases in the standing faculty in proportion to the associated faculty, while others need additional junior faculty to fill vacancies. One objective is to increase the number of faculty engaged in scholarship while maintaining a strong associated, professional faculty (see Figure III). A program such as Architecture requires an approximately fifty-fifty proportion, as there is heavy reliance on teaching by practicing professionals. City and Regional Planning has a tradition of greater involvement in scholarship and research and maintains a larger proportion of standing faculty than Architecture.

In the past five years, four people have been appointed to the standing faculty in Architecture in the areas of technology, theory and design; most teach in both the professional and Ph.D. program. In 1987, the program appointed one additional senior person in history and theory shared between the professional and Ph.D. programs and with the Department of History of Art. In the next few years, we plan to appoint three more standing faculty in design, representation and technology, replacing associated faculty and bringing the balance between standing and associated faculty to about fifty-fifty.

In Landscape Architecture and Regional Planning, the chairman retired from administration in 1986 and has been replaced with a senior professor from outside the University. Additionally, three more appointments over the next five years are planned, one in design, one in the natural sciences, and one in the area of computing and ecological-based planning. All three appointments are replacements and funding will be provided from vacancies created by resignations and from funded research. The intention is that the appointment in the natural sciences in meteorology or hydrology will contribute to a proposed MS program and an expanded undergraduate program in environmental science.

An objective in the undergraduate Design of the Environment program is to increase the participation of standing, full-time faculty. We intend to provide the equivalent salary of one full-time assistant professor to enable both Architecture and Landscape Architecture to make an appointment for 1987 or 1988 to be shared with the DOE program.

In Fine Arts, an endowed professorship is proposed to support distinguished visiting critics. They would be term appointments to visiting or associated faculty.

In City and Regional Planning, additions to the faculty have or will be made through the programs in Government Administration and Energy Management and Policy. The Meyerson Professorship in Urbanism will provide the opportunity to make an additional distinguished appointment in direct support of these programs.

Implement an associated faculty track tailored to practicing professionals who share their careers with teaching

Many of our faculty teach regularly, but are part-time and divide their careers between practice and teaching. Many teach, advise, serve in administrative posts and are important contributors to the viability and continuity of our programs. Education is, along with practice, their shared career. Many are distinguished, with national and international reputations. This combination fits the needs of our professional school well as it does most environmental design, planning and fine arts programs throughout the country.

An additional need to be served concerns the cycles in one's professional career and development. In many instances individuals have joined the standing faculty as assistant professors to engage in research, scholarship and teaching. After five years or so they find that to sustain their development, especially if they are teaching in the studios, they should be practicing. This may also occur with associate professors after

about six to ten years in a full time teaching position. We should be able to facilitate their moving into practice while continuing a major commitment to teaching.

A new associated faculty track will be proposed with the following specifications: appointments will be to the associated faculty, without tenure. Individuals will be permitted to fill positions up to, but less than 100% with allowance for 100% for specified time periods. Terms of appointment will be for up to five years renewable, subject to regular review by the Department, School Personnel Committee, Dean and, when initially appointed and promoted, the Provost. Individuals will be eligible for employee benefits, but perhaps in proportion to the percentage of appointment or limited to certain benefits.

Increase scholarship in the School

The two primary responsibilities of the faculty are to teach and engage in scholarship. Underlying all the financial and other promotional advantages of increased research is the philosophical need for inquiry and the development and testing of new knowledge as a part of the School's basic mission. Scholarship enhances the School's academic program, develops its faculty and makes a significant contribution to the community. The number of faculty and students involved in scholarship must be expanded and the overall level of activity increased.

Scholarship in the GSFA has been marked by intense efforts on the part of a few faculty, but these efforts have not always been continuous. There are fewer opportunities for sponsored scholarship in the disciplines embraced by the departments and programs within the School; there are too few full-time faculty with time to commit to scholarship; and the vast majority of students are in the process of earning their first professional degree, not advanced degrees, and are not yet able to become deeply involved in scholarship efforts.

Support for funded scholarship in the fields of environmental design and planning has fluctuated in response to national priorities. When energy was a central concern, considerable opportunities existed and were taken advantage of in the Energy Management program and in the Department of Architecture. With growing concerns over air pollution and its health and economic penalties, scholarship in this area has grown considerably. The School is unable, in most cases, to develop a long term focus but must, instead, maintain a highly flexible posture toward scholarship funding opportunities to respond to changing national and local priorities.

Individual scholars must, therefore, be supported in their efforts to respond to a variety of initiatives while every effort is made to increase the number of faculty involved.

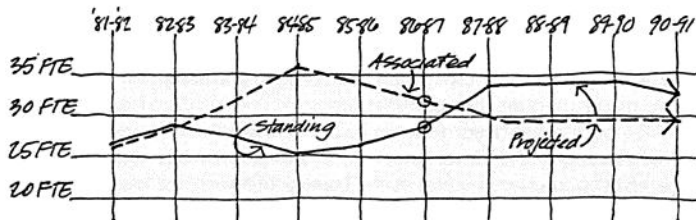
The School is seeking ways to support and reward scholars. The Center for Environmental Design and Planning was formed in 1981, to serve as a support arm for the School's scholarship community and to create an avenue for interdisciplinary scholarship. By maintaining an information bank on opportunities and disseminating this information, by providing logistical support in the preparation of proposals, and by assisting in carrying the proposals through the University's Research Administration process, the path is made smoother.

Integrate scholarship and professional practice activities with our educational programs

The primary purpose served by integration of these activities is that one will inform the other. Each will be enriched by the other and the relevance of each in preparing scholars and professionals will be increased.

Figure III

FACULTY COMPOSITION '81-'91



FTE=Full-Time Equivalent

Some means of furthering this goal include appointing a greater number of faculty who are engaged in scholarship, protecting the time of faculty for scholarship, placing greater emphasis on faculty's professional development and providing an environment for learning. Other means include providing opportunities for interchange and dissemination of ideas and experience through faculty colloquia, exhibits, the School newsletter, "Penn In Ink," the architecture journal, "VIA," the City and Regional Planning reprint series, a faculty lecture program and presentations of scholarly and practice activities in School faculty meetings.

The School is encouraging its scholarly community to go beyond its historic funding sources in the Federal Government and seek new opportunities in both the private sector and in local non-profit and government areas. Recent grants show this is on the increase, but there is still considerable room for growth.

Most of the School's scholarly community have concentrated upon the areas of energy management, building technology, acid rain and other forms of air pollution, and change and adaptation in urban areas. Most recently, scholarship in the use of computers in Landscape Architecture and Regional Planning has become a major focus with considerable support from private computing hardware and software producers.

The goal of the School is to involve every member of the standing faculty in scholarship on a continuing basis. A reward structure will be developed to give recognition for scholarship and notify the School's faculty and student community of the priority placed upon scholarship. Scholarly interests and capabilities will be one of the factors considered in selecting/appointing new faculty.

First, scholarship must be defined as more inclusive and the intellectual values of exploration vigorously promoted. Participation must involve adjunct as well as full-time faculty. A practicing faculty scholarship program must be implemented.

Although the value of sponsored scholarship in the School's budgeting process should be recognized, given the current national climate related to the School's areas of expertise, there is reason to emphasize other benefits of scholarship for the School. Supporting non-income generating scholarship of all types has more than philosophical benefits; it offers one way to develop future funded scholarship by seeding proposal development and identifying new directions. Support for such scholarship will require some subsidy which can be drawn from the income received from funded scholarship. This subsidy should be reduced by emphasizing logistical and administrative support, volunteerism and student involvement. Every effort must be made to find sufficient funding to make such scholarship at least self supporting if not income generating.

Conserve and increase the quality of our students

Enrollment in the Graduate School of Fine Arts (see Figures IV & V) is heavily dependent on financial aid and is likely to be equally dependent during the next five years. Raising adequate funds to support our high-quality student body is the School's highest financial priority. In 1986-87, the School allocated almost \$1,850,000 for aid, hoping to attract a total of 649 students. In fact, enrollment in the fall stood at 572 students, and most chairmen attributed the shortfall to insufficient aid.

Among the School's nine graduate programs, there is some variation in ability to recruit students without sufficient aid. For example, Architecture is in the enviable position of having a very large pool of highly qualified applicants, many of them Americans with adequate means. Architecture, however, and all of our other programs, must offer substantial aid in order to attract the best American and foreign students, who are bid for by our peer institutions. By contrast, Fine Arts must offer aid to between 80 and 90 percent of its students in order for them to enroll.

There also is variation in the level of support of our programs from external sources. The Government Administration program currently enjoys substantial backing from the Fels Fund. The Energy Management and Policy program received USAID support covering full tuition and stipends for 11 students. None of these 11 students would be at Penn without this support but, unfortunately, there is no assurance that the support will continue each year. Other programs—Historic Preservation and Fine Arts, for instance, receive no external support.

In planning for the next five years, the chairmen have reappraised their potential for attracting students, given the assumptions that tuition will rise by seven percent per year and that the School will increase aid

Figure IV

UNDERGRADUATE COURSE UNITS '81-'91

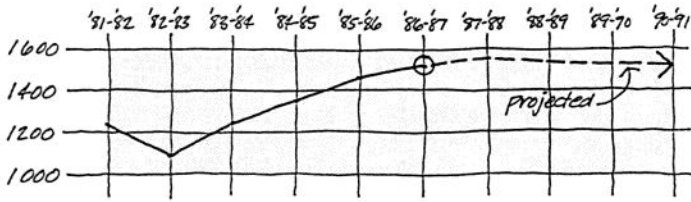
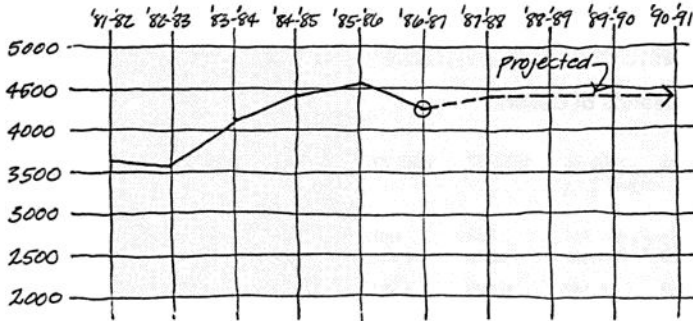


Figure V

GRADUATE COURSE UNITS '81-'91



sufficiently to cover this and to meet the present gap between need and aid. These reappraisals have, in most programs, resulted in projections of decreased enrollment. The School enrollment will then fall from 572 (see Figure VI) in 1986-87 to a semester average of 555 students in each of the next four years. Aid per capita would rise from approximately \$3,000 in 1986-87 to \$3,900 in 1987-88 and to \$4,800 in 1990-91.

To achieve this, funds allocated to student aid must rise from 1.8 million dollars in 1986-87 to 2.6 million dollars in 1990-91, at the same time that enrollment is dropping significantly. The School expects this increase to come from three sources: modest absolute increases in unrestricted aid, ten percent per year increases in restricted aid, and continued reliance on such external sources as the Fels Fund and USAID. If there is a shortfall in any year, the School would look to subvention.

The School expects to augment the restricted aid funds by increasing giving by GSFA Overseers and by professional firms from \$40,000 in 1986-87 to \$200,000 in 1990-91. We also seek to increase annual giving from around \$112,000 in 1986-87 to \$221,000 in 1990-91, allocating an increasing portion of this to student aid. Additionally, we have recently instituted Reunion Class Fellowships.

Increase minority student enrollment

It is critical that we identify, attract and serve qualified American minority students. An objective is to increase the number of enrolled minorities significantly, from approximately three percent (15 students) of the student body presently to 10 percent during the next five years.

Most of the actions proposed under the goal "Increase and Conserve the Quality of Our Students" apply here. Necessary actions include: provide sufficient student aid from both School and University resources and from external sources; identify promising students and make personal contacts; publicize available programs and opportunities; define and develop an educational environment attractive to minorities including appointing minority faculty, developing a "critical mass" of minority students sufficient to provide a comfortable learning and social environment and increasing the educational programs substance of particular relevance to minority student interests and needs.

Continue to expand & increase our income & development initiatives

The Graduate School of Fine Arts depends to the largest degree on tuition as its source of income. Overhead from research, annual giving, other gifts, and income from endowment have provided a minor portion of the total budget of the School. As a result, the School's income has

fluctuated with annual changes in enrollment, sometimes unanticipated. Additionally we require a relatively large percentage of subvention.

During the past six years steady progress has been achieved in increasing gifts and endowment and in the past two years in increasing research activity. Also, the percentage of subvention has been decreasing. Despite improvements we will be required to depend on tuition as the major source of our income for the future and, we will continue to require a major allocation of subvention. Our disciplines do not generate major sources of research support except in individual instances and then only for a time, such as in the area of acid rain. Nor do our programs yield many alumni/ae capable of providing major gifts.

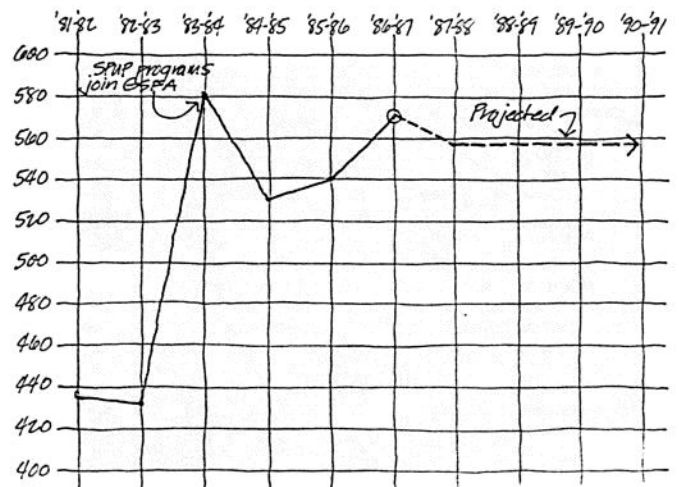
However, our gains have been substantial. Annual giving has increased from \$30,000 in 1979 to \$112,000 in 1986-87 and our endowment has grown from \$400,000 in 1979 to \$7,400,000 in 1987. Included is \$2,500,000 in fellowships, an increase from one partially funded professorship in Architecture in 1974 to four professorships which will be fully funded in the next two years (two in Architecture, one in City Planning and the Deanship), another professorship initiated in Landscape Architecture, an increase of \$350,000 to a total of \$950,000 in endowment for travelling fellowships and a gift of \$150,000 in endowment for the Kahn Collection.

Other gifts have included \$500,000 for improvements to the Gutman Center and additional funds for visiting lecturers in Fine Arts, Overseer and Professional Practice fellowships, support from the Fels Fund for the Government Administration program, support for an executive education program in Energy Management and Policy and gifts to the Fine Arts Library and Architectural Archives.

We plan to continue to increase our endowment at the current rate of \$1,000,000 each year and our annual giving at about 25% each year. Our emphasis will be on securing endowment for student aid and funding professorships. In certain instances we will focus development initiatives on supporting programs, though the funds will be applied to student and faculty support. A total of approximately seven million dollars is planned during the next five years.

Funds are also required for improvements to our buildings for deferred maintenance, equipment, furnishings and for the restoration of the Furness Building. Deferred maintenance and renovation needs must be addressed in Meyerson Hall, the Morgan and Fels Buildings, 3400 Walnut and the Gutman Center. The estimated cost of addressing deferred maintenance and life-safety problems in Furness is \$7,500,000 and the cost of providing new HVAC systems, undertaking interior restoration, improvements to support the functioning of the collections and programs, furnishings, fees and relocation costs during construction is another \$7,500,000. The University must join with the GSFA to see this project through to realization.

ENROLLMENT '81-'91 **Figure VI**



Note: SPUP (School of Public and Urban Policy) programs transferred to GSFA - Included Government Administration and Energy Management and Policy.

Historic and Projected Budget

Table II shows ten years of School budgets. Tuition represents the single greatest source of income. In 1982, it represented 49.82% of our total including unrestricted and restricted sources, in 1986, 53.37%, and, we project 50.31% for 1991. Though research income has increased, it decreased as a percentage of the total from 11.76% in 1982 to 7.44% in 1986 and is projected to be 7.56% in 1991. To help balance this decrease, endowment income has grown from 1.83% in 1982, to 2.84% in 1986, and is projected to be 3.74% by 1991. Endowment represents a change in the share of restricted income from 11.26% in 1982 to 24.07% in 1991. Restricted income as a percentage of total income remains fairly constant between 1982, at 16.33%, and projections for 1991 at 15.55%.

As each year's budget was constructed some additional income was projected and some expenses trimmed. However, certain trends in our budget have been placing greater and greater pressure on the School each

year. Our room for maneuvering, flexibility and contingency planning is limited given our dependence on tuition. It is impossible for us to depend on any major infusion of income in research, training grants or gifts. The present thrust of national policy and the modest resources represented in our alumni/ae group suggest only limited gains.

Thus we have been conservative in projecting new sources of income for the future and equally conservative in projecting new expenses. Our sources for research and certain types of student aid, such as training grants, depend on national policy in the areas of environment, energy, ecology and urban issues. We hope for, but have not counted on, changes in national policy regarding these issues and the importance of the role of the public sector in addressing these problems and opportunities. Meanwhile we have increased our engagement in research and training in developing and other foreign countries. This commitment will continue, but we hope also that the intensity of research and training in the U.S. will increase again in the future.

Table II
Ten Year Financial Study—Graduate School of Fine Arts (in thousands of dollars)

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
INCOME UNREST										
DIR REVENUES										
Tot UG Tuit	461	502	525	606	711	753	868	941	1,019	1,105
Tot. Grad	2,437	2,676	3,341	3,877	4,437	4,670	4,713	5,122	5,557	5,976
TOTAL TUITION	2,898	3,178	3,866	4,483	5,148	5,423	5,581	6,063	6,576	7,081
Spec Prog			42	27	215	205	387	387	387	387
Spec Fees	23	24	27	33	39	38	39	39	39	39
Invest Income	31	48	49	62	70	87	95	105	120	147
Gifts	64	83	74	72	88	84	120	134	151	169
Sponsor Res	60	19	44	60	62	69	140	204	242	267
Other Indir	9	6	15	25	48	49	109	109	109	109
TOT DIR UNREST	3,085	3,358	4,117	4,762	5,670	5,955	6,471	7,041	7,624	8,192
TOTAL SUBVENTION	1,814	1,873	2,235	2,243	2,307	3,530	3,755	3,868	3,924	3,988
Bank	-33	-17	-4	-18	-16	-29	-52	-52	-52	-52
TOT UNREST INC	4,866	5,214	6,348	6,987	7,961	9,456	10,174	10,857	11,496	12,134
RESTRICTED INCOME										
Endowed	107	118	202	263	274	292	304	361	420	527
Gifts	155	62	316	515	620	441	481	521	561	601
Spons Res	684	282	371	561	718	725	798	877	965	1,061
Sales & Serv	4	36	56	23	72					
TOTAL RESTRICT	950	498	945	1,362	1,684	1,458	1,583	1,759	1,946	2,189
TOTAL INCOME	5,816	5,712	7,293	8,349	9,645	10,914	11,757	12,617	13,442	14,324
EXPENSES										
Dir Expenses Unrest										
Salaries & Wages										
Academic	1,617	1,126	1,199	1,377	1,677	1,839	1,754	1,810	1,910	1,975
Administrative	181	201	301	313	380	462	514	542	572	604
Clerical	164	166	204	259	313	358	395	417	440	464
Lim. Service	50	607	668	712	810	869	883	927	974	1,022
TA & RA		101	146	166	168	160	240	269	265	265
Total Salaries	2,012	2,201	2,518	2,827	3,348	3,688	3,786	3,966	4,160	4,330
Total Emp Ben	379	427	561	652	795	795	743	889	976	1,058
TOTAL COMP	2,391	2,628	3,079	3,479	4,143	4,483	4,529	4,855	5,136	5,388
Current Expense	555	624	985	1,245	1,335	1,429	1,720	1,814	1,886	1,996
Equip	24	15	46	23	50	42	37	39	41	43
Expense Credit	-64	-126	-54	-203	-235	-132	-197	-197	-197	-197
Tot Stud Aid	631	726	793	965	1,155	1,250	1,235	1,275	1,347	1,426
TOT UNRES DIR EXP	3,537	3,867	4,849	5,509	6,448	7,027	7,324	7,785	8,213	8,625
TOTAL ALLOC COST	1,279	1,403	1,499	1,553	1,632	2,741	2,850	3,072	3,283	3,509
TOTAL UNREST EXP	4,816	5,270	6,348	7,062	8,080	9,813	10,174	10,857	11,496	12,134
RESTRICTED EXPENS										
Salaries & Wages										
Academic	90	81	147	187	219	157	173	232	255	323
Administrative	6	8	41	46	52	45	50	54	60	66
Support	30	35	38	68	115	92	101	111	122	135
TA & RA						63	69	76	84	92
Emp Ben	21	20	51	65	81	84	92	102	112	123
Total Comp	147	144	277	366	467	441	485	576	633	738
Current Expense	414	132	273	474	650	402	421	426	464	500
Equipment	43	3	15	49	29	21	23	25	28	31
Expense Credit	-4	-21	-9	-65	-72	-20	-22	-24	-27	-29
Student Aid Grad	350	247	389	538	609	614	675	756	847	949
TOTAL REST EXPENS	950	505	945	1,362	1,683	1,458	1,583	1,759	1,946	2,189
TOTAL EXPENSES	5,766	5,775	7,293	8,424	9,763	11,271	11,757	12,617	13,442	14,323
VARIANCE	50	-63	0	-75	-118	-357	0	0	0	0