

# Almanac

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Pullouts: Affirmative Action; May at Penn

## Law Teaching Award



Elizabeth Warren (left), the William A. Schnader Professor of Commercial Law, has won the Harvey Levin Award for Teaching Excellence for the second time; she first won the award in 1989. "It is a testament to her popularity with the Class of 1992. Her devotion to her students, to the

teaching of the law and to this law school are evident to everyone who knows her," said Paul Mitrokosta, president, J.D., Class of 1992.

The award is named for a Penn alumnus (Wh '55, Law '58) and antitrust law specialist who died in 1976 at the age of 43. It was established by Schnader, Harrison, Segal and Lewis, a law firm of which the late Mr. Levin was a member. Third-year law students choose the recipient, and the award is presented during the School Commencement.

## Abrams Award: Split \$10,000

Dean Rosemary Stevens has announced a new structure and guidelines for the prestigious Ira Abrams Memorial Award for distinguished teaching among faculty of the School of Arts and Sciences, a prize temporarily suspended last year for restudy of the award process.

The Abrams Award, named for a 1931 alumnus of the College, has been given since 1983—usually as two annual prizes of \$10,000 each.

Following a report by the Ira Abrams Committee—consisting of Drs. Madeleine Jouille, Bruce Kuklick and Frank Warner—the dean sent new guidelines to all department chairs last week, noting in summary:

1. There will be one recipient each year, beginning in 1992.
  2. The recipient will receive \$6,000.
  3. The department will receive a sum of \$4,000 to be used to improve teaching.
  4. The timetable for the recommendation process has been lengthened.
  5. A Chair will use the enclosed\* letter to request recommendations from students.
- "I thank the committee and I look forward to announcing the 1992-93 recipient next spring," said Dean Stevens.

Winners to date have been: Horst S. Daemmrich, Walter D. Wales, Peter Conn, Alan Kors, Henry Gleitman, Ronald Miller, Thomas Childers, Robert Lucid, Elaine Scarry, Daniel H. Janzen, Alan E. Mann, E. Digby Baltzell, Walter Licht, Vicki Mahaffey, and Frank Warner.

\* The letter and the new guidelines are on page 6 of this issue.—Ed.

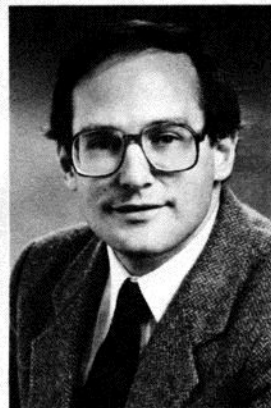
## Trustees: Augmenting the Guaranteed Mortgage Program

At their stated meeting Friday, the Trustees Executive Committee authorized a new Neighborhood Mortgage Initiative to focus on West Philadelphia.

For 18 months, the existing Personnel Guaranteed Mortgage Program for faculty and staff will be augmented via modified eligibility criteria and the offer of 0-point, 100% mortgages along with financing a portion of the closing costs, to an individual loan maximum of \$202,300. To underwrite the program, the Trustees raised the total authorization for the PGMP from \$15.2 million to \$20.2 million. The goal is to take advantage of a favorable market and stem a "substantial decline in owner-occupied residences which poses a threat to the stability of the community," the resolution said.

**Gearing Up:** President Sheldon Hackney reiterated the goals of protecting "the academic core and the people—faculty, staff and students" from the impact of Governor Case's recommendation to cut all appropriations to the University. In two April 22 meetings where he appeared with long with Executive Vice President Marna Whittington and the new Human Resources Vice President William Holland, they outlined explicit protections proposed for any staff whose positions might be lost if cuts are not restored by the legislature—but emphasized the belief that any downsizing will be through retirement and attrition. The safeguards are to be published shortly For Comment, and highlights of the April 22 addresses are also scheduled for a future issue.

## The Big Bang: A Piece of the Puzzle Found Close to Home



Dr. Paul Steinhardt (left), the Mary Amanda Wood Professor of Physics at Penn, is among theorists getting a very big bang indeed out of the Cosmic Background Explorer (COBE) team's April 21 announcement that it has discovered evidence of the "ripples" created during the explosion that created matter 15 billion years ago.

The findings of George Smoot's team bear out a prediction published in 1982 by Dr. Steinhardt and his graduate student Andreas Albrecht, as they and others worked to supply a major missing piece in the "inflationary theory" that was devised to try to complete the Big Bang theory itself. As explained by Dr. Steinhardt via Jon Caroulis of Penn University Relations:

The Big Bang theory has been the leading model to explain the origins of the universe since the 1960s when Arno Penzias and Robert Wilson (who later won the Nobel Prize) discovered the cosmic microwave background, light coming from the edges of our expanding universe. Since the early 80s, however, cosmologists have known that the Big Bang theory is incomplete. It does not explain the origin or quantity of matter, or why matter seems to be spread so evenly over the

universe. In 1980, Professor Alan Guth at MIT proposed a radical revision in which the universe underwent an unimaginably rapid expansion ("inflation") in the first instants after creation. Guth's originally proposal was fatally flawed, though, since inflation once begun in his models would never cease. We know that our universe does not continue to expand at this fantastic rate today.

In 1982, Dr. Steinhardt and Andreas Albrecht formulated the first viable inflationary theory of the universe (published in *Physical Review Letters* 48, 1200 [1982]). In this theory, inflation lasted for only a fixed time, roughly 10 to the minus 30 seconds, during which a patch of the universe the size of a pea would expand to the size of a galaxy. After inflation, the universe returned to a hot, more slowly expanding universe in agreement with what we observe today. This inflation would explain why matter is spread so evenly throughout the universe and predicts that over 90 percent of the matter in the universe is "dark" matter. A similar proposal was made independently by Russian physicist Andre Linde.

A few months after this first viable theory of inflation, Paul Steinhardt and theorists James Bardeen (Washington) and Michael Turner (University of Chicago), and other groups independently showed that inflation makes another surprising prediction: that inflation creates tiny new ripples in the curvature of space. They predicted that this rippling should leave its imprint on the cosmic microwave background (*Physical Review D* 28, 679 [1983]).

This predicted imprint agrees with the COBE observations. Later theorists put together the predicted ripples and dark matter predicted by inflation to formulate the Cold Dark Matter theory for explaining the formation of all structures (galaxies, clusters, etc.) in the universe.

"By COBE's finding an imprint that conforms thus far with the predicted pattern," said Dr. Steinhardt, "it takes us a first important step in confirming this almost foolishly bold prediction of how events taking place when the universe was smaller than an atom, and less than a billionth of a second old, could be responsible for everything we see in the universe we observe today."

"Had the findings come out to the contrary," he added, "we would have had to go back to the drawing board on the origins of the universe."

## On Salary Guidelines for 1992-93

The budget planning process for fiscal year 1993 has been as difficult as that for 1992. Governor Casey's proposal to eliminate all of our appropriation—a possible loss of \$37.6 million—is even more drastic than last year when he proposed to cut our appropriation by 49 percent. While our goal this year is the same as in 1992—to obtain the full restoration of our appropriation—our fiscal plan must be one that we are willing to follow should we actually lose the money.

The principle that has guided our salary planning for the 1993 fiscal year is to protect the academic quality of the University to the greatest extent possible, neither compromising the work of the faculty and staff nor losing the momentum we have established. We are committed to maintaining faculty salaries that are competitive with our peer institutions and to continuing the emphasis on strategic salary increases for classified staff. Within the limits of our financial constraints, we have tried to provide as large a salary increment as possible.

Each School, with the exception of the School of Veterinary Medicine, has been asked to budget four and one-half percent of the faculty salary base for increases with another one-half of one percent for faculty equity adjustments. (Because a salary strategy for the School of Veterinary Medicine can only be established once the Commonwealth has made its appropriation, a decision has been made, with the reluctant concurrence of the Faculty Senate leadership, to decouple the University's salary policy from that of the Veterinary School.)

Although individual salary decisions are made at the school level, with deans issuing to department chairs guidelines reflecting relevant resource constraints, certain uniform standards have been established that apply to all the schools. Salary increases to continuing faculty are to be based on general merit—extraordinary academic performance including the recognition of outstanding teaching, scholarship, research, and service. Furthermore, unlike last year, additional funds will be set aside as a Provost's reserve for continuing standing faculty to cover such special cases as promotions, market adjustments and adjustments of salary inequities. A significant share of these funds is to be allocated, as well, to faculty members for outstanding teaching, with the Dean of each school being asked to inform the Provost as to how this provision has been implemented.

We continue to maintain the policy initiated four years ago of not establishing a minimum base increment for continuing standing faculty; the entire pool available for salary increases is to be allocated on the basis of performance. There is, however, a minimum academic base salary for new assistant professors; this year it will be \$34,500 up from \$33,000 set last year.

For regular monthly and weekly paid classified staff (full-time A-1 and A-3 staff and part-time A-4 staff), an increase to salary budgets has been communicated to deans and center directors of which it is asked that up to one-half percent be set aside for reclassification and salary adjustments, with special emphasis on the salaries of weekly paid (A-3) staff. Increases are based largely on job performance with some consideration for internal equity; no increase is to be given to an employee whose performance is less than satisfactory.

We shall continue to monitor faculty salary increases that fall below two percent and to report on the reasons for such low salary increases to the Senate Committee on the Economic Status of the Faculty. Salary increases for staff that are of less than two percent and over seven percent must also be documented. Both faculty and staff have the right to appeal decisions regarding their salaries; for faculty the appeal may be directed to the department chair, the dean, and the Provost; for staff the appeal may be directed through the appropriate line of supervision, i.e., supervisor, center director, dean, or vice president.

Decisions about salary are among the most important decisions that we make. We believe these guidelines will enable us to make decisions that will insure the quality of the University and reward faculty and staff for their contributions to the overall accomplishment of our mission while helping us to remain a strong and financially-viable institution.

Sheldon Hackney  
President

Michael Aiken  
Provost

Marna Whittington  
Executive Vice President

### Penn Reading/Bacchae Project: What Comes Next is...

#### To the Faculty:

We, the members of the ad hoc Text Selection Committee, are pleased to announce the selection of *Narrative of the Life of Frederick Douglass, A Slave, Written by Himself*, as the text for the 1992-93 Penn Reading Project. We are grateful to the faculty, staff, and students who submitted suggestions to us. It is our hope that the University community will benefit from having this focal point where our myriad perspectives can intersect in the next academic year.

#### The ad hoc Text Selection Committee

William Tyson (chair)	Rebecca Bushnell	Manthia Diawara
Arlene Holden	Robert Lucid	Edward Peters
Peggy Sanday	Matthew Santirocco	Wendy Steiner
		Lyle Ungar

## Guidelines for the Faculty/Staff Salary Increase Program

### I. Funding Parameters

The salary base and the salary increase for FY93 for continuing faculty and staff are to be funded from each school, center, or administrative budget. Specific funding instructions, including directions about salary reserves for faculty and staff, will be communicated directly to school deans and appropriate center directors.

### II. Faculty Guidelines

1. As before, salary increases to continuing faculty are to be based on general merit—extraordinary academic performance in teaching, research, scholarship and service.

2. We continue to maintain the policy initiated four years ago of not establishing a minimum base increment for continuing standing faculty. We shall continue to monitor, after the fact, those increases that fall below two percent.

3. Funds will be available both through schools and the Provost's Faculty Salary Reserve for increases to faculty for outstanding teaching. In July, the Dean of each School will inform the Provost as to how this provision has been implemented.

4. Additional funds will be set aside as a Provost's reserve for continuing standing faculty to cover special cases; schools also have the option to add to this reserve. These reserve funds are to be used for promotions, extraordinary academic performance, market adjustments, and adjustments of salary inequities.

5. The minimum academic base salary for assistant professors will be \$34,500.

6. There continues to be sensitivity among full professors that their salary increases have not been as great as younger faculty; this factor should be considered in making decisions about faculty salaries.

7. Individual salary decisions will be made by schools, which will issue their own salary guidelines to department chairmen.

—Michael Aiken, Provost

### III. Nonacademic Staff

1. Annual salary increases for weekly and monthly paid staff are to be based primarily on job performance with some consideration for internal equity. No increase is to be given to an employee whose performance is less than satisfactory.

2. Salary increases may begin at two percent for satisfactory performance and increase with higher levels of performance within the limits of available budget dollars. Increases of less than two percent and over seven percent must be documented. If job performance is the reason for giving an increase of less than two percent, this must be documented through performance review.

3. Salary increase funds available for weekly paid staff (A-3) are to be utilized solely for weekly paid staff and may not be merged with salary increase funds available for monthly paid staff (A-1).

4. The salary scales were updated on February 1, 1992, and salaries were adjusted to a minimum to ensure that employees' salaries were at or above the minimum of the appropriate salary grade effective July 1, 1992, before the application of any merit increases.

5. Detailed guidelines will be distributed to schools/units.

—Marna Whittington,  
Executive Vice President

For the FY1993 nonacademic salary scales,  
see Almanac January 28, 1992.



## On Uncapping the Retirement Age

*Initial Report to the Committee on the Faculty, from its Subcommittee*

### I. Charge to the Subcommittee

On January 1, 1994, existing Federal legislation will prohibit any mandatory retirement ages for universities. The Committee on the Faculty appointed a subcommittee to examine the issues attending removal of mandatory retirement age and to consider appropriate recommendations to the faculty and administration. Clearly, the importance of the issues and the nature of the recommendations depend on estimates of the magnitude of the effect of uncapping on existing retirement patterns.

### II. The Provost's Task Force Report

Some educational administrators have voiced on the possible negative effects of uncapping the retirement age. To examine these concerns, projections of the effects of removal of mandatory retirement for the University were made by the Task Force on Retirement, appointed by the Provost in May 1989.

Among the possible effects considered by the Task Force were the following:

- Decrease in the flux of new ideas and skills
- Loss of academic job opportunities for young people
- Adverse effects on affirmative action efforts
- Significant Increases in financial pressure on universities
- Controversial faculty evaluations might be necessary to establish grounds for forced retirement
- Tenure system might need to be modified or abandoned

Whether or not these evils will come to pass depends largely on the distribution of faculty retirement ages in the future. If large numbers of faculty choose to remain far beyond the age of seventy, then the problems for the University may be severe. But if retirement patterns do not change very much upon uncapping, the effects will be small.

The Task Force had a number of other studies available to it, but these were not specific to the University of Pennsylvania. It therefore created a subcommittee to develop a set of projections and conclusions for the University. From its own work and an examination of other studies, the Task Force concluded that:

- It is unlikely that more than 20-25% of the faculty will choose to work beyond age 70.
- The impact of faculty age distribution is not likely to be large. The average faculty will increase by less than 2 years and the number of junior faculty will decrease by less than 10% by the year 2003.
- Uncapping will result in increased costs based on current mandatory retirements. By the year 2003, the likely increase in the faculty salary budget will be less than 1 to 2 million dollars per year (in inflated dollars), which is less than the 1% of the current faculty salary budget. This means that uncapping is likely to have much less than a 1% impact on the total University budget.
- A range of different assumptions with respect to retirement patterns has little effect on the above conclusions.
- The negative impact of uncapping can be neutralized by relatively modest changes in hiring practices.

We have repeated these findings of the Task Force here because of their fundamental importance. The projected effects lead the Task Force to conclude that:

"None of the anticipated changes resulting from uncapping warrant use of University-wide performance reviews or alteration or abrogation of existing tenure policies."

Our Subcommittee agrees with this conclusion. We also agree that the University Benefits Program should be retirement neutral, that the Early Retirement Program needs to be reexamined, that the long-term disability policy may need to be redefined and that improvements are needed to improve the environment for older faculty.

However, we do not agree that the Task Force's conclusions that the faculty contributions to Health Care, Life Insurance and Dental Care premiums should undergo a step-wise escalation can be justified by the effects of uncapping. We also disagree that there should be a step-wise reduction in the University's contribution to faculty pension funds above a specified salary level. The Task Force was charged with examining the effects of removing mandatory retirement. Within that context, the Task Force's findings do not warrant such changes in benefits policy. Even if the cost of benefits was to increase from its current rate of 30% to 100% of salaries, the projected impact of uncapping would be small. The financial effects are projected to be smaller than the normal uncertainties in creating annual budgets.

It may well be that the University will have to consider changes in the

benefits policy if the costs of the current policy escalate substantially. But to link this issue to the removal of a mandatory retirement age is not justified by the anticipated effects. Uncapping should not be used as a reason for such policy changes. If they are to be considered, changes in benefits should be examined in a much broader context.

### III. Important Issues for the Faculty

While the Task Force findings anticipate that the overall effects of uncapping on budgets and faculty age for the University as a whole will be small, there nevertheless are issues related to uncapping that are important to the faculty. These are considered below.

#### A. Options for Transition to Retirement

In many cases older faculty members would like to maintain their teaching and/or research activities but at a reduced level. Current practice allows for a year-to-year appointment of emeriti as adjunct faculty members. This is certainly useful and desirable. In addition, reduced duty, reduced salary appointments with fully affiliated status can provide additional flexibility to both the University and to faculty members. Although it is not widely known within the faculty, there is already a University policy that allows for fractional time appointments. This needs to be reexamined in the context of removing the mandatory retirement age. Examples of issues that need to be considered are how transitional appointments would be related to early retirement programs and whether or not these appointments can or should be linked to agreements that limit the time of such appointments.

Early retirement programs also now exist at the University level and, at least in some cases, at the school level. These have been of great value to both the faculty and the University. Programs currently in place (which provide benefits that decline with retirement age) for those retiring before age 70 should be retained. It may also be beneficial to build on the desirable features of these programs by offering somewhat analogous programs to those retiring at age 70 or later. Issues such as time limitations on offers of these packages and the relationship of benefits offered at the age of retirement need to be examined.

It is of particular interest to work out possible integration of early retirement programs and transitions part time appointments. The objective would be to provide a spectrum of possibilities that allows older faculty members to maintain the level of activity they and the University deem appropriate, while removing the disincentives to retirement.

#### B. Access to University Facilities and Services

Retirement as a faculty member does not necessarily imply retirement from scholarly work or intellectual activity. Many faculty members would like to maintain a continuing connection with the University after retirement and to have access to certain University facilities and services so that they can continue their work. These would include office space, secretarial, telephone and computer services and, in some cases, laboratory space. The loss of such resources would not then be a barrier to retirement for those who would otherwise do so. Also, our Subcommittee believes that the benefits to the University would far exceed the costs involved.

It is clear that current arrangements for the use of University resources by retired faculty are often made in very different ways in different departments. The Subcommittee believes that a degree of uniformity and some University-wide policy should be adopted and that some appeals procedure in this regard beyond the department level may be necessary. The specific nature of such a policy is under consideration by the Subcommittee and its recommendations will be included in a future report.

#### C. Health Benefits

Possible changes in health care benefits upon retirement were a major concern of the Subcommittee. If there were to be a significant decrease in health care coverage upon retirement, the Subcommittee believed that this would be an important incentive for faculty to delay retirement. A detailed analysis of health care benefits before and after retirement was made with the assistance of Dennis Mahoney, Benefits Manager. It was concluded that the coverage before retirement is comparable to that of after retirement, provided the current Medicare program is not changed. The Subcommittee concluded that health care coverage does not pose a barrier to retirement. It became apparent, however, that many faculty members are not aware of the details of the coverage before and after retirement.

#### D. Differential Impact

While the overall effect of uncapping is projected to be small, this does not preclude the possibility that there will be variations across the University that may have serious local effects. For example, several older faculty members in a small Department may choose to retain their full time appointments although their ability to contribute to teaching and scholarship is seriously diminished. This may pose serious problems for the faculty and the mission of that department. Ways of addressing such circumstances need to be examined.

*(continued next page)*

#### IV. Conclusions and Recommendations

1. The projected overall effects of uncapping on the university are small and can be readily accommodated by the University. We completely agree with the Task Force conclusion that there is no reason to consider faculty review mechanisms or modification of the tenure system.

2. Because of the limited effects of uncapping, we disagree with the Task Force recommendations to escalate faculty contributions to employer benefits. Linking the benefits issue to removal of the mandatory retirement is completely unwarranted by the Task Force's own projections and we strongly recommend that such a linkage not be made.

3. With the current Medicare program, health care benefits are comparable before and after retirement and would not be a barrier to retirement, but many faculty are unaware of the precise nature of their coverage. Changes in Medicare could modify this conclusion. We recommend that the Benefits Office publish and distribute a summary of health care benefits for the faculty and that this summary be appropriately modified and reissued whenever the benefits for either continuing or retired faculty change.

4. Other issues of importance to the faculty include the availability of University resources after retirement, part-time appointments as a transition to retirement, early retirement programs and the effects of a concentration of older faculty in departments. These are under continuing study by the Committee on the Faculty and will be the subject of future reports.

5. Some of the most important conclusions of the Subcommittee are based on the Task Force projections. It is possible that some of the assumptions in these projections may change. The two most important factors that may invalidate the projections are high inflation rates and a dramatic change in faculty choices relative to retirement. A high inflation rate is a powerful disincentive to retirement. Also, if the number of older faculty that decide to stay on significantly beyond the age of 70 becomes much larger than that indicated by the Task Force analysis, the effects of uncapping will be larger than those projected.

6. Because of the possibility that the projections may need of be modified and because a number of faculty issues relating to uncapping need to be addressed in detail. It is recommended that the question of the impact of removal of the mandatory retirement age be a continuing item on the agenda of the Committee on the Faculty for the indefinite future.

*Submitted by the Subcommittee:*

*F. Gerard Adams (economics)*

*Faye Ajzenberg-Selove (physics)*

*Jean A. Crockett (emeritus finance)*

*Louis A. Girifalco (materials science), Chair*

*David K. Hildebrand (statistics), ex officio*

*Louise P. Shoemaker (social work), ex officio*

*Robert Summers (emeritus economics)*

## Speaking Out

### On SCAFR's Ferrer Report

The recent publication of the report of the Senate Committee of Academic Freedom and Responsibility (SCAFR) (April 7 *Almanac*) on the matter of the administration vs. Dr. J. F. Ferrer confirmed the insignificance of the procedural flaws involved as contrasted to the major punitive action which obstructed Dr. Ferrer's ability to continue his research and blocked his access to support funds. The direct consequence of this breach of academic freedom will be the demise of this faculty member's research program and research career. Thus, it appears worthwhile to evaluate the scientific losses involved in this matter.

It is generally recognized that for the past 20 years Dr. Ferrer has pioneered in the study of bovine leukemia, an economically important agricultural disease but, also, a critically important scientific area for the understanding of C type retroviruses such as bovine (BLV) and human leukemia (HTLV-I-II) and related viruses, including the HIV virus of AIDS. Dr. Ferrer's group discovered and isolated BLV and characterized its life history in the unique leukemia cattle herd assembled for this purpose at New Bolton Center. These studies led to the significant discovery of the repressed state of the BLV infected humans which also characterize the latency of the AIDS virus. At this stage of the research, Dr. Ferrer has demonstrated the presence in cattle and also in humans of a blood borne blocking factor which, acting at the level of the viral genome in the hosts white blood cell, prevents transcription and blocks viral production and replication. The blocking factor seems to be a novel factor and this may represent a new, nonimmunologic mechanism of viral inhibition; the stage is now set for the purification; characterization and testing of this very critical

component in systems regulating infectivity and pathological expression of this class of cancer causing viruses.

Although there can be no prediction of the specific outcome of this research or of its applicability to disease control, it is likely that characterization of the blocking factor and its mode of action will provide clues as to new procedures, new biological products or new drugs designed to maintain the repressed state of the viral genome and therefore prevent or greatly delay disease expression, viral infectivity and transmission. In principle, study of the mechanisms of gene repression and gene activation using purified factors such as this bovine blocking factor, can shed critical light on all Type C viral pathogenesis; in particular, blocking factors may prove to be of importance to the latent phase of HIV also and provide an additional way to study and control AIDS. Thus, the cost to science and the real human cost of the destruction of this well established, long standing (28 years at Penn) research program, may well be inestimable.

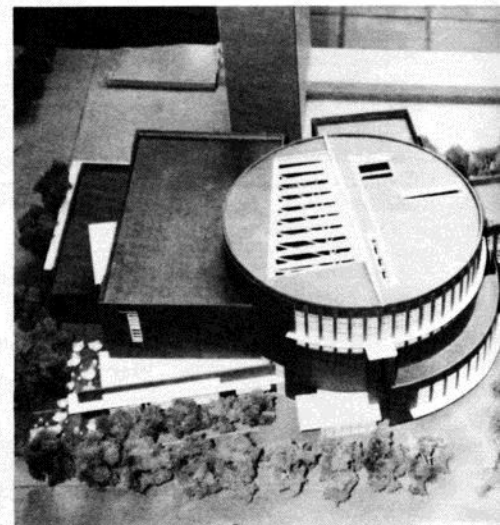
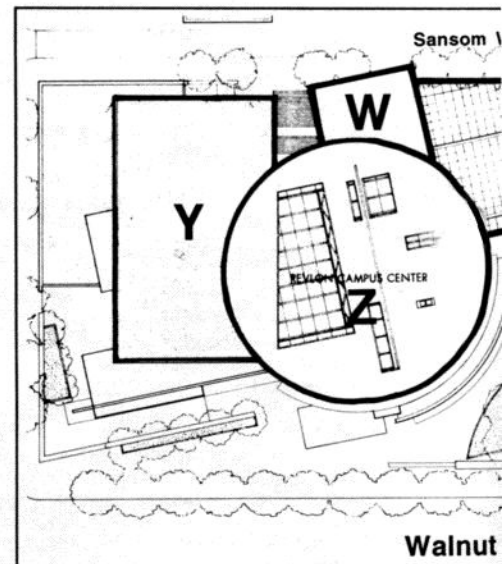
— Robert J. Rutman, Professor Emeritus,  
Biochemistry and Animal Biology/Vet

### Provost's Response

With regard to Robert Rutman's comments on the Ferrer matter, I believe a careful reading of the SCAFR report (*Almanac* April 7, 1992) will reveal that it made no statement about the "insignificance of the procedural flaws." When Professor Ferrer writes: "Thus, the scientific evidence shows that the procedural error created, at worst, an inconsequential and insignificant hazard" (*Almanac* April 14, 1992), he is giving his own opinion. I am very disappointed, and saddened, to learn that any member of the Penn community would consider any risk to human health and human life to be "inconsequential and insignificant."

— Michael Aiken, Provost

For glimpses of the Revlon Center, and a call for input to the plans, see past inserts



Kohn Pedersen Fox, Architects



# Campus Center: Refining the Plans

A countdown is in progress for the campus center designed for the 3600 block of Walnut Street—known as the Revlon Center since alumnus Ron Perelman's announcement of a \$10 million gift toward its funding.

Although is frozen because of uncertainty in Commonwealth funding, the University plans to go two more steps in the planning of the massive project that could result in a virtual recentering of the campus in a northward direction, with a north-south pedestrian axis developing along 36th Street and a "Sansom Walk" emerging to parallel Locust Walk.

The critical step now is to refine the preliminary design so that final drawings can be made—a major investment that takes nine months to a year. Only then can come a financial plan, as required for all University buildings before the Trustees can give a green light. But the Trustees have already taken a major step in the direction of optimism by approving the construction of enough parking at 38th Street to free the 3600 block for the Center.

To secure campus input, last month Architects Kohn Pedersen Fox unveiled a realistic scale model of the whole block's exterior (below, left) and a more detailed white-on-white model showing the interior as well as exterior of the "drum" that holds the complex together (also below). They explained these in detail at two slide-show briefings, one of them an open meeting and the other a University Council session. Council will discuss program refinements further in May. The schematic and chart from Facilities Planning show the general locations of facilities and services planned.

Dr. Kim Morrisson, Vice Provost for University Life, has introduced each briefing with a background talk on the concepts underlying the creation of such a center, which could be summed up as creating a new core or "magnet for interaction" both social and intellectual, thinking in physical terms about the idea of community and creating the structures and pathways that can encourage it.

The programmatic came first in this plan. One basic concept is what might be called an

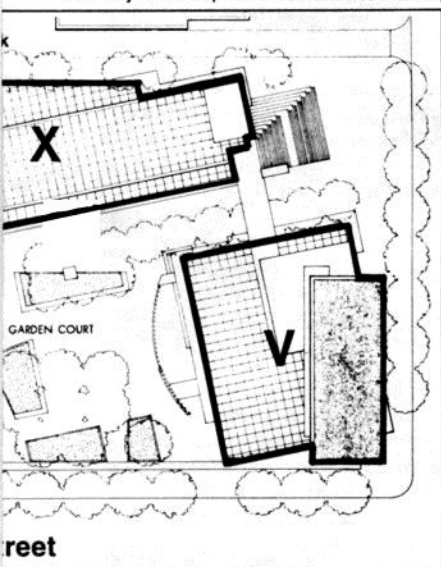
ascending order of privacy in each of the structures: in each, the more public facilities such as cafes and an expanded Book Store are at ground level and below; on upper floors are theaters in one wing and an art gallery in another, meeting rooms in a third; and highest up, in two structures but linked by their own food supply, are the 24-hour computer lab and study/listening rooms. A 24-hour security desk is also written in. Among the architectural decisions described in the briefings were:

— To make a series of interlinked structures rather than one huge one, leaving open space not only at ground level for gatherings, but above-ground in terraces and balconies.

— To relate the scale of each new structure to its near neighbors (e.g., the bookstore/theater wing to Gimbel Gym, the Sansom Street wing to ICA, and the Meeting Room building to the Mellon Bank).

— To make the central "drum" both the linchpin holding the buildings together and an impressively-scaled, easily recognizable structure in its own right. Hence the cylinder rising 80 feet above street level, maintaining its own functions but also serving as "collector" of the other buildings' activities.

Courtesy of the Department of Facilities Planning

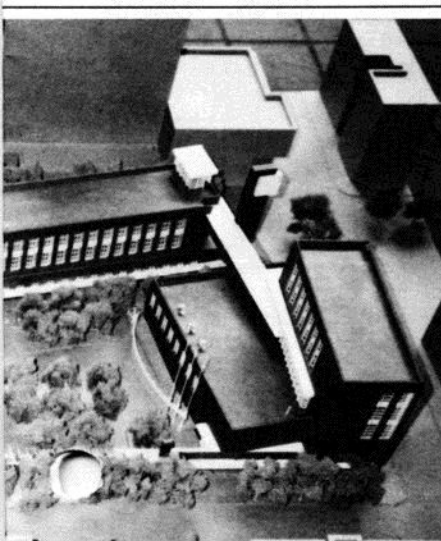


## Programming Plans for the Revlon Center

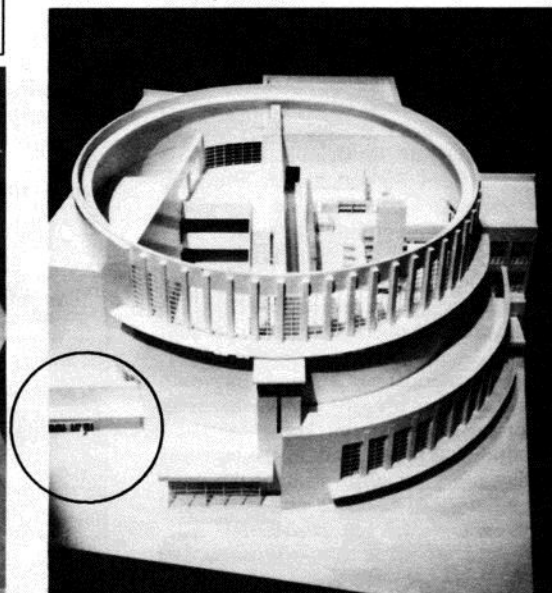
Key	Description	Height	Program Elements
Z	Central Rotunda	4 Floors. + Bsmt	B: Bookstore 1: Bookstore, Bookstore Cafe, Small Restaurant 2: Lobby, Art Gallery 3: Student Government (part), Administrative Offices (part) 4: Study Lounge, Browsing Library, Music Lounge, Cafe (all 24-Hour)
Y	Theater Wing	4 Floors. + Bsmt	B: Bookstore 1: Bookstore, Bookstore Cafe, Small Restaurant 2: Auditorium, Black Box Theater 3: Administrative Offices, Upper Part of Auditorium & Black Box Theater 4: 24-Hour Computing Lab, Upper part of Black Box Theater
X	Sansom St. Wing	3 Floors	1: Main Restaurant 2: Music Rooms, Large Rehearsal Rooms, Administrative Offices 3: Student Government, Student Organizations All floors: Elevators, Toilets, etc.
W	Service Core	4 Floors+B	1: Lobby, Registration, Retail*
V	Meeting Room Building	5 Floors + Bsmt.	2: (Divisible) Large Meeting Room 3: Large Exterior Terrace, Small Meeting Rooms [Not shown: bridge to Sansom Street Wing] 4: Small Meeting Rooms 5: Small Meeting Rooms

Kohn Pedersen Fox, Architects

\* One of the program proposals is to emphasize the "book" in bookstore, potentially moving some of its commercial sections to space labeled "retail."



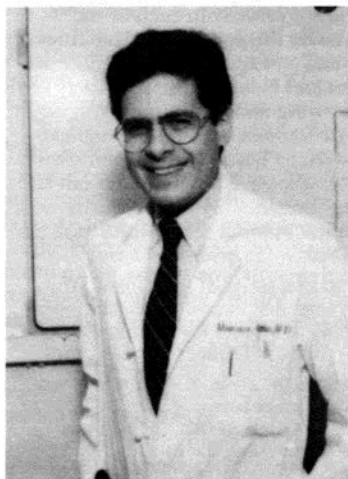
Almanac photos/K.C.G.



Far left: Both the sketch and the photograph show the 3600 block as seen from the south. A pergola and plantings screen the garden court from busy Walnut Street. Planners envision making the block no-parking on its Walnut side, where PennBus and Escort would pick up passengers. Monoliths in the background of the model represent the Graduate Towers and ICA Gallery, with King's Court/English House at upper right.

Left: With its skylit roof removed, the "closeup" model of the rotunda shows a cylinder divided vertically to provide a soaring atrium in one sector. A hint of the scale: In the Walnut Street entryway (circled) is a barely discernible human figure.

Those who have questions or suggestions should send them by semester's end to Dr. Kim Morrisson at 200 Houston Hall/6306.



## In memory of Maurice Attie

*On April 5, 1992, Dr. Maurice Attie, Associate Professor of Medicine, was killed while riding a bicycle on West River Drive. He was 45. Except for a two-year period where he was a fellow at the National Institutes of Health, his entire professional life was spent at Penn, where he came as an intern following graduation from Washington University in St. Louis in 1975.*

*During the ensuing 17 years, Dr. Attie was a friend, a doctor, or a mentor to countless members of the community. All of us remember him warmly, for he was an exceptional person as well as an outstanding professional. Following are comments from a few of his many friends and colleagues. — F.G.S.*

He was a great teacher because he was a great learner, always asking questions and exuberant when he found a new insight. And he loved his subject, medicine. He loved the science, the art of clinical practice, and he loved his patients ....

There is nothing that makes sense about this loss. There wasn't even a chance to say "Good bye." The only comfort I can find is that Maurice was a happy man. I know because he often told me so. He enjoyed his children and did many things with them. He thought he was lucky, but it is we who are lucky. The world has very few people like Maurice in it ....

We each have a set of memories about Maurice. I remember him on his bike at the top of a hill waiting for me, grinning and coaxing me on. I remember across a table arguing intensely with me about politics. I remember him as a fantastic storyteller who could at once do the telling and also appear to be part of his spellbound audience. I will remember him with great longing and I know we all will.

—Michael Rosenblatt  
in his eulogy April 8, 1992

I first met Maurice in June, 1975 as we began our medical internship in the old HUP "Receiving Ward." As house officers who frequently found themselves rotating through adjacent wards, we often discussed our medical experiences, sharing the intellectual excitement of "good cases," our rapidly accumulating knowledge of medicine and our more slowly accumulating stock of medical wisdom. From these discussions, I recognized that Maurice was keenly intellectual, always pondering the underlying explanation of disease states and their remedy and never content with superficial explanations and "quick fixes." It was also easy to appreciate his remarkable qualities as a person. He always spoke gently and softly, which reflected the patience, compassion and humanity that he possessed in abundance. These qualities were revealed in his daily interactions with those around him, be they patients, staff or colleagues. After housestaff training, we parted ways to pursue our individual professional goals. Over the next dozen years we did not see each other, but I kept track of his progress from mutual friends and learned of his return to HUP from the NIH and of his developing career in endocrinology and calcium metabolism research. Invariably, these friends would add that

Maurice was, as always, a "real" person and had not lost any of the qualities that we admired so much.

Three years ago my wife and I returned to Philadelphia, and almost immediately we were drawn to Maurice and his wife Barbara. They showed us great kindness and helped to ease the difficulties of relocation. We quickly renewed our friendship, and I had the opportunity to experience again what a marvelous person Maurice was. Because these interactions were more often social than professional, I witnessed a dimension that I had not known years earlier. When he talked of his family and of the joys and occasional difficulties of raising his three children, his pride was clearly evident; when he talked of recent books that he had read and of new movies that he had seen, his critical enthusiasm knew few bounds; and, whenever the opportunity offered itself, he talked about the thrill of biking. These conversations revealed the depths of his passion for the things he loved. And what friends had reported was true—his kindness, compassionate understanding and gentle humor showed themselves in everything he did, and I felt fortunate to have him as a friend. So, when news of Maurice's sudden and tragic death arrived, the shock was indescribable and, like others who knew him well, I was overwhelmed by the ensuing sense of loss and grief. Time has since helped to put some distance between myself and that terrible moment, and I have learned to cope. However, learning to cope does not mean that I see the sense behind his death, for there is none; and it does not come from platitudes about a full life and the coming of a person's time, for given time, Maurice had much more to share. Barbara and he belonged together; his children would have learned about life from his outstanding example; his friends would have delighted in his companionship; his patients would have received his compassionate and understanding ministrations; and his students would have benefitted from his gifts as a teacher. No, coping for me comes from knowing that I cannot continue to mourn and, as the business of everyday life gradually assuages the pain, from the memory of Maurice as a wonderful person who was my friend.

—William Lee

It is so difficult to deal with losing him. Maurice was a splendid friend and colleague—

generous, caring, enthusiastic and very optimistic. He was a classical sort of scholar, but with extraordinary warmth and humor. He was so incredibly engrossed and thorough in his academic work that he occasionally was tardy or forgetful of everyday concerns—but Barbara looked after him so very well. I marvel at his many contributions to our Division, and I'll cherish his memory always.

—John G. Haddad

Maurice was my co-worker, my next-door neighbor and my friend. I will remember him as a gifted teacher who inspired his students, as a bright physician with compassion and sensitivity towards his patients, as a scholar with an unquenchable thirst for knowledge, and as a dedicated family man devoted to his wife, Barbara and their three children, Alisa, Jessica and Michael. But most of all, I will remember Maurice as a man with a passion for life who made each day count. And I will miss him.

—Judy Dubbs

I met Maurice when we were assigned to the Receiving Ward (Emergency Room) at the Hospital of the University of Pennsylvania in the summer of 1975. We grew up as house officers and junior faculty together, and though we were in different fields, I never missed a chance to joke, complain or gossip with him. Many times I picked up the telephone to ask his advice about a medical problem. Any patient referred always returned with the highest compliments. Recently we had talked frequently about a tragic disease in his family, and he was as always, inquisitive, thorough and scientific without losing his characteristic sensitivity. How can I summarize so many memories, hallway conversations and lengthy discussions? He was a patient listener, and a true friend, who once helped me during a period of personal difficulty with his understanding, non-judgmental and always even temper. He was always enthusiastic, even about the most trivial news about an old friend, for he cared deeply about all of us. After his death all I could think of was the sound of his enthusiastic voice at the other end of telephone. And I can't believe I'll never hear it again.

—Francisco Gonzalez-Scarano

It was in my first month as a junior resident that I first had the privilege of working with Dr. Attie, who served as the attending physician on the ward service for which I was responsible. The many things which I had heard as an intern about Dr. Attie—his unusual level of commitment to students and housestaff, his rare combination of first rate teaching with a refreshingly self-effacing character, and his deep respect for the dignity of each patient—were to be amply manifested to me during that month together. With a clear preference for substantive, relevant clinical teaching over the journal-quoting showmanship and handing out of journal articles that is all too often the norm during internal medicine rounds, Dr. Attie began the month with the seemingly outrageous announcement that there would be *no* distribution of journal articles allowed unless the member of the team handing out the article was prepared to discuss its contents in detail. We all knew to be in for an exceptional month. That

Maurice's influence on my own life was to extend well beyond that brief month together.



Not only was he the person who awakened my interest in endocrinology, he was the guiding influence in my decision to seek fellowship training in endocrinology and the person with whom I worked most closely in the clinical component of my fellowship over these past two years. While I often marvelled at the juxtaposition of erudition and humility that characterized Maurice's life, it was only two weeks before his death, during one of our regular post-clinic lunch discussions, that this unusual combination seemed easier to understand. He was recalling an episode from his internship, in which he cared for a terminally ill woman who had been hospitalized in the intensive care unit for a prolonged period of time. He had been greatly impressed by this woman's character and strength, such that she conveyed, in his words, "a spiritual glow," and he recalled the special sense of privilege that he felt had been his to participate in her care. That he was able to maintain this deep respect for the humanity of patients in the complexity of modern medical care will remain as one of Maurice's many legacies to those of us who had the privilege of working with him.

—Glenn A. McGrath

I met Maurice three years ago when I was considering a job as Assistant Professor in the Endocrinology Section. His love of this place was infectious, and he convinced me that I should come. Maurice was a great friend and colleague. On Tuesday mornings, when I see patients, I looked forward to slow moments when he and I would sit in his office and chat about patients, science, endocrinology and the hassles and joys of academia. And about our lives. I knew that I could count on him for insightful, compassionate advice not only about my most difficult cases but about personal issues as well. He was so positive and so optimistic about HUP, about Penn and about life. I miss him very much.

—Mitchell A. Lazar

Maurice has been a friend and great inspiration ever since we met 14 years ago at the NIH, where even as a super-busy clinical and research fellow he went out of his way not only to teach but to make our group of visiting medical students feel welcome and valued. I've since learned that the number of people he's touched in similar ways is huge, and his impact on so many lives is immeasurable.

Maurice was a true role model, and that I ended up sharing his interest in diseases of calcium and the parathyroid glands is no coincidence. I was thrilled to be collaborating on a textbook chapter with him, and talking with Maurice at meetings was always an eagerly anticipated highlight. His personal warmth was apparent even to people who spoke with him for a few minutes in front of a poster, and the impact of his tragic sudden death is staggering.

For me and so many of us, however, Maurice will live on and be represented in whatever successes we attain in striving toward the standards he set of warmth, caring, and compassion together with clinical, teaching, and academic excellence. My most sincere sympathies to Barbara his family, and to his closest colleague-friends at Penn and around the nation.

—Andy Arnold,  
Massachusetts General Hospital

## Memorial Service for Ralph Preston: May 6

A memorial service in honor of the late Dr. Ralph C. Preston, emeritus professor of education, will be held on Wednesday, May 6. Dr. Preston, an active member of the faculty here for 35 years, died March 10. He would have been 84 on April 12. (See *Almanac*, March 17 for the obituary on Dr. Preston.)

The service will be at 4 p.m. in the Benjamin Franklin Room (2nd Floor) of Houston Hall. Anyone who is moved to speak is invited to do so.

*Following are the documents referred to in the page one announcement of changes in the Abrams Award.*

## The Ira Abrams Memorial Award for Distinguished Teaching by Faculty in the School of Arts and Sciences

The Ira Abrams Memorial Award for Distinguished Teaching is presented annually to a faculty member in the School of Arts and Sciences to celebrate her/his contributions to teaching. Excellence in teaching will, of course, reveal itself differently in different fields and in different settings. In general, the Award seeks to recognize teaching that is intellectually challenging and exceptionally coherent, and that leads to an informed understanding of a discipline. Recipients of the Ira Abrams Memorial Award are expected to embody high standards of integrity and fairness, to have a strong commitment to learning, and to be open to new ideas.

Each year one member of the standing faculty will be honored for distinguished teaching; the recipient will receive an award of \$6,000 and his/her name will be inscribed on a plaque located near the Office of the Dean. All members of the standing faculty are eligible. In addition, the recipient's department will also receive \$4,000 with the goals of encouraging strong nominations and using the money to improve teaching, e.g. classroom equipment, facilities, etc.

Nominations are solicited from faculty and students and should be in the form of a letter describing those qualities that make the nominee an outstanding teacher. The letter should

include the nominee's full name, department and rank; the name, address, and phone number of the nominator; and an explanation of how the nominator knows the nominee.

In addition to this information, the following material will be collected from the nominee's department for the committee:

1. A curriculum vita of the nominee.
2. Copies of Penn Course Review Evaluations and departmental course evaluations.
3. A listing of courses taught by the faculty member during the past four years.
4. A substantial number of letters (at least ten) from undergraduate and graduate students who have taken courses with or studied under the direction of the nominee. Enclosed [see below] is a sample letter to send to request recommendations. In this section please explain how the students were selected (i.e., numbers of letters sent, numbers of responses) and enclose a copy of your letter to them. Forward ALL replies.
5. Letters from the teaching assistants who have been associated with the courses taught by the nominee during the last four years.
6. At least two letters from faculty members.
7. A letter from the Chair of the Department in which the nominee is a member.

## Sample of Letter from Chairs to Students re Abrams Nominees

Professor \_\_\_\_\_ has been nominated to receive the Ira Abrams Memorial Award for Distinguished Teaching from the School of Arts and Sciences. This is the Schools's only award for outstanding teaching and gives us the opportunity to recognize and celebrate our own. The recipient will receive an award of \$6,000 and his/her name will be engraved on a plaque located near the Office of the Dean. We would very much appreciate your help in evaluating this person's teaching from your point of view as someone who has worked under the direction of, studied with, or taken a course with the nominee.

The Ira Abrams guidelines state: "Excellence in teaching will, of course, reveal itself differently in different fields and different settings. In general, the Award seeks to recognize teaching that is intellectually challenging and exceptionally coherent, and that leads to an informed understanding of a discipline. Recipients of the Ira Abrams Memorial Award are expected to embody high standards of integrity and fairness, to have a strong commitment to learning and to be open to new ideas." In making your evaluation, you should measure the nominee against the highest standard. You should:

1. Describe the setting in which you studied or worked with the nominee. In the case of a class, please indicate the size of the class, subject taught, and title.
2. Describe how this candidate got you to think. Or how s/he changed you.
3. Try to give specific examples of the effectiveness of his/her teaching. Will you remember this professor five to ten years from now? Why? What do you believe is the most important contribution s/he has made to your intellectual and professional development?
4. Rank the candidate against the teaching you received in the School of Arts and Sciences. Does this person stand out as the best in the department and/or in the School?
5. Provide any additional insights that may be helpful to the faculty/student committee who will choose the recipient of the Ira Abrams Award.
6. Please be specific, yet brief, as possible.

Your letter will be confidential. We need your reply by \_\_\_\_\_ because the Committee has a deadline for submissions. Thank you very much for your cooperation.



## Looking for an All-Campus Chorus May 18

Anyone interested in performing in the Commencement Chorus on Monday, May 18, accompanied by the First United States Army Band can call Bruce Montgomery at 898-7569 at your earliest convenience. The repertoire, as last year, includes Montgomery's 250th Academic Anthem. There will be one advance rehearsal, held Saturday, May 16, at 4:30 p.m. in Room 511, Annenberg Center, and a run-through with the band on the morning of performance. All are welcome: students, faculty, staff, friends, parents. "It's the best possible way for graduating seniors to be seen by their families in all that mob," says the conductor. There is no audition. Just bring your voice and enthusiasm."

## 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 April 20, 1992 and April 26, 1992.

**Totals:** Crimes Against Persons—2, Thefts—31, Burglaries—2, Thefts of Auto—1, Attempted Thefts of Auto—0

Date	Time	Location	Incident
<b>Crimes Against Persons:</b>			
04/25/92	4:08 AM	3600 blk Chestnut	Man with knife tried to rob student/no injury
04/26/92	10:41 PM	3700 blk Sansom	Student robbed/ no injury
<b>32nd to 33rd; South to Walnut</b>			
04/20/92	3:49 PM	Hutchinson Gym	Wallet & contents taken
04/22/92	3:53 PM	Franklin Field	Unattended bag taken
04/23/92	5:18 PM	Franklin Field	Camera taken
04/23/92	7:59 PM	Weightman Hall	Unattended wallet taken
04/24/92	2:06 PM	Rittenhouse Lab	Unattended backpack taken
04/25/92	4:52 PM	Franklin Field	Unattended wallet & contents taken
<b>34th to 36th; Walnut to Market</b>			
04/21/92	11:10 PM	Lot 19	Items taken from auto
04/22/92	2:32 PM	Law School	Sunglasses taken from unattended bag
04/23/92	6:34 PM	Lot 19	1985 Plymouth taken
04/24/92	12:16 PM	Law School	Cash taken from unattended purse
<b>34th to 36th; Locust to Walnut</b>			
04/20/92	8:59 AM	Van Pelt Library	Money taken from vending machine
04/20/92	2:32 PM	Meyerson Hall	Credit card and ID taken from room
04/21/92	12:33 AM	Meyerson Hall	Secured bike taken from pole
<b>33rd to 34th; Spruce to Walnut</b>			
04/21/92	11:56 AM	Hayden Hall	Books taken from unsecured room
04/22/92	11:32 AM	Moore School	Wallet taken from unattended jacket
04/23/92	10:57 AM	Towne Building	Bike part taken
<b>34th to 38th; Civic Center to Hamilton</b>			
04/20/92	1:39 PM	Guardian Drive	Motorcycle helmet taken
04/21/92	8:38 AM	Blockley Hall	Cash taken from unsecured office
04/22/92	11:02 AM	Stemmler Hall	Bike taken from rack/recovered

**Safety Tip:** Never leave your bag or purse exposed in your auto. Also, never leave your purse or bag unattended in a shopping cart or on the counter while examining goods.

## 18th District Crimes Against Persons

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

12:01 AM April 13, 1992 to 11:59 PM April 19, 1992

**Totals:** Incidents—16, Arrests—6

Date	Time	Location	Offense/Weapon	Arrest
04/13/92	8:05 AM	3300 Market	Robbery/strong-arm	No
04/13/92	6:57 PM	3400 Market	Robbery/knife	No
04/13/92	10:10 PM	3000 Walnut	Purse Snatch	No
04/13/92	10:24 PM	4800 Pine	Robbery/gun	No
04/14/92	6:38 PM	4818 Trinity	Aggravated Assault/strong-arm	No
04/14/92	10:35 PM	3800 Sansom	Purse Snatch/strong-arm	Yes
04/15/92	5:20 PM	4600 Kingsessing	Aggravated Assault/pitbull	No
04/15/92	9:51 PM	38 S. Fallon	Aggravated Assault/fists	Yes
04/16/92	3:25 PM	4000 Locust	Purse Snatch/strong-arm	Yes
04/16/92	6:15 PM	241 S. 49	Aggravated Assault/unknown	No
04/17/92	12:11 AM	4300 Walnut	Robbery/gun	Yes
04/17/92	2:20 AM	4200 Chester	Aggravated Assault/gun	Yes
04/17/92	6:11 PM	3300 Market	Robbery/screwdriver	Yes
04/17/92	8:48 PM	3909 Walnut	Robbery/gun	No
04/18/92	11:22 PM	3900 Ludlow	Robbery/gun	No
04/19/92	11:36 PM	4000 Spruce	Robbery/strong-arm	No

# Update

APRIL AT PENN

## EXHIBIT

**30 Art and Artists of the Northwest Coast;** 29 black-and-white photos by photojournalist Ulli Steltzer; University Museum. Admission is \$4 for adults; \$2 for students and senior citizens with I.D.; free to members, PENNcard holders and children under 6. *Through September 5* (University Museum).

## TALKS

**29 Protein-Protein Interactions in Differentiations and Development;** Michael Blarar, biochemistry and biophysics, University of California, San Francisco; 4 p.m.; Joseph N. Grossman Auditorium, Wistar (Wistar).

**30 Coffee and Coronary Heart Disease;** Michael J. Klag, Welch Center, Johns Hopkins Medical Institutions; 9-10 a.m.; 313 Nursing Education Building (GIM).

**MED 307 Case Presentation;** Galen Hostetter, Penn Med IV; noon-1 p.m.; General Medicine Conference Room, 3 Silverstein (GIM).

**Gene Transfer by Retroviral Vectors;** Jiing-Kuan Yee, Center for Molecular Genetics, University of California, San Diego; 4 p.m.; Joseph N. Grossman Auditorium, Wistar (Wistar).

## Special Bookstore Hours

The Bookstore will be open the following hours during Alumni Weekend: Friday, May 15, 8:30 a.m.-6 p.m., Saturday, May 16, 10 a.m.-6 p.m., and Sunday, May 17, 11 a.m.-4 p.m. Free refreshments will be served on Saturday, May 16.

The Bookstore will be open the following hours during Graduation Week: Monday, May 18 through Thursday, May 21, 8:30 a.m.-6:30 p.m., Friday, May 22, 8:30 a.m.-5 p.m. Closed Saturday, May 23 through Monday, May 25. Open Tuesday, May 26 through July 2, 8:30 a.m.-5 p.m.

## Commencement Hotline Reminder

The 24-hour hotline established by the Office of the Secretary for faculty, staff, students and parents for Commencement information is (215) 573-GRAD, Ext. 3-GRAD from any campus phone.



3601 Locust Walk Philadelphia, PA 19104-6224  
(215) 898-5274 or 5275 FAX 898-9137  
E-Mail ALMANAC@A1.QUAKER

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## Affirmative Action Report: New Hires at Assistant Professor Level, Fall 1990

For the past several years we have reviewed faculty hiring patterns to gain a better understanding of some of the opportunities for, and obstacles to, achieving good representation of women and minorities on the Penn faculty. The resultant tables contain information about Penn, information about the pool of available Ph.D.s, and the first estimate of possible faculty composition by race and sex had our new hires strictly reflected the available pool.

As in earlier years, the full report consists of three tables for each department. "Table A—Current Standing Faculty 1990"—shows the distribution of standing faculty by rank, race, and sex as of *Fall 1990*. And "Table C—All New Hires by Rank: 1982-1990"—shows actual new faculty by race and sex, both junior and senior level, hired during the period in question.

The presentation that follows is summarized from "Table B—Hiring Practices: Assistant Professor"—which consists of several parts. First, we obtained counts, by race and sex, of all assistant professors hired during the period from Fall 1982 to Fall 1990. These were derived from the official records in the Deputy Provost's Office, with verification of the most recent year by each individual school. Next, we obtained the best information we could about U.S. production of advanced degrees, usually Ph.D.s, in the disciplines most closely associated with each department. Using the "availability" data and the number of new hires during the period, we calculated the hypothetical distribution of the newly-hired faculty by race and sex and compared that with the actual distribution of new assistant professors.

Assume, for example, that there were 1,000 doctorates awarded in a given discipline from 1981 to 1989, of which 300 were earned by women and 700 by men; if Penn's department associated with that discipline hired 20 assistant professors during the period July 1982 to July 1991, our calculations would have expected 6 women (30 percent) and 14 men (70 percent).

While we put a great deal of effort into obtaining, validating, and tabulating the data for these reports, we recognize some inherent shortcomings in our approach. For this reason, we call our estimates "first approximations." We wish to outline some of the strengths and weaknesses of the report below, so that you can keep them in mind as you use the tables.

- Penn faculty data include both U.S. and non-U.S. citizens. In fact, a number of minority faculty, particularly those classified as Asian, are not citizens. The availability data provide racial breakdowns only for U.S. citizens.
- Clearly, Penn does not hire its young faculty from the entire pool of new Ph.D.s in the U.S. Because it is impossible to obtain data on an institution-by-institution basis, we cannot focus our analysis on those schools, here or abroad, where we tend to recruit faculty in various fields.
- Departments often recruit new faculty in particular sub-specialities in order to strengthen or round out their existing faculties. The availability data are general, and we cannot assume that the racial and gender distributions of Ph.D.s in sub-specialities are necessarily proportional to the discipline as a whole.
- Our payroll/personnel records include only those who actually accept appointments at Penn. We have no information about affirmative action efforts in terms of applicants or rejected offers.
- For some Penn departments we had disciplinary data that are only approximate matches; for example, we used anthropology as a surrogate for Folklore and Folklife.
- For some Penn departments, we are unable even to provide an appropriate substitute; these departments are included without "proportional" hiring patterns.
- In the clinical area of Medicine, our data source provides a distribution of actual M.D.s employed in U.S. medical school faculties in 1991. Even these data are sparse, and hence some clinical areas are omitted from our reports. In addition, some availability data in certain areas have been included at the end of the report in order to detail trends and proportions (Fine Arts M.A.s and Ph.D.s, students enrolled in Clinical Dentistry departments, and Medical School and Veterinary School graduates).

Despite these caveats and exceptions, many of the availability data we provide are useful for understanding the volume of advanced degrees awarded to women and minorities in various fields during the last few years. These should provide an approximate basis for assessing the recent affirmative action efforts of Penn departments.

The full Affirmative Action Report is available for each school in the office of its dean. Copies are also available from the Office of the Provost.

— Michael Aiken, Provost

**University of Pennsylvania Standing Faculty**  
**New Hires at Assistant Professor Rank, 1982-91**  
**National PhD Pool 1981-89: Proportional Representation by Gender and Race**

Department	New Hires 1982-1991		Proportional Representation		New Hires 1982-91				Proportional Representation				US Ph.D Pool 1981-89
	Men	Women	Men	Women	White	Hispanic	Asian	Black	White	Hispanic	Asian	Black	Total
<b>Arts &amp; Sciences: Humanities</b>													
American Civilization	1	1	1.3	0.7	1	0	0	1	1.8	0.0	0.0	0.1	2645
Art History	1	3	1.2	2.8	4	0	0	0	3.8	0.1	0.1	0.0	1269
Classical Studies	2	0	1.3	0.8	2	0	0	0	2.0	0.0	0.0	0.0	480
English	15	8	10.3	12.7	21	0	0	2	21.9	0.3	0.3	0.5	6183
Folklore & Folklife	2	1	1.6	1.4	2	0	0	1	2.8	0.1	0.1	0.1	3145
German	0	1	0.4	0.6	1	0	0	0	1.0	0.0	0.0	0.0	687
History	4	2	4.1	1.9	4	1	0	1	5.6	0.1	0.1	0.2	5241
Linguistics	5	1	2.9	3.1	5	0	1	0	5.5	0.2	0.2	0.1	1610
Music	4	1	3.4	1.6	4	0	1	0	4.8	0.1	0.1	0.1	4059
Oriental Studies	5	3	4.9	3.1	8	0	0	0	6.8	0.1	1.1	0.0	294
Philosophy	4	1	3.9	1.1	5	0	0	0	4.8	0.1	0.1	0.1	2198
Religious Studies	1	0	0.8	0.2	1	0	0	0	0.9	0.0	0.0	0.0	1635
Romance Languages	2	4	2.2	3.8	5	1	0	0	4.6	1.2	0.0	0.1	2719
Slavic Languages	0	1	0.5	0.5	1	0	0	0	1.0	0.0	0.0	0.0	219
South Asia Studies	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	157
<b>Arts &amp; Sciences: Social Sciences</b>													
Anthropology	6	3	4.7	4.3	9	0	0	0	8.4	0.3	0.2	0.2	3145
Economics	29	1	25.0	5.0	24	1	5	0	27.7	0.4	1.3	0.6	7218
History & Sociology of Science	0	1	0.6	0.4	1	0	0	0	1.0	0.0	0.0	0.0	205
Political Science	10	1	8.3	2.7	10	0	0	1	10.0	0.2	0.3	0.5	3769
Regional Science	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	8254
Sociology	5	5	5.6	4.4	8	0	0	2	8.9	0.3	0.3	0.5	4471
<b>Arts &amp; Sciences: Natural Sciences</b>													
Astronomy	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	450
Biology	7	1	5.5	2.5	8	0	0	0	7.5	0.1	0.3	0.1	9598
Chemistry	7	1	6.5	1.5	7	0	1	0	7.4	0.1	0.4	0.1	11768
Geology	3	0	2.4	0.6	3	0	0	0	2.9	0.0	0.0	0.0	1122
Mathematics	15	0	12.8	2.2	10	1	4	0	14.1	0.2	0.6	0.1	3898
Physics	14	1	13.8	1.2	12	0	2	1	14.1	0.1	0.6	0.1	6935
Psychology	7	4	5.7	5.3	11	0	0	0	10.2	0.3	0.1	0.4	20713
<b>Wharton</b>													
Accounting	13	2	11.0	4.0	12	0	3	0	13.9	0.1	0.7	0.4	1150
Decision Science	10	2	9.9	2.1	10	0	2	0	10.7	0.1	1.0	0.1	1246
Finance	19	1	17.4	2.6	17	0	3	0	17.7	0.2	1.9	0.2	902
Health Care Systems	1	0	NA	NA	1	0	0	0	NA	NA	NA	NA	1788
Insurance	3	2	NA	NA	5	0	0	0	NA	NA	NA	NA	0
Legal Studies	11	0	9.8	1.2	10	0	0	1	10.5	0.1	0.3	0.1	234
Management	14	6	16.4	3.6	15	0	4	1	18.6	0.3	0.9	0.2	1258
Marketing	6	2	5.8	2.2	6	0	2	0	7.4	0.1	0.4	0.1	773
Public Policy & Management	4	0	2.5	1.5	2	0	2	0	3.6	0.1	0.1	0.2	503
Statistics	5	0	4.0	1.0	2	0	3	0	4.5	0.1	0.3	0.1	1117
<b>Engineering</b>													
Bioengineering	3	0	2.5	0.5	2	0	1	0	2.7	0.1	0.2	0.0	706
Chemical Engineering	2	1	2.7	0.3	3	0	0	0	2.6	0.0	0.3	0.0	4005
Computer & Info. Science	13	1	12.8	1.2	6	0	7	1	12.3	0.0	1.7	0.1	697
Systems	3	1	3.8	0.2	2	0	2	0	3.6	0.1	0.3	0.0	3909
Electrical Engineering	4	2	5.8	0.2	3	1	2	0	5.3	0.1	0.6	0.0	5898
Materials Science	3	1	3.5	0.5	4	0	0	0	3.6	0.0	0.4	0.0	1707
Mechanical Engineering	5	0	4.8	0.2	3	1	1	0	4.5	0.0	0.5	0.0	3931
<b>Nursing School</b>													
	0	35	1.3	33.7	34	0	0	1	32.9	0.3	0.4	1.3	1645



**University of Pennsylvania Standing Faculty**  
**New Hires at Assistant Professor Rank, 1982-91**  
**National PhD Pool 1981-89: Proportional Representation by Gender and Race**

Department	New Hires 1982-1991		Proportional Representation		New Hires 1982-91				Proportional Representation				US Ph.D Pool 1981-89
	Men	Women	Men	Women	White	Hispanic	Asian	Black	White	Hispanic	Asian	Black	Total
<b>Grad. Sch. of Education</b>	3	11	6.7	7.3	9	0	1	4	12.4	0.4	0.2	1.0	61022
<b>School of Social Work</b>	2	2	1.6	2.4	3	1	0	0	3.4	0.1	0.1	0.4	1949
<b>Annenberg School</b>	1	2	1.7	1.3	2	0	1	0	2.7	0.1	0.1	0.1	1891
<b>Graduate School of Fine Arts</b>													
Architecture	3	2	*	*	5	0	0	0	*	*	*	*	*
City Planning	2	0	*	*	2	0	0	0	*	*	*	*	*
Fine Arts	0	0	*	*	0	0	0	0	*	*	*	*	*
Landscape Architecture	3	1	*	*	4	0	0	0	*	*	*	*	*
<b>Law School</b>	11	7	12.9	5.1	18	0	0	0	16.1	0.4	0.2	1.4	810
<b>Medical School: Basic Sciences</b>													
Anatomy	2	1	1.9	1.1	3	0	0	0	2.9	0.0	0.1	0.0	999
Biochem. & Biophysics	5	1	4.2	1.8	4	0	2	0	5.5	0.1	0.3	0.1	6330
Human Genetics	4	2	3.3	2.7	6	0	0	0	5.6	0.1	0.3	0.1	1050
Microbiology	5	0	3.2	1.8	5	0	0	0	4.6	0.1	0.2	0.1	2242
Pharmacology	9	0	6.1	2.9	9	0	0	0	8.3	0.1	0.5	0.1	2199
Physiology	2	0	1.4	0.6	1	1	0	0	1.9	0.0	0.1	0.0	2334
<b>Medical School: Clinical Sciences</b>													
Anesthesia	45	17	47.7	14.3	58	1	2	1	50.4	1.7	8.8	1.2	2706
Dermatology	4	4	6.1	1.9	8	0	0	0	6.9	0.3	0.5	0.2	371
Medicine	97	35	109.8	22.2	123	2	4	3	115.8	3.2	10.5	2.6	13712
Neurology	25	2	22.3	4.7	24	1	2	0	23.9	0.7	2.2	0.2	1672
Obstetrics & Gynecology	30	21	37.9	13.1	47	0	1	3	42.7	1.8	4.2	2.4	2383
Ophthalmology	10	4	12.0	2.0	14	0	0	0	12.4	0.3	1.1	0.2	1062
Orthopedic Surgery	23	0	21.0	2.0	21	0	2	0	21.2	0.4	1.1	0.3	775
Otorhinolaryngology	8	0	6.5	1.5	7	0	1	0	7.4	0.1	0.5	0.0	575
Pathology	33	12	35.1	9.9	44	1	0	0	38.6	1.0	4.8	0.6	1172
Pediatrics	57	32	59.1	29.9	84	0	2	3	76.9	2.9	7.2	2.2	5889
Physical Medicine	4	4	5.3	2.7	5	0	3	0	6.5	0.1	1.0	0.3	557
Psychiatry	37	11	36.0	12.0	42	0	5	1	42.5	1.5	2.6	1.4	5098
Radiology	36	17	43.9	9.1	47	2	2	2	44.1	1.7	6.3	0.9	3876
Radiation Oncology	25	8	27.3	5.7	29	0	2	2	27.4	1.0	3.9	0.6	3876
Surgery	33	6	35.7	3.3	36	0	2	1	34.7	1.1	2.4	0.8	5137
<b>Dental School: Basic Sciences</b>													
Biochemistry	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	5551
Histology, Embriol., Anatomy	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	1575
Microbiology	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	2915
Pathology	2	0	1.4	0.6	2	0	0	0	1.8	0.0	0.1	0.0	924
<b>Dental School: Clinical Sciences</b>													
Clinical Departments	19	7	*	*	22	1	1	2	*	*	*	*	*
<b>Veterinary School: Basic Sciences</b>													
Animal Biology	3	0	2.6	0.4	3	0	0	0	2.9	0.0	0.0	0.0	220
Pathobiology	6	3	6.1	2.9	7	0	1	1	8.3	0.1	0.5	0.2	924
<b>Veterinary School: Clinical Studies</b>													
New Bolton Center	14	6	*	*	18	0	2	0	*	*	*	*	*
Philadelphia	13	14	*	*	27	0	0	0	*	*	*	*	*

\* Because the figures in these areas are both limited and inconsistent with those which comprise the national pools reflected in the bulk of this report, we have not made similar calculations for proportional representation. See notes, page IV.

## National Pool Sources and Substitutions

Because the disciplines represented in some Penn departments are omitted from the National Research Council Reports, we have substituted data for related disciplines. We understand that these substitutions may not fully capture the academic direction of departments at Penn. Schools and departments listed below include only those for which substitutions have been made. Unless otherwise indicated, the availability data source for all departments is: *Summary Report, National Research Council (1982-87)*.

### School of Arts & Sciences

#### Penn Department

American Civilization  
Classical Studies  
Folklore & Folklife  
History and Soc. of Science  
History  
Oriental Studies  
Regional Science  
Romance Languages  
South Asia Studies

#### Department Used from Availability Data

American Studies, History (American)  
Classics  
Anthropology  
History of Science  
History: American, European, General, Other  
Chinese, Japanese, Hebrew, Arabic  
Economics, Geography  
French, German, Italian, Spanish  
Chinese, Japanese

### Wharton School

#### Penn Department

Decision Sciences  
Finance  
Health Care Systems  
Legal Studies  
Management

#### Department Used from Availability Data

Information Science and Systems, Operations Research  
Banking and Finance  
Public Health, Public Policy  
Law, Jurisprudence(82-89)  
Business and Management, General & Other

### School of Engineering

#### Penn Department

Systems

#### Department Used from Availability Data

Systems Engineering, Civil Engineering

### Dental School

Availability Data Source for Clinical Departments (used in appendix to the full report): *Supplement 2 to the Annual Report 88/89*, American Dental Association. Figures reflect enrollees in Advanced Dental Education Programs, 1983 to 1988

#### Penn Department

*Clinical Departments include:*

Dental Care  
Endodontics  
Oral Medicine  
Oral Surgery and Pharmacology  
Orthodontics  
Periodontics  
Restorative Dentistry

#### Departments Used from Availability Data

Dental Public Health, Endodontics,  
Oral and Maxillary Surgery, Oral Pathology,  
Orthodontics, Pedodontics, Periodontics, and Prosthodontics

### Law School

Availability Data Source: Association of American Law Schools Teaching Registry. The figures reflect students who register with this Association and thereby express an interest in the teaching of law.

### Medical School

#### Penn Department

Human Genetics  
Medicine Department  
Microbiology

Otorhinolaryngology  
Pathology  
Pharmacology  
Physiology  
Radiation Oncology

#### Department Used from Availability Data

Human and Animal Genetics  
Internal Medicine  
Epidemiology, Parasitology, Bacteriology (1983-1987)  
Microbiology/Bacteriology & Parasitology (1981-1982, after 1987)  
Otolaryngology  
Human and Animal Pathology  
Human and Animal Pharmacology  
Human and Animal Physiology  
Radiology

### Veterinary School

Availability Data Source for Clinical Departments (used in appendix to the full report): *Comparative Data Summary Reports, 1981-88*, American Veterinary Medical Association. Figures reflect graduates from veterinary medical school programs.

#### Penn Department

Animal Biology  
Pathobiology

#### Department Used from Availability Data

Animal Breeding and Genetics (Animal Husbandry, 1981 and 1982)  
Human and Animal Pathology