

Almanac

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'Keeping Franklin's Promise' is the Billion-Dollar Goal

In the two-day full-board meetings of the Trustees last week the mood was nonstop elation over setting a campaign goal that breaks records for Penn and for the Ivy League.

Holding a special stated meeting on Thursday morning rather than waiting until Friday to vote on launching the capital drive, they passed unanimously the motion to go for \$1 billion (text below). With nearly half the total earmarked for the Arts and Sciences, the drive is described as a people-and-programs campaign with only six building projects in view, and with 150 endowed professorships targeted.

Trustees Alvin Shoemaker, Paul Miller, Leonore Annenberg and Saul Steinberg took enthusiastic turns at the podium during a press conference after the meeting, and when President Hackney gained the mike he startled reporters by bursting into song (on key): "What a day this has been/What a rare mood I'm in...!"

Provost Michael Aiken emceed a symposium in which Penn's Alloy Ansin Professor Walter MacDougall, Smith College President Mary Dunn, and Alumnus/Trustee Dr. Roy Vagelos, CEO of Merck Sharpe & Dohme, told why they see Penn poised for leadership in the 21st Century.

By the end of Friday night's gala at the Palestra, Lucy Hackney was dancing a minuet with Ben Franklin (the actor Ralph Archbold, brought in on a bolt of lighting for a dialogue with Dr. Hackney about Penn's past and future uses of his ideas and principles), almost 700 people were singing the Red and Blue and raising "a toast to dear old Penn," and the Wall Street joke of the evening was that Friday's slide was triggered by Penn alumni cashing in their portfolios to give to the Campaign.

Franklin's Promise: In the Trustees' Resolution, for the first time the full name of the drive was revealed—*The Campaign for Penn: Keeping Franklin's Promise*. Much of the rest

of the two days' speeches worked to put into 20th-century terms what Mr. Franklin's promise was, and Penn leaders' reasons for predicting that his ideas are the ones that will shape higher education in the 21st to make Penn not just a leader but *the* leader in American higher education, as Dr. Hackney put it.

To the longstanding emphasis on Franklin's breakaway from classical and theological traditions to base the Charity School, then the Academy and finally the College and the University on secular education that is useful as well as ornamental, speakers gave new weight to Franklin's egalitarianism: Increasing Penn's affordability to talented students of all backgrounds by raising scholarship funds is seen as a major part of "Keeping Franklin's Promise," as is the emphasis on minority recruiting of faculty and students.

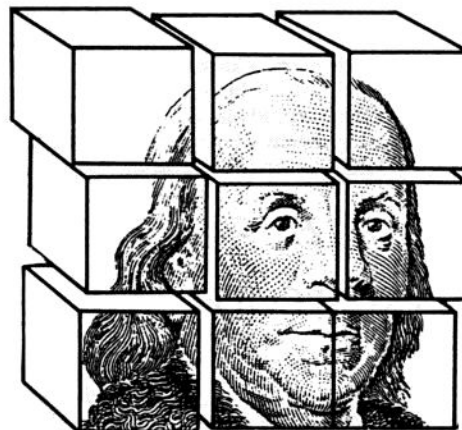
Counting on Loyalty: Franklin's egalitarian principle was used also by Trustees to explain why they believe they can meet a goal of \$1

billion in five years: Traditionally a school not characterized by inherited wealth of its students, Penn admitted on merit and thus graduated a body of now highly successful alumni who, as Mr. Shoemaker put it, "realize this place made a difference in our lives."

Mr. Miller, who also served during the \$255 Million Campaign for the Eighties that raised \$260 million between 1975 and 1980, traced Penn's capacity to go for \$1 billion to cumulative effects of the past two major drives: The bricks-and-mortar Capital Campaign of the Sixties (raising \$102 million to exceed a \$92 million goal) built the facilities that turned Penn from a commuter school to a residential one where stronger alumni loyalties could develop, and the Campaign for the Eighties with its emphasis on cross-disciplinary education firmed up Penn's identity and reputation to increase alumni pride. A major factor he sees in Penn's attractiveness to donors, he said, is that it also has the best record in managing its endowment, taking the total from about \$150 million in 1979 to some \$760 million now.

Strategically, the thrust of the Campaign is to shift to endowment many of the core educational expenses that now come from operating funds that have to be replaced annually—e.g., faculty support from endowed chairs, student aid from endowed scholarship funds. Penn has done an astonishing job of raising and managing funds to compete successfully with institutions that have three or even four times the endowment to draw on, Mr. Shoemaker said.

At the press conference, after Mr. Miller announced that the nucleus fund of \$338 million in the Resolution was now \$344 million, a reporter asked in effect whether the high preliminary giving meant Penn had already used up its potential sources of multimillion-dollar gifts, Saul Steinberg predicted "You are going to see some staggering ones to come."



The Campaign logo: from the popular portrait found on the \$100 bill.

The Billion-Dollar Resolution of October 12, 1989

Intention: During the past three years, the University of Pennsylvania laid the foundation for a major fundraising campaign. Preparations have included (1) a comprehensive assessment of Penn's strategic objectives and funding needs; (2) a rigorous evaluation of the University's fundraising capacity and readiness for a campaign of historic proportion; and (3) solicitation of advance gifts from Trustees and other friends to build momentum in support of key priorities. These measures were implemented in the context of sustained progress. Penn is an institution whose academic reputation and service to the region and the nation make it one of America's great universities.

The necessary preparations have been carried out on schedule and with success above expectations. The University has identified a set of strategic priorities and assembled a national volunteer corps of prominent alumni and friends. The advanced gift, or nucleus fund, total stands at \$338 million [amended to \$344 million]. This includes 66 endowed professorships and over \$80 million in gifts from the Trustees. Therefore be it

Resolved, that in light of Penn's accomplishments and the opportunity it has to serve as the model university of the 21st century, the University shall commence The Campaign for Penn: Keeping Franklin's Promise. The campaign will position Penn for leadership by securing philanthropic investments for attracting and retaining outstanding faculty, enhancing undergraduate education and student life, reinforcing excellence in research, and increasing student financial assistance and scholarships. Special emphasis will be placed on achieving distinction in the arts and sciences and on ensuring, through the minority permanence program, a diverse and vital community of faculty and students. Be it, therefore,

Further Resolved, that the goal of The Campaign for Penn will be \$1 BILLION. This goal, which includes the advance gifts, is to be achieved over the next five years.

SENATE

From the Chair

"Fighting Words"

The University of Michigan at Ann Arbor has a policy on harassment that is very similar to ours. Averm Cohn, a United States District Judge has recently decided that the policy was overbroad, impermissibly vague and hence unconstitutional (No.89-71683, Eastern District of Michigan, Southern Division.). He wrote, "It is hereby ordered that The University of Michigan is permanently enjoined from enforcing its Policy on Discrimination and Discriminatory Harassment by Students in the University Environment (Policy) which was adopted April 15, 1988, as to verbal behavior or verbal conduct, but may enforce its Policy as to physical behavior or physical conduct."

Michigan is, of course, a state-chartered institution. Although Judge Cohn noted that a private institution like Yale (and presumably Penn) is not subject to the strictures of the First Amendment, we should be concerned about his conclusions on vagueness, etc. For example, he quoted that "No one may be required at the peril of life, liberty or property to speculate as to the meaning of penal statutes. All are entitled to be informed as to what the State commands or forbids."

He also wrote that

... certain categories (of so-called pure speech) can be generally described as unprotected by the First Amendment. It is clear that so-called "fighting words" are not entitled to First Amendment protection. These would include "the lewd and obscene, the profane, the libelous, and the insulting or 'fighting words'—those which by their very utterance inflict injury or tend to incite an immediate breach of the peace." Under certain circumstances racial and ethnic epithets, slurs and insults might fall within this description and could constitutionally be prohibited by the University. In addition such speech may also be sufficient to state a claim for common law intentional infliction of emotional distress.... Civil damages are available for speech which creates a hostile or abusive working environment on the basis of race or sex....

He later wrote an addendum after he had read an article by Mari J. Matsuda, associate professor of law at the University of Hawaii, and quoted her with approval as follows:

This Article attempts to begin a conversation about the first amendment that acknowledges both the civil libertarian's fear of tyranny and the victims' experience of loss of liberty in a society that tolerates racist speech. It suggests criminalization of a narrow, explicitly defined class of racist hate speech, to provide public redress for the most serious harm, while leaving many forms of racist speech to private remedies... This is not an easy legal or moral puzzle, but it is precisely in these places where we feel conflicting tugs at the heart and mind that we have the most work to do and the most knowledge to gain.

I strongly recommend her article "Public Response to Racist Speech: Considering the Victim's Story" in the Michigan Law Review, (August 1989, vol. 87, p. 2320-2381) to all who wish to learn more about this difficult problem. It is full of interesting information and should certainly be taken into account by those who will be involved in the forthcoming review of our University Policies and Procedures and in the planning and operation of any future Diversity Education Programs.

Robert E. Davies

FROM COLLEGE HALL

Tenure Decisions and Gender

Each year the Office of the Provost publishes data showing how women and men are faring in the internal tenure process. The most recent reports can be found in *Almanac* November 3, 1987, pg. 2, and October 25, 1988, pg. 2.

The following data do not concern individuals hired with tenure from outside the University nor faculty members reviewed internally before the fifth or sixth year of an assistant professor's appointment or before the third or fourth year of an untenured associate professor's appointment. These reports concern so-called "timely" internal reviews—those conducted during the fifth or sixth year for assistant professors and those held during the third or fourth year for untenured associate professors. Appropriate modifications are made for health school faculty on the ten-year tenure track. The study currently covers the period from 1980-81 through 1988-89.

These tables indicate those achieving timely tenure by (TT). Cases yielding negative results are indicated by (D) if the decision was made at the departmental level, by (S) if at the school level and by (U) if at the University level. The symbol (O), other, refers to persons who reached the appropriate date for a timely review, but for whom no review took place because of resignation, transfer to the clinician-educator track, death or request for no review. Numbers are adjusted for faculty

members reviewed twice; this means that the sum of the data from 1980-81 through 1987-88 and those from 1988-89 need not add to the cumulative data for 1980-81 through 1988-89.

Outcomes of Timely Tenure Reviews 1988-89

Number of Faculty Members (Proportions)

	Tenure Attained (TT)	Tenure Not Attained				Total
	(D)	(S)	(U)	(O)		
Women	4(.44)	1(.11)	3(.33)	1(.11)	0(.00)	9(.99)
Men	20(.61)	5(.15)	2(.06)	1(.03)	5(.15)	33(1.00)

Outcomes of Timely Tenure Reviews

1980-81 through 1988-89

Number of Faculty Members (Proportions)

	Tenure Attained (TT)	Tenure Not Attained				Total
	(D)	(S)	(U)	(O)		
Women	51(.50)	14(.14)	15(.15)	5(.05)	17(.17)	102(1.01)
Men	172(.53)	45(.14)	48(.15)	19(.06)	42(.13)	326(1.01)

As in other years, this report presents data but does not engage in interpretation.

—Richard C. Clelland, Deputy Provost
—Anne Mengel, Assistant to the Provost for PSC Matters

Drug/Alcohol Weeks

Awareness Weeks for drug and alcohol abuse dovetail next week, highlighted by a lunchtime Information Fair in Bodek Lounge at Houston Hall Friday, October 27. The Faculty/Staff Assistance Program especially invites faculty and staff to these events during Drug Awareness Week (October 24-27):

October 24, noon-2 p.m.: *What You Need to Know about Substance Abuse*, keynote speaker Dr. Arthur Alterman. Panelists cover Penn policy, and legal issues; impact on family, community and workplace; University benefits, resources and services. 285 McNeil.

October 24, noon-1 p.m.: *Co-dependency and Taking Care of Yourself*; Pamela Freeman, presenter.

October 26, 9:30 a.m.-noon: *Working with the Impaired Employee*; panel for supervisors on University policy, legal issues, impacts, resources and reasonable accommodations.

October 26, noon-1 p.m.: *Use, Abuse or Addiction*; Nancy Madonna, presenter; differences, and stages of progression.

October 27, noon-2 p.m.: *Information Fair*, Bodek Lounge.

October 27, noon-1 p.m.: *Adult Children of Alcoholics...An Introduction to the Healing Process*; 301 Houston Hall.

The Office of VPUL-based Alcohol Awareness Week (October 23-29) lists these events on its program, plus sessions on lifestyle issues including eating disorders (listed next week).

Honorary Degrees

Nominations by October 31

The University Council Honorary Degrees Committee renews its invitation to suggest recipients of honorary degrees at Commencement on May 14. Nominations (including background biographical information) should be sent to Joshua L. Rosenberg, Office of the Secretary, 121 College Hall/6382. The deadline is *October 31*.

Speaking Out

Famous Fudgers

The moral fervor of Senate Chair Robert Davies's exhortations (to whom?) about the need for academic integrity (*Almanac* September 26) reminds me of the lectures we used to get when I was a schoolboy in a Catholic school in Shanghai. We were taught that every Roman emperor who had persecuted Christians died a terrible death (not very difficult a feat, as I later found out, for most Roman emperors). Some were poisoned; others were eviscerated. As to those who happened to have lived to a relatively ripe age and died in bed, they had, we were told, "died in despair."

So also does Professor Davies point out to us, almost in a tone of warning, that eternal opprobrium has been visited upon the four scientists who had to some extent falsified or fudged their findings and had been found out. But research in the history of science suggests that other names should be added to the list of fudgers:

Copernicus, Galileo, Lavoisier, Dalton, Mendel (a monk, no less!) and perhaps Newton (see, among others, Richard Westfall in *Science* 1973, 179:751-758 and Stephen Brush in *Science* 1974, 183:1164-72).

There are obviously many interesting conclusions to be drawn from this, and historians and sociologists of science are drawing them. But the inevitability of quasi-divine retribution and opprobrium is not one of them. The search for truth wherever it may lead (an ideal shared, I am sure, by all of us) forces one to conclude that the scientific race has in fact often been to the swift and skillful fudger (one, to be sure, endowed with a great idea). Morally offensive, yes, but also rather intriguing intellectually.

—Igor Kopytoff,
Professor of Anthropology

Response to Dr. Kopytoff

Yes, I knew of each of the cases listed by Professor Kopytoff and of many more,

sadly a few at Penn. By the way, there is at least a chance that it may have been Mendel's assistant who arranged for the results to be statistically too-good-to-be-true. No one really knows.

Certainly some well known academics have plagiarized, falsified and fabricated, and, during their lifetimes, have escaped the retribution, "divine" or otherwise, that is by no means inevitable. The present danger to such a "swift and skillful fudger" comes from the Federal Government, from an alert and caring community of scholars, and sometimes from "whistleblowers."

—Robert E. Davies

Thanks to GSAC

I am writing to thank GSAC and everyone else concerned for coming up with a dental insurance plan. It is nice to be able to stay in school and keep your teeth at the same time.

—Michele Schasberger, GFA

Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.--Ed.

Left to right:
Mr. Shoemaker,
Mr. Miller,
Mrs. Annenberg,
Mr. Huntsman and
Mr. Steinberg.



Leadership Profiles: Spearheading the \$1 Billion Campaign for Penn

Alvin V. Shoemaker, chairman of the Board of Trustees, is a 1960 alumnus of the Wharton School, former chairman of The First Boston Corporation and former president and chief executive officer of Blyth Eastman Dillon & Co., Inc. A member of the Bar Association in Washington, D.C. and Pennsylvania, Mr. Shoemaker currently serves as a director of Harcourt Brace Jovanovich Inc. and on the Advisory Committee for Trade Negotiations and the Council on Foreign Relations. He also chairs the Trustee Council on Long-Range Planning and is honorary co-chairman of the 250th Anniversary Commission.

Paul F. Miller, Jr., is a Charter Trustee and former chairman of the Board. A 1950 alumnus of the Wharton School, Mr. Miller is senior partner in the investment firm of Miller, Anderson and Sherrerd; a director of Berwind Corporation, The Mead Corporation, Rohm and Haas Company, Hewlett-Packard Company, and SPS Technologies; and a trustee of the Ford Foundation. Currently chairman of Penn's Trustees' Development and Campaign Steering Committees and a member of the Executive Committee, Mr. Miller also serves on the Budget and Finance Committee, the Investment Board, and the Trustee Council on

Long-Range Planning. In 1982 he received the University's Alumni Award of Merit.

The Honorable Leonore Annenberg, a member of the Joint Committee of Trustees of the University and The Annenberg School of Communications, is vice president of The Annenberg Fund, Inc. Announcement has previously been made of \$10 million given to Penn by her and her husband, the Honorable Walter H. Annenberg, founder of Triangle Publications and former United States Ambassador to the Court of St. James's. Mrs. Annenberg served as Chief of Protocol of the United States in 1981 and has been active in cultural affairs, currently serving on the Boards of the Metropolitan Museum of Art, Philadelphia Museum of Art and Metropolitan Opera Association. A graduate of Stanford University, she also serves on Penn's 250th Anniversary Commission.

Jon M. Huntsman, a Term Trustee, is chairman and president of Huntsman Chemical Corporation, Salt Lake City, Utah. A 1959 alumnus of the Wharton School, he serves as a director of the Mountain Fuel Supply Company, Intermountain Health Care, and the U.S. Chamber of Commerce. Appointed by President Nixon as Associate Administrator of the Department of Health, Education and Welfare

in 1970, he also served as staff secretary and Special Assistant to the President of the United States from 1971-72, as consultant to the Office of the President from 1972-74, and as a member of the Republican National Committee from 1976-80 and the National Advisory Board of Ronald Reagan for President in 1979-80. Mr. Huntsman serves on the Trustees' Development and Student Life committees.

Saul P. Steinberg, a Charter Trustee, is chairman and chief executive officer of Reliance Group Holdings, Inc. and a director and chairman of the Executive and Finance Committees of Reliance Insurance Company of Philadelphia. Earlier in the year, Penn announced Mr. Steinberg's gift of \$25 million to the University, to be divided between the Wharton School and the Department of English in the School of Arts and Sciences. A 1959 Wharton alumnus, he funded the renovation of Steinberg-Dietrich Hall and construction of the Steinberg Conference Center, and endowed Wharton's deanship as the Reliance Professor of Management and Private Enterprise. Mr. Steinberg is on the Trustees' Executive Committee, Council on Long-Range Planning, and committees on Development, Facilities and Campus Planning, and Nominations.

On October 4, the new Dean of the School of Medicine and Executive Vice President of the Medical Center addressed the medical faculty for the first time. Below, in outline form as he distributed them during the meeting, are the key points he made.

The Future of Our Academic Health Center: Leadership Into the 21st Century *by William N. Kelley, M. D.*

This brief synopsis presents a view of many of the current and future changes that will impact academic health centers over the foreseeable future, perhaps into the 21st century. While not providing a blueprint for implementing change at the Penn Medical Center, I have outlined some thoughts on leadership style which I hope will suffice for now.

I. Education

There are a number of major changes affecting education within an academic health center at the undergraduate, graduate, and postgraduate levels. All of us are here because this is an educational institution and this is our most important mission.

A. Curricula are changing rapidly, often in response to the trends of the day rather than on substantive changes in medicine. Recognizing the need for flexibility, diversity, and efficiency, we must make appropriate changes based on creative ideas complemented optimally by proven efficacy.

B. Our students and trainees are critical to our future. In a national environment of apparent decreasing quantity and quality of individuals entering medicine and the biomedical sciences, we must recruit heavily for the top students, postdocs, residents, and fellows. We must identify and support them, send them off for additional education and training, and, at the proper time, bring them back. In this way, we can build the institution for the next century.

C. Students and trainees will continue to insist, appropriately, on a warm and supportive environment, and we must continue to provide that.

D. Within the clinical arena, there will be an increasing shift toward ambulatory training at all levels and possibly a greater emphasis on cognitive skills.

E. There will continue to be serious pressures on funding for graduate medical education. We must attempt to advise and to influence our governmental leaders on appropriate solutions. Changes will occur to which we must adapt.

F. Access to and utilization of information systems for literature review as well as for laboratory and patient data will become increasingly essential for our students and for us.

II. Research

A. Molecular biology is the common language across all biomedical fields, and our success among the leaders in the country for funding is highly dependent on our facile use of, as well as our further development of, this modern paradigm. Future funding from the National Institutes of Health will be stable, but facility with the language of molecular biology is critical to obtaining this funding.

B. Health services research will become increasingly well funded and increasingly important in the cost-effective management of our academic health centers.

C. Multidisciplinary research utilizing modern tools of biology and health services research will continue to be the most effective mechanism for attracting substantial new dollars to the institution in support of research. We must foster, by all means possible, the development of Centers and Program Projects.

D. Truly outstanding new faculty will be even harder to identify and retain. Each year we must endeavor to interview the top five individuals in the country within each discipline in the basic sciences and within each specialty and subspecialty unit in the clinical departments and,

whenever possible, attract them to our faculty.

E. Research space is the "currency" for attracting and retaining the highest quality investigative faculty. Hence, additional high quality research space must be generated as soon as possible.

F. The interface between academia and industry will continue to become increasingly important. It will, therefore, be even more imperative that we facilitate patent applications, stimulate new ventures by our faculty, and encourage the faculty to develop new relationships with industry. This will also require that conflicts of interest and commitment be well defined and avoided by all parties.

G. The Federal bureaucracy will be expanded to prevent and to provide sanction against the occurrence of fraud within the biomedical research enterprise. We must have a high level of confidence that we have the mechanisms in place within our own institution to insure that fraud, misconduct, and dishonesty will not occur.

H. Information systems including communications technology will become increasingly important to the individual investigator and to research teams.

I. Philanthropy will continue to be the best, if not the major, source of capital dollars for new research space. Other creative mechanisms for funding construction of new space will have to be developed. All of us will need to work closely to support the development and implementation of opportunities in this area.

III. Clinical Programs

A. We must provide the highest quality of care by whatever measure. In addition to the fundamental importance of providing superb care for our patients, we must be aware that quality of care measures will be made available by the government and other payors and publicized by the press locally, regionally, and nationally. These data, however difficult to interpret, will be used by the public to determine the site of their health care. In this context, we must insure that our own marketing and public relations programs continue to bring the success of the entire biomedical enterprise at this institution including our patient care programs to the attention of the press and, hence, to the public.

B. The quality of service as well as the quality of care will be important to our patients and used by them in the selection process. Hence, we must focus on the service as an essential additional feature to the provision of the care itself.

C. Highest quality care and service in a cost-effective manner will require coordinated, integrated, state-of-the-art ambulatory programs and facilities. Other sites, such as long-term care facilities and nursing homes, will also be important.

D. The availability of high quality health care professionals—nurses with baccalaureate degrees, for example—has become a serious limiting factor for many institutions in meeting high standards for care and service. We must work to help resolve these issues at the national and state levels and to do what is necessary to insure that such availability is not an issue within our own institution.

E. The integration of hospital and physician programs will become increasingly critical in order to (1) establish and minimize actual costs; (2) coordinate the highest quality care and service including guest relations, ambience, facilities, waiting time, parking, housekeeping, and food services; (3) develop information systems which cover the entire spectrum of services, from hospital to physician, including real time management of clinical services, registration, appointments,

accounting and other such services; (4) compete appropriately for tertiary and quaternary services especially with managed care programs; and (5) effectively communicate with our referring physicians.

F. Physician payment is rapidly changing, and will probably be more extensively modified in the next five years than have hospital payments over the past five years. We must be ready for this change and have the programs in place to facilitate our rapid adaptation.

G. The long-term success of our clinical programs will be highly dependent on quaternary programs which represent the interface between clinical research and true tertiary care. The most important evolving areas at this time include clinical applications of molecular biology, including gene therapy, diagnostic technologies, and the therapeutic use of recombinant biological products; geriatrics; neurosciences; environmental medicine; biomedical imaging; organ transplantation; and health services research.

H. Uniform access to health care for all Americans is arguably the most important unresolved health problem in this country. Academic health centers must provide leadership as part of their public service mission to help develop, recommend, and support viable solutions at the national, state, and local levels.

IV. Leadership

A. Leadership includes decision-making based on data, priority setting, delegation, communication, flexibility, sensitivity, due process, risk taking, and vision.

B. With our institution, our colleagues, and our alumni, we have a social contract steeped in 225 years of history and tradition. However, we are only the custodians, not the owners, of our respective units.

C. We must all function as a team and move into a strong partnership mode.

D. We must take risks and anticipate change.

E. We will evaluate the success of each Chairman not only with regard to the development of his or her own Department, which includes faculty recruitment and faculty productivity, but also considering a number of other variables such as (1) success of their educational mission; (2) performance of the relevant clinical programs—both hospital and physician practice; (3) success of the multidisciplinary interfaces relevant to the department; (4) support of institutional research programs such as Centers, Institutes, and Program Projects; and (5) in effect, their overall corporate contributions and role.

F. The Department Chairs and Directors of Centers and Institutes are the generals in this organization—the critical leaders for helping to create and implement change. Indeed, they are the agents of change. Clearly the Chairs of larger Departments delegate much of the leadership in the Department to the Section Chiefs, and in some of the Sections that authority is further delegated to directors of major programs. Thus, critical academic leadership in the institution goes through many layers. In the final analysis, however, it is the quality and productivity of each individual faculty member which is responsible for the overall success of our institution. It is our job to identify the best individuals to serve on our faculty and to do what is necessary to catalyze their success.

In conclusion, sustained scholarship must continue to be the cornerstone of success. But we are at a critical time and about to enter the steepest ascending "Starling curve" of challenge. We must be able to look well into the future, exhibit courage, utilize dispassionate judgment, and show an ability to change course when appropriate.

On the Street, Instead of Cash . . .

Campus and neighborhood leaders who work with the homeless in West Philadelphia are launching a drive to help the homeless, with the two-sided, wallet-size flyer reproduced here at 65% of full size. Spearheaded by the University City Hospitality Coalition (UCHC), the drive sets out to persuade Penn faculty, staff and students not to respond with cash when accosted on the street, but to give out the flyer showing where the indigent can find evening meals each weekday evening at 6, and where they can turn for other kinds of help.

Impetus for the Don't-but-Do campaign came from a short UCHC statement issued in September, reading:

The University City Hospitality Coalition would like to encourage support of the homeless and indigent. We encourage donations of food, clothing and other necessities either directly to the needy or via agencies. Monetary donations to agencies are also crucial to sustaining programs to aid the poor. However, we discourage monetary contributions directly to the needy.

The idea gained support as local residents brought to the West Philadelphia Partnership first-hand accounts of immediate use of handouts for purchase of drugs from street pushers.

The University administration is printing up a supply of the flyer, to be made available within a week at the UCHC headquarters in the Christian Association, 3601 Locust Walk. Those who would like to make their own may create a master for two-sided copying, using the reproductions at right.

Help the Homeless

Don't give to panhandlers.

Don't further the cycle of dependency. Too often, the money you give on the street goes for drugs and alcohol.

Do donate your time and money to organizations that help the homeless.

Do volunteer to serve meals.
Call 898-9643.

This message brought to you by:
University City Merchants Association
University of Pennsylvania
West Philadelphia Partnership
University City Hospitality Coalition

To GIVE or RECEIVE help:

Contact: University City Hospitality Coalition (UCHC), 3601 Locust Walk, Philadelphia, PA 19104
Call 898-9643

Contact: Horizon House, 120 S. 31st St., Philadelphia, PA 19104
Call 386-3838

Funds can be contributed at participating University City merchants.

To RECEIVE a meal:

UCHC-sponsored meals are available at these locations:

Monday: University Lutheran Church, 3700 Chestnut St.

Tuesday: St. Agatha-St. James, 3728 Chestnut St.

Wednesday: Church of The Savior, 38th and Chestnut Sts.

Thursday: St. Mary's Church, 3916 Locust Walk

Friday: Woodland Presbyterian, 42nd and Pine Sts.

All meals begin at 6 p.m.

TIAA-CREF Plan Changes: Starting in 1990

Recently TIAA-CREF announced that they will offer educational institutions and policyholders new investment funds and other options within the first quarter of 1990. CREF plans to introduce two new investment funds. At the time these funds are introduced, educational institutions will be offered expanded options regarding transferability and cashability of CREF balances.

Specifically the University will be given the choice to allow faculty and staff the option to transfer amounts accumulated under their basic retirement plan to other funding vehicles under our plan. In the University's case, the present alternative funding vehicles are the options offered by Vanguard and Calvert.

Also, CREF will allow educational institutions to permit lump-sum distributions after termination of employment with the employer. At the present time, the University's Plan permits a 10% cash out from TIAA-CREF and 25% cash out from Vanguard and Calvert at retirement. The 10% limitation has been a long-standing TIAA-CREF rule while the 25% cash out limitation has been a University plan provision.

The Benefits Office is bringing these new developments before the appropriate University Committee as TIAA-CREF makes specific information available. At this point, the effective date of these changes is not precisely known, but it appears that the near future could hold significant changes for our tax deferred annuity programs. Faculty and staff considering retirement in the near future should keep these potential changes in mind as they proceed with their retirement planning.

TIAA-CREF has also announced that additional flexibilities for monies invested in TIAA will be forthcoming; although the implementation of these flexibilities are expected to be available within a two year period.

The Benefits Office will keep the University advised of these changes as information becomes available. If faculty and staff have specific questions on any of these issues, they may call their Benefits Specialist on 898-7281.

—Adrienne Riley, Director, Human Resources

Summary Annual Report: Retirement, Health and Other Benefits

Summary Annual Reports for the Retirement Plan for Faculty and Executive, Professional and Administrative Staff, TIAA/CREF Tax Deferred Annuity (Supplemental Retirement Annuities) Plan, The Vanguard/Calvert Supplemental Retirement Savings Plan, Health Benefits Program for Eligible Employees of the University of Pennsylvania and the Dependent Care Expense Account for Plan Year ending December 31, 1988.

This is a summary of the annual reports for the Plans named above of the University of Pennsylvania for the plan year beginning January 1, 1988 and ending on December 31, 1988. These Plans are sponsored by The Trustees of the University of Pennsylvania whose federal employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to plan participants. To facilitate publication, the reports for the plan year ending December 31, 1988 have been combined. Consequently portions of this summary may refer to plans in which you are not currently participating. If you are uncertain as to your participation, please consult the Personal Benefits Statement mailed to you last March.

Retirement Plan for Faculty and Executive, Professional and Administrative Staff

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by Teachers' Insurance Annuity Association of America/College Retirement Equities Fund (TIAA/CREF) and individually owned fully funded custodial accounts sponsored by the Vanguard Group of Investment Companies and the Calvert Group. The total premiums paid for the plan year ending December 31, 1988 for TIAA/CREF were \$19,451,170.02.*

Supplemental Retirement Annuities: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by Teachers' Insurance Annuity Association of America/College Retirement Equities Fund (TIAA/CREF). The total premiums paid for the plan year ending December 31, 1988 were \$1,836,475.24.

The Vanguard/Calvert Supplemental Retirement Savings Plan

Funds contributed to the Plan are allocated to individually owned, fully funded custodial accounts sponsored by the Vanguard Group of Investment Companies and the Calvert Group.

Health Benefits Program: Insurance Information

The Plan has contracts with Blue Cross-Blue Shield of Greater Philadelphia and with five health maintenance organizations (HMOs) of the Delaware Valley to pay all health insurance claims covered under the terms of the Plan. The total premiums paid for the plan year ending December 31, 1988 were \$15,870,414.13.

Because the Blue Cross-Blue Shield contracts are so-called "experience rated" contracts, as opposed to the HMO contracts which are

"community rated" contracts, the Blue Cross-Blue Shield premium costs are affected directly by the number and size of claims the University participants "experience". Of the total \$15,870,414.13 premiums paid, a total of \$10,784,633.00** were paid under the Blue Cross-Blue Shield "experience rated" contracts and a total of \$13,524,627.00 benefit claims were charged by Blue Cross-Blue Shield under these "experience rated" contracts for the plan year ending December 31, 1988.

Dependent Care Expense Account

The Trustees of the University of Pennsylvania maintain a program providing reimbursement of dependent care expenses funded through salary reduction agreements for full time and part-time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Your Rights to Additional Information

You have the right to receive a copy of the full annual reports, or any part thereof, on request. Insurance information is included in those reports. To obtain a copy of a full annual report, or any part thereof, write or call the office of the Vice President of Human Resources, Room 538A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104: (215) 898-1331, who is the Plan Administrator. The charge for the full annual report for the Health Benefits Program will be \$1.50; the charge for each other full annual report will be \$2.00; the charge for a single page will be 25 cents.

You also have the legally protected right to examine the annual reports at the University of Pennsylvania, Benefits Office, Room 527A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104.

You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C. or to obtain copies from the U.S. Department of Labor upon payment of copying costs. Request to the Department should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20216.

—Office of Human Resources/Benefits

* This figure does not include payments to the Vanguard Group and the Calvert Group. Payments to the Vanguard Group were \$8,642,884.57 of which \$4,405,384.12 comprised institutional contributions. Payments to the Calvert Group were \$505,000.11 of which \$267,285.22 comprised institutional contributions.

** This figure represents actual payments made in 1988. The figure does not include November and December 1988 payments totaling \$1,600,640.01 remitted in 1989.

At its meeting October 11, 1989, the University Council voted to receive the following report, which was summarized in the October 10 issue of *Almanac*. Afterward President Hackney joined the presenter in the recommendation to publish the full text for comment by the University community. Comment may be sent to the Office of the Secretary, 121 College Hall/6382.

Report of the Personnel Benefits Subcommittee on Child Care

Introduction

The subcommittee on Child Care was created in response to numerous discussions in the University, and a specific request from the University Council that a broadly based subcommittee of the Personnel Benefits committee "take up the provision of affordable child care to Penn faculty, staff, and students."

This report consists of four sections: 1) a brief overview of the child care issue from the national, Delaware Valley and University perspectives; 2) three questions are identified related to decisions to provide child care at the University, 3) problems inherent in the current system related to personnel policies and provision of child care are identified, and 4) a discussion of several options considered with the recommendations of this subcommittee.

We were guided and informed by an extensive report formulated by four senior students for a marketing course in the Wharton School, including Marcey Chapman of the subcommittee (Exhibit 1*); we gratefully acknowledge the input of Catherine Schifter and Marcia Longworth, and we are especially indebted to Marie Witt of the Office for Business Services for her contributions to the subcommittee.

Overview

"Corporations are rethinking the relationship between work life and home life, recognizing that work and family can no longer be considered separate."¹

The child care issue has received extensive attention nationwide in the business community, in Congress, and in the media. Child care is front page news in *The Nation's Business*, *Business Week*, *The Wall Street Journal*, along with *Time* and *Fortune*. These publications and many others attribute the popularity of the issues to major changes in demographics in the workplace and suggest that child care is well on the way to being the benefit of the 1990's because it is sound for employees, and it is good for business. It helps in recruitment of top-notch employees, maintains a positive public image, lowers absenteeism and turnover, and increases morale and productivity. A report prepared for AT&T sites three national studies of companies with child care programs that documents these assertions (Exhibit 2*). Table I* identifies the efforts of several major corporations in child care.

Bureau of Labor Statistics (1987) documents that nearly half of the work force is made up of dual career couples, and 45% of mothers with children under age 3 hold jobs. One of three parents of infants and one of four parents of 3- to 5-year-olds reported that finding [affordable and good quality] child care was difficult.

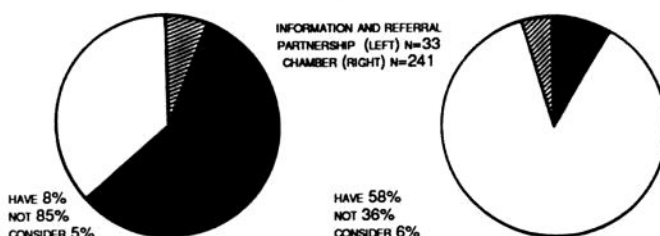
A special 1988 report issued by the United States Department of Labor documents employer-assisted child care increases from 105 centers in 1978 to 2500 corporate programs in 1985 divided among 150 centers, 50 family day care networks, 75 after school programs, 500 resource and referral systems, 20 sick child care programs and 1275 financial assistance plans.² By 1987 the number of corporation programs (with over 100 employees) had grown to 3300 which supported a day care center or had other child care benefits for employees.³

Day care centers, once primarily for-profit operations located in commercial facilities or homes, can now be found in law offices, police stations, civic centers and office buildings.⁴

A Business Roundtable study shows that half of CEOs surveyed plan to implement new child-care policies within the next two years. In 1988 Cambridge Reports, a survey found that three out of five Americans think child care should be a standard employee benefit.⁵ The provision of child care services may not be the crisis, but affordable, quality care is a problem, particularly for low-income families.⁶ Thirty five percent of working women aged 25 to 34 and 13% of women aged 35 to 44 have children under the age of six.⁷

Thirty three major corporations on the Board of the Urban Affairs Partnership were surveyed along with a random sample of the 5200 members of the Greater Philadelphia Chamber of Commerce in a 1988

study. The pie graphs below illustrate the numbers which provide information and referral and those which provide near or on site services.⁸ The full report by Happy Fernandez appears in Exhibit 3.*



Data from studies on child care at the University of Pennsylvania over the past few years suggest a clear and present need for affordable, good quality child care, including infant care. Over 95% of respondents indicated that cost was either the most important or one of several important factors in the choice of child care arrangements. Comments reflected the concern over the perceived high cost at the Penn Children's Center (Exhibit 4*).

A survey distributed to Wharton faculty and staff found a need for summer programs, sick care, and after-hours care (Exhibit 5*). Different needs seem to exist among the faculty and staff. In general, faculty could afford to spend \$40 more a week than staff for child care. Flexible hours were more appealing to staff than faculty. In July 1987, the University contracted with the Day Care Association of Montgomery County Inc. to conduct a study of the Penn Children's Center. See Exhibit 6* for a sample of the Parent Information Booklet for the Penn Children's Center. The four-member consulting team issued the following recommendations:

1. The University of Pennsylvania should support institutionally and financially a child care program to provide quality day care services for members of the Penn Community (faculty, staff, students, and others as may be defined by the University). Table II presents budget projections for 1989 under current organization.
2. The University's institutional and financial support for the child care program must be clearly communicated to Penn's various constituencies (e.g. parents, women, minorities, etc.)
3. The University should ensure that the child care program be a model early childhood setting. The child care program should also provide a laboratory learning experience for students from a variety of disciplines.
4. The Penn Children's Center should continue to operate as a University of Pennsylvania child care facility with increased University support.

Among the seven Ivy institutions, five have on site child care (Table III, see page 10). In a recent telephone survey of 29 "largest Ph.D. granting institutions" conducted for the Penn Children's Center, 23 provide day care. (Exhibit 7*)

There can be no doubt that child care is an important employment issue. The dramatic increase in the number of working mothers over the past two decades will continue to rise in the 1990's. In the opinion of many large corporate employers, it is not a matter of "Do we provide child care resources as employee benefits?" but "How do we provide child care?"

It would be inappropriate to paint only one half of the canvas. There are many corporations whose posture is that child care is not an employment issue and they have no intentions of providing child care resources of any kind in the foreseeable future. However the emerging philosophy of the University of Pennsylvania and the Human Resources arena in particular specifically addresses life and health care issues. It would seem that not to provide child care resources is not the issue for

the University, but rather how to, and in what format.

Questions

Three major questions dominated the literature we reviewed, the visits to child care centers, and interviews pursued as a part of this study. Site, program management and financial packaging required the greatest care in understanding the effects upon the institution of involvement in child care resources. The costs of not becoming involved are less tangible immediately but perhaps not less important in the long run. Those costs would be measured in terms of success rate in recruitment, credibility and morale among all employees and students in the academic community, and reputation in the Delaware Valley as a major employer. The three foci are

Site for child care center and location of child care resources: a) no site, b) off site, or c) on site

Management of child care center and services related to child care: a) no involvement, b) partial involvement with several patterns possible, such as referral services and counseling, c) fully managed by the University

Financial patterns and responsibility: a) no monetary support, b) partial support in the form of operating costs for a child care center and administrative support services, c) operating costs, support services, plus some form of tuition assistance.

There are several child care facilities in the community immediately adjacent to the University. The management and financial questions relate to these programs as well when considered in the light of "affiliated" programs. This will be expanded upon below under the discussion section.

Problems

1. The University does not have a specific policy related to maternity or child rearing. A "Disability" policy includes pregnancy as a disability currently which may be legally accurate but is philosophically abhorrent.

2. Currently the benefits and support systems related to child care are more beneficial for the exempt (A1) than for the non-exempt (A3) employees in these specific ways:

- a) Non-exempt employees are less likely to utilize the Dependent Care Reimbursement account because of the time lag between submitting receipts and reimbursement with consequent cash flow problems.
- b) A3 employees do not receive a "bank" of STD days upon appointment. Therefore they have more limited options for maternity/disability leave.
- c) The salaries of the A3 employees are often not high enough to support center-based child care in the University area. This is especially true when that salary is the sole family income.

3. The University offers many supports for employees who are parents. This information is not centrally publicized, not generally distributed and not well understood by employees. The result for the employee is lack of understanding, misunderstanding, confusion, and anger toward the University as an insensitive employer. The result for the employer is inefficient and costly services. For example the child care referral service currently contracted to Child Care Solution had only eight calls in the month of January. This service costs the University \$15,000 per annum. Table 4 provides the summary for January.

4. There is a lack of coordination among the several resources at the University, which are located in different offices on the campus.

5. The current facility housing the on-site child care center at the University poses many problems:

- a) It is seriously limited in space, therefore capacity, so that it cannot function in a cost effective manner.
- b) It is badly in need of basic renovation, in order to continue operating in a status quo mode.
- c) More than basic renovation is needed to utilize potentially usable space available on the second floor that would allow for some programmatic expansion.
- d) The age range covered does not include infant care.

Discussion

As the largest private employer in the city of Philadelphia, the University should not wait to react to imminent crisis, but position itself on the leading edge of human resource management by creating the standard for an employee environment that fosters flexibility, civility, motivation, commitment, and consequently excellence. The University must develop policy which reflects its existing programs and newly developing programs that support employees through health and illness.

Toward developing a policy related to child care and support of the University family:

The University of Pennsylvania, in its desire to be the employer of choice, seeks to attract and retain the most qualified colleagues available for its academic, medical, administrative, and support staff.

The University understands the challenges of combining work and family life and thus strives to meet the special needs of its diverse community. The University provides flexible work hours, sick leave and short term disability program for personal or family illness, competitive salaries and benefits support services for managing dependent care, and other services and assistance to help employees plan for the demands and responsibilities of their unique situation.

The comprehensive support service program includes child care referral service (see Exhibit 8* for a proposal by Child Care Choices and brochure), Faculty/Staff Assistance Program for personal and work related counseling, on-site child care center, the University Mortgage Program, tuition reimbursement program, dependent care reimbursement program, the Penn Women's Center, and special programs for families. Through modification of current procedures at low or no cost, the University can improve its program of support of family responsibilities in several areas. These are considered separately below by category of benefit.

Maternity and child rearing leaves

The ability to offer extended leave and guarantees of holding a position will enable the University to retain more experienced employees, reduce retraining costs, and reduce employee stress related to future employment, thereby increasing productivity.

The University should separate its policy on pregnancy, maternity, and child rearing from the general disability leave policy without removing the inherent protection of the parent's right to return to the position after the term of leave.

The employee should have the right to use sick, vacation, personal and short term disability time during a period of pregnancy as certified by a physician. The standard leave should be 6 to 8 weeks after delivery. Leave prior to delivery and time in excess of the 6 to 8 weeks after delivery should be certified by a physician.

The employee should have the right to request a leave of absence (without pay) for a specified time following delivery to care for a newborn or newly adopted child. All leave requests must be processed through Human Resources prior to approval or denial to insure equity of administration. Departments should provide substantial proof of operational necessity for denied leaves. This leave request without pay should apply for paternity leave also.

When leave is approved the employee should return to the same position with no change in salary or benefits.

Sick Leave and Short Term Disability

Develop a "bank" or accrual of short term disability days for A3 employees that could be used after a specified waiting period, perhaps up to two years. This bank would be similar to the one provided to A1 staff and could be used only after all sick, vacation and personal time had been exhausted. A physician's certification would be required.

Consider increasing the number of sick days available for household reasons to six instead of the current three. This increase would represent half the current sick leave accrual and provide additional flexibility for parents with young children or elder-care responsibilities. The total number of sick days would not increase and there would still be the incentive to conserve days to be rolled into the short term disability bank. Specifically:

- a. Change sick day and leave policy to a flexible policy which will enable the employee to use these days for both personal and family illness.
- b. Information related to disability leave for maternity should specify "maternity/paternity leave" and cover both faculty and staff.

Flexible Work Scheduling

Flexibility of work hours can take many forms and can make creative use of employee skills. The University must define and publish definitions and guidelines for the options available to supervisors in negotiations with employees. The guidelines must address the following issues:

- 1) *Reduced hours*—After a period of disability or leave of absence, many parents may wish to adjust work hours to part time for a period of time. This may be done without loss of benefits or accruals.
- 2) *Working at home*—Many jobs can be done outside the formal office setting. The guidelines need to include how this arrangement is negotiated, time frame, supervision, and remuneration.
- 3) *Job sharing*—Many positions can be satisfactorily accomplished by splitting into two parts between two people.
 - a. Generate and distribute to administrators a statement which endorses the use of job sharing, flexible hours, and part-time status. This is especially needed for employees who are facing a change in family responsibilities, such as a new born or adopted child and aged parents.
 - b. Ensure that Human Resources administrators and counselors are aware of the policies and empower them to grant flexibility where warranted. This is a well recognized problem in the industry.⁹
 - c. Distribute and formally announce these policies and support services to all present and new staff and faculty.
 - d. Many employees are unaware of the programs currently functioning at the University. Strong marketing of the program strengths and options should be part of recruitment, and on going education and information efforts.

Support Services

The family and child care support services appear to lack relationship to one another and are located in different offices and buildings on the University campus. Reorganizing within one administrative unit in one central location accessible to all would convey the message to the University community that these services are important.

- a. The Faculty/ Staff Assistance Program is one possible locus for a full-spectrum services center providing child care referral, elder care referral, counseling, crisis intervention and referral, and a HELP hot line for one-shot problem solving. Conversations with the Director suggest interest in developing comprehensive, broadly based services. Exhibit 9* records a brief history of correspondence documenting this interest. The subcommittee endorses the concept of a counseling focus within FSAP for families needing help in areas of career and family management, child rearing, breakdown of day-care arrangements, changes in family structure and problem solving.
- b. The "center" should maintain a library of reference materials in all forms related to family and child care issues.
- c. Currently many programs are offered throughout the year by several different "support" groups. These activities need a central coordination mechanism, and should have much better publicity. Evaluation will determine the needs for content and frequency of program offerings.
- d. Some publication vehicle, such as a newsletter, could make available information on child-care programs, play groups, baby sitting opportunities and timely articles.
- e. Provide an in-house coordinator of child care responsible for organization and management of referral services, resource library, training and education activities and publications.
- f. A cooperative environment should be fostered among faculty, staff and administration to facilitate input to the political process that affects Federal and state legislation related to child care issues. For example, the Pennsylvania Senate Democratic Caucus has recently brought forward a Child Care Initiative package of bills to coordinate and streamline state activities which promote child care in schools and businesses and offer incentives to industry to include child care in benefit packages. The University could become actively involved in support of this proposed legislation.¹⁰

On Site Child Care Facility

The University has a long history of involvement in on-site child care. That history has positive and negative aspects that affect its image on campus at the present time. Unfortunately, as in many things the negative image remains longer in our memory. The problem-solving related to the child care facility involves considerable cost and investment of time and energy. In fact, that process began in July of 1988 when Business Services took over the operational management. As described earlier under Problems (number 5), benign neglect is no longer feasible as the situation has become malignant.

The University needs to make the decision to invest in good quality, affordable child care for its employees on a scale adequate to be cost effective, in quarters that are attractive and conducive to the enterprise. The long term objective should be to provide a facility designed with childhood education in mind, in either new space or space renovated for the purpose. The facility should provide care for infants and child care up through and including kindergarten age. The short term objective should be to modify University space, not necessarily the carriage house, at modest cost to achieve satisfactory facilities for a term not to exceed five years. The National Coalition for Campus Child Care is a loosely structured organization created to provide guidance and resources in this development process. Exhibit 10* provides information from this group from a recent meeting in Ohio attended by Marie Witt.

The University should consider carefully the pros and cons of contracting management services to an outside vendor. Savings can be realized in the personnel salaries and benefits area, as well as in the day-to-day operations, including the expenses of liability insurance. These savings can be distributed to other areas, for example, to offset costs of tuition for low income employees and students through scholarship aid. On the negative side we might argue that it is philosophically inappropriate for the University to subcontract to a vendor who will pay lower wages and benefits which may be consistent with the market place but are not consistent with our own pay scale. The lower pay scale may lead to high turnover and poor stability of programmatic efforts in the curriculum for the children. In addition the University would need to exercise caution in negotiating degrees of involvement in program and policy with an outside vendor.

Two excellent models exist in the immediate vicinity that may serve to inform the University decision-making process. ISI and Campbell Soup (Exhibits 11 and 12*) are both well known and successful in providing quality child care for employees. Campbell Soup has tried three different strategies: self managed, and two different vendor models. They report being very satisfied with the current arrangement in which the vendor provides staff and day-to-day costs of operation and the Company provides facilities management and major equipment costs.

Affiliated Relationships

The University has cooperative relationships with child care agencies in the University City Science Center area. These relationships foster joint training for staff, recreational activities, staffing pools, and general sharing. These centers are interested in marketing their services to the University community. There is a willingness on the part of some to reserve space for University family in exchange for some financial guarantees. It is consistent with general University philosophy to continue our support of the community. Cooperative relationships with these child care agencies is in the best interests of the University.

The Parent Infant Center offers another kind of affiliation. Once a part of the University, now separated, it is housed in University-owned property. The PIC has expressed interest in discussing a merger with the University's child care center. This would provide the "infant" component currently missing from the University's program and ensure continuity of care for the infant enrolled in the University program to stay on through age six.

The Infant Friendship Center provides yet another form of affiliation. It is a free standing facility with strong ties to CHOP and Seashore House and would like to be associated with the University. (We really don't know what that means at this time.)

The Hospital of the University of Pennsylvania has a very large employee population. Many of their employees need child care resources. Through a cooperative effort we may realize economy of scale by providing services to both employee populations through one centralized operation and reduce duplication of administrative costs.

*Exhibits and Tables are available as shown on page 10.

FOR COMMENT

This brief discussion illustrates the need for a structure and negotiated relationships along administrative and financial lines that will enhance our cooperation and facilitate our functions individually and collectively. There is enough work out there for everybody! That seems clear. That work would be enhanced and function in a more cost-effective manner with a structure that defines the nature of the working relationships. The model of a consortium comes to mind with different levels of partnership.

Conclusion

The history and commitment of the University to child care issues suggests a pattern of forced involvement, crisis intervention, and reluctant paternalism. A strong statement of philosophy and appropriate policy and procedures can arrest that unfortunate process and move the University into constructive, planned, and cost-effective activity.

—Elsa S. Ramsden, for the Subcommittee

Bibliography

- ¹ Adolf, Barbara. *The Employer's Guide to Child Care: Developing Programs for Working Parents*. Praeger Publishers, N.Y. 1988.
- ² Friedman, Dana E. Child Care for Employees' Kids. *Harvard Business Review*. 1986.
- ³ U.S. Department of Labor. *Child Care: A Workforce Issue*. Report of the Secretary's Task Force. 1988.
- ⁴ John Naisbitt *Trend Letter*. March 16, 1989.
- ⁵ *Dependent Care: Meeting the Needs of a Dynamic Work Force*, EBRI Issue Brief, Number 85, December 1988, Employee Benefit Research Institute, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 (\$13.95 prepaid.)
- ⁶ *The Child Care Market: Supply, Demand, Price and Expenditures*, Family Impact Seminar, American Association for Marriage and Family Therapy, Research and Education Foundation, 1717 K Street, NW, Suite 407, Washington, DC 20006; (\$5.00 plus \$1.25 shipping.)
- ⁷ *The Numbers News*. published by American Demographics, Inc., April 1989.
- ⁸ Fernandez, Happy Craven. *Child Care and Family Sensitive Policies: A Survey of Philadelphia Area Businesses*. Temple University School of Social Administration. 1988.
- ⁹ *Behavioral Sciences Newsletter*. Roy W. Walters & Associates, Inc. (ed) New Jersey. Feb. 13, 1989.
- ¹⁰ Robert J. Mellow. letter to Senior Vice President, University of Pennsylvania.

The following exhibits and tables, referred to in the text, above, are available from the Office of the Secretary, 121 College Hall/6382.

Exhibits

1. Marketing Report in partial fulfillment of requirements for a course in the School by Marcey Chapman et al.
2. Ellen Galinsky. Investing in Quality Child Care: A report for AT&T. 1986
3. Happy Fernandez. *Child Care and Family Sensitive Policies: A Survey of Philadelphia Area Businesses*.
4. Student Affairs Report on Child Care Survey.
5. Wharton Childcare Committee
6. Parent Information Booklet. Penn Children's Center
7. Survey on Campus Day Care of 30 largest Ph.D. granting institutions
8. Child Care Choices, A Proposal
9. Documentation of interest for broadly based Faculty/Staff Assistance Program
10. Establishing a Campus Child Care Resource and Referral Service
11. Campbell Soup Company folder of information
12. ISI brochure and application material

Tables

- I A Look at Child-Care Benefits of Major Corporations
- II Penn Children's Center: Budget Projections for 1989
- III Comparison of Ivy Institutions on child care provisions (below)
- IV Utilization Report: The Child Care Solution

III. Comparison of Ivy Institutions On Child Care Provisions

	Brown	Cornell	Dartmouth	Harvard	Princeton	Yale	Columbia
Maternity Leave	Allowed up to maximum of 13 weeks from date of birth, then up to six months if prearranged.	No policy, but: faculty: up to six months with MD certificate; other: use accrued sick/vacation time only.	Unknown	No policy; no short term disability. Use accrued sick/vacation time, then no pay.	State law on disability: two weeks full pay/year work, up to 20 hours on partial pay (six weeks after natural, eight weeks after C section) Child rearing leave and adoption leave with no pay, job held for three months.	Use accrued time only: sick, vacation, personal. No short term disability. Maximum time out on full pay: six months.	Not specific.
Paternity Leave and Adoption	State law; up to 13 weeks; two years and job held.			Same as maternity.	Same as maternity.	No parental policy.	Unknown
Referral Service	Informal	Unknown	Unknown	Child care advisor and council; Parent Network.	None or very informal.	Personnel Office puts out guide to centers.	Informal
Day-care Center	None on site or subsidized or associated.	One on site; plans to merge with larger one.	One on site; 50% must be Dartmouth children.	Seven on site with space/operating costs from Harvard, sliding scale fees & scholarships administered by few centers.	One on site, provides space/operating costs but not management. Service is locally provided; 2/3 must be Princeton children.	Seven centers quasi-affiliated, all started by Yale faculty/staff/students. Preference given to Yale children. Space/operating costs provided by Yale but no management. Some sliding fee, limited scholarships.	Not on site; one with Columbia contributions; experimental in nature; run by School of Social Services; looking into issue.
Other	Looking into this; sending policy manual.	Did not return calls.	Did not return calls.		Looking to expand.	Policies being sent.	Sending copies of policies.

COUNCIL

Summary of Meeting October 11, 1989

Approved Minutes 5/10/89 Meeting.

Heard President Hackney discuss efforts being made to improve safety and security in the University City area. Any further suggestions about what else can be done were encouraged.

Heard Provost Aiken comment on the progress of Search Committees for Vice Provost for Information Systems; Dean for the School of Engineering and Applied Sciences and Dean for the Wharton School.

Heard the Provost announce appointment of Professor Steven B. Burbank of the Law School as Chair of the Committee to update The Charter of The University Student Judicial System; Professor David P. Pope Associate Dean of Undergraduate Education as Chair of The Committee to update the Code of Academic Integrity; and Professor Larry Gross of the Annenberg School as Chair of the Committee to update the Guidelines on Open Expression.

Heard Professor Robert E. Davies, Chair of the Faculty Senate urge nominations for 250th Anniversary Honorary Degrees.

Heard Undergraduate Assembly representatives praise Provost Aiken for arranging for continuation of all night study space in Steinberg Hall-Dietrich Hall. The Facilities Committee Resolution endorsing use of SH-DH as 24-hour study space was unanimously approved as amended.

Passed the resolution welcoming Retired Associate Secretary Robert G. Lomdale to all University Council meetings.

Passed bylaw change revising the charge to the Committee on Open Expression.

Considered GAPSA resolution concerning House of Our Own Bookstore. Resolution passed with 1 "no" vote and 5 abstentions).

Received following bylaw change requests for consideration at November 8 Council Meeting: Proposed amendment to the bylaws to make the Director of Human Resources a non-voting *ex officio* member of the Personnel Benefits Committee; Proposed amendment to the bylaws from the Committee on Committees to make the University Chaplain a non-voting *ex officio* member of the Student Affairs Committee, that would make the Director of the new Black Resource Center a non-voting *ex officio* member of the Safety and Security Committee and the Community Relations Committee, and that would add a second GAPSA representative to the Committee on Recreation and Intercollegiate Athletics.

Received and discussed Personnel Benefits Committee report on Child Care. Implementation reports by University administration will be periodically presented to University Council.

Heard Vice Provost for Research Barry Cooperman introduce draft procedures regarding misconduct in research. Draft had been distributed with University Council mailing and suggested changes adding detail were received. Additional comments are welcome before procedures are presented in final form to the November 8 University Council meeting for action.

—Duncan Van Dusen, Secretary

COUNCIL

Summary of 1988-89 University Council Resolutions and Recommendations and Administrative Actions Taken on Them

"RESOLVED, that at the first fall meeting of the Council, the Secretary shall distribute to the Council the actions of Council passed during the previous academic year, including a list of all recommendations and resolutions, the implementation of which would require Administration action. The President or the Provost shall indicate what action they have taken or plan to take with respect to each recommendation and resolution." (University Council: May 8, 1974)

I. Recommendations Not Completely Resolved by Last Fall's First Meeting of Council (October 12, 1988)

Guidelines on Open Expression (April 13, 1988): Council approved an addition to the Guidelines on Open Expression, proposed by the Committee on Open Expression, applying to cases where an individual refuses to obey an order of the VPUL to cease an activity and is later found not to have been in violation of the guidelines.

Action: President decided not to accept the addition and published the original, revised guidelines as policy on November 1, 1988.

II. Recommendations from the 1988-89 Academic Year

Alcohol Policy

1. October 12, 1988: Council asked the Student Affairs Committee to review the alcohol policy issued during the summer and to recommend a permanent policy at the December meeting.

2. December 14, 1988: Council approved guidelines on alcohol use recommended by Student Affairs Committee.

3. January 18, 1989: Council adopted supplemental guidelines on alcohol use at Penn.

Action: Guidelines published as policy on January 24, 1989.

Television Cameras at Council Meetings (November 9, 1988): Council adopted a resolution instructing off-campus media representatives to remove their cameras from the meeting.

Action: No administrative action required.

Diversity Awareness (November 16, 1988): Resolution adopted supporting expansion of diversity awareness programs and requesting VPUL to report on plans for implementation at February meeting.

Action: VPUL proceeded with development of programs, made progress report at February Council meeting.

Amendment to Bylaws (December 14, 1988): Bylaws amended to make the director of transportation and parking or his or her designee and the manager of fire and occupational safety non-voting ex-officio members of the Safety and Security Committee:

Action: No administrative action required.

Escort Service and PennBus (January 18, 1989): Council approved responses by the Safety and Security Committees to a GAPSA resolution requesting improvements in the Escort Service.

Action: Responses implemented: Escort Service to start at dusk in fall, 1989, for trial period to assess usage; additional van purchased; PennBus loop east of Schuylkill River added; and better publicity on availability and schedules undertaken.

"You are Home at Penn" (February 8, 1989): Council received task force report from Facilities Committee calling for steps to make members of the campus community aware that they share major responsibility for the cleanliness and condition of campus buildings and grounds.

Action: President agreed to implement: letter to be included in packet which goes to incoming freshmen; VPUL to work with New Student Week Committee to ensure that these concerns are addressed; and deans to be asked to improve signage prohibiting eating, drinking, and smoking in classrooms.

Amendments to Bylaws (April 12, 1989): Bylaws amended to eliminate the Academic Review Committee for Centers and Institutes and to change the procedures for elections to the Steering Committee.

Action: No administrative action required.

Diversity Awareness (April 12, 1989): Council approved the interim diversity education program presented by the VPUL and recommended that it be implemented for one year, during which its operation will be assessed and a report issued.

Action: VPUL proceeding with the program, to begin with the 1989 New Student Week.

Amendment to Bylaws (May 10, 1989): Bylaws amended to make the vice provost and director of libraries a non-voting ex-officio member of the Communications Committee.

Action: No administrative action required.

Annual Report of the Steering Committee of the University Council, 1988-89

This is the tenth annual report of the Steering Committee of the University Council, prepared in accordance with a requirement in the Council bylaws that the Steering Committee shall publish an annual report to the University community, providing a review of the previous year's Council deliberations which highlights "both significant discussions and the formal votes taken on matters of substance."

October Meeting

Dr. Kim M. Morrisson, vice provost for university life, initiated discussion of the University's alcohol policy (*Almanac* 10/11/88), stating that it stemmed from a toughening of the Commonwealth's Liquor and Crimes Code that was enacted last May. She explained that the Penn alcohol policy then in place was not responsive to aspects of the new code and that the University had to formulate a new policy during the summer, when students were not available for consultation, so that it could be in place when they returned in September. She noted that the revised State code paralleled actions taken across the country to control underage drinking in response to a series of campus tragedies largely resulting from underage drinking and that Penn's new policy is in the same tenor as new rules adopted on many other campuses.

In discussion, concern was expressed that the new Commonwealth code forces a revival of the position *in loco parentis* assumed earlier by colleges and universities. A question was raised as to whether certain terms in the code which bear upon the University's responsibility are legally defined or whether some flexibility in conformance is afforded. Regret was expressed by both faculty members and students that the alcohol policy was written without full consultation. Fraternity members who were present commented that the policy was drafted without proper regard to its effect on the lives of individuals, that the policy is leading to increased drug use and potentially dangerous travel to off-campus parties, and that the bans on beer kegs and outdoor drinking exceed the requirements of the law. A resolution was introduced to suspend the policy until a more generally acceptable one can be drawn up. A substitute motion asked the Student Affairs Committee to review the present policy, hold open meetings on the subject, and recommend a permanent policy at the December meeting. The motion to substitute passed, but a roll-call vote established that a quorum was not present. The president, as presiding officer, indicated that the substitute motion represented the sense of the meeting and that the Student Affairs Committee should be instructed accordingly.

November 9 Meeting

Representatives of commercial television stations were asked, by resolution of the Council, to remove their cameras from the meeting room in the view that their presence would inhibit a free exchange during discussions.

The draft charge to the President's Committee on University Life (*Almanac* 11/8/88) was discussed. President Hackney explained that, while measures had been taken to set rules of conduct and the means to enforce them, the better approach is to change the atmosphere in the community so that all members are naturally treated with full equality and dignity. He commented that we have fallen short of being a caring community and that the appointment of a new vice provost for university life provides an opportunity to reflect on the situation and how it can be improved.

In discussion, some concern was raised that the charge calls for a setting of values for the community. The view was expressed that it is the business of universities to teach students how to think and not necessarily how to behave. Comments were made that the imposition of values by the administration could amount to "behavior modification" and that we all know how to behave and do not need to be told what constitutes proper behavior. The president said that he would proceed, after due consultation, with appointment of the committee, would welcome further comments on the charge, and would revise it in light of the advice received.

Under new business, a resolution calling for the Council to support mandatory racial awareness seminars was introduced. Student speakers supported and described a series of seminars to raise racial awareness, the completion of which by freshman would be a requisite for sopho-

more standing. In initial discussion, the points were made that the decisions to initiate a course and to require it could only be made by the faculties and, further, that it would be better at this point to deal with principles and not to define details. The motion was tabled to the next regular meeting, after the time of adjournment was once extended by motion.

November 16 Meeting

A special meeting of the Council was called by the Steering Committee to continue discussion of a resolution that was introduced at the end of the November 9 meeting. The resolution, introduced by Keith Wasserstrom, chair of the Undergraduate Assembly, called for mandatory racial awareness seminars. President Hackney opened the meeting with a statement (*Almanac* 11/22/88) confirming that he and the administration "are firmly committed to acting within our sphere of responsibility to provide the sort of learning experiences that will reach all students and increase the level of awareness of the wonderful diversity that is the Penn community, and to make sure that everyone understands the behavior that we expect of all members of our community."

Mr. Wasserstrom withdrew his resolution. Vincent Phaahla, chair of the Graduate and Professional Student Assembly, introduced a resolution (*Almanac* 11/22/88) that had been framed by the Steering Committee in two special meetings held since the last Council meeting. The resolution supported the development of programs "emphasizing sensitivity to the racially and otherwise diverse nature of the University community" and asked that the vice provost for university life plan, with full consultation, such programs and report on them to the Council at its February 8 meeting. Noah Robinson moved that the resolution be amended to require that 50 percent of the members of the committee working with Dr. Morrisson on the programs be undergraduates.

In discussion, comments were made that the process to be undertaken by Dr. Morrisson would be consultative and that all concerned constituencies should be represented in a serious way but not by specified proportions. Dr. Morrisson confirmed these views, adding that she has regularly utilized committees and subcommittees with substantial student representations, as in the development of the freshman orientation programs. Mr. Robinson withdrew his motion.

December Meeting

The Council approved an amendment to the bylaws making the director of transportation and parking or his or her designee and the manager of fire and occupational safety non-voting ex-officio members of the Safety and Security Committee. Dr. Catherine Schifter, chair of the Student Affairs Committee, introduced a revised alcohol policy (*Almanac* 12/6/88) framed by the committee pursuant to a request by the Council that the Student Affairs Committee review the policy enacted during the summer, hold open meetings on the subject, and recommend a permanent policy at the Council's December meeting (*Almanac* 10/18/88). Keith Wasserstrom, chair of the Undergraduate Assembly, moved that guideline #8 governing the consumption of beer in kegs be replaced by a somewhat less restrictive guideline proposed in a dissenting statement by some members of the subcommittee that drafted the revised policy (also *Almanac* 12/6/88). The amendment differed in requiring that an "overwhelming majority" (not specifically 85 percent or more) of those expected to attend a planned event be of legal drinking age, and/or that all of the people within a specified area where alcohol will be served be of legal drinking age, and that the organizers of the event notify the responsible University administrator of the time and place of such an event at least 48 hours before the event. Professor Larry Gross proposed that the amendment be modified by requiring that the organizers also notify the administrators of a plan to insure that only persons of legal drinking age will have access to alcoholic beverages. Professor Gross' amendment to the amendment was adopted, Mr. Wasserstrom's amendment so revised was adopted, and the main motion to approve the guidelines for alcohol use, as amended, was adopted. A straw vote supported a revision, as proposed in the dissenting statement, of recommendation #1 in the committee report concerning consultation when the University must act quickly to comply with new legislation.

January Meeting

New, revised guidelines on alcohol use, modifying those adopted at the December meeting, were introduced (*Almanac* 1/24/89). The president indicated that he and others had produced the new draft pursuant to a preference expressed by Dr. Catherine Schifter, chair of the Student Affairs Committee, and Keith Wasserstrom, chair of the Undergraduate Assembly, for a policy that would not distinguish between the consumption of beer in kegs and beer in other containers. The wholly favorable discussion centered upon the question of actual responsibility as between the designated responsible host and the sponsoring organization if there were a problem with drinking by underage persons; the conclusion was that there would be a shared responsibility and that the organization might designate for this purpose any individual or group of its choice. Following adoption by the Council, the president issued the guidelines as a supplement to the University's alcohol policy.

The response, requested by the Council, of the Safety and Security Committee to recommendations by the Graduate and Professional Student Assembly for improvement of the Escort Service and PennBus was presented (*Almanac* 1/17/89). In discussion of the recommendation that the Escort Service should start at 5:00 p.m. instead of 6:00 p.m. for a trial period, it was emphasized that the trial should be well publicized in view of the low demand demonstrated during a past trial of the earlier start. Regarding the proposal that a Safety Shuttle Loop be extended into the area directly east of the Schuylkill River, it was explained that the intent would be for the service to go far enough east to connect with public transportation, likely as far as 22nd Street. The response was unanimously approved.

January Meeting Continued

The Council expressed its gratitude to Saul P. Steinberg for his "magnanimous and unprecedented gift" to the Wharton School and English Department and adopted a resolution voicing its appreciation to the "many people—students, faculty, and staff—who worked long and hard, sometimes at great risk, for the pursuit of total divestment from companies doing business in South Africa." The latter resolution followed announcement by the president that the University has divested itself of all holdings in such companies.

February Meeting

The president announced that, pursuant to recommendations made by the Safety and Security Committee at the January meeting (*Almanac* 1/17/89), a trial period of dusk to 3:00 a.m. operation by the Escort Service will be conducted next October as Eastern Standard Time returns; its effectiveness will be evaluated. The PennBus will begin to make two trips across the South Street bridge to 22nd Street; the service will be monitored for usage and will be expanded if justified by demand.

During the "questions" period, Eli Pringle, representing Professor Helen Davies, chair of the Safety and Security Committee, drew attention to other recommendations which had been made in the committee's report. The president responded that the recommendations were being worked on by the administrators concerned. Vincent Phaahla, chair of GAPSA, questioned the fairness of the handling of the case being heard in the Student Judicial System in which he is the respondent. The query was ruled to be inappropriate for this forum.

Professor Noam Lior presented the report of the "You are Home at Penn" Task Force of the Facilities Committee (*Almanac* 2/7/89). The report recommended ways to achieve a stronger sense among the campus community of respect for others and for the environment. During the discussion, questions were raised regarding the riding of bicycles on campus in a manner that is unsafe to others and the dogs that are allowed to roam freely on the campus by their owners. The Council received the report. The president stated that he would edit the proposed statement for inclusion in the material which goes to incoming freshmen, ensure that the concerns expressed by the task force are well covered during New Student Week, and ask that signage be improved to reinforce the regulation banning eating, drinking, and smoking in classrooms.

The vice provost for university life, Dr. Kim M. Morrisson, delivered a progress report on the expansion of diversity awareness programs in consonance with a Council resolution adopted on November 16 (*Almanac* 2/14/89). In discussion, student members of the oversight committee asked that the Council act to make attendance in the program mandatory, backed by sanctions, saying that such a commitment was essential for further work of the oversight committee. The president explained that the Steering Committee had placed the matter on the

agenda for discussion only, in the view that the Council should not act until the full program is developed and understood. After it was established that a quorum was not present to make action possible, a special meeting was requested; the mechanism in the bylaws for calling a special meeting by petition was then cited.

March Meeting

Meeting cancelled and time and space made available for a forum on sensitivity awareness, sponsored by the Undergraduate Assembly and vice provost for university life.

April Meeting

Chairman of the Steering Committee David Balamuth read a resolution adopted by the Senate Executive Committee requesting an investigation of possible violations of the Guidelines on Open Expression "in connection with the recent hearings in the Vincent Phaahla case." (*Almanac* 2/28/89). Mr. Phaahla questioned SEC's now taking a position in a matter on which that body had earlier declined to take a stand (*Almanac* 2/28/89). Professor Balamuth responded that a position was still not being taken on the merits of the case. In discussion, it was clarified that SEC via its resolution was filing a complaint and that, if the case goes to a hearing, the presence of a representative from SEC, rather than the full membership, would suffice.

Amendments to the bylaws (*Almanac* 3/14/89) to eliminate the Academic Review Committee for Centers and Institutes and to change the procedures for election to the Steering Committee were adopted.

Vice Provost for University Life Kim Morrisson presented an interim report on the development of a diversity awareness education program (*Almanac* 4/4/89). During the discussion, concern was expressed that the program may be directed to the inculcation of values through "social engineering." It was argued, on the other hand, primarily by members of the oversight committee which has been developing the program, that it, far from being an attempt to instill beliefs, is based on the *University Policies and Procedures* booklet and that students will be able to embrace or reject any values that may be presented. The program was described as "a way to create a more communal environment from a rich diversity." It was suggested that it may be difficult to evaluate the effectiveness of the program. The Council adopted a resolution approving the program and recommending its implementation for one year, during which its operation will be assessed and a report issued.

May Meeting

An amendment to make the vice provost and director of libraries a non-voting, ex-officio member of the Communications committee was adopted.

A joint report on international student issues by the International Programs Committee and Student Affairs Committee (*Almanac* 5/2/89) was presented by the chairs of the two committees, respectively Professor Benjamin Gebhart and Dr. Catherine Schifter. The study was undertaken in response to a resolution by GAPSA asking for an examination of "the circumstances and conditions of international students." In discussion, a question was raised regarding the advocacy function recommended in the report. Professor Gebhart replied that the committees envisioned a small, standing subcommittee of his committee to which international students would go when their problems cannot be solved by the relevant administrative offices.

The bill pending in Harrisburg that would require a mastery of the English language for teaching assistants was discussed. The provost commented that teaching assistants are primarily in SAS and Wharton, that SAS has a program in place to improve the English proficiency of teaching assistants when necessary, and that Wharton is taking a less formal approach but is cognizant of the issue. He said that, in any case, the University would set the standards for language proficiency rather than having norms set externally. It was suggested that undergraduates need to be encouraged to try to understand instructors who are not native speakers of English. Other suggestions were made that the \$8,000 loan fund available to international students needs to be increased substantially and that faculty members volunteer to take arriving international students into their homes until they are able to find permanent housing. Dr. Schifter stated that, as indicated in the report, the responsibility for implementing the committees' recommendations lies with the relevant offices and student groups and that the committees should assess the future responses to the recommendations. The president termed the report "a marvelous step forward."

Elections to the 1989-90 Steering Committee were held.

Lindback Awards for Distinguished Teaching, 1989-90

The Lindback Awards are presented annually to eight members of the University of Pennsylvania faculty in recognition of their distinguished contributions to teaching. They are open to teachers of undergraduates and graduate students in both the professional schools and the arts and sciences.

Four awards each year go to faculty in the health areas (Medicine, Dental Medicine, Nursing and Veterinary Medicine), and four to the non-health area—SAS, Wharton, Engineering, Law, Education, Social Work, Fine Arts and Annenberg School of Communications. The criteria are the same (see below), but the nomination processes differ.

For Lindback Awards in health areas, an internal nominating process is carried out in each school, using procedures developed in that school. A Committee on Distinguished Teaching in the Health Areas, appointed by the Provost on the recommendations of the Deans, sends the health area nominations to the Provost Staff Conference.

For Lindback Awards in the non-health areas a separate Committee on Distinguished Teaching, appointed by the Vice Provost for University Life on behalf of the Provost, is charged with presenting the Provost's Staff Conference with eight final candidates from which the four non-health area winners are chosen.

This Committee on Distinguished Teaching now welcomes nomination: for these awards in the non-health area from schools or departments, individual students and student groups, faculty members or alumni.

Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Barbara Cassel. They should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department and rank; how you know the nominee; and your name, address and phone number. Additional supporting evidence, in the form of statistical surveys, curricula vitae, lists of courses taught, etc., will also be helpful to the Committee in its

selection process. *Nominations will open Monday, October 23, and close on Friday, December 1.*

Provost Awards, 1989-1990

The Provost Awards are presented annually to recognize distinguished teaching by full-time *associated faculty* or full-time *academic support staff*. One award will be given in the health schools and one in the non-health schools.

The Lindback Committees on Distinguished Teaching from the health and non-health areas will also evaluate nominations for these two awards. The Committees will present the Provost's Staff Conference with two final candidates in ranked order. From these, two winners will be chosen, one from each area.

The criteria for selection of Provost Award recipients are the same as those used in selection of Lindback Awardees.

With these criteria in mind, the Committee on Distinguished Teaching now welcomes nominations for these awards from schools or departments, individual students, student groups, faculty members or alumni. Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Barbara Cassel. The nomination should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department, and rank; how you know the nominee, and your name, address and telephone number. Additional supporting evidence, in the form of statistical surveys, curriculum vitae, lists of courses taught, et cetera, will also be helpful to the committee in its selection process. Nominations will open *Monday, October 23*, and close *Friday, December 1*.

Criteria and Guidelines for the Lindback Awards in the Non-Health Area, 1989-90

1. The Lindback Awards are given in recognition of distinguished teaching—defined as teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.

4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a

spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be renominated in some future year and receive the award then.

6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. *No faculty member may be considered for the Lindback Award in a year in which the member is considered for tenure. All nominees should be members of the standing faculty* (but see the Provost Award for an opportunity to recognize distinguished teachers who are in the associated faculty or full-time academic support staff). The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

7. The awards should recognize excellence in either undergraduate or graduate/professional teaching or both.

8. The recipient of a Lindback Award should be a teacher/scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

9. The process of selecting the four Lindback Awards in the non-health areas (i.e. SAS, Wharton, Engineering, Law, Social Work, Fine Arts, Education, and Annenberg) is initiated yearly when the Committee on Distinguished Teaching is appointed by the Vice Provost for University Life on behalf of the Provost. The Committee is drawn from the non-health schools. It is composed of five Lindback Award recipients, three graduate and professional students, and two undergraduates. The Chairperson is one of the faculty members and is appointed by the Vice Provost. The Committee solicits nominations from the University community and reviews the documents submitted, producing a list of not more than eight nominees, in ranked order when the Committee has agreed-upon preferences.

10. The Provost then reviews the lists, receives advice from the several Deans concerning distribution of the awards among schools, and makes final designations from it.

Nassau Fund Guidelines and Procedures: November 10 Deadline

As a major research institution, the University of Pennsylvania believes that a research experience can make a significant contribution to an undergraduate student's education. This Undergraduate Research Fund has been established to provide support for outstanding undergraduate research efforts. Through the generosity of the Nassau family, income from an endowment known as the Nassau Fund will support modest grants to undergraduates in support of their research activities. The funds are administered by the Office of the Vice Provost for University Life, with awards made on a competitive basis by the Council of Undergraduate Deans and the Nassau Fund Faculty Advisory Committee.

Research Support: Research support from the Nassau Fund will be awarded in accordance with the following principles:

— Research proposals in all disciplines, as well as interdisciplinary efforts, are encouraged. Proposals may involve theoretical research or research with practical applications.

- Projects having no other funding sources are particularly encouraged. When other funding sources can be identified shared costs or matching funds will be encouraged whenever possible.
- Funds will be allocated on the basis of merit without regard to school enrollment. When all other factors are equal, representation by disciplines will be considered.
- Each project must have a faculty advisor.
- Funds may be requested to support research during the academic year or during the summer. Normally, awards will not be granted in excess of \$1000 per student.
- Projects may involve more than one student.
- Examples of what may appropriately be requested in a budget include research supplies, limited travel, computer time, computer software. Salaries, major hardware (or other equipment that can generally be obtained throughout the University), benefits, and overhead are not to be included.

Proposals: Proposals should take the following form:

I. Cover Page containing:

- a. Name of student
Year, School, Major (if declared)
Name and faculty affiliation of faculty advisor
Research interests of faculty advisor
- b. Title of proposal
- c. Amount of funds requested
- d. Identification of other opportunities for research support, if any.
- e. Short abstract (no longer than 100 words)

II. Objectives and Methodology (2 pages maximum)

- a. State the objectives and relevance of the proposed work.
- b. Evaluate existing knowledge and work in the area and provide a brief background summary to the proposed work.
- c. Describe the design and procedures to be employed and provide a timetable and implementation plan for completion of the project.
- d. If the work is to have practical application, describe the impact and usefulness.

III. Budget (one page)

List each budget item in order of priority and justify in terms of the work proposed. (In a few instances, travel may be an appropriate use of funds if warranted by the project.) Funds requested should not exceed \$1000 per student.

IV. Faculty endorsement

A faculty advisor's endorsement of the project must be attached certifying the feasibility of the project and the adequacy of the student's preparation to undertake it. Normally, the project should be associated with a course for which the project may receive independent study or course credit. If this is not to be the case, an explanation must be attached.

Selection Procedures: All proposals (one original and four copies) must be submitted to the Office of the Undergraduate Dean (see below) of the student's home school by *November 10* of each year. Each Undergraduate Dean's Office will be responsible for pre-screening applications for students in that school. The leading proposals from each school will be brought to The Nassau Fund Faculty Advisory Committee for further review. Final allocation decisions will be announced by the Council of Undergraduate Deans and will take the form of projects identified for support and those which receive honorable mention with no funding.

For submission of nominations/proposals:

School of Arts and Sciences: Office of Associate Dean for Undergraduate Studies, 100 Logan Hall.

School of Engineering and Applied Sciences: Office of the Associate Dean for Undergraduate Education, 109 Towne Building.

School of Nursing: Office of Associate Dean for Undergraduate Studies, 475 Nursing Ed Building.

Wharton School: Office of the Vice Dean, Undergraduate Division, 1100 Steinberg-Dietrich Hall.

—Office of the Vice Provost for University Life

Grants for Diabetes Research: December 15 Deadline

The Diabetes Research Center of the University of Pennsylvania requests submission of applications for support to perform pilot and feasibility studies in diabetes and related endocrine and metabolic disorders. Young investigators who are starting their laboratories, or established investigators who wish to take a new direction in their studies are encouraged to submit applications to the Diabetes Research Center, 501 Medical Education Building, by *December 15, 1989*.

An original and 13 copies of the standard NIH forms for RO1 grant applications should be used. If human subjects will be participating in the proposed research, it will be necessary to submit NIH Human Subject forms with the application; if animal research is being proposed, we will need an original and 18 copies of the Institutional Animal Care and Use Committee (IACUC) protocols.

Grants will be reviewed by the Diabetes Research Center's Pilot and Feasibility Review Committee and by extramural consultant experts. Maximum projected funding level is \$20,000 (equipment and travel fund requests are discouraged) and grants will be made for one year.

Investigators who are currently in the 01 year of support through this Pilot and Feasibility Program may reapply for an additional year of funding. Such continuation applications need to be carefully justified, however, and will be considered like a competing renewal. We anticipate sufficient funds to award five or six grants. Notification of an award will be made in March 1990. For further information, please contact Dr. John Williamson, Department of Biochemistry and Biophysics, Room 601 Goddard Labs (Ext. 8-8785).

—Dr. Franz Matschinsky, Director, Diabetes Research Center

Asbestos: New City Regulations

The University has incorporated into its comprehensive asbestos management program the new City of Philadelphia Asbestos Control regulations that became effective September 1. These regulations not only address such issues as worker certification, inspector and laboratory credentials, and air-sampling procedures, but also require new steps in notification of the City and of building occupants when asbestos-containing materials require removal.

Under the new regulations, in areas where asbestos abatement is scheduled to occur we will post signs 10 days in advance, giving information on the type and location of asbestos-containing materials involved. As part of Penn's asbestos management program, all areas containing asbestos are inspected periodically and all maintenance and renovation plans are reviewed to determine whether asbestos abatement is required. The campus Office of Environmental Health and Safety oversees asbestos control work to assure compliance with federal, state and city regulations. Any questions about asbestos can be addressed to this office at Ext. 8-4453.

—Laura Peller, Office of Environmental Health and Safety

NOTICE OF ASBESTOS ABATEMENT

CONTRACTOR: K & K INSULATION
PROJECT LOCATION/SCOPE:
AMOUNT & TYPE OF ASBESTOS:
ABATEMENT PROCEDURE:
PROJECT DATES:
PHILADELPHIA AIR MANAGEMENT SERVICES 875-5678
SUPERVISED BY OFFICE OF ENVIRONMENTAL HEALTH & SAFETY
898-4453

Update

OCTOBER AT PENN

CHILDREN'S ACTIVITIES

21 Hats Off to Warhol!; free series of gallery activities, art projects, refreshments, and fun for children 5 to 11; 11 a.m.-noon, Institute of Contemporary Art. Preregistration and accompaniment by an adult are required; call Ext. 8-7108 to register. Also October 22 (ICA).

Around the World in Eight Saturdays; a program introducing young people (ages 10-14) to the cultures of four different parts of the world; 10 a.m.-1 p.m., University Museum; \$100 for one session \$190 for both. Session I

also October 28, November 4 and 11. To register, call Ext. 8-6763 (International Classroom Program of the University Museum).

EXHIBITS

Now

An exhibition of 16th- and 17th-century illustrated books chosen by guest lecturer Ruth Samson Luborsky to accompany her talk, Van Pelt Library's First Floor Kamin Gallery. See listing under Talks. Through October 31.

Glorious Appolersand I Potato, 2 Potato...; by Penny Baker and Valerie Wade; Philomathean Society, 4th Floor College Hall. By appointment: 898-8907. Through October 22. (Philomathean Society).

25 Institute of Contemporary Art Guided Tours; free tours led by Alice Saligman, ICA docent;

11 a.m.-noon, ICA. Also October 29, 2-3 p.m.

FILM

25 The Arabs Now; 7:30 p.m., Falvey Library, Villanova University. Admission Free (Middle East Center).

MUSIC

24 Brown Bag Organ Recital; Alan Morrison, music director of St. Clement's Episcopal Church, directs; 12:05-12:35 p.m., Irvine Auditorium (Curtis Organ Restoration Society).

FITNESS/LEARNING

24 Careers in an International World: A Conference for Graduate Students; discusses such issues as international development, international education and cultural exchange, teaching abroad, multinational hiring, Visas, summer jobs and internships abroad; 4-8 p.m., Ben Franklin and Bishop White Rooms, Houston Hall. Call Ext. 8-7530 to sign up for part or all of the conference (Career Planning and Placement Service).

TALKS

18 The Tudor Popular Audience for Book Illustrations: Medieval vs. Renaissance Markets; Ruth Samson Luborsky; 5:30 p.m., Lessing J. Rosenwald Gallery, Sixth Floor, Van Pelt Library. See Exhibits for concurrent exhibition (Friends of the Library).

19 Is Substance Abuse Treatment Effective? Thomas McLellan, Department of Psychiatry; 11:30 a.m.-1 p.m., Lecture Room B, Basement, John Morgan Building (Department of Psychiatry).

New Strategies in Research on Counseling Processes and Outcome; Arthur Dole, Professor Emeritus, Graduate School of Education; 4 p.m., Room D-11, GSE Building (GSE).

Translocation of Proteins into Mitochondria; Gottfried Schatz, Biozentrum der Universität Basel, Switzerland; 4 p.m., Wistar Auditorium (Wistar Institute).

23 Revolutionary News: The Press in France, 1789-1799; Jeremy Popkin, department of history, University of Kentucky; 12:15 p.m., Room 108, Annenberg School (Annenberg School Faculty Research Seminar Series).

24 Molecules within Molecules; Donald J. Cram, department of chemistry, UCLA; 5 p.m., Chemistry Lecturer Hall, Chemistry Building (Department of Chemistry).

25 Channels as Enzymes; Robert Eisenberg, physiology, Rush Medical College; noon, Physiology Department Library, 4th Floor Richards Building (Department of Physiology).

Department of Public Safety

This report contains tallies of part 1 crimes, a listing of part 1 crimes against persons, and summaries of part 1 crime in the five busiest sectors on campus where two or more incidents were reported between October 9, 1989 and October 15, 1989.

Totals: Against Persons: 2...Thefts: 24...Burglaries: 3...Thefts Auto: 0... Attempt Thefts Auto: 0

Date	Time	Location	Incident
Crimes Against Persons:			
10/14/89	12:53 AM	200 Blk 36th	Non-University male assaulted by 2 males
10/14/89	5:20 PM	3600 Walnut	Non-University female/attempted robbery
**10/04/89	3:53 AM	3800 Blk Spruce	Student Robbed/no injuries
34th to 38th: CVC CTR to Hmltn			
10/09/89	12:33 PM	Mudd Bldg	Four calculators taken from lab
10/09/89	1:17 PM	Kaplan Wing	Vacuum pump taken from hallway
10/09/89	3:20 PM	Johnson Pavin	Computer/Modem taken from unsecure area
10/11/89	6:18 PM	Richards Bldg	Unattended wallet & contents taken
10/12/89	9:04 AM	Leidy Lab	VCR taken from unlocked room
10/15/89	12:00 PM	Mudd Bldg	Items taken from building/forced entry
32nd to 33rd; South to Walnut			
10/09/89	12:47 PM	Hutchinson Gym	Wallets taken from two lockers/forced entry
10/11/89	11:53 AM	Hutchinson Gym	Cash & watch taken from locker
10/11/89	12:31 PM	Palestra	Unattended purses, gym bag and jacket taken
10/11/89	6:06 PM	Weightman Hall	Unattended backpack taken
10/14/89	11:02 AM	Franklin Field	Concession Stands broken into
39th to 40th; Locust to Walnut			
10/09/89	1:22 PM	HRN	Secured bike taken from rack
10/10/89	5:33 PM	HRN	Secured bike taken from rack
10/12/89	2:11 PM	HRN	Secured bike taken from rack
38th to 39th; Locust to Walnut			
10/11/89	2:38 AM	Sigma Chi	Male arrested inside building
10/11/89	11:13 PM	Kappa Alpha	Bike taken
38th to 40th; Bltmore to Spruce			
10/10/89	1:18 PM	Sigma Alpha Epsilon	Sunglasses & tapes taken from auto
10/11/89	5:43 PM	Pi Kappa Alpha	Bike taken

** Should have appeared in last week's crime report

Safety Tip: If you are approached by a stranger, be courteous, but cautious. Never allow a stranger to draw you away from the safety of lights and people.

18th Police District

Reported Crimes Against Persons 10/02/89 to 10/08/89

Schuylkill River to 49th Street, Market Street to Woodland Avenue

Total Crimes Against Persons: 13 Incidents, 3 Arrests

Date	Time Reported	Location	Offense/Weapon	Arrests
10/02/89	1:34 PM	1234 S. 46	Aggravated Assault/strongarm	Yes
10/03/89	12:00 AM	4600 Market	Robbery/strongarm	No
10/04/89	12:55 AM	4525 Walnut	Robbery/handgun	No
10/04/89	4:25 AM	3800 Spruce	Robbery/knife	No
10/04/89	4:12 PM	4605 Chester	Robbery/strongarm	No
10/04/89	8:10 PM	5200 Walnut	Aggravated Assault/knife	No
10/04/89	10:15 PM	4200 Pine	Robbery/strongarm	Yes
10/05/89	8:30 PM	3400 Civic Ctr.	Aggravated Assault/fists	Yes
10/05/89	11:22 PM	3400 Walnut	Robbery/	No
10/06/89	9:00 PM	18 S. 40	Robbery/gun	No
10/08/89	3:06 AM	4700 Hazel	Robbery	No
10/08/89	3:00 PM	3600 Chestnut	Robbery/gun	No
10/08/89	8:39 PM	517 S. Melville	Robbery/baseball bat	No

Almanac

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