

Almanac

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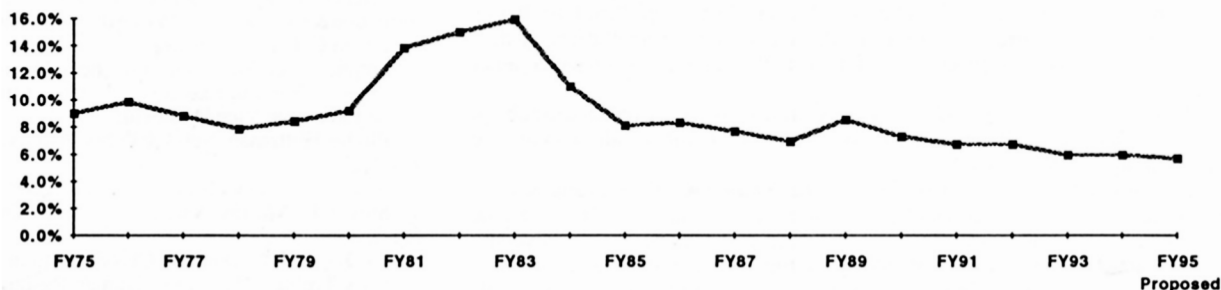
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University of Pennsylvania: Rate of Undergraduate Tuition & Fees Increase since 1975



At 5.7%, Penn's Lowest Tuition-and-Fee Increase in Twenty Years

At Friday afternoon's stated meeting, the Trustees Executive Committee voted an increase in undergraduate tuition and fees of 5.7% for the academic year 1994-95, the smallest at Penn in twenty years.

For undergraduates, the tuition and mandatory fees will total \$18,856, including a general fee of \$1,586, a technology fee of \$250 and tuition of \$17,020. Graduate student tuition will be \$18,530 and the general fee will be \$1,210, totaling \$19,740. For professional school students, whose tuition is determined administratively to reflect budget requirements of the various schools the general fee will be \$954. Part-time tuition and fees rates will be determined administratively and will increase proportionately, the resolution said.

Other resolutions of the Trustees Committee on Budget and Finance authorize the borrowing of \$120 million for continued rehabilitation projects at College Hall, Logan Hall and Franklin Field, and for construction projects including IAST, the Revlon Center, and the parking garage at 38th and Walnut.

The trustees also voted \$2.4 million to fund Phase II of ResNet (the wiring of Harrison House and Harnwell House), and \$404,500 for renovations to the Veterinary Hospital.

Next Year's Budget: At the Committee's morning session, trustees were presented with a preliminary budget for FY95. A similar presentation, made on March 16 at an open meeting for faculty, staff and students, began with Interim President Claire Fagin's overview of the fiscal environment and Penn's response. It was followed by Interim Provost Marvin Lazerson's outline of the academic priorities (see both of their texts in *Benchmarks*, on the back page of this issue).

In her talk at the open meeting, President Fagin alerted the University community to a new risk on the income side, the federal administration's proposed "pause" in indirect cost recovery on grants. The "pause," detailed more fully in an AAU protest letter on pages 3-4 of this issue, would cap or freeze indirect cost recovery at the 1994 level, no matter how much additional direct cost research funding an institution wins.

On pages 5-7 of this issue are highlights of the presentation made by Benjamin Hoyle, acting director of resource planning and budget—projected projected revenues and expense of the University (minus health services) and of the undergraduate schools; undergraduate financial aid; the distribution of allocated costs; and faculty salary growth since 1973.

At this stage, Penn projects a University budget (exclusive of HUP and CPUP) of over \$991 million, with resources estimated for all but \$3.6 million. That gap is expected to be closed by the time the trustees vote in June on next year's budget, Mr. Hoyle said.

Kudos: Provost Lazerson reported a number of honors (*Almanac* March 29) and both he and President Fagin praised Fran Dunphy's Quakers for propelling the Ivy League into the playoffs, where Penn's defeat of Nebraska in the first round was the first Ivy win at NCAA in ten years. Promising a pep rally Monday, whatever the outcome of Saturday's contest with Florida, Penn delivered: About 500 cheered and sang despite the loss to the Gators.]

OF RECORD

Passover/Good Friday Reminder

This year, the first two days of Passover are Sunday, March 27 (starting at sundown on March 26) and Monday, March 28 while Good Friday is on April 1. I wish to remind faculty and students of the University's policy on religious and secular holidays that stipulates that no examinations shall be given or assigned work made due on these days.

—Marvin Lazerson, Interim Provost

Photo by Naomi Kaminsky, The College



To NYU as Dean: Dr. Santirocco

Dr. Matthew S. Santirocco, SAS's associate dean for undergraduate education and director of the College, has been named Dean of the College of Arts and Sciences at New York University effective September 1, NYU President L. Jay Oliva announced Friday.

At Penn, Dean Rosemary Stevens said, "Matthew Santirocco has made a terrific mark on the College in the past year and a half. He'll be sorely missed by all of us." He will be here until the end of June, she added, completing "some very important plans—including plans for the College to move to Houston Hall."

Dean Stevens also said she will start this week to bring together advisory groups of faculty and students to consult on the next Director of the College. "We will continue the momentum for undergraduate education at Penn—and in the College in particular—that Matthew has so superbly put in place."

(continued next page)

It's 11 PM—Do You Know Where your Handbook is?

The *Handbook for Faculty and Academic Administrators: A Selection of Policies and Procedures of the University of Pennsylvania* is one of the most important references for most faculty and academic administrators. It contains the procedures and rules under which the University runs. These include a description of the Tenure System, Procedures for Appointments and Promotions, Procedures for Sanctions against Faculty for Just Cause, Maternity Leave, and Sabbaticals as well as descriptions of the powers of University Officers (President, Provost, etc.), the Senate, University Council, and so on.

Faculty refer to the *Handbook* in times of crisis (e.g. when it is proposed that departments be closed) or transition (e.g., promotion, retirement). Over a career at Penn most non-administrators probably don't open the *Handbook* more than a dozen times. The *Handbook* is updated on a periodic basis—usually through the process of sending replacement pages. Do you know where your copy of the *Handbook* is and whether the rules contained therein are current?

By the end of the academic year the *Handbook* will be available on-line through PennInfo. In this form you will be assured that the most current version is available twenty-four hours of every day. Particular policies can, of course, be downloaded and printed if you prefer to read them on paper rather than on the screen.

What does this mean about future editions of the *Handbook*? Does the University ever need to publish another paper version of the *Handbook*? Will the electronic version of the *Handbook* allow us to save the cost of printing or is it simply an add-on cost?

It seems likely that for the immediate future a paper copy of the *Handbook* will be available even when it is no longer distributed in this form to all faculty and academic administrators. However, the decision on the *Handbook* is but one of many decisions that need to be made about University publications. Printed course catalogs are usually out of date by the time they are published, and many printed booklets are distributed throughout the University when only a small percentage of individuals actually use them. The potential savings, both in dollars and environmentally, are substantial.

The Executive Vice President, Janet Hale, has appointed a committee to review University publications with a goal of achieving savings through electronic publication and distribution of documents. A list of the members of this committee appears at right. Please let them hear your opinions on this subject.

Of course, for faculty, staff and students to access publications stored electronically they must have access to computers connected to PennNet. For many faculty the computer has become more essential in their everyday academic life than their telephone. With this in mind the Senate Executive Committee, at its meeting on March 2, 1994, passed the following resolution:

E-mail and electronically stored information are essential to the research and instructional activities of all faculty. The Faculty Senate urges that all schools within the University make available a computer, an e-mail account and PennNet connection for each member of the faculty.

There remain some people who refuse to access information electronically and who will not use e-mail. When the library closed the card catalogue individuals had the choice between adapting to the new environment or not using the library. The mode for dissemination of information has changed. Individuals once again have the choice of either adapting or denying themselves access to information. That choice is theirs to make.



Gerald J. Porter, gipoter@math.upenn.edu

Studying Internal Publications

We have assembled as a Task Force on Internal Publications a group of faculty and staff who will look into ways that Penn can contain costs, reduce duplication and improve the flow of information to our internal population of faculty, staff and students. Although the extensive publication effort to outside audiences is not the main focus of our study, we are interested in the extent to which they also serve campus readers.

The University Council Committee on Communications and the Campus-Wide Information Services (CWIS) Advisory Board are represented on the Task force, and those standing bodies will be kept informed of our activities.

Members of the Task Force are:

Michael Eleey, Associate Vice Provost, Information & Computing (CWIS Advisory Board);
Karen C. Gaines, *Almanac*;
Stephen T. Golding, Vice President, Finance;
Janet S. Gordon, Executive Director, Office of the Executive Vice President;
Phyllis Holtzman, News & Public Affairs and *The Compass*;

Susan Golden Jacobson, Associate Secretary;
Steven D. Murray, Vice President, Business Services;

Dr. James J. O'Donnell, Classical Studies;
Gary Truhlar, Director of Human Resources Information Management;

Lt. Joseph Weaver, University Police;
Ira Winston, Director of Computing, SEAS, and chair, University Council Communications Committee.

The Task Force's first project is an inventory of periodicals, manuals and reports produced by the central administrative offices (president's, provost's and vice presidents' offices). This will include information on their current and projected uses of electronic communications to replace, reduce or reinforce print messages.

We are also interested in the comments and suggestions of the community at large; these may be sent to us by campus mail or by e-mail to gordon@A1.RELAY or jacobson@pobox.upenn.edu.

— Janet Hale, Executive Vice President and Barbara R. Stevens, Secretary and Vice President of the University; co-chairs, Task Force on Internal Publications

Dr. Santirocco from page 1

Dr. Santirocco, professor of classics and a senior resident in the Quad, is a 1971 alumnus of Columbia who took his M.Phil there in 1976 and his Ph.D. in 1979—meanwhile also taking a First at Cambridge in 1973 followed by an M.A. in 1977. He taught at Emory, Columbia and Pittsburgh before joining Penn in 1989. Author of *Unity and Design in Horace's Odes* and editor of *Classical World* and other scholarly publications, he has been an invited speaker at over 50 institutions. At NYU he succeeds Philip Furman-ski, who had been interim dean since the former dean, Richard Koppenaal, became dean of NYU's Gallatin Division in 1993.

To the University Community

Faculty and students are invited to forward nominations for director of the College directly to Dean Rosemary Stevens at 116 College Hall/6377.

Council: Advising a Change of Calendar Starting in Fall 1995

A motion of the Senate Executive Committee to reduce the disparity in length between Penn's fall and spring terms, by opening the fall term earlier starting in 1995, passed by voice vote at the University Council March 16. SCUE entered a new statement (*below*) reconciling its proposal with SEC's.

Council's two other agenda items were for discussion only. On the program and location of the Women's Center, Dr. Phoebe Leboy's remarks as Advisory Board chair are in a Speaking Out letter on page 10 of this issue. Re the Commission on Strengthening the Community's recommendation for more faculty advising, issues were raised such as whether assigned advising works in comparison with students' approaching a faculty member, and whether the recommendation recognizes differences in kinds of advising, with weight to faculty for intellectual leadership and to trained staff for other forms of schedule and course advising.

SCUE Statement on Calendar: The Student Committee on Undergraduate Education (SCUE) has amended its proposal for Penn's 1995-1996 Academic Calendar. On March 2, SEC voted to support SCUE's proposal (*Almanac* November 23, 1993) with the requirement that teaching days not be cut in the Spring semester from 70 to 67 teaching days as our proposal had provided for. SCUE respects the faculty's concern that cutting those teaching days would provide curricular difficulties and might present problems during the occasional years when classes must be cancelled due to adverse weather conditions. SCUE's modified calendar still provides 6 inclusive reading days per semester and now requires a Monday, January 15, 1996, Spring semester start date to allow for 69 teaching days. Additionally, in order for Labor Day to remain a University holiday, Fall semester classes would have to begin on Wednesday, August 30. The proposed 67 Fall teaching days would remain.

The Student Committee on Undergraduate Education, the Faculty Senate Executive Committee and the University Council have approved this calendar. We urge the Provost to meet with the Deans and implement the 1995-1996 calendar proposal immediately.

— Matthew B. Kratter, Chair, SCUE

In an attempt to save \$130 million in the federal budget next year, the Administration in Washington proposes what it has called a “pause” in indirect cost recovery on federally sponsored research: Regardless of change in the direct costs of research funding awarded next year to a given university, the federal agencies would cap or freeze the institution’s total indirect cost recovery at the FY1994 level. The move is being protested on a number of fronts, notably by the Association of American Universities, which represents the nation’s 56 leading research universities.

Used by permission, below, is a letter the AAU’s President Cornelius J. Pings sent March 8 to Dr. Alice M. Rivlin, Deputy Director of the Office of Management and Budget, and to Dr. John H. Gibbons, Assistant to the President for Science & Technology and Director of the Office of Science and Technology Policy. Dr. Pings is the former provost and senior vice-president for academic affairs at the University of Southern California.

Proposed: A Federal Research Policy that Punishes Success

by Cornelius J. Pings

Dear Alice and Jack:

I am writing in response to your Dear Colleague letter of February 4 and other communications from the Administration on the proposed constraints on payments to universities of costs incurred in the pursuit of federally sponsored research. I write in my role as President of the Association of American Universities. But the views here are my own; some of the presidents of our member universities have much stronger opinions.

I regret addressing this letter to the two of you, who have been among the best informed and most supportive of the role of our major research universities. We should be spending our joint efforts seeing that the nation’s research is getting done and that we are assuring a flow of highly educated women and men in the sciences and engineering. We should be worrying together about some of the real issues such as the eroding laboratory infrastructure of the country. If we are to expend energy on the indirect costs issue, it should be an effort directed at an improved and more defensible policy, and I am delighted that the Budget message included a commitment to such a review.

But in the meantime, we are confronted by the “pause.” For reasons I will summarize briefly, I assert that this action is bad science policy, bad public policy, and flawed budgeting. I urge you again to try to reverse this proposal. If that is not feasible, then we need to begin to face now some of the predictable complications which will confront us if this proposed rule becomes enacted.

I should be as blunt as possible that we are not whining about the money. We know you face an impossible budget, and if you really need \$130M more, just take it. But please have the forthrightness to take it by adjusting your commitment to total science support. Incidentally as you would do that, about one-third of any savings would in fact come from indirect costs payments. Should you have proceeded in that manner, you would have heard no protest from here. We will always advocate for healthy science budgets and we will probably always lament what might have been, but we will support the outcome and get on with the job. I publicly praised the Administration’s science budget for FY94, as I have already done for the basic submission for FY95. However, do not expect our placid acquiescence to contrived cost shifting.

I need to be equally blunt in my alarm that this action will do serious damage to a mutual high level of credibility that has underpinned the working relationship between the federal government and the research universities for five decades. Yours will be the first administration in fifty years to raise serious questions of dependability and trust. Why? Because if this action prevails, you will have reneged on your own OMB published regulations; you will have substituted a rule both arbitrary and gratuitous; and you will have done so without consultation, leaving a clear sense of cavalier underconcern for the impact on the universities and the nation’s science program.

Let me sketch here several of the reasons that the pause proposal is a badly flawed action. First of all, the total amount of money involved is hardly worth the commotion and ill will that will be engendered. Unfortunately, however, the financial impacts would be differential, with many institutions untouched but with a few potentially severely damaged. You know that our university community is keenly aware of the national budget circumstance; we, too, have a stake in a stable economy, moderate rates of inflation, real productivity gains, and a number of other benefits that will accrue from the budget discipline agreed to by the Administration and the

Congress. In that context, we know that the research university community was clearly identified by President Clinton as an important investment opportunity. We, of course, agree with his assessment; we are appreciative for very solid research budgets, and we do not take them for granted. We do lament, however, the perceived need to tinker with the distribution of those resources among the several categories of costs. If “savings” were required from some benchmark, it would have been much more straightforward simply to set total agency budgets at necessary levels.

Incidentally, we need to be careful with language. The Administration proposal is not one of savings but rather one of shifting the burden for real costs from the federal government to individual universities. Conceivably, that can be construed as a savings for the government. But, of course, that is not even correct, since the proposal is not for real savings but for virtual ones — money that the government hypothetically might otherwise have appropriated. Sorry, but this is one that will not pass the test of “what you see is what you get!”

The proposed action is clumsy. Note, for instance, that it punishes success! An institution with flat or decreasing research volume will be untouched. But any university with increased volume will have to bring in the marginal research *with zero indirect costs reimbursement*. These, of course, will be the institutions that have successfully captured those increased resources in open competition. In some instances, that success will be partially attributable to commitment of resources by the university — investments in facilities or human resources. Denying reimbursement for the costs of such investments is hardly an incentive system to be admired.

I know that some will point out that no university has to accept increased research awards. It will also be observed that any such waived research dollars would almost surely be picked up by some other institution. I believe that to be true, but indeed unfortunate. Note that at such a turn, the limited national resource for science research is being awarded on the basis of budget gimmickry rather than scientific merit, and we are shifting these resources down the quality curve. I believe Thomas E. Everhart had it right when he recently stated, “One outstanding scientist can do 100 or 1,000 times more than someone who is almost as good.”

The policy has also been portrayed by some as one of “putting the money into research rather than overhead.” That, of course, is a crazy idea, since those indirect costs are every bit as real as those charged above the line as direct costs. They have to be paid, or the research does not get done. There is no magic here, and the Administration proposal is simply one to do less research. Nor do I agree that increasing the direct support while denying reimbursement for incurred indirect costs is one way to assure more initiation grants or more new starts for young investigators. To the contrary, the universities must pay their bills, and the denied payments for indirects particularly will leave uncovered the costs of operating the laboratories. In the institutions I know about, that will scrub up the last few dollars of any discretionary funds left at the department level. But it is exactly those funds that are used to get the young faculty going even before they get their first proposal submitted for consideration.

I can only wonder if this action by the Administration is driven in part by considerations transcending the \$130M of hypothetical savings. Is there some message that the universities also have to sacrifice in the restructuring of the nation’s industries and in the reinvention of our government? That might be a reasonable request. But is there no recognition that we have already given?

(continued next page)

The payments to universities for incurred indirect costs were already severely reduced by changes in the revised OMB Circular A-21 released in spring 1993. A long list of real costs was disallowed altogether. On top of that, total recovery of administrative costs was limited by a rate of 26 percent, even for those institutions which could document larger costs caused by federal programs on the campus. The A-21 revision encouraged multiple-year agreements between individual universities and their cognizant federal agency. Many of our institutions have further traded away year-by-year rates of recovery in return for the stability and predictability of multiple-year agreements. These cognizant agencies have forced further reduction in legitimate recoveries, often by take-it-or-leave-it negotiations or by threats of long delays. I know of no university that is recovering anything approaching the full cost paid out in pursuit of federally sponsored research. The federal government could not get such a bargain in research elsewhere—certainly not from industry and certainly not in its own laboratories. An attempt to squeeze the university system just a bit more seems less than tasteful and may risk triggering instabilities.

I also hope there is full awareness in your offices and elsewhere in the Administration that most major universities have undergone significant reductions in size over the last three or four years. In several schools for which I have first-hand knowledge, hundreds of individuals have been terminated and their positions combined or eliminated. These actions have included both faculty and support-staff positions. In the University of California system, campuses are operating with state allocations below 1988 levels, and thousands of individuals have been laid off or retired early and not replaced. This is information perhaps incidental to the matter at hand, but it would be unfortunate if there were any component of Administration budget policy driven by an underinformed view that universities had yet to face the need to trim support costs.

We can estimate the near-term program impact of the pause proposal, which is estimated to "save" \$130M in FY95. Again, this is not an absolute saving but a cost shifting to the university community. But because of the contrived nature of the holdback, it will force some difficult outcomes something like the following. The most likely adjustment, as always in labor-intensive institutions, will be reduction in payroll. This could result in a loss of 3,500 jobs (500 in California alone). But some will adjust by delaying or foregoing altogether new staff and/or young faculty, conceivably as many as 400 delayed or lost careers in academic science and engineering.

I turn now to an expression of my greatest concern about this budgetary caprice, namely, the erosion of credibility, with human and financial consequences which can now be only guessed at, but which will be neither trivial nor short-term.

This is not just a matter of wounded feelings. Rather, we are talking about very important levels of trust and dependability required for the university community to continue to invest in the science program of the country. Research does not get done in the parking structures and on the front lawn. Modern science calls for very sophisticated and expensive instruments and laboratories. During the last twenty years, the federal government has not carried its fair share of the costs of these facilities. What has been purchased and constructed has come largely from private gifts, from state appropriations, and from bonded indebtedness.

Think for a moment about the role of a president of a university which borrowed money two years ago to construct a new chemistry laboratory which might be occupied in late 1994. Think about that president's informing his board of trustees in spring of 1995 that the operating budget is several million dollars out of balance because the new chemistry research grants came in with *zero* indirect costs payments, but the debt on the bonds still must be met. Given the Clinton Administration's 1994 pause proposal, how soon do you think that president will return to that board to seek approval for further science facilities?

To further the litany of impending problems, let us be clear that if the pause action goes into effect, the federal government will be in clear breach of contract with a large number of universities. Encouraged by your own OMB A-21 regulations, many schools now have multiple-year contracts assuring specific levels of recovery year by year. The pause will result in de facto underpayment for many of these institutions in FY95. Some may try redress through the courts. I expect that all will recognize that the contracts have been unilaterally abrogated, and ask to have negotiations reopened not only for future years but also possibly for FY93 and FY94.

Well, I do not know whether you will ever see much of the \$130M of supposed savings. But if this goes into effect, there will be great stress and game-playing within the program agencies and on the campuses. The only clear outcomes will be two: The government will have to create some new bureaucracy to handle the appeals and interpretations; the universities will have to spend more (on indirect costs) to monitor expenditure levels in order to be in compliance. So we have more expenditure of scarce funds on both sides, and all of this to spend less money! And all of this under the banner of reinventing government and encouraging greater cost efficiency for our universities.

Thank you for your patience. Again, I urge you to stop this ill-considered move. Whatever that outcome, we will continue to work with you and support your endeavors for a sound science and technology policy. And we will work with you avidly on your proposed further reviews of the university indirect costs structure.

Anthony Merritt, director of the Office of Research Administration, prepared the table of comparative indirect cost rates below, and the breakdown by schools and centers at right. For Mr. Merritt's discussion of federal indirect cost recovery and how it is calculated, see Almanac January 29, 1991.

FY 1993 Indirect Cost Rates At Selected Private Universities

1. University of Chicago	51.0%
2. University of Rochester	57.0%
3. Brown	58.0%
4. Princeton	59.0%
5. Stanford	60.3%
6. Dartmouth	62.0%
7. MIT	62.0%
8. Pennsylvania	62.5%
9. Yale	64.0%
10. Columbia	67.0%
11. Cornell	68.0%
12. Harvard	69.5%
13. Johns Hopkins	72.4%

University of Pennsylvania Sponsored Program Expenditures By School and Indirect Cost \$ By Responsibility Center FY 1989 Through 1993 (\$ in Thousands)

Responsibility Center	Indirect Cost				
	FY1989	FY1990	FY1991	FY1992	FY1993
Annenberg School	160	155	150	197	215
Annenberg Center	0	0	0	0	0
Engr. & Appl. Sci.	3,277	3,637	3,724	3,894	3,957
Dental	1,732	1,716	1,586	1,615	1,712
Education	123	108	420	764	905
Fine Arts	248	133	160	49	71
Arts & Sciences	6,739	6,474	6,972	7,626	7,642
Law	0	0	0	0	0
Medicine	20,461	23,359	25,109	28,437	30,871
Nursing	608	1,068	1,355	1,290	1,134
Interdisciplinary	263	394	377	84	337
Social Work	115	86	0	6	30
Veterinary Medicine	1,709	1,833	2,039	2,219	2,247
Wharton	806	812	1,021	846	619
Museum	113	77	61	102	56
Library	N/A	N/A	N/A	N/A	N/A
General University	8	35	-11	0	17
Totals	\$36,363	\$39,887	\$42,963	\$47,129	\$49,813
Roll Forward	N/A	N/A	N/A	N/A	N/A
Hosp/Res/Bldg/Equip	9,734	10,489	11,535	12,532	13,217
Total Indirect Cost	\$46,096	\$50,376	\$54,498	\$59,661	\$63,030

The Preliminary Budget for FY95: Some Highlights

Penn looks toward a budget of over \$991 million in FY95, not counting health services—up 7.37% from last year's. (The Medical School is part of the education and general budget, but HUP and Clinical Practices budgets are developed on a separate timeline.)

And, as the table at right shows, there is a \$3.6 million gap between revenue and expense at this juncture—but it is to be closed before a final budget goes to the Trustees in June, said Benjamin Hoyle, Acting Director of Resource Planning and Budget.

Tables and graphs told the story as Mr. Hoyle made his presentation at Wednesday's open meeting. At right is the overview, and below it the details of one of the most influential variables in Penn's annual budgeting process: the Commonwealth appropriation, which starts with the Governor's recommendation but is not firm until the General Assembly completes the entire state budget, often in June or later.

A new uncertainty this year is a threatened "pause" in the pace of indirect cost recoveries (see pp. 3-4).

Below are two lists of items that drive Penn's resource planning and budgeting process:

(A) what the schools want and need or must respond to, and

(B) similar parameters for the president's and provost's offices, and for vice presidential operations such as development, facilities management, human resources, finance and business affairs.

The Escort Service made the list of central pressures as ridership increased from 152,134 in 1990 to 388,375 in 1994—and parking revenues historically used to fund the service were diverted to debt service on new parking facilities. This year it is funded jointly by the allocated costs sector of the budget and the General Fee.

(Highlights continue next page)

(A) Academic Initiatives and Issues in Schools

- Additional Faculty
- Increasingly Competitive Faculty Salaries
- Investment in Research
- Investment in Computing Equipment and Technology
- Curriculum Changes
- Expansion in School of Nursing Clinical Practices
- Indirect Cost Recovery (Impact of Pause)
- Facilities
 - Bio-Medical Research Building
 - Jaffe Building
 - Law Library
- Covering Increased Cost of Financial Aid

(B) Initiatives at the Center

- Undergraduate Financial Aid
- Funding the Total Cost of Escort Service
- ResNet (Phases 1 and 2)
- Campaign for Penn
- Physical Plant and Infrastructure
 - Chiller
 - Deferred Maintenance
- Library Access 2000

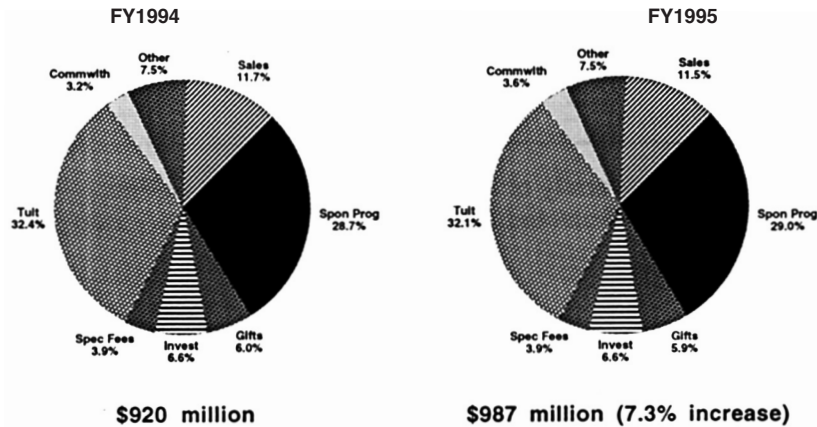
University of Pennsylvania Operating Budget FY 1994 Projected Actual & FY 1995 Preliminary Budget (in thousands of dollars)

	FY 1994 Projected Actual	FY 1995 Preliminary Budget	%Change
Unrestricted			
Revenues			
Tuition and Fees	333,212	354,729	6.46%
Commonwealth Appropriation	29,404	35,750	21.58%
Investment Income	11,247	12,660	12.56%
Gifts	14,109	14,397	2.04%
Indirect Cost Recoveries	76,413	82,604	8.10%
Sales and Services	107,587	113,735	5.71%
Other Sources	22,468	25,046	11.47%
Total Revenues	594,440	638,921	7.48%
Expenditures			
Salaries and Wages	248,927	272,709	9.55%
Employee Benefits	73,449	82,634	12.51%
Total Compensation	322,376	355,343	10.23%
Current Expense			
Energy	31,184	33,615	7.80%
Debt Service	20,200	21,758	7.71%
Deferred Maintenance	5,372	5,912	10.05%
Current Expense & Equipment	148,205	153,430	3.53%
Total Current Expense	204,961	214,715	4.76%
Student Aid			
Undergraduate	37,837	41,685	10.17%
Graduate and Professional	29,266	30,778	5.17%
Total Student Aid	67,103	72,463	7.99%
Total Expenditures	594,440	642,521	8.09%
Excess Revenues (Expenditures)	0	(3,600)	
Restricted			
Revenues & Expenditures			
Grants and Contracts	202,334	218,705	8.09%
Endowments	39,199	41,714	6.42%
Gifts	37,069	39,391	6.26%
Other Restricted	46,622	48,744	4.55%
Total Revenues & Expenditures	325,224	348,554	7.17%
Total University (Excluding Health Services)			
Revenues	919,664	987,475	7.37%
Expenditures	919,664	991,075	7.76%
Excess Revenues (Expenditures)	0	(3,600)	

University of Pennsylvania FY 1993 to FY 1995 (Projected) Commonwealth Appropriation

Line Item	FY 1993	FY 1994	FY 1995	Change
Actual	Actual	Projected	FY 1994 to	
Appropriation	Appropriation	Appropriation	FY 1995	
Instruction	8,026,000	11,838,000	15,489,000	3,651,000
Medical Instruction	2,218,000	3,326,000	4,280,000	954,000
Dental Clinics	515,000	773,000	994,000	221,000
* Veterinary Instruction	7,456,000	7,456,000	7,456,000	0
* New Bolton Center	1,894,000	2,840,000	3,654,000	814,000
* Food & Animal Clinics	1,020,000	1,529,000	1,968,000	439,000
* Center for Animal Health	623,000	934,000	1,201,000	267,000
Total	\$21,752,000	\$28,696,000	\$35,042,000	\$6,346,000
* Total Veterinary	\$10,993,000	\$12,759,000	\$14,279,000	\$1,520,000

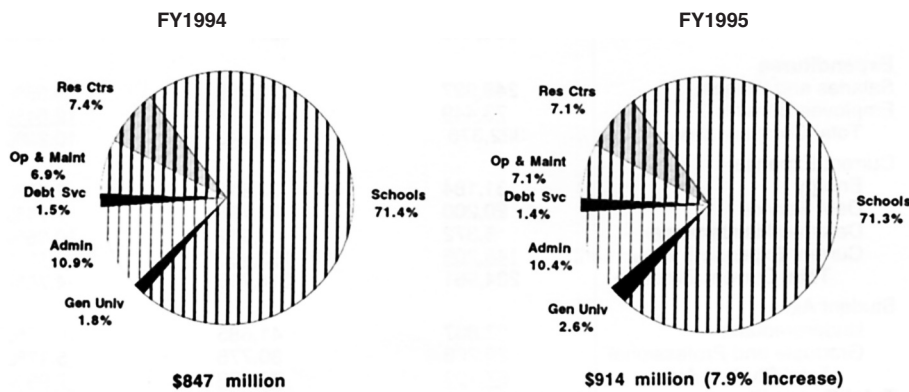
Revenue Budget (Excluding Health Services)



\$920 million

\$987 million (7.3% increase)

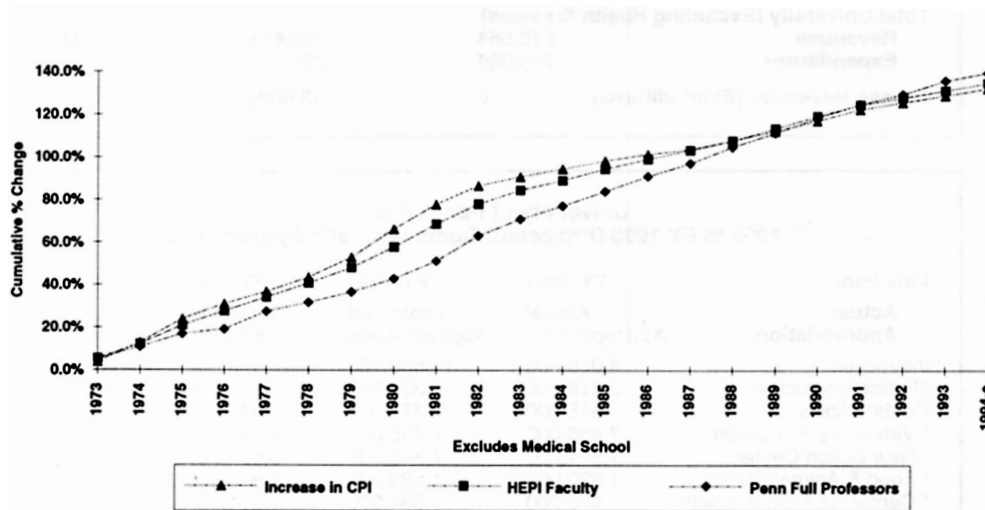
Expenditure Budget (Education and General)



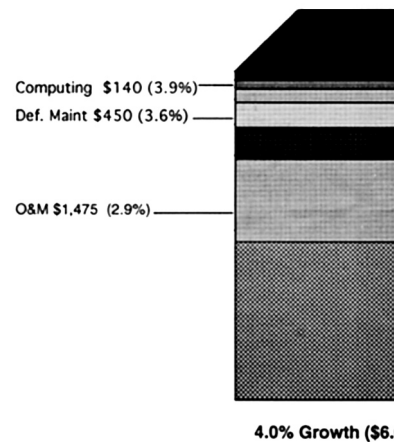
\$847 million

\$914 million (7.9% Increase)

Change in Faculty Salaries Full Professors vs. CPI & HEPI



FY 1995 Allocated Projected Programmatic A (in thousand



4.0% Growth (\$6,400,000)

Budget Highlights (continued)

In the pie charts (left) on distribution of expense, the actual distribution is 10.4% versus the earlier 10.9%. In the budget (central expenses distributed to the schools) to a 4% budget is 7.37%. As allocated cost funds are distributed to development, libraries and computing, the actual base

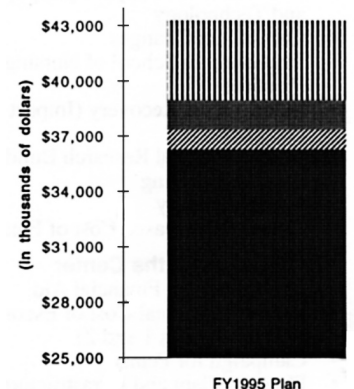
In the four undergraduate schools, Mr. Hoyle said they have few other sources of unrestricted funding, and they face research—"the pause." The four schools' revenue, it, the "gap" is not a deficit, Mr. Hoyle noted, but a gap of growth that the schools may have.

Meanwhile, in the bar chart below, center: as the gap has not emerged at the rate envisioned in the bar chart, the center (diagonal shading).

As for tuition and fees, Mr. Hoyle said the increase in Penn's standing vis-a-vis peers in the table at bottom down increases."

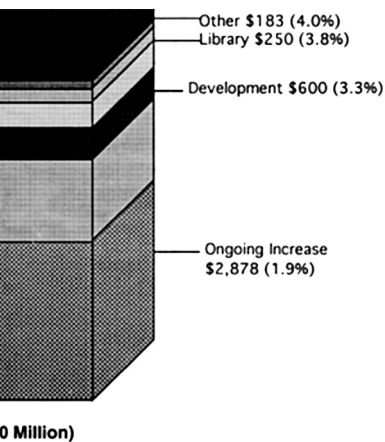
Projecting salary increases in the 2% to 5% range is heavily in correcting junior salaries in recent years. The graph at lower left tracks Penn's full-professor salaries against the Higher Education Price Index.

Undergraduate



FY1995 Plan

ed Cost Increase Additions and Growth Rates (in thousands of dollars)



the administrative centers take a smaller slice this year. In the chart above, the new budget keeps allocated costs flat while the overall growth is of the operating budget. The increase is of the operating budget allocated to their purposes, such as deferred maintenance, a baseline increase for ongoing operations is 1.9%.

Mr. Hoyle said, dependence on tuition and fees is rising. They are their chief source of restricted funds—sponsored programs and revenues are shown at top right. In the graph just below, the disparity between highest and lowest expectations

endowment for school-level funding of financial aid. On the left, more subvention has to be provided by

increase of 5.7% is not expected to change significantly. From right: "Most if not all are under pressure to hold

age, Mr. Hoyle said the University has invested more in research, but views full professors' as in a precarious position. Professor salaries against the Consumer Price Index and

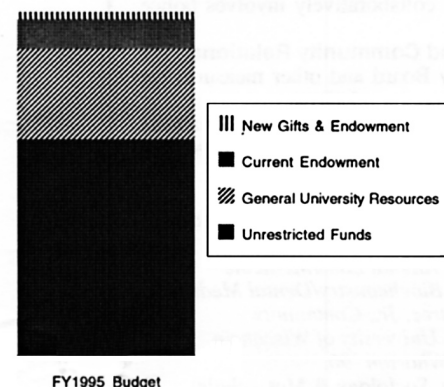
Ed. Note: Related items in this issue:

Benchmarks (back page);

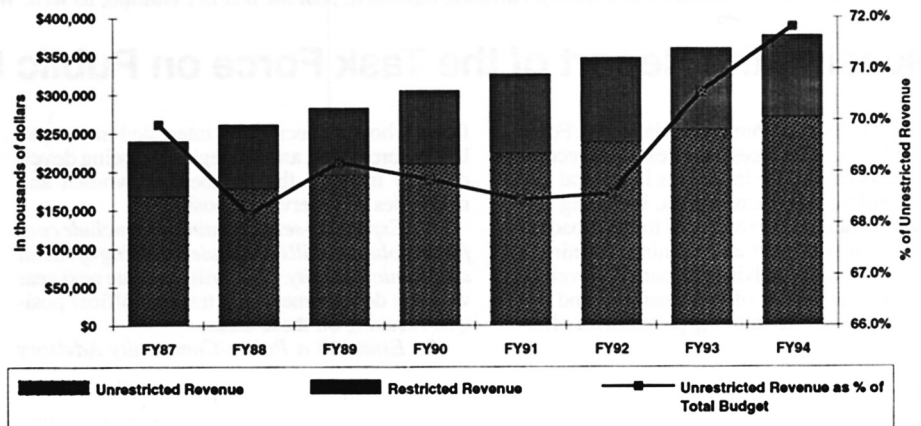
Research Policy ("the pause"), pages 3-4;

Twenty-year graph on tuition and fees, page 1.

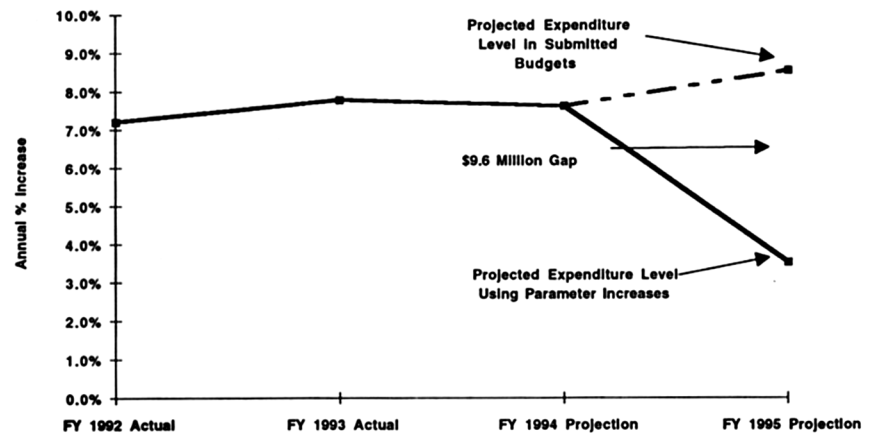
Financial Aid



Unrestricted Revenue Growth for SAS, WHarton, SEAS, Nursing



Unrestricted Total Direct Expenditures for SAS, Wharton, SEAS, Nursing



Peer Institutions Tuition and Mandatory Fees

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Brown	12,032	12,876	13,754	14,790	15,740	16,727	17,865	19,006
Columbia	11,324	12,052	12,878	13,961	14,793	15,858	16,918	17,848
Cornell (Endowed)	11,500	12,300	13,140	14,040	15,164	16,214	17,276	18,226
Dartmouth	11,679	12,474	13,380	14,465	15,372	16,335	17,334	18,375
Harvard	12,225	12,890	13,665	14,560	15,530	16,560	17,674	18,745
Johns Hopkins	10,500	11,320	12,340	14,360	15,000	16,000	17,000	17,800
MIT	11,800	12,500	13,400	14,500	15,600	16,900	18,000	19,000
Penn	11,200	11,976	13,000	13,950	14,890	15,894	16,838	17,838
Princeton	11,780	12,550	13,380	14,390	15,440	16,570	17,750	18,940
Stanford	11,208	11,880	12,564	13,569	14,280	15,102	16,536	17,775
U. Chicago	11,521	12,300	13,125	14,025	15,135	16,212	17,346	18,207
U. Rochester	10,559	11,446	12,305	13,425	14,555	15,513	16,454	17,355
Yale	11,340	12,120	12,960	14,000	15,180	16,300	17,500	18,630
Mean	11,436	12,206	13,069	14,157	15,129	16,168	17,269	18,288
Median	11,500	12,300	13,125	14,040	15,164	16,214	17,334	18,226
Percentage Increase								
Penn		6.9%	8.6%	7.3%	6.7%	6.7%	5.9%	5.9%
Mean		6.8%	7.1%	8.4%	6.9%	6.9%	6.8%	5.9%
Median		6.8%	6.9%	8.0%	6.7%	6.7%	8.7%	5.9%

Releasing the Report of the Task Force on Public Safety Practices

The University of Pennsylvania's Task Force on Public Safety Practices has released its recommendations calling for initiatives in several key areas of public safety operations, including setting new guidelines for the use of force, broadening officer recruitment and training, forming a Police-Community Advisory Council, developing an internal affairs officer position, and expanding the in-service training program for officers.

The University has accepted in principle all of the recommendations and plans are either already in place or are being developed to implement them.

"Urban campus police forces across the nation are increasingly faced with the challenge of serving the safety needs of both the campus community and the neighborhoods adjoining it," said Janet Hale, Penn's Executive Vice President. "We feel the recommendations by the Task Force will help us work better as a community, as we move forward with our goal of providing the safest environment possible for our students, faculty and staff."

The 18-member Task Force was formed by the provost and the executive vice president in May 1993 in response to events last spring that included the confiscation of *The Daily Pennsylvanian*. The Task Force's purpose was to review public safety practices and make recommendations that would improve practices in a manner consistent with Penn's commitment to community policing.

"Penn's commitment to community policing — which stresses cooperative relations between police and community members — is commendable," said Dr. Michael Useem, professor of sociology and chair of the Task Force. "We feel our recommendations will enhance its operations, and provide everyone with the kind of information needed so that we can all work together to ensure a safer environment."

The recommendations are the result of Task Force members interviewing members of the University community, officers and officials of the Division of Public Safety, and area residents. In addition, members met with numerous campus and off-campus organizations and associations concerned with public safety, and conducted focus groups, observed officers on patrol, invited community comment, and reviewed public safety practices at other universities and municipalities.

"The Task Force was a mechanism for taking the events of last spring and turning them into a positive force for enhancing our safety operations," said Dr. Marvin Lazerson, Penn's interim provost.

The following are specific recommendations and implementation plans:

- *Develop new standards for use of force, interrogation practices, and handling civilian complaints.* New standards have been adopted and are being distributed to all members of the campus police force.

- *Develop Internal Affairs Officer position.* The position will be completed before the fall semester begins. The Internal Affairs Officer would investigate citizen complaints against the police.

- *Recruitment and retention of officers.* Current recruitment efforts emphasize recruiting from the local community, identifying and

hiring officers who are specifically interested in campus law enforcement, and strategies are being developed to increase the numbers of women and minorities in supervisory positions.

- *Expand in-service training to include conflict resolution skills and understanding of racial and ethnic diversity.* This will continue next year with the development of a training officer position focusing on these areas.

- *Establish a Police-Community Advisory Council.* The Council will be in place by July 1, comprised of members of the campus police department, faculty, staff, and students, and

neighboring community.

- *Bring all campus security services under the Division of Public Safety.* A special task force is already studying this issue.

- *Continue to enhance relationship with the Philadelphia Police Department.* Work is underway to clarify jurisdiction for the campus police; currently, campus police patrol as far west as 43rd Street.

- *Develop a comprehensive plan for implementing community policing mission.* This is currently under review.

— Office of News & Public Affairs

Executive Summary

Report of the Task Force on Public Safety Practices

The University created the Task Force on Public Safety Practices in May, 1993, charging it with three main tasks: (1) review the current procedures of Division of Public Safety; (2) assess the practices from the standpoint of the rights and safety of the University community (including police officers), equality in the application of the practices, and consistency with the mission of the University and Division of Public Safety; and (3) make recommendations for improving public safety practices in light of the University's commitment to community policing.

In its preparation of the report, the Task Force has drawn on extensive interviews with members of the University community, officers and officials of the Division of Public Safety, and residents of the area. Task Force members have met with numerous campus and off-campus organizations and associations concerned with public safety. We have conducted focus group discussions of the issues, observed police officers on patrol, invited community comment, compiled data from a survey, and reviewed public safety practices at other universities and municipalities.

The University of Pennsylvania has long been committed to principles of community policing, which stress both strong campus security and cooperative relations between the police and members of the University community. Incidents from time to time have strained these relations, particularly incidents involving minority group members. Policing at the University nonetheless enjoys a reservoir of community support that should facilitate the task of improving community relations and implementing our recommendations.

The Task Force reaffirms the importance of Penn's commitment to community policing and finds that the police are already implementing many aspects of this concept. Our police force is performing well under challenging circumstances, it is viewed as a vital asset to the community, and our recommendations are intended to enhance its operations. To improve further the quality of community policing at the University, we propose initiatives in four areas:

- 1. Police Procedures and Policies at the University.** We recommend that the Police Department adopt a new set of guidelines for the use of force, interrogation practices, and civilian complaints.

- 2. Organization and Management of Public Safety at the University.** We recommend that the Police Department broaden its officer recruitment, intensify officer training, and clarify its relationship with security personnel on campus and the Philadelphia Police Department.

- 3. Police Relations with the University and Philadelphia Communities.** We recommend that the university improve relations between the Police Department and other university communities through a development process that collaboratively involves police officers and community members.

- 4. Continuous Improvement of Campus Security and Community Relations.** We recommend the formation of a Police-Community Advisory Board and other measures for ensuring on-going improvement of campus security and community relations.

— Task Force on Public Safety Practices
University of Pennsylvania

Members of the Task Force:

Howard Arnold, Social Work

George Clisby, Public Safety

Lynne Edwards, GAS

Robert Gorman, Law

Harold James, Annenberg

James Miller, Fire & Occupational Safety

Allen Orsi, Nursing Graduate Student

David Rudovsky, Community

Richard Shell, Legal Studies

Barbara Cassel, VPUL Office

Peter Dodson, Anatomy/Veterinary Medicine

Raj George, College '95

Thomas Henry, Animal Labs/Medicine

Phoebe Leboy, Biochemistry/Dental Medicine

Calvin C. Ogletree, Jr., Community

Susan Riseling, University of Wisconsin

Jamal Powell, Wharton '96

Michael Useem, Sociology & Mgt. (chair)

Copies of the full report may be obtained from the Office of the Executive Vice President

Speaking Out

Panel on Religious Studies?

When I was an undergraduate at Penn in 1949, the new Religious Thought department was introduced under the leadership of Dr. Edwin Aubrey. I was a History major (and won the Tew Prize in 1951) but I took courses in the new department and was so impressed I later did graduate work in the field, received my Ph.D. from Harvard and have been teaching here for nearly 30 years.

You can imagine how devastated I was to learn of the possible dismantling of this department, which continues to enjoy a fine reputation in the field. At a minimum surely Penn needs to utilize the services of a panel of outside scholars to consult on this matter before making such a drastic move. Religion departments, here, at Penn, and elsewhere, have frequently provided one of the few centers in which integrative thinking, as opposed to the increasing fragmentation of intellectual life, can go on. They also help give students a place to raise questions of meaning and value.

Several years ago I served with pleasure on the Visiting Committee for the College. I still have a deep interest in maintaining the high quality education I received at Penn. I do hope to hear from you at your convenience about this matter.

—Harvey Cox (C'51), Thomas Professor of Divinity, Harvard University

Ed. Note: The SAS Dean's Office advises that a response was sent directly to Dr. Cox.

On SCUE and Biology 6

We would like to comment on certain aspects of the SCUE White Paper on the College of Arts and Sciences General Requirement (*Almanac* February 22). In their section on Science and Mathematics Courses, SCUE "recommends the revampment or removal (from the General Requirement) of modified science and mathematics courses."

This conclusion was based in part on a comparison of two Biology courses, Biology 6 and 101, with Biology 6 providing an example of the "modified" course that should not be included in the General Requirement. As the originator and instructor-in-charge for Biology 6 (LP) and Undergraduate Chairperson in Biology (IW), we would like to offer some insight into the background and philosophy behind Biology 6 and to disagree with SCUE's apparent conclusion that all courses included in the General Requirement should also be part of a major track. Our concern goes beyond the criticism of Biology 6 per se as a suitable course for the General Requirement, but we will base our arguments on Biology 6 for obvious reasons.

In brief, we conclude that some courses can be designed to serve only the major, or only the General Requirement, and be unsuitable for the other purpose—and that Biology 6 is one such course.

Biology 6 was started in the early 1970s, specifically to contribute to the general education of non-majors. The goal of Biology 6 always has been to present essential biological information on topics specifically relevant to human existence, without the usual obli-

tory coverage of the full range of biology which is necessary in courses in the biology major or in courses used as preparation for medical school. Each year in the introductory lecture to Biology 6, the instructor stresses the point that many important decisions we make in life, as individuals, as family members, and as participating citizens and society members, should be based not only on valid knowledge of history, law, ethics, economics, and other fields, but also on sound biological information. Obvious examples include knowledge of human development in discussions (or decision-making) on abortion or birth control and knowledge of basic cell and molecular biology for the understanding of organ transplantation, human disease, and human genetic engineering.

Thus it has been the goal of Biology 6 to provide sound, biological information in a carefully selected set of areas, including cell and molecular biology, human genetics, human reproduction and development, and human disease and aging. The selection of topics in Biology 6 has not been influenced by a need to provide specific groundwork for more advanced courses, as must be the case with Biology 101, but has been based on careful consideration of the biology required when one is faced with important life decisions in a broader context. To us, this should be an essential consideration for any course that truly fits the needs of the general part of a complete education, as opposed to professional preparation for a career in a specific field. Because we see the goals of general education courses as significantly different from the goals of pre-professional and major courses, Biology 6 has not been designed as a prerequisite for more advanced courses.

Rather, Biology 6 has been designed in accordance with the stated goals of the Living World General Requirement.

The primary goal is that "students learn the methods used by the natural sciences, including the ways in which hypotheses are developed, tested, and reformulated to take account of new findings." This goal is met, for example, by essay assignments that require students to interpret data and develop hypotheses based on these data.

A second goal is that "students learn the variety of approaches that are useful in understanding living organisms." This goal is met by covering each topic with approaches that range from molecular biology to integrative physiology. Finally, we note that the goals for this sector state that "Some Living World courses provide an overview or survey of a broad topic, while others exemplify the basic principles with more focused coverage of a specific topic." Biology 6, with its focus on the human body, exemplifies the latter approach.

In conclusion, we endorse the current goals of the Living World sector, and we argue that Biology 6 meets these goals. We strongly disagree with the implied proposal that any course that fills the Living World requirement should also serve as an introduction to the major, since we feel that the needs of some

non-majors are very different from the needs of majors and pre-professional students.

— Lee D. Peachey and Ingrid L. Waldron, Professors of Biology

The following was sent to the Dean of the School of Arts and Sciences and to the Asian American Studies Faculty Search Committee as well as to Almanac for publication. The Dean's response appears at the end of the letter.

Asian American Studies Search

As members of the Penn community who have worked collectively over many years to establish an Asian American Studies program at the University, we are deeply concerned about the direction of the current search. While we celebrate the impending arrival of Asian American Studies at Penn, it is precisely the potential of the moment which demands specific commitment to the proper fulfillment of that potential.

To this effect, we want to review the origins, intentions, and development of Asian American Studies, and to present our major concerns:

1) Asian American Studies has always been an act of collective community empowerment. In opposition to the teachings of mainstream educational institutions, Asian American students and community leaders sought to learn and teach themselves about a history, literature, and culture of their own experiences which they had previously been and in many ways continue to be denied.

2) Asian American Studies has grown tremendously in perspective, scope, and methodology to include many intellectual issues, such as identity formation and its relationship to various Asian American communities. Yet the basic intent remains the asking and answering of intellectual questions in relation and of relevance to these communities.

3) Asian American Studies has never been and must never be a part of Asian or Oriental Studies. Though Asian American Studies must include considerations of the Asian contexts and roots of Asian Americans, that superficial intellectual connection to Asian Studies does not and should not lead to an institutionalized connection between the two. Nor should it lead to a confusion between the two.

After working for years to convince Penn to establish Asian American Studies as a permanent part of its curriculum, we believe that we have a right to expect Penn, in its conduct of this search, to uphold the intentions of Asian American Studies and to evaluate candidates based on the internal criteria of Asian American Studies. In order to do this, the search process must include the judgments and opinions of scholars within the field. These views should not be marginal, but central to the actual decision. As Asian American Studies is firmly established today intellectually and institutionally, evaluation by other means is deeply disrespectful of the field and the people who work within it.

We are therefore asking the Dean of the School of Arts and Sciences and the Asian

American Faculty Search Committee to take the following steps:

- 1) Stop the current search process.
- 2) Reconstitute the search committee to include meaningful participation by Asian American Studies scholars and by people who are capable of assessing candidates' knowledge of Asian American community issues. Specifically, the search committee should include members of the external review committee (Peter Kiang, Sucheta Mazumdar, Gary Okihiro, Jean Wu) and other members of the Asian American community who are knowledgeable about both community issues and the field of Asian American Studies.
- 3) This reconstituted search committee must participate in the process of determining criteria for fulfilling the position.
- 4) Reevaluate all of the applications for the position based on the revised criteria.
- 5) Re-publicize the search and guarantee that the search will remain open until the position is filled.
- 6) Continue to insure that Asian American Studies courses are taught on an adjunct basis.

- Brian Armstrong, Law Student
- Julian Chan, Law Student
- Lena Chen, Med Student
- Hanley Chew, Law Student
- Rod Chin, Law Student
- Julie Chung, Law Student
- Erica Dao, Law Student
- Helen Gym, '90 C
- Quang Ha, Law Student
- Huong Hoang, GSFA (Fels '94)
- Dal-Won Kang, Law Student
- Steve Kim, Law Student
- Gary Kao, M.D., Instructor, Radiation/Oncology
- Helen Koh, Law Student
- Scott Kurashige, '90 C
- Eugene Kwon, Law Student
- Ton Kwon, Law Student
- Tsiwen Law, '84 Law
- James Lee, '92 C
- Lawrence Lee, '90 Wh/SEAS
- Mark Lee, Law Student
- Michelle Lee, Law Student
- Stacey Lee, Ph.D. '91 GSE, Assistant Professor, UW-Madison
- Pei-Chun Loh, Law Student
- René Marquez, '93 M.F.A./Advisor, Wharton Undergrad Division
- Ravi Motwani, Law Student
- Jeanine Ogawa, Law Student
- Rocky Pan, Law Student
- Ed Park, Law Student
- Ellen Somekawa, History Grad
- David Song, Law Student
- Yoshitaka Suyama, Professor of Biology
- Pata Suyemoto, Grad Ed
- Susan Tien, Law Student
- Andrew Toy, '90 C/'91 SPUP

- Hue Tran, '90 College
- Kam Wong, Law Student
- Emeline Yang, Law Student
- Caroline Yap, Law Student
- Herb Yeh, Law Student
- Sandy Yoo, Law Student

SAS Dean's Response

The School of Arts and Sciences is fortunate to have a competent and conscientious committee—composed of both faculty and students—conducting a search for a standing faculty member in the important field of Asian American studies. I have full confidence in that committee, and I look forward to receiving its recommendations.

— Rosemary A. Stevens, Dean

Women on Locust Walk?

As head of the Penn Women's Center Advisory Board, I have read with dismay some characterizations of the Center following the announcement that it will be relocated to a more visible site on Locust Walk. For example, the curious campus news coverage of the March 16 Council meeting labels the speeches in the question period as primarily *against* the Center when they were overwhelmingly *for* it. The *D.P.* report is not borne out by the tape recording of the proceedings, and I hope those seriously interested in the truth will obtain the minutes from the Office of the Secretary and judge for themselves.

Perhaps, as one of the speakers said, it is just this kind of distortion that proves how very much the Center is needed at Penn.

For the record, I have fleshed out my notes and reconstructed my own presentation as follows:

Far from being a creature of the Administration (which is one inaccurate portrayal in the *D.P.* in recent weeks), the Women's Center arose out of community needs. In fact it arose from a four-day sit-in College Hall in April 1973 [where women began by protesting the institution's response to a series of gang rapes, and ended with a safety program for all men and women at Penn.]

A thumbnail job description for what was then called a "coordinator" of the Center, in *Almanac* April 17, 1973, called for "development and implementation of University functions and services (both academic and non-academic) pertaining to women; and the University's programs for medical, psychological and legal support for victims of assault."

Who is the "community" that the Women's Center serves?

By and large, women students, both undergraduate and graduate. But also:

- the staff member who needs advice on a job problem;
- the faculty member who needs help

with a sexual harassment problem or a tenure issue;

— groups of faculty, staff and students who want to come together on issues of joint concern (women's health care, perhaps); women of color and white women; sorority and non-sorority women; citizens and foreign students; straight women and gay women; and finally;

— men: men who need counseling or need help with women's issues.

With its advisory board of more than 30 people, including faculty, students, staff and alumni, the Women's Center is probably one of the most non-exclusive offices on campus. (It is also probably one of the most over-occupied: Since it opened in October 1973 in 110 Logan Hall, it has moved twice but its space has not grown. When a group of people meet at the current Women's Center, most of us have to sit on the floor. So do students or visiting researchers when they come to use its data and information files.)

And what goes on at the Women's Center? It is foremost a place of service, and of working with individuals and groups, or other University offices, to meet needs that Penn people bring to its doors. Some examples:

Counseling and assistance to individuals who request it—primarily to help people over difficult times, and suggest how they might overcome or circumvent problems. Doing this work also gives the Center staff some sense of where the problems are on campus, and what needs should be addressed by new or expanded programs.

Advocacy. Serving on numerous committees and boards, the staff often persuade others to respond to women's concerns. In controversial situations where staff participation would be perceived as inappropriate for administrators, members of the Board may step in and say "We're going to fight this one."

Working with campus groups. Almost a dozen call the Women's Center home.

Running workshops—in dorms, responding to the requests of students and RAs, and in departments and schools that request such programs as sexual harassment workshops.

Providing expertise to other institutions and information to the outside world. Increasingly the Women's Center is called on by other institutions to demonstrate how to provide support for women, and by public agencies and media for data or comment on the changing situation for women in academia.

Following my presentation, Director Ellie Di Lapi gave a more detailed report on the Center's outreach and counseling, and both of us answered questions—including a refutation of the altogether preposterous allegation that the Center would, could or did serve as a punitive arm of the JIO's Office!

— Phoebe S. Leboy,
Professor of Biochemistry/Dent

OSHA-Mandated Training Seminars

The Office of Environmental Health and Safety (OEHS) is mandated by the Occupational Safety and Health Administration (OSHA), to conduct safety training, for all University personnel who work in laboratories. Training for all new and previously untrained laboratory personnel may require attendance at one or both training sessions.

Occupational Exposure to Bloodborne Pathogens, Tuesday, March 29, 2:30–3:30 p.m., Class of 1962, John Morgan Building. This program is for all personnel who handle human blood, blood products, body fluids,

and tissue specimens. Information about free Hepatitis B Vaccination for eligible personnel will also be discussed.

Exposure to Hazardous Substances in the Laboratory, Monday, March 28, 10:30–11:30 a.m., Lecture Hall B, John Morgan Building. This program is for all who handle chemicals. The University's Chemical Hygiene Plan will also be discussed.

Additional programs will be offered on a monthly basis during the Spring. Attendees are requested to bring their Penn ID cards to facilitate course sign in. For more information, contact Barbara Moran at 898-4453.

Prizes and Information at Travel Fair '94: March 30

Penn's Travel Office and Thomas Cook Travel are sponsoring *Travel Fair '94* that will provide business and leisure travel information to the Penn community. The fair will be held March 30 from 11 a.m. to 3 p.m. in Houston Hall's Bodek Lounge. Taking part are USAir, British Airways, Amtrak, Rail Europe, Penn Tower Hotel, The Ritz-Carlton Philadelphia, Four Seasons Hotel, Alamo, Avis, Hertz, National, Royal Caribbean Cruise Line, Apple Vacations, Haddon Tours, Thomas Cook Travel, Thomas Cook Currency Services and the Travel Office.

Information on Penn's corporate discount program, selected vendor discount coupons, vacation brochures, special vacation packages for Penn employees and students, and giveaways will all be available at the fair. Attendees may win such door prizes as two round-trip domestic tickets on USAir; round-trip Northeast corridor tickets on Amtrak; a one-night stay with brunch at the Ritz-Carlton Philadelphia; a one-night weekend stay at the Four Seasons Hotel; dinner for two at the Penn Tower Hotel, gift certificates from Royal Caribbean, two three-day midsize car rentals from Alamo, \$25 gift certificates from Hertz, and more.

Update

MARCH AT PENN

CONFERENCES

23 *The Politics of Culture in the Cold War Era*; Thomas Sugrue, history; Barbara Foley, Rutgers; Alan Wald, University of Michigan; Paul Buhle, Brown; Alan Filreis, English; Howard Fast, author; in conjunction with *Being Read (Exhibit)*; 1-5:30 p.m.; Dietrich Reading Room, Van Pelt Library (English; History; Library).

24 *Meeting the Health Care Needs of Lesbian, Gay and Bisexual People*; Anu Rao, Human Resources, HUP; Marla Gold, MCP; 2-4 p.m.; Surgical Seminar Room, White, HUP (Pastoral Care; Medical Nursing; Social Work; Community Health).

Race, Gender & Free Speech: Censorship, Harassment, Protest; Mari Matsuda, Georgetown; Lani Guinier, Law; Katha Pollitt, *The Nation*; Leola Johnson, University of Minnesota; Howard

Winant, Temple; Phoebe Haddon, Temple; 7-10 p.m.; 110 Annenberg School (Women's Studies; Women's Center). *Continues 9 a.m.-4 p.m., March 25, Temple University.*

EXHIBIT

23 *Being Read: The Career of Howard Fast*; opening reception, 5:30 p.m.; Gates Room; Kamin Art Gallery. *Through Spring 1994.*

SPECIAL EVENT

29 *Tyranny of the Majority*; Lani Guinier, Law, signs copies of her new book; 2 p.m.; Bookstore.

TALKS

22 *The Immediate Early Gene: A Biological Seismograph*; Jeff Milbrandt, Washington University; noon; CRB Aud. (Biochemistry & Biophysics).

24 *Observations on the Active Intellect*; Herbert Davidson, UCLA; 1 p.m.; Gates Room, Van Pelt Library (Middle East Center).

Towards The Identification of a Neuroblastoma Susceptibility Gene; Andreas Weith, Institute of Molecular Pathology, Vienna; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

Different Faces of the Arabic Philosopher Averroes; Herbert Davidson, UCLA; 5 p.m.; Rosenwald Gallery, Van Pelt Library (Middle East Center).

Design and Construction of Polymeric Materials with Very Large Optical Nonlinearities; Tobin Marks, Northwestern; 8 p.m.; Room 102, Chemistry Building (Chemistry).

25 *Carbon Monoxide Poisoning*; Gregory Diette, emergency medicine; noon; Agnew-Grice Auditorium, Dulles HUP (Medicine).

Eastside Story Revisited; Rosa Linda Fregoso, UC-San Diego; includes screening of *An American Me*; 4 p.m.; International House (Center of the Study of Black Literature and Culture).

28 *Dr. Fred Karush and his Contributions to Science and their Philosophical Implications*; with several distinguished speakers; 3-5pm; Lecture Room B, John Morgan Bldg. (Microbiology/Med).

The Determination of Skeletal Muscle During Embryonic Development; Michael Rudnicki, McMaster University; 4 p.m.; Physiology Library, Richards Building (Muscle Institute).

Tombs and Mosques: Vision, Gardens, and the Question of Paradise; D. Fairchild Ruggles, Ithaca College; Room 421 Williams Hall (Middle East Center).

29 *Gallus or Phallus: A Psychanalytic Consideration of the Cockfight as Fowlplay*; Alan Dundes, University of California at Berkeley; 3 p.m.; Seminar Room, Suite 370, 3440 Market (Folklore).

30 *Samuel Huntington's 'Islamic Civilization'*; Ann Mayer, Wharton and Law; Sami Ofeish, Drexel; PARSS Seminar; Registration: 898-6335 (Middle East Center).

Co-evolution of Ligand Receptor Pairs: The Gonadotropin Example; William Moyle, Robert Wood Johnson School of Medicine; noon; Hirst Auditorium, Dulles HUP (Reproductive Biology).

The Transvestite Gracioso: A Subversion of Identity in Sor Juana's 'Los Empeños de Una Casa'; Sidney Donnell, romance languages; noon; 421 Williams Hall (Latin American Cultures Program).

A Perspective on Empirical Challenges to the Rationality Assumption; Dan Kahneman, Princeton; 4:30-6 p.m.; Room 1206 Steinberg Hall-Dietrich Hall (SEI Center).

31 *Mandate Period in Palestine*; Tracey Storey, political science; Graduate Research Seminar; 5 p.m.; Rm. 421 Williams Hall (Middle East Center).

Deadlines: For May at Penn: *April 12*. For the weekly update: every Monday, one week prior to the week of publication. Information can be sent via e-mail, campus mail, via fax or hand carried.



Almanac

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About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society listed in the campus report for the period March 14-20, 1994. Also reported for this period were Crimes Against Property including 38 thefts (including 2 burglaries, 2 of auto, 7 from auto, 6 of bicycles); 12 incidents of criminal mischief and vandalism; 1 of trespass and loitering. The full reports are in *Almanac* on PennInfo. — Ed.

The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of March 14, 1994 and March 20, 1994. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at Ext. 8-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Threats & harassment—2

03/14/94	3:29 PM	Nichols House	Unwanted phone calls received
03/18/94	11:37 PM	3409 Walnut St.	Unknown male loitering

38th to 41st/Market to Baltimore: Robberies (& attempts)—6, Simple assaults—1, Threats & harassment—2

03/14/94	3:05 PM	Alpha Phi	Unwanted phone calls received
03/14/94	9:32 PM	3900 Block Ludlow	Male attempted robbery/fled
03/16/94	3:12 PM	Wayne Hall	Employee received sexual calls on phone
03/17/94	12:31 AM	300 Block 40th	Robbery at gunpoint/no injuries
03/17/94	1:44 AM	4000 Block Walnut	Robbery by unknown/cash taken
03/17/94	3:50 PM	228 S. 40th St.	Unknown kicked complainant in shin/fled
03/18/94	12:13 AM	VHUP	Robbery at gunpoint/no injuries
03/19/94	1:43 AM	Lot # 42	5 complainants robbed/3 arrests by PPD
03/20/94	3:23 AM	4000 Block Spruce	3 complainants robbed/no injuries

Outside 30th to 43rd/Market to Baltimore: Robberies (& attempts)—1

03/14/94	10:31 PM	17th & Sansom	Robbery of knapsack/contents
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Crime Against Society

38th to 41st/Market to Baltimore: Disorderly conduct—1

03/18/94	11:31 PM	4000 Block Baltimore	Male with weapon/issued citation
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18th District Crimes Against Persons

February 28 to March 13, 1994

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

Totals: 19 Incidents, 6 Arrests,

including 16 Robberies (4 arrests) and 3 Aggravated Assaults (2 arrests)

In the Spring of '94, the Climate for Budgeting

Higher education's harbinger of spring is the budget for the coming year. As Penn faculty and students returned from Spring Break last week, the University's preliminary budget for FY1995 was presented at an open meeting where Acting Director of the Office of Budget and Resource Planning Benjamin Hoyle gave the figures (pp. 5-7). But first, Dr. Fagin and Dr. Lazerson summed up the climate for budgeting this year, and the priorities to be followed as final fiscal decisions will be made.

From the President: An Overview

I. The Fiscal Environment: Although recent economic forecasts suggest that the economy is steadily improving, the '90s are not the '80s, and these are still very tight financial times for Penn. Several factors contribute to a conservative fiscal environment:

- First, we are especially mindful of the burden that ever-growing tuition and fees place on the families of our students. That's why we remain committed to Penn's policy of reducing the rate of increase in tuition and fees.
- Second, holding down tuition and maintaining need-blind admissions means that funding financial aid is becoming an ever more urgent priority.
- Third, although the current Campaign has been enormously successful meeting its overall goals, the fact remains that for an institution of Penn's size, we are still under-endowed.
- Fourth, record low interest rates produce less revenue from Penn's endowment.
- Finally, other sources of revenue besides tuition are getting tighter. For example, as the federal government wrestles with its own budget woes, we will feel the impact. Recent proposals could mean that Penn would receive no more dollars for the indirect costs of federally funded research in FY95 than we received in FY94—regardless of how much more federally funded research we do. [See pages 3-4 for a protest letter on what the federal Administration describes as a "pause" in indirect cost recovery.—Ed.] In addition, federal agencies have begun to disallow some direct charges to grants that used to be allowed, including salary support. Taken together, these changes mean that other unrestricted sources must be found to support more of the research infrastructure—which we must maintain to attract the very best faculty.

So times are still tough, and likely to remain so.

II. The Need to Make Strategic Investments: Despite this environment, Penn must move forward if it is to remain one of the world's premier research and teaching universities. "Moving forward" means making strategic investments that will have a significant impact on Penn's future: Investments in the research infrastructure, in more cost-effective administrative systems, and in strengthening our University community. For example:

- Under Project Cornerstone, we are investing in new administrative technologies which will reduce costs and improve student and faculty services and provide better and cheaper management information. We plan to implement new Purchasing, Payment and Financial systems over the next several years as part of this effort.
- Facilities are another strategic resource that we must invest in. We plan to speed-up increases in the University's funding for deferred maintenance. We've learned the hard way that deferred maintenance is no maintenance and more expensive the longer it is deferred. Renovations to College Hall, Logan Hall and Franklin Field will continue. We are also moving forward aggressively with planning for the Revlon Center and for the conversions of the former Theta Xi house and 3609-11 Locust Walk.
- Finally, the Campaign for Penn is helping us to make critical investments in endowed chairs to attract and keep outstanding faculty, in financial aid to attract and keep outstanding students, and in minority permanence to attract and keep a truly diverse student body and faculty.

III. The Outlook: The constrained fiscal environment of the 90s and the need to make critical investments in Penn's future combine to force some hard choices upon us. That is nothing new for Penn, and it is unlikely to change in the years ahead. However, I believe that—even in this "interim year"—we have a responsibility to see that money is spent where it furthers Penn's central mission of education. That means we must continue to reduce the real dollars spent on administrative services that don't directly educate students, perform research, or fulfill other parts of Penn's academic mission. We must provide better services at lower costs. So, for next year, we have targeted \$4 million as our goal for such savings—what we've come to call "cost-containment." That's \$4 million we won't have to raise and waste on things other than education. That's what I mean when I say we are putting education back at the center of everything we do here at Penn.

— Claire M. Fagin, Interim President



From the Provost: Priorities for FY95

I have three comments on the budget and the academic mission:

- 1) We have a number of schools struggling to balance their budgets, and requiring substantial subvention. The issue for us is how much and in what ways can we distribute funds to protect the academic integrity of the schools.
- 2) We have a number of schools that are in good financial shape: the big question is to decide how to convert their current fiscal success into long-term academic success.
- 3) We need to figure out how to make sure that our intellectual and academic infrastructure continues to develop. By that I mean we have to invest appropriately in our libraries, laboratories and classrooms so that our students can learn and faculty can teach and both can engage in the scholarly enterprise.

That is, I think a major thrust of the budget needs to be investment in academic priorities.

— Marvin Lazerson, Interim Provost