

# Almanac

Tuesday, May 10, 1994

Published by the University of Pennsylvania

Volume 40 Number 33

## INSIDE

- Wistar's 100th Anniversary, p. 2
- Minority Permanence at Penn: A Progress Report and Next Steps, pp. 3-6
- Sing-in at Commencement, p. 7
- Penn VIPS: For Babies/Toddlers, p. 7
- CrimeStats, Update, p. 7
- Benchmarks: 1994 Commencement and School Celebrations, p. 8

**Pullout: Minority Permanence at the University of Pennsylvania: A Retrospective Review**

University Museum Photo



Dr. Jeremy Sabloff: Home to Penn

## Museum Director: Dr. Jeremy Sabloff, C '64

Dr. Jeremy Sabloff, an internationally known field archaeologist and scholar of the Maya civilization who is now professor of anthropology at the University of Pittsburgh, has been chosen to succeed Dr. Robert H. Dyson as the Charles K. Williams II Director of the University of Pennsylvania Museum of Archaeology and Anthropology.

"He is one of the world's most distinguished scholars, and is an accomplished administrator," said Interim Provost Marvin Lazerson. "It is a pleasure to welcome him back to his alma mater."

Jeremy Sabloff took his B.A. at Penn in 1964 *magna cum laude* with Honors in Anthropology, studying under Dr. Bernard Wailes and Dr. Anthony F.C. Wallace, among others. After fieldwork at Penn's Cornwall dig he went to Harvard for the Ph.D., awarded in 1969.

Dr. Sabloff remained at Harvard as an assistant professor of anthropology, 1969-74, and later as associate professor, 1974-76, holding a series of curatorial posts at the Peabody Museum during that time. The following year he was curator of the Utah Museum of Natural History

and associate professor of anthropology at the University of Utah.

In 1978, he became professor of anthropology at the University of New Mexico, where he remained until 1986, when he joined Pittsburgh to teach history and philosophy of science as well as anthropology. In 1987 he became also a research associate at the Carnegie Museum of Natural History and a fellow at Pitt's Center for the Philosophy of Science, and he chaired the anthropology department from 1989-92.

A member of the National Academy of Sciences, he received the 1992 Presidential Recognition Award of the Society for American Archaeology, and last year was given the Chancellor's Distinguished Research Award at Pitt.

Dr. Sabloff has been a visiting fellow at St. John's College and at the department of archaeology at Cambridge University. Among his field expeditions have been the Sayil (Mexico) Archaeological Project, organized by the University of New Mexico and the University of Pittsburgh, and the Cozumel (Mexico) Archaeological Project, organized by the Peabody Museum and the University of Arizona.

Dr. Sabloff has written and edited numerous books and monographs on archaeology, including *A History of American Archaeology* (with Gordon R. Willey), now in its third edition, which has become a standard text in its field, and *The New Archaeology and the Ancient Maya*, a *Scientific American* Library book. He is a former editor of *American Antiquity*; past president of the Society of American Archaeology; and chair of Section H (Anthropology) of the American Association for the Advancement of Science.

## New Leaders for the Lauder Institute

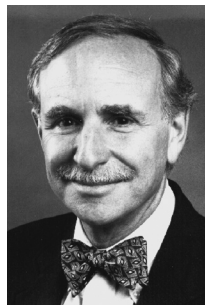
Dr. Stephen J. Kobrin of the Wharton School has been named director and Dr. G. John Ikenberry of SAS named co-director of the jointly sponsored Joseph H. Lauder Institute, established almost ten years ago to offer a dual-degree program including an M.B.A. from Wharton and an M.A. in international studies from SAS.

"Professors Kobrin and Ikenberry represent the next generations of leaders for the Lauder Institute," said Interim Provost Marvin Lazerson in announcing the appointments. "They will continue the Institute's extraordinary achievements."

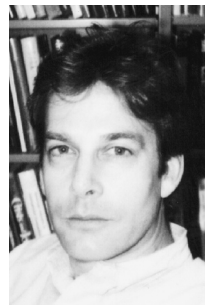
Dr. Kobrin, the William H. Wurster Professor of Multinational Management and former chair of the management department at Wharton, is an internationally recognized expert on global business issues and international political risk assessment. The author of numerous publications and member of the editorial board of many journals on international business, he is also noted for Congressional testimony on issues of international economic policy and trade.

Dr. Ikenberry, associate professor of political science at SAS, specializes in international relations, international political economy, American foreign policy and relations among advanced industrial societies. A former member of the planning staff of the U.S. State Department and former senior associate at the Carnegie Endowment for International Peace, he is the author of several books and numerous journal articles including a forthcoming study of the rebuilding of political order following major wars.

Starting July 1, Drs. Kobrin and Ikenberry



Dr. Kobrin



Dr. Ikenberry

will succeed Dr. John U. Farley, Wharton's Ira A. Lipman Professor and professor of marketing, and Dr. Herbert S. Levine, professor of economics in SAS.

The Lauder Institute was established in 1983 by two brothers, Leonard A. Lauder (W '54) and Ronald S. Lauder (W '65) in response to the need for internationalized management education that also reflected social sciences and humanities coursework focused on cultural understanding, with advanced language training both on campus and abroad. The mission is "to provide future business leaders with a superior international management education and prepare them to operate effectively and comfortably in the global economy through their skills in foreign languages and their knowledge of diverse cultural environments," Dr. Lazerson's announcement said.

Over 450 graduates are now working in 29 countries throughout the world.

Ivy Day  
The Class of 1994 Ivy Stone, designed by Fernando Fen, GSFA '95, is narrower than most. Saturday's dedication at Weightman Hall follows an address in Irvine at 4 p.m.



*Architects' rendering of the original Wistar Institute building at 36th and Spruce Streets and what was then Woodland Avenue. The building opened on May 21, 1894, and looks much the same today.*



G. W. and W. D. Hewitt, 1894.

## Cell-A-brating the First 100 Years at Wistar

This month The Wistar Institute celebrates the 100th anniversary of its opening. The original building, a brick structure on the Penn campus at 36th and Spruce Streets, has been in continuous operation since it opened its doors nearly a century ago.

Originally constructed as a museum with associated workrooms, the Institute housed the anatomical collections assembled by Caspar Wistar, M.D. (1761-1818) and his successors in the chair of anatomy, used by generations of medical students in Penn's School of Medicine. The Institute's founding documents proscribed a broad research mission, saying that the laboratories and workrooms were for "advanced students and searchers after new and original knowledge" and allowing the Institute to claim its status as the first independent biomedical research institution in the United States. Today The Wistar Institute continues this mission through cutting-edge investigations in basic biomedical science. The 1894 building and its newer, block-long extensions are occupied by laboratories housing research programs in molecular genetics, virology, and gene therapy.

Mayor Edward Rendell will proclaim the week of May 22 "Wistar Week," and related events will include a Centennial Gala, a scientific symposium, and an awards ceremony for the winners of Wistar's first high school biology essay contest. These initiatives and others associated with the Centennial will be used as opportunities to make more people aware of the Institute's past record of significant contributions to the improvement of human health, as well as the future promise of Wistar research in "Saving Lives through Science." In addition, the Centennial provides an opportunity for The Wistar Institute to increase public awareness of the importance of basic research, to promote science education, and to encourage high school students' interest in pursuing careers in science.

The centerpiece event, on May 20, will be a festive dinner dance in the ballroom of the Hotel Atop the Bellevue, a Gala Cell-A-Bration. At that time the first annual Wistar Award will be given to Robert A. Fox, a long-time University trustee who led the Wistar Institute Board "ably and with great dedication," in the words of Wistar leaders, as President, 1984-1994.

On May 26, a seminar room at the Institute will be dedicated to Hilary Koprowski, M.D. Now Professor Laureate and a member of the Institute's Board of Managers, Dr. Koprowski served as Wistar's director from 1957 to 1991. The dedication ceremony will be preceded by a public symposium, "Science and Sweet Memories," featuring talks by an international roster of eminent scientists who have long-standing relationships with Dr. Koprowski and The Wistar Institute.

Some highlights of the celebration, which is dedicated to the theme, "Saving Lives through Science," are:



*Now through September 30, weekdays, 9 a.m.-5 p.m.* "The American Philosophical Society Celebrates the Centennial of The Wistar Institute." An exhibit commemorating the 100th anniversary of the opening of The Wistar Institute of Anatomy and Biology. Featuring materials from Wistar's collections as well as those of the APS. Library Hall, 105 S. Fifth Street.

*May 20, 7 p.m. to midnight.* "Gala Cell-A-Bration" in the Ballroom of the Hotel Atop the Bellevue has cocktails, dinner, and dancing to the big band sound of Joe Sudler's Swing Machine, and the presentation of the first annual Wistar Award to Robert A. Fox for outstanding volunteer service and philanthropic support of biomedical science.

*May 22 - 28, "Wistar Week" in Philadelphia, by mayoral proclamation. Events include:*

*May 23, 4 p.m. in the Atrium, The Wistar Institute: 100th Birthday Party for Wistar's 1894 building at 36th and Spruce Streets; for employees, alumni, and special friends of The Wistar Institute.*

*May 24, 7 p.m. in the Joseph N. Grossman Auditorium, The Wistar Institute: Awards Ceremony for winners of Wistar's Biology Essay Contest for public high school students in the Philadelphia School District.*

*May 26, 9 a.m. to 4 p.m.: "Science and Sweet Memories" In the auditorium of the Chemistry Building, 34th & Spruce Streets, a day-long symposium honors Dr. Hilary Koprowski, with informal talks and remembrances by eminent scientists who were associated with Dr. Koprowski as colleagues and friends during his 34 years as Director of The Wistar Institute.*

*At 5:30 p.m.: Dedication of the Hilary Koprowski Seminar Room, The Wistar Institute at 36th and Spruce Streets.*

*For information on any of these events: 898-6587 or 898-3774.*

In an *Almanac Supplement* this week, we are publishing a document on Minority Permanence which was completed in June 1993. It is prefaced by a letter from Sheldon Hackney which explains the background of the document and discusses the plan to examine the issues presented from a contemporary perspective. Since we wanted the document to have the broadest possible readership, we chose not to publish in Summer 1993. From that time to the present, our offices, including Associate Vice President of Development and Acting Vice Provost Dr. Valarie Swain-Cade McCoullum, have been working with senior faculty to fulfill the commitment made by President Hackney to look at those issues that have been identified as unresolved and to assess whether, within the context of current conditions and our history, they are appropriate—and, in light of this review, to set short- and long-term priorities about actions that will lead to further progress towards our institutional minority permanence goals.

The original report deals with matters, recommendations and commitments dating back in time to the 1960s. To set the stage for future action, we have examined the recommendations, identified those we believe have stood the test of time in terms of effectiveness, and gone beyond to formulate a new set of recommendations. They include planning at the school and department level to further assure minority permanence at Penn. We publish the documents together so that the Penn community and our successors will be able to study the important issues of minority permanence at Penn from the perspective of the past, the present, and the future.

— Claire Fagin, Interim President and Marvin Lazerson, Interim Provost

## Minority Permanence at Penn: A Progress Report and Next Steps

For more than two decades, the University of Pennsylvania has sought to achieve a campus community devoted to educational excellence as well as racial/ethnic and intellectual diversity. For Penn, as for many of our higher education peers, the challenges are substantial.

Minorities<sup>†</sup> constitute 25 percent of the U.S. population, yet they comprise only 12 percent of higher education's full-time instructional faculty. As the level of education in the U.S. increases, minority representation in the pipeline decreases. For example, in 1990 African Americans constituted 11.1 percent of all high school graduates and 10.4 percent of all persons with some college education. But African Americans were only 6.1 percent of all persons with B.A. degrees and 3.3 percent of all persons with doctoral degrees. One essential challenge, then, is to expand the pool of minority students throughout the educational system.

Nationally, there has been progress. In 1991, 16.4 percent of the college population was African American and Hispanic, compared with 14.7 percent in 1976. Minorities comprised 11.7 percent of all full-time instructional faculty in 1989; 9.4 percent in 1981. The total number of minority doctorates increased by 27 percent between 1982 and 1992. Minorities achieved gains in the sciences and engineering, raising hopes for future gains in other disciplines. However, African Americans lost ground, earning 14.8 percent fewer Ph.D.s in 1992 than in 1977.

Penn's efforts and accomplishments exceed many of our peers, while our dilemmas mirror the national trends. Interventions at the precollege level, recruitment programs, undergraduate research initiatives, fellowships, faculty and staff development activities have sought to achieve and sustain minority permanence. To further the University's goals, former President Sheldon Hackney established the Ad Hoc Minority Permanence Retrospective Review Committee of faculty and senior administrators to analyze our past efforts. Their findings are published as *A Retrospective Analysis of Minority Permanence at the University of Pennsylvania*.

During 1993-94, Penn took several steps and made significant progress. We are rapidly approaching the Campaign for Penn's Minority Permanence fundraising goal of \$35 million. The Presidentially-appointed Commission on Strengthening the Community has proposed a bold plan for achieving a caring and plural campus community. The University is already implementing many of its recommendations. This report supplements the Commission's proposals, summarizing Penn's activities to achieve minority permanence and offering recommendations for the next steps.

### The University of Pennsylvania

Penn's faculty and students originate from 100 foreign countries and 47 of the United States. Notable progress has been achieved in building the undergraduate enrollment. Minorities constituted 32 percent of the class entering in 1993 (21 percent Asian, 6 percent African American, 0 percent American Indian, and 5 percent Hispanic). Of the 4,970 students admitted for 1994, 1,243 are Asian, 387 are African American, 8 are Native American, and 314 are Hispanic. Minority graduate enrollments are

<sup>†</sup> Minorities are defined as African American, American Indian, Asian/Pacific Islander, and Hispanic U.S. Citizens.

up, the numbers of minority staff have increased significantly over the last decade, and support for minority faculty has been enhanced. During the 1994 fiscal year, more than \$11 million has been spent to support pluralism at Penn. Yet, we have also fallen short of our aspirations.

Following are Penn initiatives which have been among the most successful at increasing the representation of minorities.

### Precollege Students

The University has actively developed and participated in precollege programs designed to improve the academic achievement of minority high school graduates. These initiatives are among Penn's greatest successes. Examples include:

- *Early Alert*. The program offers Saturday-morning sessions during the academic year for more than 100 West Philadelphia public school students with talent and interest in mathematics and science. Penn faculty and students serve as mentors. The program also provides research grants to minority undergraduates majoring in the sciences. During the subsequent summer, these recipients teach incoming freshmen in the pre-college science program. A recent gift of \$600,000 supports Early Alert.

- *LEAD*. Begun in 1979 by Penn's Wharton School and McNeil Consumer Products, LEAD is a four-week University-wide residential summer program for academically gifted minority high school leaders designed to interest them in business careers. Each summer, thirty students take business courses, meet with minority corporate managers, and visit business offices and industry. The program has expanded to nine other universities. A survey of 180 students who participated in Penn's LEAD from 1980 to 1985 found that all were attending or had graduated from college; 114 were at Ivy League institutions; 54 had chosen Penn. The project has an annual budget of \$108,000.

- *PRIME*. Begun in 1973 as a joint project of Penn, other local universities, the school districts of Philadelphia and Camden, and area industries, PRIME is designed to prepare precollegiate talented minority students for math- and science-based careers. Activities during a four-week summer program include: organized study, academic advising, career exploration, and field trips to universities and technical organizations. Over 90 percent of the PRIME graduates enroll in a four-year college or university, and 80 percent of this group graduates with a math- or science-based degree. A total of ninety schools and 7200 students participate with an annual budget of approximately \$1 million.

### Undergraduate Students

While the number and percentage of Asian/Pacific Islander undergraduates have increased significantly over the past fifteen years (from 279 or 3.2 percent in 1978 to 1165 or 17.1 percent in 1993), other minority groups are still underrepresented. The number of African American students has increased only slightly and their percentage of the total undergraduate student body has declined (from 501 or 5.7 percent in 1978 to 512 or 5.4 percent in 1993). For Hispanics and American Indians, the numbers remain small. Hispanic students have grown from 119 (1.4 percent) in 1978 to 354 (3.8 percent) in 1993. American Indian students have increased from 11 (0.1 percent) in 1978 to 17 (0.2 percent) in 1993.

**Undergraduate recruitment:** The undergraduate Admissions Office Minority Recruitment Program consists of three staff members who oversee targeted mass mailings, visits to predominantly minority schools, participation in national college fairs, and prospective minority student campus visitations. The individual undergraduate schools complement the work of the admissions office.

**Undergraduate financial aid:** Sufficient financial aid, particularly in the form of stipends and grant aid, is critical to retention and graduation. Grant aid to freshman minority students in the fall, 1993, exceeded \$6 million. The proportion of minority students receiving aid was 56 percent, significantly exceeding the overall figure for the freshman class of 46 percent.

**Undergraduate research initiatives:**

- *The Andrew W. Mellon Minority Undergraduate Scholars Program.* The Mellon program exemplifies the four elements that make undergraduate research initiatives so powerful: Students are matched with faculty mentors, often senior minority faculty, who train the undergraduate in acquiring research skills, provide emotional support and encouragement, and convey to the student a realistic sense of academic life. Undergraduates engage in supervised research projects, receive guidance on academic careers, and assistance with applications to graduate school. An annual allowance of \$8,000 allows students to expand their horizons—domestic and international travel to pursue research such as archaeological excavations, and the purchase of one’s own computer hardware. Finally, a coordinator “mothers” the undergraduates, interacting frequently, expecting excellence, listening to and solving problems, and celebrating success.

Approximately 20 students have participated in this program since 1989. Most have attained a GPA of well over 3.0. Graduates now are enrolled in Ph.D. and professional study at Columbia University, Duke University, Harvard Law School, Harvard University, New York University, the University of California at Berkeley, the University of Chicago, the University of Michigan, and the University of Wisconsin. The program has a \$100,000 budget for FY 1994.

- *The Summer Research Program for Minority Undergraduates* is designed to increase the number of minority students who pursue medical careers in teaching and research. During eight weeks in the summer, student participants from historically black colleges and universities engage in research with faculty, make clinical observations, and attend classes. Since 1991, 21 students have participated in the program. The FY 1994 budget is \$125,000.

- *The William Penn Scholars Initiative in Mathematics, Science, and Engineering* seeks to increase the representation, retention, and graduation rates of African American, Asian, and Latino undergraduate scholars in mathematics, science, and engineering baccalaureate programs. Faculty mentoring, joint faculty/student research projects, and coaching for graduate school constitute program elements. Since 1990, over 100 students have participated in this program. For FY 1994 the initiative will cost \$143,000.

- *Summer Internships in the Biological Sciences* have provided research experiences for undergraduates in the laboratories of established biological scientists and stimulated interest in research careers since 1986. During the summer of 1993, a new initiative supported biology and chemistry faculty from three historically black colleges and universities—Howard University, Spelman College, and Xavier University—to bring science students from their home institutions to Penn for collaborative research with Penn faculty. The budget for this year is \$71,000.

**Retention:** Retention rates for African Americans and Hispanics are lower than for white or Asian students. For the class entering in the fall of 1987, the six-year graduation rates for different groups were: African-American, 78.2 percent; Hispanic, 82.2 percent; Asian, 90.7 percent; and other (mostly white students), 90.3 percent.

To improve retention rates, the Provost appointed a Working Group on Advising and Retention during the 1988-89 academic year. The group found that faculty/student relationships and faculty advising are important in promoting retention, and that finances are often critical in a student’s decision to leave or persist.

As a result, the central administration instituted or extended measures to improve retention, including ongoing analysis of student transcript data, continuation of strong support for the Penn Tutoring Center and other special services, raising substantial funds for minority research programs and fellowships, and increasing support for minority student organizations.

**Graduate Students**

Graduate students comprise about half of Penn’s enrollment. In 1993, 11.4 percent of the University’s graduate students were underrepresented minorities. Between 1978 and 1993, the number of African American and Asian graduate students increased substantially, primarily due to aggressive recruitment and the availability of multi-year financial aid. African Americans increased from 186 (1.3 percent) in 1978 to 500 (4.5 percent) in 1993; Asian Americans increased from 97 (1.2 percent) to 535 (4.9 percent). Hispanics and American Indians have had much smaller increases: Hispanics increased from 103 (1.4 percent) to 193 (1.8 percent); American Indians increased from 13 (0.1 percent) to 23 (0.2 percent).

**Graduate recruitment:** Competition for talented minority undergraduates is keen, and Penn schools and departments utilize a variety of effective strategies: the utilization of minority student locator services and Name Exchanges; special mailings with follow-up phone calls to minority students; recruitment visits to historically black institutions and other colleges with large minority undergraduate enrollments; campus visitation days for admitted students with expenses paid; and multi-year fellowship awards. Undergraduate research initiatives constitute one of the very best means to attract and prepare undergraduates for graduate school.

**Graduate fellowships:** Penn has been highly successful in raising funds for multi-year graduate fellowships—probably the most important single factor influencing the graduation of minority students. Fellowships mean that students can work on their doctorates in an uninterrupted and sustained manner. Students on fellowships and assistantships, compared with those who rely more on loans and personal resources, experience greater interaction with faculty and likely greater satisfaction with their degree program.

The Fontaine Fellowship Program is especially noteworthy. Begun in 1972, the fellowships were established and named in honor of the late Dr. William Fontaine, professor of philosophy at Penn and the first African American to become a full professor at the University. The FY 1994 total for Fontaine Fellowships is \$390,000 from central administration funds, in addition to School-based support. A Fontaine fellow receives a stipend of over \$9,000 (1993-94) and tuition and fee support annually for a period of two to four years. The Office of the Vice Provost for Graduate Education has utilized the Fontaine fellowships to encourage departments and schools

(continued past insert)

Undergraduate Students *		
	1978	1993
African American	501 5.7%	512 5.4%
American Indian	11 0.1%	17 0.2%
Asian/Pacific Islander	279 3.2%	1,615 17.1%
Hispanic	119 1.4%	354 3.8%
White	7,644 86.8%	6,054 64.1%
Non-resident alien	252 2.9%	886 9.4%

\* Source: IPEDS fall enrollment data; includes full-time students.

Graduate and Professional Students **		
	1978	1993
African American	186 2.2%	500 4.5%
American Indian	13 0.2%	23 0.2%
Asian/Pacific Islander	97 1.2%	535 4.9%
Hispanic	103 1.2%	193 1.8%
White	7,171 85.3%	7,629 69.2%
Non-resident alien	841 10.0%	2141 19.4%

\*\* Source: IPEDS fall enrollment data; includes full- and part-time students.

to engage in aggressive recruiting and mentoring of minority students and to match these funds with their own.

During 1993-94, 28 new Fontaine Fellowships were awarded. The Graduate Division of the School of Arts and Sciences and the Biomedical Graduate Division in the Medical School were particularly successful in attracting new students. To make these fellowships permanent, Penn has established a Fontaine endowment with an initial grant of \$1 million.

In addition to the Fontaine Fellowships, from various sources the University has committed more than \$1,115,000 to graduate student support for FY 1994.

**Retention:** Ph.D. students drop out of their doctoral programs for multiple and interlocking reasons: insufficient funds, family responsibilities, lack of faculty, and lack of good job prospects. Adequate support and guidance are critical during the years of high-pressured graduate courses, research, and dissertation writing. Efforts to improve retention are essential. Penn's Medical School Minority Affairs Program designed to ease the students' adjustment to the medical school environment and to assure their academic success is an example of "what works."

## Faculty

Competition for minority scholars is intense, with many universities joining Penn in aggressively recruiting minority faculty. Between 1981 and 1993, the number of African American faculty increased from 30 to 54 and Asian faculty increased from 56 to 89, but Hispanic faculty decreased from 27 to 22. Our most successful efforts include:

**Minority Permanence Salary and Research Fund:** The Provost provides support for minority faculty salaries (a total of \$1.9 million since 1988) and for minority faculty research (more than \$250,000 since 1988).

**Permanent and term chairs:** Nine minority faculty hold permanent or endowed professorships at Penn. More than 11 junior faculty hold term chairs, in addition to the Fagin Family Professorship in the Nursing School.

**Creation of a critical mass of minority faculty within departments:** A few departments have created a critical mass of senior and junior faculty supported partially by central administration funds. Of particular note is the English department in the School of Arts and Sciences. This approach has important benefits: increasing the base of expertise for ethnic, racial, and cultural research; providing minority role models and mentors for minority students; increasing the number of minority graduate students; and, creating a supportive environment for minority students.

Although Penn has achieved some successes, the central administration and the Schools will need to be even more aggressive in the coming years in the recruitment and retention of minority faculty and in the support of their teaching and research.

Faculty ***		
	1981	1993
<b>Assistant Professor</b>		
African American	14	25
	2.4%	3.8%
Asian	22	40
	3.8%	6.8%
Hispanic	6	8
	1.0%	1.2%
Other	534	589
	92.7%	89.0%
<b>Associate Professor</b>		
African American	8	17
	1.8%	3.6%
Asian	15	23
	3.3%	4.9%
Hispanic	12	6
	2.6%	1.3%
Other	421	423
	92.3%	90.2%
<b>Professor</b>		
African American	8	12
	1.1%	1.4%
Asian	19	26
	2.5%	3.1%
Hispanic	9	8
	1.2%	1.0%
Other	720	795
	95.2%	94.5%

\*\*\* Source: Affirmative Action Report. These data are for full-time standing faculty and include non-resident aliens. The "other" category is predominantly white.

## Staff

The composition of the workforce is dramatically changing. By the year 2000, more than one-third of the nation's workforce will be persons of color.

From 1978 to 1993, the percentage of Penn's minority employees increased substantially in two categories—professional non-faculty and

Staff ****		
	1978	1993
<b>Exec/Admin/Mngr</b>		
African American	59	90
	9.7%	8.6%
American Indian	0	1
	0.0%	0.1%
Asian or Pacific Islander	6	25
	1.0%	2.4%
Hispanic	3	8
	0.5%	0.8%
White	541	919
	88.7%	87.9%
<b>Prof. Non Faculty</b>		
African American	90	452
	6.0%	12.5%
American Indian	0	4
	0.0%	0.1%
Asian or Pacific Islander	52	242
	3.5%	6.7%
Hispanic	7	39
	0.5%	1.1%
White	1,344	2,789
	90.0%	77.3%
<b>Clerical &amp; Secretarial</b>		
African American	495	1,271
	27.4%	46.3%
American Indian	3	0
	0.2%	0.0%
Asian or Pacific Islander	23	57
	1.3%	2.1%
Hispanic	21	43
	1.2%	1.6%
White	1,266	1,353
	70.1%	49.3%
<b>Technical &amp; Para Prof'l</b>		
African American	243	329
	22.9%	32.5%
American Indian	6	1
	0.6%	0.1%
Asian or Pacific Islander	88	56
	8.3%	5.5%
Hispanic	8	17
	0.8%	1.7%
White	715	582
	67.5%	57.5%
<b>Skilled</b>		
African American	48	45
	16.6%	15.5%
American Indian	0	0
	0.0%	0.0%
Asian or Pacific Islander	0	0
	0.0%	0.0%
Hispanic	1	2
	0.3%	0.7%
White	240	241
	83.0%	83.1%
<b>Service &amp; Maintenance</b>		
African American	891	1,026
	69.4%	62.2%
American Indian	2	1
	0.2%	0.1%
Asian or Pacific Islander	12	27
	0.9%	1.6%
Hispanic	6	33
	0.5%	2.0%
White	371	495
	28.9%	30.0%

\*\*\*\* Source: EEOC Reports. Some of the Exec/Admin/Mngr staff also may be included in faculty. Data include employees of the Hospital of the University of Pennsylvania. Data for 1978 include non-resident aliens in ethnic breakdowns. The 1993 data do not include non-resident aliens; therefore, the percentages do not add up to 100 percent.

clerical/secretarial. Professional non-faculty went from 10 to 20.4 percent and clerical/secretarial from 30.1 to 50 percent. There was a smaller increase among technical and paraprofessionals, from 32.6 to 39.8 percent. In the executive/administrator/manager category the percentage remained about the same, between 11 and 12 percent, although there have been significant losses, in the past 18 months, in the most senior administrative cohort of African American administrators. The percentage of minority workers decreased in two categories—skilled (from 18 to 16.2 percent) and service and maintenance (from 71 to 65.9 percent). (This last percentage may be understated because the 1993 data does not reflect non-resident aliens, including a significant number of minority employees.) During the period 1989-94, minority employees in Penn's Division of Facilities Management, skilled trades and service and maintenance positions, increased from 15 percent to 24 percent. While this division employs only a portion of the people in those categories, its efforts are representative of the emphasis being placed on workplace diversity.

The Office of Human Resources has engaged in a number of approaches to increase minority staff and to help employees better respond to diversity in the workplace.

**Employment Office:** Employment specialists assist hiring officers to develop applicant pools that are competitive and diverse. The Employment Office works very closely with the Office of Affirmative Action to ensure compliance with EEO regulations. Employment staff engage in outreach to the community, conducting workshops on career assessment, resume writing, and interviewing techniques to assist individuals to become competitive in the job market. The Employment Office also works closely with the Center for Community Partnerships and West Philadelphia residents. The Employment Office receives applicant referrals from the West Philadelphia Partnerships Job Network and Referral Center (JNARC). *Job Opportunities*, the weekly publication of the University's job listings, is sent to over sixty community groups, social agencies, and local politicians. The Employment Office coordinates internship placements with local agencies such as Phil-A-Job, Opportunities Industrialization Center, and Magee Rehabilitation.

**Training and Organization Development:** A series of workshops offer training on how to work within a multicultural community. They are designed to heighten awareness of race and gender, improve communication, increase understanding of individual and group differences, and stimulate discussions on diversity. Since 1988, over 150 senior administrators have attended these workshops.

## Development

The Department of Development and Alumni Relations has worked hard to increase support for a pluralistic community at Penn. Since the inception of The Campaign for Penn, minority permanence has been a very high priority. The accomplishments to-date include:

- Creating a separate "campaign within The Campaign" for minority permanence.
- Establishing a \$35 million fundraising goal, \$29.7 million of which has been raised, for faculty support, graduate fellowships, and programs to create and maintain an environment responsive to minority needs.
- Creating and expanding a minority permanence advisory committee.
- Engaging the academic community in the fundraising effort through the Minority Permanence Faculty Oversight Committee.
- Increasing visibility through publications and events, including: a fundraising prospectus; a fundraising brochure; a video presentation; and, on-campus events for alumni and friends.
- Soliciting gifts from individuals, corporations, and foundations through personal and direct-mail appeals.
- Establishing a Presidential nationwide "whistle-stop" tour to reach out to minority alumni.

## Recommendations

The following recommended priorities include some previous proposals that remain promising from the contemporary perspective, the enhancement of already successful programs, and the identification of needs currently unmet. We commend them to the new administration, and the schools, units and the University community, to serve as a guide to planning for further progress in achieving diversity and academic excellence.

### School and Center Diversity Planning

*Recommendation #1:* Each School and Center should develop multi-year diversity plans that become an integrated part of their overall strategic planning. The plans would address recruitment and *retention* of underrepresented minority faculty, graduate students, undergraduates (where appropriate), and staff.

### Precollege Students and Undergraduate Students

*Recommendation #2:* Continue to support and expand the commitment to such precollege programs as Early Alert, LEAD, and PRIME that seek to increase the academic achievement of Philadelphia minority secondary school students through the involvement of Penn faculty, students, and staff.

*Recommendation #3:* Continue and expand the successful undergraduate summer and academic year research initiatives, such as the Mellon Minority Undergraduate Fellows Program in the Humanities and Social Sciences.

*Recommendation #4:* Within the Admissions Office, launch a special initiative over the next five years to augment the number of underrepresented undergraduate minorities.

*Recommendation #5:* Establish a Provost's financial aid fund to match similar School funds for gifted underrepresented minority undergraduates.

*Recommendation #6:* Implement the recommendations of the Subcommittee on Advising and Retention (Planning for the Twenty-First Century, Final Reports of the Ten Working Groups, 1989) to increase the graduation rates of minority undergraduates.

### Graduate Students

*Recommendation #7:* Increase the amount of multi-year fellowship funding that is available centrally and in the Schools for underrepresented minority graduate students.

*Recommendation #8:* Increase the number of post-doctoral fellowships available to underrepresented minorities through administrative and faculty initiatives. Fellows would be mentored by a senior faculty member, engage in research, and teach one or two courses per year.

### Faculty

*Recommendation #9:* Continue the use of Minority Permanence Development funds to provide one-half the salary of newly appointed minority junior faculty for their first year and one-quarter salary the second year.

*Recommendation #10:* Strengthen the University's Target of Opportunity Program. Additional positions and funds would be made available by the Provost on the basis of both a departmental plan for increasing minority appointments and the identification of an outstanding senior scholar to be recruited.

*Recommendation #11:* Expand and target the Minority Faculty Development Fund to provide research support for minority junior faculty.

### Staff

*Recommendation #12:* Implement a career path program for staff, with particular attention to minorities, that would provide the skills and the opportunities for advancement within the University.

*Recommendation #13:* Implement the recommendation of the Commission on Strengthening the Community to provide training on how to work with people of different genders, ages, races, religions, ethnicities, sexual orientation, and disabilities.

### Development

*Recommendation #14:* Involve greater numbers of minority alumni in Penn fundraising activities.

*Recommendation #15:* Focus special fundraising activities on programs identified in School and Center long-range plans.

### Coordination and Planning

*Recommendation #16:* Assign to a senior person in the Provost's Office the following responsibilities: liaison with the Deans and faculty on minority issues; implementation of the minority faculty compensation and professional development programs; coordination of the minority fellowships funded centrally; targeted recruitment at the national level for underrepresented minority graduate and undergraduate students; coordination of special programs for minority precollege, undergraduate, and graduate students; and, oversight for School and Center Diversity.

\* \* \*

This status report gives support to a cautious optimism. The difficulties that the University of Pennsylvania, like its counterparts, faces in successfully recruiting and retaining minority faculty, undergraduates, graduate students, and staff cannot be overemphasized. Penn shares the nation's dilemmas. But we are also determined to achieve our aspirations. The evidence gathered here suggests that minority permanence is possible with a community that values pluralism.

Much of the thrust to achieve pluralism at Penn has come from some Schools and departments that have made exemplary progress. We should build on this commitment. A community that truly values pluralism plans to make it a reality. With energetic recruitment, funds to support faculty and students, staff development, and an environment that expects and supports minority achievement, Penn can lead the way.



### A Sing-In for Commencement

Anyone interested in performing in the Commencement Chorus on Thursday, May 19, accompanied by the First United States Army Band, can call Bruce Montgomery at 898-GLEE. There will be an advance rehearsal Saturday, May 14, 4-6 p.m. in Room 511 Annenberg Center and a run-through with the Band on Commencement morning, May 19, at 8:30 a.m. in the Donaldson Room, Weightman Hall. All members of the University community are welcome to participate—there is no audition. The repertoire will be Penn songs plus Montgomery's original anthem for the 250th Anniversary, with words by Benjamin Franklin.

### Penn VIPS Drive for Babies' and Toddlers' Needs: May 2-13

Penn Volunteers in Public Service (PennVIPS) asks donations to help families in need with babies and toddlers. Proceeds will benefit the West Philadelphia Community Maternity Project, which works to improve the quality of and access to health care services for pregnant women and infants in the community and St. Mary's Family Respite Center, which provides temporary child care services to parents, caregivers and children infected with or affected by AIDS/HIV.

Items donated can be newly purchased or handed down from families whose children are now older or grown.

#### Items suggested for donation:

Layette items (newborn to six mos.)  
Bottles/formula  
Bibs  
Toys/books/videos  
Sleepers/undershirts  
High chairs/playpens  
Diapers/baby wipes  
Receiving blankets/crib sheets  
Strollers/car seats/cribs

#### Drop-off points:

Police Headquarters	3914 Locust Walk
<i>Lt. Sue Holmes</i>	898-9001
Police Mini-station	3927 Walnut St.
<i>Tamika Williams</i>	898-4481
Franklin Building	3451 Walnut St.
	(Rm. 728)
<i>Bonnie Ragsdale</i>	898-2020
Christian Association	3601 Locust Walk
<i>Marcine Pickron-Davis</i>	898-4831

Help get a child off to a great start!  
—*Lt. Sue Holmes, Public Safety Representative*

**About the Crime Report:** Below are all Crimes Against Persons listed in the campus report for the period May 2 through 8, 1994. Also reported for this period were Crimes Against Property including 50 thefts (including 8 burglaries, 5 of auto, 7 from auto, 12 of bicycles & parts); 1 possession of stolen property; 6 incidents of criminal mischief and vandalism. 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 May 2 and 8, 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 898-4482.

#### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—1,  
Threats & harassment—2  
05/05/94 4:31 PM Warwick Dorm Numerous hang up calls received  
05/06/94 1:43 AM 100 Blk. 38th Actor took cash/fled  
05/06/94 7:29 PM Kings Court Harassing calls received

**38th to 41st/Market to Baltimore:** Robberies (& attempts)—2,  
Simple assaults—2, Threats & harassment—2  
05/02/94 8:16 PM 3900 Chestnut St. Patron struck manager/fled  
05/03/94 6:05 PM Harnwell House Harassing calls received  
05/04/94 8:22 PM 200 Blk. 40th Cash taken from establishment  
05/05/94 12:29 PM 4000 Blk. Pine Complainant knocked to ground/backpack taken  
05/05/94 6:33 PM Btwn. LRN & HRN Juveniles assaulted other juvenile  
05/07/94 5:14 PM 40th & Locust Cab driver pushed and verbally abused student

**41st to 43rd/Market to Baltimore:** Robberies (& attempts)—1  
05/05/94 2:44 AM 42nd & Locust Actor assaulted complainant/asked for cash/fled

**30th to 34th/Market to University:** Indecent exposure & lewdness—1  
05/06/94 9:07 AM 33rd & Chestnut Male exposed self

**Outside 30th to 43rd/Market to Baltimore:** Robberies (& attempts)—3  
05/03/94 3:43 PM 200 Blk. S. 44th Bike/wallet taken  
05/06/94 2:37 AM 3000 Blk. South Attempted theft of wallet by male in car  
05/07/94 1:30 AM 200 S. 40th St. Wallet/assorted cards taken/arrest

#### Crimes Against Society

**38th to 41st/Market to Baltimore:** Weapons offenses—1  
05/02/94 5:17 PM 300 Blk. 40th Warrant/weapon found in auto

# Update

MAY AT PENN

### EXHIBIT

**16 Science Kick '94: Art-in-Science II;** Harvard Student Exhibit; May 24, 10 a.m., discussion and reception with Arthur Loeb, Harvard, Richard Smalley, Rice, Fred Wudl, UC Santa Barbara, and, via satellite from Sri Lanka, Arthur Clarke, author of 2001; Esther Klein Art Gallery; 3600 Market. Exhibit continues through June 3.

### ON STAGE

**11 The Music and Dances of Ghana;** Art in Motion, Odadaa and drummer Yacob Addy; 7 p.m.; MTI; \$16-20; Tickets: 567-0670. Repeated 8 p.m., May 12-14; 3 p.m., May 15.

### TALKS

**11 Signal Transduction Pathways of Muscarinic Acetylcholine Receptors;** Ernest Peralta, Harvard; noon; CRB Auditorium (Pharmacology).

*Regulation of the Function and Structure of Wild-Type and Mutant p53;* Carol Prives, Columbia; 4 p.m.; Wistar Institute (Wistar).

**12 Alterations of Central Neurotransmission by Perturbations of the Thyroid Axis;** Chang-Gyu Hahn, psychiatry; 4 p.m.; M100-101, John Morgan Building (Pharmacology).

**16 Activin and the Receptor Serine Kinase Superfamily;** Wylie Vale, The Salk Institute; Schmidt Lecture; 4 p.m.; M100-101, John Morgan Building (Pharmacology).



**Correction:** A mix-up occurred among the 50 photographs in the May 3 issue. In the display of Medical School teaching awards on page 6, Dr. Willys Silvers, above right, should have been shown as the winner of a Dean's Award. Instead we printed the likeness of Dr. Rupert E. Billingham, professor emeritus and former chair of medical genetics, who was standing beside Dr. Silvers in a group shot we borrowed. Our apologies to both gentlemen.



*Almanac*

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

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR	Karen C. Gaines
ASSOCIATE EDITOR	Marguerite F. Miller
EDITORIAL ASSISTANT	Mary Scholl
STUDENT AIDES	Shari L. Bart, Melanie L. Chang, Suma CM, Stephen J. Sanford, Timothy D. Valuk

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, Roger H. Walmsley (Chair), Phoebe S. Leboy, Barbara J. Lowery, Ann E. Mayer, Gerald J. Porter, Paul F. Watson; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Berenice Saxon for the A-1 Assembly, Diane Waters for the A-3 Assembly, Mark Colvson for Librarians Assembly.

## 1994 Commencement and School Celebrations



In preparation for the University Commencement, the gates open at 9 a.m. and the procession will enter the field at 9:30 a.m. The ceremony will begin at 10:15 a.m., concluding about noon. The ceremony is open to the entire University community, and no tickets are required for admission. Faculty/staff in the academic procession are reminded to report to the Annenberg Center Lobby at 8:45 a.m. for robing. The student procession will form at Superblock at 8:45 a.m. The Commencement will be held rain or shine.

In the event of heavy rain, however, the procession through campus will be canceled. The academic procession will then form at 9:45 a.m. in the Weightman Hall Gymnasium; the student procession will form at 9:30 a.m.

under the arches of the North Stands of Franklin Field. The decision to call off the procession will be made only on the morning of Commencement and will be signaled by announcements on radio stations KYW (1060 AM) and WCAU (1210 AM) and the lowering of the flag atop College Hall to half-mast. *For Alumni Day Talks and events, see May at Penn (Almanac April 26). For other questions about the Weekend not answered below, call the 24-hour Commencement Hotline: 573-GRAD.*

**Ivy Day** Irvine Auditorium, Saturday, May 14, 4 p.m.

*Speaker:* Mayor Edward Rendell, C '65

*Stone Unveiling:* Weightman Hall, immediately following speech.

**Baccalaureate** Irvine Auditorium, Wednesday, May 18

*Concert:* 2:30 p.m.

*Ceremony:* 3 p.m.

*Speaker:* Dr. Gloria Twine Chisum, Gr '60, Trustee and Chair of the Commission on Strengthening the Community

**University Commencement** Thursday, May 19

*Gates open:* 9 a.m., Franklin Field

*Procession:* 9:30 a.m. from Superblock

*Ceremony:* 10:15 a.m., Franklin Field

*Speaker:* HUD Secretary Henry Cisneros

### School Celebrations

*Receptions immediately follow School Commencements, unless otherwise noted.*

#### Annenberg School for Communication

*Ceremony:* Annenberg School Auditorium, Thursday, May 19, 2 p.m.

*Reception:* Annenberg School Plaza Lobby

*Speaker:* Margaret Williams, ASC MA '92, Assistant to the President and Chief of Staff for First Lady Hillary Rodham Clinton

#### Biomedical Graduate Studies

*Reception:* Francis Wood Room, John Morgan Building,

Thursday, May 19, 12:30-2 p.m.

*Speaker:* Dr. Saul Winegrad, Director, BGS

#### College of Arts and Sciences

*Arrival Time:* Students assemble in Convention Hall basement, 6 p.m.

*Ceremony:* Convention Hall, Civic Center,

Wednesday, May 18, 7-9 p.m.

*Reception:* Pennsylvania Hall, Civic Center

*Speakers:* Rev. William H. Gray, III, President & CEO, United Negro College Fund; Wendy Weil, C '94

#### College of General Studies

*Ceremony:* Wistar Institute Courtyard, Thursday, May 19,

immediately following University Commencement

*Speakers:* Director and Associate Dean Richard Hendrix;

Vice Dean Katherine Pollak; Dean Rosemary Stevens

#### School of Dental Medicine

*Ceremony:* Irvine Auditorium, Thursday, May 19, 1 p.m.

*Reception:* School of Dental Medicine

*Speaker:* Dr. Peter D. Quinn, chair, oral and maxillofacial surgery (Dental/HUP)

#### Graduate School of Education

*Ceremony:* Hopkinson Hall, International House,

Thursday, May 19, 2:30 p.m.

*Reception:* South America Room, International House

*Speaker:* Dr. Frederick Erickson, GSE Alumni Professor of Education and Director of the Center for Urban Ethnography

#### School of Engineering and Applied Science

*Ceremony:* Palestra, Thursday, May 19,

immediately after University Commencement

*Reception:* West Lawn, Towne Building

*Speakers:* Associate Deans Dwight L. Jaggerd and John D. Keenan; Dean Gregory Farrington

#### Graduate School of Fine Arts

*Ceremony & Reception:* Meyerson Plaza,

Thursday, May 19, 1:30 p.m.

(rain location: Room B1, Meyerson Hall),

*Speaker:* Denise Scott Brown, MCP '60, M.Arch. '65, principal, Venturi, Scott Brown and Associates

#### Graduate Division, Arts & Sciences

*Ceremony:* Bodek Lounge, Houston Hall, Thursday, May 19, 1 p.m. (please arrive by 12:30 p.m.)

*Reception:* Smith-Penniman Room, Houston Hall

*Speaker:* Dr. John Richetti, English

#### Law School

*Ceremony:* Academy of Music, Broad & Locust Streets,

Friday, May 20, 10 a.m.

*Reception:* Law School

*Speakers:* Mayor Edward Rendell, C '65; Brian Stevenson, Executive Director, Alabama Capital Representation Resource Ctr.

#### School of Medicine

*Ceremony:* Irvine Auditorium, Thursday, May 19, 4 p.m.

*Reception:* University Museum

*Speaker:* Dr. Samuel Thier, President of Brandeis University and former professor and chairman of Penn's Medical School

#### School of Nursing

*Ceremony:* Harrison Auditorium, University Museum,

Wednesday, May 18, 6 p.m.

*Reception:* Nursing Education Building, May 19,

immediately after University Commencement

*Speaker:* Dr. Susan Reverby, Wellesley College

#### School of Social Work

*Ceremony:* Harrison Auditorium, University Museum,

Monday, May 17, 2 p.m.

*Reception:* Egyptian Mummy Room, University Museum

*Speaker:* Dean Ira M. Schwartz

#### School of Veterinary Medicine

*Ceremony:* Zellerbach Theatre, Annenberg Center,

Thursday, May 19, 2:30 p.m.

*Speaker:* Dr. Robert R. Marshak, professor emeritus of clinical studies (New Bolton Center) and former dean

#### Wharton School (Undergraduate) and Wharton Evening School

*Ceremony:* Convention Hall, Civic Center,

Thursday, May 19, 5-7 p.m.

*Reception:* Atrium, Steinberg Hall-Dietrich Hall, 2-3 p.m.

*Speaker:* Jai Jai Ramsey, Wh '94

#### Wharton Graduate Division

*Ceremony:* Convention Hall, Civic Center,

Thursday, May 19, 1-4 p.m.

*Reception:* 1920 Commons

*Speaker:* Malcolm S. Forbes, Jr., President & CEO, Forbes, Inc.

#### Wharton Doctoral Division

*Ceremony:* Lower Egyptian Gallery, University Museum,

Wednesday, May 18, 5:30 p.m.

*Dinner:* Lower Egyptian Gallery

*Speakers:* Deputy Dean Anthony Santomero, Vice Dean David Schmittlein, and Dean Thomas P. Gerrity.