Performing at Penn: With over 35 student performing arts groups now active on campus, Penn comes out of the winter doldrums each spring even before Punxatawny Phil checks out his shadow. This week the Mask and Wig Club, the oldest all-male collegiate comedy troupe in the country, opens its 109th annual run with Mystery Repeats Itself at the Club House on Quince Street (Thursday, Friday, and an already sold-out Saturday night). Playing the same three late-in-the-week nights throughout February, the troupe comes to campus for two shows in March, then goes back to the Club House for shows the first week of April.

Meanwhile, the Law School Light Opera Company stages Guys and Dolls at the Annenberg School Theatre, February 13-15, and the Glee Club presents an original Broadway-style musical revue, Treble in Paradise, at Zellerbach February 20-22. For more on these and other performing arts, pull out February at Penn.

Below, the Mask & Wig’s first-act finale, Just a Little Bit Off, features Mark Milstein as the stripper who can’t quite bare it all, surrounded by tap-dancers (from left) Elliot Williams, C ’98; Benjy Grinberg, C ’00; David Baronoff, C ’99; Jeff Klein, W ’97; Francis Englert, C ’99; Robert Palacios, W ’00; Michael Ciani, W ’97; Richard Hollman, C ’99; Knox Peden, C ’99; and Matt Johnson, C ’99. At right, Milstein again in This Song is About Jack.
News in Brief

Naming the Writers House
Penn’s first House has been named the Kelly Writers House in honor of Rita P. Kelly and the late Thomas J. Kelly, Jr., the parents of an alumnus whose gift of $1.1 million will be used for renovation of the Gothic Revival house at 3805 Locust walk that was for many years the Chaplain’s House (above).

Students, faculty and staff gathered Friday for a ceremony at the house with donor Paul Kelly, who is president and CEO of the investment firm of Knox & Co. and an Overseer of SAS and co-chair of the Agenda for Excellence Council (a group of volunteers formed to support strategic initiatives in the Agenda). Mr. Kelly (C’62, WG’64) is also a visiting lecturer in finance for the Wharton MBA program, a member of the board of directors of the International Studies and Business program, and treasurer of the Penn Club of New York.

“The Writers House is a huge success because of the vision and energy of the students and faculty who have developed its programming,” said Provost Stanley Chodorow. Under a student-developed mission the House is to be a space for individual writers—hence the extensive renovations scheduled to rewire and computerize the House this summer—with workshops conducted by Penn writers and visiting editors in the design of electronic texts and Internet publishing.

It is already the scene of readings and seminars, and its first-floor Arts Cafe is open six nights a week for conversation and light fare. And, on Saturday, February 15, it will broadcast “Live from Writers House” in a WXPN pilot for a weekly series.

Directed by Dr. Alan Filreis, professor of English and Master of Van Pelt College House, the Writers House is the first of the “collegiate communities” called for in the strategic plan to aid the “seamless integration of academic and social life” as Penn approaches the 21st Century.

Correction: In last week’s Agenda for Excellence: The Strategic Plans of the Schools, Figure 2 in the School of Nursing report contained an error. Instead of Urban History, the words in the final oval of the graphic should be Urban Health. We regret the typo, made by Almanac in recasting the School’s graphics for print form.—Ed.

To Council: Early Decisions Fill 35% of Class of 2001
At Council last week, President Judith Rodin announced that 35% of the Class of 2001 has been selected through the early-decision admissions process. The total of 1829 early-decision applications is down from last year’s all-time record of 2046, she said, but represents a 12% increase over the applicant pool of just two years ago.

“Academic indicators for the early decision group equaled or surpassed those of previous classes,” Dr. Rodin said. “SAT and achievement test scores are up, and once again our admitted students average in the top four percent of their high school classes. Perhaps even more exciting than the raw data are a few developing trends,” she continued, calling the Class of 2001 the “most geographically diverse early-decision group ever,” with students from 44 states and 23 foreign nations.

‘Tangible Change’ and Other Initiatives:
In his Council report, Dr. Stanley Chodorow described the work of a new UA “Tangible Change Committee,” led by Sama Barend and its work done in partnership with VPUL Valerie Swain-Cade McQuilliam and Vice President for Business Steve Murray. The committee identifies “immediate campus improvements which students would like to see made” to add, immediately, to the quality of campus life for students, the Provost said.

Some recent examples are the renovation of High Rise East’s dance gallery performing arts students, and the adoption of a “late-night dining” schedule which now serves food to 2:00 a.m. in Stouffer Dining Commons under a pilot plan recommended by the students.

Reminding Council of the appointment of an Undergraduate Advisory Board to the 21st Century Project; its creation of a new Web site (http://www.upenn.edu/provost/21st/), and its creation of a student project to help faculty and staff create homepages, Dr. Chodorow also noted the creation of the Admissions Data Work Group, which has begun its work by revising a major working tool of Admissions. The “President’s Report,” which provides data to schools and offices has now been revised and begins circulation shortly to the schools to “increase the quantity and utility of data on the current admissions cycle.”

Standing Committees: In progress reports by several standing committees (to be covered in a future issue), Council fine-tuned the 1996-97 agenda of several. In response to the request of Safety & Security Committee’s Dr. Sean Kennedy, members expressed a strong preference for timeliness in both neighborhood and police critical reporting. (Campus police reports based on data from the 18th District are now provided for the same time period as the Community Crime Report; see page 15 of this issue.)

Moderator: Dr. David Hildebrand, a former moderator of Council who chaired the Faculty Senate in 1992-93, was nominated by the President and unanimously approved as moderator of Council again. Before receiving Steering Committee Chair Peter Kurloff’s warning to expect of Dr. Hildebrand, “superb leadership and horrible puns,” the new moderator had already acknowledged his selection to succeed Dr. Will Harris with the introspective question, “But where there’s no Will, can there be a way?”

Ed. Note: On the back page of this issue, the University Council’s Committee on Committees issues its annual call for nominations (including self-nominations) to serve on key committees of Council.

The Provost’s Cup
The first Faculty-and-Staff vs. the Students Basketball Game, named The Provost’s Cup, will be held on Friday, February 21, at 5 p.m. in the Palestra. Faculty and staff interested in playing should call the Athletics Department at 898-4024. Tryouts for students will be held at the Palestra at 8 p.m. on February 5.

Sponsored by the Athletics Department, admission is free and souvenir cups will be given out to the first 100 fans to arrive. This game will precede a 7 p.m. Women’s basketball game vs. Dartmouth. For more information call 898-4024.

A Price on His Head
Dr. Jane P. Davidson, professor of history at the University of Nevada Reno, has written to the Penn Biology Department to offer a $100 reward for information leading to the return of the Department’s missing bust of the late Professor Edward Drinker Cope (Almanac December 3, 1996).

Dr. Davidson is the modern biographer of the celebrated 19th Century scientist who was, among other things, one of the founders of American paleontology. When her book, The Bone Sharps: The Life of Edward Drinker Cope, comes out this spring from the Academy of Natural Sciences in Philadelphia it will be the first biography of Cope since 1931.

Information leading to the return of the bust should be provided to the Biology Department, 415 University Avenue/6018.
At the King Memorial: Awards Recognizing Community Involvement

Celebrating the life of the Rev. Martin Luther King Jr., under the theme “We Must Make A Difference,” Penn’s commemorative program January 20 singled out four who have made a difference in Philadelphia. Dr. Judith Rodin announced the awards, which were then presented by the co-chairs of the commemorating’s Community Involvement Committee.

Presented by Glenn Bryan, Penn’s director of community relations, were

- Ms. Evelyn Peterson, who worked to disarm with violent youth and develop “street peace treaties” as a longtime member of the Crisis Intervention Network; at 66 she continues that work in the Philadelphia Anti-Drug, Anti-Violence Network.
- Bilal Qayyum, coordinator of economic development for Philadelphia’s Department of Commerce whose work produces start-up funding for small business and who as a volunteer works to promote responsible fatherhood; founder of the annual Father’s Day Picnic in Fairmount Park, he has also published, with David P. Richardson, the book on “Rites of Passage” for African-American boys.

Presented by David Grossman, director of student-community involvement here, were

- James Gist, director of technology learning services at Penn and founder of the Saturday Children’s Computer Program. A founding member of Penn VIPS, he also works with Operation Understanding to foster friendship between Jewish and African Americans.
- Blane Fitzgerald Stoddart, executive director of the West Philadelphia Partnership’s Community Development Corporation and author of a strategic plan to bring $40 million in housing, jobs and economic development to the neighborhood. The Wharton volunteers and Mayor’s Scholar established West Philadelphia Town Watch and “Community Night Out” among other ventures.

Matching Funds for German-American Research Projects

The German-American Academic Council Foundation (GAAC), in agreement with the Alexander von Humboldt Foundation (AvH) and the German Ministry of Education, Science, Research and Technology, will make TransCoop Program funds available in 1997 to support research projects between German, U.S.-American scholars in the humanities and social sciences, economics and law.

The Bonn-based AvH established TransCoop in 1990 to promote transatlantic research cooperation. In July 1994 the GAAC took over the management of the program. The AvH, one of the seven science organizations affiliated with the GAAC, will remain the sponsoring institution of TransCoop.

Projects selected for funding can receive a total of DM 90,000 (US $60,000) each. Funding has to be applied for in German currency (DM). The maximum duration of sponsorship for each project is three years. TransCoop funds have to be equally matched by funds from U.S. sources. The amount and sources of the matching funds must be detailed in the application and have to be confirmed before TransCoop funding commences.

Complete applications materials and more information about the German-American Academic Council are on the GAAC web site (http://www.access.digex.net/~gaac/gaachome.html).

Speaking Out

Donate Leave Time?
The appeal made by Dick Haigh of HUP’s Physical Plant in the January 14 Almanac raised the following question in my mind. He mentions that the mother of Jeffrey Mosser Jr., the son of one of his co-workers, is at home with the boy because her colleagues at the hospital where she works donated their leave time so she could be with her sick son.

My question: Does Penn have a similar program that would allow employees to donate leave time to some kind of pool, which co-workers with critical needs could access should their own time run out? Although I realize setting up and maintaining such a system would require a great deal of administrative “care and feeding,” I think that the benefits to those who could use the extra time off in a period of crisis would be tremendous. And while I know that the amount of paid time off we receive at the University is a major benefit for those who work here, I can’t help but think there would be many among the community of employees at Penn who would give up a day or two each year to help someone who desperately needed it. I would consider it a privilege to be able to help out a colleague in this way.

I look forward to hearing if Penn has such a program in place, or would consider implementing one.

— Rosemary Connors, Associate Director, Wharton Alumni Affairs

Ed. Note: Almanac was able to determine that there is no such policy now, but has not yet received a response to the proposal to consider one.— K.C.G.
The State of the University: Three Facets of Penn’s Academic Life
by Stanley Chodorow

For my report, I have chosen three areas that I’ve been working on with my colleagues and staff during the last year. I would like to relate them to the Agenda for Excellence. Today I will talk about globalization, research and graduate education—areas very important to the university. As you know, I have already reported on the 21st Century Project.

Globalization: Educating Leaders of the Nation and the World

Globalization is one of the major goals of the Agenda for Excellence. We really have two major subgoals under this goal. The first is to educate leaders of the nation and the world by creating an international environment at Penn. It’s not enough to increase the number of students who study abroad. The curriculum and the environment at Penn, where most students stay through their entire careers as students, must be internationalized and we’re actively working on that. And the second subgoal is to make Penn an international leader in research and education not merely by being better at both research and education than anybody else on the planet but also by interacting with, creating exchange agreements and collaborations with, foreign institutions so that we begin to internationalize our programs through these collaborations and exchange agreements.

In order to meet our first goal—to educate leaders of the nation and the world—we need to create curricular/extracurricular programs that prepare students for the international arena. For example, we have just received a report from the committee in the 21st Century Project on Foreign Language Across the Curriculum (FLAC). It is the first step in developing a program which already exists. This is a joint program between Wharton and the College which we hope to expand to Engineering and Nursing. We will use the framework which was created for the IS&B program which will provide students of other schools with similar curricular opportu

We also want to increase the number of foreign students and visiting faculty at Penn. If you look at the record over the last ten years there has been a very substantial increase in the number of foreign students and visiting postdocs and faculty. But it’s leveled off in the past couple of years. And one of the goals of the Agenda for Excellence is to pick up that pace and begin to push the numbers up again because the presence of foreign students, faculty and research personnel on the campus is one of the ways in which we can internationalize the campus.

We will also devise programs that will take advantage of our international colleagues so they’re not just here passing through but instead play a role in the education of students and in the life of the campus.

We have about 2650 international students at the undergraduate and graduate level. At the undergraduate level that amounts to about 850. And the rest, about 1700 to about 1800, are in the graduate and professional programs. At the undergraduate level, that’s the largest number of foreign undergraduate students in the Ivy League. At the graduate level, we are third behind Columbia and Harvard and are on par with MIT and Cornell. What we really wish to do and what several of the deans and other schools are doing is to look into the international arena for recruitment of additional students to increase the presence of the foreign students on the campus.

And finally we are seeking to improve our study abroad programs. This began before the Agenda for Excellence was formulated. It’s part of a comprehensive program to increase the quality of our programs. It will probably result in a reduction of the number of our programs. We have established a review process, so that just as our on-campus programs are reviewed on a cycle, our external—our foreign study programs will also be reviewed on a cycle. We have the capacity, as we have formed this, to review two areas a year. This year we are doing Spain and Latin America and the Francophone areas.

We will have a faculty committee that will be a review committee, very similar to a review committee that you have for a department, which will look at all the programs to ensure ourselves that they meet our standards, that they are meeting our goals, that they are high quality and that the students who are taking advantage of them are getting the kind of experience that we really want them to get. So we are increasing the scrutiny and examination of those programs in the hopes that over time we will produce a series of programs that are very certain are the best in the world.

In terms of making Penn an international leader in research and education, we are refocusing and enhancing our collaboration in two different ways. Internally, we are bringing the different schools and their programs together. One of the problems at Penn has been the distribution of authority and the lack of communication among programs. For example, we discovered that we have a whole series of programs going on in sub-Saharan Africa and very often they know nothing about one another. Furthermore, they are not working with our area studies program in African studies, which is first-rate, to enhance what they do in that part of the world. So one part of what we’re doing is coordinating the activities of Penn through the Provost’s Council on International Programs.

We are also getting schools to focus on the way in which they have agreements with foreign institutions. We want to make agreements to have collaborations with peer institutions abroad not with just any institutions abroad.

We are trying to focus our international activities along the lines of the six initiatives that have been enunciated in the Agenda for Excellence. We want to create an effective information system so that the coordination of programs that we create by face-to-face interactions are sustained. We’re creating web pages for all the schools in their international programs and a
An Interdisciplinary Approach

One result of the conference is that we created an international health forum. One of the major areas of the Agenda for Excellence is life sciences and health care and health services and we have an enormous number of programs going on in the international arena that have these kinds of projects. We want to coordinate them, focus them, and give them a place to be enhanced. Finally, we have a small fund now that allows the Provost to provide seed funds for the development of inter-school international programs. We seek to increase the size of that to make it a good strong fund which can increase the pace of development of the programs.

Before I turn to research, are there any specific questions? I'll take just a couple before moving on.

Q: Regarding study abroad programs: I will be a study abroad student and I have noticed that on my Penn tuition form I am paying tuition and other general fees for next semester, even though I won't be enjoying the services. Are there any attempts to reform the study program, so you aren't paying for things you aren't even going to be using?

A: The basic premise is that your tuition is Penn tuition. As a student abroad, you are still a full-time student: you are going to obtain Penn credit, and, in order to run the programs that I was talking about, which is to say, in order to manage the system, to make certain that the proper reviews take place, that the standards are kept up, and that you get credit when you come back, we believe that is the way we are going to have to finance it. We finance it in the same way we finance on-campus programs, through your tuition and other dollars that we raise, and that is the way it has to be set. We are treating you as a Penn student. You go abroad, you are still a Penn student. And that's why you pay a Penn tuition.

Research: An Interdisciplinary Approach

One of the things I want to concentrate attention on is the way in which the strategic plan, the Agenda for Excellence, is bringing people together and creating an interdisciplinary framework for research at Penn. Some of the things that are going on really are phenomenal. I'll just run through some of these very quickly.

Cancer Detection: I'll start with what some of us call our "missiles to mammograms" research program, in which we're taking technology that the CIA developed to detect objects (you can guess what kind of objects) through cloud cover and other debris that would otherwise make it very difficult to tell what was coming. And it turns out that technology can be transferred and used in mammograms for extraordinarily early detection of breast cancer. It is a project that Mitchell Schnall in the department of radiology is leading. It's a $2 million effort. It's a multi-institutional clinical trial, which is based here at Penn. It unites radiology with physics, electronics, and all of the engineering disciplines that deal with these detection techniques, which were for completely different functions.

It is a wonderful example of physical sciences and health sciences of the University, and indeed, in this case, of other universities coming together to carry on a program, a research transfer, an information transfer. When we talk about the making and using of knowledge, and the way in which use of knowledge often advances knowledge, this is a perfect example of that. Knowledge developed elsewhere for different purposes applied now to a health purpose will in fact increase our knowledge at the same time as it applies knowledge.

The Human Genome: A group in the Plant Science Institute led by Joe Eckert has worked out the genome of the weed Arabidopsis and this project is a wonderful example of the way we are going to have to work out the human genome. Now, the genome of the Arabidopsis is about one-thirtieth the size of the human genome, but 80% of that genome has been transferred into us. That is, 80% of that weed is within our genome, so that is not merely a demonstration of how one works out the word called genome, which is a very long word, but it also is a direct contribution to the human genome project. And it brings together not only the group in the Plant Sciences Institute, but also Bioinformatics, a brand new field. At Penn, as people talked about the initiative, they looked over and found that we are incredibly strong in bioinformatics. So that the bioinformatics group that is forming under the initiative is getting together with the plant scientists to begin to understand the Arabidopsis genome.

Medicine & Engineering: The development of the Institute of Medicine and Engineering is a broad-based collaborative effort between the two schools. It has had as its initial success the recruitment of some spectacular faculty who are coming here because of the institute and its interdisciplinary focus. And it's already beginning projects on cardiovascular bio- and chemical engineering and the study of injury at the cellular level. What happens when a cell is deformed? All cells are deformed from time to time, as when you squeeze your hand, you're deforming cells. If you squeeze it too hard, you injure it. Then, something happens to the cells that starts a biochemical cascade, to repair the injury, to take care of the injury. This institute is beginning to look at that moment of injury and the consequences of injury to cells at that level. The institute is planning to grow at $7 to $10 million a year in research activities and involves faculty from pathology in medicine, chemical engineering and mechanical engineering, and bioengineering. It is an absolutely wonderful interdisciplinary program, and is a beautiful example of the kinds of things that are going on under the Agenda for Excellence and will be going on in the future.

Cognitive Science: Information science is another area where Penn is pulling together things to change what we're doing and to bring together new activities under the Agenda. The Institute for Research in Cognitive Science—IRCS—is not brand new but is growing and is one of the leading centers in the country. It was the first national center in cognitive sciences in the country, and it is a powerful interdisciplinary group that brings together philosophy, linguistics, computer science and neuroscience. It is a case of an initiative taking advantage of Penn's existing strengths.

Parallel Computing: Another example is the National Scalable Cluster, which is a remarkable supercomputing project. It just won, by the way, the gold medal from the supercomputing association, at the national supercomputing conference. The cluster links high-speed, desk top or small computers at Penn, at Maryland, and at Illinois-Chicago, and creates from them, using the network, massively parallel computers, for data mining.

One of the problems with a lot of the things that are happening today in our research environment is that we are producing more and more data. And a lot of the time that data is coming at us so fast we can't deal with it; it's like trying to drink from a fire hose. One of the great problems in a lot of modern research programs is: how do you deal with all that data? The national scalable cluster is a major effort to deal with data mining. It has spawned a project called HUBS, (Hospitals, Universities, Business Centers and Schools). It is a development that Penn is supporting, along with Drexel and some of the other local institutions, to create a regional center for this kind of work. It will combine high-powered computing and very advanced knowledge about data mining.

[In concluding this section Dr. Chodorow briefly discussed sources of funding, primarily using slides.]

He pointed to NIH as the largest source of research funds, and noted that Penn's NIH funding had grown 10% between the year before last and last year. He added that in Education and DOD, and state and local governments, budgetary stresses have reduced the funding available for research, but 'in all the other areas, in which funding has stayed constant or gone up, we have also made great progress.'

Graduate Education: The Survey

Next I'd like to talk about graduate education. One of the things we did this year for the first time was to survey our graduate students. We sent out a survey when the graduate student filed for graduation and asked them to rate and evaluate their experience at Penn. And we collected the replies at the time they handed in their dissertations.

First, we asked the students to evaluate their principal dissertation advisor, where a one score was high and four was low. To the question, Did
the advisor spend time necessary for advising?  The average was a 1.4 rating. Remember that 1 is high and 4 is low.  

**Discussion research regularly?** 1.5.  

**Accessibility?** 1.4.  

**Knowledge of degree requirements?** 1.5.  

**Interested in student’s goals and projects?** 1.3.  

**Critiques helped progress?** 1.3.  

**Work returned on a timely basis?** 1.5.  

**Made an effort to secure financial support?** 1.3.  

**Supportive in the job search?** 1.4.  

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<th>Factor</th>
<th>Mean</th>
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<td>Spent the time necessary for advising</td>
<td>1.4</td>
<td>1.0</td>
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<tr>
<td>Discussed research regularly</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Accessible</td>
<td>1.4</td>
<td>1.0</td>
</tr>
<tr>
<td>Knowledgeable of degree requirements</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Interested in student’s goals and projects</td>
<td>1.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Critiques helped progress</td>
<td>1.3</td>
<td>1.0</td>
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<tr>
<td>Work returned on a timely basis</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Made effort to secure financial support</td>
<td>1.3</td>
<td>1.0</td>
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<tr>
<td>Supportive in the job search</td>
<td>1.4</td>
<td>1.0</td>
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The ability to communicate, by the way, is not merely a language issue; it is also a cultural issue. Some of the schools have already started to develop orientation programs for all new faculty, American or foreign, to orient them toward our standards, what we are looking for in their performance as teachers, as well as to what we are looking for in their performance as scholars, as scientists. I think as that spreads—and again it is part of the *Agenda for Excellence*—we are very supportive of it—you will see a steady improvement in the way in which faculty and graduate students are able to deal with the problems.

One of the things I should have mentioned is that the Vice Provost for Graduate Education and GSAC have joined together to create the Graduate Teaching Resource Center. The Vice Provost put up the funds for a graduate assistant to run the Network. It is mostly mounted on a home page. It has materials, reference, help. The graduate students were the major players; they were the ones who brought the idea to us. We thought it was a great idea and helped to create the Center.

**May and August 1996 Survey of Penn Doctoral Recipients**

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<th>Category</th>
<th>Mean</th>
<th>Median</th>
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<td>Recipient has submitted work for publication</td>
<td>70.2%</td>
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<tr>
<td>Recipient presented work at a national scholarly meeting</td>
<td>76.7%</td>
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<tr>
<td>Recipient attended a national scholarly meeting</td>
<td>88.8%</td>
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The survey asked about the quality of advising, the same scale of 1 to 4. You can see that the quality of advising the average is rated around 2, and in fact all of the characteristics that were asked about were given grades around 2. Overall quality of courses, professional relationships with faculty other than the principal advisor, and faculty efforts to assist in job placement, again other than the principal advisor, all rated around 2. And what that means is that on the whole people were satisfied. We would like to do better, and looking at the results for individual graduate groups will help us to focus in our reviews of these groups on specific areas that need some work.

Another area surveyed was the extent to which graduate students were presented with opportunities to present research or to participate in professional meetings. And 84% said that the graduate group sponsored a seminar in which graduate students presented their research, and 73% said they were among the graduate students who presented work at such a seminar. So obviously looking at this carefully, there are some groups that are not allowing or making an opportunity for graduate students to present their research and we want to look into that and improve in that area.

**Recipient attended national scholarly meeting**—almost 90%. **Recipient presented work at a national scholarly meeting**—77%. A higher number presented work at national meetings than at seminars within their groups, which is very interesting, and in some respects encouraging because that is a very high percentage of graduate students presenting at national meetings.

And finally, **Recipient submitted work for publication, 70%** had submitted work for publication before they got the degree. Again a rather high number. And this will vary, of course, from field to field; in some fields it’s extremely common and in other fields it’s very rare. We will look at this very carefully to see what it tells us about different groups and what kinds of questions it raises for the review process. So this is a feedback loop that will allow us to make some progress as we move into the review process, which is critical to the *Agenda for Excellence*. It is one of the important goals of the *Agenda* that we will look at and provide criticism of our efforts in all areas, and seek to improve. This kind of information gathering is critical to that.

I will stop there and open to questions.

Q. Do you have any information on how those students who attended those conferences actually paid for it? Whether they received funding?

A. I don’t know the answer to that. I don’t think Janice Madden is here, but we’ll find out. I think most of them are paid for, that is to say, that grants or graduate group funds pay for them; but I don’t know the answer in percentage terms.

Q. I applaud your efforts at attracting world-renowned faculty but as many students and the sciences and mathematics already know, a lot of the faculty cannot communicate with them. What efforts are you making to ensure that at least there is some help for the faculty coming from overseas to ensure that they can effectively communicate with the students?

A. That’s an ongoing effort. At the graduate student level they have to pass an examination and the standard examination is actually not set by us but is set by the state. We run those programs; we do not allow any student who does not pass those exams to teach. With regard to faculty and deans, I pay a great deal of attention to that. Deans know that is an issue, that the ability to communicate is an issue.

Q. [On whether there will be more surveys.]

A. Yes, this is the first time we did this and I would guess that over time we will both accumulate more information and make the instrument more and more sophisticated. It obviously can’t be too long a questionnaire or people will throw it away. But honing the questions, by looking at the results are and asking questions about the results, will certainly take place. This is an ongoing project, it is not a one time thing and it’s not frozen in this form. It would be very useful to have graduate students help hone that.

Q. Can you talk about the ideas you have for getting students hooked up with professors in doing research in other countries?

A. Part of that is first knowing all the things that are going on and who’s involved, which is what the Provost’s Council on International Programs is engaged in. It is putting together a really good database of all the faculty and developing programs with foreign institutions. There are both information issues—how you get a student to know who’s doing what and funding issues. If you identify a student and link him or her up with a faculty member, how do you get the funds to carry out the research?
The W-2 Form for Calendar Year 1996

The University has recently mailed over 26,000 Calendar Year (CY) 1996 W-2 Forms to our employee’s home addresses as they appear on the current Payroll File (Employee Data Base). According to IRS requirements, we are now required to publish an explanation of some of the amounts and other data that appear on your W-2 Form in order to assist you in preparing your Federal and State Income Tax Returns.

An explanation of the contents of the various boxes on the form is as follows:

**A. Wages, tips, other compensation:** this represents the total amount of Federal Taxable compensation paid or imputed to you during calendar year 1996 through the University Payroll System. This amount includes:

a. The value of your taxable graduate and/or professional tuition benefits, if you, your spouse and/or your dependent children have received such benefits;
b. The value of Group Life Insurance coverage for amounts greater than $50,000. The premium payments for this excess coverage, if any, have been included as imputed income (see Excess Insurance Premium —below);
c. Certain other fringe benefits relating to imputed income to the employee. The amount which appears in Box 13 and labeled (C) is the value of the premiums paid for this excess insurance coverage. This amount is based on an Internal Revenue Service (IRS) table which identifies premiums for different age groups.

**B. Federal income tax withheld:** this represents the amount of Federal Income tax which was withheld from your earnings during the year and paid to the Social Security Administration, on your behalf, by the University.

**C. Dependent care benefits:** this represents the total amount which you have voluntarily "sheltered" for dependent care expenses, regardless of whether you have been reimbursed by the University for the expenses associated with this "shelter" as of December 31, 1996.

**D. Social security wages:** this represents the total amount of compensation paid to you during calendar year 1996 which was subject to Social Security (FICA/OASDI) tax, including all of your tax deferred annuity contributions and excess life insurance premiums, if applicable, but excluding health and dental insurance premiums and any voluntary dependent care or medical reimbursement account contributions which you have "sheltered".

**E. Social security tax withheld:** this represents the total amount of Social Security (FICA/OASDI) tax which was withheld from your earnings during the year and paid to the Social Security Administration, on your behalf, by the University.

**F. Benefits included in box 1:** if you have received certain fringe benefits, the value of such benefits is shown here, and is also included in Box 1, Wages, tips, other compensation. These benefits include the value of taxable graduate and/or professional tuition benefits and other benefits relating to imputed income. If you have received any of these benefits the University has recently advised you, individually and personally, concerning their taxability; please refer to those communications specifically.

**G. Medicare wages and tips:** this represents the total amount of compensation paid to you during calendar year 1996 which was subject to Medicare tax, including all of your tax deferred annuity contributions and excess life insurance premiums, if applicable, but excluding health and dental insurance premiums and any voluntary dependent care or medical reimbursement account contributions which you have "sheltered".

**H. Medicare tax withheld:** this represents the total amount of Medicare tax which was withheld from your earnings during the year and paid to the Social Security Administration, on your behalf, by the University.

**I. Excess insurance premium:** the Internal Revenue Service requires that the premiums paid by an employer for group life insurance coverage in excess of $50,000 be imputed as income to the employee. The amount which appears in Box 13 and labeled (C) is the value of the premiums paid for this excess insurance coverage. This amount is based on an Internal Revenue Service (IRS) table which identifies premiums for different age groups.

**J. Tax deferred annuity contributions:** this represents the total amount of contributions made by an employee to a retirement plan on a tax deferred basis. The amount is shown in Box 13 and labeled (E).

**K. Excludable moving expense reimbursements:** this represents the nontaxable moving expenditures that were paid to you as a reimbursement or paid directly to a third party. The amount is shown in Box 13 and labeled (P). If any reimbursements or third party payments were deemed to be taxable income you were notified of these amounts under separate cover.

**L. Other:** this is the total amount of State Unemployment Tax (S.U.T.) that was withheld from your earnings during calendar year 1996 and paid to the Commonwealth of Pennsylvania, on your behalf, by the University.

**M. Employee’s social security number:** this is the number that the Federal and State Governments use to identify you with the tax returns that you file, so please review it for accuracy. If the number is incorrect, then the University Payroll system is also inaccurate and you should contact the Payroll Office, immediately, before you file your returns.

**N. State wages, tips, etc.:** this represents the total amount of compensation paid to you during calendar year 1995 which was subject to Pennsylvania State Income Tax, including all of your deferred annuity contributions.

**O. State income tax:** this represents the total amount of Pennsylvania State Income Tax withheld during calendar year 1996 and paid to the Commonwealth of Pennsylvania, on your behalf, by the University. If you do not live in Pennsylvania and if you submitted the "Employee Statement of Nonresidence in Pennsylvania" form to claim exemption from Pennsylvania State Income Tax, no amount will be reflected in this box.

**P. Local wages, tips, etc.:** this represents the total amount of compensation paid to you during calendar year 1996 which was subject to Philadelphia City Wage Tax, including all of your deferred annuity contributions.

**Q. Local income tax:** this represents the total amount of Philadelphia City Wage Tax withheld from your earnings during calendar year 1996 and paid to the City of Philadelphia, on your behalf, by the University.

When you receive your W-2 form, please review it immediately to ensure that your name is spelled correctly and that your Social Security number is correct. If you feel that any information on your W-2 is incorrect, review your calculations carefully and compare the information on the form with your final 1996 pay stub. If you have availed yourself of certain taxable benefits please review any additional information which was provided to you, under separate cover, concerning these benefits and their impact on your tax status. If you still believe that your W-2 is in error, please contact the W-2 Office at 573-3277 or write to Ken McDowell, W-2 Office, Room 310, Franklin Building /6284.

You should have received, via the U.S. Postal Service, your Federal and State Income Tax Forms and related instructions for filing. Federal Tax forms are available at the Internal Revenue Service, 6th & Arch Streets, Philadelphia, and most U.S. post offices and at certain banks. Pennsylvania Income Tax forms are available at the State Office Building, 1400 Spring Garden Street, Philadelphia, State Stores and may be obtained by writing to the Department of Revenue, Personal Income Tax Bureau, Harrisburg, Pennsylvania 17129.

— Marlin Alexander, Assistant Comptroller
Compass
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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 January 13 through 19, 1997. Also reported were Crimes Against Property, including 24 thefts (including 2 burglaries, 1 theft of auto, 2 thefts from auto; 1 of bicycles & parts); 8 incidents of criminal mischief and vandalism; 1 of forgery & fraud. Full crime reports are in this issue on the Web. (www.upenn.edu/almanac/v43/n9/crimes.html). —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 January 13 and 19, 1997. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to Woodland Avenue 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.

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. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions. Online queries and internal information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

The Compass stories are written and edited by the Student Editorial Board (see p. 2). Deadline: the Thursday of the week prior to publication (e.g., February 3 for the February 11 issue).

The University of Pennsylvania does not discriminate on the basis of race, color, national or ethnic origin, age, sex, sexual orientation, religion, gender identity or expression, disability, veteran status, marital status, or sexual assault. Questions or complaints regarding this policy should be directed to Howard Arnold, Interim Director, Office of Affirmative Action, 3600 Chestnut Street, Philadelphia, PA 19104-6106.

The Compass, Suite 210 Nicholas House, 3600 Chestnut Street, Philadelphia, PA 19104-6106.

PHONE: (215) 898-5227 or 5227 FAX: 898-1378 E-MAIL: compass@upenn.edu URL: http://www.upenn.edu/compass

Update

January at Penn

Fitness/Learning

29 Francophonic: food, conversation for Francophones and Francophones; 5:30-7:30 p.m.; Ben Franklin Room, Houston Hall (French Institute).

30 Stress Management Through Bodywork; 12-1 p.m.; Bodek Lounge, Houston Hall (Faculty/Staff Assistance Program).

Music

31 Pennshine and Pipes Jam Wars; male à cappella groups sing hits from the '70s and '80s and barbershop-style music; 8 p.m.; Annenberg Studio Theater; $5; tickets: 898-6791. Repeated Feb. 1.
Call for Volunteers for 1997-98 Committee Service: Deadline February 14

TO: University Faculty, Penn Professional Staff, Assembly, and A-3 Members
FROM: 1996-97 University Council Committee on Committees
RE: Volunteers Needed for Committee Service

With many important University initiatives underway and a strong commitment from the administration to involve our community in their guidance, this is an excellent time for you to consider serving on a University Council committee. The standing committees described at the right serve as advisory bodies in shaping academic/administrative policy relating to international programs, community relations, pluralism and diversity in our own community, recreation and intramural athletics, safety and security issues, and many other aspects of University life. Take a moment to familiarize yourself with the Council committees and their areas of interest; you will readily see how essential their work is.

We invite individuals who have previously served to volunteer again. We also encourage new people to volunteer so that we may have a vital and progressive blend of new ideas and experience. Moreover, we urge you to think of others who could contribute meaningfully to our work, speak to them about serving, and have them submit their names for consideration.

For a better idea of a particular committee’s work, you may review the annual reports published in Almanac on the following dates: International Programs and Open Expression, 10/3/96; Research, 10/8/96; Bookstore, Safety/Security, and Community Relations, 9/24/96; Recreation and Intercollegiate Athletics, 4/23/96. These published reports can be found on the PennWeb via the Almanac homepage: http://www.upenn.edu/almanac; or you may FAX requests for back issues to Almanac at 898-9137.

Membership on the committees listed, except as noted, is open to both faculty and staff. (Most committees are also open to students; their participation is being solicited through other channels.) Using the form at the right, please submit nominations through the appropriate channels no later than February 14, 1997.

1996-97 University Council Committee on Committees
Chair: Arnold J. Rosoff (legal studies)
Faculty: Larry Gladney (mathematics)
Edward C. Raffensberger (medicine)
Robert Regan (English)
Guy R. Wellon (S. Asia regional studies)
Administration: Catherine C. DiBonaventura (coordinator ISC Outreach)
A-3: Vicki Lopez (admin asst Career Planning and Placement)
Students: Michael V. Braginsky (grad SEAS)
Nehan Champaneria (Wharton undergrad)
Ex officio: Faculty Senate Chair-elect
Vivian Seltzer (social work)
Staff to the Council Committee on Committees: Constance C. Goodman (Office of the Secretary)
Staff to the Faculty Subcommittee: Carolyn P. Burdon (Office of the Faculty Senate)

Committees and Their Work:
Admissions and Financial Aid Committee considers matters of undergraduate and graduate professional recruiting, admissions, and financial aid that concern the University as a whole or those that are not the specific responsibility of individual faculties.

Bookstore Committee considers the purposes of a university bookstore and advises the director on policies, developments, and operations.

Communications Committee has cognizance over the University’s electronic and physical communications and public relations activities.

Community Relations Committee advises on the relationship of the University to the surrounding community.

* Disability Board continually evaluates the disability plan, monitors its operation, and oversees the processing of applications for benefits and the review of existing disability cases.

Facilities Committee keeps under review the planning and operation of the University’s physical plant and all associated services.

Honorary Degrees Committee does most of its work, intensively, during the fall term; solicits recommendations for honorary degrees from faculty and students and submits nominations to the Trustees.

International Programs Committee is advisory to the director of international programs in such areas as international student services, foreign fellowships and studies abroad, exchange programs, and cooperative undertakings with foreign universities.

Library Committee is advisory to the directors of libraries on policies, development and operations.

Personnel Benefits Committee deals with the benefits programs for all University personnel. Special expertise in personnel, insurance, taxes or law is often helpful.

Pluralism Committee advises on ways to develop and maintain a supportive atmosphere for all members of the University community.

Recreation and Intercollegiate Athletics Committee has cognizance of all programs in recreation, intramural and club sports, and intercollegiate athletics; advises the athletic director on operations and recommends changes in policy when appropriate.

Safety and Security Committee considers and recommends the means to improve safety and security on the campus.

Student Affairs Committee has cognizance of the conditions and rules of undergraduate and graduate student life on campus.

Student Fulbright Awards Committee evaluates applications from graduating seniors and graduate students and makes recommendations to the Institute of International Education, which awards Fulbright grants on behalf of the State Department; all of its work is done intensively, in October.

* Open to faculty only; one or more administrators serve as liaison to most.

Note: Faculty who wish to serve on the Research Committee or Committee on Open Expression should not use the form below, but forward names to Carolyn P. Burdon, Faculty Senate Office, Box 12 College Hall/6303, telephone 898-6943; fax 898-0974; e-mail burdon@pobox.upenn.edu.

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For Faculty volunteers, mail to: Carolyn P. Burdon, Faculty Senate Office, Box 12 College Hall/6303

For Penn Professional Staff Assembly volunteers, mail to: Marie Witt, Suite 440A, 3401 Walnut St/6228.

For A-3 volunteers, mail to: Karen Wheeler, 133 S. 36th St., 5th Fl/3246

Committee(s) of interest:

Candidate:

Title or Position:

Campus Phone: __________________________ E-mail Address: __________________________

Campus Address: __________________________

Please specify if you think that you are especially qualified for a particular committee.
February AT PENN

ACADEMIC CALENDAR

14 Deep Time Periods

CHILDREN’S ACTIVITIES

1 Basically Paperweight Workshop: In-ages 8-12 see puppets from the Museum’s collections, listen to stories and make paper-weights; 10 a.m.-noon; University Museum. $5 materials fee; registration: 898-4015.

20 How Can You Soothe Up This Racing Heart? Focus on the life in the Trans- section of New Orleans, America’s old- est African-American neighborhood; 10 a.m. & 12:30 p.m.; Zellerbach Theatre, Annenberg Center; Center (Art. 36, tickets: 895-6797). Repeated Feb. 21, 10 a.m. & 12:30 p.m.; University Museum.

EXHIBITS

Admission donations and hours: University Museum: Mon.-Sat., 9 a.m.-5 p.m.; 10 a.m.-5 p.m.; closed Mon. and holidays. $5, $3, $1/students, artists, seniors, free/members, children under 6; PennCard, children under 12, with PennCard, and students, artists, seniors, free/members, children under 6, with PennCard; Mon. & Tues. Moravian College: $4, $3, $2/students, free/children under 12; PennCard, and students, artists, seniors, free/members, children under 6; PennCard; other galleries: free. Updated on the week of publication. Members of the University may request the schedule of events and exhibitions at the Annenberg Center; Center (Art. 36, tickets: 895-6797).

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