

Almanac

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Cass Term Chair: Dr. Norton



Anne Norton

Dr. Anne Norton, professor of political science, has been appointed to the Alfred L. Cass Term Chair, SAS Dean Samuel H. Preston has announced recently.

Dr. Norton received her B.A., M.A., and Ph.D. from the University of Chicago in 1977, 1979, and 1982, respectively. She has been a professor of political science at Penn since 1993. Before that, she served on the faculties of the University of Texas at Austin, Princeton University, and the University of Notre Dame and as a visiting assistant professor of political science at the University of Chicago. In addition, she has been a fellow at the Pembroke Center for Teaching and Research on Women and at the Humanities Research Center of the University of California.

Dr. Norton's research interests include time, identity and history; methods for the study of politics and culture; feminist and race theory; and colonialism and post-colonialism particularly in the Middle East and South Asia. She teaches courses on political theory, including Muslim political thought; post-structuralism and post-colonialism; and American politics and culture.

She has authored five books, including *Blood Rites of Late Modernity: Word, Flesh and Revolution* to be published by Routledge in 2002, and she has written numerous book chapters and journal articles. She served as president of the politics and history section of the American Political Science Association and as founding co-editor and an editorial board member of *Theory & Event*, a refereed electronic journal of political theory published by Johns Hopkins University Press.

Steven D. Oppenheim, a 1960 graduate of the Wharton School, and his wife, Lucille Cass Oppenheim created the Alfred L. Cass Term Chair in 1988 in memory of Mrs. Oppenheim's father. Mrs. Oppenheim's mother, the late Gertrude Cass, also contributed to the gift. Mr. Oppenheim a partner in the New York law firm of Faust, Rabbach, & Oppenheim, is a specialist in tax law.

IN THIS ISSUE

- 2 SEC Actions; Death of Ms. Bynoe; Memorials: Mr. Smolen; Mrs. Asch; US News Grad Rankings; Hong Kong Alliance; Online Notification
- 3 Pilot Curriculum: Some Early Observations
- 6 Lindback and Provost Award Sketches
- 8 FY 2002 Budget: Report to University Council
- 10 Tax Credits for Retirement Plan Participants; Alumni Weekend Volunteers; Equal Opportunity & Diversity in Higher Ed; Volunteer Opportunities
- 11 Computer Connection Special Hours; Update; Crime Stats; Classifieds
- 12 Research Roundup

Lindback Awards 2002

in the Non-Health Schools . . .



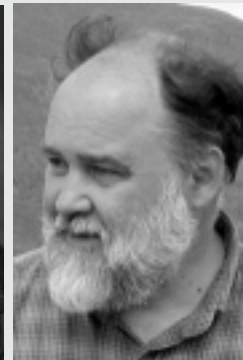
Warren Ewens



Jeremy McInerney



Jeremy Siegel



Charles Dana Tomlin

. . . and in the Health Schools



Sherrill Adams



Joseph Bernstein



Marc Levine



Terri Lipman

Provost's Awards



Uri Hangorsky



Jennifer Morse

Lindback Reception: April 18

*The Lindback Society
cordially invites all members of the
University community
to attend a reception honoring
the recipients of the
Provost's and
Christian R. and Mary F. Lindback
Foundation
Awards for Distinguished Teaching
2001-2002*

*from 4:30-6 p.m. in
The Rare Book Room, Van Pelt Library*

SENATE From the Senate Office

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Executive Assistant Carolyn Burdon, Box 12 College Hall/6303, (215) 898-6943 or burdon@pobox.upenn.edu.

Actions Taken by the Senate Executive Committee Wednesday, April 3, 2002

1. Chair's Report. Professor David Hackney announced that the request to consider creation of a subcommittee to monitor faculty salaries had been referred to the Senate Committee on the Economic Status of the Faculty.

2. Past Chair's Report on Academic Planning and Budget Committee and Capital Council. The Academic Planning and Budget Committee met once since the last SEC meeting. At that meeting we were briefed by Michael Masch on tuition and fees for the next academic year and by Omar Blaik on the Cinema project. In addition, we reviewed a draft of the new strategic plan. All of this information is now public.

Capital Council met on April 2 and approved plans, to be submitted to the Trustees, for the relocation of the Office of International Programs to International House. Discussion continued on the design and construction of the University Museum Infrastructure Upgrade.

3. Information discussion with President Rodin and Provost Barchi. Discussion centered on academic priorities in the Strategic Plan (*Almanac* April 2, 2002).

4. Cost of research. Provost Barchi introduced a presentation requested by SEC at the last meeting. He thanked Bonnie Gibson, Barney Lentz and Dan Katzenberg for their summer-long effort in preparing the report and noted that the report is a work in progress that will help identify problems. Among the topics raised was cost recovery of research, grants offsetting faculty salaries, building depreciation and facilities costs of existing and new buildings.

5. Committee on Administration Report on Proposed Revision of the Policy for Postdoctoral Fellows. Committee Chair, Professor Dennis Yao, noted that the revised policy extends to all postdoctoral fellows the setting of minimum compensation levels and the addition of guidelines for mentoring and training. A SEC member stated that, as currently written, the policy did not cover non-science postdoctoral fellows. SEC voted to return the policy to committee to explore the applicability of the proposed revised Policy for Postdoctoral Fellows to non-science postdoctoral fellows.

Anxious Penn Applicants: Discovering Destiny Online

For applicants to the University's Class of 2006, how quickly they learn about acceptance is dependent not on "snail mail" but on the speed of their Internet connections. While thousands of college applicants around the country anxiously check their mailboxes, looking for fat envelopes that tell them they've been accepted to the colleges of their dreams, applicants to Penn can simply log on to the University's admissions Web site.

Students are still mailed confirmation from Penn's admissions and financial-aid offices as a back-up, but the events of Sept. 11 made it clear it was important to find alternatives to providing admissions decisions in a timely fashion. "The system is a leap forward in communication with our applicants," said Lee Stetson, dean of admissions. "We tried to maintain the personal approach with our Web design and also by linking our applicants to information about their decision, not just giving them their decision." In early January, Penn officials decided to move to a Web-based system, and it went "live" April 3. More than 11,000 students logged on to see who were among the 16 percent of applicants who made it into Penn this month.

From the admissions Web site, there is a link to Penn Plan online, a site that allows a student to see the financial-aid award, if there is one, and to assess personal means to meet the cost of attendance. There are also direct links to information on financing options. "This is a major step forward for us and for the industry," said Frank Claus, associate vice president for finance.

Penn and Hong Kong Engineering Schools Form Alliance

The Hong Kong University of Science and Technology's School of Engineering and Penn's School of Engineering and Applied Science will collaborate in their technology-management master's programs.

A newly signed agreement provides for student and faculty exchanges. "As the fastest growing economy in the world, China offers enormous opportunities and challenges for U.S. technology managers. Hong Kong plays an important role in China's economic development, and this alliance opens the door for Penn students with aspirations in China," said Lyle Ungar, director of Penn Engineering's Executive Master in Technology Management Program, which is co-sponsored by the Wharton School.

"Our program and HKUST's will educate technology managers who can turn innovation into commercial success in the global marketplace," said SEAS Dean Eduardo Glandt.

"In curriculum and networking, the partnership with Penn will be an asset to HKUST's technology-management education program," said Helen Shen, director of HKUST's Master in Technology Management Program.

The MTM at HKUST and Penn's EMTM are firsts in Hong Kong and the U.S. Combining the study of emerging technologies with management principles, the programs are designed for technology professionals who are or will be in management positions requiring an understanding of business and technology.

Death

Ms. Bynoe, Wharton Undergraduate

Electra Bynoe, a Wharton undergraduate, died on April 2, at the age of 22. Ms. Bynoe, was a native of Arlington, VA. Her expected graduation date was spring 2003. She was a Benjamin Franklin Scholar and a Joseph Wharton Scholar. Ms. Bynoe worked at the Penn Fund.

She is survived by her aunt, Delores Bynoe; and her uncle, Darnley Bynoe.

Memorial for John Smolen, Jr.

The University community is invited to attend a Tribute in Memory of John J. Smolen, Jr., and the Classroom Dedication of Chemistry 102. The Tribute and Dedication program will be held on Monday, April 22 at 2 p.m. in the Chemistry Laboratories Building, at the corner of 34th & Spruce Streets. Mr. Smolen died on September 28, 2001 (*Almanac* October 9, 2001) at the age of 59. He had been the associate vice provost for University life from 1990 until his death.

— *The Division of University Life and the Provost's Classroom Renovation Committee*

Memorial Fund for Mrs. Asch

A Memorial Fund has been established in memory of Florence Asch, the widow of Dr. Solomon E. Asch (*Almanac* March 5, 1996). Mrs. Asch died on March 27, at the age of 92.

Donations may be sent to Roy Eidelson, Solomon Asch Center for Study of Ethnopolitical Conflict, St. Leonard's Court, Suite 305, 3819-33 Chestnut St., Philadelphia, PA 19104.

Graduate School Rankings

Four of Penn's schools are in the top ten list compiled by *U.S. News & World Report*, with three schools moving up from last year's rankings (last year's rankings are in parentheses).

- #3 Wharton School (#4)
- #4 School of Medicine (#4) for research
- #5 Graduate School of Education (#8)
- #7 Law School (#10)

Business, education, engineering, law and medicine are ranked annually. Most other categories are not ranked each year. Those that were ranked this year are: #23 biological sciences, #18 chemistry, (the specialty of organic chemistry ranked #10), #17 computer science (the specialty of artificial intelligence ranked #7), #16 mathematics, and #20 physics.

Within education, GSE made the list of top schools for education policy.

The top picks in business included the following specialty programs at Wharton:

- #1 Accounting
 - #1 Finance
 - #2 Marketing
 - #3 International Business
 - #3 Entrepreneurship
 - #4 General Management
 - #5 Production/Operations Management
 - #5 Quantitative Analysis
 - #8 Management Information Systems
 - #10 Nonprofit Organizations
 - SEAS ranked #28 this year, up from 30.
- The School of Medicine was also ranked in the top ten in four specialty programs:
- #2 Pediatrics
 - #3 Women's Health
 - #4 Internal Medicine
 - #6 Drug/Alcohol Abuse.

The annual *U.S. News & World Report* rankings of America's Best Graduate Schools will be in the magazine's April 15 issue. For more on the rankings, see www.usnews.com.

A Pilot Curriculum Evaluation Committee, chaired by Professor Paul Allison, is engaged in ongoing evaluation of the Pilot Curriculum and will be issuing a formal report of its findings to the faculty of the School of Arts and Sciences as the end of this educational experiment draws near, some three years from now. The observations that appear here represent only my informal impressions of what we have learned in the two years since the SAS faculty authorized the launching of the experiment.

—Richard R. Beeman

The Pilot Curriculum: Some Early Observations

Nearly two years have passed since the faculty of the School of Arts and Sciences, after several months of discussion and, occasionally, controversy, approved the implementation of an experimental curriculum for a cohort of 200 entering freshmen in each of the next five years. The Pilot Curriculum, as it came to be called, consists of the following elements:

- a four course general education requirement spread among four categories:

- Structure and Value in Human Societies
- Science, Culture and Society
- Earth, Space, and Life
- Imagination Representation, and Reality

Unlike the College's present 10 course General Requirement, the aim of the Pilot General Requirement is not to define for students "essential" categories of knowledge, but, rather, to open students' minds to modes of inquiry and subject areas which they could then pursue in a more thoroughgoing manner later in their undergraduate careers.

- the creation of a new set of courses for the Pilot General Requirement—all of them interdisciplinary and for the most part team-taught.
- Pilot Curriculum Students are expected to satisfy the same language, writing, and quantitative skills requirements as other College students.
- an increased emphasis on improving oral communications skills.
- a requirement that all pilot students have a meaningful research experience, most often within their major, prior to graduation.
- a requirement that all pilot students, in their sophomore year and in close consultation with their academic advisers, draw up a well-articulated written plan discussing their intended field or fields of concentration, as well as their intentions about how they will use their electives.

The essential idea underlying the Pilot Curriculum, perhaps more important than any of its specific features, was that the faculty of SAS, by engaging in a set of carefully-conceived experiments with our general education requirements over a five-year period, and by carefully assessing the educational experiences both of students enrolled in the Pilot Curriculum and of those in our present general education curriculum, would find ourselves in a better position to engage in informed discussion and decision-making when we finally turn to the task of revising our curriculum for all of our students. In that sense, it is important to emphasize that the Pilot Curriculum was *not* intended so much as a blueprint for the next general education curriculum for the College as it was a means by which our faculty could find the proper pathway toward an improved curriculum in the future. Indeed, many of the members of the College Committee on Undergraduate Education (CUE) who crafted the Pilot Curriculum proposal chose some of the specifics of their proposal—the compact and explicitly inter-disciplinary character of the four course requirement and the emphasis on a thoughtful and self-conscious choice of electives—not out of a certainty that those features were inherently preferable to those of our present General Requirement but because they believed that the sharpness of the contrast between the Pilot Curriculum and our standard curriculum would be a distinct aid as we evaluated the virtues and deficiencies of each curriculum.

Speaking now only for myself, I have always believed that the Pilot Curriculum, being much more about the *process* of curricular experimentation than about any one particular set of experiments, should be subject not only to review, but also to revision along the way. It is in that spirit that I would like to offer my own informal impressions of what has transpired thus far.

When the members of the Freshman Class of 2004 received their initial mailing prior to pre-registration, they received with that mailing a letter from me and a brochure, "Choose Your Curriculum," explaining the differences between our present General Requirement and the Pilot Curriculum and asking the students to decide whether they wished to enroll in our regular curriculum or volunteer to be among the pool of students from which the 200 Pilot Curriculum students would be randomly selected. Among the members of the Class of 2004, some 300 students volunteered to be pilot students; among the members of the Class of 2005, slightly over 400 students volunteered. In each case, we had a suffi-

cient number of students who volunteered but who were not selected, to constitute a control group for purposes of evaluation.

Interdisciplinary Courses

By far the greatest effort thus far has been devoted to the creation of the interdisciplinary courses which our pilot students are taking to fulfill their four-course pilot general education requirement. By the time the first class of pilot students appeared on campus in September, 2000, we had been successful in creating seven interdisciplinary courses, all but one of them taught by teams of three faculty members. As of November, 2001, we had created an additional eight, spread across the four course categories as follows:

Category I: Structure and Value in Human Societies

The Principles and Practice of Freedom
Good Government, East and West
Globalization and Its Historical Significance
War, Violence and Political Vision
Race and Society

Category II: Science, Culture and Society

Cognitive Neuroscience: Philosophical, Scientific and Social
Perspectives on Mind and Brain
Biology, Language and Culture
Origins and Meaning of Quantum Theory

Category III: Earth, Space and Life

Life in the Universe
Humans and Their Environment
Energy and the Environment

Category IV: Imagination, Representation and Reality

The Self-Portrait
Representations of the Holocaust
Making Space: The Built Environment in History
Metamorphoses
Representing Medieval Florence: Space, Sound and Text
in the Age of Dante
Transatlantic Traffic: Philadelphia, London and the World, 1666-1876
Emergence of the Individual

I believe that we have ample reason to be pleased with and proud of the breadth of intellectual vision that those eighteen courses represent, but I must also confess that the task of creating these new courses has been more formidable than I had anticipated. The principal impediment has not been a shortage of faculty willing to step forward to create new courses, but, rather, the constraints within their departments that have made it difficult for them to free themselves up to develop and teach such courses. No one is more mindful than I of the limits to which our very hard-working faculty can be stretched; we are constantly asking for more—more freshman seminars, more writing courses, more research experiences for undergraduates—and the demand on departments for still more from their faculty has strained the resources—and sometimes the patience—of many department chairs. The only response that I have been able to give to those who argue that we are asking for *too much* from our departments is that a thoughtful and energetic investment on the part of our faculty in the development of exciting, new general education courses will be of lasting benefit to our undergraduates well into the future, no matter what the structure of our curriculum might eventually be.

We have already learned a good deal about these new pilot courses by hearing informally from the pilot students themselves. In addition, the Pilot Curriculum Evaluation Committee has informed me from time to time about what it is learning through its more systematic investigations. In addition to the usual course evaluation forms, the committee has developed supplemental course evaluation questionnaires, conducted focus groups with randomly-selected pilot students and post-mortem interviews with instructors of pilot courses, held an informal symposium with all of the pilot instructors, and debriefed pilot curriculum advisors, who have been in an excellent position not only to listen to student expressions of satisfaction and dissatisfaction, but also to probe more deeply into our students' perceptions about what they have learned. These means of evaluation represent only a beginning, and Paul Allison and his evaluation com-

(continued on page 4)

The Pilot Curriculum: Some Early Observations *(continued from page 3)*

mittee intend to devise other measures as well.

Student dissatisfaction with the courses thus far has tended to be concentrated in two areas. Many students have complained that the work load in many of the courses was excessive and, indeed, many of those teaching the initial versions of the pilot courses have acknowledged that they may have succumbed to one of the natural tendencies in a team-taught course, namely, for each instructor to overload the syllabus with what he/she believes to be “crucially important” material in his or her field, with the result being an excessive workload for the students. Nearly all of the teams teaching in the Pilot Curriculum this year are carefully reassessing their expectations about student workload.

Team-Teaching and Interdisciplinarity

By far the most interesting, but also most complex, sets of student comments have come on the related, but nevertheless separable, issues of team-teaching and inter-disciplinary teaching. One of the explicitly stated assumptions in CUE’s proposal for the Pilot was that “the highly motivated and highly selected students who choose to study. . . at Penn have already used their secondary education to develop distinctive interests and numerous competences, and are ready to enjoy the freedom both to develop their existing interests as well as to explore new areas.” In particular, members of CUE assumed that our entering students were sufficiently prepared in those basic disciplines that are part of a high school curriculum to be ready to approach important areas of knowledge through an interdisciplinary approach. While a significant majority of the pilot students have expressed satisfaction with this interdisciplinary approach, some have quite plainly felt uncomfortable and insecure within those courses. In at least some cases the faculty teaching the courses have assumed too much with respect to the knowledge that our entering freshmen bring with them, and therefore have jumped into interdisciplinary conversations with one another before all of the students in the course were ready for it. In other cases, however, it has appeared that at least some students, at least initially, simply don’t like the experience of uncertainty, of the frank acknowledgement by the faculty teaching the courses that they didn’t “have all the answers.”

Two courses that give us particular insight into these matters—both in terms of the positive and negative reactions from the students—were those on “Cognitive Neuroscience” and on “Biology, Language, and Culture.” These courses (each of which is being offered again this year) were among the most ambitious not only in putting faculty from different disciplines together, but also for tackling subject matter in which the state of knowledge is rapidly changing. Many students were genuinely excited by the intellectual challenges posed by those courses, but some felt some combination of terror, intimidation, and incomprehension. In sorting out the sources of student discomfort (bearing in mind that student discomfort is not inherently a bad thing), it has sometimes been difficult to disentangle issues relating to the challenges of *team-teaching* from those relating to *interdisciplinary teaching*. It does seem clear, however, that bringing together teams of faculty across disciplines who have not taught together before has made issues of *intellectual integration* particularly pressing ones. In general, both the instructors in those courses and those of us who have observed those courses have concluded that simply bringing faculty from disciplines together and having them talk to one another about their disciplines, leaving the task of integration to the students, is not sufficient. It is becoming clear that it is important that faculty teams take some significant (though perhaps not sole) responsibility for bringing about that integration themselves.

It is perhaps not an accident that two of the courses that have received some of the most positive initial reactions from students were taught by single instructors—David Koerner’s “Life in the Universe” and Dan Janzen’s “Humans and the Environment.” A great deal of the success of those courses owes to the fact that David and Dan are terrific teachers, but it may also be the case that interdisciplinary courses taught by a single instructor are by their very nature ones in which integration of material from different disciplines is achieved more readily. Similarly, the course on “The Built Environment,” taught by David Brownlee and David DeLong, two faculty members who have collaborated in the past, appeared also to avoid problems of insufficient integration of material.

It is becoming increasingly clear to me that an excessive reliance on

team-teaching may not be either efficacious or sustainable. In addition to the pedagogical issues of coordination and integration, the logistics (and the financial costs) of freeing up faculty to participate on a regular basis as members of teaching teams are extremely daunting. Simply put, team-teaching is resource-intensive and the maintenance costs are very high.

But we should not be too hasty in abandoning team-teaching in all circumstances. The subject matter of some of the courses—“Cognitive Neuroscience” and “Biology, Language, and Culture” are once again particularly good examples—is sufficiently complex and sufficiently novel that it is difficult to imagine a single faculty member having the command of the material to be comfortable teaching the course unassisted. Moreover, if there is a single initial “outcome” from our early efforts in the Pilot Curriculum that we have been able to identify thus far, it is the extremely high level of satisfaction among faculty teaching the pilot courses. Both in the transcript of the forum conducted by the Pilot Curriculum Evaluation Committee and in the committee’s summary of individual interviews with faculty teaching pilot curriculum courses, I have been struck by the high level of commitment and enthusiasm of the faculty who have volunteered to teach courses the first time around. If nothing else, the Pilot Curriculum experiment has generated impressive enthusiasm among some of our faculty for interdisciplinary teaching.

Additional Observations

As the first semester of the second year of the Pilot Curriculum draws to a close, there are some additional—and very hopeful—observations that we can now add to these initial ones. First, as some of our team-taught courses are being taught for a second time, the faculty involved in those courses are in fact learning from their previous experiences. Student response to the Cognitive Neuroscience course during this current semester has been more consistently positive than it was a year ago, and through my discussions with the instructors in the courses on “Globalization” and on “Biology, Language and Culture,” it has become apparent that they are enthusiastic about changes in their courses for the coming semester. Perhaps even more encouraging, have been the comments that we have heard from second-year pilot students in our focus groups. Significant numbers of them, looking back on the pilot courses they took last year, recognize that some of their initial negative reactions to the courses were founded in uncertainty and insecurity; from their perspective as College sophomores, many of them have given us testimony on the way in which some of their experiences in those courses opened up intellectual pathways subsequent to taking the course, that they had not recognized while they were taking the courses. These are at this stage impressions only, but they reinforce for us the importance not only of conducting customer satisfaction surveys about students’ immediate reactions to the curriculum, but also of devising some serious outcomes evaluation measures at subsequent points in our students’ careers.

During our New Student Orientation for freshmen in the Class of 2005 this past fall, we embarked on another important experiment in evaluation in the area of “science literacy.” We have from the beginning been aware that the subject of teaching science to students not intending to major in science is one of the most vexing and controverted of all of those that we are addressing in the Pilot Curriculum. As one way of evaluating the interdisciplinary approach we are taking in the Pilot Curriculum science courses, we administered a “Science Survey” to all members of this year’s entering freshman class. In fact, it was not a survey, but, rather, a test of basic knowledge and understanding of scientific concepts and issues. There was a good deal of moaning and groaning among the freshmen as they completed their “surveys,” and, though we have not yet fully analyzed the results, we are hopeful that they will provide a benchmark from which we can measure subsequent progress in the matter of general education in science. Although it is difficult to predict what we will discover in subsequent surveys, I am at the very least hopeful that our analysis of this particular survey will enable us to make more accurate generalizations about the state of scientific knowledge of our entering students.

Some of the most important aspects of the Pilot Curriculum experiment will only be tested further down the road. Pilot student advisers are now beginning to have discussions with their second year advisees about the research requirement, and, as pilot students move into their majors (and, not insignificantly, into new advising relationships with faculty

within their majors), we will need to devise the means by which to assure that pilot students will have both opportunity and appropriate training to enable them to engage in a meaningful research experience before they graduate. This, like everything else in the Pilot, is an experiment, and, in all candor, it remains to be seen whether we will be able to assure that all pilot students are able to have experiences doing research that measure up to our faculty's definition of "meaningful."

Similarly, the most important assumption underlying the experiment—the proposition that pilot students will use the increased freedom that a reduced course requirement gives them to develop imaginative and coherent educational programs that will make the total of their courses taken at Penn equal more than the sum of its parts—is by no means self-evidently true. We are just now reaching the point at which second-year pilot students, in consultation with their advisers, are drawing up their academic plans. When I discussed this task with first-year pilot students last year, most of them had no comprehension of what that task might entail. In my early conversations with those same students this year, there is some encouraging evidence that they are beginning to look at their careers at Penn holistically, that they really are trying to approach their remaining years at Penn with seriousness of purpose and self-consciousness. We will, however, need to assess that matter carefully after all of the evidence is in.

Finally, although the evidence on this topic has not been collected systematically, I have pretty strong impressions that those faculty serving as freshman and sophomore advisers to Pilot Curriculum students are finding that the combination of the reduced general education course requirement and the emphasis on student responsibility in curriculum planning has made advising sessions with students more creative and productive. Whether this is a consequence of the structure and philosophy of the Pilot Curriculum itself or whether it is more closely related to our overhaul of the advising system throughout the College as a whole is difficult to say, and I know that the Pilot Curriculum Evaluation Committee plans to do a more systematic study of the experiences of Pilot Curriculum Advisers. Indeed, those advisers may be our very best source of evidence on the strengths and weaknesses of the experiments which we are undertaking.

Challenges

Looking back at our accomplishments thus far and at the challenges that lie ahead, I would note a few other important challenges that we will need to confront. The first relates to innovations in pedagogy and in student learning. When the Pilot Curriculum was first being discussed, many of us believed that the experimental curriculum would offer a wonderful opportunity for experiments with new methods of pedagogy (particularly, but not exclusively, in adapting new technologies to the classroom) and in encouraging faculty teaching in the Pilot to be more self-conscious about the learning objectives for their courses as they constructed them. Although some of the pilot courses do indeed make extensive use of web-based technology ("Humans and the Environment" and the course on Florence being particularly good examples), it cannot truly be said that our progress in the pilot courses is any more striking than it is in many of our existing courses within our regular curriculum. This is perhaps not an outcome to be lamented, for one could argue that we are as a faculty doing a very good job of incorporating new technologies into our pedagogy and that to expect the pilot courses, which already bear a considerable burden of innovation in areas of course content, to lead the way in incorporating new technologies may be unnecessary and even unwise. That said, we have set aside substantial resources for technological support for the pilot courses, and for the most part faculty teaching the courses have chosen not to "push the envelope" in this area.

Much the same can be said about our success in getting faculty teaching pilot courses to think more self-consciously about "learning objectives." Given the fact that some of the philosophy underlying the pilot general education courses is somewhat different from that shaping our introductory, discipline-based courses, it would seem important for faculty to proceed in the construction of those courses with a clear and self-consciously articulated view of the learning objectives for the courses. In fact though, those faculty who have volunteered to teach the pilot courses—nearly all of them experienced teachers with records of excellence in teaching—are understandably resistant to instructions from deans

or other administrators about how to structure their courses. I am still hoping that we can in the future make more of an effort to engage faculty in conversations about learning objectives for their courses, but, as in the area of technology and teaching, we need to be sensitive about and respectful of individual styles of teaching.

Perhaps the single greatest challenge facing us as we move forward with this experimental curriculum is that of addressing the question of whether or not the sorts of courses that are being taught in the Pilot Curriculum are *scaleable* and *sustainable* when ramped up to serve our entire student body. I have frequently noted that I do not have strong preferences with respect to whether our eventual general education requirement consists of four courses, six courses, eight courses, or ten courses so long as the courses in our general requirement open up in exciting ways for entering students the world of knowledge in the twenty-first century and inspire them to pursue particular pathways toward deeper knowledge in their subsequent studies. I am becoming more and more optimistic that the sorts of courses we are developing within the Pilot Curriculum are doing just that. But it is nevertheless clear that the task of creating enough courses of that character to serve our entire student body is very, very daunting. Particularly daunting, I think, because the culture of "choice" among Penn students is very strong. While I think we would be making a serious mistake to move to recreate a general education requirement with the degree of choice exhibited by our present General Requirement, with its more than 300 courses, I do think that, however many course categories we agree upon, we will need to offer a reasonable range of choice within those categories. My own guess is that we will need at least 50 courses, although that number would almost certainly vary depending on the size (e.g., 4 courses? 6 courses?) of our next general requirement.

At present, our Pilot Curriculum is running parallel to our regular curriculum. Indeed, we have promised to departments that the pilot courses are "extra" courses which will not cut into their ability to offer the full range of existing courses that they have normally offered. Although this course of action is labor and resource intensive, we can probably manage it for another few years. But unless we are able to increase the size of our standing faculty significantly, the task of creating not eighteen, but 50 or more "extra courses," all of them taught by standing faculty and some of them team-taught, is formidable indeed. The single greatest challenge facing us, I believe, is to engage in serious conversation with departments about ways in which we can create a single curriculum in which the needs of general education, introductory discipline-based education, and education in the major for undergraduates are rationalized and harmonized. I believe that this can be done. Moreover, I am hopeful that we might be able to use the fact of our commitment to innovation in the field of general education as a means of increasing at least modestly the size of our standing faculty, an increase that would relieve at least some of the strain already being felt by our faculty. But to be successful—to meet the challenge of providing the best liberal arts education available at any research university in the nation—we will need to be willing to open our minds to new and better ways of constructing our curriculum.

In November of this year, as part of our federally-funded grant from the Department of Education, we held a "Pilot Curriculum Symposium" at which more than 50 of our own faculty and five distinguished educators from outside of Penn came together to discuss our progress in the Pilot Curriculum thus far and to chart our plans for the future. In the course of that symposium, Robert Thompson, undergraduate Dean at Duke University, asked us if we had conducted a "self-study" before embarking on our experiment in general education. Although CUE considered informally a number of strengths and weakness of our current curriculum, its proposal for a Pilot Curriculum was not prefaced by a self-study. Rather, the Pilot Curriculum is our self-study. It is the means by which we will take stock of what we are already doing well, of those things that we need to do better, and of those new things we need to do if we are to do better in the future. And, perhaps most important, it is the means by which we as a faculty can generate within ourselves the enthusiasm and commitment not only to devise, but also to implement a curriculum in which we sincerely believe.

— Richard R. Beeman, Dean of the College

Lindback Awards—for members of the standing faculty—and Provost's Awards—given since 1988 to full- and part-time associated faculty and academic support staff—are as much a sign of spring at Penn as are al fresco classes on College Green and flowers and trees blooming all over campus.

Lindback and Provost's Awards: Sketches of the 2002 Winners

In the Non-Health Schools

Warren J. Ewens, Biology

Dr. Warren J. Ewens joined Penn as Professor of Biology in 1972, after receiving degrees from the Australian National University. He was elected a Fellow of the Royal Society of London in 2000. As a member of the Biology faculty, Dr. Ewens has played a central role in developing the Computational Biology program that has received national recognition. Students wrote consistently of Dr. Ewens' availability outside the classroom; one notes, "He is the most accessible professor I have ever had in all my years of schooling." A former Lindback winner wrote, "Warren should be recognized for his generosity in helping students outside of the classroom; he actively encourages them to come to him for individual instruction." Students also remarked on his sense of humor, writing, "I couldn't help but laugh when he used an example about the odds against winning in Atlantic City to clarify some aspects of probability theory." That Dr. Ewens would dedicate two hours a week to volunteer to teach an impromptu session is a further example of his commitment to teaching. Another student concludes, "There is no question in my mind that when I graduate he will be my most cherished memory from Penn; I strongly support him for the Lindback Award."

Jeremy McInerney, Classical Studies

Dr. Jeremy McInerney joined the faculty of the University after receiving his Ph.D. in 1992 from the University of California Berkeley. He received the Ira H. Abrams Memorial Award for Distinguished Teaching in 2000 from the College of Arts and Sciences. Dr. McInerney has achieved an almost legendary reputation as one of Penn's most exciting and successful teachers. Even in large lecture courses noted for being intellectually demanding, Dr. McInerney receives top scores. He has also played a pivotal role in the new Speaking Across the University initiative developing and teaching the course, *The Art of Persuasive Speaking*, as well as leading a highly successful interdisciplinary course offering students an engaging cross-cultural experience. One student writes: "Dr. McInerney is a man with a loud commanding voice who has had a commanding effect on my education," while another notes, "His lectures are not only informative, but captivating, moving, powerful and even funny." And finally a student concludes, "I may not have gotten an A in his class, but I find myself bringing up the Ancient Greeks at the dinner table with my fraternity brothers." Surely that accomplishment deserves recognition as an example of distinguished teaching.

Jeremy Siegel, Finance

Dr. Jeremy Siegel joined the Wharton School faculty in 1976 after teaching at the University of Chicago. He was cited by *Business Week* as one of the country's "Top Dozen Business Educators;" indeed, in this survey no professor scored higher than Dr. Siegel. The Dean reports that it was necessary to videotape the first fifteen minutes of Dr. Siegel's class to avoid disruption since so many former students came to hear his analysis of stock market activity at the start of class. Students were effusive in their praise writing, "it is an honor to write this letter for Professor Siegel;" "This is a letter of gratitude in support of Professor Siegel's nomination;" "I would like to take this opportunity to thank Professor Siegel, without whom my professional life would have taken a very different trajectory." One former student comments: "He has changed my life in so many important ways. While a teaching award is given for teaching a subject, Professor Siegel additionally taught me how to teach!" Colleagues also spoke in superlatives noting that "because of the overwhelming popularity of Professor Siegel, we have to use a special registration process to determine who gets to enroll in his sections." Another concludes: "The Lindback Award will be enhanced with Jeremy as a recipient. I am delighted to support Professor Siegel's nomination."

Charles Dana Tomlin, Landscape Architecture & Regional Planning

Dr. Charles Dana Tomlin joined the faculty of the Graduate School of Fine Arts in 1991. Three years ago, he won the GSFA award for the most distinguished teacher. "He is widely regarded as a leading pioneer in the field of Geographic Information Systems." His students write appreciatively about his passion for teaching and his creativity in the classroom: "The creativity he fosters in his students enables them to think about solutions in ways previously unconsidered. This is why Penn's Geographic Information Systems students are the world's best." Letters from former students, while attesting to his skill as a lecturer, repeatedly mentioned his role as a mentor noting: "I can honestly say that having Dr. Tomlin as a professor changed the course of my career;" "he has provided guidance and support throughout my career;" "it isn't often you meet someone who significantly affects the academic and career path you have chosen. Dr. Tomlin is one such person." A former teacher describes him as "the single best person that I know of in combining effectiveness as both teacher and researcher. He is 'World Class' and I support him wholeheartedly for this award."

The Provost's Award

Jennifer Morse, Mathematics

Dr. Jennifer Morse began teaching in the Math Department as a lecturer in 1999 and immediately became a presence in the Department. Last year, she revitalized the chapter of Pi Mu Epsilon, the Math Honor Society, which has been active on campus in a number of activities including a series of undergraduate math seminars, math films, and career recruitment meetings. She has also developed a new course that gets Penn students involved in teaching mathematics in University City High School. This course also received accolades not just from Penn students but, from high school students, teachers and administrators. One of her students reports that it is her ability to explain difficult concepts that makes her a truly distinguished professor, "throughout the course I had several 'aha' experiences when suddenly everything clicked." Another remarks, "It was truly beneficial of Dr. Morse to meet with me and instruct me on her own time when I wasn't even in her course." Students worked extremely hard because they did not want to disappoint her. A former student wrote, "Dr. Morse deserves this award. She is truly the best teacher I have ever had."

Christian R. and Mary F. Lindback Award for Distinguished Teaching

The Lindback Awards for Distinguished Teaching were established in 1961 with the help of the Christian R. and Mary F. Lindback Foundation established Lindback Awards for Distinguished Teaching throughout Abbotts Dairies Inc.'s service area in Northern Virginia.

The University of Pennsylvania normally gives out awards between health-related disciplines and all other disciplines determined by nominations and recommendations from the faculty. Two separate committees, one for Health Schools consisting of six previous award winners and one for other Schools consisting of six previous award winners, select nominees. Winners receive a Lindback Foundation Award. Lindback awards were presented at Commencement.

During the 1970s, previous winners of the Lindback Award, which supported efforts to improve teaching, presented the award winners after the actual presentation of the award. The Provost presents Lindback awards at a reception in the late 1980s and sponsored, in conjunction with the Health Schools, members on teaching that were published as "Teaching in the Health Schools" in a journal of record.

— Adapted From the
www.archiv

The Provost's Awards

In October of 1987, the Office of the Provost announced teaching awards—one in a Health School and one in a non-health School. Recognition of distinguished teaching by associated faculty for the selection of award recipients are the same. The selection processes and deadlines are the same. The Provost's Awards are given to Dr. Magid of SAS and Paul Orsini of Veterinary Medicine.

In the Health Schools

Sherrill L. Adams, Biochemistry/Dental

Dr. Sherrill L. Adams received both her B.S. and Ph.D. from George Washington University and joined the faculty of the School of Dental Medicine in 1987. In 1998, she was selected as a teacher of the "best doctoral course taken at Penn" by graduate students. Dr. Adams has been a major influence on the Curriculum Committee at the School of Dental Medicine and in this role demonstrates the same high standards she brings to her teaching and research. Known as an enthusiastic and effective lecturer, Dr. Adams is a professor others try to emulate. Her students describe her as "accessible, dedicated," "always going above and beyond" in her teaching; "a really effective communicator." Her course evaluations have been consistently outstanding. One student noted that Dr. Adams knew everyone in class by name even though there were 96 students in the class. She expresses genuine enjoyment when she teaches and sees the potential in every student. "Dr. Adams is a model member of Penn's academic community who builds not only professional relationships but personal ones . . . guiding her students on their academic endeavors. I can think of no other faculty member more deserving of the Lindback."

Lindback Awards at the University of Pennsylvania:

ing at the University of Pennsylvania were established by the Mary F. Lindback Foundation, Christian Lindback Industries Inc. and a Trustee of Bucknell University. The distinguished Teaching at colleges and universities in New Jersey, Pennsylvania, Maryland, Delaware, and

out eight Lindback awards each year, divided evenly among departments and divisions. Award winners are named by faculty and students in December based on excellence in the Health Schools and one in the Non-Health Schools and four students, carefully decide among the nominees on a scroll and a cash award of \$3,000. During the 1960s, the Lindback Award

back Award organized themselves into a Lindback Society and hosted an annual reception for Lindback Award winners at Hey Day (May 1) Ceremonies. Currently, the Lindback Society was revived in late April. The Lindback Society was revived in the College of Arts and Sciences, essays by faculty and students about "Talk About Teaching" in *Almanac*, the University's

University Archives and Records Center website, www.upenn.edu/histy/notables/awards/lindback.html

announced the establishment of two additional Penn awards in a Non-Health School—to be given annually to outstanding faculty or academic support staff. The Guidelines for these awards are as those given for the Lindback Awards, and the first recipients of the Provost's Awards were Nora and

Joseph Bernstein, Orthopaedic Surgery

Dr. Joseph Bernstein received his A.B. from Columbia University and his M.D. from Cornell University Medical College. He joined the Penn faculty in 1991. He is already the recipient of both the Outstanding Teacher Award and the Penn Pearls Teaching Award from the Medical School. Almost 40 letters were received attesting to Dr. Bernstein's influence and impact on medical education. A colleague wrote: "In his role as curriculum architect, teacher, and educational champion, Dr. Bernstein serves as a distinguished, articulate, and a truly inspiring mentor not only to students but to his peers and orthopaedic colleagues alike." Another notes, "Dr. Bernstein always seemed to find a way to encourage me to work a little harder, think a little longer, and produce a better piece of writing." Colleagues repeatedly mentioned his dedication and report that he has "taken the educational experience for medical student to the next level." Finally, a former medical student and resident e-mailed his response while currently deployed in the Arabian Gulf in support of Operation Enduring Freedom: "The mail has been slow and I wanted to make sure this committee had input from one of Dr. Bernstein's students. I can state without reservation that he truly epitomizes the character and spirit of this award."

Marc Levine, Radiology/Medicine

Dr. Marc Levine received his Bachelors and his M.D. from the University of Michigan and joined the faculty of the Medical School in 1982. Students frequently refer to Dr. Levine as "inspiring," "The best lecturer I ever had." A colleague writing in support of his nomination states: "Dr. Levine meticulously prepares his lectures to be interactive, informative, simple to understand and entertaining." His lectures are delivered with an "impish humor and a twinkle in his eye." The course evaluations for Dr. Levine are equally stellar, describing him as a "dynamic speaker;" "humorous and informative;" "great, wish he gave more lectures;" "interactive, useful." Dr. Levine is an outstanding educator at the medical student, resident, fellow, national and international level. His colleagues repeatedly noted with some envy that Dr. Levine's enthusiasm for teaching never seems to diminish and several use the word "passion" to describe his extraordinary commitment to teaching and to his students. A colleague concludes "Marc is that rarest of teachers, one who can leave a lasting mark on his trainees, inspiring them to pursue their own careers in academic medicine." Dr. Levine has been the model of the Clinician Educator and truly deserving of the Lindback Award.

Terri Lipman, Nursing

Dr. Terri Lipman has been a faculty member at the School of Nursing since 1992 after receiving degrees from Temple and a Ph.D. from Penn. Students describe her classes as "articulate and analytical, and her presentations as knowledgeable, positive, and motivating." A former student noted: "I have been taught by some of the best instructors Penn Nursing has to offer in the past 20 years. Dr. Lipman's teaching is unparalleled and her humanity as a teacher provided me with my richest learning experience at Penn." Besides being an advocate and teacher she encourages nurses to become more involved in publication and research. The integration of practice and teaching is central to her approach and she constantly works on ways to develop and maintain relationships with families and staff. One family whose child was a patient of Terri's wrote: "Terri has been a nurse, teacher, doctor, therapist, and counselor but, most of all, a friend. She has taught us how to be confident parents of a child with diabetes." A Penn undergraduate, who did an independent study with Dr. Lipman on her diabetes registry, was subsequently awarded a Fulbright to develop a diabetes registry in Ecuador. Dr. Lipman is truly deserving of the Lindback Award.

The Provost's Award

Uri Hangorsky, Periodontics/Dental

Dr. Uri Hangorsky received his B.S. from McGill University and his D.D.S. from Columbia University Dental School. He joined the Penn faculty in 1980 and he is currently the director of the Predoctoral Program in Periodontics at the School of Dental Medicine and the recipient of the T. Appleton Award for Excellence in Clinical Teaching. Although he is only a part-time faculty member, Dr. Hangorsky has one of the largest teaching loads of the entire faculty. The Medical School Lindback Committee was overwhelmed by the amount of teaching, not to mention the glowing student evaluations of this individual." A student writing in support of his nomination states: "Since Dr. Hangorsky has been instructing at the University of Pennsylvania, he has been a key contributor to the way that every dental school graduate from this school practices." His students do exceptionally well on national boards; he constructs packets containing possible board questions on his own time, which is always helpful for students; he takes every opportunity to teach. Dr. Hangorsky is also especially attuned to the learning styles of his students and adapts accordingly whether in a large lecture, small seminar, or one-on-one discussion. "As a future doctor who wants to pursue a career in academia, I can attest that Dr. Hangorsky is someone who has had an impact on my career."

Fiscal Year 2002 Budget: Report to the University Council

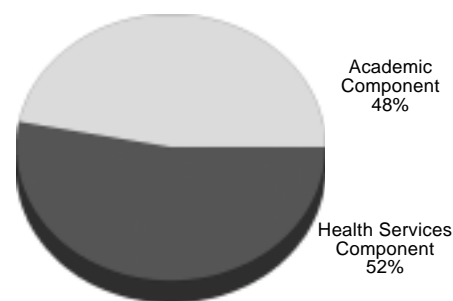
The annual presentation of the FY 2002 budget (July 1, 2001 through June 30, 2002) was made at the March 27 Council meeting. It included expenditure and revenue perspectives as well as a look at the indirect cost recovery rate and sponsored project activity. Also discussed was the endowment as compared to peer institutions and changes in undergraduate financial aid.

The text, charts and pies are from the slide presentation.

Components of the Consolidated University Budget FY 2002 Consolidated Expenditure Budget

- The Consolidated University budget has two major components "Academic" and "Health Services"
- The Academic budget includes:
 - Schools (including the School of Medicine)
 - Resource Centers
 - Auxiliaries
 - Central Service Centers
- The Health Services budget includes all components of Penn Medicine except for the School of Medicine:
 - Hospital of the University of Pennsylvania (HUP)
 - Presbyterian Medical Center (PMC)
 - Pennsylvania Hospital
 - Phoenixville Hospital
 - Clinical Practices of the University of Pennsylvania (CPUP)
 - Clinical Care Associates (CCA)

Total = \$3.206 Billion



FY 2002 Budget Key Points

- Total University operating budget of \$3.206 billion.
- Academic Budget of \$1.544 billion.
- Competitive increase in undergraduate charges:
 - 5.8% increase in Tuition & General Fee
 - 2.0% increase in Residence Fees
 - 2.0% increase in Dining Fees
 - 4.9% increase in Total Charges, versus 3.4% in FY 2001

Note: See *Almanac* March 26, 2002 for the FY 2003 undergraduate student charges.

- Operating and capital budgets support strategic priorities.
- Administrative restructuring and cost containment are continuing.

Penn's Financial Planning Approach

- The University engages in strategic long-term financial planning.
- New programs, priorities and initiatives are discussed and planned long before they are included in the annual University operating budget.
- Consultation occurs through the Academic Planning & Budget Committee and in other forums.

How the University's Budget Supports Goals and Priorities

- Provost and Deans work together to develop School budgets that maximize level of resources available for investment in strategic goals and priorities.
- Executive Vice President and Vice Presidents work together to develop Central Service Center budgets that maximize level of resources available for investment in strategic goals and priorities.
- Limited central resources—e.g., Subvention, Research Facilities funding, Facilities Renewal Program funding—are directed wherever possible towards investments in the Schools that support their most important goals and priorities.

Growth in the University's Revenue Sources

Will Be Constrained in FY 2003 and Subsequent Years

- The federal ICR (grant overhead) rate is likely to decline in the coming years, limiting the growth in grant ICR income.
 - Rate has fallen from 65% in FY 1991 to 58.5% in the current fiscal year.
 - Current rate of 58.5% is guaranteed only through FY 2004.
- The Governor is proposing a 7.2% decrease in the University's Commonwealth Appropriation for next year.
- Penn's spending rule provides for only a 0.3% increase in spendable investment income for FY 2003, in contrast to double-digit growth in each of the past three years.
- Most University business services either break even or generate narrow margins in sales and service income after meeting all operational and programmatic requirements.

FY 2002 Academic Budget

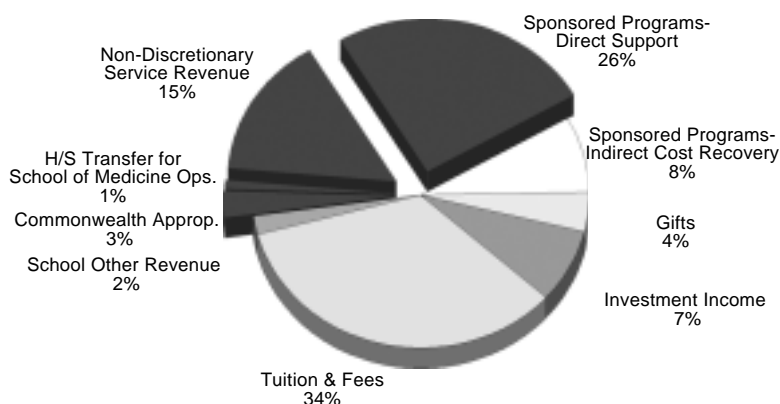
Sponsored Program Indirect Cost Recovery

	FY 2000 Actual	FY 2001 Actual	FY 2002 Budget	FY 2002 Projection
Income (\$000)	115,445	125,872	128,741	138,500
Federal ICR Rate	58.5%	58.5%	58.5%	58.5%

- Total direct and indirect Sponsored Program revenue represents approximately 34% of the FY 2002 Academic Revenue Budget.
- The School of Medicine accounts for about 64% of Sponsored Program dollars awarded to the University.
- According to data from the University's most recently submitted Facilities and Administration Rate Proposal, Penn's total ICR is nearly \$40 million less than the actual overhead required to support our annual research effort.

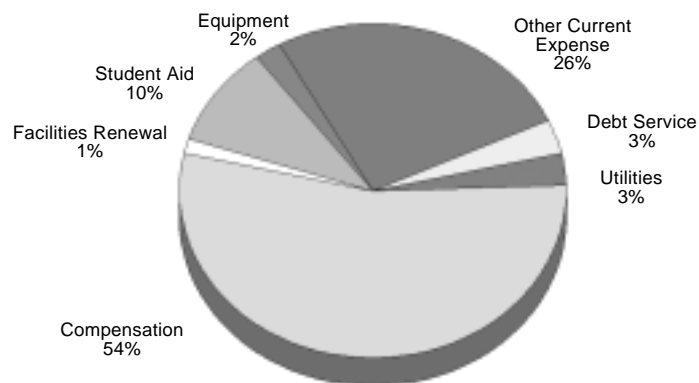
FY 2002 Academic Budget Total Revenue by Source

Total = \$1.544 Billion

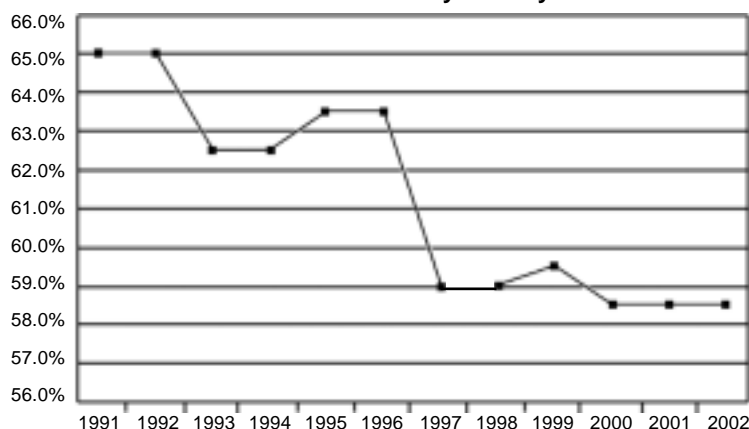


FY 2002 Academic Budget Expenditures by Expense Type

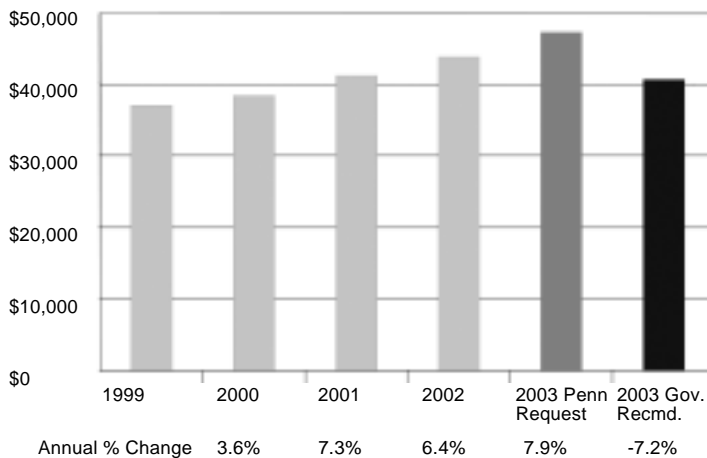
Total = \$1.544 Billion



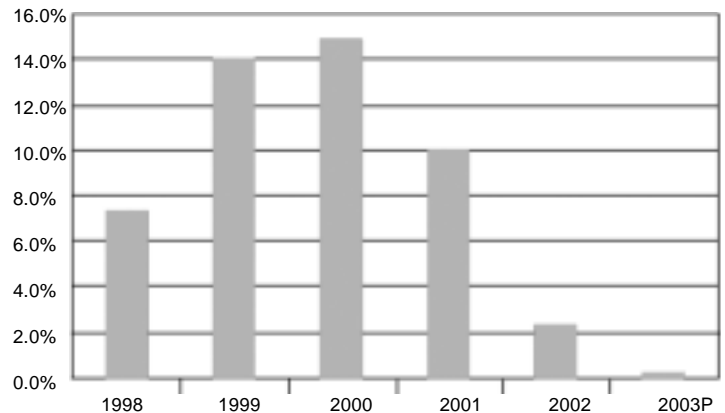
Federal Indirect Cost Recovery Rate by Fiscal Year



Commonwealth Non-Preferred Appropriation (\$000)

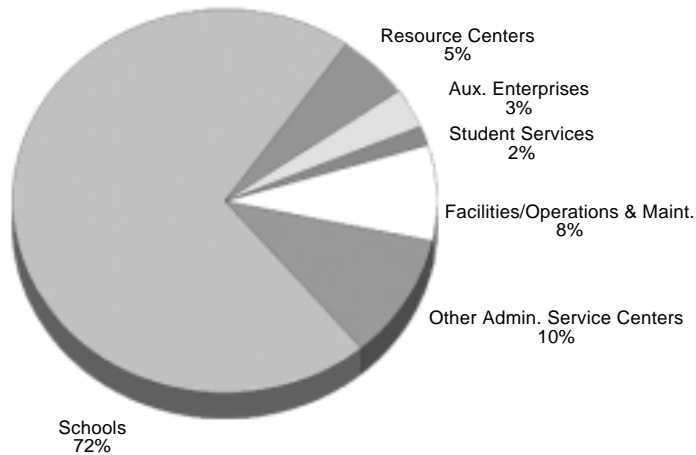


Annual Growth in Spendable Endowment Income under the Spending Rule (Excluding Earnings on New Gifts to Endowment)



FY 2002 Academic Budget Expenditures by Responsibility Center Category

Total = \$1.544 Billion



Peer Institution Endowment/Student Among Top 20 Endowments as of June 30, 2001

Institution	Assets (\$Billions)	(\$/Student)*
Princeton University	8.36	1,291,098
Yale University	10.70	972,816
Harvard University	17.95	888,729
M.I.T.	6.13	620,964
Stanford University	8.25	563,841
Dartmouth College	2.41	455,286
Washington University	3.95	364,732
Chicago, University of	3.52	317,321
Cornell University	3.15	249,654
Columbia University	4.29	240,237
Northwestern University	3.26	220,307
PENN	3.38	177,094

*Based on FTE students as of Fall 2000

FY 2002 Financial Aid Budget General Operating, Gift, and Investment Income Funds (\$000)

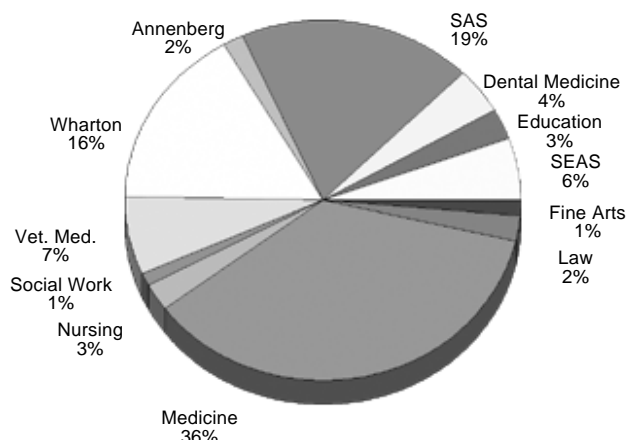
	FY 2001 Actual	FY 2002 Budget	% Change
Undergraduate Student Aid	54,247	59,500	9.7%
Graduate Student Aid	61,950	67,350	8.7%
Total Student Aid	116,197	126,850	9.2%

- Fundraising for financial aid endowment remains a top priority
- Undergraduate need-blind policy is a competitive necessity
- Penn remains significantly under-endowed relative to peers
- Effective 2002, Student Health Insurance premiums for eligible graduate students are reflected in the Graduate Student Aid figure

Note: Figures exclude Sponsored Program Funds.

FY 2002 Academic Budget Expenditures by School

Total = \$1.106 Billion



Illustrative Needs for Academic Investment

Continuing major investment is needed to maintain the quality of Penn's academic and co-curricular programs. Some examples:

Estimated 5-Year Investment Required	
• Additional funding—Faculty recruitment/retention	\$ 25 Million
• Undergraduate housing and dining	\$ 200 Million
• Undergraduate and graduate financial aid	\$ 100 Million
• Continued investments in information technology (Research System, Student System, Advancement System, HR System)	\$ 30 Million
• Pottruck Health & Fitness Center building	\$ 24 Million
• Life Sciences building (Phase I)	\$ 57 Million
• SVM new research building	\$ 48 Million
• Whitaker Bioengineering building/program	\$ 57 Million
• Bennett Hall renovation	\$ 13 Million
• Huntsman Hall building	\$ 140 Million
• Facilities Renewal (additional funding—next 5 yrs.)	\$ 25 Million
• Increased property/casualty insurance costs	\$ 10 Million

How Penn is Achieving its Goals in Light of Serious Fiscal Constraints

- Efficiency
 - Both in Central Service Centers and in administration of Schools
- Development
 - Ambitious, successful, focused fundraising in support of strategic priorities and goals
- University/Private Sector Partnerships
 - Getting others to spend their money to do things Penn needs so that our own resources can be spent on core academic priorities

Tax Credits for Certain Retirement Plan Participants

For taxable years 2002 through 2006, you may be eligible to claim a tax credit on your income tax return for contributions you make to the University's Tax-Deferred Retirement Plan or Supplemental Retirement Account. To be eligible, you must be at least 18 years of age by the end of the year and meet certain income thresholds. Full-time students and individuals who are claimed as dependents on someone else's tax return are not eligible.

The credit will apply to the amount you contributed up to \$2,000, and ranges from 10% to 50%, depending on your tax filing status and gross income level, as shown in the table below. Both elective deferrals and after-tax contributions are eligible for the credit.

Tax Credit (% of amount contributed up to \$2,000)	Adjusted Gross Income Based on Filing Status		
	Joint Return	Head of Household	Single/Married Filing Separately
50%	Up to \$30,000	Up to \$22,500	Up to \$15,000
20%	\$30,001 to \$32,500	\$22,501 to \$24,375	\$15,001 to \$16,250
10%	\$32,501 to \$50,000	\$24,376 to \$37,500	\$16,251 to \$25,000
0%	Over \$50,000	Over \$37,500	Over \$25,000

Here are some additional considerations regarding this tax credit:

1) Adjusted gross income will have to be modified by adding in certain amounts of income otherwise excluded from income tax such as certain income from foreign sources.

2) Certain plan distributions must be an offset against the tax credit.

3) The credit will not reduce the taxes owed below the amount computed under the alternative minimum tax, if applicable.

Because of the complicated nature of the IRS provisions, it is suggested that you consult with your accountant or tax advisor on issues affecting your income tax return.

—Division of Human Resources

Alumni Weekend Volunteers

Development and Alumni Relations is seeking volunteers to help out at Alumni Weekend Events May 10-12, 2002. Help welcome back Penn alumni for their reunions.

Benefits include: Having Fun. Being entered into a weekly drawing for free prizes. Receiving a free T-shirt. Networking with University Staff, Alumni and Students. Enjoying free food and a high-energy environment.

Responsibilities might include: Greeting Guests, Registration, and Providing Information, Crowd Control.

Interested volunteers should contact Brenda Gonzalez or Brigitte White at psersvp@ben.dev.upenn.edu.

CLASSIFIEDS—PERSONAL

FOR RENT

Luxury apartment for rent. 2 floors, 2 bedrooms, 1.5 baths; fireplace, jacuzzi, skylights, deck, A/C, W/D. 3400 Sansom Row. \$2400/month. Call John (215) 386-7007. Available June 1.

HOME INSPECTION

Need Home Repairs? You may be entitled to money for home repairs. Roof/plumbing leaks, water stains, etc. at *no cost to you*. Call for free property inspection today. Lisa Smith (215) 424-6748.

ACCOUNTANT

Tax Professional on Campus—Tax Return preparation & advice by Sage CPA/MBA for personal & small business; non-profits, estates, trusts, alien & Green Card Residents, advice, appeals, audits, no charge for first appointment. Day/Evg. Early Filer & Off Season Discounts. Call Tim (610) 853-2871—3916 Locust Walk (Church Admin. Office).

Almanac is not responsible for contents of classified ad material.

To place a classified ad, call (215) 898-5274.

Achieving Equal Opportunity and Diversity in Higher Education

Affirmative action in higher education will be the subject of a daylong symposium at the University of Pennsylvania Museum of Archaeology and Anthropology, on Thursday, April 11.

The symposium, *Achieving Equal Opportunity and Diversity in Higher Education*, is being sponsored by the James Brister Society and the Office of Affirmative Action and Equal Opportunity Programs at Penn. Topics will examine issues of access and equity at Penn as well as policies and programs that promote diversity in higher education across the nation.

Opening remarks will be presented by President Judith Rodin, CW'66. Christopher Edley, Jr., Co-Director, The Civil Rights Project, Harvard University, will be the keynote speaker at the luncheon. Other speakers will include: Gilbert Casellas, President & CEO, Q-Linx; Raymond Fonseca, Dean of the Penn School of Dental Medicine and former Chair of the President's Affirmative Action Council; Theodore Shaw, Associate Director/Counsel, NAACP Legal Defense and Educational Fund, Inc.; Gerald Torres, Vice Provost and law professor at the University of Texas Law School; Vincent Eng, Legal Director, National Asian Pacific American Legal Consortium; Jeffrey F. Milem, University of Maryland; Alma Clayton-Pedersen, Association of American Colleges & Universities; and Phoebe Leboy, professor of biochemistry and co-chair of the Gender Equity Committee.

Affirmative action has come under constant challenge in recent years with some states, such as California, restricting or banning race from consideration in college admissions. This event will provide an opportunity for the Penn community to discuss and debate affirmative action, its mission, and future almost three decades after it first became public policy.

The symposium will extend from 9 a.m. to 5 p.m. A reception will follow. Students, faculty, administrators and alumni are encouraged to attend. Registration for alumni, faculty and staff is \$25; there is no charge for students.

For more information and to pre-register, call Jeannie Williams at (215) 898-6411 or e-mail jeannw@ben.dev.upenn.edu.

—James Brister Society
—Office of Affirmative Action

April Volunteer Opportunities

Dear Penn Community,

The following is a list of the monthly posting of community service opportunities. Penn Volunteers In Public Service (Penn VIPS) posts a list of volunteer opportunities, developed from the many requests we get from the surrounding community for assistance.

Many Penn families are seeking summer employment for their teenagers. Do you have a summer job that is suitable for high schoolers? Please send the information so that I can provide referrals. Please contact me via e-mail (sammapp@pobox.upenn.edu) to volunteer for any of the programs.

—Isabel Mapp, Associate Director, Faculty, Staff and Alumni Volunteer Services,
Director, Penn Volunteers In Public Service

Blood Drive April 17: sponsored by African-American Resource Center and Makuu, at St. Mary's Church, 11 a.m.-4:30 p.m. Call AARC at (215) 898-0104 or e-mail aarc@pobox.upenn.edu to donate blood.

Volunteer to help out at the Penn Relays April 25-27: April 11 is the deadline to volunteer.

Take Our Daughters To Work Day: 1,000 Girls Are Waiting: April 25

Volunteer to host a high school student who would not otherwise have an opportunity to spend the day in a workplace setting. Take your student to the many events that will be held around campus and share with her information about your career. Students will meet mentors on campus around 9:30 a.m. and will be dismissed around 2 p.m. April 11 is the deadline to volunteer to host a student.

Join the Penn VIPS Scholarship Committee: Help plan the 10th Annual Penn VIPS Scholarship Program. Selecting and honoring outstanding students from Bartram, Parkway, Overbrook, University City and West Philadelphia High Schools. Planning is underway for the June 2002 program.

Become a part of the Technical Assistance Group: Are you available to provide technical assistance to our neighbors? We are looking for volunteers with grant writing skills, managing small businesses expertise and knowledge of databases.

May Preview:

Volunteer at the Annenberg Center's Children's Festival: May 1-5. They have positions for gift shop, artist hospitality, ushering, and PlayWorks. They have had a great turn out from the Penn community the last few years thanks to you. They are looking for people Wednesday through Friday, 9 a.m.-2 p.m.; Saturday, 9 a.m.-3 p.m.; and Sunday, 11 a.m.-3 p.m.

Alumni Weekend Events: May 10-12. Development and Alumni Relations is seeking volunteers. Help welcome back Penn alumni for their reunions. This is a perfect opportunity to service your community while enjoying good times and free food. Duties include greeting and registering guests and alumni as well as attending receptions, picnics, parades, and taking part in other reunion festivities. Housing extensions are limited but all are welcome.

Move Out Drive: Leaving campus? Travel light. Donate clothing, bikes, computers and other articles. Bring items to: Isabel Mapp, Center for Community Partnerships; 133 S. 36th St., rm. 504, 5th fl.

Update

APRIL AT PENN

EXHIBITS

9 *From the Ground Up: Approaches to Architecture and Landscape Design*; 100 master drawings and models including works by: Louis I. Kahn, Isamu Noguchi, Laurie Olin, Wesley Wei, Venturi Scott Brown & Assoc.; Kroiz Gallery, Lower Level, Fisher Fine Arts Library. *Through September 2* (Architectural Archives).

The Art of Robinson Fredenthal; known for monumental public sculpture, such as "Black Forest"; 1000+ geometric models on display; Kroiz Gallery, Lower Level, Fisher Fine Arts Library. *Through September 2* (Architectural Archives)

12 *Textual Art of Atiya Ola Malik-Kahn*; opening reception; 4:30-6:30 p.m.; Burrison Gallery, Faculty Club, Inn at Penn (Faculty Club).

FILMS

11 *Films on Jorge Luis Borges*; two screenings: *Jorge Luis Borges: The Mirror Man* (P. Molins; 2000; 47 mins.); and *The Many Faces of Borges*



This Spider Sculpture (Spider: 3'x4'x1', carved red cedar; Web: 15'x15', Willow on armature) is one of 10 new larger-than-life pieces now at the Morris Arboretum's exhibition of David Rogers' Big Bugs.

Jorge Luis Borges sus 80 Años (H. Delgado; 1979; 82 mins.); 7:30 p.m.; Film Studies, 4th fl. West, Van Pelt-Dietrich Library. Info.: (215) 898-4325 (Van Pelt-Dietrich Library).

READING/SIGNING

15 *Brownsville, Brooklyn: Blacks, Jews and the Changing Face of the Ghetto*; Wendell Pritchett, author; discussion & signing; noon; Penn Bookstore (Bookstore).

SPECIAL EVENTS

11 *Spring Crafts Fair*; 10 a.m.-6 p.m.; Locust Walk. Rain or shine; info.: spec@dolphin.upenn.edu. *Through April 12* (Office of Student Life; SPEC).

16 *Brunch & Conversation with Charles Fuller*; playwright; 10 a.m.; Kelly Writers House. RSVP required: whfellow@english.upenn.edu (Writers House Fellows Program; Art Sanctuary; Temple University).

TALKS

12 *Mass Extinctions, Asteroid Impacts and Giant Volcanic Eruptions: The Beginning and the End of the Age of Dinosaurs* (Henry Darwin Rogers

Computer Connection Special Hours

Due to quarterly inventory procedures, the Computer Connection will have the following hours during the week of 4/15:

Mon.-Thurs. April 15-18: 8:30 a.m.-9 p.m.

Fri. April 19: 8:30 a.m.-6 p.m.

Sat. & Sun. April 20-21: closed

Mon. April 22: resume normal hours, 8:30 a.m.-9 p.m.

Please visit our website at www.upenn.edu/computerstore for product information.

—Jeff Rusling, Manager,
Computer Connection

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **March 25 to March 31, 2002**. Also reported were **18 Crimes Against Property (including 12 thefts, 4 retail thefts and 2 robberies)**. Full reports on the Web (www.upenn.edu/almanac/v48/n29/crimes.html). Prior weeks' reports are also on-line.—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **March 25 to March 31, 2002**. The University Police actively patrols from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

03/26/02	1:29 AM	4046 Chestnut St.	Complainant cut with knife
03/29/02	1:22 PM	4023 Pine St.	Numerous calls received by unknown persons
03/29/02	11:15 PM	3801 Chestnut St.	Male struck in forehead by unknown male
03/31/02	10:08 PM	212 S. 41st St.	Messages on answering machine by unknown person

18th District Report

13 incidents and 3 arrests (including 11 robberies, 1 aggravated assault and 1 rape) were reported between **March 25 to March 31, 2002** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

03/25/02	12:00 PM	407 42nd St	Robbery
03/25/02	12:50 PM	200 Melville	Robbery
03/26/02	1:26 AM	4046 Chestnut	Aggravated Assault/Arrest
03/26/02	9:00 PM	5100 blk Walnut	Rape
03/27/02	3:00 AM	4710 Locust	Robbery
03/28/02	4:20 PM	4519 Regent	Robbery
03/28/02	2:13 AM	4000 Spruce	Robbery
03/28/02	12:12 AM	4200 Chester	Robbery
03/29/02	2:30 AM	4000 Market St	Robbery
03/30/02	9:20 PM	411 42nd St	Robbery/Arrest
03/30/02	9:37 PM	4500 Osage	Robbery/Arrest
03/31/02	8:00 PM	4600 Woodland	Robbery
03/31/02	1:15 PM	4723 Spruce	Robbery

Lecture and Academic Award Ceremony); Paul E. Olsen, Columbia University Lamont Doherty Earth Observatory; 3 p.m.; Heilmeier Hall, Towne Bldg. Dinner follows. RSVP required: (215) 898-5724 or jbuccill@sas.upenn.edu (Earth & Environmental Science; Institute for Environmental Studies).

16 *Corporate Strategies for Managing Bioethical Issues*; Christine Arakelian Ross, New Organon Group; noon-1:30 p.m.; rm. 320, 3401 Market St. (Center for Bioethics Emanuel & Robert Hart Lecture Series).

Deadlines: The deadline for the weekly Update is each Monday for the following week's issue. The deadline for the May At Penn calendar is *April 16*. For submission information, see www.upenn.edu/almanac/calendar/caldead.html.

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RESEARCH

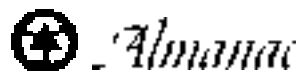
Spina bifida: Researchers at the University of Pennsylvania School of Medicine are working with individuals and families affected by spina bifida to identify the causes of this serious birth defect. This research study is open to individuals with myelomeningocele (spina bifida cystica or aperta) and their families. For more information about this study, please contact Katy Hoess (215) 573-9319 or 866-275-SBRR (toll free), e-mail: khoess@cceb.med.upenn.edu or visit our website at: www.sbrr.info.

Do you have high cholesterol? Doctors at Penn are launching a novel new research study looking at two well-known cholesterol lowering agents. The study involves several visits to the Hospital of the University of Pennsylvania. If you have elevated cholesterol levels, are not currently taking any lipid-lowering medications, and think you might be interested in this study, please contact Rose Giordano at Giordano@mail.med.upenn.edu or (215) 662-9040. Compensation is provided.

Interested in **preventing prostate cancer**? Call Lisa @UPCC (215) 614-1811 regarding SELECT research study.

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\$10 Million in NIH Funded Research

Dr. Loretta Sweet Jemmott, associate professor in the School of Nursing and Director of the Center for Urban Health Research has received two NIH (National Institute of Health) grants from the National Institute of Mental Health for a total of over \$10 million.

The first grant *HIV Sexual Risk Reduction for Black Drug Using Women*. The purpose of the this project is to identify effective culturally sensitive interventions to reduce the risk of sexually transmitted diseases (STDs), including HIV, among inner-city African American women who abuse substances. Over the course of five years, 869 African American women will be recruited from the inpatient detoxification program at Presbyterian Medical Center to participate in this groundbreaking HIV risk-reduction research. The results of this project will contribute to the development of efficient and effective HIV prevention programs for inner-city African American women who abuse drugs.

The second grant *Church-Based Parent-Child Health Promotion Project*. The broad objective of this project is to identify effective, theory-driven interventions that involve parents and can be implemented in church settings to reduce inner-city African American adolescents' risk of STDs, including HIV. In this project, 720 African American parents and children 6th and 7th grade will be recruited from 10 Black Baptist churches in low-income communities in Philadelphia. The findings from this project will contribute to the development of effective HIV risk reduction programs for inner-city African American adolescents.

Cure for Atrial Fibrillation

Cardiac Rhythm Specialists at Penn's Health System have documented the effectiveness of a new technique to cure atrial fibrillation (A-Fib). The technique targets and isolates the triggers, or "hot spots," on pulmonary veins leading to the heart, preserving the heart's natural electrical circuitry and eliminating the need for a pacemaker or medication. Dr. Francis E. Marchlinski, director of Cardiac Electrophysiology for UPHS, discussed the findings at the American College of Cardiologists' meeting in Atlanta. "This procedure can eliminate atrial fibrillation completely and patients can resume their lives without relying on mechanical devices or any form of medication, including blood-thinners," Dr. Marchlinski said. Atrial fibrillation is a serious condition, often associated with aging, which results when electrical discharges in one of the atria (upper chambers of the heart) disrupts the normal, organized electrical activity, or "sinus rhythm," generated by the heart's sinus node. Patients with this arrhythmia often suffer a rapid heartbeat, palpitations, weakness, shortness of breath and fatigue, although sometimes the condition manifests no symptoms. Traditional ablation procedures for this arrhythmia deliver an electrical charge that permanently blocks the electrical connection that transmits the impulse from the atria to the heart's lower ventricles. A pacemaker is then required to maintain an adequate heart rate. The older procedure does not cure atrial fibrillation but merely prevents the fast heart rate that frequently accompanies atrial fibrillation, and patients still require blood-thinning medication. The Penn procedure is more specific in targeting the triggers for atrial fibrillation, rather than blocking the main electrical road to the heart. During the ablation process, Penn electrophysiologists infuse drugs that

promote the firing of so-called "hot spots" in the pulmonary veins. Once those triggers are identified with the use of sophisticated electrical recording techniques, a catheter-based ablation procedure isolates the abnormal fibers that cause them. The Penn team has developed what it believes are the optimal recording strategies and pacing techniques for identifying the affected veins rapidly and confirming the effectiveness of the isolation procedure.

Others who assisted Dr. Marchlinski include Dr. David J. Callans; Erica S. Zado; Dr. Andrea J. Russo; Dr. Edward P. Gerstenfeld; Dr. Sanjay Dixit; Dr. Robert W. Rho; Dr. Vickas Patel; Dr. John Veshai; Dr. Joseph W. Poku and Dr. David Lin, all of the Penn Health System.

Inequality in Treatment of Disease

When it comes to heart disease, women still face discrimination in the way the illness is diagnosed and treated, as well as in epidemiological studies that form the basis for disease treatment strategies, according to a national expert in women cardiovascular medicine at Penn's School of Medicine. Dr. Mariell Jessup, Director of Women's Cardiovascular Health, spoke on the status of heart failure in women at the national meeting of the American College of Cardiology in Atlanta. "Women make up half of the 4.7 million Americans with heart failure, but they suffered 62.3 percent of the heart-failure fatalities last year," Dr. Jessup said. "In fact, 20 percent of all women diagnosed with heart failure die within a year, and fewer than 15 percent of women survive more than eight to 12 years after the initial diagnosis. Research also indicates that, in general, women with heart failure have a poorer quality of life than men." Further, in reviewing recent major epidemiological studies, Dr. Jessup found "there are important baseline differences by gender" in patients who were randomly selected to participate in the well-known 'BEST' heart failure study, which was one of the largest clinical trials ever designed to focus on advanced heart failure. Those gender differences, which included age, race and cigarette smoking histories, "are known to influence mortality in heart failure," Dr. Jessup says. Dr. Jessup has also found the percentage of women participants in numerous other scientific studies was significantly lower than 50 percent, despite the fact that women make up more than half the population.

Studying Rescue Dogs, Handlers From 9/11

When the World Trade Center and sections of the Pentagon came crashing down September 11, the rubble left for rescuers was laden with asbestos, diesel fuel, PCBs and countless other toxins. Researchers at Penn have now begun a three-year study of the search-and-rescue missions' effects on rescue dogs and their handlers.

Comprised of veterinary researchers and psychologists, the team will focus on the physical and psychological toll, possibly sounding an early alert on ailments to watch for among those who have toiled to clear the wreckage.

"Few dogs at the World Trade Center and Pentagon suffered acute injuries, but during the next three years we expect them to serve as our sentinels on long-term consequences," said lead researcher Dr. Cynthia M. Otto, associate professor of critical care in Penn's School of Veterinary Medicine. "We may see health effects that will follow in humans 10 or 20 years from now."

Because the canine teams put in an average

seven to 10 days at sites thick with potentially carcinogenic chemicals, Dr. Otto's team will pay particular attention to the incidence of cancer.

Dr. Melissa Hunt, associate director of clinical training in the Department of Psychology, will lead the associated study of dog handlers. Patterns of depression or post-traumatic stress disorder among this small group of personnel, Dr. Hunt said, would likely be replicated among the thousands of others who have combed the ruins of the World Trade Center and Pentagon.

Dr. Hunt will survey the dog handlers at regular intervals through 2004, focusing on emotional and behavioral health outcomes and factors contributing to risk and resilience, including personality traits and prior history of trauma; external factors such as social support and the stability of marriages; and hints of clinically significant depression and post-traumatic stress disorder. For those showing signs of ongoing difficulties, Dr. Hunt's team will offer assistance in the form of modified exposure therapy, which involves writing about one's experiences to help put the trauma into context.

Support for the study comes from the AKC Canine Health Foundation, the American Kennel Club, Ralston Purina Co., Veterinary Pet Insurance Co. and the Geraldine R. Dodge Foundation. The study also includes researchers at Michigan State University and the Centers for Disease Control in Atlanta.

Experiment in Sentencing

A high-ranking British judge has approved a Penn-led randomized controlled test comparing different sentencing procedures.

Dr. Lawrence Sherman, director of Penn's Jerry Lee Center of Criminology, the Albert M. Greenfield Professor of Human Relations in Penn's Department of Sociology and director of the Fels Center of Government, said the decision appears to be the first time a chief justice in any nation has specifically approved such testing. The endorsement was revealed in a recent advisory letter to crown court judges from Harry Woolf, the lord Chief Justice of England and Wales, in response to questions raised by a judge planning to participate in the experiment.

"Restorative justice" in the impending London experiment is a procedure in which crime victims, offenders and their friends and families meet under the guidance of a specially trained Scotland Yard police officer after a guilty plea but before a sentencing decision. They discuss the harm the crime has caused and agree on ways the offender may try to repair that harm. The agreement is submitted to the judge, who may decide to impose less prison time in consideration of the voluntary agreement.

Dr. Sherman said that the question put to the chief justice was whether the research design created too much inconsistency in sentencing conditions. The research design calls for half of the eligible cases with consenting victims and offenders to be assigned by a random-numbers formula to undergo the restorative justice procedures.

Dr. Sherman and his colleagues were selected to design and conduct the experiments after their controlled experiments with the Australian Federal Police revealed that restorative justice reduced repeat offenses by 38% among those charged with violent crimes.

The London experiments will conduct separate tests for offenders charged with robbery, burglary, assault and property crime.

The \$3.5 million project is funded by the British government.