

Almanac

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Budget Briefings for Faculty, Staff and Students: Facing the Harrisburg Situation

As in previous years, we have scheduled two briefings to review with faculty, staff and students the major issues involved in planning the University's budget, and to provide an opportunity to respond to questions.

This year's budget is of special interest because of Governor Casey's proposed reductions in the University's Commonwealth funding. The Governor has proposed to reduce the Commonwealth's allocation to the University next year by \$18.6 million, a cut of more than 49 percent from this year's already reduced level.

The Commonwealth has provided support to the University since 1904. Historically, these funds have provided the Schools and the Provost with unrestricted funds for important instructional purposes; they have provided some 40 percent of the budget for the School of Veterinary Medicine (the only veterinary school in the state); and they have been a critical source of both undergraduate and graduate financial aid funds.

While we—and the other affected institutions of higher education

in the state—are working vigorously to restore in the state legislature Governor Casey's proposed cutbacks, the political and fiscal climate in Harrisburg leaves us no choice but to assume that the cuts may not be restored. Thus, the Governor's announcement has forced the University administration to make important programmatic and financial choices in planning Penn's fiscal 1992 budget.

We invite members of the University community to join us in the Annenberg School Auditorium (Room 110) on **Wednesday, March 20**, at the times indicated below to discuss these important matters:

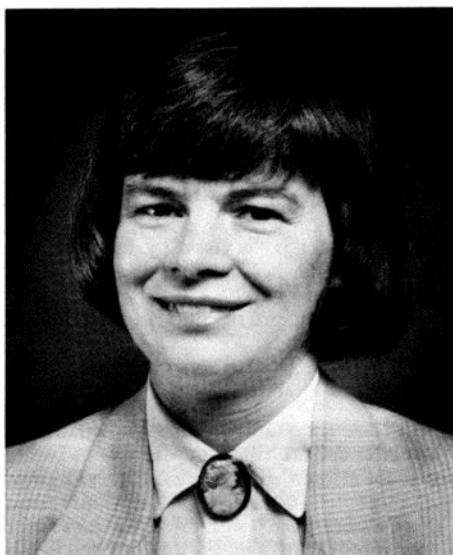
Faculty and Staff Briefing: 1:30-3 p.m.

Student Briefing: 10-11:30 a.m.

Budget issues will also be discussed on the same date with the Faculty Senate leadership and at the regularly scheduled University Council meeting (4-6 p.m., Hoover Lounge, Vance Hall).

—Sheldon Hackney, President

—Michael Aiken, Provost



Dr. Janice Fanning Madden

Vice Provost Graduate Education: Dr. Madden

Dr. Janice F. Madden, the Robert C. Daniels Foundation Term Professor of Urban Studies in SAS's Department of Regional Sciences, has been named to the new vice provostship of graduate education. The 44-year-old economist, who is also professor of real estate in the Wharton School and director of the Women's Studies Program and its Alice Paul Research Center, will take office July 1.

In the post created upon the recommendation of the Provost's Working Group on Graduate Education, she will "work with deans and graduate group chairs to strengthen and maintain the quality and visibility of Penn's Ph.D. programs," Provost Michael Aiken said in announcing her appointment. She will chair the Graduate Council of the Faculties and the Graduate Council of Deans; work with deans in the internal and external review processes of graduate groups; and advise the Provost on "all matters related to graduate programs, including the appointment and reappointment of

graduate group chairs, resource allocation, and the establishment and discontinuation of graduate groups," according to the Provost's description of the new job.

"Professor Madden was one of several exceptionally fine candidates who were considered for the position, making our decision extremely difficult," Dr. Aiken said.

Dr. Madden took her B.A. in economics in 1969 at the University of Denver, where she was elected to Phi Beta Kappa, then completed the master's and Ph.D. in economics at Duke. Since joining Penn as assistant professor in 1972 she has risen through the ranks to full professorship and the Daniels chair, serving in the graduate groups of city and regional planning, demography, and public policy and management. She has also been a research associate of the Population Studies Center.

Also active in campus governance, Dr. Madden has chaired major Faculty Senate committees including Economic Status and Academic Freedom. Among many off-campus roles, she was on the faculty of the Federal Justice Center in Washington, 1983-84, and has co-directed the Temple-Penn Philadelphia Economic Monitoring Project since 1987.

Writing and teaching on subjects that relate regional/localational theory and labor markets to human capital investment and discrimination, Dr. Madden became nationally known for her 1973 book, *The Economics of Sex Discrimination* (second printing 1975, D.C. Heath). Last year the University of Pennsylvania Press published *Post-Industrial Philadelphia: Structural Changes in the Metropolitan Economy*, written with William Stull; it will shortly publish their *Post-Industrial Philadelphia: Changes in Jobs, Wages, and Poverty in the Metropolitan Area*.

Acting Dean of SAS: Walter Wales

Dr. Walter Wales, the professor of physics who has been associate dean of the School of Arts and Sciences since 1982 and was acting dean prior to the appointment of Dr. Hugo Sonnenschein, will again become acting dean of SAS on June 1, Provost Michael Aiken has announced. Meanwhile the search committee for a new dean issues its call for nominations, below.

Call for Nominations: Dean of Arts & Sciences

The dean is the chief academic officer of the School and of the Faculty of the Arts and Sciences, which include the humanities, the natural sciences, and the social sciences, both undergraduate and graduate. The dean provides academic leadership and is responsible for educational programs, research, budget, development, and faculty appointments.

Candidates should have a record of distinguished scholarship and administrative experience. It is anticipated that the successful candidate will be able to take office on or before September 1.

Nominations or applications with all supporting documents should be sent as soon as possible and received *no later than April 12, 1991* to: Consultative Committee for Selection of a Dean of SAS, Dr. Lawrence R. Bernstein, Chair, c/o Office of the Secretary, 4200 Pine Street/4090.

SENATE

From the Senate Office

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. We would be pleased to hear suggestions from members of the Faculty Senate. Please communicate your comments to Senate Chair Almarin Phillips or Faculty Senate Staff Assistant Carolyn Burdon, 15 College Hall/6303, Ext. 8-6943.

Actions Taken by the Senate Executive Committee Wednesday, March 7, 1991

1. Academic Planning and Budget Committee. The Past Chair of the Faculty Senate distributed a report and pointed out that the Provost had announced three categories of information: unrestricted, restricted and confidential. The Past Chair of the Faculty Senate in his liaison role may share all categories of information with the Chair and Chair-elect of the Faculty Senate.

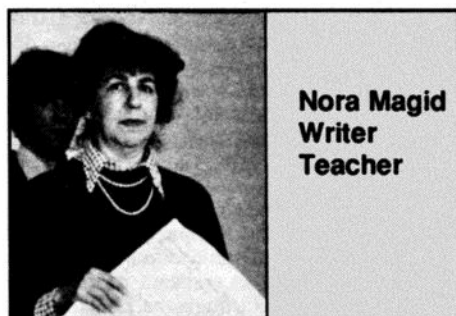
2. Cost Containment. Senior Vice President Marna Whittington made a presentation of the methods being employed to control costs. Lively discussion followed. A resolution was overwhelmingly adopted that: "Whereas the Senate Executive Committee is extremely interested in what may be a grave budgetary situation, the Chair, Chair-elect and Past Chair of the Faculty Senate are instructed to negotiate in every way possible to protect the instructional budget of the University."

3. Committee Nominations. Nominations were added to the lists covering a wide range of committee vacancies prepared by the Senate Committee on Committees. A mail ballot will be sent to all SEC members.

4. Faculty Participation in University Council. SEC unanimously adopted a motion: "that the Senate Executive Committee shall monitor the progress of the implementation of the revised Council Bylaws for 1991-92 and vote no earlier than March 1992 and no later than the end of the academic year 1991-92 whether to continue its participation in University Council." This motion parallels a similar action taken on April 4, 1990.

Note: This week in the center pullout is the Senate Committee on Administration's study of the size of the Administration, 1978 to 1990.

DEATHS



Nora Magid
Writer
Teacher

Nora Magid, for twenty years a writing teacher in the Penn English department, died during the night of March 13. The Canadian-born teacher was 65 years old. An alumna of McGill University with an M. A. from Columbia, she came to Penn with an editorial background on some of America's most distinguished periodicals.

A senior lecturer since 1984, she won the Provost's Award for distinguished teaching in 1988 and was celebrated in the department as a teacher with a special aura, her colleague Robert Lucid said, "but her closest colleagues were her students. Taking one or more sections of her Advanced Expository Writing entitled a student to membership in a kind of extended student-writer family whose members functioned actively as a mutual admiration and professional support society.

"Their newsletter was edited each year by their teacher, reunions of various size took place periodically, and graduates won competitions, internships or positions with many major American magazines, newspapers, publishers, networks and wire services. A memorial reunion of the group, to which the commu-

nity will be invited, is being planned," he said.

Ms. Magid is survived by her companion of 40 years, Dr. Gerald Weales, emeritus professor of English, and an aunt, Eugenia Klein.

Diane J. Hunter, director of Freshman English and a doctoral candidate in English, died of cancer at Bryn Mawr Hospital on March 13. She was 54 years old.

Mrs. Hunter graduated from Wellesley in 1958. After a long and distinguished career as teacher and head of English at the Baldwin School in Bryn Mawr, Mrs. Hunter joined Penn as a Ph. D. candidate in 1986—and won an SAS teaching prize in her first year. In her field of eighteenth- and early nineteenth-cen-

Death of Two Students

Two sophomore students, 20-year-old **Matthew Blau** and 21-year-old **Jennifer Koons**, died in an automobile accident in Flagler County, Florida, at noontime on March 10. The two students, members of the Penn Singers and the *a capella* group Penny Loafers, had performed in Washington, D.C. and were en route to Epcot Center for another appearance when the vehicle driven by Mr. Blau was involved in a collision. A third student who was in the car, junior Thomas Eaton, president of the Penn Band, survived with knee injuries.

Mr. Blau, who was working on a dual degree in international relations at SAS and management at Wharton, is survived by his parents, Mr. and Mrs. Arthur D. Blau.

Ms. Koons, who planned a major in English and communications, is survived by her parents, Mr. and Mrs. James L. Koons.

A memorial service is being planned.

Open Enrollment: April 1-12

For 1991, the annual Benefits Open Enrollment period is April 1 through 12. Open Enrollment is the time for benefits-eligible faculty and staff to take a closer look at current benefit choices and, if desired, make changes.

A new medical option offered this year is PENN HealthLink, a patient referral service sponsored by Penn Medical Center. You can learn more about this service at the Benefits Fair. Eligible faculty and staff will be receiving Pennflex packets at their homes at the end of March. Please take time to review them carefully and mark your calendar for the annual Benefits Fair to be held at the Faculty Club on April 2 from noon to 2pm.

— Human Resources/Benefits

OSHA-Mandated Seminar

A seminar, "Occupational Exposure to Bloodborne Pathogens," mandated by OSHA and CDC recommendations, will be presented by the Office of Environmental Health and Safety in the Medical School on Wednesday, March 27, 10:15-11:45 a.m., in the John Morgan Building, Lecture Hall B.

This program is designed to help protect personnel from occupational exposure to bloodborne pathogens such as the Hepatitis B Virus and the Human Immunodeficiency Virus. Information pertaining to the safe handling of infectious agents will be presented.

Information regarding free Hepatitis B vaccination for all eligible personnel (faculty, research technicians, research specialists, research assistants, support staff) will be available. To register: Ext. 8-4453.

English literature, she was known for her archival studies and for original work on women writers of the period. At the time of her death, she was far advanced on her dissertation, a study of the Evangelical writer Anna Letitia Barbauld.

Mrs. Hunter is survived by her husband, Peter C. Hunter, her daughter, Kate, and her sons Jamie and Frank.

The Department of English will hold a memorial service on Wednesday, March 20, 5 p.m. in the Rare Book Room on the sixth floor of Van Pelt Library.

Sir Lawrence Gowing, the renowned British painter and art historian who was a visiting professor at Penn, died February 5, in England at the age of 72. He taught on Matisse and Cezanne here from 1977-1978. Sir Lawrence also painted the official portrait of Penn President Emeritus Martin Meyerson. He is survived by his wife Jennifer and three daughters.

The Friends of the Library's former chairman **Edwin Wolf 2nd**, died February 20 at the age of 79. The 1963 Rosenbach Fellow in Bibliographies had received the honorary degree here in 1982. At the time of his death, Mr. Wolf was the librarian emeritus of the Library Company of Philadelphia, where he had begun as a consultant in 1952. During the 1970s, he was a spokesman for the cultural community as a founder and president of the Greater Philadelphia Cultural Alliance.

He is survived by his wife, Mary; daughters Mary Hurtig and Ellen Wolf; a son, Anthony; stepdaughters, Jean Farnsworth, Ann, Barbara and Sandra, 14 grandchildren and a brother. Gifts may be made to the Philadelphia Historic Preservation Corp., 1616 Walnut Street, and the Philadelphia School, 2501 Lombard.

Reminder: Religious Holidays

This year, Friday, March 29, is Good Friday and Saturday and Sunday, March 30 and 31, are the first two days of Passover (starting at sundown on March 29).

I wish to remind faculty and students of the University's policy on religious holidays that stipulates that no examinations shall be given or assigned work made due on these days. Some students also may wish to observe the last two days of Passover, Friday and Saturday, April 5 and April 6, or the Muslim holiday Eid al-Fitr, which this year is on Monday and Tuesday, April 15 and 16.

Because University policy does not prohibit examinations on these days, students who are unable to take examinations then because of religious observances must have made arrangements with their instructors within the first two weeks of the semester.

—Michael Aiken, Provost

On the Name of Our Department

The University community is aware that some students have petitioned the Department of Oriental Studies to change its name on the grounds that they consider the term "Oriental" derogatory. The department has received numerous comments from other students, faculty, and observers—many of whom have the same interests at heart as the petitioners—disagreeing with this claim. The department does not doubt that people of Asian background have experienced discrimination and derogation. But having carefully considered all of the information presented to it, the department is unanimous in its conviction that its name is not derogatory.

In the course of discussion, however, it emerged that several members of the department have long felt doubts on other grounds about the adequacy of its present name. Since the term "Orient," which once conveyed the sense "Asia," is now commonly used to refer only to East Asia, many current and prospective students fail to realize that the department also teaches the languages and cultures of the Middle East and South Asia. For this reason, the department is exploring whether another, more accurate and inclusive name could be found which would at the same time be concise enough for the various contexts in which departmental names are used.

Since the change of a world-renowned name could have very serious implications for the department's identity, integrity, academic mission and future, it is exploring this question deliberately and soberly.

—Ludo Rocher, Chair

Speaking Out

Favoring the Smith Site

Professor Kohler made his objections to the location of the new IAST "wet" building on the site of Smith Hall quite clear in the last issue of *Almanac*. I grant him his opinion but feel that in attempting to justify it a few critical points have been obscured. I thought it timely to comment on several.

First, Professor Kohler persists in asserting that the planning for the IAST was carried out by a cabal of interested parties with no thoughts or consultation beyond its membership. This simply is not true. Certainly, the definition of need, general planning, and discussion of sites for the IAST were carried out by a group of faculty and administrators representing the physical sciences, psychology, biology, and departments from engineering and applied science. The process took many months. I know, because I was a member of the committee in a previous incarnation. However, the results were hardly kept confidential. They were published for comment from the campus community and, as part of the deliberation process, presented to a committee formed to evaluate the historic resources of the University whose membership included David Delong (Chair), David Brownlee, Alan Levy, and Lee Copeland. This committee did not rubber stamp the initial recommendations of the engineering/science space committee, but rather requested significant changes in siting options adjacent to Smith Walk. The final plan to locate the 'wet' building on the Smith site is the product of this discussion and consultation. The assertion that this process was non-consultative is simply not true.

On another point, Professor Kohler has implied that the need to locate the new building on a site adjacent to the chemistry building and Hayden Hall grows from a reluctance on the part of en-

gineering and chemistry faculty to risk getting wet in the rain while strolling to an alternate site on the LRSM parking lot.

Leaving aside the issue of the weather, the LRSM site is simply the wrong location for this building, which will house laboratories not offices. It simply is impractical to locate faculty offices two blocks from their research laboratories and graduate and undergraduate students. In addition, the duplication of equipment that would be required for a building at a remote site would swell the cost of the project and waste money. The LRSM site is just the wrong site—intellectually, logistically, and financially. No flights of rhetoric can change that fact.

Professor Kohler makes much of the Levy Report, which, by the way, strongly emphasized the creation of green space on the campus in the form of what might be called outside living rooms. Blanche Levy park is a fine example of just such a campus living room. Another will result from the construction of the "wet" building, which will create a large open lawn area bounded by Hayden Hall, Smith Walk, the new building, and the chemistry building. It promises to be a very pleasant mini-Levy park, full of students on warm spring days. Currently the space is much smaller and crammed between the back of Smith Hall and Hayden Hall.

Finally, I should note that one window of my office looks upon the rear of Smith Hall, and I contemplate it in odd moments. I must say that I have yet to appreciate its place in the history of great architecture. Regardless, our educational programs in engineering and science desperately need new space. We have a plan from a most distinguished firm of architects that creates the needed space with elegance and architectural sensitivity. It also is the right plan intellectually and financially. Yes, constructing a new building on the Smith site does require that Smith Hall not be there. Change requires change and choices. Here,

the choice for an architecturally distinguished addition to our campus from the Venturi group, new green space adjacent to Smith Walk, and a building that will admirably serve the needs of our students and research programs seems very appealing to me and worth the loss of Smith Hall.

—Gregory C. Farrington,
Dean, Engineering & Applied Science

Correction: In the March 5 *Speaking Out*, a typographical error appears in a letter on the above subject. Responding to Professor Ludden's letter on defense funding of research, Vice Provost Cooperman referred to funding "...accepted in strict accordance with our stated rules..." rather than "...without stated rules..." as misprinted. We regret the error.—K.C.G.

Defining Pluralism

The report of the President's Committee on University Life headed by Dr. Drew Faust (*Almanac* October 16, 1990) has provoked much-needed discussion and has provided a vision for Penn to become a pluralistic university. As noted in the report, the committee was impressed with the 1985 Brown University report: "The American University and the Pluralistic Ideal." In order to investigate pluralism in minority life and education at Brown, the administration commissioned a visiting committee of distinguished African-Americans, Latinos and Asian-Americans ranging from Dr. Ronald Takaki, UC Berkeley professor, to Dr. Louis Sullivan, then president of the Morehouse School of Medicine and now cabinet member for the Bush administration.

We wish to stress the definition of pluralism as stated by the Brown report:

Pluralism as a social condition is that state of affairs in which several distinct ethnic, religious, and racial communities live side by side, willing to affirm each other's dignity, ready to benefit from

each other's experience, and quick to acknowledge each other's contributions to the common welfare. Pluralism is different from the contemporary concept of "diversity" in which individuals from various groups are merely present, just as it differs from "integration" in which minority individuals are asked, explicitly or implicitly, to abandon their cultural identity in order to merge into the majority community.

Like Dr. Faust's committee, the Brown committee sought to improve the quality of life and education for all students. However, because the Brown committee focused on minority students, it made specific recommendations toward achieving pluralism. These recommendations are in the spirit of the framework of pluralism presented by Dr. Faust's committee and are worth repeating for the Penn community to consider. Some of the recommendations included: 1) "that special support be given to faculty to rework existing courses and to create new courses with Third World and ethnic-related materials." 2) "that the University communicate more effectively to students the efforts already made to broaden course offerings to consider the cultures and heritage of American minority and Third World peoples." 3) "that the faculty give formal consideration to a graduation requirement in American ethnic or Third World Studies." 4) "that the faculty give formal consideration to establishing an Ethnic Studies concentration and an Ethnic Studies Research Institute." 5) "that each academic department, program, and center have one member with special responsibilities for recruitment of minority faculty." 6) "that a faculty seminar series in the humanities and social sciences be established to expand understanding of scholarly inquiry into the interactions between majority and minority cultures in the United States." 7) "that the President establish a formal mechanism for regular attention to issues of race relations and issues affecting minority students." 8) "that the Corporation evaluate the University's progress toward these goals at least triennially."

In addition, we feel that Penn should: 1) institute an Asian American Studies Program for the study of the history and culture of Asian people in the United States, an area of study which is currently absent from the curriculum. 2) establish an Asian American residence, preferably on Locust Walk. 3) hire a counselor to address the needs of Asian American students. 4) appoint at least one Asian American to the Board of Trustees. 5) increase Asian American representation among decision-making level administrators.

Penn continuously points to its "diversity," but in order for Asian Americans to be full contributors to a pluralistic Penn (and in order for Penn to reap the benefits of these contributions), the University needs to act upon the measures proposed above.

—Scott Tadao Kurasahige, C '91
for the Asian American Student Alliance

Which Way to Go?

In following the controversy at Penn regarding the combined campaign, I am struck by the emphasis on whose "way" wins. The record is quite clear that the trial combined campaign at Penn was a resounding success, producing more money for more organizations than ever before. This parallels the recent combined campaign in the city and school district and the combined federal campaign which has been in existence for over 20 years: The more information and options about organizations that people have, the more people give.

When the city combined campaign was introduced none of this controversial lobbying took place. I have been curious to know why such passion has been directed toward Penn, particularly when Penn has not been traditionally a big giver. Well, the answer is simple enough: By law, United Way must give way to combined campaigns in the public sector. Penn is the first major *private* employer in this area to embark on a combined campaign, and the old domino theory could suggest that if Penn goes, so goes the rest of the private employment sector.

It doesn't take a genius to know that Penn is not IBM and the freedom of expression that exists here is not quite the same in the corporate sector. I was the director of the Penn Women's Center when an undisclosed agreement between United Way and the Catholic Church was made public over a decade ago. Members of the Penn community were outraged and a resolution was passed by University Council instructing then-President Meyerson and then-Provost Gregorian to inform United Way that there was strong opposition to allowing United Way to collect on the Penn campus in the future. I was told at the time that Penn was the only corporate entity to challenge this practice even though there was much public opposition to the agreement, and thus Penn played a major role in the birth of donor option.

It was my opinion at the time that United Way should not be permitted to collect at all on campus. Women's Way, to their credit, did not then and never have since (nor have the other federations) discouraged people from giving to United Way. Their position was simple: give to United Way, but give to us also. Over the years, I have come to agree with

Racial Harassment Policy: Language for Consideration

President Hackney has invited suggestions of specific language for revision for the University's policy on racial harassment. I offer the following for consideration. I would recommend that similar language apply to harassment of other protected groups.

Harassment Policy

There is an inherent tension between unrestricted free expression and the University's need to maintain an environment of civility that places no undue burden on the members of any group in their pursuit of education or in their working conditions.

I. Statement of Policy

1. Within the classroom, academic freedom takes precedence over other considerations.

(a) The broadest latitude should be preserved for both instructors and students in the kinds of ideas that may be expressed, so long as they are germane to the subject matter of the class.

(b) However, it is a violation of academic responsibility for an instructor to embarrass, demean or ridicule individual students by reason of their race or to permit such harassment by other students within the classroom.

2. In other contexts, the presumption is in favor of civility. Students, faculty and University employees have the responsibility to respect the personal dignity of other members of the University community.

(a) The use of derogatory racial epithets in addressing individuals of a particular race is on its face a violation of this responsibility.

(b) Actions that directly or by implication demean or ridicule a racial group as a whole also constitute violations.

(c) More generally, any conduct that creates an offensive or intimidating environment for members of a particular race, such as to interfere significantly with their ability to pursue educational goals or perform workplace duties, is presumptively a violation, especially if continued after the individuals affected make it known that they are offended.

II. Implementation of the Policy

1. Allegations of violations made against students shall be dealt with in the same way as other violations of the Code of Conduct, with the same rights of appeal.

2. Allegations against faculty or staff shall ordinarily be dealt with in the first instance by the appropriate Deans or Directors. However, violations of academic responsibility alleged against faculty members by reason of their behavior in the classroom may be brought to the Senate Committee on Conduct.

(a) Faculty members retain the right to appeal any ruling that they believe infringes their academic freedom to their School Committee on Academic Freedom and Responsibility and ultimately to the Faculty of their School.

(b) Complainants have the right of appeal to the Provost, who shall establish an appropriate mechanism for processing such appeals.

3. Deans are responsible for establishing a mechanism that gives potential complainants some assurance of a sympathetic hearing and protection against retaliation.

—Jean A. Crockett, Professor Emeritus of Finance

this position.

Women's Way was not formed to compete with United Way, nor were the other federations. Our agencies were simply not funded by United Way. For example, 15 years ago, funding services for battered or raped women in Philadelphia was not on United Way's agenda. United Way has improved its funding record in these past 15 years and funds more diverse services now than it did 15 years ago, and many of the organizations they fund provide excellent services. We have no quarrel with that.

However, there are some important organizations that I do not believe they will ever fund. The one I run now is one of them. We sue in the public interest. We have been to the Supreme Court in a landmark decision on reproductive rights and are on our way again. We also have challenged employers and other corporate interests. *I do not expect United Way to fund us.* They have to be able to attract many mainstream givers; we are simply too controversial for them. However, like other members of Women's Way and the other federations in a combined campaign, we provide needed services and are often on the cutting edge of needs that more traditional organizations have not yet identified or served.

United Way should neither forget history nor rewrite it. When donor option was proposed, United Way leaders did not embrace it; then as now, any change was perceived as a threat. Today, even though they actually raise more money in a combined campaign, the United Way presents donor option as the only way to go. What this hindsight can tell us is:

The wave of the future is combined campaigns. The more people who participate in the process, the more money is raised. As United Way now brags about donor option, I am convinced they will brag about combined campaigns in the future.

—Carol E. Tracy, CGS '76
Director, Women's Law Project

A-3 Assembly

United Way/Penn's Way

A special meeting featuring Jesse Stark, associate director of Resources and Development, United Way of Southeastern Pennsylvania, and David Rudovsky, senior lecturer at Penn Law, is being sponsored by the A-3 Assembly *Thursday, March 21*, at 1 p.m. in the Benjamin Franklin Room of Houston Hall.

All A-3 employees (support staff) are invited. This meeting, the day before the final deadline for balloting in the referendum on charitable campaigns, is designed to answer questions and encourage debate also on broader issues of University policy, practices and procedures regarding charity.

Further Exchanges on the HTLV-I Case

As a matter of accuracy and fairness, I feel compelled to comment on the inappropriate and potentially damaging statements contained in the letters published by the Provost and by Dr. Robert E. Davies in the March 5, 1991, issue of *Almanac*. These statements, I believe, on the HTLV-I/sheep incident, also concern the University's framework and procedural structure for dealing with issues of academic freedom and responsibility.

A. Response to the Provost's Letter.

1. I wish first to restate that based on the language and spirit of the Procedures Concerning Misconduct in Research—the University's rules adopted by Dean Andrews and the Central Administration to deal with the HTLV-I/sheep incident—it is clear that the Dean and the Provost have the right to impose penalties only if the formal investigative committee finds the respondent to be guilty of misconduct in research. Since the formal investigative committee, appointed by the Dean in accordance with the Procedures, concluded that I am not guilty of misconduct in research, and the Dean accepted that finding, it is equally clear that the penalties imposed by the Dean and the Provost violate the Procedures.

In his letter of March 5, the Provost states that the penalties imposed by the Dean do not derive from the Procedures Concerning Misconduct in Research nor from the Just Cause Procedures. Thus, the Provost acknowledges that, by imposing penalties, he and Dean Andrews did not follow the University rules that were used to decide the case.

The Provost's acknowledgement that the Dean's right to impose penalties does not derive from the Procedures Concerning Misconduct in Research (nor from the Just Cause Procedure nor from any University policy in force) directly contradicts his previous statement (*Almanac* February 19, 1991) that: "the Misconduct in Research Policy.... recognizes the Dean's right to impose penalties...." It appears, therefore, that the Provost has yet to formulate a consistent, coherent and non-arbitrary set of criteria regarding the Dean's right to impose penalties.

Although not stated in any of the documents that form the contractual basis between the University and the Faculty, the Provost believes that a Dean has the right to impose "normal" penalties in circumstances in which suspension and termination are not at issue. In my case, the "normal" penalties imposed by the Dean, which the Provost also believes are "minor" and "reasonable": 1) are likely to destroy a long-standing research program which has, and continues to make significant contributions to leukemia research, 2) place in serious jeopardy the career of a Faculty member, 3) infringe on the principles of academic freedom and freedom of inquiry, and 4) violate the University's official rules.

I find it profoundly disturbing that the Dean and the Provost believe they have such discretionary powers as to impose penalties with severe and destructive consequences, particularly when the procedures they elected to decide the case specifically state that if the formal investigative committee concludes that there was no misconduct in research, the matter shall be dropped without imposing penalties, and that "the Dean and the Provost have a responsibility to take an active role to repair any damage done to the reputation of the respon-

dent."

It is noteworthy that such destructive and severe penalties were imposed in a situation involving an error in judgment that the Formal Investigative Committee found to be "of low order" and "not severe in degree or intent." If one accepts the premise that an honest error in judgment, judged to be "of low order" by a panel of experts duly constituted in accordance with University rules, justifies severe and destructive penalties, then who is exempt of such penalties? What happens when the Dean and Provost make errors in judgment? Are they also liable to severe, punitive and destructive penalties?

2. In addition to violating the Procedures and disregarding their responsibilities as spelled out in the Procedures, when the respondent is found not guilty of misconduct in research, the Provost and Dean continue to focus exclusively on my failure to follow the agreed-upon protocol. The Provost dismisses the facts, as stated in the reports of both the Preliminary and Formal Investigative Committees, that the failures of certain University offices to follow established procedures, as well as failures in communication and contradictions on the part of these offices and an error in judgment by another party, contributed to the incident. For example, while the charges of misconduct in research levied against me derive essentially from my failure to follow the biosafety level 2 procedures, neither the Provost nor Dean Andrews seem to consider it significant that the facilities assigned and approved by University offices for holding the HTLV-I infected animals lack containment and do not comply with the specific procedures described in the University's *BioSafety Manual*. The Provost and the Dean also seem to dismiss the fact that, after the University took charge of the inoculated sheep, these animals have been maintained until now in an open facility, which still fails to comply with the biosafety level 2 procedures specified in the *BioSafety Manual*.

Also, in his assessment of the incident, the Provost dismisses the assessment by the Formal Investigative Committee and experts in the field that, had the inoculated lambs become infected (which apparently they did not), they would have posed a risk of transmission of the virus that would have been even less than the risk posed by people infected with HTLV-I who are allowed to work as food handlers, teachers, etc.

3. The Provost states that my grant application to NIH was not forwarded because it failed to comply with some sanctions and because it was incomplete and inaccurate "in some ways." This statement is inaccurate and partly defamatory.

My application did not lack any information required by the University's Office of Research Administration for submission of grant applications to NIH. In fact, both the Department Chairman and the Dean (or his designee) signed and approved the grant application a few days before it was intercepted.

My NIH grant application also did not contain any inaccurate information. The only possible "inaccuracy" was an inadvertent error in checking the "NO" box instead of the "YES" box for one of the questions listed in the Proposal Transmittal and Approval Form. This minor, inadvertent error was also overlooked by the Dean or his designee and the Department Chairman when they signed the

Proposal Transmittal and Approval Form. It could have been corrected easily and immediately with the stroke of a pen. That the error was inadvertent was obvious from clear and unambiguous statements contained in several parts of the grant application.

In a meeting held on February 7, 1991, the Dean mentioned this error to me only in passing, without any suggestion that it was a reason for intercepting the grant application. Indeed, under no circumstances can a minor, inadvertent, and easily correctable error justify an action as serious and damaging as intercepting a grant application, particularly the same day it was due at NIH and after the Dean or his designee, and the Department Chairman had approved and signed the application.

In addition to the inappropriate interception of my NIH grant application, as another example of his arbitrary, inappropriate and punitive actions, Dean Andrews, through one of his associate deans, has communicated inaccurate, misleading and damaging information to a foundation that is providing most of the current financial support for my research program.

4. Referring to the breach by the Dean and other University officials of the confidentiality rule clearly stated in the Procedures Concerning Misconduct in Research, the Provost states that the reason my name was known to the press "appears to be" my self-identification in a meeting at the New Bolton Center. As pointed out in the letter I published in the March 5 issue, there is an enormous difference between my expressing regret to some members of the Faculty for my error in interpreting the biosafety requirements, and making statements—as the Dean and the University officials did—to the press announcing that I was charged with misconduct in research, a charge that by itself is very damaging. Regardless of what the reporters knew or suspected, the Dean should have complied with the confidentiality rule and with a basic principle of collegiality, by simply stating to the press that the incident was being investigated, without intentionally identifying that I was being charged with misconduct in research and commenting that I could be fired.

As also mentioned in my letter in the March 5 issue, the premature, damaging, and potentially prejudicial statements by the Dean and University officials were made even after the report of the preliminary investigative committee referred unambiguously to the responsibility that University offices had in the incident. Moreover, as acknowledged to me by the Dean in a meeting held on July 13, 1990, the statements to the press identifying me as the only subject of the charge of misconduct in research were made deliberately by the Dean and the Administration.

B. Response to Robert E. Davies' Letter.

1. In his letter, Dr. Davies proposes an alternative recourse to re-investigate the HTLV-I/sheep incident, pointing out that the members of the "Preliminary Inquiry Committee" and "Formal Investigative Committee" were not made known, nor were they selected or approved by the Faculty of the School.

If Dr. Davies is familiar with the University's Procedures Concerning Misconduct in Research, which were adopted and accepted as valid by the Dean and the Central Administration to decide the HTLV-I incident, he should know that they do not require that the membership of the "Preliminary Inquiry Committee" and the "Formal Investigative Committee" be

made known or that they be selected by the Faculty of the School.

Dr. Davies' proposal seems to suggest that the Faculty of the School was not properly represented in the investigation. This is untrue. As I believe Dr. Davies is aware, the "Preliminary Inquiry Committee" was formed exclusively by members of the Veterinary School Faculty, and the "Formal Investigative Committee" had representation from this Faculty.

The general practice at the University is to conduct preliminary investigations within the School involved. If, as a result of the preliminary investigation, a formal investigation under specific University procedures is warranted, a University-wide committee is appointed. This was done in my case. The findings and conclusions of the Preliminary Investigative Committee, all members of the Veterinary School Faculty, were shared with the University-wide committee which was constituted for the formal investigation.

2. Dr. Davies' proposal suggests that there was a miscarriage of justice by the membership of the "Preliminary Inquiry Committee" and the "Formal Investigative Committee". This, together with his recommendation to form a Group of Complaint "whose judgment would be trusted" implies a gratuitous and uncollegial attack on the competence and integrity of the committees, and suggests that they may have had motives which in some way make them untrustworthy.

3. In a meeting held on February 19, 1991, with several members of the Veterinary School Faculty and Dr. Davies, Dean Andrews expressed disappointment at the fact that I had been found not guilty of misconduct in re-

search. Perhaps this is the cause of the insidious slur in the title of Dr. Davies' letter in *Almanac* that, although found not guilty of misconduct in research by a committee of experts, I may have acted irresponsibly.

Dr. Davies then proposes a procedural recourse by which the conclusion arrived at by the Formal Investigative Committee, duly constituted by Faculty members in accordance with the rules adopted by the University, can be put aside, and by which I can be subjected to another "trial" that could provide a new opportunity for a verdict less disappointing to the Dean. What Dr. Davies proposes is clearly a form of "double jeopardy."

Thus, Dr. Davies' proposal 1) questions the integrity and/or competence of the members of the Preliminary and Formal Investigative Committees, 2) casts doubts on the validity of the University's rules and the conclusions of the investigation conducted in accordance with these rules, and 3) challenges a fundamental principle of justice.

4. Last, I find it rather curious, disappointing and perhaps revealing that, while pretending to seek justice in this case, Dr. Davies, a past-Chair of the Faculty Senate, not only proposes a form of double jeopardy, but has seen fit to ignore the questions of whether the punitive and destructive sanctions imposed on me violate the principle of academic freedom and freedom of scientific inquiry, and the meaning and intent of the University rules regarding misconduct in research.

—Jorge F. Ferrer, Professor of Microbiology/Vet and Head, Comparative Leukemia & Retrovirus Unit/New Bolton Center

Two Responses to Dr. Ferrer

From the Provost [Re "A" Above]

Professor Ferrer's letter contains no new information. The reader can find my response to these several allegations on page 5 of *Almanac* March 5, 1991. —Michael Aiken, Provost

From Dr. Davies [Re "B" Above]

1. I am indeed very familiar with the University's *Procedures Concerning Misconduct in Research*. During the extensive discussions that led to their acceptance by the Administration, I objected to the fact that not even the Chair of the Faculty Senate would know of or be able to comment on the composition of the Preliminary Inquiry and the Formal Investigation Committees. Such knowledge would mean that at least one duly elected faculty person knew of the composition of these committees. Clearly, it is unreasonable that faculty members should be expected to trust the decisions of secret committees and their secret reports. The reasons for this lack of involvement of even one representative of an elected faculty body were stated to be that the Administration needed to have a mechanism that could act quickly, since experience had shown that procedures operating under the "Just Cause" mechanism were taking years to come to any conclusion. My objection still stands.

2. In my letter in *Almanac* 3/5/91, in no way did I suggest that "there was a miscarriage of justice." I was giving advice to those members of the [Standing] Faculty of the School of Veterinary Medicine who had expressed their view to me that there may have been a miscarriage and that they had been unable to see the relevant documents or to assess the decisions that had been published.

3. Dean Andrews' statements at the February 19, 1991, meeting [at which Dr. Ferrer was not present] in no way led to what Dr. Ferrer calls the "insidious slur" in the title of my 3/5/91 letter to *Almanac*. What I described was a mechanism by which, if ten members of the Faculty believed that there may have been a miscarriage, a process could be started so that "a committee elected by the Faculty can judge whether Dr. Ferrer should be cleared of all charges, deemed irresponsible or even guilty of misconduct in research,..." Dr. Ferrer's comments on "double jeopardy" are irrelevant. This is not a proceeding in a criminal court concerning life and liberty. The University already has processes by which a Faculty can act in spite of actions or lack of actions by the Administration, and these processes do not in any way challenge "a fundamental principle of justice."

4. Since, for many years, Dr. Ferrer has frequently come to me for advice concerning grievances and academic freedom and responsibility, I find it strange that he wrote that I had "seen fit to ignore" these questions. In fact, the first paragraph of my letter of 3/5/91 in *Almanac* gave precise advice on how Dr. Ferrer could file grievances or complaints.

I have felt for some time that this whole situation and its long history can best be clarified by publication of all the relevant documents and by an open hearing at which all the facts can become public.

—Robert E. Davies, Benjamin Franklin Professor of Molecular Biology and University Professor Emeritus, Animal Biology/Vet

Report of the Faculty Senate Committee on Administration on the Size of the Administration

February 14, 1991

Introduction and Background

The Faculty Senate Committee on Administration is charged each year with the task of monitoring the decisions made by the administration that result in resource allocations to administrative and clerical personnel and to academic personnel. This monitoring has proven to be far more difficult than it sounds for several reasons. The committee serves for only one year and by the time they are aware of the subtleties their service is ended. Also, their questions, posed to the Provost and other administrators regarding the number of individuals by personnel classification over periods of time, prove difficult to answer given the limitations of the University's computer-stored management information systems according to the Provost. Further, the sources of support for academic, administrative and clerical salaries are quite complex and are driven not only by the growth of academic budgets, but also by research and contracts initiated by the faculty. Therefore, it becomes necessary to distinguish amongst sources of income that are allocated to the type of personnel categories. Failure to do this results in possibly ambiguous interpretation of results. Finally, previous committees limited their studies to periods of a few years simply because of the sheer effort involved and because the continuity of definitions in the University data bases prohibited ten or more year analyses of trends to be made.

In order to avoid these difficulties, this committee was given a two-year term of office to study this problem. The approach that was taken was to avoid the use of the University's computerized data bases and utilize the University budget documents that the President presents to the Board of Trustees each year. This had the advantage of a reasonably uniform breakdown of revenue and expenditures over periods of years; it enabled the committee to utilize the administration's definitions of terms rather than ones developed by the committee that could prove argumentative later and had the disadvantage to the committee of digesting an enormous amount of data going back to fiscal year 1978 beyond which uniformity of these budgets prohibited clear extrapolations to current budgets. One additional disadvantage is that actual revenues and expenditures for a given fiscal year differ slightly from the budgeted amounts. This difference can amount to a few percent in any category, but does not produce a cumulative effect because each budget year extrapolates from previous actual years. On balance this method was chosen because of the detail available, the uniformity of definitions, the fact that the definitions are those of the administration and not of the committee and the additional realization that the budget is the ultimate expression by the administration of its decisions regarding the allocation of resources. All of the breakdowns of figures attempt to identify the growth segments of the University treating all of the schools as a single entity. In other words, no attempt was made to distinguish growth, costs or revenue in one school relative to another.

Two additional sources of data were used in this analysis. One was a detailed analysis of the use and source of restricted income from 1985 to 1989, kindly provided by Provost Michael Aiken for use by the committee. The purpose of this document was to determine if large changes in the source or use of these funds could distort conclusions. The second was the document prepared by the University that counts the number of academic personnel by category and is submitted to the Higher Education Staff Information (EEO-6) for the years 1979 and 1989. These documents were used to obtain official head counts of faculty over the period for which the budget data was studied. Both of these documents

and the University budgets are now on file in the Office of the Faculty Senate.

Before presenting the results it is of some help to provide information on the meaning of some of the budget terms used in the President's budget. We begin with the difference between unrestricted and restricted budgets. Unrestricted budgets generally describe revenue and expenditures over which the University administration and deans have considerable discretion. Revenue sources include tuition and fees, Commonwealth appropriations, investment income, gifts, indirect cost recoveries from research contracts and grants, sales and services and some small contributions from other sources. By far the largest source is tuition and fees. In this study we will be particularly interested in how these unrestricted funds were allocated to academic salaries and administrative and clerical salaries since these categories are especially relevant to the committee's charge.

Restricted budgets describe the revenue sources and expenditure that are designated by agreement with external parties and over which the administration has little control. Such sources include grants and contracts, designated endowments, designated gifts and other restricted sources. The largest source of these funds is grants and contracts. Direct expenditures always equal direct revenue and therefore expenditures are not listed separately.

The final two categories of the University budget are the Hospital of the University of Pennsylvania (HUP) and the Clinical Practices of the University of Pennsylvania (CPUP). For purposes of providing a sense of proportion, of the 1.13 billion dollar budget for fiscal year 1990, 40.8% was unrestricted, 21.4% was restricted, 25.7% was HUP and 12.1% was CPUP. These figures compare respectively with fiscal year 1980 budget of \$386 million as, 46.4%, 24.5%, 26% and 3.1%.

Academic salaries include Fall and Spring faculty salaries, Summer faculty salaries, postdoctoral fellow salaries, graduate assistant salaries and limited service salaries. These are grouped and will remain grouped during this study.

Finally, the terms subvention and allocated costs need to be defined. Subvention is the term used to identify the funds distributed to the schools (and centers) by the Provost from general resources. The sources of funds that flow into general University resources in approximate order of their importance are: 20% of all graduate and undergraduate tuition, the Commonwealth appropriation to the University, interest earned on temporary investments, undergraduate alumni giving (gifts) and a portion of the indirect cost recoveries earned by schools for sponsored research projects. For example, for FY 1990 the general University resource was \$106 million made up of \$48 million from the tuition tax of 20%, \$37 million from the Commonwealth, \$10 million from investment income, \$4 million from gifts and \$6 million from indirect cost recoveries. These funds are distributed to schools based on a complex algorithm. However, in this study we will only be interested in subvention totals to all schools as a group since interschool subvention issues are not relevant to our study. Nevertheless, the basis of the distribution was provided to this committee by the Provost and is on file in the Office of the Faculty Senate.

Allocated costs describe expenses related to administrative centers and such costs are distributed to the expense budgets of schools and centers. These costs are indirect expenditures of the schools and are made up of direct unrestricted expenses of administrative service centers and the library, included since 1986, which have little or no source of direct

income and other expenses paid by the University, but are allocated to the school or center that originates the cost. Again the algorithms that allocate these costs to the various schools and centers are on file at the Faculty Senate Office, but were not used in this study since we were interested only in the aggregate amount of allocated costs to all of the schools. The five categories of costs included in allocated costs are: general administration and general expense (personnel, current expenses and equipment of administrative service center and does not include administrative cost experienced within the budgets of the schools), operations and maintenance (or utilities and non-utilities as they are often referred to), net space and the library. Allocated costs become an important issue in this study and must be understood. In the fiscal year 1990 budget, allocated costs to the schools were \$108 million made up of \$20 million for general administration, \$29 million for general expense, \$20 million for utilities, \$17 million for non-utilities, \$3 million for net space and \$19 million for the Library. The figure of \$108 million of allocated costs compares to the total direct expenses of all of the schools of \$231 million. It is clear that small changes in allocated costs can have a large effect on the total budget of the schools.

Extracted Data

Table 1 and Figure 1 are presented in order to provide the faculty with the essential data used by the committee to draw their conclusions. It is possible that others might draw alternative and additional conclusions. In addition to the budget data, the following information is also presented.

In 1979 the number of tenured full time faculty was 963 and the number of non-tenured on tenure track faculty was 479 for a total of 1,442. Ten years later in 1989 these numbers were 985 for tenured faculty and 469 for non-tenured on-track faculty for a total of 1,454. This represents a change in the total of less than 1%. There is another category of faculty shown in 1989 that is not included in the above classifications for 1979. However, in describing faculty salary distributions in 1979 a total of 2,048 faculty are recorded. Subtracting 1,442 for tenured and tenure track faculty leaves 606 other faculty. This compares with 806 other faculty in 1989. Presumably, other faculty refer to clinical and other non-tenure track faculty. Evidently this category of faculty has

grown by 33% over 10 years.

When examining the allocation of unrestricted dollars to academic salaries it is important to also study restricted salary allocations especially in the categories of endowment and gifts. This was done to ascertain the impact of these contributions to academic salaries. In subsequent tables restricted and unrestricted academic salary are shown. Unrestricted academic salaries are the salaries paid on unrestricted departmental budgets. The sources of restricted academic salaries are:

Percent of Academic Salaries by Source of Restricted Funds to Total Restricted Academic Salaries

	5 year Average 1985-89	Range
1. Endowments (SL/4)	13%	11% to 15.3%
2. Grants & Contracts (SL/5)	75.2%	73.2% to 76.8%
3. Gifts (SL/6)	6.5%	5.9% to 7.1%
4. Service Centers (SL/8) }	5.3%	
5. Others (SL 311)	100%	

where (SL/4) refers to account sub-ledger numbers. The five year (1985-89) average percentage of each source to the total of restricted academic salaries and the range is also shown above. Clearly the overwhelming contribution to this category is research contracts and grants. We also looked at the distribution of funds among the categories of academic salaries. These categories are:

1. Fall and Spring Academic Salaries
2. Summer
3. Post Doctoral Fellows
4. Graduate Assistants
5. Limited Service Personnel

Note that this category of academic salaries does not include CPUP salaries. The percent of restricted funds used among the above groups did not change during 1985 to 1989. In other words, the percent of restricted funds used for Fall and Spring academic salaries or Summer salaries remained relatively constant and therefore do not distort conclusions drawn from total academic salaries.

Table 1: Selected Data From University Budgets From 1978 Through 1990
(Dollars in Millions)

Budget Item	Fiscal Year 1990	1989	1988	1987	1986	1985	1984	1983	1982	1981
Total University Budget	1133	1045	959	863	834	748	689	633	574	494
HUP	291	275	256	231	245	220	206	187	150	121
CHOP	137	130	198	92	93	80	69	50	44	37
Revenue To All Schools										
Direct Unrestricted	264	244	224	207	191	175	160	148	132	115
Direct Restricted	217	215	204	181	161	147	137	119	127	115
Unrestricted Tuition Income										
To All Schools	178	165	152	142	132	123	115	104	89	78
Total University	226	210	191	179	166	154	143	130	112	98
Direct Unrestricted Expenditures of All Schools	231	216	200	186	171	157	144	130	117	102
Academic Salaries From Unrestricted Funds	79	77	72	67	61	57	51	47	45	39
Academic Salaries From Restricted Funds	55	50	47	42	38	35	35	29	30	27
Administrative Plus Clerical Salaries										
From Unrestricted Funds										
Total University	90	83	74	68	60	54	55	47	51	38
Within Schools	37	34	30	28	24	22	23	19	18	16
Administrative Plus Clerical Salaries										
From Restricted Funds	34	32	30	27	26	23	23	19	19	17
Subvention To All School	75	71	68	64	* 46	42	41	37	38	34
Allocated Costs To All Schools	108	99	91	85	* 65	60	57	54	54	48
Unrestricted Student Aid	48	45	40	36	33	26	25	23	19	14
Restricted Student Aid	34	32	27	24	21	20	18	18	20	16

* 1986 was the last year that the Library was not included in the budget as an Allocated Cost. Accordingly, from 1987 on Library costs were added to Allocated Costs and the Subvention budget was increased to cover the costs

Table 1 presents fifteen subgroups of budget data extracted from University budgets from fiscal years 1978 to 1990. In this table amounts are shown in millions of dollars rounded off to the nearest million. Reference to "all schools" mean the twelve schools of the University. This table excludes the presentation of certain revenues and expenditures that were not considered to be within the scope of this study.

Observations Drawn From These Data

1. Growth of Administration Relative to Faculty

This is the principal area of concern expressed by previous committees and one that this committee was especially sensitive to. The data clearly show the following:

a. The tenured track faculty remained constant in number during this ten-year period suggesting strongly that this was an intentional aspect of the University's long-range plan.

b. The growth of academic salaries which included faculty as well as graduate assistants and post doctoral fellows fell far behind the growth of administrative plus clerical salaries from unrestricted budgets. For example, in 1978 academic salaries were \$36 million compared to administrative plus clerical salaries of \$30 million. By 1990 this was altered to \$79 million and \$90 million respectively so that the administrative and clerical salaries exceed academic salaries in the unrestricted budgets. Had the growth of administrative and clerical salaries occurred at the same rate as academic salaries, the total unrestricted expenditures for administrative and clerical salaries would have decreased in 1990 by \$25 million to only \$65 million rather than the \$90 million shown on the table.

c. This growth of administrative and clerical salaries is not to be confused with the growth of administration due to restricted budgets. Both academic salaries and administrative and clerical salaries grew due to restricted budgets, but they grew at nearly the same rates.

d. The growth of academic salaries on unrestricted budgets is not artificially low due to large or unexpected growth in endowments or gifts used to pay academic salaries out of restricted budgets. Academic salaries from restricted budgets are derived primarily from research contracts and grants with only a small contribution coming from endow-

ments and gifts. The relative fraction of this category remained constant and can not account for the fact that unrestricted academic salaries increased by 119% from 1978 to 1990 while administrative and clerical salaries increased by 200% during the same period.

e. The growth of administrative and clerical salaries must be analyzed from the point of view of the growth in the number of people plus changes in salary scales. These cannot be determined from this study.

f. The growth of administrative and clerical salaries occurs within the twelve schools as well as the central administration. The administrative and clerical unrestricted salaries within the twelve schools was an amazingly constant 41% of the total for the University with deviations from this figure of less than 1% from 1979 to 1990 except for 1982 where it was 35%. This means that the school's administrative and clerical staffs, supported by unrestricted funds, grew at the same rate as the central administration's, presumably at the direction of deans.

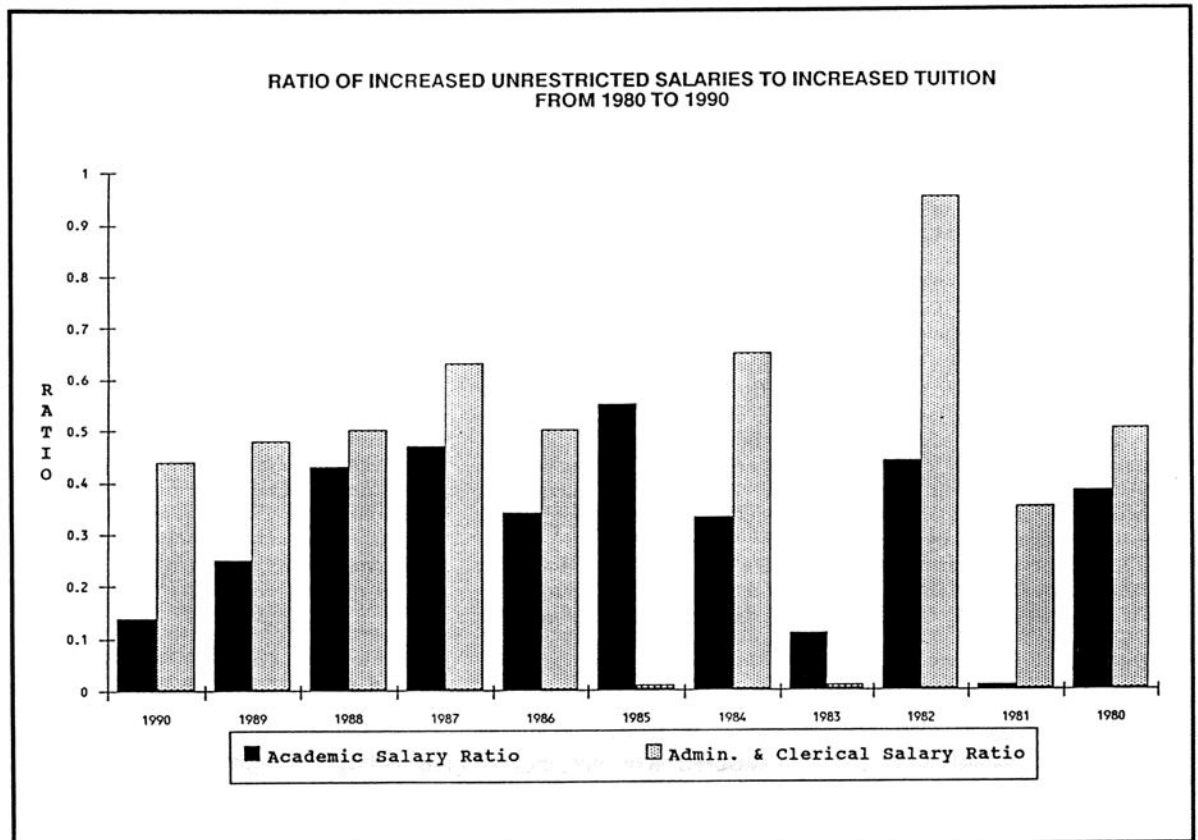
In 1979 the ratio of administrative plus clerical salaries to academic salaries on the unrestricted budgets of all of the schools combined was 0.33. In 1990 this ratio increased to 0.47. It is likely that the large increase of 42% in this ratio is due to increased numbers of administrative and clerical staff within the schools.

In addition to this growth, there was also a growth in the school's administrative and clerical salaries on restricted budgets. However, this growth was essentially the same as the growth in academic salaries covered by restricted budgets. The point here is that the growth of the administration within the schools cannot be attributed to the demand by restricted budgets. The same can also be said of the growth of administrative and clerical salaries on unrestricted budgets within the central administration.

g. Figure 1 shows a bar graph that displays the year-by-year growth of unrestricted salaries as a ratio of increased salaries to increased tuition income to the University for the years shown. Except for 1985* and 1983* the absolute increase in unrestricted dollars allocated to administrative and clerical salaries exceeded those allocated to academic salaries and in some years by very large amounts. Over the eleven year period

* The ratio for these two years was actually slightly negative for administrative and clerical ratios.

1980	1979	1978
385	355	322
96	85	--
11	12	--
97	89	79
85	80	--
68	62	--
85	77	--
88	81	77
39	36	35
23	22	--
34	30	29
14	12	--
14	13	--
32	31	32
41	39	35
12	12	11
14	14	--



shown the mean ratio of unrestricted academic salary increases to tuition increases was 0.31 while the mean ratio of unrestricted administrative plus clerical salary increase to tuition increase was 0.42. That is over the last eleven years an average of 31% of new tuition dollars each year was allocated to academic salaries while 42% went toward administrative and clerical salaries. It is this consistent increase that accounts for the fact that, by 1987 and beyond, unrestricted administrative and clerical salaries exceeded unrestricted academic salaries with the difference widening each year through 1990.

2. Other Observations

a. The fraction of the total budget of the University represented by academic salaries has decreased significantly. In 1978 unrestricted academic salaries were 11% of the total University budget. By 1990 this figure decreased to 7%. The total (unrestricted plus restricted) academic salaries represented 16.3% of the total University budget in 1979 while in 1990 this number decreased to 11.8%.

b. The difference between allocated costs and subvention is an extremely important factor in the ability of a school to balance its overall budget. If allocated costs exceed subvention, then this deficit must be made up by having direct school revenue exceed direct expenditures. In 1978 allocated costs exceeded subvention for all schools by \$3 million. By 1990 this number increased to \$33 million, an increase by a factor of 11. This can be compared to an increase in the total University budget by a factor of only 3.5. Given the constant size of the academic faculty at approximately 1,450 this means that the per faculty member deficit that must be overcome each year to balance the school's budgets increased from approximately \$2,000 in 1978 to \$23,000 in 1990. Since most school activities engaged in by faculty are based on budgets where costs equal revenues, this size deficit per faculty member translates into increased emphasis on money, budgets and contracts.

c. Unrestricted student aid increased from \$11 million to \$48 million between 1978 and 1990. In 1978, for each dollar of academic salary paid from unrestricted funds, \$0.31 was paid in student aid. By 1990 this increased to \$0.61. This observation of a large increase in funds to this category is not interpreted here as being the right or wrong thing for the University to do. Rather it is identified because it is a major decision that has been made and does impact on the life of each faculty member. It is interesting to analyze the balance between restricted and unrestricted student aid from 1979 to 1990. Unrestricted student aid grew by a factor of 4 during this period while restricted student aid grew by a factor of only 2.4. The failure here appears not so much to be the total amount of student aid dollars which evidently does represent the University's perception of the need, but rather the failure (of the administration?) to increase restricted student aid dollars in order to maintain the 1979 balance. Had this occurred, then unrestricted student aid would have been budgeted at \$38 million rather than \$48 million and restricted student aid would be \$44 million rather than \$34 million. That change represents a \$10 million decrease in unrestricted budget costs of all schools.

Conclusions

There has been a large increase in the size of the administration and clerical budget over the past twelve years. In addition, other University costs have increased dramatically during this period increasing the pressure on academic budgets. This has occurred during a period of (planned?) constancy of faculty size thereby dramatically increasing the financial burden of each faculty member. The University has grown around this constant faculty size thereby decreasing the portion of the University represented by the faculty.

These observations are not apparent over a window of just a few years. Nor can this state of affairs be laid at the feet of the central administration during this period. Deans have also contributed to this process as

have a large number of factors that will undoubtedly be enumerated by some. These include:

1. Increased costs for security
2. Increased costs for dealing with greater government regulations
3. Increased costs of litigations
4. Increased energy costs and many more reasons why budgets go up.

This committee expresses its deep concern over the process that has led to what we consider to be an imbalance in resource allocations to academic salaries (not to individual salaries, but to the total) in a great teaching and research institution. If the percent of the University budget allocated to academic salaries has been reduced to only 7% (unrestricted salaries to total) or 11.8% (unrestricted plus restricted to total) by 1990, then perhaps this reduction suggests that the central mission of the University has been altered. Do teaching and research represent a declining central purpose within the University?

Of additional concern to the committee is the question of alternatives to rectify the trend so explicitly apparent in the data presented here. Will the faculty play a role in a renewed process to reverse the diminishing fraction the faculty represent at this University? Can we demand of the administration that they creatively cope with expanded societal and governmental pressures of the 90's without increasing the size of the administration (or preferably, while decreasing the size of the administration) just as the administration has demanded that the faculty creatively cope with expanded academic and scholarly pressures during the 80's without increasing their numbers?

Early in the deliberations of this committee there were those who expressed a sense that so many of the qualities that have traditionally made up what the faculty refer to as "scholarly life" here at the University have either vanished or are being threatened. While there are undoubtedly many reasons for this, financial pressures, preoccupation with budgets and increased alienation from an enlarged administration certainly are near the top of this list. Perhaps the strategies used in the past to increase support for faculty were misguided since they also serve to increase the school's budget thereby creating a different type of pressure. Perhaps the University must rethink a policy that placed a cap on the faculty while allowing the rest of the University to grow, satisfied that the administration has, after all, balanced the budget. Faced with the prospect that tuition increases may more closely track with cost-of-living increases, how will the large administrative and clerical salary needs be met without placing further burdens on school budgets? What role will the faculty play in helping the administration reduce the dangerous trend of escalating allocated costs over subvention? Perhaps this difference should be capped so that resource allocation decisions do not further exacerbate the pressures on faculty to balance school budgets. Perhaps a vigorous effort should be made: to restore scholarly life to the University; to rededicate ourselves to the primary roles of knowledge creation and dissemination; and to achieve a fiscal balance that serves these ends.

The committee strongly urges the widest possible dissemination of this report. It also recommends that the Faculty Senate vote on the following motion: That a joint administration and faculty task force be entrusted with developing strategies for dealing with the rapid growth of administrative salaries and other administrative costs.

1990-91 Senate Committee on Administration

Jean Alter (*Romance languages*)
 James J. Leyden (*dermatology*)
 Elliot Mossman (*Slavic languages*)
 Solomon R. Pollack (*bioengineering*), chair
 Elsa Ramsden (*physical therapy*)
 James Ross (*philosophy*)
ex officio: Almarin Phillips (*public policy & management*)
 Louise P. Shoemaker (*social work*)

Note from the Senate Office: This report and others, including that of the Committee on the Economic Status of the Faculty, will be discussed at the Senate's plenary meeting on Wednesday, April 17, at 3 p.m. in Room 200 College Hall.

Relative Investment Performance on Tax-Deferred Annuities—Periods Ending 12/31/90

The Benefits Office regularly receives inquiries on the relative performance of investment funds offered under the University's tax deferred annuity program. Below is a table which shows the performance of the various funds for the period ending 12/31/90. The first column shows an abbreviation for the investment philosophy of the fund. (*Abbreviations are described below the performance table*). The second column shows the overall asset size of the fund in millions of dollars. Columns three through seven show the performance of the funds over various time horizons. Columns eight and nine show the best and worst year for the last five years.

The Benefits Office will periodically publish this information in Almanac to assist faculty and staff in monitoring the performance of their tax deferred annuity investments. Any faculty or staff member who would like additional information on these benefit programs may call the Benefits Office at 8-7281.

—Adrienne Riley, Director, Human Resources (Total Compensation)

—Dennis F. Mahoney, Manager of Benefits

		Total Return*								
	Philosophy	Approx. Assets in \$Millions	Latest Quarter	1-Year Average Annual	3-Year Average Annual	5-Year Average Annual	10-Year Average Annual	Best/Worst Year In the Last Five		
								Best	Worst	
Calvert Social Investment Fund:										
Managed Growth Portfolio	B	263	6.9	1.8	10.2	10.4	N A	18.7	1.8	
Money Market Portfolio	M M	194	1.8	7.7	7.8	7.1	N A	8.7	6.1	
CREF Funds:										
CREF "Stock Account"D	34,951	8.8	-5.5	12.4	12.7	14.3	28.0	-5.5		
CREF "Money Market"	M M	2,926	2.0	8.2	N A	N A	N A	N A	N A	
CREF "Social Choice"		60	7.4	N A	N A	N A	N A	N A	N A	
CREF "Bond Market"		121	4.9	N A	N A	N A	N A	N A	N A	
TIAA**										
Vanguard Funds:										
Explorer	S C	239	10.4	-10.8	7.1	0.9	6.0	25.8	-10.8	
GNMA	F I M	2,596	5.4	10.3	11.3	9.5	12.6	14.8	2.1	
High-Yield Portfolio	F I J	694	1.5	-6.0	2.8	5.4	10.6	16.7	-6.0	
Investment Grade Bond	F I L	1,192	6.5	6.2	10.3	9.0	12.3	15.2	0.2	
Short-Term Bond	F I S	790	3.1	9.2	9.2	8.6	N A	11.5	4.3	
500 Portfolio	D I	2,198	8.9	-3.3	13.9	12.8	13.5	31.4	-3.3	
Federal Portfolio	M M	1,967	1.9	8.1	8.2	7.5	N A	9.2	6.4	
Prime Portfolio	M M	13,554	2.0	8.3	8.4	7.7	9.6	9.4	6.6	
U.S. Treasury Portfolio	M M	1,707	1.9	7.9	8.0	7.2	N A	8.9	6.0	
W.L. Morgan Growth	D	697	11.3	-1.5	13.9	10.9	12.3	22.7	-1.5	
U.S. Portfolio	D I	100	8.8	-8.3	10.2	9.4	12.6	24.6	-8.3	
Wellesley Income	B	1,020	7.1	3.9	12.6	10.6	14.6	20.9	-1.9	
Wellington	B	2,432	7.9	-2.8	11.1	10.7	14.1	21.6	-2.8	
Windsor	D I	6,535	7.8	-15.5	7.7	8.8	15.7	28.7	-15.5	
International Growth	I C S	735	6.5	-12.1	7.0	16.6	N A	56.7	-12.1	
U.S. Growth	D I	355	9.3	4.6	16.1	9.7	12.5	37.7	-6.1	
U.S. Treasury Bond	F I L G	694	9.1	5.8	10.8	N A	N A	N A	N A	
Short-Term Government Bond	F I S G	430	3.6	9.3	8.8	N A	N A	N A	N A	
Windsor II	D I	2,328	9.3	-10.0	12.8	11.3	N A	27.8	-10.0	
Bond Market	F I L	276	5.3	8.6	9.8	N A	N A	N A	N A	
Convertible Securities	D I	45	5.7	-8.2	7.2	N A	N A	N A	N A	
Asset Allocations	AA 60:35:5	179	8.9	0.9	N A	N A	N A	N A	N A	
Equity Income Fund	D I	386	6.0	-11.9	N A	N A	N A	N A	N A	
PRIMECAP Fund	D	311	14.2	-2.8	10.7	10.3	N A	23.5	-2.8	
Quantitative Portfolio	D	218	9.9	-2.5	14.6	N A	N A	N A	N A	
Star Fund	B	1,037	7.5	-3.7	10.8	9.5	N A	18.9	-3.7	
International Portfolio	I C S	789	3.8	-12.2	9.5	19.7	N A	50.7	-12.2	
Small Cap Stock Fund	S C	46	6.0	-18.1	4.1	1.0	5.0	24.6	-18.1	
Indexes To Compare Performance Against:										
S & P 500			9.0	-3.1	14.2	13.1	13.8	31.7	-3.1	
Lipper Growth Mutual Funds Average			7.8	-5.5	10.5	9.1	10.6	25.2	-5.5	
Lipper Growth & Income Funds Average			7.2	-4.5	10.4	9.7	12.1	22.4	-4.5	
Salomon Brothers Long-Term High-Grade Bond Index			6.0	6.8	11.2	10.4	14.1	19.8	-0.3	
Shearson Lehman Hutton Gov't/Corp. Bond Index			5.1	8.3	10.0	9.5	12.8	15.6	2.3	
Morgan Stanley Capital International EAFE Index			10.5	-23.4	2.8	18.1	16.4	69.4	-23.4	
91-Day Treasury Bills			1.8	8.0	7.6	6.9	8.5	8.3	5.8	

* Total Return: Dividend or interest plus capital appreciation or depreciation. Source: Lipper Analytical Services; Fund Family.

** TIAA has a current accumulation rate of 8.75% for regular annuities, 8.25% for supplemental retirement annuities.

Key to abbreviations used in the philosophy column above:

Domestic:		F I M	Fixed Income Fund (Mortgage-Related Securities)
D	Diversified Common Stock Fund	F I J	Fixed Income Fund (Low-Rated Bonds)
D I	Diversified Common Stock Fund With Somewhat Higher Income	M M	Money Market Fund
S C	Specialty Fund With Small Company Common Stock Orientation	A A 30:40:30	Asset Allocation 30% Stocks:40% Bonds:30% Cash Benchmark Fund
S	Specialty Stock Fund	A A 60:35:5	Asset Allocation 60% Stocks:35% Bonds:5% Cash Benchmark Fund
B	Balanced Fund	International:	
F I S	Fixed Income Fund (Short-Term Maturity)	I C S	International Common Stock Fund
F I I	Fixed Income Fund (Intermediate-Term Maturity)	Global:	
F I L	Fixed Income Fund (Long-Term Maturity)	G F I	Global Fixed Income Fund
F I S G	Fixed Income Fund (Short-Term Maturity—Government Obligations)	G C S	Global Common Stock Fund
F I I G	Fixed Income Fund (Intermediate-Term Maturity—Government Obligations)		
F I L G	Fixed Income Fund (Long-Term Maturity—Government Obligations)		

Graduate and Professional Student Assembly Report on Counseling and Support Services

January, 1991

Several student suicides during the 1989-90 academic year have served to remind the University community that graduate and professional students are often in need of counseling and support services, and that these needs can result in tragedy if they are not recognized and met. The Graduate and Professional Student Assembly (GAPSA) has continued to express concern about the nature and availability of counseling and support services to graduate and professional students. In the Spring, members of the GAPSA Executive Board met with Ilene Rosenstein, then acting director of the University Counseling Service, and GAPSA asked the Provost to collect information about school-based programs and services from the deans of the 12 schools. Once this information was received, GAPSA formed a subcommittee to evaluate existing programs and services and suggest improvements.

At the present time, five offices under the Vice Provost for University Life (VPUL) provide educational programs, peer support programs, and individual and group counseling. These are: Health Education, Alcohol and Drug Education Program, Penn Women's Center, University Counseling Service, and Student Health Psychiatry. Of these, University Counseling Service and Student Health Psychiatry provide the majority of individual counseling. In 1989-90, University Counseling Service saw 830 students for individual counseling, while Student Health Psychiatry saw 986.¹ This represents 10% of the student population for that year.² Many more students are seen in group situations or less formally in the other three offices. It is our distinct impression that many more students feel that their needs for counseling are not being served.

The Graduate/Professional Student Condition

Before describing existing programs and services, we would like to call attention to three factors that characterize graduate and professional student counseling and support needs. These differ from the needs and situations that undergraduates face:

- The only consistent point of contact between graduate and professional students and the University is through schools and/or departments. The majority of graduate and professional students live off campus, and even those that live on campus (primarily in Graduate Towers) rarely use their floor advisors as resources in times of distress. Residences do not provide a far-reaching source of community for the graduate/professional population. Academic units, therefore, must be prepared to identify students in need of counseling or support and refer them to appropriate programs and services.

- Graduate and professional students often study at the university year-round, working on campus through winter break, spring break, and summer sessions. These off-peak periods are in fact times of added depression and stress, due to the increased isolation that the University's calendar creates. Counseling and support services (like other basic University services) must be available during these times.

- To us, the several suicides of 1989-90 represent unfortunate and dramatic examples of apparent shortfalls in available support systems. Those who were touched by the suicides, such as fellows in a department, laboratory or dorm, received inadequate support in dealing with their feelings as survivors of the tragic events. Graduate and professional students at Penn continue to complain of isolation and an unresponsive, depersonalized University structure. Both the nature and content of programs, and the spread of attitudes and information throughout campus, must be re-evaluated.

Existing Services

At Penn, a distinction is made between services provided to graduate and professional students by offices under the central administration and those provided by the 12 graduate/professional schools. Both structures require evaluation, as does the interplay between them.

Even at the centralized level, existing services for both psychological or psychiatric counseling and for more varied types of personal support are largely decentralized. A number of offices on campus cater to both undergraduate and graduate students. In addition, each graduate or professional school provides a different range of support and advising services to its own students.

Centralized Services

The University Counseling Service is the office to which students in emotional distress are most often referred. The Service has now begun to evaluate all newcomers immediately to see if they are in crisis. Yet, Dr. Rosenstein acknowledged that students often have to wait as long as three weeks between their initial intake session and the time they begin to work with a counselor (particularly during "heavy stress times" such as exam periods). It is our impression that the Service is aware of the needs of graduate and professional students and is willing to expand its existing services (including individual counseling and group workshops) if additional funding is made available. Dr. Rosenstein agreed that publicity about these services also needs to be increased, and she is also open to the idea of a "hotline" that will informally counsel students in crisis and refer them to this or other offices (such as Student Health Psychiatry) if necessary. University Counseling Service also sponsors a number of group workshops—these range on topics from assertiveness training to dissertation support. While students most often come to University Counseling Service with emotional or stress-related issues, the Service also functions in several other capacities, among them administering personality/aptitude tests.

Student Health Psychiatry provides a second option. This service employs both psychologists and psychiatrists (who can prescribe medication). In addition to its support of individual therapy services, Student Health Psychiatry is geared toward dealing with crisis situations. Because of this, they will at times receive referrals from other campus offices. Dr. Robert Wenger, director of Student Health Psychiatry, has acknowledged that more publicity about their service would be desirable. Yet, Student Health Psychiatry may not be able to support the increased case load that this outreach would generate.

The Office of the VPUL is charged with overseeing the quality of life of undergraduate and graduate students. This office oversees funding for centralized activities and the administration of related facilities, and provides a variety of social-educational programs. Staff members are also available as advisors to individual students and groups. At present, programming is geared largely toward the undergraduate population. The VPUL's office also provides direct oversight of the centralized services discussed here. Any improvement to existing centralized services must ultimately come through the VPUL.

Recommendations at the Centralized Level

1. All centralized support offices must realize that students who seek their services are in an insecure and vulnerable position. Pro-active assistance in ensuring that each student locates a counselor is essential. The importance of successful initial contact between each student and the support offices should be stressed.

2. University Counseling Service's new policy insures that all students seeking services are interviewed and evaluated within five days. This must be maintained. Moreover, the wait time of up to three weeks until the start of counseling must be reduced. Referrals should also lead to timely placement. Pro-active assistance in ensuring that each student locates a counselor is essential—as a matter of policy, contact with all students should be maintained until effective placement occurs. The University Counseling Service, however, cannot improve further given its existing limited resources. It should be funded to the extent necessary for adequate publicity of its programs and for the hiring of new staff, to reduce wait time and otherwise meet students' counseling needs. The limits of University Counseling Service's current location and facilities should also be closely examined.

3. The University Counseling Service and the Office of the VPUL should work with student groups and with individual schools to implement a hotline that would serve to counsel and refer students in distress.

4. Centralized offices and the VPUL must recognize that graduate and professional students have their primary identification through their academic units. Outreach and publicity should be geared in this direction. However, feelings of isolation within academic units is one of the leading causes of dissatisfaction, stress and depression among graduate and professional students. The VPUL's office must take a more pro-active role in programming for graduate and professional students. To this end, a member of the VPUL's staff should be designated as point person on issues of graduate student involvement and support.

(continued next page)

¹ Source: VPUL's Office.

² The Registrar's Office reports that 18,939 students were enrolled in 1989. Just over half of these are graduate and professional students.

5. With the help of the VPUL's office, the University Counseling Service should respond to any report of a graduate/professional student death by holding a support session in the student's academic unit. In addition, the Chaplain's Office should routinely inquire whether an open memorial service is being publicized and held for the university community, and should organize one if necessary.

6. Since isolation is a physical as well as psychic condition, structural as well as administrative changes must be made. A university-wide graduate student lounge/support center/meeting place should be established, which would provide a space for students to interact with students from outside their academic unit. Such a center would provide opportunities for increased interaction, reduce isolation, and foster a supportive environment.

7. The Women's Center, the Office of International Programs, member organizations of the Graduate Inter-School Activities Council (GISAC) and other centralized services should be recognized and commended for the role they play in providing emotional support for graduate and professional students. Accordingly, adequate funding should allow them to continue and expand this role. To this end, we support the immediate implementation of the proposal for a Peer Advising and Campus Mentoring Program for International Students forwarded by the International Student Safety Task Force.

8. More consistent communication and collaboration among University-wide services is essential. In addition, these centralized offices must make themselves aware both of school-based services that currently exist and of short-falls in existing school-based structures. They must also establish consistent channels of communication between their offices and all of the University's academic units.

School-Based Services

The Provost forwarded to GAPSA descriptions of school-based counseling and support services for ten graduate and professional schools and the Biomedical Graduate Studies program. Schools which did not respond to the Provost's request for information are the School of Medicine and the School of Veterinary Medicine.

The schools vary widely in the counseling, referral and support services they provide, and in their attitudes towards the need for such services, either school-based or centralized. Following are features of school-based programs that we find most impressive:

— Peer support systems. These range from "buddy systems" where advanced students are matched up with new students, to support groups organized around academic requirements which produce stress (dissections, exams, etc.), to socially-oriented groups which bring together students with common interests or backgrounds. Most of these support systems are organized by student government organizations.

— Referrals. Some schools claim that students who appear to require counseling are referred by faculty and fellow students to a particular staff member (usually an Assistant Dean or Student Affairs administrator) who is familiar with centralized or community services and capable of making referrals.

— School-Based Counselors. The School of Dental Medicine employs a social worker who is capable of evaluating students and providing short-term counseling. The Graduate School of Education employs an advanced graduate student who can provide informal peer counseling.

Some of the responses included statements we find troubling, however. Following are general trends which we think need to be reconsidered:

— Poorly Publicized Centralized Services. Most of the schools distribute information about the University Counseling Service and other services during their orientation programs, and make no further effort to publicize programs throughout the year. Most students, however, retain only a fraction of what they are told during orientation. In addition, advanced students are just as likely to need information about centralized services.

— Reliance on Faculty. Most of the schools acknowledged that they depend upon faculty advisors to refer students in need of counseling or support to the Dean's Office or other administrative units. We are concerned that faculty as a group receive no training or guidance in recognizing or evaluating students in emotional distress. Moreover, the academic nature of faculty-student relationships can make students in distress feel that it is inappropriate or difficult to discuss or reveal personal matters.

Recommendations at School Level

The following recommendations are guided by the belief that it is the dean's responsibility to insure that a school's students are aware of centralized services, and that the school's faculty, staff, and students are trained to recognize students in need of support and to refer them to the appropriate administrator or service.

1. Each academic unit should hold an official, mandatory orientation session for new students, and discuss counseling services at this time. Students should be told what aspects of graduate/professional student life tend to cause anxiety and depression, how to recognize the need for counseling in one's self and in peers, and who to see for information about counseling services in the future. Additionally, students should be provided with information about graduate/professional student organizations (school-based and centralized) that can serve as support groups and alleviate isolation. Administrators and faculty should invite all student members of their academic units to form ongoing relationships with them, and should advise students that they are available as resources in times of need.

2. Each academic unit should designate a faculty or staff member (in many graduate departments, the administrative assistant would be appropriate) who is capable of recognizing students in need of counseling or support and making appropriate referrals, either to the "Dean of Students" (see below) or to centralized services. This person should be someone students can feel comfortable turning to for personal advice or if they are concerned about a fellow student. This person must receive training, and his or her role must be publicized.

3. Each school should have an administrator who serves as the "Dean of Students" (although the title may vary) and who is designated to receive referrals from faculty and departmental assistants and to make further referrals, and to communicate regularly with University Counseling Service and Student Health Psychiatry. This administrator should also be responsible for publicizing information about counseling and support services, and should work with student government organizations to establish "buddy systems", academic support workshops, and other relevant peer support systems where they do not already exist. This person should also be knowledgeable about centralized student organizations (the numerous international student groups, the Black Graduate and Professional Student Association, the Lesbian and Gay GAPSA, etc.) which serve many students as support groups, and direct appropriate students to these organizations. Administrators from all the graduate and professional schools should meet regularly together and should receive training and information from the VPUL's office.

4. The office of the VPUL should produce a brochure or card to be distributed to all faculty and staff with information about counseling services and support groups, and guidelines on how to recognize students who may be having problems. The VPUL staff member responsible for graduate/professional concerns should also be advertised as a resource person.

5. Deans of the schools should periodically review with and advertise to faculty, staff and students both centralized and school-based services and resources, including peer support groups. Information should also be circulated on how to recognize suicidal and other problematic behavior in peers.

6. All student deaths should be reported immediately by the student's academic unit to the VPUL's office, the University Counseling Service and the Chaplain's Office so that workshops and memorial services can be organized. It is the responsibility of the academic unit to ensure that the University Counseling Service organizes a departmental support session and that all students, faculty and staff in the unit are informed of the support session and memorial service. The Provost of the University should institute whatever mechanisms necessary to see that this happens.

7. Students should be assigned faculty advisers immediately upon entering an academic unit. Advisers should actively maintain contact with their students in order to insure that a student's academic progress is not being impeded by a need for counseling or other support services. Faculty members should also be receptive to the needs of all students in their academic unit, especially those who do not have close relationships with their advisors.

8. Each academic unit should hold a departmental meeting (aside from orientation) for all students, faculty and staff at least once a year, in order to combat isolation and promote a sense of community. Further measures should be taken to stress the importance of mentoring within an academic community.

This report was drafted by the following subcommittee members and approved by the Graduate and Professional Student Assembly on April 24, 1990:

Eric Borguet, International Student Representative
Susan Garfinkel, Graduate School of Arts and Sciences
Pam Inglesby, Annenberg School
Andrew Miller, Graduate School of Arts and Sciences
Mark Wiener, Medical School

Revised and updated: November 28, 1990

The following is reprinted by permission from the February 1991 issue of Penn Printout, the newsletter of the Office of Information Systems and Computing of the University of Pennsylvania. The new task force on Computing in the Workplace (page 15) has been expanded since this article was written. It will be described more fully in a future issue of Almanac.

Computers and Health—Issues and Protective Measures

by Kimberly H. Updegrave and Daniel A. Updegrave

Within the past year, substantial media attention has been directed at the potential adverse health effects of long-term computer use. Unfortunately, long-term effects require long-term studies, and much research in this area is either incomplete or inconsistent. Nevertheless, because so many Penn staff, faculty, and students, are spending an increasing amount of time—both on campus and at home—working with keyboards and video display terminals (VDTs), and because some health effects are thought to be cumulative, we believe it is important for all computer users, lab managers, and supervisors, to be aware of these issues and the protective measures that can be taken “while the jury is out.”

One set of issues concerns workstation design, setup, and work habits. The City of San Francisco, which recently enacted worker safety legislation, cited research by the National Institute of Occupational Safety and Health into VDT operator complaints of eyestrain, headaches, general malaise, and other visual and musculoskeletal problems as the rationale for imposing workplace standards, to be phased in over the next four years.

A second set of issues relates to suspected radiation hazards, including miscarriage and cancer. A special concern with radiation is that nearby colleagues could be affected as well, since radiation is emitted from the backs and sides of some terminals.

Ergonomics

Most people can ride any bicycle on flat ground for a short distance with no problems. On a fifty-mile ride over hilly terrain, however, minor adjustments in seat height, handlebar angle and the like can mean the difference between top performance and severe pain. Similarly, occasional computer users may notice no ill effects from poorly designed or badly adjusted workstations, whereas those who spend several hours a day for many years should pay careful attention to ergonomic considerations.

The key to most workstation comfort guidelines is adjustability—to accommodate different body dimensions, personal workstyle preferences, and the need to change positions to avoid fatigue. A recommended working posture (Figure 1) shows the body facing the keyboard and terminal, back straight, feet flat on the floor, eyes aligned at or slightly below the top of the screen, and thighs, forearms, wrists, and hands roughly parallel to the floor. Achieving this posture may require:

- A chair with a seat pan that adjusts both vertically and fore-and-aft, an adjustable height backrest, and adjustable tilting tension
- An adjustable height worksurface or separate keyboard/mouse tray (note that many keyboard trays are too small to accommodate a mouse pad, leaving the mouse at an awkward height or reach on the desktop)
- A height adjustment for the video display (a good use for those manuals you’ll never read!)
- An adjustable document holder to minimize head movement and eyestrain
- Foot rests, arm rests, and/or wrist rests.

Studies show that many people are unaware of the range of adjustments possible in their chairs and workstations. If your posture deviates substantially from the diagram—or if you are experiencing discomfort—experiment with adjustments or try exchanging chairs or workstations with colleagues. A posture cushion may also prove helpful. (Some people have been advised by their physicians to use a backless “Balans” chair, which minimizes compression of the spine and shifts the body weight forward with the aid of a shin rest. This posture may be uncomfortable, however, since it requires stronger abdominal and leg muscles than conventional sitting positions. The Balans chair is not recommended for overweight people.)

Light and Glare

Eye strain and headaches are often a product of improper lighting. Ideally, terminal screens should be positioned at right angles to windows and artificial lights. That is, light sources should be neither directly behind the monitor nor behind the operator. Lights positioned to shine on the ceiling or incandescent task lighting are recommended. Other options include closing blinds and purchasing non-glare screens. If you wear glasses or contact lenses, be sure your physician is aware of the amount of terminal work you do; in particular bifocals are not recommended for extensive terminal work.

Breaks and Exercises

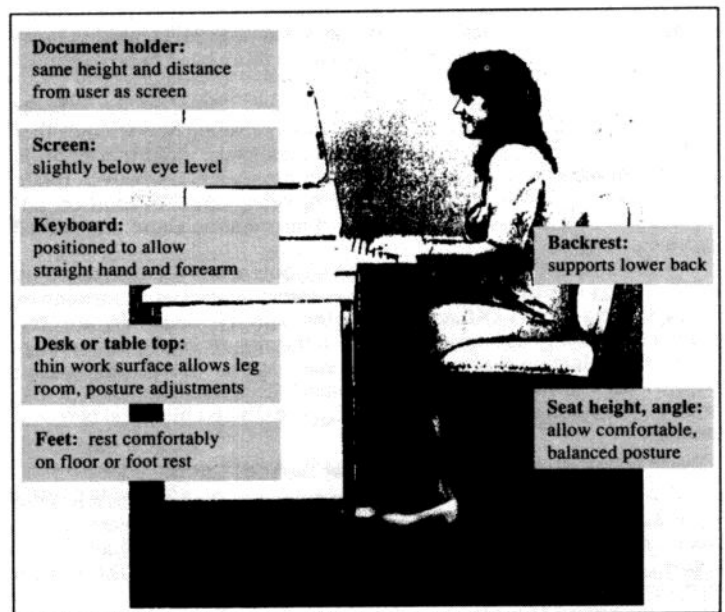
Working in the same position for too long causes tension buildup and is thought to increase the risk of newly-recognized repetitive motion injuries, such as carpal tunnel syndrome. Therefore it is recommended that you change postures frequently, perform other work interspersed with computing (some studies recommend a 10-15 minute break from your keyboard every hour), and do exercises such as tightening and releasing fists and rotating arms and hands to increase circulation.

Radiation

For at least a decade, concerns have been raised about possible effects of radiation from video display terminals, including cancer and miscarriages. Earlier fears about ionizing radiation, such as X rays, have been laid to rest, since these rays are blocked by the glass screen. More recent controversy surrounds very low frequency (VLF) and extremely low frequency (ELF) electromagnetic radiation.

Although epidemiological studies have been inconclusive, researchers have discovered a number of ways that electromagnetic fields can affect biological functions, including changes in hormone levels, alterations in binding of ions to cell membranes, and modification of biochemical processes inside the cell. It’s not clear, however, whether these biological effects translate into health effects.

Until more conclusive research is published, it should be noted that



magnetic field strength diminishes rapidly with distance. Thus to reduce exposure, you should consider following recommendations published recently by Indiana University Computer Services (based on a July 1990 Macworld article):

- Maintain a distance of 28 inches or more from the video screen. (Beware of selecting fonts with small point sizes that require you to stay closer to the screen.)
- Maintain a distance of 48 inches or more from the sides and backs of any VDTs. (Remember that magnetic fields penetrate walls.)

A different form of radiation, static electric, can cause discomfort by bombarding the user with ions that attract dust particles, leading to eye and skin irritations. Anti-static pads, increasing humidity, and grounded glare screens are effective remedies for these symptoms.

Final Thoughts

Massive computerization of offices, laboratories, dormitories, and homes represents a fundamental change in the way many of us work and communicate. It would be surprising if there were no adverse effects from such profound changes. It would also be surprising if all public policy debates were based on sound scientific evidence, rather than parochial politics and media exposés. But, as Penn bioengineering professor Kenneth Foster has written, "One difficulty is that 'safety,' if considered to be the absence of increased risk, can never be demonstrated. A hazard can be shown to exist; absence of hazard cannot."

A Task Force on Computing in the Workplace has just been organized at the University, with representatives from the Offices of Environmental Health and Safety, Fire and Occupational Safety, Information Systems and Computing, Radiation Safety, Risk Management, Purchasing, and others. For more information on the Task Force, contact Shelley Lock in Purchasing, (215) 898-1453. The Task Force is expected to review the latest research and make recommendations for University policy in this area.

In the interim, individuals, departments, and schools will have to weigh the evidence and make their own decisions about protective measures to take to minimize the risks of computing. A reading list is provided below.

Finally, if you are experiencing discomfort and the suggestions outlined above do not alleviate the symptoms, notify your supervisor and arrange a free consultation with the Occupational Health Service, 1 Silverstein Pavillion (215) 662-2354, in accordance with University Workers' Compensation Policy.

Kimberly Updegrave is a lecturer in the School of Nursing's Nurse Midwifery Program specializing in health policy and planning. Daniel Updegrave is Assistant Vice Provost for Data Administration and Information Resource Planning at the University.

Update

MARCH AT PENN

EXHIBITS

20 *Lunchtime Gallery Talks*; 40-minute informal sessions with ICA curators and exhibition artists; 1 p.m. Wednesday and Saturday, in the ICA lobby. Also March 23, 27, 30.

21 *Opening Reception for Helen Chadwick: Delight*; 5:30-7:30 p.m., ICA (ICA).

24 *Guided Tour*; 50-minute tour of the ICA galleries, free with museum admission; 1 p.m.; meet in ICA lobby.

FILMS

27 *The Conformist*; A 1970 Bernardo Bertolucci film. 6:45 p.m. 17 Logan Hall (Center for Italian Studies, the Romance Languages Department, the Program in Comparative Literature, and Professor Thomas Harrison).

FITNESS AND LEARNING

19 *Self-defense clinics I & II*; Loren Lalli, Tae-Kwon Do instructor, Noon-1 p.m. Smith Penniman Room, Houston Hall. Information: Rose Hooks, Ext. 8-4481 (UPPD). Also March 20.

20 *Improving Your Career Development Skills for International Work*; workshop on strategy for career mobility, networking skills and resources for students entering field. Mel Schnapper, career development specialist; 6 p.m. Newman Center; \$5 students, \$10 SID members, \$20 non-members (Penn and other chapters of Society for International Development, et al).

21 *Getting out of the Rental Trap*; a workshop covering renting vs. buying, determining financial ability, ideas for making the transition from renting to buying; noon-1 p.m. Room 305 Houston Hall (FSAP).

26 *The Art and Science of a Successful Consulting Practice*; tips on launching and sustaining a profitable and rewarding ventures. 6:30-9 p.m. weekly. Information: Ext. 8-4861. (Wharton SBDC). Through April 16.

Stress in the Workplace; support group addressing communication with supervisory personnel, peer competition, promotion and personal growth. 5:30-6:30 p.m. weekly for five sessions 119 Houston Hall; registration: Ext. 8-8611 (Penn Women's Center).

MUSIC

20 *Noonday Organ Recital Series*; Organist Kevin Chun, 12:05-12:35 p.m., Irvine Auditorium (The Curtis Organ Restoration Society).

23 *Penn Musicians Against Homelessness*

For further information:

Brodeur, Paul. "Annals of Radiation: The Hazards of Electromagnetic Fields." *The New Yorker*. Three part series: June 12, 1989, pp. 51-88; June 19, 1989, pp. 47-73; June 26, 1989, pp. 39-68.

Brodeur, Paul. *Currents of Death: Power lines, computer terminals, and the attempt to cover up their threat to your health*. New York: Simon and Shuster. 1989.

Brodeur, Paul. "The magnetic field menace." *Macworld*. July 1990, pp. 136-45.

City of San Francisco. Municipal Code, Chapter 5 (Health Code), Article 23, as amended. December 10, 1990.

Foster, Kenneth R. "The VDT Debate." *American Scientist*, March-April 1986, pp. 63-68.

Lewis, Peter H. "Are Computer Safety Laws Taking the Right Track?" *The New York Times*, January 6, 1991, p. F8.

Hembree, Diana. "Warning: Computing can be hazardous to your health." *Macworld*, January 1990, pp. 150-57.

Morgan, M. Granger. "Expos treatment confounds understanding of a serious public-health issue." [review of Brodeur] *Scientific American*. April 1990, pp. 118-23.

Pool, Robert. "Electromagnetic Fields: The Biological Evidence." *Science*, Sept. 21, 1990, pp. 1378-81.

Sheehan, Mark. "VDT Health risks: What to do while the jury's out," *University Computing Times* (Indiana University, Bloomington), May-June 1990, pp. 16-17. Available from LISTSERV@BITNIC.BITNET as file, VDT SHEEHA_M.

Sheehan, Mark. "Avoiding carpal tunnel syndrome: A guide for computer keyboard users," *University Computing Times* (Indiana University, Bloomington), July-August 1990, pp. 17-19. Available from LISTSERV@BITNIC.BITNET as file CTS SHEEHA_M.

University of Pennsylvania Office of Environmental Health and Safety. "Health Issues and working with VDTs: a summary of the literature." Penn Printout, December 1988, pp. 10-11.

University of Pennsylvania Office of Fire and Occupational Safety. "Safety Bulletin #32, Video Display Terminals." July 1990.

University of Pennsylvania Office of Risk Management. "Policy 2608: Occupational Injury or Illness." *University of Pennsylvania Financial Policy Manual*, December 1986.

Classical Benefit Concert; Solo and Chamber music works by Dvorak, Wieniawski, Ferrou, Kuhlau and others, performed by student classical musicians; 8 p.m., Church of the Savior. Information: 573-7945.

24 *Chamber Music Concert performed by the University Museum Players*; 2:30 p.m., Harrison Auditorium, the University Museum (University Museum).

27 *Noonday Organ Recital Series*; Organist Karen Whitney, 12:05-12:35 p.m. Irvine Auditorium (The Curtis Organ Restoration Society).

The Arpeggio Jazz Ensemble; provides musical atmosphere for viewing David Hammon's artistic work, now on display at the ICA. 6-7:30 p.m. (ICA).

SPECIAL EVENTS

24 *Dance on the Water*; synchronized swimming show; 3 p.m. Sheerr Pool, Gimbel Gymnasium (Recreation Department).

TALKS

19 *The Rehabilitation of Religion in the Soviet Union and Eastern Europe*; Paul Mojzes, Rosemont College; 4 p.m., Gates Room, Van Pelt Library (Department of Religious Studies). **continued**

The University of Pennsylvania Police Department

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 March 4, 1991 and March 17, 1991.

Totals: Crimes Against Persons-1, Thefts-27, Burglaries-0, Thefts of Auto-2, Attempt Thefts of Auto-0

Date	Time	Location	Incident
Crimes Against Persons:			
03/09/91	2:45 AM	200 block 41st	Robbery with knife/3 males/injuries to victim
34th to 36th; Spruce to Locust			
03/04/91	6:18 PM	Williams Hall	Bike taken from rack
03/06/91	1:46 PM	Houston Hall	Wallet & contents taken from purse in dining area
03/07/91	3:10 PM	Houston Hall	Unattended item taken from unsecured room
03/08/91	1:47 PM	Houston Hall	Unattended coat, keys & ID taken
34th to 38th; Civic Center to Hamilton			
03/05/91	7:03 PM	Johnson Pavilion	Unattended purse & contents taken
03/06/91	8:49 PM	Johnson Pavilion	Knapsack taken with contents
03/11/91	12:25 PM	Johnson Pavilion	Chair taken from room
03/15/91	3:00 PM	Mudd Building	Unattended knapsack taken
40th to 42nd; Baltimore to Walnut			
03/05/91	10:11 AM	Evans Building	Phone & clock taken from secured room
03/09/91	2:45 AM	200 block 41st	See entry listed under crimes against persons
03/11/91	9:06 AM	Evans Building	Dental equipment taken from locker
03/13/91	1:40 PM	4000 Block Locust	Auto taken
36th to 37th; Spruce to Locust			
03/08/91	12:20 PM	Steinbrg/Dietrich	Framed photo taken from wall
03/15/91	4:17 PM	Steinbrg/Dietrich	Unattended camcorder taken
34th to 36th; Spruce to Locust			
03/04/91	8:03 PM	Van Pelt Library	Unattended wallet taken
03/11/91	4:58 PM	Meyerson Hall	Unattended wallet & contents taken

Safety Tip: In case of a robbery- DON'T argue, fight or chase the robber. The robber is only after your money—DO keep it short and smooth, obey the robber's orders and try to get as accurate a description of the attacker as you can. Call the police immediately after the incident 898-7297 or 511. Remember the money isn't worth risking harm to yourself.

18th District Crime Report

Schuylkill River to 49th Street Market Street to Woodland Avenue,
11:59 PM February 25, 1991, to 12:01 AM March 10, 1991

Totals: Incidents-11, Arrests-5

Date	Time	Location	Offense/weapon	Arrest
2/25/91	11:45 PM	4600 Sansom	Aggravated Assault/gun	No
2/26/91	11:14 AM	4826 Baltimore	Robbery/armored car	No
2/27/91	2:10 PM	4700 Walnut	Rape/strong arm	No
2/27/91	11:35 PM	4000 Chestnut	Aggravated Assault/knife	Yes
2/28/91	8:14 PM	4600 Kingsessing	Robbery/gun	Yes
2/28/91	9:30 PM	4700 Chester	Robbery/gun	Yes
3/01/91	5:40 PM	4400 Chestnut	Aggravated Assault/table	Yes
3/02/91	4:58 AM	4800 Market	Aggravated Assault/knife	No
3/02/91	7:26 AM	4600 Chestnut	Robbery/strong-arm	No
3/02/91	7:45 AM	3600 Spruce	Attempted Rape/strong-arm	No
3/02/91	8:50 PM	4000 Market	Robbery/brick	Yes
3/04/91	7:50 PM	4102 Walnut	Robbery/strong-arm	No
3/05/91	12:05 PM	100 S. Farragut	Robbery/knife	No
3/05/91	9:01 PM	4817 Pine	Robbery/gun	No
3/06/91	10:11 PM	4610 Cedar	Robbery/shotgun	No
3/06/91	10:35 PM	4700 Chester	Robbery/gun	Yes
3/06/91	10:10 PM	816 S. 47	Aggravated Assault/knife	Yes
3/07/91	8:00 AM	4500 Baltimore	Robbery/shotgun	No
3/07/91	8:00 AM	4501 Chestnut	Aggravated Assault/knife	Yes
3/07/91	8:50 PM	627 S. 49	Aggravated Assault/knife	Yes
3/08/91	11:45 PM	4200 Baltimore	Robbery/strong-arm	No
3/08/91	10:14 AM	4000 Locust	Robbery/strong-arm	No
3/08/91	12:50 PM	4700 Walnut	Robbery/strong-arm	Yes
3/09/91	12:00 AM	4700 Locust	Aggravated Assault/fists	No
3/09/91	2:49 AM	200 S. 38	Robbery/knife	No
3/09/91	10:45 PM	4600 Chestnut	Robbery/gun	No
3/09/91	12:35 AM	4300 Chester	Robbery/strong-arm	No

Update

continued from previous page

20 The Hypercoagulable State; Andrew I. Schafer, Visiting Professor Chief, Medical Services, Houston Veteran's Affairs, Medical Center, Professor & Vice Chairman, Department of Medicine, Baylor College of Medicine; 11 a.m. 1st floor Maloney, Medical Alumni Hall (Department of Medicine).

Judah Between Egypt and Babylon: The Politics of BiPolarity; Abraham Malamet, Hebrew University; 4 p.m. Gates Room, Van Pelt Library (Department of Oriental Studies and the Jewish Studies Program).

21 America's Cities - In decline? A Circle of Reason, roundtable discussion, panelists include Theodore Hershberg, Executive Director of the Center for Greater Philadelphia; William Bergman Executive Officer to the Police Commissioner of Philadelphia; and Michael Blum, Executive Director of the Nationalities Service Center; 5:30-7:30 p.m., South American Conference Room, International House (International House).

Current Problems in Biophysics; Harden M. McConnell, Robert Eckles Swain Professor of Chemistry, chair, department of chemistry, Stanford University; 4 p.m. Lecture Room B, John Morgan Building. (Department of Biochemistry and Biophysics).

Slide Show and Lecture; ICA exhibition artist Helen Chadwick will discuss her work. 6-7:30 p.m. Tuttleman Auditorium (ICA)

23 The Problem of Coronary Artery Disease in Patients Undergoing Abdominal Aortic Aneurysm Repair; John Mannick, Mosely Professor of Surgery, Harvard; 8:15-9:15 p.m., Lecture Room B, John Morgan Building (School of Medicine, D. Hayes Agnew Annual Surgical Lecture).

25 Naser Khosrow and His Travel Book; Tajma Assefi-Shirazi, fellow, Middle East Center; 1 p.m. Eighth Floor Lounge, Williams Hall (Iranian Studies Seminar).

27 Osteoarthritis; Kenneth Brandt, chief of rheumatology, Indiana University Medical School; 11 a.m. 1st floor Maloney, Medical Alumni Hall (Department of Medicine).

THE GULF CRISIS

22 Teach-in on the Ongoing Crisis in the Gulf: Causes Consequences and Representations; 11 speakers will address various topics relating to the Gulf Crisis. Beginning 9:15 a.m., Bodek Lounge, Houston Hall. Information: Ext. 8-3558 or 729-5325 (Penn for Peace, Christian Association, Penn Women's Center, the Muslim Students Association).

Almanac

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