Museum Director: Dr. Jeremy Sabloff, C '64

Dr. Jeremy Sabloff, an internationally known field archaeologist and scholar of the Maya civilization who is now professor of anthropology at the University of Pittsburgh, has been chosen to succeed Dr. Robert H. Dyson as the Charles K. Williams II Director of the University of Pennsylvania Museum of Archaeology and Anthropology. “He is one of the world’s most distinguished scholars, and is an accomplished administrator,” said Interim Provost Marvin Lazerson. “It is a pleasure to welcome him back to his alma mater.”

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

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

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

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

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

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

New Leaders for the Lauder Institute

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

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

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

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

Starting July 1, Drs. Kobrin and Ikenberry will succeed Dr. John U. Farley, Wharton’s Ira A. Lipman Professor and professor of marketing, and Dr. Herbert S. Levine, professor of economics in SAS.

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

Over 450 graduates are now working in 29 countries throughout the world.
Cell-A-brating the First 100 Years at Wistar

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

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

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

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

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

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

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

For information on any of these events: 898-6587 or 898-3774.
Minority Permanence at Penn: A Progress Report and Next Steps

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

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

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

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

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

The University of Pennsylvania

Penn’s faculty and students originate from 100 foreign countries and 47 of the United States. Notable progress has been achieved in building the enrollment diversity. Minorities constituted 32 percent of the class entering in 1993 (21 percent Asian, 6 percent African American, 0 percent American Indian, and 5 percent Hispanic). Of the 4,970 students admitted for 1993, 1,243 are B.A., 387 are African American, 8 are Native American, and 314 are Hispanic. Minority graduate enrollments are up, the numbers of minority staff have increased significantly over the last decade, and support for minority faculty has been enhanced. During the 1994 fiscal year, more than $11 million has been spent to support pluralism at Penn. Yet, we have also fallen short of our aspirations.

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

Precollege Students

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

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

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

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

Undergraduate Students

While the number and percentage of Asian/Pacific Islander undergraduates have increased significantly over the past fifteen years (from 279 or 3.2 percent in 1978 to 1165 or 17.1 percent in 1993), other minority groups are still underrepresented. The number of African American students has increased only slightly and their percentage of the total undergraduate student body has declined (from 501 or 7.5 percent in 1978 to 512 or 5.4 percent in 1993). For Hispanics and American Indians, the numbers remain small. Hispanic students have grown from 119 (1.4 percent) in 1978 to 354 (3.8 percent) in 1993. American Indian students have increased from 11 (0.1 percent) in 1978 to 17 (0.2 percent) in 1993.

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

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

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

— Claire Fagin, Interim President and Marvin Lazerson, Interim Provost
Undergraduate research initiatives: The undergraduate Admissions Office Minority Recruitment Program consists of three staff members who oversee targeted mass mailings, visits to predominantly minority schools, participation in national college fairs, and prospective minority student campus visitations. The individual undergraduate schools complement the work of the admissions office.

Undergraduate financial aid: Sufficient financial aid, particularly in the form of stipends and grant aid, is critical to retention and graduation. Grant aid to freshmen at the University of California, Berkeley, the University of Chicago, the University of Michigan, and the University of Wisconsin.

The program has a $100,000 budget for FY 1994.

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

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

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

To improve retention rates, the Provost appointed a Working Group on Advising and Retention during the 1988-9 academic year. The group found that faculty/student relationships and faculty advising are important in promoting retention, and that finances are often critical in a student’s decision to leave or persist.

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

Graduate Students

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

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

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

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Undergraduate Students *

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

Graduate and Professional Students **

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<td>500</td>
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<tr>
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<tr>
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<tr>
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<td>841</td>
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** Source: IPEDS fall enrollment data; includes full- and part-time students.
The composition of the workforce is dramatically changing. By the year 2000, more than one-third of the nation’s workforce will be persons of color. From 1978 to 1993, the percentage of Penn’s minority employees increased substantially in two categories—professional non-faculty and

Faculty

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

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

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

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

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

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

Staff

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

- Retention:
- Penn has achieved some successes, the central administration and, creating a supportive environment for minority students.

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**** Source: EEOC Reports. Some of the Exec/Admin/Mngr staff also may be included in faculty. Data include employees of the Hospital of the University of Pennsylvania. Data for 1978 include non-resident aliens in ethnic breakdowns. The 1993 data do not include non-resident aliens; therefore, the percentages do not add up to 100 percent.
clerical/secertarial. Professional non-faculty went from 10 to 20.4 percent and clerical/secertarial from 30.1 to 50 percent. There was a smaller increase among technical and paraprofessionals, from 32.6 to 39.8 percent. In the executive/administrator/manager category the percentage remained about the same, between 11 and 12 percent, although there have been significant losses, in the past 18 months, in the most senior administrative cohort of African American administrators. The percentage of minority workers decreased in two categories—skilled (from 18 to 16.2 percent) and service and maintenance (from 71 to 65.9 percent). (This last percentage may be understated because the 1993 data does not reflect non-resident aliens, including a significant number of minority employees.) During the period 1989-94, minority employees in Penn’s Division of Facilities Management, skilled trades and service and maintenance positions, increased from 15 percent to 24 percent. While this division employs only a portion of the people in those categories, its efforts are representative of the emphasis being placed on workplace diversity. The Office of Human Resources has engaged in a number of approaches to increase minority staff and to help employees better respond to diversity in the workplace.

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

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

**Development**

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

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

**Recommendations**

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

**School and Center Diversity Planning**

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

**Precollege Students and Undergraduate Students**

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

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

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

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

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

**Graduate Students**

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

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

**Faculty**

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

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

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

**Staff**

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

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

**Development**

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

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

**Coordination and Planning**

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

**Coordination and Planning**

**Recommendation #17:** Engage the campus in the political work necessary to achieve a comprehensive and durable approach to diversity at Penn. This includes the development of a comprehensive policy that defines the University’s commitment to diversity; the development of a plan that integrates the University’s efforts to advance diversity; and, the establishment of a mechanism to monitor and evaluate the University’s progress.

This status report gives support to a cautious optimism. The difficulties that the University of Pennsylvania, like its counterparts, faces in successfully recruiting and retaining minority faculty, undergraduates, graduate students, and staff cannot be overemphasized. Penn shares the nation’s dilemmas. But we are also determined to achieve our aspirations. The evidence gathered here suggests that minority permanence is possible with a community that values pluralism. Much of the thrust to achieve pluralism at Penn has come from some Schools and departments that have made exemplary progress. We should build on this commitment. A community that truly values pluralism plans to make it a reality. With energetic recruitment, funds to support faculty and students, staff development, and an environment that expects and supports minority achievement, Penn can lead the way.
Penn VIPS Drive for Babies' and Toddlers' Needs: May 2-13

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

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

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

Drop-off points:
- Police Headquarters
  - Lt. Sue Holmes
  - 3914 Locust Walk
- Police Mini-station
  - Tamika Williams
  - 3927 Walnut St.
- Franklin Building
  - Bonnie Ragsdale
  - 3451 Walnut St.

In addition, 500 sets of diapers/baby wipes, 500 bottles/formula, and 500 receiving blankets/crib sheets will be distributed.

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

The University of Pennsylvania Police Department
Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of May 2 and 8, 1994. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

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

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

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

30th to 43rd/Market to University: Indecent exposure & lewdness—1
05/06/94 9:07 AM 33rd & Chestnut Male exposed self

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

Crimes Against Society

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

Update

May at Penn

Exhibit

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

Talks

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

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

ALMANAC May 10, 1994

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

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About the Crime Report: Below are all Crimes Against Persons listed in the campus report for the period May 2 through 8, 1994. Also reported for this period were Crimes Against Property including 50 thefts (including 8 burglaries, 5 of auto, 7 from auto, 12 of bicycles & parts); 1 possession of stolen property; 6 incidents of criminal mischief and vandalism. The full reports are in Almanac on Pennmon.—Ed.
1994 Commencement and School Celebrations

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

In the event of heavy rain, however, the procession through campus will be canceled. The academic procession will then form at 9:45 a.m. in the Weightman Hall Gymnasium; the student procession will form at 9:30 a.m. under the arches of the North Stands of Franklin Field. The decision to call off the procession will be made only on the morning of Commencement and will be signaled by announcements on radio stations KYW (1060 AM) and WCAU (1210 AM) and the lowering of the flag atop College Hall to half-mast. For Alumni DayTalks and events, see May at Penn (Almanac April 26). For other questions about the Weekend not answered below, call the 24-hour Commencement Hotline: 573-GRAD.

Ivy Day
Irvine Auditorium, Saturday, May 14, 4 p.m.
Speaker: Mayor Edward Rendell, C’65
Stone Unveiling: Weightman Hall, immediately following speech.

Baccalaureate
Irvine Auditorium, Wednesday, May 18
Concert: 2:30 p.m.
Ceremony: 3 p.m.
Speaker: Dr. Gloria Twine Chism, Gr ‘60, Trustee and Chair of the Commission on Strengthening the Community

University Commencement
Thursday, May 19
Gates open: 9 a.m., Franklin Field
Procession: 9:30 a.m. from Superblock
Ceremony: 10:15 a.m., Franklin Field
Speaker: HUD Secretary Henry Cisneros

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

Annenberg School for Communication
Ceremony: Annenberg School Auditorium, Thursday, May 19, 2 p.m.
Reception: Annenberg School Plaza Lobby
Speaker: Margaret Williams, ASC MA ‘92, Assistant to the President and Chief of Staff for First Lady Hillary Rodham Clinton

Biomedical Graduate Studies
Reception: Francis Wood Room, John Morgan Building, Thursday, May 19, 12:30-2 p.m.
Speaker: Dr. Saul Winograd, Director, BGS

College of Arts and Sciences
Arrival Time: Students assemble in Convention Hall basement, 6 p.m.
Ceremony: Convention Hall, Civic Center, Wednesday, May 18, 7-9 p.m.
Reception: Pennsylvania Hall, Civic Center
Speakers: Rev. William H. Gray, III, President & CEO, United Negro College Fund; Wendy Weil, C’94

College of General Studies
Ceremony: Wistar Institute Courtyard, Thursday, May 19, immediately following University Commencement
Speakers: Director and Associate Dean Richard Hendrix; Vice Dean Katherine Pollock; Dean Rosemary Stevens

School of Dental Medicine
Ceremony: Irvine Auditorium, Thursday, May 19, 1 p.m.
Reception: School of Dental Medicine
Speaker: Dr. Peter D. Quinn, chair, oral and maxillofacial surgery (Dental/HUP)

Graduate School of Education
Ceremony: Hopkinson Hall, International House, Thursday, May 19, 2:30 p.m.
Reception: South America Room, International House
Speaker: Dr. Frederick Erickson, GSE Alumni Professor of Education and Director of the Center for Urban Ethnography

School of Engineering and Applied Science
Ceremony: Palestra, Thursday, May 19, immediately after University Commencement
Reception: West Lawn, Towne Building
Speakers: Associate Deans Dwight L. Jaggerl and John D. Keenan; Dean Gregory Farrington

Graduate School of Fine Arts
Ceremony & Reception: Meyerson Plaza, Thursday, May 19, 1:30 p.m.
Speaker: Dr. Samuel Thier, President of Brandeis University and former professor and chairman of Penn’s Medical School

School of Medicine
Ceremony: Irvine Auditorium, Thursday, May 19, 4 p.m.
Reception: University Museum
Speaker: Dr. Robert R. Marshak, professor emeritus of clinical studies (New Bolton Center) and former dean

School of Nursing
Ceremony: Harrison Auditorium, University Museum, Wednesday, May 18, 6 p.m.
Reception: Nursing Education Building, May 19, immediately after University Commencement
Speaker: Dr. Susan R. Nolte, Wellesley College

School of Social Work
Ceremony: Harrison Auditorium, University Museum, Monday, May 17, 2 p.m.
Reception: Egyptian Mummy Room, University Museum
Speaker: Dean Ira M. Schwartz

School of Veterinary Medicine
Ceremony: Zellerbach Theatre, Annenberg Center, Thursday, May 19, 2:30 p.m.
Speaker: Dr. Robert R. Marshak, professor emeritus of clinical studies (New Bolton Center) and former dean

Wharton School (Undergraduate) and Wharton Evening School
Ceremony: Convention Hall, Civic Center, Thursday, May 19, 5-7 p.m.
Reception: Atrium, Steinberg Hall-Dietrich Hall, 2-3 p.m.
Speaker: Jai Jai Ramsey, Wh ’94

Wharton Graduate Division
Ceremony: Convention Hall, Civic Center, Thursday, May 19, 1-4 p.m.
Reception: 1920 Commons
Speaker: Malcolm S. Forbes, Jr., President & CEO, Forbes, Inc.

Wharton Doctoral Division
Ceremony: Lower Egyptian Gallery, University Museum, Wednesday, May 18, 5:30 p.m.
Dinner: Lower Egyptian Gallery
Speakers: Deputy Dean Anthony Santomero, Vice Dean David Schmittlein, and Dean Thomas P. Gerrity.