

Almanac

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Centerspread: January at Penn



Trustee Professor of Law: Geoffrey Hazard

Geoffrey C. Hazard, Jr., one of the nation's foremost authorities on legal ethics, has been named the first Trustee Professor of Law at the Law School, Dean Colin Diver has announced.

Professor Hazard came to Penn Law from Yale University Law School, where he had been on the faculty since 1971, most recently as Sterling Professor of Law while also serving as director of the Philadelphia-based American Law Institute.

"Geoff Hazard's appointment gives Penn the strongest legal ethics program in the country," said Dean Diver. "Geoff is considered by most lawyers, judges, and scholars to be the country's dominant figure in this field."

His fields of special interest include civil procedure and professional ethics.

Often quoted by the news media in stories that involve legal ethical conduct and professional responsibility, Geoffrey Hazard has been called "an academic whose scholarly renown gives him a reputation of near-untouchable eminence" by the *American Lawyer* News Service and was named by *The National Law Journal* as one of the 100 most influential lawyers in America.

He will teach courses in Professional Re-

sponsibility and Civil Procedure and will work closely with the Law School's Center on Professionalism, which has developed innovative methods and materials for teaching legal ethics to law students, lawyers, and judges.

Geoffrey Hazard received a B.A. degree from Swarthmore College in 1953, and his law degree from Columbia Law School in 1954. He was a member of the *Columbia Law Review* and a research assistant to Professor Herbert Wechsler, whom he later succeeded as director of the American Law Institute.

Professor Hazard entered law practice in Oregon in 1954 with the general practice firm now known as Stoel, Rives, Boley, Jones & Gray. His tenure as legislative drafter for the Oregon legislature began an involvement with legislation that has continued since. He joined the faculty at Berkeley in 1958 and moved to the University of Chicago in 1964. He has also been a visiting professor at Harvard, Stanford, and Michigan. While at Chicago, he served as Executive Director of the American Bar Foundation, the research affiliate of the American Bar Association.

At the American Bar Foundation, Professor

(continued next page)

Getting Started: The '21st Century Project' to Reshape Undergraduate Education

Provost Stanley Chodorow has named the 24-member Council that will lead in developing a new undergraduate educational model, known informally as the "21st Century Education" project.

Dr. Chodorow will chair the Council, and has named as project co-directors Dr. Robert F. Lucid, professor of English and longtime Faculty Master of Hill House, and Vice Provost Kim Morrisson, the former VPUL.

"Implementing a 21st Century Undergraduate Education," the joint statement of President Judith Rodin and Provost Chodorow published October 25, 1994, identified the Provost's Council on Undergraduate Education as the body to lead the process of designing the educational model and developing the academic and related programs for the class entering in Fall 1997. Dr. Rodin also designated an unrestricted gift of \$8 million from the late John W. Merriam, Wh '31, as a "down payment" toward the work.

The Provost's Council has now been formed (right). It includes all four deans of the schools enrolling undergraduates; the four associate deans for undergraduate education; six faculty members; five students; a trustee; and the acting vice provost for University life.

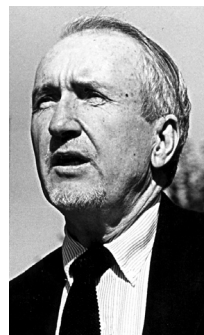
"The initial task of the Provost's Council will be to consider the issues and to choose the options

for the model of undergraduate education that best realizes the principles expressed in the '21st Century Education' statement," said Dr. Morrisson. "It is likely that the Provost's Council will appoint smaller subcommittees and task forces of faculty and students to help formulate responses to issues and to lay out options. The Council is expected to have one introductory meeting before winter break and then to begin its work in earnest at the beginning of the spring term."

Comments and suggestions for the Council should be directed to morrisson@A1.relay or rlucid@dept.english.upenn.edu.



Dr. Morrisson



Dr. Lucid

Provost's Council on Undergraduate Education

Bruce Allen, Vice Dean and Director of the Wharton Undergraduate Division
 Jane Barnsteiner, Associate Professor of Nursing
 Stanley Chodorow, Provost
 Gregory Farrington, Dean, SEAS
 Oscar Gandy, Professor of Communications
 Thomas Gerrity, Dean, Wharton
 Jordana Horn, College '95
 Matthew Kratter, EAS '95 (Chair of SCUE)
 Professor James Laing, Operations and Information Management
 Cedar LaLime, Nursing '96
 Norma Lang, Dean, Nursing
 Donald Langenberg, Trustee
 Professor Robert Lucid, English
 Jeremy Morrisson, EAS '96
 Kim Morrisson, Vice Provost
 Valerie Swain-Cade McCoullum, Acting VPUL
 Mary Naylor, Associate Dean and Director of Undergraduate Nursing
 Satya Patel, Wharton '96
 David Pope, Associate Dean for Undergraduate Studies, SEAS
 Robert Rescorla, Associate Dean for Undergraduate Studies, SAS
 Judith Rodin, President
 Harvey Rubin, Associate Professor of Medicine
 Rosemary Stevens, Dean, SAS
 Professor Warren Seider, Chemical Engineering

Death of Dr. S. G. Cohen

Dr. S. Gary Cohen, clinical associate professor of oral medicine, died November 28 at the age of 44 after an 18-month battle with cancer. Dr. Cohen*, earned his D.M.D. at Penn in 1977, and after a two-year residency at Einstein Medical Center he returned to Penn to join the Dental School as a certified clinical investigator and a clinical associate. He became a clinical assistant professor and clinical associate professor in 1988.

Dr. Cohen was noted for his studies of facial pain and the jaw disorder TMJ. Co-director of the Facial Pain and TMJ Program at HUP since 1987, he was also assistant chairman for clinical services HUP's Department of Dental Medicine and the director of postdoctoral education there.

He won the Matthew H. Cryer Society Award in Oral Medicine for "greatest proficiency, knowledge and interest in Oral Medicine" at the Dental School in 1977. That same year he won the Dr. Morris Bradin Award for original research in periodontology. At Einstein, he was honored for his independent research in 1978 and for being an outstanding member of the house staff in 1979.

A prolific author and a member of many national professional societies, Dr. Cohen was a consultant to the Commission on Dental Accreditation, 1981-87 for the American Dental Association; a fellow of the Academy of General Dentistry in 1988; a 1984 fellow of the American Association of Hospital Dentists and member of their standing committee on residency education, from 1986-present. From 1980 to 1994 he was on the board of the medical advisory committee of the Lupus Foundation of Northeast Philadelphia.

He is survived by his wife, Ellen, and children Aaron and Stephanie.

* Note that the Dental School's microbiology chair is *Dr. Gary H. Cohen.*—Ed.

Professor Hazard from page 1

Hazard was consultant in the project that promulgated the ABA Model Code of Professional Responsibility. He also drafted the ABA Model Rules of Professional Conduct, which have now become the governing ethical standards for lawyers in most states, including Pennsylvania. He was also drafter of the Code of Judicial Conduct, which governs judges' ethics.

He became director in 1984 of the American Law Institute, headquartered in Philadelphia and widely recognized as the premier organization of the legal profession devoted to improvement of the law. Its projects include the Restatements of the Law in such fields as contract, property, and liability law, and model statutes in criminal law, tax law, and corporation law. Its current agenda, launched under his aegis, includes family law, revision of the Uniform Commercial Code, and the rules regulating the practice of law itself. Judge Louis Pollak (former Penn Law School dean), Penn Law School professor Elizabeth Warren, and former Penn Law dean and professor emeritus Robert Mundheim are members of the ALI Council, which is the organization's governing board.

Professor Hazard has written more than a dozen books in the fields of procedure and professional ethics, including course books and legal treatises. He is the author of many articles on various legal subjects and writes a monthly column on legal ethics for *The National Law Journal*. He is also a practicing consultant and expert witness in matters of the legal and ethical responsibilities of lawyers and judges.

SENATE

From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules.

Agenda of Senate Executive Committee Meeting Wednesday, January 11, 1995, 3-5:30 p.m.

1. Approval of the minutes of November 30, 1994
2. Chair's Report
3. Past Chair's Report on activities of the Academic Planning and Budget Committee and on the Capital Council
4. Selection of the Senate Committee on Committees
5. Discussion on proposed merger of *Almanac* and *Compass*
6. Report of the Committee on the Faculty Subcommittee on Consensual Sexual Relations
7. Discussion with the President on engaging the faculty in the undergraduate education initiative
8. Other new business
9. Adjournment by 5:30 p.m.

Questions can be directed to Carolyn Burdon, Executive Assistant to the Faculty Senate Chair, by email at burdon@pobox.upenn.edu or by telephone at 898-6943.

Deputy Provost Search Committee

The membership of the search committee to advise on the selection of a Deputy Provost (see call for nominations, *Almanac* December 6, 1994) has been announced by Provost Stanley Chodorow. Members are:

Dr. Richard S. Dunn, History (*chair*)
Dr. Patricia Grimes, Ophthalmology
Dr. Daniel Malamud, Biochemistry/Dental
Dr. Ann Mayer, Legal Studies, Wharton
Dr. Samuel Preston, Sociology
Dr. John Quinn, Chemical Engineering

Final Report of the Consultative Committee on the Selection of a Dean of the School of Veterinary Medicine

The committee was convened by Interim President Claire Fagin and Interim Provost Marvin Lazerson on November 23, 1993. Members of the committee were: Jill Beech (professor of medicine); Kenneth Bovée (Bower Professor of Medicine), chair; George Hartenstein (former overseer and past president, School of Veterinary Medicine Alumni Society); Norma Lang (Margaret Bond Simon Dean and Professor, School of Nursing); James Lok (associate professor of pathobiology); Todd Meister (SVM Class of '95); Katie Mullin (SVM Class of '95); Vivianne Nachmias (professor of cell and developmental biology, School of Medicine); Dean Richardson (Charles W. Raker Associate Professor of Equine Surgery); Bernard Shapiro (professor of biochemistry); and Robert Washabau (assistant professor of medicine). Allison Rose, assistant secretary of the University, served as secretary of the committee.

The committee solicited nominations from faculty, students, staff, overseers, alumni, former deans, deans and faculty from other veterinary schools, and selected individuals from departments of laboratory animal medicine at medical schools, the government, and industry. The position was advertised in *The Journal of the American Veterinary Medical Association*, *Veterinary Record*, *Science*, *The Chronicle of Higher Education*, and *Black Issues in Higher Education*, as well as in several campus publications.

In considering the necessary qualifications for the deanship, the committee consulted widely with various constituencies within the School, the University, and the veterinary medicine community in order to assess the direction of the School and future trends in veterinary medicine. The committee sought a dean with a strong record of scholarship, research, and professional leadership in veterinary medicine and a commitment to the continued evolution and growth of the School's curriculum, research activity, and service; who could formulate and articulate a vision for the School and communicate it to various constituencies, including faculty, students, alumni, the University administration, the state legislature, agricultural groups and the public of the Commonwealth, animal fancy groups, and the private sector; and who could effectively manage the School's resources and strengthen their stability by working to ensure continued financial support from the Commonwealth and by developing a plan to enhance the School's endowment. A detailed list of the committee's criteria for the position was distributed to the School's faculty, students, and staff for comment.

The search committee met 33 times and reviewed 80 official nominations, of whom nine were women, one was an identifiable minority, and four were current faculty members at the School. The committee interviewed eight individuals for the position. After the completion of this process, the committee submitted its recommendations to President Judith Rodin and Provost Stanley Chodorow, who subsequently appointed Dr. Alan M. Kelly as the Gilbert S. Kahn Dean of Veterinary Medicine. The appointment was approved by the Trustees of the University on December 9, 1994.

— Submitted by Kenneth C. Bovée, Chair

In observance of World AIDS Day on December 1, the University presented a day-long conference on "AIDS and the Penn Family." Here are the remarks of the keynote speaker, a member of the Penn family who lives with AIDS.

'AIDS has illuminated the best and the worst . . .' by J. Bradford Young

I am a music librarian here at Penn, but I speak as a Penn employee of many years, who has also been treated for AIDS and AIDS-related cancers for many years. The medical facts of my case are fairly simple but may surprise those who still think of AIDS exclusively as a rapidly debilitating condition. For me it is fully integrated into the fabric of everyday life, at home, at work and in every way.

I do not purport to be representative or even typical of any other AIDS patients. I cannot comment on that. My only source of expertise is my own experience and it is only this that I can address. It is important that people with AIDS speak for themselves, and I do not presume to speak for anyone else.

About ten years ago I was found to have otherwise rare tumors which are an AIDS-defining illness. Since then, other AIDS-related illnesses have appeared, but have also been well controlled. I remain in stable health—in part, I believe due to excellent medical care, especially careful monitoring and prophylaxis. It is harder to assess the role played by the unfailing support I have received from everyone I know—family, friends, neighbors, colleagues, parishioners and sometimes even strangers.

All the social institutions of my life, from the University, to the Church, even the Federal health agencies and my professional associations, have provided all the assistance and support they could. Perhaps more powerful than the help offered to me has been the sincere respect demonstrated. More than anything else, I have been strengthened by the profound admiration I have witnessed toward people living with AIDS, often over many years. The Episcopal church has recognized not only the need to help those affected by AIDS, but also to value our unique gifts to others.

Staying Alive

The focus of my medical experience has been participation in clinical trials of new drugs for HIV and AIDS-related illnesses, primarily at the National Institutes of Health in Bethesda. Usually I am able to catch a train down after work, stay at a hotel on the NIH campus and meet my college roommate, now a scientist at NIH, for dinner. I have my blood drawn at the crack of dawn, and after a few other appointments am free to leave before lunch, getting back to work for at least a half day. For the first five or six years I sometimes had to go two or three times a month, but for many years now it has only been twice a year. Even if an experimental treatment proves unsafe or ineffective, participation in a well-designed protocol makes a contribution to medicine, giving a sense of meaning to my illness. Indeed, the need for continuing productivity and creativity is the central theme of my experience with AIDS.

This is true of my experiences of AIDS in the workplace also. The most persistently debilitating AIDS symptom for me has been depression, due in part to psychological factors and in part to the physiological effects of medications. The most effective response is maintaining the structure of day-to-day life and a sense of value in which the role of work is central. I will recount some of the very few specifically AIDS-related incidents that I have encountered while working at Penn. I have organized these recollections around two themes, which I will call proactivity and commonality. These impressions are very subjective on my part. I cannot know what the other people involved thought or felt. I can only report what I thought and felt, but this forms the substance of "my" experience of AIDS at Penn, not anyone else's.

Shortly before having biopsies performed for my first AIDS-related illness, I decided to make some changes in my medical insurance. With some trepidation I went to see a benefits counselor in Human Resources, who proved helpful and particularly sensitive to my need to feel secure that my confidentiality was protected. I was advised of issues to consider in making such a change in my situation and was assured, correctly or

incorrectly, that I could not be denied coverage because of the nature of my illness. The counselor contacted the insurers on my behalf to confirm relevant policies, asking me to call him back in a few days at a time that was convenient for me to talk, so that he would not be calling me in my office at a time I might be uncomfortable in a candid discussion—even offering to call me at home in the evening if necessary.

When I was first diagnosed with an AIDS-defining condition, it seemed prudent to find out about the disability coverage provided by the University and other related employment policies in more detail than had ever been of interest to me before. As I was not sure where to begin and uncomfortable just asking around, I contacted a social worker in the Faculty/Staff Assistance Program for an appropriate referral and assurance of confidentiality. I found both. She was sympathetic and again assured me, correctly or incorrectly, that I could not lose my job because I had AIDS, that reasonable accommodation to disability should be expected and that resources were available to help me in resolving disputes around this issue.

Even in our little campus unit, the Music Library, two other employees have died of AIDS. Continuing to work as much as they could and enjoying the social interaction of the workplace was clearly valuable to both. They may have been mistreated at work because they had AIDS, but I saw no evidence of it. I saw no diminishment in the respect and affection in which each was held by his colleagues. They continued to be welcomed. Their funerals were attended by many other employees, including those at the level of director. This sent a very powerful message, at least to me, about how people with AIDS could expect to be treated.

You may ask why I relate these incidents to proactivity. Were they the result of proactively developed policies? I do not know, but I do know that they contributed to my ability to continue a productive life freed from at least some unnecessary anxieties. In this respect my response provides a personal perspective on the value of developing and implementing effective policies about HIV in the workplace in advance, rather than trying to do so in an atmosphere of crisis.

The Common Ground

A few years ago at a Christmas party a person with whom I have enjoyed a good relationship for a long time came up to me when no one else was around, clearly showing the effects of a few drinks and in good mood. "You are not going to believe this," I was told, "but years ago I heard you had AIDS. Ha, ha, ha!" The implication was clearly that since I was still wandering around, this report must have been false. I knew no offense was intended, but had no idea how to respond. I simply replied "How about that!", since this was not the time or place for further explanation. A few years later a member of this person's family was being treated for cancer and we ran into each other at the hospital late one afternoon. At dinner together all was finally revealed, including the fact that the relative was receiving one of the formerly experimental drugs I have been taking in clinical trials for many years. We commiserated about the joys of interferon therapy and I sent a copy of my favorite cookbook for eating hints during chemotherapy.

Before going into the last of these incidents, I want to comment on the issue of confidentiality within my professional life. My partner and I are both highly visible in the profession and in professional organizations. Many people know us, and we have made no secret of my illness, but it rarely comes up in conversation—at least with me. People don't want to make me uncomfortable, and therefore leave it to me to raise the issue. Occasionally I hear that someone was asking a friend about what they had heard. Usually, like the person at the party, they ask "I heard he had cancer and AIDS. What happened, it's been years?" Openness has certainly increased, at least in academic institutions. *(continued next page)*

I was recently considering a job at another university, where a close friend had died of AIDS. Not only was the search committee prepared to recommend me despite full-blown AIDS for many years, but used it as a selling point to me, pointing out that although a terrible tragedy, "if you are going to have AIDS this part of the country is the best place to do it." One member provided me with a list of cancer and AIDS clinical trials being conducted at the local medical center.

A colleague who often sits beside me during conferences, because we both arrive late, recently spoke to me in our neighborhood park. "Before I came to Penn, I had heard that you had AIDS. Sometimes as I sit there, looking at you, I think to myself, 'How do people keep on going with a thing like that hanging over their heads?' Well now I have begun to find out for myself!". In the last year his wife had been successfully treated for breast cancer. With each year in remission, the likelihood that she had been cured increases, but they are still very much caught up in a grim waiting game. These incidents demonstrate the commonality of my experience not only in that I am able to see myself within the range of our shared human experience but because they reveal that other people are able to see my experience as common to theirs. This is a powerful affirmation that I continue to be a part of the fabric of everyday life, despite AIDS and cancer.

But there is more to the issue of AIDS in the workplace than ensuring a modicum of humane treatment. It is a dramatic challenge to confront our common humanity. Globally AIDS has illuminated the best and the worst in human nature, but the response to AIDS is making the world a

more human place. I would like to share a story sent to me by a colleague at Stanford. David Thompson worked as a librarian there. A week after he died of AIDS, each of his coworkers at Green Library—about 300 people—received his prearranged gift: a single, long-stemmed yellow rose. His gentle farewell found its way into a quilt panel created for David by the library staff, who held a lunchtime sewing circle in the library conference room. A bright yellow felt rose appears prominently alongside Stanford banners. "Through our common concern for David, the libraries became a very much more human place," writes the music cataloger Beth Rebman, "In facing the terrible tragedy of David's illness and in discussing what it meant to us, we all began to talk to each other, and learned to know each other in a new and more complete way than we did before."

This is true at Penn also. Crises, such as AIDS, give us the opportunity to test the strength of the beliefs, which in ordinary situations we may only think we hold. My experience is that what people really believe is not ignorance, or fear, or indifference but knowledge, and courage, and com-passion. Penn has been a good place for me to work, as a person with AIDS, as a *person*, because there are so many good people here. AIDS has proved to me that we are our own greatest asset, all of us; and that means each of us. Any other understanding would be contrary to every purpose for which the University was established and destructive of every goal to which we might now aspire.

The author is the music technical services librarian in the University Libraries and a member of the University's HIV/AIDS Task Force.

Speaking Out

Shortchanged by the Calendar?

I wish to express my dismay at the recent decision not to change the academic calendar. As someone who has taught the same courses both in the Fall and Spring semesters, I could never understand why students enrolled in the Fall semester should be shortchanged by a full week of classes. A week of classes represents a lot of material that will not be covered, and possibly some of the most important material. For students in Organic Chemistry, it may mean neglecting carbohydrates or amino acids, which are usually the last chapters of the textbooks. Since all students pay the same tuition, they should be entitled to an equivalent course.

It seems to me that having equivalent courses should be an educational requirement with a higher priority than holidays or personal convenience.

Over the years I have argued in front of the Calendar committee and in the Faculty Senate for a change. I thought two years ago that I had convinced the membership of the Senate for the need to equalize semesters.

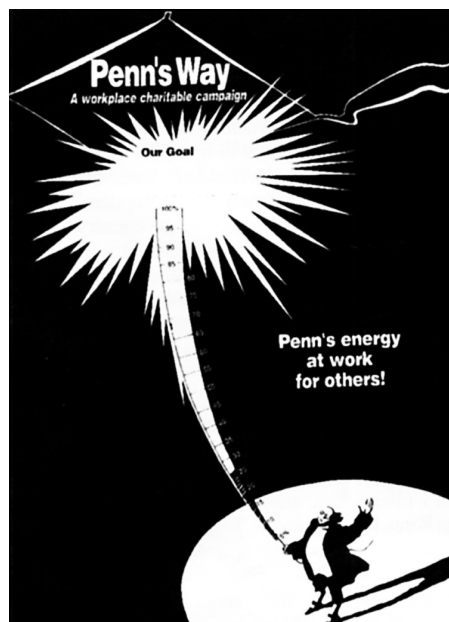
The argument that there is a need for more time between Summer and Fall teaching is nonsense. There are fewer faculty members involved in Summer teaching and for those who do teach, there is roughly the same amount of time as between Fall and Spring semesters.

I have been reading a lot about the importance of teaching in recent months, pieces written by both faculty and administration. While teaching is reported to be important, apparently it is not sufficiently important to commit an extra week.

The message that comes through from the Provost's decision is that both faculty and administrators are only willing to improve teaching if it does not involve an extra week of work.

As we already have much shorter semesters than some years ago, I find this decision irresponsible. It is a sad day indeed when students show more commitment to their work than those responsible for their education.

—Madeleine M. Joullie
Professor of Chemistry



Provost's Response to Dr. Joullie

I decided not to approve the SCUE proposal because the deans and the great majority of the faculty were opposed, but this does not mean that there will not be a change in the calendar. There is a compromise proposal now being considered that would provide one or two extra teaching days in the fall semester.

— Stanley Chodorow

Penn's Way: Near-End Report

The 1995 Penn's Way Campaign reports that \$332,792 has been pledged as of December 19—83 % of the goal of \$400,000. So far, 11 units have 50% or greater participation, including one with 100%. The roster:

- Annenberg Center (50%)
- Annenberg School (71.88%)
- Business Services (100%)
- Development (89.13%)
- Hospitality Services (86.27%)
- Human Resources (89.13%)
- Information Systems & Computing (85.79%)
- Morris Arboretum (55.56%)
- President (59.09%)
- Provost (91.83%)
- VPUL (87.38%)

University-wide, 37.25% of those solicited have participated in 1994 as compared to last year's campaign, when 40 percent of the University community participated, contributing a total of \$369,893. This year's total may come close to last year's once the last minute pledges are tabulated. A final report will be issued in January after the holidays, according to Co-Chairs Helen C. Davies and Steven D. Murray. — Eds.

Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. (For the next scheduled issue, January 17, the deadline is January 12.) Advance notice of intention to submit is appreciated. — Ed.

At the University Council on December 7, the President and the Provost reported on the State of the University and answered questions from faculty, staff and students. Last week's Almanac carried the messages of President Judith Rodin, Penn Medicine Vice President Gordon Williams, Vice President for Development Virginia Clark, and Acting Executive Vice President Jack Freeman. The report of Vice President and Secretary Barbara Stevens, which was part of the President's report, is on page 7 of this issue. Starting below is the report of Provost Stanley Chodorow, followed by that of Acting VPUL Valarie Swain-Cade McCoullum.

The State of the University: Academic Priorities and Progress

Let me begin with some general remarks; let me also alert you to the fact that I will be presenting the reports of several of my vice provosts since most of them are traveling and are away from the campus.

All of you have heard a great deal about the committee that will be looking at the undergraduate experience. At this point I have received the nominations from the students and from the faculty, and we're in the process of appointing the committee [see page 1—*Ed.*] It is taking longer than I might like—it is a complicated process—but we are getting there.

You have also heard that the President and I—now joined by the Executive Vice President, Jack Freeman—have been looking at the capital planning process on the campus. This was one of the areas that Coopers and Lybrand also examined. I became concerned about this issue early on when I saw how many projects were being proposed that were academic in nature or originated from units that report to me. And now, a process of looking at the way we do capital planning is proceeding apace, one that will put projects in priority order in accord with their academic priority on the campus, then divide them into categories that make sense so that things that need to be done quickly can be done quickly while major projects that need careful analysis are carefully analyzed.

Minority Permanence and Faculty Development

Other things that have been on my desk and are a continuation of the past include minority permanence and affirmative action. The campus has made a major commitment to both, and I have undertaken to work with the deans and to talk to various committees about what we need to be doing in regard to faculty recruitment—affirmative action recruitment—and to minority permanence. This includes providing fellowships for graduate students and for “pipeline projects” that mentor and support minority undergraduates in an effort to encourage them to become academics.

One of the goals of the recent development campaign was to raise \$35 million for minority permanence. I am told we in fact reached that goal. It was originally thought that most of this money would be raised and held centrally, but, like the majority of the funding raised through the campaign, much of the money was directed to individual schools. (Overall, it's very important for everybody to understand how much of the money gained through the campaign was in fact generated by the schools—by the activities of the deans and the faculties and the alumni and the support groups of the various schools.) Even so, we have been able to maintain our level of support for minority graduate students, and I'll report on that when I turn to the matter of graduate education.

As I learned after my arrival, we had a rather successful year in recruiting faculty. Aside from bringing in a significant number of junior faculty of very, very high quality, we were able to recruit some true stars: Geoffrey Hazard in law was appointed this year; Shmuel Weinberger in mathematics, a brilliant mathematician; Phyllis Solomon in social work (bringing with her, by the way, a \$1.8 million RO1 grant in social work in mental health), one of the leading people in that field; Margaret Spencer in education, a psychologist who came from Emory. These are wonderful appointments. Among the faculty I think there is a very strong sense of improvement, of renewal, of leadership—new leadership as well as the homegrown variety—that was displayed in the celebration of the new faculty that we had here earlier this year.

I have undertaken to work with the deans and the with the Provost's Staff Conference to improve the quality of the information that we receive about faculty members when they are proposed for promotion or for appointment, in particular with respect to their teaching activities. We are now working on a Provost's Memorandum that will specify the kind of information that we expect to see in faculty files. The principle that underlies this work is that the quality of information is critical to the importance that teaching will receive in consideration for promotion and for appointment.

Research Funding

I want to turn now to sponsored research. We have, in fact, increased our sponsored research over the last two years:

FY 1994 Sponsored Programs: Summary of Awards Received		
	FY 94	Change from FY93
Direct Cost:	\$209,867,823	+2.3%
Indirect Cost:	\$70,660,652	+1.0%
Total Received:	\$280,528,475	+2.0%
Number	2,371	+3.2%

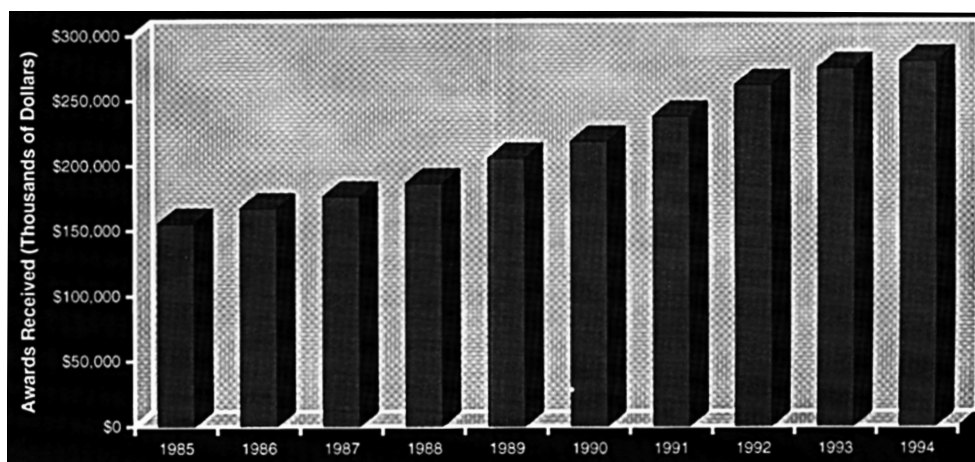
This chart gives you an idea of where we were: We raised roughly \$280 million dollars in FY94, an increase of roughly three percent, at a time when research resources have been stagnating, especially in the government agencies. This growth indicates that Penn has become even more aggressive in the face of the challenges that exist today, and that its faculty have been, as always, extraordinarily entrepreneurial and successful in raising research funds. With these funds come support not only for research, but for students—for graduate students as we are all aware—but increasingly also for laboratories and projects that involve undergraduates as well. When

(continued next page)

Total Awards Received, 1985-1994

One of the Provost's displays at Council gave this multi-year picture of funding for sponsored research at the University.

Graphics on pages 5-6 were provided by the Office of the Vice Provost for Research, courtesy of Janine Corbett.



we talk in our document on undergraduate education about increasing the involvement of our undergraduate students in research, our success in achieving that goal depends considerably on our ability to secure federal and other funds for research.

In the pie chart below (A) you can see one of the things that Gordon Williams reported [*Almanac* December 13]: the vast increase in the support of research in the School of Medicine over the last several years. Most of the research support for the School of Medicine comes from the NIH, with most of that—as indicated by the largest section of the chart—coming from the Department of Health and Human Services. But you can see that we also receive support from a wide variety of other sources. It's critically important that we continue to do well in the NIH across the campus because that is one of the federal budgets that is relatively reliable.

Chart B shows the amount of sponsored research awards by school and by center. Again, you can see the effect of the vast increase in sponsored research in the Medical School, which accounts for 56% of the awards. Arts and Sciences has 15%; Engineering 6%; and so on. Wharton is 3%. If you look at very recent trends, you will see tremendous increases. This chart does not show increases by school, but I can report, at least anecdotally, that you'll find dramatic increases in schools like Social Work where there is a burgeoning of activity compared to just a few years ago. Some of the other schools as well have begun to do much, much better than they did in the past.

Graduate Education: Making New Connections

The Vice Provost for Graduate Education is not concerned with professional education, which is primarily controlled by the professional schools, but is concerned instead with students enrolled in our Ph.D. and M.A. programs. This report focuses on those students.

We had in the past year 4,264 academic graduate students on campus. That's 200 fewer than five years ago, the result of efforts by many to ensure that graduate students are better supported; programs have been reduced in size in order to increase both the level of support and the number of students receiving support. The general effect of that movement has been an improvement in the quality of our graduate students.

Of the 4,264 academic graduate students, 4.3% are U.S. citizens of minority lineage (African American, Latino, or Native American). Four years ago, that percentage was 3%, so we have made some improvement. The improvement probably stems from the fact that we have developed resources for the support of minority graduate students. For example, we received 25 five-year fellowships from a federal program, the Patricia Roberts Harris Fellowship Program, during its last competition, more than any other university in the country. That application was made by the Vice Provost for Graduate Studies, Janice Madden, who has an application pending for this coming year as well. In addition, we have maintained a strong internal program, the Fontaine Fellowships, named for the first African American tenured faculty member on this campus. These also provide multi-year fellowships to almost 100 graduate students across the campus. Also, I can report that Penn minority graduate students are receiving their degrees at the same rate and in the same length of time as majority students. There is not a differential at Penn—and that is very heartening because it's not true in many other places.

We also have developed some new exchange programs. One is with Princeton University, initiated just this past fall, permitting all Penn Ph.D. students to take up to four courses at Princeton and Princeton students to take up to four at Penn. There are many specific areas of the curriculum where we can cooperate with Princeton; in fact, there's been some discussion about recruiting faculty in these programs so that they are synergistic and complementary, instead of merely competitive. Such a move could enrich the graduate programs at both institutions, and allow us to develop our programs more creatively and flexibly than we have in the past.

Starting this spring, Penn's doctoral students will be eligible to spend an academic year or semester at institutions that are members of "dwarves." The dwarves are basically the chief officers for graduate education at Brown, Berkeley, Chicago, Columbia, Cornell, Harvard, MIT, Princeton, Stanford, Yale and, now, Penn. (The dwarves aren't the schools; the dwarves are the graduate deans or the vice provost for graduate studies at these institutions.) What this means is that when a faculty member goes to spend a year as a visitor at one of these institutions, he or she can take graduate students along; those students can then work at that institution without losing any ground in their graduate work. It's also possible to develop an exchange in which a graduate student from Penn might work with some specific faculty member or group of faculty members for a year at one of these institutions. Membership in dwarves should provide our graduate students with a very much more flexible and enriched program over the next several years.

Next September, Penn will host the annual meeting of the Association of Graduate Schools, which is the meeting of the chief officers of graduate education in each of the AAU research universities. In addition, this fall the Graduate Council of the Faculties, which is the body that in fact awards the degrees and sets the standards for academic graduate degrees, issued its first graduate catalogue in over a decade; it's a very impressive document that lists all the courses and programs that we offer in all of the schools. The Graduate Council also amended the academic rules and regulations for the Ph.D. that become effective with next year's incoming class. The two most significant changes are that all students are to be formally evaluated with respect to their qualifications for pursuing the Ph.D. within their first two years of study and that students shall make a public oral presentation of the doctoral dissertation and be subject to an examination on its content. (This is a requirement very dear to a Medievalist's heart: in the Middle Ages a graduate student who was finishing stood on the steps of the cathedral for an entire day and answered questions from all comers, with a committee of faculty watching to see that he did it well; in those days it was only "he.")

Undergraduate Admissions: Early Decisions

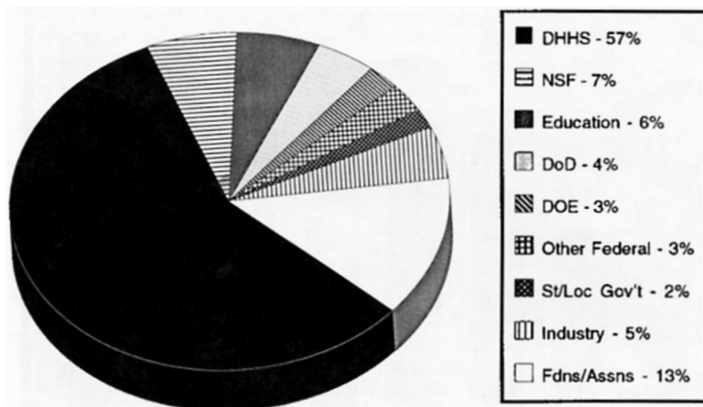
Let me now give you a preliminary report on admissions to the undergraduate program. First, we admitted this past fall 2,346 students; it was the best class in terms of selectivity, so far as I know, ever admitted to Penn.

This year Penn is apparently one of the hot schools; it had an 11.4% increase in the number of early decision applicants, from 1,459 to 1,625. These are the people who make Penn their first choice; they really want to come here, and, indeed, 98.8% of those admitted through the early decision program matriculate here (and 85 % of those not admitted for early decision but admitted later through the regular decision process also decide

Sponsored Research/Training Annualized Awards FY 1994

Table A: Sources of Funding

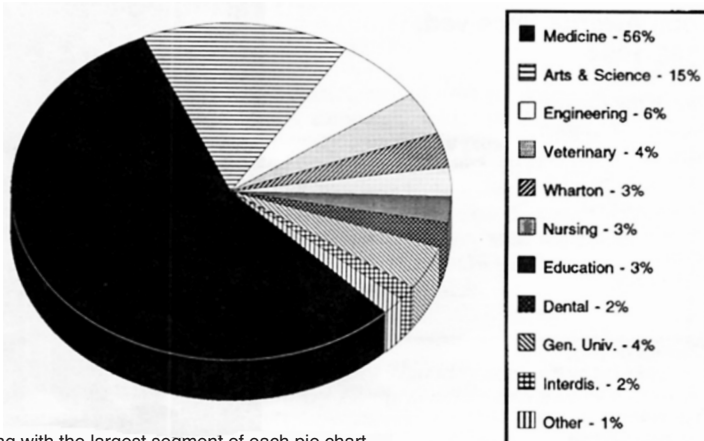
Total: \$279,466,202



Sponsored Research/Training Annualized Awards FY 1994

Table B: School/Center Distribution

Total: \$279,466,202



Legends read in clockwise order starting with the largest segment of each pie chart.

to matriculate at Penn). These are students who really want to come here, even if they are put off to the spring decision cycle.

Over half the increase in early admissions comes from our five traditional feeder states: Connecticut, Massachusetts, New Jersey, New York and Maryland. The number of applicants from Pennsylvania is about the same this year as last year, 271 this year and 273 last year. Some 21% of the overall increase this year comes from western, southwestern and west coast states. Last year we had 125 applicants from these areas, this year 163. These are very important feeder areas for Penn and applications are expected to grow. Many of our alumni, by the way, have moved out to the west coast and we have a pool of alumni there that we need to reach, too. Other changes in early decision numbers that should be noted are an increase in the number of applicants who are women, from 675 to 717 and

an increase in the number of Chicano and Latino students, from 35 to 53. That's also very promising for the future.

Because the deadline for applications for the regular admissions process isn't until the first of January I can't give you final numbers, but we are ahead of last year by about 250 applications. Last year at this time, we had 4,822; this year we have 5,082. Again, our selectivity factors are expected to be quite extraordinary. We expect to have a target admissions of slightly lower (50 or so students lower) than we had last year over all. Our entering class for fall 1995 ought to be quite terrific.

Now I would like to turn to the VPUL, Val McCoullum, to make a report on what's going on in her large and complex area.

— Stanley Chodorow, Provost
(from a tape transcription)

The State of the University: Complementing 'the Compelling Work of 12 Schools'

The Division of University Life, organized under the Provost through the Vice Provost for University Life and thus commonly known as the VPUL, supports the University of Pennsylvania's teaching, research, and service missions by providing a number of varied services that complement these goals. Among the VPUL offerings to the University's 22,000 undergraduate, graduate, and professional students and other community members, in partnership with the twelve Schools of the University, are the following:

- (1) academic and residential support programs;
- (2) counseling, health, and wellness programs;
- (3) leadership development activities;
- (4) student intervention and dispute resolution services;
- (5) programs that promote cross-cultural and inter-group relations, community service, and performing arts activities;
- (6) oversight of student affairs, including fraternity and sorority activities; and
- (7) administrative and information services.

Guiding Principles for the VPUL Infrastructure Review

As Penn's 21st century vision for undergraduate, graduate, and professional education emerges, it is essential that the model for student support and service infrastructure enhancements parallels refinements in the University's academic and administrative structures. The ultimate structure of the VPUL will be derived from active faculty, student, and staff participation in the evolving discussion re: the Penn "undergraduate experience" and graduate and professional school innovations. However, the VPUL is already actively engaged, with students, faculty, and staff, in an ongoing review and reorganization process, and we are using the

following principles to inform the current discussion re: additional reorganization opportunities in the structure of the division.

FY95-96 VPUL Program and Budget Review Principles

- Institutional academic priorities drive VPUL program priorities and inform division budgetary allocations: excellence in the delivery of services to students, increased seamlessness between VPUL services and the essential, compelling work of the twelve Schools, and the lively enhancement of co-curricular activities are the goals that inform our programming to meet stated priorities.

- Wherever VPUL resources can be shifted to direct student program support, such shifts will be effected to better serve students.

- Programs that can be consolidated to improve student service delivery shall be restructured to reduce redundancy, to streamline response to student inquiries, to reduce bureaucracy, and to enhance the fluidity of student institutional "navigation."

- Staff customer service and professional development activity shall be mandated. All staff members shall work with their supervisors to identify professional development goals and related learning opportunities and shall participate in these opportunities/activities on an annual basis.

- Quantitative as well as qualitative evidences of the effectiveness of VPUL programs and services shall be mandated as an essential, and ongoing, component of the evaluation of each VPUL department's effectiveness.

- Immediate, phased, technological upgrades must be effected in VPUL departments to improve service to students and linkages to academic departmental infrastructure.

— Valarie Swain-Cade McCoullum

The State of the University: 'An Extraordinary Time in Penn's History'

Focused and effective internal and external communications are essential to continue to attract the best faculty and students to Penn, to continue to attract private and federal resources to our University, to let people know what a remarkable place Penn is, and to inform people of the range of research activities carried on by Penn faculty that not only increases knowledge, but also improves lives.

Our most important task is to communicate the direction, momentum and priorities of the University, to increase relevant media coverage for Penn, and to build our own collective sense of pride in this great institution.

So, for example, we are conveying the cutting-edge research being done by our faculty and we are conveying the special strength of Penn in combining the theoretical with the practical, of educating thinkers and doers. In the months ahead, we will be conveying the focus and progress that we as a community make in further defining and developing Penn's unique undergraduate experience and we will convey our efforts to administratively restructure Penn, to ensure every resource is efficiently used.

In order to communicate our messages we are taking advantage of every possible resource and targeting our efforts. We will be looking to you, the members of University Council, for your advice and assistance.

We are targeting national and international media to reach many constituencies who are important to us. Progress to date has been impressive and I congratulate News and Public Affairs for their good work: We have had 221 major print stories in major national publications the last 90 days; we have targeted in particular *The New York Times* as Penn's "external journal of record" and we have had 52 stories — an increase of 48% from the previous quarter.

We have seen a similar increase in the broadcast media's coverage of Penn, with the pièce de résistance being Penn coverage on *Good Morning America* — where, over a two-hour period, from Locust Walk and "one of the nation's most beautiful urban campuses" President Judith Rodin, Professor Michael Zuckerman, Football Co-captain Michael Turner, and countless entrepreneurial and enthusiastic Penn students (who were also early risers!) reached over six million viewers.

Our press and media efforts are critical to convey the greatness and special strengths of Penn. But we are thinking of communications more broadly to include, for example, opportunities provided by our federal, state, city and community activities to reach those important constituencies, and activities of our admissions office to reach prospective parents and students.

We are also working to create a uniform image of Penn. Nine months ago if you picked up the employment section of the *Philadelphia Inquirer* or *The New York Times* you might well have seen five different ads for employment at Penn and it would have been difficult to tell they were the same institution. We have standardized that format so we benefit from the reinforcement of Penn's image.

We will also be working to refine and further reinforce our graphic image in the months ahead — through letterheads, signage and other publications that reflect the University to broad constituencies.

This is an extraordinary time in Penn's history, a time when we have great aspirations for the future and the capacity and will to achieve and communicate them. We all will be important to those efforts.

— Barbara Ray Stevens, Vice President and
Secretary of the University

**January at Penn--
SEE TABLOID FILE**

**DO NOT PRINT
FOLIOS OR DATE-
LINES**

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The following report of the Personnel Benefits Committee was submitted to the Steering Committee of Council on December 14.

Report on Benefits for Part-Time Employees

Summary

The 1994-1995 Personnel Benefits Committee (PBC) was charged by the Steering Committee of University Council to examine the issue of benefits for part-time professional staff. This issue was previously examined by the 1993-94 PBC. Although it acknowledged the importance of these benefits to individuals, the 1993-94 PBC recommended that benefits for part-time faculty and staff be considered within the context of total benefits re-design. The 1994-95 committee considered this recommendation recognizing its validity. The Committee concluded that such an approach would not be feasible in the given time frame and sought to address the issue within the given framework.

Although the committee was charged with the examination of pro-rated benefits for part-time professionals, equity considerations opened the discussion to examination of benefits for part-time support staff as well. The Committee first reviewed the current part-time benefits package which contains both benefits and privileges of employment. A full description of the package is contained in the body of the report.

The discussion included an examination of several pertinent issues. An important issue is the use of benefits in support of the strategic objectives of the University and balancing that strategic importance with individual needs. The Committee excluded the University's strategic objectives from the discussion since establishing them is beyond the Committee's purview. The Committee noted, however that the Administration may be forced to approach these issues as it considers the Committee's recommendation.

The Committee discussed the impact that enhancing part-time benefits could have on other employees and the University. This impact would be felt most in relation to retirement, medical and tuition benefits. The impact on retirement benefits is in the University's Tax Deferred Annuity (TDA) Plan. Employers offering TDA plans are required to stay in compliance with non-discrimination requirements established by the Tax Reform Act of 1986.

These requirements set limited and specific guidelines for the level of contributions to employees earning more than \$66,000 ("highly compensated employees") and those earning less ("non-highly compensated employees"). Extending participation in the Basic TDA Plan to part-time employees would most likely cause the University to either incur significant cost to increase contributions to non-highly compensated employees or reduce the contributions made to highly compensated employees in order to stay in compliance with the nondiscrimination regulations. The Committee could not find viable solutions to the difficulties of remaining in compliance if this benefit were to be extended to part-time employees, and determined that participation in the Basic TDA plan would not be included in the final recommendation.

The most significant issue associated with enhancing medical benefits is recent action taken by the Health Care Financing Administration (HCFA) to shift health care cost for retired employees working part-time from Medicare to employers. Enhancing Penn's part-time medical benefits would result in the University's active medical plans becoming the primary medical insurance for a group of employees who are currently covered by Medicare and who can consume large amounts of expensive health care.

A review of the tuition benefit suggested that the number of part-time employees and the group's salary base might not be large enough to support the cost of the tuition benefit. The committee agreed that the cost of part-time benefits should be funded through the part-time EB rate. Extension of tuition benefits could result in such a disproportionately large increase in the part-time EB rate that the benefit would be of little value.

The committee also examined other issues such as defining part-time employees, the differences in the employment relationships of part-time faculty and staff, and the effect of enhanced part-time benefits on the part-time EB rate. Enhancement of part-time benefits will increase the current

EB rate of 11.7%. If the benefits were to be identical to those offered to full-time employees, on a pro-rated basis, the rate might increase by 20%, to the 32% rate in force for full-time employees.

The Committee developed three preliminary recommendations as follows: maintain the current part-time benefits package, develop a cost neutral plan or develop a pro-rated benefits package.

The committee's final recommendation is to adopt a cost neutral plan for part-time professional and support staff. The plan would not add cost to the University's benefits plans; however, it would entail administrative costs. Such a plan could conceivably leave the current part-time package in place and add the option of participation in a health care expense account and the option of buying disability insurance. It would not include tuition or Basic TDA plan benefits. Eligibility criteria for receipt of part-time benefits such as service requirements should be determined by the administration.

*— David Hackney, Chair
for the Committee*

Charge to the Personnel Benefits Committee from the Steering Committee of University Council

The following is quoted from the May 16, 1994 letter to David Hackney (Chair, Personnel Benefits Committee) from Barbara Lowery (Chair, Faculty Senate and Chair, Council Steering Committee). (See Appendix A*) "The Steering Committee of University Council has agreed that a part of the charge to your committee for the 1994-95 year should be examination of the issue of benefits for part-time professional staff members. Such examination should include consultation with the appropriate staff from Human Resources. The Steering Committee requests also that a recommendation be returned to University Council for consideration at its January 18, 1995 meeting."

Background Information

The issue of pro-rated benefits for part-time faculty and staff was examined by the 1993-1994 Personnel Benefits Committee. The recommendation of the committee is quoted below as taken from the committee's 1993-1994 year end report. (See Appendix B*) "The PBC (Personnel Benefits Committee) acknowledged the importance of meeting the needs of faculty and staff, and balancing them with the issues of cost containment. The PBC concluded that a total benefits planning effort was the best approach to achieve the necessary balance, and that the above requests (pro-rated benefits for part-time employees) should be examined within the context of a total benefits planning effort. The PBC recommended that the senior management team of the University charge the Personnel Benefits Committee and the Division of Human Resources to undertake benefits planning. The PBC further recommended that Human Resources work with the PBC to develop a planning model, drawing on the resources of this community to frame the issues, set the agenda and devise a strategy for implementation."

The issue was placed on the agenda of the 1994-1995 Personnel Benefits Committee after communications between a group of part-time professional employees and then Interim President Claire Fagin. (See Appendices C, D*)

1994-1995 Personnel Benefits Committee Examination of Pro-Rated Benefits for Part-Time Professional Employees

While the Committee was charged with examining pro-rated benefits for part-time professionals, equity considerations opened the discussions to examination of benefits for part-time support staff as well. The work the 1993-1994 Personnel Benefits Committee and the current part-time benefits package were considered within the discussions.

* Available from the Faculty Senate Office, 15 College Hall/6303.

Current Part-Time Benefits Package

Regular part-time faculty and staff are eligible to receive the following benefits:

- Health coverage at University group rates without a University contribution. University group rates offer savings to the employee. Tax-sheltered premiums add to the cost savings.
- Life insurance coverage for the employee at two times salary subject to Pennflex related rates.
- Retirement under the University's Supplemental Tax Deferred Annuity (TDA) plan with the option of maximizing. In addition to the Supplemental TDA plan, part-time support staff who work more than 1,000 hours in a given year are eligible for retirement credit under the Retirement Allowance Plan for that year.
- Vacation, floating day and sick days are provided on a pro-rata basis.
- Holidays on a pro-rata basis when the holiday occurs on a regularly scheduled work day.
- Leaves with pay on a pro-rata basis.
- Participation in a Pre-tax Dependent Care Account.

In addition, part-time faculty, support staff and professional staff are eligible for the following privileges extended to full-time faculty and staff.

- Recreation privileges
- Library privileges for the employee and access to the library for spouses and same-sex domestic partners. Borrowing privileges for spouses/same-sex domestic partners of faculty when granted by the library.
- The Faculty/Staff Assistance Program
- Dependent Penn Guest I.D. Cards
- Escort Service
- University Commuter Van Pool Service
- Parking
- Discounted Tickets to Annenberg Theater
- Free Entrance to the University Museum for Employees
- Free Entrance to the Arthur Ross Gallery
- Free Entrance to the Institute of Contemporary Art

Benefits and privileges extended to full-time faculty and staff that are not extended to part-time faculty and staff include: dental, long-term disability, health care pre-tax expense account, tuition, the Basic TDA plan, the Penn Mortgage Program and discounted SEPTA rail and bus passes.

Re-design of the Total Benefits Package

The recommendation of the 1993-1994 Committee was considered and its value recognized. The Committee concluded that such an approach would be difficult given the time frame the Committee was asked to work within and the current environment of transition in the University's executive management; particularly, within the Division of Human Resources. The Committee concluded that incorporating part-time benefits into re-design was not feasible in the given time frame.

The Strategic Value of Benefits

The questions of where part-time benefits fit into the University's strategic goals and the current focus on cost containment, downsizing and re-engineering need to be answered. Although the Personnel Benefits Committee had decided that these questions were beyond the scope of its responsibility, they will be critical in determining University policy on this subject.

The importance of the strategic value of benefits is demonstrated by considering the impact that extending part-time benefits may potentially have on the total compensation of full-time faculty and staff. In the last few years, the range for salary raises for faculty and staff has been between two and four percent. Given the University's current financial climate and the fact that part-time employees have opted to work for salary only, some would argue that there should be a large difference between benefits for full-time and part-time employees.

The validity of such an argument is recognized; however, when part-time benefits are viewed within the context of the University's traditional approach to benefits, there is a counter argument in favor of extending the benefits. The University philosophy seeks to strike a balance between the strategic use of benefits and the importance of benefits to individuals. Within this framework, the University recognizes the commitment of regular part-time employees who give years of service to the institution and who have chosen to build part-time careers. Some form of benefits support is one avenue for this recognition.

Another important issue in the discussion is the University's future approach to employment. Are individual schools and centers more interested in attracting full-time or part-time workers? The configuration and generosity of the benefits package for both full- and part-time employees should aid in recruiting and retaining qualified employees (full- or part-time), and should reflect the University's priorities and business needs.

The Committee agreed that understanding the strategic value of part-time benefits would aid the discussion process and potentially influence any final recommendations; however, it was also agreed that determining that value is beyond the Committee's purview. The Committee agreed to focus discussions within the limitations of its purview.

Defining Benefits: Eligible Part-Time Employees

Typically the number of hours an individual works is a factor in determining benefits eligibility. Benefits-eligible staff can be defined by the number of hours worked and status as a regular part-time employee versus temporary employment status. It is also feasible to require that the individual work a given number of years in a regular part-time position before becoming eligible for benefits.

The number of hours worked cannot be used to define regular part-time faculty. A formula would have to be created to convert the number of courses taught to an equivalent of staff hours worked.

Identifying Part-Time Faculty and Staff

One of the challenges of considering part-time benefits is identifying part-time faculty and staff. The challenge arises out of the configuration of the Personnel/Payroll system and the University's decentralized management of employee records on the system. There are several data elements that are used to identify an individual's employment status. An inaccurate data field for any of these data elements can result in a potential inaccurate portrayal of employment status. It is necessary to analyze all pertinent data fields and refine the data request per the analysis in order to identify regular part-time faculty and staff with any degree of accuracy. A margin of error continues to exist even with the data refinement.

This process is revealed in the first request for data on part-time faculty and staff. This request yielded approximately 5,000 to 8,000 part-time employees. The data request was refined with a specification requesting employees with a salary in excess of \$100.00. The number of part-time employees decreased. Additional data refinement yielded final figures of approximately 160 to 180 staff and approximately 1,000 faculty. HUP physicians were not broken out of the total as a separate group.

Identifying part-time faculty is more difficult than identifying part-time staff. One of the difficulties associated with identifying part-time faculty is the manner in which they appear on the Personnel/Payroll system. Faculty who teach a course every few terms remain active on the Personnel/Payroll system as unsalaried during the terms they do not teach and appear as salaried during the terms they teach. During the terms they are teaching such faculty look the same on the Personnel/Payroll system as faculty who regularly teach part time.

The quality of personnel data on the Personnel/Payroll System is not controlled centrally. Personnel records are maintained by individual schools, centers and departments. There are several data fields that are used to identify employment status. These fields include the job title, the job class code, and a full- or part-time indicator. As an individual inputs an employee's information into these data fields, the Personnel/Payroll system does not have an automatic check for agreement among the fields or a mechanism to automatically block the data entry person from proceeding if there is not agreement between the data fields. As a result, an individual can have a part-time job class code and a full-time indicator. It is this type of disparity that leads to the difficulties in identifying part-time faculty and staff.

Part-time Employment Relationships with the University

Regular part-time staff and part-time faculty typically have different types of employment relationships with the University. Regular part-time staff typically work for the University for a number of years and do not necessarily have another job. Part-time faculty typically work full-time for another employer and teach a few courses at the University. The part-time faculty member is usually eligible for full-time benefits through his/her full-time employer. Other part-time faculty are semi-retired and may have little use for these benefits. This raises the question of whether it is appropriate to extend benefits to part-time faculty.

Impact of Part-Time Benefits on Full-Time Benefits

Extending part-time benefits in certain areas could have a negative impact on other employees or the University as a whole. The areas of concern are health care, retirement and tuition. The University, like all employers, must comply with government regulations issued for benefits plans. In the cases of retirement and health care, the University must comply with the Tax Reform Act of 1986 and regulations from the Health Care Financing Administration (HCFA). These federal regulations limit the University's options in making certain changes in benefits plans. The tuition benefit is problematic because the cost of the benefit would be spread among a relatively small number of employees.

(continued next page)

Retirement: Tax Deferred Annuity Plan (TDA)

A variety of tax laws and regulations, most notably, provisions of the 1986 and 1993 acts, impose substantial restrictions on the manner in which the University operates its retirements plans. The primary issues are "non-discrimination" rules, the voluntary nature of Penn Tax Deferred Annuity (TDA) Plan, and the consequences of noncompliance with IRS regulations. The Tax Reform Act of 1986 established non-discrimination requirements for Tax Deferred Annuity (TDA) Plans. Under the Tax Reform Act of 1986, contributions to the retirement accounts of highly compensated employees cannot exceed those to the accounts of non-highly compensated employees by more than specified percentages or ratios. Contributions to these plans are calculated as percents of compensation, rather than as dollar amounts. For example, the contribution, as a percent of salary, for "highly compensated employees" (HCE's) cannot exceed that for non-highly compensated employees (NHCE's) by more than 2%. The IRS defines highly compensated as an annual salary of \$66,000, or greater, in 1994. This amount is indexed for inflation on a yearly basis. The majority of part-time employees would be classified as non-highly compensated by this definition.

Employers must subject their plans to non-discrimination testing on a yearly basis to determine whether they are in compliance with the regulations. For the purposes of this calculation, all employees who are eligible to participate retirement plans are included. Since Penn has a voluntary retirement plan, employees may choose not to participate. However, IRS regulations require that, in performing the calculation, these employees are treated as members of the plan for whom no contributions are made. The TDA plan provides University contributions which are independent of the level of compensation, and vary only with age. Since age tends to be associated with income (young faculty and staff in entry-level jobs have lower salaries than professors and senior administrators) this introduces a pattern of higher contributions to the plans on behalf of employees with relatively higher incomes. A more important issue is the fact that approximately 400 to 500 employees choose not to participate in the TDA plan. These non-participating employees do not participate because they have decided that they cannot afford the 5% salary contribution required for participation. As would be expected, these non-participating employees are almost all from the non-highly compensated group. Although they have elected not to receive University contributions, their non-participation creates a large group of NHCE's for whom no TDA contributions are made. This has the effect of widening the difference in percent contributed on behalf of highly compensated versus non-highly compensated employees.

As a consequence of these rules, the first year the regulations were enacted, Penn's TDA Plan failed the non-discrimination tests. There were a number of eligible employment categories which had low participation rates. These categories included part-time employees, lecturers and adjunct professors. Typically these categories of employment fall into the NHCE category. In order to remain in compliance the first year, the University paid an additional \$500,000 to the accounts of NHCE's. This dollar amount was distributed across the entire group of employees. The additional payment brought the University's contribution to NHCE's in line with that of HCE's.

After the first year, the University examined the employment categories with low participation and decided to exclude them from eligibility. Current participants were grandfathered and those in these employment categories were given notification of their option to commence participation before eligibility was closed. Future participants were excluded from eligibility. In subsequent years the University has been close to the margin in passing these tests.

If participation in the plan is extended to part-time employees and a small number choose not to participate, the University is likely to be out of compliance with the non-discrimination rules. Under these circumstances, the University would need to take steps to stay in compliance with the non-discrimination regulations. The IRS has embarked on a campaign to force non-profit institutions to ensure that their TDA plans comply with applicable regulations. The IRS has threatened take harsh action against plans that do not comply and has asserted its right to disqualify plans that are consistently out of compliance. The consequences of disqualification would be severe, involving distribution of accumulations in the plans to the employees as taxable income. This could result in substantial depletion of retirement funds in order to pay the taxes due. In practice, the IRS has not taken such drastic action and there are steps the employer may take in order to bring the plan into compliance and to avoid penalties. The employer may either increase contributions on behalf of NHCE's, as described above, or distribute excess contributions to HCE's as taxable income. The latter action would have the effect of decreasing compensation to these employees.

Thus, including a class of employees with low participation rates, without

otherwise changing the plan, would introduce problems with compliance with nondiscrimination rules and require the University to increase costs by contributing more money to the retirement plans of NHCE's, or reduce compensation for HCE's.

A potential solution is to change the participation requirements of the plan from voluntary to mandatory. Mandatory participation in the plan resolves the issue of compliance by ensuring that all NHCE's are receiving University contributions and that the plan will meet the non-discrimination tests. Unfortunately, mandatory participation is not without difficulties.

Inquiries by the Benefits Office directed at eligible NHCE's who do not participate indicate immediate cash flow needs are the most common reason for non-participation. These employees understand the tax benefits of participation; the richness of the plan and the long term impact of their choices. They have indicated that participation in the plan is not financially feasible for them. Mandatory participation would result in a 5% reduction in salary available for current consumption. The IRS also limits the ability of employees to withdraw funds from their retirement plans. Thus, employees forced to accept salary reduction in order to participate could not simply withdraw their contributions from the plan. Instead, this money would only be available under circumstances of financial hardship—as defined by the IRS.

In order avoid this reduction in available income for employees who are unwilling to accept salary reduction, the Plan could be changed by implementing mandatory participation in the plan with a voluntary employee contribution. Under this model, the University would contribute to all employees while continuing to offer individual employees the option of contributing to their own accounts. This solution would be extremely costly to the University, and there is concern that the rate of voluntary employee contributions would decline, leaving employees with inadequate retirement funds. This might lead to employees continuing to work long past the point at which, on the basis of productivity, they should retire. The Committee noted that this approach also breaks with the University's philosophy of sharing the cost of benefits between the University and the employee fostering a relationship of mutual responsibility.

Some employers have countered the cost issue associated with no requirement for employee contributions by delaying vesting. Currently, vesting is immediate in Penn's TDA plan. This is a common feature of other university plans and introducing time-of-service requirements could put the University in a poor competitive position for recruiting.

Mandatory participation, with or without mandatory employee contributions, will immediately increase the University's costs for the TDA plan. It is unlikely that the University is willing to undertake such an expense. Ultimately, any action to extend participation in the Basic TDA Plan under the current participation model or a mandatory participation model could have a significant impact on cost to the University.

After considering these issues, the Committee decided it could not recommend extending participation in the TDA plan to part time employees.

Health Care: Retired Faculty/Staff Returning to Work Part-Time

The federal government has recently moved toward making employers the primary health care insurance provider for retirees who return to work part-time. In the past, retired University employees who worked part-time had Medicare as their primary insurance with the University's 65 Special for supplemental insurance. The federal government's current position requires employers who offer part-time benefits to cover retired part-time workers under the employer's primary active medical plan if part-time employees are eligible for employer contributions to medical insurance. Increasingly, the government is adopting the position that if an individual is retired and has insurance other than Medicare available, such as part-time benefits through an employer, the employer's insurance must be primary. If the benefits are offered and the retired individuals are in an eligible employment category, then they must participate in the plan. Thus, if part-time benefits are enhanced, Penn's active plans could become the primary medical insurance for a group of employees who are currently covered by Medicare and who can consume large amounts of expensive health care.

Two years ago the Health Care Financing Administration (HCFA) began matching Medicare claims to W-2 reporting and asked employers to explain why Medicare paid claims for employees who had access to employer plans. If employers could not justify the Medicare claims, they had to pay the claims under their primary health insurance plan. Medicare would then be reimbursed from the provider. HCFA originally questioned medical expenditures for 1,200 employees. These Medicare charges from the initial claims totaled \$800,000. The Benefits Office was successful at defending the majority of those claims and the University ultimately paid \$40,000. Medicare rates for treatment are lower than the costs of care

delivered through the University health care plans. If these individuals had been covered under a University plan, the costs would be higher because the billing would not have been at Medicare rates. These are not one-time costs since HCFA continues to send inquiries on an ongoing basis.

If part-time faculty and staff are eligible for benefits and a retired faculty or staff member returns to work part time, it is illegal to exclude him/her from benefits eligibility. It is also not possible to place him/her in a special employment category specifically to evade the assumption of primary responsibility. Such action would be viewed by HCFA as a deliberate attempt to circumvent their requirement, and disallowed.

Defining benefits eligibility by hours worked is more likely to receive approval from the government provided that the action is not interpreted as a deliberate attempt to circumvent the regulation. The benefit to Penn is a decrease in the potential number of retirees shifting to Penn's active medical plans. This approach highlights the need to convert courses taught to hours worked.

An added difficulty faced by employers is the lack of appropriate operating guidelines for compliance with the HCFA requirements. Penn's Benefits Administrators asked HCFA for guidance on how to interpret the requirements. No one contacted within HCFA could provide definitive judgments which would assure compliance.

The Committee believes that it is possible to distinguish part time faculty from part time staff. The part time staff generally are not retired individuals returning to work on an occasional basis. Therefore, if medical benefits were extended only to part time staff, but not to part time faculty, the Medicare liability issues described above probably will not be exacerbated.

Tuition

Currently, the tuition benefit provides full-time faculty and staff financial support for educational expenses by off-setting the a portion of the cost of tuition for themselves, their spouses/same-sex domestic partners and dependent children. The cost of the tuition benefit is determined by the number of individuals using the benefits and the cost of tuition both at Penn and nationwide.

Currently, tuition benefits are provided to the surviving spouses and dependents of deceased faculty and staff within the guidelines of University Policy. In addition, retirees who meet the length of service requirements are also eligible to receive tuition benefits. Therefore, retirees returning to work part-time would not impact the tuition benefit.

Providing a pro-rated tuition benefit potentially could lead to a dramatic increase in the EB rate for part-time employees. Both the number of part-time employees and the salary base for part-time employees may not be large enough to fully support the price tag of a pro-rated tuition benefit.

The Committee could not assume that the usage of the benefit would be proportional to the usage patterns of full-time employees. It is also possible that usage patterns from year to year could vary substantially, creating the possibility that in a certain years the part-time EB pool might not have adequate funds to cover the expense of tuition. Several options for remedying this issue were discussed. They included limiting the benefit to tuition for employees only, and giving employees a flat dollar amount which they could save and use for themselves, their spouses/same-sex domestic partners or dependent children. The latter option did not appear to represent a meaningful economic benefit to employees. If employees did not want a tuition benefit, could they used the money for something else? If the employee chose to save his/her tuition dollars, how would this money be invested? What would be the tax implications? This option did not appear to offer advantages over savings programs employees could implement on their own. Thus it appeared that a comprehensive benefit could be prohibitively expensive and that an affordable benefit might be of very little value.

University Budgeting and Benefits Expense

In any discussion of benefits, cost is an important consideration. The current EB rate for part-time employees is 11.7%. Most of the part-time EB pool is used to fund government-mandated benefits such as Social Security, workers compensation and unemployment compensation for part-time employees. The remainder supports the other benefits noted above. If pro-rated benefits are extended, the part-time EB rate will increase proportionately. The level of increase will be influenced by the richness of benefits included in the package. Currently the EB rate for full-time employees is 32%. Introducing benefits which, pro-rated, are identical to those for full time employees would appear to require a 20% increase in the part-time EB rate. If the University were to increase compensation for part-time employees by this much, it is not clear that all these employees would prefer to take this increase in the form of benefits, rather than salary. The Committee supported the principal that, to the extent possible, individual employees should decide how to use any increases in compensation they might receive.

Committee Analysis of the Issues

There are six basic issues that arose out of the Committee's discussions. They are as follows.

- There is currently no specific methodology for defining part-time faculty.
- Part-time faculty typically work full time for another employer and have benefits through that employer or are semi-retired and have little need for most University benefits.
- The HCFA regulations can potentially add to the cost of enhancing University contributions to health care for part-time employees.
- The extension of participation in the TDA plan and tuition benefits is potentially extremely costly for the institution.
- There are differences between the needs of regular part-time staff and those of retired faculty or staff returning to the work force part-time.
- The strategic value of an enhanced part-time benefits package versus the cost of the package is pertinent in the overall decision making process; however, the issue is beyond the Committee's purview.

The Committee agreed in principle that the cost of part-time benefits should be funded through the part-time employee benefits rate. The issue of compliance with non-discrimination regulations led the Committee to determine that participation in the Basic TDA plan would be excluded in its final recommendation. The Committee also agreed that it cannot recommend a specific level of benefits because it does not know the amount of money, if any, available to enhance benefits.

The Committee examined the employment relationships that part-time staff and faculty have with the institution. It was agreed that these employment relationships have significant differences and that these differences warrant a difference in treatment in terms of benefits. The Committee agreed that the final recommendation on part-time benefits be limited to part-time professional and support staff.

The Committee was unable to resolve the differences between the needs of regular part-time staff and retired staff returning to work part-time. This issue will have to be addressed through the plan design.

The Committee noted that it may be beneficial for the institution if an effort is made to determine the strategic value of part-time employment and consequently benefits University wide.

Preliminary Recommendations

The Committee drafted three recommendations to be put to a full Committee vote. They are as follows:

- a) *Current Package*: Maintain the current part-time benefits package with no changes.
- b) *Cost Neutral Plan*: Develop a cost neutral part-time benefits plan. The plan would not add cost to the University's benefit plans; however, it would entail administrative costs. Such a plan could conceivably leave the current part-time package in place and add the option of participating in a health care expense account and the option of buying disability insurance. It would not include tuition benefits.
- c) *Pro-rated Benefits*: Provide pro-rated benefits to include medical insurance, tuition, dental insurance, life insurance, dependent life insurance, long term disability insurance and pre-tax expense accounts for health care and dependent care. The level of benefits under this option is dependent upon the level of funding available for expansion of benefits, as determined by the administration.

For reasons discussed above, the Committee did not include the TDA Basic Plan in any eligibility criteria for receipt of part-time benefits such as service requirements under each option should be determined by the administration. Committee members were asked to vote on all three options ranking their first, second and third choices. One member, who had not attended any of the meetings did not vote. Under the provisions of the bylaws of University Council ex-officio members did not vote. All other Committee members voted.

Final Recommendation

The Committee's final recommendation is to adopt a cost neutral plan for part-time professional and support staff as described above that does not include the Basic TDA plan or tuition benefits. Eligibility criteria for receipt of the benefits to be determined by the administration.

—David Hackney, Chair
Personnel Benefits Committee

Ed. Note: A table accompanying the report summarizes the Committee's voting. With a value of 1 assigned to each first-place vote, 2 to each second place, and 3 to each third place (so that the lowest weighted total was the preferred option) option *b* scored lowest at 16. Option *a* received 27 and *c* received 23.

In lieu of the weekly crime statistics, space is given this week to several bulletins on safety, especially during the holidays.—Ed.

Crime Alert: Some Current Scams

Magazine Subscriptions

Several college campuses in the Delaware Valley area have reported students being victimized by people selling phony subscriptions. The specific company name these con artists have used is "Continental Enterprises." Typically, the company's listed contact numbers are not in service; the students' checks are cashed within 24 hours and no magazines are received.

Students from Drexel University, Philadelphia Textile and St. Joseph's campuses have reported being bilked by this scam. The only description of the perpetrators is: "Two (2) males"; no other information was made available.

Anyone who receives a telephone call representing such a company should hang up and activate the call trace feature (Available on University Exchanges: 898, 573 and 417). (*Specific instructions on activating call trace are at right.*)

Notify the Penn Police Department (898-7297) or the Victim Support/Crime Prevention office as soon as possible and file an incident report.

If you see or receive any flyers from such a company, please save the flyer (noting its location). Then notify the Penn Police Department (898-7297) or the Victim Support/Crime Prevention office (898-4481/6600) as soon as possible and file an incident report.

If you see any suspicious persons posting flyers or soliciting students with regards to magazine subscriptions, please contact the Penn Police Department (898-7297) as soon as possible. Be prepared to describe the suspect to the dispatcher: sex, race; approximate height, weight; clothing description, direction travelled.

Credit Card Thefts

Delaware Valley campuses (i.e. Drexel) and local hospital facilities (i.e. Children's Hospital of Philadelphia) are also experiencing thefts of credit cards from unattended purses and backpacks inside libraries and academic buildings. Typically, the thief only removes one credit card; nothing else is taken. Thus, the theft is often not noticed for several days. In the meantime, these thieves charge upwards of \$ 5,000 within 24 hours on each credit card and they are *getting away with it!* Eventually, the cost of these thefts is passed on to you and me—the consumer—in the form of higher retail prices and annual fees for credit cards.

Call Trace from University Exchanges (898, 417 and 573):

All PennTrex telephone lines include a call trace feature. There is a \$1.00 usage fee which is charged to the Student of Record for that particular telephone number each time the feature is used. This feature must be activated *immediately* after disconnecting the harassing or suspicious call and *before* any other call has been made or received on that particular line. This feature must be activated after each harassing call or suspicious call.

1. Hang up the telephone upon receiving the harassing or suspicious call; be certain that the call is disconnected.

2. Lift the receiver and dial "257" to initiate a trace for that call. You will hear a prompt saying that the trace was completed or you will be notified that the feature could not be activated (i.e. out of state call).

3. In all circumstances, log the date and time of the call and what was said.

4. Contact the Penn Police (511 or 898-7297) as soon as possible.

Safety Tips:

1. Carry only the necessary credit cards and money.

2. Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on the seat beside you, on the counter next to you, or under your seat or table when dining.

3. While in class, the library or the lab, keep your personal belongings in view or with you. Otherwise, keep your valuables in a locked cabinet or drawer.

4. Carry your wallet in an inside coat pocket or side trouser pocket.

5. Immediately check your purse/wallet when you are jostled in a crowd.

6. Report any suspicious person(s) to the Penn Police Department (898-7297) as soon as possible. Red Emergency Campus Telephones have been installed in the Biomedical and Van Pelt/Dietrich Libraries for your use. Don't assume that someone else will notify the Police.

Remember: Safety:

It's everybody's right...everybody's responsibility!

— Department of Public Safety

USPS Rate Increase and New Express Service Rates

Effective January 1, 1995 the United States Postal Service (USPS) will be increasing postage rates for all classes of mail. Listed below are the new rates for the classes of mail most frequently used by the university community. For further rate information please contact Penn Mail Service at 898-8665.

The rates below have been approved effective 12/12/94 by the USPS Board of Governors. The rate increase will be put into effect on January 1, 1995.

1st-Class Letters	Current	New	Change	Change %
Basic Letter (1st Oz.)	29.0	32.0	3.0	10.34
Additional Oz.	23.0	23.0	0.0	0.0
3/5 Digit Presort	24.8	27.4	2.6	10.48
3-Digit Presort barcoded	23.9	26.4	2.5	10.46
1st-Class Postcards	19.0	20.0	1.0	5.26
Business Reply	9.0	10.0	1.0	11.11
Priority Mail (2 lbs)	\$2.90	\$3.00	0.10	3.45
Express Mail (USPS)				
1/2 Pound	\$9.95	\$10.75	0.80	8.04
1-2 Pounds	\$13.95	\$15.00	\$1.05	7.53
3rd-Class Nonprofit				
Bulk Letters Basic	11.6	12.0	0.4	3.45
Bulk Flats Basic	16.4	17.0	0.6	3.66
Piece/Pound Rates				
Per Pound	44.6	46.5	1.9	4.26
Basic/Piece	7.1	7.3	0.2	2.82

Penn Mail Service has also renegotiated rates with several private vendors for overnight and 2nd day package delivery services. These rates are predicated upon the overall volume of university shipments therefore *all billing* activity must be coordinated through Penn Mail Service. For additional information please contact Penn Mail Service at 898-8665.

Federal Express	Next Day 10:30am	Next Day 3:00pm	2nd-Day Service
1/2 Pound	\$7.50	\$7.00	\$6.00
1 Pound	\$8.00	\$7.00	\$6.00
United Parcel Service			
Letter Pak	\$7.25	N/A	\$6.25
1 Pound	\$10.91	N/A	\$5.50
DHL			
Express Document	\$8.20	N/A	N/A
1 Pound	\$11.00	N/A	N/A

International rates are also available for each of these vendors. These rates are based upon destination and weight, for specific information please contact Penn Mail Service at 898-8665. Thank you for your continued patronage of Penn Mail Service.

All rates may be obtained by requesting a rate sheet from Penn Mail Service.

— Jim Bean, Manager, Penn Mail Service



Almanac

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(215) 898-5274 or 5275 FAX 898-9137
E-Mail ALMANAC@POBOX.UPENN.EDU

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Dear Faculty, Staff and Students:

Winter Break 1994 is almost here! And with Winter Break 1994 comes a time of low occupancy, greater opportunity for crime and therefore, the need to be more safety and security conscious!

To reduce the opportunity for break-ins, burglaries, criminal mischief and other crimes, the Division of Public Safety is again offering to conduct Special Checks of Residential properties from 3 p.m. on Friday, December 23, 1994 to 7 a.m. on Monday, January 16, 1995.

Students, faculty and staff who live in the following geographical boundaries may list their property with Public Safety for special checks during the period it will be vacant: the Schuylkill River to 43rd Street, and Baltimore Avenue to Market Street.

Penn Police officers will periodically check the exterior of the property for signs of criminal activity or security breaches.

On discovering any, the officers will take appropriate action ranging from arresting the perpetrator to conducting an interior check of the property with subsequent notifications to the listed occupant.

If you would like to list your property with Public Safety for special checks during Winter Break 1994, please pick up an application at the Penn Police Department (3914 Locust Walk) or Victim Support/Crime Prevention Office (3927 Walnut Street). You need to complete and return the application prior to vacating the premises. In these pages you will find Safety and Security Tips to help keep the Holidays safe and happy!

Wishing you peace and joy this Holiday Season.

- John Kuprevich, Commissioner, Division of Public Safety
- Maureen S. Rush, Director of Victim Support/Special Services
- George Clisby, Chief of Patrol Operations, Penn Police Department

*Along with
the mistletoe and holly,
let's also think about Safety!
To keep the Holiday Season
happy and joyous, and the
New Year full of hope and
promise, here are some
safety tips to keep
in mind!*

If You Are Going Away For Break

- Secure or remove all valuables (jewelry, computers, stereos, televisions, etc.). All valuables should already be engraved with your Social Security Number. Engravers are available at Victim Support office (3927 Walnut Street, 898-4481).
- Close and lock all windows; close all shades, drapes and blinds. Lock and bolt entrance doors to rooms or apartments.
- Use timers on lights and a radio or television to give the appearance of being occupied.
- Register your property with Public Safety For Special Checks during the break.
- Your answering device message should never indicate that you are not home. Always use plural nouns ("we're not available to take your call right now") even if you live alone. Don't use your name(s).
- Make sure your exterior lighting works and turn same on. Preferably, exterior lights should be on a timer or photoelectric cell. If not, contact your landlord regarding them before you leave for Break.

If You Are Remaining At Penn

- Use one of the ten automated teller machines (ATM) located inside University buildings and avoid taking money out at night. Check the amount withdrawn only after you are safely inside your office or residence. Never display money in public.
- Be aware of your surroundings and the people around you. Trust your instincts. Stay in well-lighted and well-travelled areas.
- Use the buddy system or Escort Service when travelling at night. Dial 898-RIDE for vehicular escort service, or 898-WALK for walking escort service.
- If you are expecting guests or workers, do not open your door until you know it is the right person(s). Always ask to see identification of callers you don't know.
- If accosted, do not resist! Don't panic! Get a good description of the assailant (race, sex, approximate height, weight, clothing description, direction travelled, etc.) and report the incident to the police as soon as possible.

- Know the locations of Blue Light Emergency telephones. Open the box and lift the receiver or push the button to notify the Penn Police department of your location and need for help. If you can, stay on the line and explain your situation to the dispatcher.
- Report any suspicious person(s) or activities as soon as you can: Where, what, who, when and how.
- Know your emergency telephone numbers:
Division of Public Safety
Penn Police Department
3914 Locust Walk
On-Campus
(Exchanges 898, 417 and 573): 511
Off-Campus Telephone Number: 573-3333
Non-Emergencies: 898-7297 or 898-7298
Victim Support: 898-4481 or 898-6600 (24 hrs)
Detectives Unit: 898-4485
Philadelphia Police Department 911
S.E.P.T.A. Police Department 580-4131

If You Go Holiday Shopping

- Never display money in a crowd. (Think this through before you leave the safety of your office or home, so you're not fumbling in public with your purse or wallet).
- Carry only the necessary credit cards and money. Avoid using outdoor automated teller machines.
- Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on the seat beside you, on the counter next to you or under your seat or table when dining.
- Carry your wallet in an inside coat pocket or side trouser pocket.
- Immediately check your purse or wallet when you are jostled in a crowd. (And then be doubly watchful because the jostling may have been a ploy to get you to reveal where you carry your money).
- Always keep one hand free; avoid carrying numerous bags at one time. Consolidate small bags into one large manageable bag.
- Walk with your head up, shoulders back and your eyes scanning the people around you.

Automated Teller Machines

The following automated teller machines (ATM) located inside University buildings will be Open during Winter Break 1994:

Harnwell House (High Rise East)

3820 Locust Walk 898-5258
Main lobby; doors will be locked; must have a valid PennCard and MAC card to be admitted into the building by security officer.

Nichols House (Grad Tower A)

3600 Chestnut St. 898-6873
Main lobby; doors will be locked; must have a valid PennCard and MAC card to be admitted into the building by security officer.

Steinberg Hall-Dietrich Hall

3620 Locust Walk 898-2300
The Cafe; must have a valid PennCard; building will be open 24 hours; please enter via the north main entrance doors off of Locust Walk.

Mellon Bank Building

133 South 36th St. Main lobby; open to public.
Open Friday, December 23, 9 a.m. to 5 p.m.
Closed Saturday, December 24 through Monday, December 26. Open Tuesday, December 27 through Friday, December 30th, 9 a.m. to 5 p.m.;
Closed Saturday, December 31st through Monday, January 2. Resumes regular hours Tuesday, January 3, 9 a.m. to 5 p.m.

The Shops at Penn 3409 Walnut St.

The Food Court; open to the public.
Open Thursday, December 22, 10 a.m. to 8 p.m.
Open Friday, December 23, 10 a.m. to 7 p.m.
Closed Saturday, December 24 and Sunday, December 25
Open Monday, December 26, 10 a.m. to 6 p.m.
Open Tuesday, December 27 through Friday, December 30, 10 a.m. to 7 p.m.
Closed Saturday, December 31 and Sunday, January 1
Open Monday, January 2, 10 a.m. to 6 p.m.
Resumes regular hours Tuesday, January 3, 10 a.m. to 8 p.m.).

The Book Store 3729 Locust Walk 898-7595

Open to public. Open Monday, December 19 through Thursday, December 22, 8:30 a.m. to 6:30 p.m. and Friday, December 23, 8:30 a.m. to 5 p.m.
Closed Saturday, December 24, Sunday, December 25, and Monday, December 26.
Open Tuesday, December 27 through Friday, December 30, 10 a.m. to 5 p.m.
Closed Saturday, December 31 and Sunday, January 1.

Houston Hall 3417 Spruce St. 898-INFO

Lower Level Open to the public.
Open 24 hours through Thursday, December 22
Open Friday, December 23, 7:30 a.m. to 7 p.m.
Closed Saturday, December 24, through Monday, January 2
Open Tuesday, January 3 through Saturday, January 14, M-F, 7:30 a.m. to 7 p.m. Closed Saturdays January 7, 14, and Sunday, January 8.
Resume regular hours Sunday, January 15 (M-F, 7:30 a.m. to 12 midnight, Saturday and Sundays-9 a.m. to 12 midnight).

Penn Tower Hotel 399 South 34th, 387-8333

Main Lobby; open to the public
Building will be open 24 hours; please enter via the west main entrance doors off 34th St.

Johnson Pavilion 37th & Hamilton 898-0669
Main lobby adjacent to the Security Desk Open to the public; the building will be open 24 hours.

Closed during Winter Break 1994

* McClelland Lounge (Quad) 3700 Spruce St.

* Indicates Depository Capability

Low Speed Modems Phasing Out January 6

DCCS plans to shut down the low speed modem pool (898-6184) at 5 p.m. Friday, January 6. Thereafter, faculty, students, and staff requiring remote access to PennNet should use the high-speed modem pool (898-0834). There are 300 modems in the high-speed (14,400 bits per second) pool, and only 8 in the obsolescent, 2,400 bps pool to be phased out.

Please note that using the high-speed modems requires a PennNet ID and password, which can be obtained by bringing a valid PENNcard to:

- ID Center, 3401 Walnut, 9 a.m.-4 p.m.;
- Computing Resource Center (CRC), Locust Walk opposite Book Store, 9-4:30;
- SEAS CETS, Moore 169, 9-5; or
- Biomedical Library, Hamilton Walk, when the Library is open.

Other caveats:

- The command prompt on the high-speed pool is "Annex:" rather than "DIAL:." At the Annex prompt, enter "t" (short for telnet) followed by the host you wish to connect to. Examples: t library, t umists, t penninfo, t mail.sas, t www, etc.
- If you have a PC script that automatically dials PennNet and connects you to a service via the "DIAL:" prompt, please request your local support provider to modify the script.

Please report any questions or problems to the PennNet Help desk, 898-8171, help@dccs.

— Daniel A. Updegrave
Associate Vice Provost, ISC, and
Executive Director, DCCS

Peace

We're breaking for the holidays, and unless urgent needs arise in the meantime, our next issue will be out January 17, 1995 (deadline January 10). Remember the University's weather emergency closing number—898-MELT—and try to check PennInfo from time to time for breaking news.

From the staff of *Almanac*, best wishes for a happy and restful holiday season.

— Karen Gaines,
Marguerite Miller, and Mary Scholl

PennInfo's Campus Kiosks

Benjamin Franklin Scholars Office
The Bookstore
College of General Studies Office
The College Office
Computing Resource Center*
Data Communications/Computing Svcs*
SEAS Undergraduate Education Office*
Faculty Club*
Greenfield Intercultural Center Library
Houston Hall Lobby
Office of International Programs
Office of Off-Campus Living
PennCard Center
PennTrex Office
Student Employment Office
Student Financial Information Center
Student Health Lobby

* Uses point-and-click software.

'In a Word...NOW!'



The theme of the University of Pennsylvania's celebration commemorating the life of Dr. Martin Luther King, Jr., is: "In a word...NOW!," drawing on the title of a speech in which Dr. King said:

Any plan for the future, therefore, which seeks to calm troubled waters, will have to sweep barriers away, rather than pour oil over tides.

— Martin Luther King, Jr.

In January, the University celebrates the life and honors the memory of Dr. Martin Luther King, Jr. (January 15, 1929-April 4, 1968). The program includes the fifteenth annual Commemorative Program on Monday evening, as well as other programs and activities which have become fixtures in the annual event. For additional information about these events, please contact Terri White, chair, 1995 Martin Luther King, Jr. Commemorative Program Planning Committee, at 898-0610.

We hope that all of the following events will help the University community focus on ways to keep Dr. King's vision of "sweeping barriers away" alive, not just during the activities, but in a way that has a permanent, positive impact on all of us.

— Commemorative Program
Planning Committee

Sunday, January 15

King's Walk

Students paint banners 3-6 p.m., to be hung Monday and Tuesday to create *King's Walk* along Locust Walk; information: Michelle Davis, 898-4431. (Program for Student-Community Involvement; Community Service Living-Learning Program; Christian Association).

Candlelight Vigil

Alpha Phi Alpha Fraternity, Inc. (the fraternity to which Dr. King belonged) leads a march from Du Bois College House to College Hall, culminating with reflections from campus leaders; 7 p.m.

Monday, January 16

Voice and Vision of King

Selections of Dr. King's speeches played over a public address system on College Green throughout the day; 8 a.m.-3 p.m.

The Time is NOW: A Sunrise Breakfast in Honor of Dr. Martin Luther King, Jr.

Breakfast in the Du Bois House, with the Honorable Vincent Hughes, Senator-elect and chair of the Pennsylvania Black Caucus, as guest speaker; 9-11 a.m.; information: Robyn Kent, 898-0810 (Black Student League).

African American Association of Administrators, Faculty, and Staff Annual Martin Luther King Jr., Program

Celebratory program featuring the Honorable Augusta Clark, Councilwoman, City of Philadelphia; 12-2 p.m.; Ballroom, Penn Tower Hotel.

Town Meeting

Students representing diverse perspectives share their views on the vision reflected in the President's and Provost's statement, "Implementing a 21st Century Undergraduate Education"; 3-5 p.m.; Bodek Lounge, Houston Hall.

University of Pennsylvania Martin Luther King, Jr. Commemorative Program

Annual event features remarks by the President and Provost, keynote address by Professor Derrick Bell, a law professor who challenged Harvard Law School's minority hiring practices, and musical selections by the Penn Gospel Choir; 7:30-9 p.m.; Annenberg School Auditorium.

Monday, January 23

Philadelphia Orchestra's Tribute to Dr. King at the Academy of Music

Dedicated to the memory of Marian Anderson, this year's concert benefits the Marian Anderson Music Study Center housed in Van Pelt Library; see also *Music* in the January at Penn calendar and *Almanac* December 6 for more details; 8 p.m.; Academy of Music, Broad and Locust Streets; information: Rochelle Fuller, 573-3610.

Released Time: For staff wishing to attend daytime events honoring Dr. King, Acting V.P. for Human Resources John Wells Gould has authorized released time, and has asked that supervisors be flexible in making arrangements for coverage of responsibilities.—Ed.