

FROM THE TRUSTEES

Below, the Chairman of the Trustees of the University of Pennsylvania shares with the campus his message to the Trustees upon the resignation of President Sheldon Hackney.

A Message to the University Community

April 16, 1993

We were delighted to learn earlier this week of President Clinton's intention to nominate Sheldon Hackney as the next Chairman of the National Endowment for the Humanities. While it is difficult indeed to imagine Penn without Sheldon, this is a magnificent opportunity for him and one that reflects well not only on him but also on Penn.

Sheldon's appointment, which is yet subject to Senate confirmation, has accelerated what has been his intention to step down at the successful conclusion of the Campaign for Penn. However, taking many factors into account, including the uncertain timing of the Senate hearings, Sheldon informed me earlier this week that he intends to resign as president of Penn no later than June 30, 1993, to give the Trustees the opportunity to begin immediately the search for Penn's next president and to identify an acting president to serve in the interim. The executive committee met yesterday on campus; we have begun to convene the consultative committee to advise us on Penn's next president and will be prepared to announce the acting president next week.

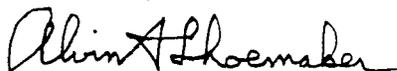
Penn's accomplishments since Sheldon's arrival in February 1981 are without parallel in higher education. He has clearly been one of Penn's greatest chief executives, leading one of higher education's most thorough and effective institutional planning processes. While maintaining its strong regional base, Penn's student body has become nationally and internationally diverse. Looking toward Penn's long-term future as well as its current operations, Sheldon has continued our tradition of solid fiscal management. His presidency has seen endowment increase five-fold to top \$1 billion for the first time in history. The Campaign for Penn is fast becoming one of higher education's legends, already having raised \$955.3 million toward the \$1 billion goal, and providing funding for 122 endowed chairs, the highest number in the history of higher education development efforts.

Beyond these successes, Sheldon leaves the lasting imprint of his multifaceted efforts that strengthened Penn's reputation as a leading research university that provides a superb undergraduate education, his leadership of nationally-recognized activities that place Penn in the vanguard of university-community partnerships, and his firm and clear devotion to creating a humane and civil environment for all members of Penn's community.

As we look to the future, we do so with a strong foundation of outstanding faculty, students, administrators and staff, a solid financial base, and a reputation for being the best managed institution of higher education in the country. Thanks to Sheldon and all of those who have been part of his team, the University of Pennsylvania is well positioned to continue its emergence as, in his words, "the leading international research institution that really cares about undergraduate education." As we move to form the consultative committee to advise the Board of Trustees on candidates for Penn's next president, we do so with confidence. Penn is an exciting place to be, and its leadership is one of higher education's most compelling posts. I have no doubt that we will attract an outstanding group of candidates.

Finally, I am sure you join me in wishing Sheldon and Lucy the very best as they move into the next phase of their extraordinary lives.

Sincerely,



Alvin V. Shoemaker

The Hackney Presidency: Twelve Years of Accomplishment at the University of Pennsylvania

April 19, 1993

Since becoming Penn's 21st chief executive in 1981, Sheldon Hackney has often articulated Penn's goal to become the leading international urban research university that is committed to undergraduate education. During his tenure, and with the involvement of many in the Penn community, he has:

- Emphasized undergraduate education, introduced a coherent general education requirement, enhanced the freshman seminar program taught by senior faculty, initiated the freshman reading program, created seven new College Houses to foster a residential living/learning environment, and taught undergraduates in each year of his presidency.
- Placed Penn at the vanguard of urban research universities that are responsive to the needs of their local communities, through his creation of the Center for Community Partnerships and his advocacy of public and community service as an integral part of the educational experience.
- Served as one of America's most forceful spokespersons on the critical importance of freedom of expression, and on the need for community and civility, both on and off campus.
- Initiated the Campaign for Penn, which will raise more than \$1 billion (Penn is only the second university to do so) and which has already added 122 named professorships (a record in higher education) and includes gifts from more than 83,000 alumni donors in this past year alone, more than any other university.
- Strengthened at Penn higher education's preeminent academic and administrative planning process, which has provided Penn with unusual academic and fiscal stability in turbulent times.
- Established Penn as a global university, increasing (from less than 2 percent to 10 percent) the proportion of undergraduates from abroad, internationalizing research and the curriculum, and expanding opportunities for foreign study and international faculty exchange.
- Developed one of the most beautiful urban campuses in America, by conserving the best of Penn's past in Frank Furness's Victorian gem, now the Fisher Fine Arts Library, and College and Logan Halls; and creating exciting new spaces for its future in the Law School Library and Clinical Research Building.
- Made Penn an "institution of choice" by attracting the strongest individuals nationwide to key academic and administrative posts, and enhanced Penn's unique position as the "cradle" of college and university presidents.

Undergraduate Education

Under Hackney's leadership, Penn's vision of itself has crystallized into the president's statement that "Penn wants to be the leading international urban research university that really cares about undergraduate education." Hackney, also a professor of history, taught undergraduates in each year of his presidency, either in an honors history seminar or a freshman seminar.

Among the enhancements to undergraduate education are the creating of an undergraduate education fund of \$10 million to support a wide variety of school-initiated programs; increasing the diversity and quality of Penn's undergraduate student body; maintaining Penn's

commitment to a need-blind admissions policy during a period of extraordinary fiscal pressures; encouraging increased faculty involvement with undergraduates as advisers and teachers of freshmen seminars; supporting expansion of the house system to enhance the undergraduate residential experience (there are now 17 options including the first-year houses, living/learning programs and college houses); and encouraging the leadership of the School of Arts and Sciences to undertake a reform of the undergraduate general education requirement that has since been adopted in whole or in part by Penn's other undergraduate schools.

Hackney's two provosts (Michael Aiken, Chancellor-elect of the University of Illinois at Urbana-Champaign, and Thomas Ehrlich, president of Indiana University), who as Penn's chief academic officers, shared his vision of the centrality of the undergraduate experience in defining Penn's special character.

Civility, Community, and Freedom of Expression

A deep commitment to the values of civility, community, and freedom of expression has been a hallmark of Hackney's administration.

Penn's commitment to diversity has grown through the recruitment of students, the appointment and tenure of faculty, the hiring of employees and the broadening of curricular and extracurricular offerings. He has often said that such diversity is a fundamental part of the educational experience students need as our world shrinks under the impact of mass communications, technology and the global market.

Penn's undergraduate minority enrollment has grown from 13 percent to 30 percent, and international undergraduate enrollment has increased from 1.2 percent to 10 percent. Gender balance has changed too; next fall's first-year class is expected to be about 44 percent female. Women deans head four of Penn's 12 schools, and three of its senior officers are women.

Hackney has articulated freedom of expression, civility, and respect as the core values at Penn: "There can be no honest advancement of knowledge where the different experiences, identities, needs, values, abilities, and heritages of individuals and groups are invisible or disparaged," he has said. "Recognizing that we are a diverse community is central to achieving the aims of this University to 'gladly learn' and 'gladly teach,' as Chaucer put it."

Among his achievements at Penn in strengthening the civility of discourse and the breadth of educational experience are the following:

- Revision of the University's judicial system and Guidelines on Open Expression to ensure that preservation of freedom of expression is the preeminent University policy.
- Development of Sexual and Racial Harassment Policies to protect members of the University community from abuse of power relationships and deprivation of rights to full and equal participation in the University community.
- Support for the University's development of a wide range of area and ethnic studies programs and faculty research within the framework of traditional academic disciplines.
- Vigorous defense of the right of students and faculty to invite a diverse range of speakers to campus, ranging from Margaret Thatcher and Ronald Reagan to Louis Farrakhan.
- Introduction of a voluntary program for freshmen to acquaint them with the dynamics of a diverse campus community.



Community Partnerships

Hackney has emphasized that higher education can and should help provide solutions to the most pressing problems of our time, with urban universities having a particular responsibility to contribute to improving the quality of life in the cities in which they are located. Penn has done so by forming partnerships with the City of Philadelphia and the West Philadelphia community that adjoins the campus.

This involvement now includes the Center for Community Partnerships, recently established as the cornerstone of Penn's efforts to institutionalize community service and urban partnerships within Penn's teaching and research missions. The Center has been called a national model of "practical idealism" in higher education.

Some 6,000 Penn students, faculty and staff are now involved in more than 60 public service efforts. Among the dozens of community outreach programs are the Collaborative for West Philadelphia Schools, which links the schools with higher education, business and community organizations; PENNlincs, a Penn student volunteer effort to teach science to elementary school children; Penn VIPS, a network of Penn employees and alumni engaged in a variety of volunteer programs designed to benefit Philadelphians; West Philadelphia Improvement Corps, which works with public school teachers, administrators and students to expand the role of their schools into centers where both students and older residents learn skills while working on projects that benefit the community; and the Program for Student-Community Involvement, in which Penn students volunteer as tutors in 20 West Philadelphia schools.

Hackney serves as chairman of the board of the West Philadelphia Partnership, a community development organization uniting major area institutions with community groups. He is on the executive committee of Campus Compact, a national coalition of more than 320 college and university presidents that works to make service an integral part of college life.

The Campaign

Penn's campaign has raised more than any other effort by an Ivy League university. It is second only to Stanford's \$1.2 billion campaign that ended in February 1992. The Campaign for Penn has raised \$955 million and has added 122 (a record in higher education) of the 150 named professorships it seeks—with more than 18 months to go before it ends.

Penn's campaign includes a \$35 million goal for minority permanence, far larger than any other goal announced for this purpose; \$28 million has already been raised. Financial aid as well as a host of programs for undergraduate education have also benefited from Campaign proceeds. The campaign has raised the average annual giving, which hovered between \$40 and \$70 million a year, to nearly \$150 million. Eighty-three thousand of Penn's some 200,000 living alumni made gifts to the Campaign last year, more than any other college or university in America.

Academic and Administrative Planning

Emphasis on institutional planning has allowed the University to emerge as one of the best managed and most progressive institutions of higher education. From 1983, a landmark planning document called "Choosing Penn's Future" guided planning during Hackney's tenure. It set forth objectives describing the quality of faculty, the importance of scale, the diversity of the University community, and the need for fiscal integrity.

The plan allowed the University to focus its aspirations and set the parameters for growth. Through a series of five-year plans based on this document, the University has been able to move forward in its effort to become the leading international urban research university that delivers quality undergraduate education.

Breaking the \$1 billion barrier for the first time in Penn's history, the endowment has grown from \$181,700,000 in 1980 to \$1.1 billion in 1993. Establishing TQM (Total Quality Management) at Penn, the University has become a leader in applying the concepts of academia.

Internationalization

Understanding that the generation and transmission of knowledge will continue to become even more global, Penn is working toward integrating an international perspective in all dimensions of the University. Building upon its already renowned strength and breadth in foreign languages and international-area studies, the University has increased (by 50 percent in the past five years alone) the number of international undergraduate students enrolled, as well as their geographic diversity.

In the past decade, Penn has established new study abroad and exchange opportunities in areas ranging from Russia to Mexico, Nigeria and China, and more Penn students and faculty than ever before are participating in these programs.

Under Hackney's direction, the University has made major investments in modern global telecommunications technologies, bringing the cultures and scholarship of people from all over the globe to the computer and television screens of students and faculty at Penn.

The Penn Campus

In advancing the vision of his predecessors, Hackney has created what is one of the most beautiful urban campuses in America. He and his colleagues understood that if Penn was to maintain and enhance its standing as an exemplary research university, while at the same time shrinking its "psychological size" in ways that forged scholarly connections among people and programs, it needed to increase substantially its investments in campus facilities and spaces.

While beautifying and embellishing the core of the campus as an urban park, Penn also saw to the preservation of the best of its past, including the National Historic Landmark building designed by Victorian architect Frank Furness as the University's library and now called the Jerome and Anne Fisher Library. Restoration of College and Logan Halls in the heart of campus are also underway.

New facilities that will enable Penn to maintain its standing as a leading research university include the new Clinical Research Building, the Law School Library, the Aresty Institute of Executive Education-Steinberg Conference Center, the planned Institute for Advanced Science and Technology and the Revlon Campus Center.

Penn as an Institution of Choice

Penn is a "cradle" for future college presidents. Among the 35 college and university presidents who were Penn administrators:

Michael Aiken, Penn's provost from 1987-1993, will become chancellor of the University of Illinois at Urbana-Champaign this July.

Rick Nahm, Senior Vice President for Development and Planning, will become president of Knox College in Galesburg, Illinois this July.

Two current Ivy League presidents came from Penn: Vartan Gregorian, now president of Brown University; and James O. Freedman, president of Dartmouth College. Former Provost Hugo Sonnenschein will become president of the University of Chicago in July.

Former Penn Provost Thomas Ehrlich is president of Indiana University, and D. Bruce Johnstone is president of the State University of New York system.

Others include Donald N. Langenberg, chancellor of the University of Maryland system; Claire Gaudiani, president of Connecticut College; Neil Robert Grabois, president of Colgate University; Merle M. Odgers, president of Bucknell College; and Humphrey Tonkin, president of the University of Hartford.

Sheldon Hackney: A Biography

Sheldon Hackney, president of the University of Pennsylvania, took office in 1981 after serving as president of Tulane University from 1975 to 1981 and as provost of Princeton University from 1972 to 1975.

During Dr. Hackney's presidency, Penn has institutionalized a five-year planning cycle that currently focuses on research, training and recruitment of faculty, the strengthening of teaching and learning among undergraduates, an information environment for the 21st century and the internationalization of the University. Undergraduate minority enrollment has grown from 13 percent in 1980 to 30 percent now, and international enrollment has jumped from 1.2 percent to more than 10 percent. Sponsored research has nearly doubled during the same period.

Under Dr. Hackney's leadership, Penn has conducted one of the most successful fund-raising campaigns in higher education history. The Campaign for Penn, launched in October 1989, has raised \$955 million of its \$1 billion goal, even though nearly two years of the campaign remain. It is the largest sum raised by an Ivy League university and second only to Stanford's \$1.2 billion campaign that ended in February, 1992. Since 1981, the University's endowment has increased more than five-fold, from \$159.2 million to \$1 billion.

Sheldon Hackney is Penn's primary representative to the Philadelphia community and is responsible for Penn's expanded involvement in the West Philadelphia community, which adjoins the campus. That involvement now includes the Center for Community Partnerships, recently established as the cornerstone of Penn's efforts to institutionalize community service within Penn's teaching and research mission. Building on the extensive community outreach programs that have marked Dr. Hackney's presidential tenure, the Center has been called a national model of "practical idealism" for higher education.

Dr. Hackney serves as chairman of the board of the West Philadelphia Partnership, a community development organization uniting major institutions in the area with neighborhood and community activists.

He is on the executive committee of Campus Compact, (the Project for Public and Community Service), a national coalition of more than 320 college and university presidents that works to develop an expectation of service as an integral part of college life.

He has worked on many business and education initiatives in Philadelphia, including the Committee to Support Philadelphia Public Schools. Currently Hackney is on the board of the Greater Philadelphia Chamber of Commerce and the University City Science Center, and is a member of the Mayor's Private Sector Task Force on Productivity.

He also serves on the boards of the American Council on Education and The Carnegie Foundation for the Advancement of Teaching. From 1986-88, Hackney chaired the board of the Consortium on Financing Higher Education, and from 1991 to 1992, the Council of Ivy Presidents.

Sheldon Hackney was born in 1933 in Birmingham, Alabama. He received his bachelor's degree from Vanderbilt University in 1955. He served in the U.S. Navy from 1956 to 1961, and earned his master's and doctorate degrees from Yale University in 1963 and 1966, respectively. He joined the Princeton faculty in 1965.

As Penn's twenty-first chief executive, Dr. Hackney is responsible for all academic and administrative affairs of the international research university in Philadelphia. More than 22,000 students are enrolled the university's 12 schools. Faculty numbers 4,200.

A professor of history at Penn who teaches undergraduates regularly, Dr. Hackney is a noted scholar of the Southern United States. Among his books is *Populism to Progressivism in Alabama* (1969), which won the Albert J. Beveridge prize for the best book on American History published that year.

Dr. Hackney is married to Lucy Durr Hackney, an attorney who is founder and president of Pennsylvania Partnerships for Children, an independent, non-partisan statewide advocacy, research and resource center. The Hackneys have three children: Virginia, Fain and Elizabeth.

The University of Pennsylvania in 1993: A Fact Sheet

Students (most current figure: Fall 1992):	Total: 22,418	Full-time: 18,145	Part-time: 4,262
	Undergraduate: 11,333	Graduate: 8,726	Professional: 2,359

Undergraduate Schools:

School of Arts and Sciences (The College), School of Engineering and Applied Science, School of Nursing, Wharton School.

Graduate Schools:

Annenberg School for Communication, Arts and Sciences, Dental Medicine, Education, Engineering and Applied Science, Fine Arts, Law, Medicine, Nursing, Social Work, Veterinary Medicine, Wharton School.

Campus Size: 260 acres, 140 buildings

Living Alumni: Total: 211,968

Operating Budget: \$1.521 billion

Endowment: \$1.053 billion (est.) (Associated Investment Fund: \$948.1 million)

Total Research Dollars Awarded to Penn in 1991: \$213 million. Penn was the sixth-largest recipient of grants among private colleges and universities in 1990 and ranked 13th among all colleges and universities in federal support for research and development in science and engineering.

History: Penn traces its origins to 1740 and to Benjamin Franklin's establishment of an Academy that, under Mr. Franklin's leadership, became the College of Philadelphia and then the University of Pennsylvania. One of the nation's four oldest universities, Penn established the nation's first medical school, first collegiate school of business and first modern liberal arts curriculum.

Faculty: Standing: 1,892 Associated: 2,302 Total: 4,194

Members of Penn's internationally acclaimed faculty have earned Nobel Prizes, Pulitzer Prizes, and Fulbright Fellowships. Five current faculty members have received MacArthur Fellowships. Ten Guggenheim Fellowships have been awarded to Penn faculty since 1990. The student-faculty ratio is 10:1.

Internationalism: A total of 2,962 international students are enrolled at this international research university. Penn ranked eighth in a 1992 listing of American universities with the most foreign students.

Athletics: An Ivy League member with 30 men's and women's varsity teams, Penn's Quakers won Ivy League championships during 1992-93 in men's basketball and women's field hockey; during the 1990-91 season in women's fencing and men's crew (also 1992 national champs). Quakers were men's basketball champions in 1986-87 and in 13 of the last 20 years; and were Ivy League football champions four straight years, 1982-86.

Majors: Total Undergraduate Departments: 53

Arts and Sciences departments in the top ten nationwide: anthropology, economics, German, music, history of art, linguistics, psychology, romance languages.

Wharton School departments in the top five nationwide: accounting, finance, insurance, marketing, entrepreneurial management, real estate, international business.

Engineering departments in the top ten nationwide: bioengineering, chemical engineering, electrical engineering, materials science, computer information science.

Nursing is in the top three schools in the country, and the only Ivy League school to offer bachelor's, master's, and doctoral degrees in nursing.