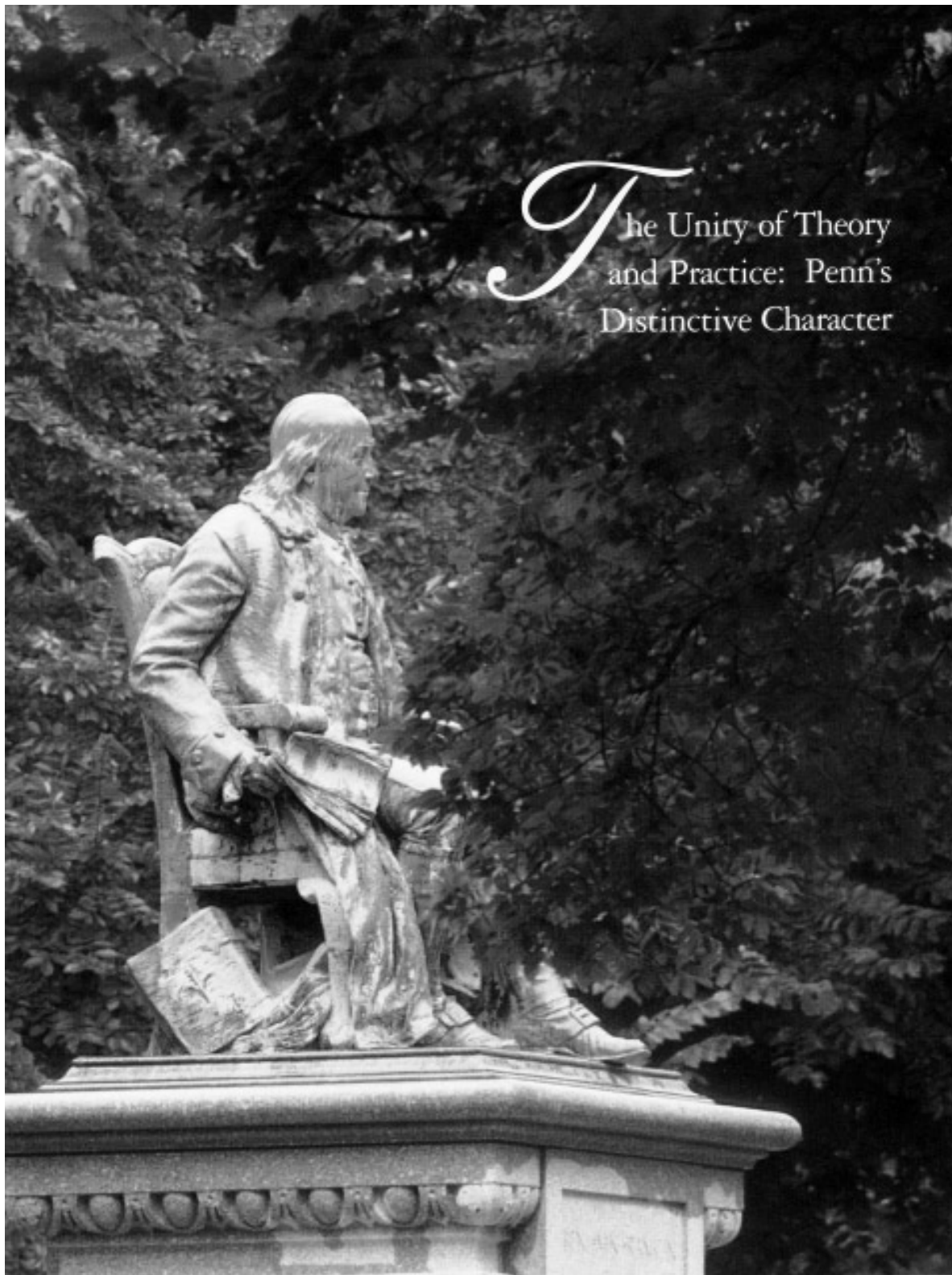


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NEWS IN BRIEF

At NIH, Penn Ranks High

On the basis of 1994-95 awards, the National Institute of Health (NIH) has ranked the University of Pennsylvania Health System as the fifth leading academic medical center in the country in terms of overall research funding—and first in the nation by several measures.

The overall ranking at fifth is based on Penn's receipt of NIH research awards totaling \$140.5 million last year. Johns Hopkins University received the largest amount of research funding in the country, followed by the UC San Francisco, Yale, and Washington University.

In a breakdown by department, Penn received the highest level of funding in the nation for the basic science areas of Biochemistry/Biophysics (including Cell and Developmental Biology) and Physiology, and for clinical research in Radiology/Radiation Oncology. Penn also ranked first in the nation for NIH Training Grants.

Locally, Penn has been awarded more NIH funding than all Delaware Valley academic health centers combined.

"To be ranked in the top five for NIH research is quite an accomplishment," said Dean of Medicine William N. Kelley, CEO of the University of Pennsylvania Health System. "Our faculty and staff should be proud of this achievement. More important, however, is that our patients benefit from the cutting-edge research undertaken at our medical center. The NIH-funded research helps us to provide our patients with the safest and most effective treatment available anywhere."

In addition to being ranked fifth, Penn has the highest annual growth rate for NIH funding among the top ten institutions, having increased 11.4% in FY 1994-1995.

— From a PennHealth News Release

PPSA: April 15

The Penn Professional Staff Assembly will hold its monthly meeting at noon on Monday, April 15 in the Bishop White Room of Houston Hall.

Jeanne Arnold, the new director of the Penn's African American Resource Center, will be present to discuss a campus survey she is preparing.

A-3 Assembly: Q & A on Issues

At the A-3 Assembly's General Meeting Friday, Executive Vice President John Fry and Human Resources Vice President Clint Davidson answered questions on a variety of topics, most of them clustered either around layoffs and the clarification of the Discontinuation Policy, or around tuition and retirement benefits.

A summary of the questions and answers is being prepared for a future issue.

In the Klein Chair: Dr. Wolpin

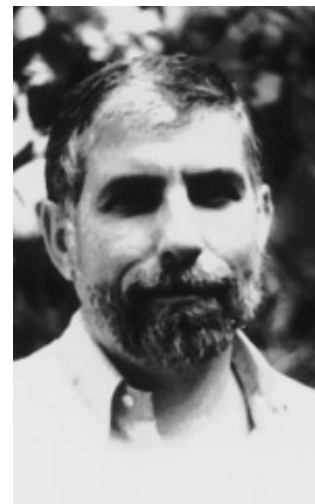
Dr. Kenneth I. Wolpin, a leading scholar in labor economics who joined Penn last year, has been named the Lawrence Klein Professor in the School of Arts and Sciences, in conjunction with his Directorship of the Institute for Economic Research here.

The Klein chair, named for the Nobel Prize-winning economist who is now Benjamin Franklin Professor Emeritus, is awarded to "scholars who will carry on the tradition of superlative teaching and research established by Dr. Klein," said Dean Rosemary Stevens in announcing the appointment of Dr. Wolpin. "The appointment testifies well to the many and varied contributions to economics that Ken Wolpin has made."

Dr. Wolpin is a 1967 alumnus of the City College of New York who completed his Ph.D. at the Graduate School of the City University of New York in 1974. He entered college teaching at Yale as assistant professor in 1976, and was promoted after three years to associate professor.

In 1983 he joined the Ohio State University as a full professor, and was named acting director, and later director, of the Center for Human Resources Research there. After holding professorships at the University of Minnesota (1987-92) and New York University (1992-95) he joined Penn as full professor and director of the Institute for Economic Research in 1995.

A Fellow of the Econometrics Society and holder of a number of scholarly fellowships and grants, Dr. Wolpin has produced over 45 publications and papers in his field, with recent titles including *Empirical Methods for the Study of Labor Force Dynamics* (Harwood Press, 1995); "Sisters, siblings and mothers: The effects of teen-age childbearing on birth outcomes in a dynamic context" (with M.R. Rosenzweig) in *Econometra*, 1995; and "Parental and public transfers to young women and their children (also with Rosenzweig) in the *American Economic Review*, 1994.



Dr. Wolpin

A Wharton Chair in Honor of Whitney Young, Jr.

With its announcement of the establishment of the Whitney M. Young, Jr. Professorship, the Wharton School this year became the first leading business school in the nation to name a faculty position in honor of an African American.

The chair is named in honor of the civil rights leader who directed the National Urban League from 1961 until his death in 1971, said Dean Thomas Gerrity in announcing the new chair. Whitney Young is widely credited with making the League a "dynamic organization" that created thousands of jobs for African Americans, and raised millions of dollars from both the public and private sectors for training and special projects geared toward improving economic conditions for the poor.

The Young Professorship will be used to help attract outstanding scholars to the Wharton School who are committed to promoting the extension of educational and economic opportunity to all citizens, according to the School's announcement. "This chair will allow us to recruit a scholar who will be a catalyst for broader discussion of issues, a stronger sense of the richness of diversity and the importance of ensuring that all members of society can fully participate in the economic development of our country," the Dean added. "We hope that our peer schools will take notice and follow our lead, recognizing the role they can play in providing more opportunities and greater support for talented African American students."

— From a Wharton Public Affairs News Release

Healy Fund for Transportation Careers Program

A new fund has been set up at the School of Engineering and Applied Science to create a national program to attract student interest in transportation careers.

The Kent T. Healy Fund, Inc., a group of active and retired railroad executives, has set out to "stimulate interest in and knowledge of transportation, with particular reference to railroads, and to encourage young men and women to choose careers in transportation, particularly railroad management and engineering," according to Downing B. Jenks, president of the Fund and former President of Missouri Pacific Railroad. One of the gifts that launches the program is \$10,000 from the Kent T. Healy Fund, and the other is \$300,000 in the form of a charitable remainder trust from Mr. Jenks, his wife, and his children.

The program based at Penn will be called the Kent T. Healy Memorial Fund and will be guided jointly by the University's three UPS Transportation Professors and by the advisory committee of the original Healy Fund, Inc. Activities are expected to include academic symposia, conferences, industry-university workshops, internships, scholarships and fellowships programs, among others.

The Kent T. Healy Fund, Inc., was formed in 1985 by alumni of the late Professor Kent T. Healy of Yale University, to honor their professor and mentor and to continue his work in preparing students for careers in transportation. "Professor Healy's graduates have had a major impact on the industry and have included 30 presidents and vice presidents of railroads and railroad suppliers," said Dean Gregory Farrington of SEAS in acknowledging the gift. One of Professor Healy's graduates is Dr. Edward Morlok, UPS Foundation Professor of Transportation at Penn and Vice President of the Healy Fund, Inc. He worked with other Fund trustees to create the program "to give permanence to Professor Healy's legacy and his students' goals," Dean Farrington said.

— From a News Release of Penn News & Public Affairs

Dr. Louis Flexner, Founder of the Mahoney Institute

Dr. Louis B. Flexner, a world leader in the study of memory and learning who founded and directed what is now the Mahoney Institute of Neurological Sciences, died Friday, March 29, at the age of 94.

Dr. Flexner had suffered a major stroke on Monday. But only days before he had been in the lab with his wife and colleague of nearly 60 years, Dr. Josefa (Pepita) Barba Gose Flexner, continuing their research on brain function.

Dr. Flexner's career has been a celebrated example of life-long scientific productivity, as he continued to work, teach and publish for almost 25 years after his mandatory retirement at 70. In a 1991 interview with Lorraine Hanaway for the *Institute on Aging Newsletter*, Dr. Flexner summed up whimsically, "I teach. I do research. I do the same amount of teaching in histology as the regular staff members do, and I don't get paid for it because I don't want to get paid for it." Dr. Robert Austrian—now an emeritus professor of research medicine, recalls his former teacher as outspoken, fearless and with a "marvelous sense of humor." He also recalled Dr. Flexner's winning a teaching award at the age of 90 from the students at the medical school.

A man of numerous honors, Dr. Flexner was a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society among many others. He received the Weinstein Award in 1957 in recognition of his work on the development of the central nervous system, and in 1974 he was awarded an honorary degree by the University for his "unremitting pursuit of the highest ideals of scholarship" and his "uncompromising standards of research and teaching." Another Penn tribute was the establishment of the Louis B. Flexner Lectureship, one of the signal gatherings of researchers in the field each year.

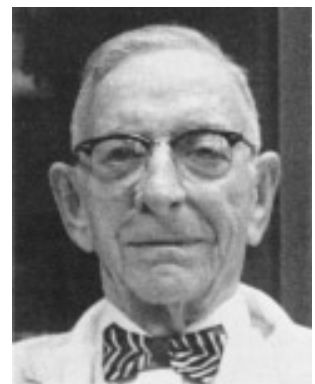
Louis Barkhouse Flexner was born January 7, 1902, in Louisville, Kentucky, into a family whose name had been made doubly famous by his two scientist uncles, the Drs. Simon Flexner

and Abraham Flexner. The latter, as the author of a sweeping study on reform of medical education, *The Flexner Report*, was known as the "father of modern medicine." The former was a Penn professor of pathology who became the first director of the Rockefeller Institute of Medical Research (now Rockefeller University). Dr. Simon Flexner's influence was demonstrated early, when the young Louis Flexner, at 7, won a Louisville newspaper's writing contest on "How I Intend to Earn My Living" with an essay on his intention to cure leprosy.

He took his B.S. from Chicago in 1923 and his M.D. at Johns Hopkins in 1927. From 1930 to 1939 he was an instructor and associate at Hopkins' medical school, with a year out in 1933-34 at the department of physiology at Cambridge University. In 1939 he joined the department of embryology at the Carnegie Institution of Washington, and remained there until 1951 when the Flexners came to PennMed, he as professor and chairman of the anatomy department and she as a research associate.

(The Flexners had met at Hopkins, where she was a research associate in biochemistry in 1930-31. A Catalan who had studied at Barcelona and had taken her doctorate in pharmacy at Madrid, she had also studied pharmacology in England before coming to the U.S. for a year. Their long partnership is also explored in the Hanaway interview cited above, covering some of the range of research they have engaged in: from the early period, the breakthrough discovery that the brain synthesized proteins at a very high rather than a low rate as had been believed and then the making of "a stir" with the proof of a link between protein synthesis and learning and remembering...and, in later life, studies in the formation of memory sites outside the hippocampus that may explain why long-term memory and short-term memory respond differently to the aging process.)

When he arrived as chairman of anatomy in 1951, Dr. Flexner recalls that he set out to "modernize" the department through a newer



In these photographs from the Institute On Aging Newsletter: above are the Flexners in 1958 and Dr. Louis Flexner in 1991.

approach to faculty appointments. His outlook included such forthright statements as, "I can admire the guy who is a great scientist, but at the same time, I'll admire him a hell of a lot more if he has respect for other people."

Within two years of his arrival he also founded what is now Mahoney Institute. The University's first "neurologic institute" had been established in 1937, but it was Dr. Flexner's founding 16 years later of the Institute for Neurological Sciences that secured the first training grant ever awarded by the National Institutes of Health. During the subsequent thirty years the Institute grew steadily under his initial directorship; then under the late Dr. Eliot Stellar; and still later under Dr. James M. Sprague and the present director, Dr. Robert Barchi. Endowed and named for alumnus David Mahoney in 1985, the Institute is now comprised of 128 faculty members distributed among 24 clinical and basic science departments throughout the University, with a network of starter grants, visiting professorships, lectures, seminars, a yearly publication, and an annual neurological retreat to draw a "neurosciences community" together. It is home to the graduate group of neurological sciences, which has 92 students, and to a newer clinical track which has 75.

Dr. Flexner is survived by his wife and by many colleagues and friends.

Thomas Redmond, Johnson Foundation

Tom Redmond, of the Johnson Research Foundation for Biochemistry and Biophysics, was one of the most faithful employees of the University over time.

He joined the University as one of the first "members" of the Johnson Research Foundation in the early 1930s. He worked for Dr. D. W. Bronk as chauffeur, as purveyor of sandwiches for lunch, and to take care in a remarkably hospitable way of the many, many U.S. and Foreign Scientists that came to the Johnson Foundation. When finally, and for the last time, Dr. Bronk moved his group away from the University in 1948, Tom stayed on and served faithfully and well until my retirement in 1983.

Tom had the remarkable gift of making everybody feel at home in the Johnson Foundation regardless of whether he spoke their language or they spoke his. His pleasant and outgoing personality may have left a more enduring memory on those who were at the Johnson Foundation than its scientific accomplishments. I knew Tom well and I loved him for his cheery and invincible attitude of happiness. We missed him on his retirement and now he is gone.

— Britton Chance, *For. Mem. RS*
Eldridge Reeves Johnson University
Professor of Emeritus of Biophysics,
Physical Chemistry and Radiologic Physics

Speaking Out

Questioning the Q & A

The March 26 edition of *Almanac* or *The Compass* [one is never sure these days where the former leaves off and the latter starts] contains a section titled "Human Resources at Your Service: Retiree Benefits for Faculty and Staff." The answer to one of the questions contains a factual error. The question and answer, as published, are below:

Q. Why are changes in the benefits happening now? Is the cost-sharing of retiree medical benefits part of the University's restructuring and cost containment efforts?

A. No. The changes are the result of the July 1, 1993, changes in an accounting rule known as Financial Accounting Standard (FAS) 106. As a result of these changes, a University task force re-evaluated Penn's retiree benefits program. In preparation for the July 1, 1996, changes, the University provided a three-year window for faculty and staff to retire and receive the current retiree benefits package. The window closes on June 30, 1996.

It is incorrect to blame an accounting standard for benefit reductions. Accounting only reports, it does not create. FAS 106 merely requires employers to record in their financial statements the cost of providing post-retirement benefits to their employees. This requires the University to record a periodic expense on its Statement of Activities and a liability for the accumulated unpaid costs on its annual Statement of Financial Position, something the University failed to do until required by FAS 106.

FAS 106 has nothing to do with determining the level of benefits. That is strictly under the control of the employer. In other words, the University has taken the opportunity to blame an accounting standard for its decision to reduce the economic status of its employees. FAS 106 may have required the University to calculate for the first time the size of the liability it had accumulated by promising postretirement benefits. That new knowledge may surprise an employer which did not understand how much it had promised its employees. The employer then might wish to reduce the benefit formula. But it is important to understand that it is the employer who makes that change and bears the responsibility, not the accounting standard. Therefore, the correct answer to the question in the *March 26 Almanac/Compass* is Yes, not No.

I have spent thirty-one years teaching students that a journal entry never changed anything real. Now I have the opportunity to pass on that knowledge to those who bring Human Resources to our service.

—Peter H. Knutson,
Associate Professor of Accounting

Response(s) to Dr. Knutson

To the chief message in Dr. Knutson's letter, the validity of the answer given to the question about origins of the change in benefits, Vice President for Human Resources Clint Richardson notes that Professor Knutson makes a good point, and that a response will be furnished for next week's issue.

On the issue raised parenthetically in the first sentence of Dr. Knutson's letter, the chair of the Almanac Advisory Board writes:

This response is strictly confined to Professor Knutson's concern about the distinction, or lack thereof, between *Almanac* and *Compass* material. He will, I hope, be pleased to note that the Senate Committee on Publication Policy for *Almanac* shares this concern (*Almanac* March 19, 1996, p. 6). And that its report appeared in the *Almanac* section of the publication, as it should. Should he have specific suggestions as to how this problem can be addressed we would be delighted to hear from him.

—Martin Pring, Physiology (Med)
Chair, Senate Committee on
Publication Policy for *Almanac*

Challenging the UMC Petition

At the last University Council meeting Ms. Onyx Finney of the United Minorities Council petitioned for a permanent seat on the Council. In their speeches, Ms. Finney and her colleague stated that they represented "substantial" numbers of minority students at Penn. They further stated that no other minority group objects to the UMC petition. I disagree.

Before the Council meeting began, the Penn Venezuelan Society handed out a communique challenging the UMC's stance as the "voice" for students of color. It is unfortunate that the UMC refuses to recognize students of color as individuals and instead insists in assigning them identities and herding students into "groups." What is sad is that members of the University Council will rush to accept the arrogant self-appointed voices of students of color as the legitimate bearers of the grievances of Penn's minority students.

At the end of the University Council meeting one of the (few) students supporting the UMC approached one of our members and asked her what the Penn Venezuelan Society was and when it held its meetings. Our group has been registered in the Office of Student Life for three years and we are always found on the list of student groups (including on some GIC flyers). If anything, this illustrates the discrepancy of the UMC's self-proclaimed advocacy and

representation of minority student groups.

Inasmuch as the Penn Venezuelan Society believes that the elected UA members on Council can adequately represent all students as a whole, we feel that a UMC representative would be unable to represent the truly pluralistic views and opinions of students of color on this campus. The former attempts to represent students, the latter insists it is the only one that can represent students of color. How inane.

If Council succumbs to the pressures placed upon it by the UMC, and ends up granting them a seat on Council, the Penn Venezuelan Society will also petition for a seat on Council. As a group we have already been in contact with four nationality clubs at Penn (comprised of students of color) that do not feel represented by the UMC. Some of these groups will follow our lead and petition for seats on Council.

If the University is going to dole out seats to the representatives of some students of color then it should apply equal standards and allow all students of color a voice. What is good for the goose is good for the gander.

The communique handed out at the University Council meeting reads as follows:

To: The Members of the
University Council

From: The Penn Venezuelan Society
Re: UMC and the University Council

The Penn Venezuelan Society would like it known that the Executive Board of this group (Penn Venezuelan Society), a group made up entirely by students of color, does not recognize the UMC as a "voice" for its concerns and rejects its posture as the advocate for students of color. The UMC undoubtedly serves some minority students: for example, the members of its executive board. However, simply because they are vocal does not mean they are genuinely representative of students at color at Penn.

For the third year in a row, the Executive Board of the Penn Venezuelan Society has resolved to reject the UMC as an umbrella group for minority students. Again, *officially*, we believe that Penn students are individuals first and in our own experience and history have seen the danger that lies in allowing special privileges for some groups. If we allow the administration to treat some students differently from others, nothing will prevent this unequal standard from being used against us in the future. We are perfectly happy being equal to all Penn students and would rather elect our UC student representatives.

Further, we would also like the Council to address the issue of equal treatment: If the UMC were to get a seat on the UC,

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

the Penn Venezuelan Society would like to motion for a seat of its own.

— *Executive Board of the Penn Venezuelan Society*
Rafael Alcantara, Secretary General

Response to Mr. Alcantara

The question of UMC representation on Council is now in the hands of two standing committees of Council—the Committee on Pluralism and the Committee on Student Affairs—as a result of Council's vote on March 20. Although many pros and cons were stated during that meeting, I believe what most influenced the decision to consider our request in greater depth was a chain of reasoning that goes something like this: "Council is advisory. To give sound advice it needs significant input. And input is better if the voice of a known and substantial minority is not excluded."

There are many points that the two committees will need to consider in the months ahead, and some of the issues raised by Rafael Alcantara may be among them. I'm sure that if he is serious about requesting a seat for the Penn Venezuelan Society, though, he will work out the apparent conflict between the proposal to demand a seat for the PVS, and the statement that the UA can adequately represent his group.

In the meantime, if it is appropriate to debate these issues without waiting for the committees to report, I would like to start by displacing with facts some misconceptions that could be drawn from Mr. Alcantara's letter.

First, these are some things we are and do:

— As I said at Council and earlier in the D.P., the UMC was established to represent

the interests of the minority communities by addressing common interests and concerns—to provide forums for discussion, explore and act on University issues of significance to communities of color, and to celebrate and present the richness of our diverse cultures to the Penn and Philadelphia communities. UMC now serves as an umbrella for 11 groups from the Latin American, African/Caribbean American, Asian American and Native American communities.

— The UMC structure is pluralistic. (The name is not "United Minority Council"; it's "Minorities.") Every member of the 11 constituent groups is a member of the United Minorities Council. Any member of those groups can run for a position on the executive body of UMC. Representatives from each constituent group, in addition to the executive board, organize and run the United Minorities Council. There are also several organizations that are not members of the UMC but attend meetings and participate as well. (Indeed, we invite the Penn Venezuelan Society and all other student-of-color organizations to learn about UMC and participate in this way even if they do not choose to join. The group's views were not known to me at the time UMC prepared its statement for Council, but UMC is open to hearing from all such organizations.)

Now, some things we are not and don't do:

— The UMC is not proposing something new and threatening. Until a few years ago, the UA voluntarily allocated one of its Council places to the UMC. This was not ideal, because it made the UMC's participation dependent on political trends in the UA, but at least for a time the Council's advice to the

president and provost had the benefit of a minority presence at the table rather than a minority presence outside looking in. Our seat was lost altogether in a restructuring of the Bylaws, and we are petitioning for it to be returned—but as a formal slot that cannot be so easily eliminated again.

— The UMC does not claim to speak for all students of color or for all minority students, nor is our petition for a seat based on any intention to make that claim. The UMC has petitioned for a seat on University Council because there is a void in minority *representation* on Council even though there are in fact minority *people* on Council. As was pointed out in the March meeting, when students of color serve on Council as representatives of the UA, they accept a mainstream role that may conflict with their devoting their time and energy, much less their advocacy, to minority concerns. (And if UA members' opinions ever diverge among themselves at all, I have never heard them express it on the floor although I have been an observer on several occasions.)

The UA should not feel threatened by the thought of one seat for the UMC, one voice free to speak the divergent point of view from time to time. Maybe we will all agree sometimes, and then the "student voice" will be that much stronger. Maybe we will disagree, in which case the UA will easily outvote the UMC's one lone hand. But to me it is not the counting of hands that makes the University Council such a desirable place to debate University issues. It's the thinking and the talking and the listening. We should be part of that process.

— *Onyx O. Finney, Chair*
United Minorities Council

Faculty Position Available, 1998-99: Berlin Consortium

The University of Pennsylvania will be nominating a Penn faculty member to serve as the Academic Director of the Berlin Consortium Program for the 1998-99 academic year. The Berlin Consortium Program is an undergraduate study abroad program conducted by the Berlin Consortium for German Studies (BCGS), in association with the Freie Universität (FU) Berlin. The BCGS is a consortium of six member institutions: University of Chicago, Columbia University, Johns Hopkins University, University of Pennsylvania, Princeton University and Yale University. The program is administered by Columbia University.

Reporting to the Governing Board of the Consortium through the Director at Columbia University, the Academic Director provides academic leadership to the program and its students during his or her year of service, oversees the curriculum, hires qualified tutors to support students' work in courses at the FU, provides academic advising, es-

tablishes and maintains contacts with the various academic departments at the FU, establishes and maintains contacts, where appropriate, with academic departments in other Berlin institutions, provides academic orientation to arriving students each term, and maintains liaison with the appropriate academic officers of member institutions in the United States. Additionally, the Academic Director teaches in German one elective course for Consortium students each term. The Academic Director will work closely with the Resident Administrative Director, who has responsibility for administrative matters.

Requirements of the position include:

1. Earned Ph.D. or highest degree in discipline;
2. Substantial teaching and research experience in German Studies or German Language and Literature;
3. Fluency in German;
4. Familiarity with German academic

practice;

5. Well established record of good undergraduate teaching, and a reputation for consistent availability to undergraduate advisees;
6. Tenured rank preferred.

It is expected that the Academic Director will spend roughly 11 months in Germany, arriving in late August and remaining through July of the following year. Arrangements will be made with the home department at Penn for released time and continuation of salary and benefits. In addition, the Director will receive a stipend toward housing and overseas travel.

Penn faculty who wish to be considered for the Academic Directorship should submit a formal letter of application and an up-to-date curriculum vitae to the Office of International Programs by April 26, 1996.

For further information please contact Amy Grat at 898-1652 or by e-mail at amygrat@pobox.upenn.edu.

Innovation CORNER

Tech Transfer: Reorganization

Research universities such as Penn have been the source of some of the most-important discoveries of the 20th century. Fundamental knowledge gained and scientific breakthroughs made at universities—as well as products and processes derived from these discoveries and commercialized by the private sector—have contributed substantially to the public benefit. Academic-research results transferred to industry have spawned new industries, improved competitiveness of established companies and been the foundation for the creation of more than 1,000 new companies in the United States. (See sidebar.)

Notable discoveries developed, protected and licensed by universities include the atomic-force microscope; cisplatin and carboplatin cancer-treating agents; facsimile technology; haemophilus b conjugate vaccine; hepatitis-B vaccine and related gene-expression technologies; introduction of DNA into eukaryotic cells; recombinant DNA technology; retin-a; taxol; and vitamin-D derivatives.

Technology transfer—moving ideas from the laboratory to the marketplace—has become an important mandate imposed by Congress on universities in return for continued investment of federal dollars. The change in leadership of Penn's Center for Technology Transfer (CTT) in September

1995 prompted a review of all aspects of the University's technology-transfer program, including a comparative analysis of such programs at peer institutions.

"When we compared academic inputs and efficiency outputs, we determined that as a center we were not as productive as our peers," said Louis Berneman, new managing director of CTT.

The comparative analyses resulted in the re-engineering of the center and its ongoing reorganization. When the reorganization is completed this spring, "CTT will be a smaller, professionally based organization of highly skilled, competent, motivated people providing improved client services to faculty and industry with higher productivity and efficiency," Berneman said.

The new CTT will exploit an important characteristic of Penn—its willingness and ability to unite theory and practice in the application of theoretical knowledge to real-life problems. The center has set new and ambitious goals for itself that go beyond simply marketing and licensing the research results to industry. Berneman wants to leverage new discoveries to obtain sponsored research support by forging links with industry, in the short term, and participation in future revenues from the commercialization of research results, in the long term.

Berneman's message to faculty is simple: "Disclose early and often. By protecting the intellectual property rights of the University's \$300 million annual research enterprise, we can promote these research results to industry to obtain research funding and future revenues."

As President Rodin has said: "You can be certain that if ENIAC were invented at Penn today, the University would hold the rights."

The restructured CTT will have the expertise to meet the needs of the changing

technology-transfer marketplace. To improve productivity and efficiency, the traditional approach of having individual technology managers handle cases from "cradle to grave" has been abandoned in favor of a new team approach. As a result, several positions have been eliminated, and the resources captured from the restructuring are being used to upgrade certain key positions. Recruitment efforts for senior positions are now underway.

As both a way to reinforce CTT's connection to the educational mission of the University and increase efficiency, undergraduate students have been employed to provide clerical and administrative services, and graduate/professional students have been employed as associates (interns) to provide project assistance. "Imagine how valuable this experience will be for students," Berneman said.

"Patience will be required to implement this new strategy and to achieve our objectives," he added. "For many discoveries, it can take eight to 10 years from the time a research discovery is protected until it enters the marketplace."

Berneman strongly believes that the changes that CTT is now making will provide new resources to support the University's teaching, research and service missions. "We want to be better stewards of the intellectual and financial assets of the University," he said. "We aim to be among the best university technology-transfer programs in the country. We will commercialize the intellectual property assets of the University for the public good; protect them cost effectively; increase industry research support; improve communication with faculty; promote economic growth; and enhance the reputation of the University."

—Carl Maugeri

Neose Pharmaceuticals

By nearly all measures, Neose Pharmaceuticals has a bright and lucrative future. The Horsham-based firm employs about 40 people, and when its stock went public on Feb. 16, the company raised more than \$32 million.

The firm was started by Steve Roth, the chair of Penn's biology department in the 1980s. While at Penn, Roth developed an enzyme-isolation technology to synthesize natural complex carbohydrates. Working through Penn's Center for Technology Transfer (CTT), Roth patented his discovery.

Pharmaceutical companies judged the technology to be too embryonic for licensing, but, not to be discouraged, Roth and

CTT determined that licensing the technology to a start-up company was the best mode of commercialization. In 1990, Neose was formed and licensed the technology, becoming the first start-up company in which Penn took an equity position.

In many ways Neose is a symbol of the power of the CTT to build on faculty innovation for the public good. It is also a story with many winners: The company's success will mean more revenue returning to the University that will be available for new research projects; the regional economy benefits by having a job-creating, tax-generating company; and taxpayers who invested in basic research through the federal government now have new products available to fight stomach ulcers, hospital-contracted pneumonia, bronchitis and ear infections.

Richard Ferraiolo: Brushing Up His Work

By Esaúl Sánchez

Richard Ferraiolo has gone through some sweeping career changes during the last 20 years. He started at Penn in 1976 as a janitor in the Towne Building. Today, he works in the same facility, only he no longer pushes a broom—he pushes a pencil. The manager of administration and finance, Ferraiolo handles a \$25 million budget for six engineering departments.

Ferraiolo never set out to be a janitor. He never set out to be a financial manager, either. “A few months before finishing high school, I was still hoping that some college, even the tiniest college in the United States, would come and offer me a football scholarship,” he said. “I waited, and waited, and waited, but nobody came.”

Instead of applying for college, he applied for a job at Penn’s housekeeping department. “For the first two years it was great,” he remembered. “I had money and could go down the Jersey shore and play with my buddies in the summer. That was all I cared about.”

But being surrounded by students his age had an impact on the young Ferraiolo. “I could see they were having a good time in college and had a bright future,” he said. “I started to think about going to college myself. I thought it would have to be full time, so I applied to Temple University and got accepted.”

Ferraiolo quit Penn and took a summer vacation down the shore, expecting to start school in the fall. When he returned to Philadelphia, however, he learned Temple had not given him financial aid. This forced him to relinquish his dream of becoming a full-time college student.

Ferraiolo returned to his old job. But this time, he wanted more than money. “As soon as I came back to Penn, I filled out the application for studying at night,” he said.

Ferraiolo decided to go for a degree in accounting from Wharton—and for good reason. While in school, he struggled with all subjects but one: mathematics. “I knew I could do math, but could I do the whole academic act?” he said. “I wasn’t sure.”

During the day, Ferraiolo polished floors. At night, he polished his accounting skills. It wasn’t easy. As he suspected, he did well in accounting courses, but he had to work harder in other classes. Also, the demands of a full-time job and part-time

education required many sacrifices.

“The hardest part of working as a janitor during the day and taking classes in the evenings was the summer,” he explained. “In winter and fall you don’t miss much in the evenings. But boy, during the summer I wanted badly to go and play basketball with my friends. Instead I studied. I was getting all the work of college but none of the playing. To this day I still regret that; you are young only once.”

Still, spending summers at Penn did have some benefits. While working and studying at the University in the summer of 1980, Ferraiolo met his wife, Sherry, who, at the time, was also a Penn employee.

“She was supportive in allowing me to work and study without adding too many of the additional pressures of a relationship,” Ferraiolo said. “She also helped me a lot in preparing for tests.”

Meeting his wife-to-be wasn’t the only good thing that happened to Ferraiolo in 1980. During that year, he quit his job as a

janitor to become project budget assistant in the building he had previously cleaned: Towne.

Ferraiolo obtained an associate’s degree in accounting from Wharton in 1982. By then he was already a trainee business administrator for the mechanical- and civil-engineering departments.

He didn’t stop there. Ferraiolo continued to study, hoping to earn a bachelor’s degree. He graduated from Wharton with honors in 1986. He immediately started to study for the Certified Public Accountant’s exams and became a CPA in 1988.

“That was the closest I ever came to leaving Penn,” he said. “I got an interview with one of the big accounting firms. I knew there was a lot of uncertainty in the field, and being married with one child at the time, I decided to forfeit the glamour of CPA for the security I felt at Penn. Eight months after I declined the offer, the same accounting firm went under.”

Ferraiolo may have stayed at Penn, but he didn’t stay still. “Whenever it was possible, I asked my supervisors for more responsibilities,” he said.

“The tasks in this office have not changed much, but the departments for which we perform them have grown, while our personnel has not,” he added. “The people who work here are wonderful. All that I have done has been possible because of them.”

The future holds even more challenges for Ferraiolo. This July, Penn will begin implementing a new, improved accounting system. And, at the moment, Ferraiolo is in the process of integrating the financial responsibilities of his office’s most recent addition: the materials science and engineering department. “The goal is always to serve the added new departments without diminishing the services we provide to the old departments,” he said. “It’s a juggling act.”

That’s an act with which Ferraiolo is very familiar. He’s been doing it for two decades.



Photograph by Candace diCarlo

Ferraiolo pushed a mop before a pencil.

Questions? Comments? Something newsworthy to report? Contact The Compass at (215) 898-1427 or jandag@pobox.upenn.edu.

Jewish Immigrants in Small-town America

By Jon Caroulis

Through her work, Ewa Morawska, professor of sociology, has not only learned about a group of Jews neglected by historians, she has learned about herself.

The child of Catholic-Jewish parents, Morawska was born and raised in post-World War II Poland. She came to the United States in 1980, and, as soon as she settled down, began studying the assimilation of East European Slavs and Jews in America.

Morawska's research has led to two books. The first, "For Bread With Butter: Life-worlds of East Central Europeans in Johnstown, Pennsylvania, 1880-1940" (Cambridge University Press, 1985), dealt with how Slavic peasant immigrants adapted to industrial America. This year, Princeton University Press published her second book, "Insecure Prosperity: Jews in Small-town Industrial America, 1890-1940."

"Insecure Prosperity" examines the experience of East European Jews who settled in small American communities. Historians have long studied the Jewish immigrants who settled in large cities, but they have practically ignored the Jews who lived in smaller towns. Morawska wanted to find out how the experience of small-town Jews differed from that of their fellow ethnics in big urban centers. She never expected to spend 10 years on the project, which would eventually affect her personal life.

"I was becoming more American," she explained, "but also more actively Jewish through this research—a Jewish-American 'ethnic' I was reading about in the books of the American immigration history."

Morawska focused on Johnstown—a midsize city in western Pennsylvania that was a steel-manufacturing center from the late 19th century to the mid-20th century—at the suggestion of an American urban historian. She discovered that small-town Jews stayed closer to their religious and cultural roots in a close-knit traditional congregation. Jews who settled in large cities quickly Americanized their religion and group institutions. They entered professions, such as medicine and law, in rapidly increasing numbers, and took active part in mainstream public life and city politics.

In Johnstown, Jews created and maintained an insular ethnic entrepreneurial niche that employed the great majority of immigrants and their American-born chil-

dren. They also stayed out of the city's public and political affairs. Jews' absence in local politics was not due to a lack of interest, but, rather, to their small numbers, economic marginality and exclusion from the dominant Anglo-Protestant society.

Still, Johnstown's Jews enjoyed their small-town existence. Former residents of rural shtetles, they disliked big cities, particularly New York, where most Jewish immigrants originally settled. New York was crowded and noisy, and life there was rushed.

Jews from New York, on the other hand, were not so critical of Johnstown. When New York Jews visited Johnstown relatives during summer vacations, they appreciated the small-town life, and thought that Johnstown was a nice place to raise children.

Johnstown Jews had other reasons for disliking large cities. At the beginning of the century, the majority of Jews who lived in big urban communities toiled as manual workers in garment manufacturing. In small towns, Jews could easily use their old-country entrepreneurial skills and establish their own shops.

The Johnstown area offered additional advantages. Large numbers of Slavic immigrants worked as industrial laborers in the mill and coal towns of western Pennsylvania, and they were accustomed to trading with Jews. The two groups quickly re-established their old-country economic exchange.

Business, however, wasn't always good for Jewish entrepreneurs. The title of Morawska's latest book reflects the uncertain economic alliance between the Jewish merchants, the town's steel industry and the immigrant working class. Johnstown Jews could make a good living from their family businesses, and the majority achieved a middle-class standard of living. But when work at the mills slowed down, as it repeatedly did, workers spent less in the stores and owed more money to the merchants. It was

this cycle of ups and downs that made for "insecure prosperity."

Although Johnstown Jews witnessed economic fluctuations, their traditions remained relatively constant. But things began to change after World War II. Chain stores replaced small family businesses. Young men returning from the war took advantage of the G.I. Bill to obtain college educations. As the steel industry in Johnstown began to dwindle in the 1960s, many people searched for professional careers elsewhere.

Today just a handful of older-generation Jews remain in Johnstown. The majority have moved to Florida. The few younger Jewish professionals who came to Johnstown from the big cities during the last decade have been more eager to join the country club than the local synagogue. As one old-timer put it, "There are today Jews in the community, but not a com-



Dr. Ewa Morawska

munity of Jews anymore." That's why Johnstown Jews assisted Morawska: They sensed that a historical chapter of their lives had been closed—a chapter in need of chronicling.

Morawska feels that if her book has contributed to the preservation of Johnstown's Jewish history, the people she interviewed have made equally important contributions to her understanding of—and identification with—her own Jewish heritage. "As I returned, and returned again, to ask more questions and repeat old ones," Morawska comments in the introduction to her book, "I learned a great deal from them, and some of our conversations still ring in my 'inner ears.'"

She admits that her own acculturation in America and her transformation from "a Pole of Jewish background," religiously indifferent and basically ignorant about lived in Jewish culture, into a self-conscious Jew, in no small measure have occurred as an effect of, or, better, concomitantly with my Johnstown Jewish research."

Dr. Lucid Looks Back at His Long Career

By Kirby F. Smith

The year was 1964. Congress passed the Tonkin Resolution, authorizing presidential action in Vietnam. Three civil-rights workers were murdered in

Mississippi. The Philadelphia Phillies collapsed in September and lost the National League pennant to the St. Louis Cardinals. And Robert Lucid came to the University as an assistant professor in the English department.

Now, after 32 years of teaching and service, Professor Lucid is leaving the University. Two months ago, Lucid announced that he will retire at the end of the school year.

During his three decades at Penn, Lucid has excelled as an educator and a leader. He has received both the Lindback Award for Distinguished Teaching and the Ira Abrams Award. He is chairman of Penn's Collegiate Planning Board, chairman of the Council of Undergraduate Deans, chairman of the Steinberg Symposium Program, and chairman of the Council of Faculty in Residence.

Lucid's background is in 19th- and 20th-century American literature, and in the study of Modernism across cultures. His research interests at present focus on Norman Mailer, about whom he has edited two books. He is also in the process of completing Mailer's authorized biography.

In a recent "debriefing," Lucid commented on his long career at Penn, his projects, and his personal interests.

Penn Students—Then and Now: "I think that people between the ages of 17 and 22 tend to be pretty much the same, whether you're talking about 1964 or '96. Yet I perceive an enormous difference because they live in very different worlds. For example, the present cohort of undergraduates is much more conservative politically than it was then—almost unmeasurably so—but I don't think it's

because they're different people. I think it's because the world that they live in speaks to them in a way which draws them in a direction, comparatively speaking, which provides a conservative understanding of things, as opposed to the deeply radical understanding which was then so much more common."

Norman Mailer: "I think Mailer is a good person to look at if you're looking at his generation, and that's the way I think it's most helpful to look at him as an exemplar. I would hazard to say that most contemporary readers of

American fiction have a tendency to become quite indignant with his generation, with the kinds of feelings they give rise to, the kinds of problems that they struggle with themselves and ask us to struggle with. Very few people are laid back and calm as they read through the post-war years of fiction and poetry—writers like Tennessee Williams, Robert Lowell and Philip Roth.

"These are writers who characteristically infuriate people. Half the Jews in America couldn't speak Philip Roth's name for some years. Mailer's generation, both men and women, may I say, had an abrasive effect on society. Abrasiveness was part of their identity. The post-war years and the post-war imaginers who spoke for those years, I think, spoke a message that upset people very much—because there was much to be upset about.

"This generation of writers found their landscape distressed and appalling. A writer like Allen Ginsberg intentionally upset people. I think Norman Mailer's a good writer to watch because he was both a high-culture artist and an 'in the pits' artist, while Ginsberg was always in the pits. When Mailer first made it, he was acclaimed as a great American writer, and people were indignant at him when he didn't put on Henry James' hat."

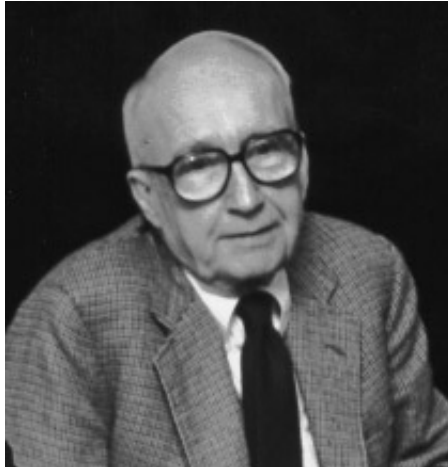
Collegiate Planning Program: "In the

late '80s a kind of quantum leap took place at Penn, and some of us began to think about the idea of creating a collegiate system on campus. These colleges, if they could be designed properly, and in the right numbers, could serve as communities for the whole undergraduate population, and right now the Collegiate Planning Board is attempting to see if it's possible. Last year, the provost established the Provost's Council on Undergraduate Education, and out of that came the embryo of a possible collegiate plan.

"This year the board, in consultation with faculty and students, is to produce some models of a collegiate plan which seem viable to the entire community, so that the landscape of the University of Pennsylvania will be enormously enhanced over the next generation of development. This plan would include all the rich and varied and exciting cultural programs which already exist at the University, but in an environment of collegiate affiliation, so that when an undergraduate comes to Penn, one would come not as somebody who was joining a body of 9,400 other undergraduates, a somewhat hefty crowd, but as one who would be affiliated with, say, a college of 800 people.

"Furthermore, this college would provide support as a student went through the academic program. Student services would be delivered to each member of that college—each student would live there for a little while, and it would be a 'place within this place'—besides the undergraduate school affiliation. Those of us on the board think that if we could design this system properly and if the entire Penn community would help us do that, an enormously valuable dimension of experience would be added to the lives of the undergraduates who have come here, and, in our view, more students would flock to the University."

With that, the debriefing ended. It had been invigorating, entertaining and...lucid.



Photograph by Candace diCarlo

Robert Lucid is retiring from Penn.

Questions? Comments? Something newsworthy to report? Contact The Compass at (215) 898-1427 or jandag@pobox.upenn.edu.

The University of Pennsylvania Goes International

By Esaúl Sánchez

Researchers at the University of Pennsylvania are preparing to explore a new frontier. No, it isn't some far-off galaxy. Actually, it's not very far at all. It's right here on this planet, and it offers a whole new world of research opportunities.

It's internationalization.

"Going global is a new ball game," said Richard Estes, professor of social work. "We are not talking about individual research here. We are talking about how the University as an institution becomes international."

A member of the Provost's Council on International Programs, Estes was one of the speakers at the Second Annual Provost's Conference on International Education and Research. The conference featured Penn faculty who are involved in diverse international projects.

Speakers addressed some of the realities of working in the international arena, and offered solutions on how to build on Penn's strengths. They said that the University has the best chance of making international inroads when its schools work together.

Donald Silberberg, associate dean of International Medical Programs, detailed the benefits of cooperation between schools. He described how, in the case of international medical collaborations, health providers must deal with complications not found in the United States—many of which have nothing to do with health care.

"One could live at the other side of Cairo and not be able to make it to an emergency room by ambulance because you can't get through the traffic," Silberberg said. "Perhaps urban design people might be interested in the logistics of how you move that ambulance. And there is the whole issue in other countries of the impact of poverty. You start with the basics of sanitation, safe water, but those are largely engineering problems. They are not medical-school problems to begin with." But they are problems that researchers from other schools could answer.

Before researchers can join together on a project, however, they must be aware that a project exists. Estes noted that Penn researchers don't always know what other professors and students are doing.

"If you look around, you will find that a large number of our University community is involved in international issues," he said.

"The problem is that it is not focused. Each of us lives in a very decentralized economy of efforts, doing our own thing. We have not, as an institution, been able to use the very large resources we have...to maximum benefit for the institution as a whole."

Provost Stanley Chodorow drew a similar conclusion.

"International programs are launched in the schools primarily; they arise from the academic interests of schools," he said. "We really want to establish a way for those disparate, separate units to interact with one another, to know

about one another. Communication becomes a key to coordination."

And today, the key to communication is electronic. Already, the Provost's Council on International Programs is establishing a Web page that will link to the home pages of Penn faculty and students who are conducting international research. The council is also developing a database of Penn researchers who are involved in international activities.

Even when professors and graduate students are aware of international programs, there's still no guarantee that they'll participate. J. Sanford Schwartz, executive director of the Leonard Davis Institute of Health Economics, explained that faculty and students have limited funding and time, so they are often reluctant to undertake an international program.

Chodorow recognized these concerns and proposed a method for encouraging research. "I think it will be wise to establish a fund for seed money to help international programs get started," he said. "Not a fund to sustain them, but to get them started."

Although any researcher could apply for this funding, multischool programs would be given preference. "The provost's particular function in this arena is to help make links between schools," Chodorow said.

"This fund will be designed primarily to do that, but not exclusively."

While cooperation between schools has its benefits, it is not without its drawbacks. When researchers from different schools work together, they may experi-

ence communication problems. And when researchers from different schools work together on an international project, these problems may become more pronounced. In a collaborative international program, researchers must not only overcome the barriers between



Photograph by Jenny Friesenhahn

Provost Stanley Chodorow

disciplines, they must overcome the barriers of language and culture, as well.

"We have had a number of situations where people have decided on a joint project, and later problems arise because of the communication problems inherent to any joint activity," Schwartz said. "These problems are worse in collaborative activities across disciplines and are even more difficult when you go across cultures. If the University wants to do more with regards to international collaborations, we will have to learn how to do a better job at communicating between the parties involved."

Schwartz wasn't the only speaker to emphasize the importance of communication. Chodorow concluded the conference by stressing its significance. He urged those in attendance to share their ideas with the Provost's Council on International Programs, adding that Penn can only become an international university through the concerted efforts of all researchers.

"We will have to keep thinking about institutional structures to facilitate the process of internationalization," Chodorow said.

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OPPORTUNITIES at PENN

Listed below are the job opportunities at the University of Pennsylvania. To apply please visit:

University of Pennsylvania Job Application Center
Funderburg Information Center, 3401 Walnut Street, Ground Floor
Phone: 215-898-7285

Application Hours: Monday through Friday, 9 a.m.-1 p.m.

Positions are posted on a daily basis, Monday through Friday, at the following locations:

Application Center—Funderburg Center, 3401 Walnut St. (Ground level) 9 a.m.-1 p.m.

Blockley Hall—418 Guardian Drive (1st Floor and 2nd Floor)

Dental School—40th & Spruce St. (Basement-across from B-30)

Houston Hall—34th & Spruce St. (Basement-near the elevators)

Wharton—Steinberg Hall-Dietrich Hall (next to Room 303)

Job Opportunities and daily postings can also be accessed through the Human Resources Home Page (<http://www.upenn.edu/hr/>). A position must be posted for seven (7) calendar days before an offer can be made. The Job Opportunities Hotline is a 24-hour interactive telephone system. By dialing 898-J-O-B-S and following the instructions, you can hear descriptions for positions posted during the last three weeks. You must, however, have a push-button phone to use this line.

The University of Pennsylvania is an equal opportunity employer and does not discriminate on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin, disability or veteran status.

WHERE THE QUALIFICATIONS FOR A POSITION ARE DESCRIBED IN TERMS OF FORMAL EDUCATION OR TRAINING, PRIOR EXPERIENCE IN THE SAME FIELD MAY BE SUBSTITUTED. POSITIONS WITH FULL DESCRIPTIONS ARE THOSE MOST RECENTLY POSTED.

ARTS AND SCIENCES

Specialist: Nancy Salvatore

PROGRAMMER ANALYST I (03264NS) Assist senior programmer in the preparation & publication of multilingual text data bases for use by researchers which includes but not limited to, quality assessment of text data received from various sources; analysis description of their formats; define & create (or adapt) software tools to filter & condition text data to a uniform format & level of quality; maintenance of software tools for text processing; organization of processed text collections for publication on CDROM or World Wide Web. **Qualifications:** BA/BS in computer science or equivalent; one-two yrs programming & systems experience; familiarity with the UNIX operating system & utilities, X Window user interface, EMACS & programming languages used in text manipulation (C, AWK & Perl); candidates with data stream processing experience desired. **Grade:** P4; **Range:** \$26,200-34,100 3-25-96 Linguistics

ADMINISTRATIVE ASSISTANT III (03265NS) Responsible for administrative support for the Undergraduate Chair, Department Chair & Business Administrator; work closely with Undergraduate Chair to update courses within the Student Registration System, brochures, triggering & meeting all deadlines for the undergraduate program; coordinate daily work flow of office staff. **Qualifications:** High school graduate, & related post high school training or equivalent; at least two yrs. experience at the AAI level or comparable experience; thorough knowledge of office procedures & computers; experience with scheduling classes helpful; knowledge of SRS and homepage experience; strong organizational & interpersonal skills; ability to work with diverse constituency. **Grade:** G11; **Range:** \$19,900-25,300 3-26-96 Music

ASSISTANT DEAN ACADEMIC ADVISING II (03205NS) (End date: 5/31/97) P6; \$31,900-40,600 3-22-96 College Office

INFO. MANAGEMENT SPECIALIST I (11589NS)

P4; \$26,200-34,100 11-24-95 SAS Computing

INFO. SYSTEM SPECIALIST I (11548NS) P3;

\$23,900-31,000 11-8-95 SAS Computing

INFORMATION SYSTEMS SPECIALIST II/III (02128NS) P5/P7; \$28,800-37,600/\$35,000-43,700 2-

13-96 SAS Computing

PROGRAMMER ANALYST II (09318NS) P6;

\$31,900-40,600 9-12-95 IRIS

RESEARCH COORDINATOR, SR. (03203NS) P4;

\$26,200-34,100 3-8-96 Linguistics/LDC

RESEARCH SPECIALIST, JR. (02171NS) P1;

\$19,700-25,700 3-20-96 Biology

BUILDING SERVICES ASSISTANT (03207NS)

(Work schedule: 8 a.m.-4 p.m.) G8; \$15,700-19,600 3-

8-96 Facilities Planning & Operations

OFFICE ADMIN. ASSISTANT III (03204NS) G11;

\$19,900-25,300 3-8-96 Political Sciences

OFFICE ADMIN. ASS'T III (37.5 HRS) (03244NS)

G11; \$21,321-27,107 3-15-96 Chemistry

DENTAL SCHOOL

Specialist: Clyde Peterson

RESEARCH SPECIALIST, JR. (03212CP) P1;

\$19,700-25,700 3-8-96 Pathology

DENTAL ASSISTANT I (40 HRS) (07098CP) G7;

\$16,571-20,686 7-24-95 Dental Medicine

DENTAL ASSISTANT I (40 HRS) (10429CP)

G7; \$16,571-20,686 10-5-95 Dental Care Center

RESEARCH LAB TECHNICIAN III (03213CP) G10;

\$18,700-23,300 3-8-96 Pathology

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

FISCAL COORDINATOR I (02122CP) P1; \$19,700-

25,700 2-12-96 Moore Business Office

SYSTEM PROGRAMMER II (08055CP) (On-going

Contingent on Funding) P7; \$35,000-43,700 5-17-95

CIS/IRCS

ADMIN. ASSISTANT III (02186CP) G11; \$19,900-

25,300 3-4-96 Undergraduate Education

EXECUTIVE VICE PRESIDENT

Specialist: Nancy Salvatore/Susan Curran

COMPENSATION CONSULTANT (03278SC) Provide consulting services to management in schools & centers on a broad range of compensation issues; serve as an internal resource & provide analytic support to HRS/Compensation on total compensation integration & related issues; assist management in restructuring initiatives by evaluating job design & department structure; assist in development & administration of annual compensation program. **Qualifications:** College degree required; BS in Human Resources Management preferred; minimum of five yrs. experience in Human Resources administration; knowledge of compensation strategy with specific expertise in benefits design & delivery; knowledge of pertinent federal, state & local laws pertaining to Human Resources practices; excellent oral & written communication skills; proficiency in WordPerfect & Lotus 1-2-3; excellent customer service skills. **Grade:** P6; **Range:** \$31,900-40,600 3-27-96 HRS/Compensation

ADMINISTRATIVE ASSISTANT III (03263NS) Coordinate & ensure payment of bills for "Say Yes to Education" participants; act as liaison with schools & colleges & students; maintain all files, financial

records; prepare correspondence; coordinate group workshops. **Qualifications:** High school graduate & related post high school training or equivalent; at least two yrs. experience at the AAI level or comparable experience; thorough knowledge of office procedures; knowledge of WordPerfect & Lotus; experience working with diverse backgrounds a plus; knowledge of financial aid & billing practices highly desirable. (End date: 6/30/97) **Grade:** G11; **Range:** \$19,900-25,300 3-25-96 Treasurer's Office

ASSISTANT MANAGER, DINING (02189NS) P3;

\$23,900-31,000 3-5-96 Faculty Club

ASSOCIATE DIRECTOR, INFORMATION

SYSTEM (11603NS) P11; \$54,500-68,200 11-29-95

Internal Audit

AUDITOR, SR. INFO. SYSTEMS (12632NS) P8;

\$38,500-48,100 12-7-95 Internal Audit

AUDITOR, SR. INFORMATION SYSTEMS

(12644NS) (12645NS) P8; \$38,500-48,100 12-11-95

Internal Audit

AUDIT SPECIALIST (10502NS) P9; \$42,300-52,900

10-27-95 Internal Audit

CONTRACTS ADMINISTRATOR II (03198NS)

P5; \$28,800-37,600 3-6-96 ORA

COORDINATOR III (0134NS) P3; \$23,900 - 31,000

1-16-96 Public Safety

COORDINATOR IV (03231NS) P4; \$26,200-34,100

3-15-96 Publications

DIRECTOR, BENEFITS (03239SC) P12; \$63,700-

77,700 3-20-96 Human Resources

DIRECTOR, CTR. TECHNOLOGY TRANSFER

(0285NS) Blank 2-2-96 Ctr. for Tech. Transfer

DIRECTOR, START-UP BUSINESS DEVELOP-

MENT (12674NS) P10; \$47,400-59,200 1-5-96 Center

for Technology Transfer

DIRECTOR, VICTIM SUPPORT & SPECIAL SER-

VICES (03216NS) (Work schedule: 24 Hour on-call)

P8; \$38,500-48,100 3-11-96 Victim Support & Spe-

cial Services

MANAGER, COMPUTER CONNECTION (03247NS)

P8; \$38,500-48,100 3-20-96 Computer Connection

MANAGER, EMPLOYEE COMMUNICATIONS

(03240SC) P10; \$47,400-59,200 3-20-96 Human Re-

sources

MANAGER, MARKETING & ADMINISTRATION

(0287NS) P8; \$38,500-48,100 2-2-96 Center for

Technology Transfer

OFFICE SYSTEMS ADMINISTRATOR II (03197NS)

P3; \$23,900-31,000 3-6-96 ORA

PAINTER (40 HRS) (03256NS) Union 3-21-96 Physi-

cal Plant

PROGRAMMER ANALYST II (11561SC) P6;

\$31,900-40,600 11-15-95 HRIM

LIMITED SERVICE (SUPERVISOR BANQUET

CLUB) (02188NS) P2; \$18,076-23,491 3-4-96 Fac-

ulty Club

ACCOUNTANT, JR. (03196NS) G11; \$19,900-25,300

3-6-96 Comptroller

CLERK ACCOUNTING III (0152NS) G9; \$17,100-

21,400 1-23-96 Comptroller

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

COORDINATOR IV (03199CP) (On-going contin-

gent upon funding) P4; \$26,200-34,100 3-6-96 GSE/

International Programs

INFORMATION SYSTEMS SPECIALIST II

(08266CP) (On-going contingent on funding) P5;

\$28,800-37,600 3-20-96 NCAL

PART-TIME (COORDINATOR IV) (20 HRS)

(03200CP) (On-going contingent upon funding) P4;

\$14,976-19,490 3-15-96 GSE-Int'l Programs

SECRETARY IV (12682CP) G9; \$17,100 - 21,400 1-

3-96 CFCDRE

SECRETARY IV (0174CP) (End date: Contingent on

funding) G9; \$17,100 - 21,400 01-31-96 CPRE

PART-TIME (ADMINISTRATIVE ASSISTANT II) (28

HRS) (07134CP) G9; \$9,396-11,758 3-11-96 Devel-

opment Office

GRAD SCHOOL OF FINE ARTS

Specialist: Clyde Peterson

PART-TIME (OFFICE ADMINISTRATIVE ASSIS-

TANT I) (24 HRS) (12631CP) (End date: 6-30-96)

G9; \$9,396-11,758 12-7-95 Architecture

OPPORTUNITIES at PENN

LAW SCHOOL

Specialist: Clyde Peterson

ANNUAL GIVING OFFICER II (11582CP) P5; \$28,800-37,600 11-22-95 Law Development
FINANCIAL ADMINISTRATOR II (0124CP) P4; \$26,200-34,100 1-19-96 Dev./Alumni Relations

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

PROJECT MANAGER I (03267RS) Coordinate major NIH-funded study of reproductive aging in women; enroll & maintain study sample & quality; maintain on-time collection of all data; coordinate all study activities; work with survey staff & conduct direct telephone recruitment of subjects; establish computer scheduling for at-home interviews; develop & maintain all data collection activities; conduct quality control of data; develop & maintain study documentation records, store blood & urine samples; communicate with subjects, conduct at-home interviews; supervise other data collection staff; prepare reports & manuscripts. **Qualifications:** MA/MS in health related field; three-five yrs. exp., preferably in clinical research; phlebotomy certification pref.; strong organization & management skills; demonstrated ability to work with subject & with other professionals; excellent oral & written communication skills; computer data management required. (End date: 1/31/01) **Grade:** P5; **Range:** \$28,800-37,600 3-25-96 Psychiatry
RESEARCH COORDINATOR (03271RS) Responsible for subject recruitment & scheduling, structured clinical interviewing, conducting diagnostic chart reviews, data entry & database management; participate in lab meetings. **Qualifications:** MA/MS in psychology, social work, counseling or related field; one-three yrs. structured psychiatry interviewing; strong interpersonal skills; some experience with Macintosh PC computers & related software for word processing & spreadsheet database manipulation. **Grade:** P3; **Range:** \$23,900-31,000 3-25-96 Psychiatry
RESEARCH SPECIALIST III (08206RS) Carry out molecular protocols & experiments; help trouble shoot experimental problems; screen, subclone, & sequence cDNA in phage & plasmid vectors, perform gel hybridization & restriction mapping; maintain breeding records for transgenic mice; perform cell culture & all forms of electrophoresis & radioimmunoassays; perform & modify polymerase chain reaction protocols; order supplies; maintain radiation safety records; maintain freezer logs; repair broken equipment; assist in preparation of manuscripts; assist in plan for protocol; research experimental design. **Qualifications:** BA/BS with a science background; MA/MS pref.; three-five yrs. exp. in a laboratory performing complex biochemical reactions; exp. in *Drosophila* fly culture & molecular biology highly desirable. **Grade:** P4; **Range:** \$26,200-34,100 3-27-96 Medicine/Renal
ADMINISTRATIVE ASSISTANT III (02179JZ) Provide administrative support to the department chair/director's staff assistant; perform secretarial & administrative duties handling highly confidential materials; computerize tracking of all correspondence & responses as required; computerize & maintain extensive filing system for grants, research protocols, consulting, administrative department & center files; maintain file grants, including updated correspondence; develop computerized billing for limited accounts. **Qualifications:** High school graduate or equivalent; Assoc. degree or some college preferred; minimum of two yrs. office experience as an admin. assistant II or equivalent; advanced secretarial training required; training in PC or Mac applications & related word processing software programs; knowledge of medical terminology; highly organized & detailed; able to work on several projects simultaneously, under pressure with limited supervision. **Grade:** G11; **Range:** \$19,900-25,300 2-29-96 CCEB
ADMINISTRATIVE ASSISTANT III (40 HRS)

(03284JZ) Support NIH sponsored Program Project; support Associate Chief; coordinate appointment/re-appointment process; work on grants & manuscripts; maintain CV database; handle administrative aspects of Beryllium contract; coordinate research conferences; act as liaison with persons/groups of all levels within & outside University. **Qualifications:** High school graduate; college degree pref.; minimum two yrs. exp. at AAIL level; knowledge of IBM & Mac Word processing, spreadsheet, database & software highly preferred; slide making exp. a plus. **Grade:** G11; **Range:** \$22,743-28,914 3-29-96 Medicine
OFFICE SYSTEMS COORDINATOR (02178JZ) Provide PC & Mac applications support for faculty & research staff members to include word processing, complex tables, spreadsheet & presentation graphics in Windows environment; preparation of manuscripts, scientific reports, grant proposal, tape transcription, editorial assistance design form; act as a Mac computer support advocate for Administrative Office & Center with limited service through the Information System Group. **Qualifications:** High school graduate or equiv.; Assoc. degree or some college pref.; two yrs. exp. required as a secretary, admin. assistant or PC/Mac applications specialist; exp. in an academic setting preferred; training in PC & Mac applications required, including word processing, spreadsheet data base management & presentation graphics; knowledge of Microsoft Word for Windows. **Grade:** G11; **Range:** \$19,900-25,300 2-29-96 CCEB
PSYCH, TECH I (40 HRS) (03279RS) (03281RS) Screen & recruit research subjects; make & record patient payments; schedule & administer psychological tests; conduct baseline & outcome interviews; maintain tracking procedures to locate patients; maintain research records; verify & enter research data; prepare data summaries; perform library work; take vital signs. **Qualifications:** BA/BS in psychology or biological sciences preferred; computer literacy desirable; must be able to relate effectively; must be detail oriented. (May involve nights/weekends) (On-going contingent upon grant funding) **Grade:** G10; **Range:** \$21,371-26,629 3-28-96 Psychiatry
RESEARCH LAB TECHNICIAN III (03275RS) Perform experiments & routine lab. maintenance; attend lab meetings; input computer data; keep logs, write lab reports; perform library searches; maintain lab equip. & order supplies; assign tasks to student workers. **Qualifications:** BA/BS in biology, biochemistry or related field; exposure to lab work. (On-going contingent upon grant funding) **Grade:** G10; **Range:** \$18,700-23,300 3-27-96 Pathology & Lab Medicine
RESEARCH LAB TECHNICIAN III (03280RS) Under general supervision, raise, maintain & organize zebrafish mutant stocks; raise rotifers & brine shrimp cultures; perform genetic, histological & embryological manipulations of developing zebrafish embryos; perform general lab duties. **Qualifications:** BA/BS in biology, biochem. or genetics; some lab exp. preferred; attention to detail req. **Grade:** \$18,700-23,300 3-28-96 CDB
SECRETARY IV (02181JZ) Maintain records & files, including clinical, research, teaching, INCLEN, societies & foreign correspondence; maintain reprints & mailing lists; prepare general correspondence; manage photocopying distribution; cover phones; act as liaison with public relations department; complete forms, such as grant pagination, federal express; handle all mass mailings, faxes & time sensitive correspondence; file. **Qualifications:** High school graduate; two yrs. of secretarial exp. in an academic setting preferred; training in PC or MAC applications; working knowledge of medical terminology; willingness to work with a diverse group of people; ability to work with limited supervision; highly organized & flexible. **Grade:** G9; **Range:** \$17,100-21,400 3-1-96 CCEB
TECH, PSYCH I (03266RS) Analyze structural magnetic resonance brain images using computer software; assist with maintaining laboratory operations; process electrophysiologic data; track subject & study information; maintain computer database; conduct cognitive evoked potential studies with psychiatric

patients & normal control subjects. **Qualifications:** BA/BS req.; strong background & interest in biomedical/behavioral research; computer & quantitative skills essential; knowledge of neuroanatomy strongly pref.; ability to work professionally with psychiatry patients essential; prior exp. is preferred; experience conducting EEG studies preferred, but will train; experience with database & statistical programs preferred. **Grade:** G10; **Range:** \$18,700-23,300 3-25-96 Psychiatry
TECH, PSYCH I (40 HRS) (03268RS) Responsible for process of images acquired during functional imaging studies (Positron Emission Tomography and Functional Magnetic Resonance Imaging); conduct Image Analysis & assist in the maintenance & upgrade of the functional imaging database. **Qualifications:** BA/BS in computer science, psychology, biology or engineering; computer skills are essential & experience with database & statistical programs is preferred. **Grade:** G10; **Range:** \$21,371-26,629 3-25-96 Psychiatry
BIostatistician (0293JZ) P8; \$38,500-48,100 2-8-96 Clinical Research Center
BUILDING ADMINISTRATOR (02120JZ) (02121JZ) P3; \$23,900-31,000 2-9-96 Architecture & Facilities Management
CLINICAL SPECIALIST (02175RS) (On-going contingent upon funding) P6; \$31,900-40,600 3-1-96 Center for Experimental Therapeutics
DIR., ANIMAL SERVICES (IHGT) (02176JZ) (End date: 2/28/98) P11; \$54,500-68,200 3-7-96 IHGT
INFOR. SYSTEMS SPECIALIST I (03233JZ) P3; \$23,900-31,000 3-18-96 Otorhinolaryngology
MANAGER, ADMINISTRATION & FINANCE (02191JZ) P7; \$35,000-43,700 3-5-96 Center for Research on Reproduction & Women's Health
NURSE II (02167RS) (End date: 12/31/00) P4; \$26,200-34,100 2-23-96 Path. & Lab Medicine
NURSE II (03219RS) (On-going pending funding) P4; \$26,200-34,100 3-12-96 Infectious Disease
PROGRAMMER ANALYST I (11581JZ) P4; \$26,200-34,100 11-22-95 Psychiatry
PROG. ANALYST I/II/III (0120JZ) P6/P7; \$31,900-40,600/35,000-43,700 3-12-96 Psychiatry
PROGRAMMER ANALYST III (10447JZ) P7; \$35,000-43,700 10-25-95 General Medicine
REIMBURSEMENT ANALYST I (05104JZ) P6; \$31,900-40,600 9-8-95 Medicine/Billing
RESEARCH COORDINATOR (10442RS) P3; \$23,900-31,000 10-10-95 Cancer Center
RES. COORD. (02114RS) (End date: two yrs. from start) P3; \$23,900-31,000 2-19-96 OB/GYN
RESEARCH COORDINATOR, JR. (03253RS) (Evening & weekend work required) (On-going contingent upon grant funding) P2; \$21,700-28,200 3-22-96 Psychiatry
RESEARCH SPEC., JR. (02152RS) (End date: 7/31/97) P1; \$19,700-25,700 2-20-96 Psychiatry
RESEARCH SPECIALIST, JR. (03201RS) (On-going contingent upon grant funding) P1; \$19,700-25,700 3-7-96 Orthopaedic Surgery
RESEARCH SPECIALIST, JR. (03209RS) P1; \$19,700-25,700 3-8-96 Medicine-Pulmonary
RESEARCH SPECIALIST, JR. (10428RS) (End date: 10/31/97) P1; \$19,700-25,700 3-15-96 IHGT
RESEARCH SPECIALIST, JR. (03252RS) P1; \$19,700-25,700 3-22-96 Genetics
RESEARCH SPECIALIST JR./I (0118RS) (On-going contingent upon grant funding) P1/P2; \$19,700-25,700/21,700-28,200 1-12-96 Pathology & Lab Medicine
RESEARCH SPECIALIST I (0156RS) (On-going contingent upon grant funding) P2; \$21,700-28,200 1-23-96 Surgery/HDSR
RESEARCH SPECIALIST I (03208RS) P3; \$23,900-31,000 3-8-96 Medicine/Rheumatology
RESEARCH SPECIALIST I (03224RS) P2; \$21,700-28,200 3-13-96 Psychiatry
RESEARCH SPECIALIST II (0130RS) (Work schedule: M-F, 8 a.m.-5 p.m.) (End date: 1/31/98) P3; \$23,900-31,000 1-15-96 IHGT
RESEARCH SPECIALIST II (02174RS) (On-going contingent upon funding) P3; \$23,900-31,000 3-4-96 Surgery
RESEARCH SPECIALIST II (03234RS) (On-going contingent upon funding) P3; \$23,900-31,000 3-18-96 Pathology & Lab Medicine
RESEARCH SPEC. I/II/III (03237RS) (On-going contingent upon funding) P3/P4; \$23,900-31,000/\$26,200-

34,100 3-18-96 Path. & Lab Medicine
RES. SPEC. IV (02174RS) (*On-going contingent on funding*) P6; \$31,900-40,600 3-18-96 Surgery
STAFF ASSISTANT II (0294JZ) P2; \$21,700-28,200 2-8-96 Medicine/Pulmonary
STAFF ASSISTANT II (03242JZ) P2; \$21,700-28,200 3-21-96 Microbiology
PART-TIME (RESEARCH COORDINATOR) (20 HRS) (02114RS) (*End date: two yrs. from start*) P3; \$13,657-17,715 2-12-96 OB/GYN
ADMINISTRATIVE ASSISTANT I (02166JZ) G9; \$17,100-21,400 2-26-96 Pharmacology
ADMINISTRATIVE ASSISTANT II (02160JZ) (*On-going contingent upon grant funding*) G10; \$18,700-23,300 2-22-96 Path. & Lab Medicine
CLERK II (40 HRS) (03218JZ) (*End date: 3/31/98*) G5; \$14,286-17,486 3-12-96 IHGT
CLERK IV (40 HRS) (02165JZ) (*End date: 2/28/98*) G7; \$16,571-20,686 2-26-96 IHGT
CLERK V (03238JZ) G8; \$15,700-19,600 3-15-96 Pathology & Lab Medicine
OFFICE ADMIN. ASSISTANT I (0145JZ) G9; \$17,100-21,400 1-18-96 Biomedical Grad. Studies
OPERATOR, COMP COMP II (09353JZ) G10; \$18,700-23,300 9-19-95 CCEB
OPERATOR, DATA ENTRY (01271Z) (*End date: 6/30/96*) G7; \$14,500-18,100 1-15-96 Psychiatry
PSYCH TECH I (40 HRS) (02105RS) (*On-going contingent upon funding*) G10; \$21,371-26,629 2-8-96 Psychiatry
PSYCH TECH I (03249RS) G10; \$18,700-23,300 3-20-96 Psychiatry
RESEARCH LAB TECH II (40 HRS) (02104RS) (*On-going contingent upon funding*) G8; \$17,943-22,400 2-8-96 Psychiatry
RESEARCH LAB TECHNICIAN II (40 HRS) (02135RS) (*On-going contingent pending funding*) G8; \$17,943-22,400 2-1-4-96 Center for Experimental Therapeutics
RESEARCH LAB TECHNICIAN II (40 HRS) (02137RS) (*On-going contingent on grant funding*) G8; \$17,943-22,400 2-14-96 Psychiatry
RESEARCH LAB TECHNICIAN III (10475RS) (*On-going contingent upon grant funding*) G10; \$18,700-23,300 10-16-95 Path. & Lab Medicine
RESEARCH LAB TECHNICIAN III (40 HRS) (0169RS) (*On-going pending funding*) G10; \$21,371-26,629 2-1-96 Center for Experimental Therapeutics & Clinical Research Center
RESEARCH LAB TECHNICIAN III (40 HRS) (10443RS) G10; \$21,371-26,629 2-27-96 Clinical Research Center
RESEARCH LAB TECHNICIAN III (03221RS) G10; \$18,700-23,300 3-12-96 Cell & Dev. Biology
RESEARCH LAB TECH. III (03236RS) (*On-going contingent upon funding*) G10; \$18,700-23,300 3-18-96 Path. & Lab Medicine
RESEARCH LAB TECHNICIAN III (03220RS) G10; \$18,700-23,300 3-21-96 Cell & Developmental Biology
RESEARCH LAB TECHNICIAN III (40 HRS) (03254RS) (*On-going contingent upon grant funding*) G10; \$21,371-26,629 3-22-96 Surgery/Neurosurgery
SECRETARY, SR. (05083JZ) G11; \$19,900-25,300 10-26-95 Vice Dean for Education
TECH, OPHTHALMIC CERTIFIED MED (40 HRS) (11570RS) G12; \$25,371-32,686 2-19-96 Ophthalmology
PART-TIME (RESEARCH LAB TECHNICIAN I) (28 HRS) (0168RS) (*On-going contingent on funding*) G7; \$7,697-9,945 2-1-96 Radiology
PART-TIME (SECURITY OFFICER/SOM) (22 HRS) (02119JZ) (*Position considered "essential" personnel*) (*Work schedule: Sat-Sun, 9 p.m.-9 a.m.*) G8; \$8,626-10,769 2-12-96 Architecture & Facilities Management

NURSING

Specialist: Ronald Story

ADMINISTRATIVE ASSISTANT I (37.2 HRS) (03243RS) Schedule client appointment & arrange transportation; maintain client/clinician program schedule; enrolls new clients into the Health Annex Program; establish & maintain patient records & confidential health care files; maintain billing records; respond to inquiries from clients, medical profes-

sional & general public; answer telephones & receive visitors; type & proofread technical material & clinical forms; pick-up & deliver various records & reports between the Health Annex, Nursing Education Building & the University of Pennsylvania Medical Center as requested. **Qualifications:** Completion of high school business curriculum & related post high school training or equivalent; at least two yrs. secretarial exp. with knowledge of medical terminology; strong customer service skills; thorough knowledge of general & medical office procedures, practices & methods; word processing skills; ability to type 50 wpm. **Grade:** G9; **Range:** \$17,100-21,400 3-18-96 Nursing
DATA ANALYST I (0163RS) (*On-going contingent upon funding*) P5; \$28,800-37,600 2-27-96 Nursing
DIRECTOR V (0108RS) P8; \$38,500-48,100 2-16-96 Nursing
INFORMATION MANAGEMENT SPECIALIST II (02134RS) (*End date: contingent upon practice viability*) P6; \$31,900-40,600 2-15-96 Practice
RESEARCH COORD. (03223RS) (*End date: 6/30/97*) P3; \$23,900-31,000 3-18-96 Nursing
RESEARCH SPECIALIST III (0163RS) (*End date: Dependent on continued research funding*) P4; \$26,200-34,100 1-29-96 Nursing
PART-TIME (ADMINISTRATIVE ASSISTANT II) (17.5 HRS) (02142RS) (*End date: 12/31/96*) G10; \$10,275-12,802 2-15-96 Nursing
PART-TIME (SECRETARY IV) (21 HRS) (0140RS) G9; \$9,396-11,758 1-18-96 Nursing

PRESIDENT

Specialist: Susan Curran/Janet Zinser

ADMINISTRATIVE ASSISTANT II (37.5 HRS) (03277JZ) Support Director of Medical Center Alumni Relations & Institutional events; schedule & coordinate meetings; prepare routine correspondence; maintain office calendar; assist with preparation for special events including travel arrangements & hotel accommodations; develop & maintain office filing system; update alumni information for mailing lists; staff special events; represent office through telephone & personal contact. **Qualifications:** High school diploma; two-four yrs. secretarial exp.; alumni relations &/or public relations exp. a plus; ability to work on several projects simultaneously; exp. in the use of Macintosh computer with proficiency in Microsoft Word & Excel software packages; excellent organizational, interpersonal, oral & written communication skills; demonstrated ability to confidential materials; ability to some work some overtime & weekends. **Grade:** G10; **Range:** \$20,036-24,964 3-27-96 Med Center Development
ASSISTANT DIRECTOR IV/ASSOCIATE DIRECTOR V (12653JZ) P5/P7; \$28,800-37,600/\$35,000-43,700 2-15-96 Dev. & Alumni Relations
ASSOCIATE DIRECTOR INDIVIDUAL GIFTS (09366JZ) P7; \$35,000-43,700 9-21-95 Development & Alumni Relations
DEVELOPMENT OFFICER II (07082JZ) P10; \$47,400-59,200 7-19-95 Dev. & Alumni Relations
DIRECTOR DEVELOPMENT RESEARCH (11585JZ) P8; \$38,500-48,100 11-22-95 Development & Alumni Relations
DIRECTOR, NEW YORK CITY REGION (0164JZ) (*Position located in New York*) P11; \$54,500-68,200 1-29-96 Development & Alumni Relations
DIRECTOR, UNIVERSITY COMMUNICATIONS (10473SC) Blank 10-18-95 University Relations
DIRECTOR, WESTERN REGION (01751Z) (*Position located in Los Angeles, California*) P10; \$47,400-59,200 2-14-96 Dev. & Alumni Rels.
EDITOR, ALUMNI MAGAZINE (11572JZ) P9; \$42,300-52,900 11-16-95 Dev. & Alumni Rels.
LEGAL ASSISTANT (02143SC) P3; \$23,900-31,000 2-19-96 General Counsel
PROGRAMMER ANALYST I (08194JZ) P4; \$26,200-34,100 1-31-96 Dev & Alumni Relations
PUBLICATIONS DESIGN SPECIALIST (10449JZ) P5; \$28,800-37,600 10-10-95 Development & Alumni Relations
SENIOR WRITER (11584JZ) P7; \$35,000-43,700 11-22-95 Development & Alumni Relations
STAFF WRITER II (04062JZ) (*Two Writing Samples Must Accompany Application*) P3; \$23,900-31,000 4-24-95 Development and Alumni Relations
SYSTEMS PROGRAMMER II (02144JZ) P7;

\$35,000-43,700 2-16-96 Dev. & Alumni Relations
ADMINISTRATIVE ASSISTANT I (40 HRS) (03246JZ) G9; \$17,100-21,400 3-19-96 Development & Alumni Relations
ADMIN. ASSISTANT II (03245JZ) G10; \$18,700-23,300 3-19-96 Development & Alumni Relations
HOUSEHOLD ASSISTANT (37.5 HRS) (02169SC) G7; \$15,536-19,393 2-23-96 Office of the President

PROVOST

Specialist: Clyde Peterson

CLINICAL VETERINARIAN (03257CP) Provide health monitoring, diagnostic, medical & surgical services to University owned animals used in research & teaching; provide instruction to technicians & investigators in techniques involved in use of lab animals; Risks: required to work with animals which may be infected with biohazardous organisms, carcinogens or other potentially harmful agents. **Qualifications:** Graduate of AVMA accredited school of veterinary medicine or have ECFVG certification; licensed to practice veterinary medicine in US &/or willing to obtain license & accreditation in the state of Pennsylvania within a year of employment; must be a graduate of an ACLAM recognized lab animal medicine training program; experience in conducting biomedical research; have service oriented personality with strong interest in supporting biomedical research. (*Willing to work irregular hours, weekends & holidays & assume emergency "on-call" responsibilities*) **Grade/Range:** Blank 3-28-96 ULAR
PROGRAMMER ANALYST III (03273CP) Assist in administration of central University network services, including campus-wide WWW servers & software/file distribution services; develop software programs in support of these services, install & manage system software & hardware for network-services machines & develop system standards; act as "webmaster" of the PennWeb; coordinate, assist & support needs of PennWeb information providers. **Qualifications:** Bachelor's degree in computer science or engineering or equivalent exp.; minimum four yrs. exp. in design & implementation of software programs; working knowledge of C/UNIX, http, TCP/IP & LAN software for IBM PC's & MAC's; excellent written & verbal communication skills; knowledge of computer-based multi-media production required (graphics, sound & video); exp. with Macintosh & MS-Windows desktop networking applications in an Internet environment required; ability to work effectively with people across a wide range of skill levels desirable. **Grade:** P7; **Range:** \$35,000-43,700 3-26-96 DCCS
PROGRAMMER ANALYST II/III (03274CP) Provide support to select, test & implement software; create & enhance locally written LAN & desktop-based products using JAVA, C++, Visual Basic & Microsoft Access & enhance vendor-supplied products using UNIX, Novell, Windows 95 & Windows NT; work with library staff & end-users to identify needs; coordinate short & long term planning. **Qualification:** BA/BS in computer or information science or equivalent exp. in MS pref.; minimum two-four yrs. working with large complex systems, LAN-based & Windows-based client-server environment; knowledge of multiple programming languages, computer operating systems & networking environments, including C, C++, Visual Basic & SQL; familiarity with Windows, Windows 95 internals & Novell products; CNE training a plus; knowledge of TCP/IP, IPX, SNMP, Z39.50 & X-Windows; exp. with the Internet; ability to communicate effectively both orally & in writing; ability to diagnose needs as expressed; ability to lead group activity. **PROG. ANA. II:** two-four yrs. exp. working with large complex systems. **PROG. ANA. III:** four-six yrs. exp. working with large complex systems. **Grade:** P6/P7; **Range:** \$31,900-40,600/\$35,000-

Classifieds

SUBJECTS NEEDED

Healthy People ages 40 to 60 are needed for a three night sleep study. Study will not interfere with daytime job. Volunteers will be compensated. Call Dr. Richard Ross at (215) 823-4046 for information.

OPPORTUNITIES at PENN

43,700 3-26-96 University Libraries

TECHNOLOGY TRAINING SPECIALIST I (06085CP) Coordinate ISC training programs; teach courses & seminars on computer application software & the Internet; assist in development of instructional materials & resources; conduct client needs assessment program; analyze results; market learning resources & programs to campus-wide audience; evaluate learning technologies & test training-related equipment; supervise the operation & maintenance of TLS computer lab facilities; maintain a broad-based knowledge of microcomputer, network & training related software & hardware systems. **Qualifications:** BA/BS or equivalent; one-two yrs. experience conducting needs analysis & evaluations; experience with various forms of technology delivered instruction; demonstrated excellent presentation & communication skills; strong customer service orientation; familiarity with computing in an academic environment a plus. **Grade:** P4; **Range:** \$26,200-34,100 3-29-96 Technology Learning Services

CHAPLAIN (08247CP) Ungraded 8-23-95 Provost's Office

COORDINATOR-VOLUNTEER (0150CP) P1; \$19,700-25,700 2-21-96 Museum

DATA ANALYST, SR. (02177CP) P8; \$38,500-48,100 3-1-96 Data Administration

DATA ANALYST, SR. (02184CP) P8; \$38,500-48,100 3-1-96 UMIS

INFORMATION SYSTEMS SPECIALIST I (02123CP) (End date: funding for three yrs.) P3; \$23,900-31,000 2-12-96 Museum

INTERN, ATHLETICS (03227CP) (Some evenings & weekends required) (End date: 6/30/97) \$10,000/yr. 3-20-96 DRIA

LIBRARIAN II/III (03217CP) (Application deadline date: 4/30/96) P5/P6; \$28,800-37,600/\$31,900-40,600 3-19-96 Original Cataloging/University Libraries

MUSEUM PUBLIC INFO. INTERN (03255CP) (Application deadline date: 5/15/96) (End date: 5/31/97) \$1200/monthly 3-21-96 Museum

PROGRAMMER ANALYST III (0172CP) P7; \$35,000-43,700 01-31-96 DCCS

PROGRAMMER ANALYST III (02183CP) P7; **Range:** \$35,000-43,700 3-1-96 UMIS

STAFF WRITER II (03206CP) P3; \$23,900-31,000 3-21-96 University Press

SYSTEMS ANALYST II (11558CP) P7; \$35,000-43,700 11-10-95 UMIS

SYSTEMS PROGRAMMER II/III (02182CP) P7/P8; \$35,000-43,700/\$38,500-48,100 3-1-96 DCCS

SYSTEMS PROGRAMMER II/III (03228CP) (03229CP) P7/P8; \$35,000-43,700/\$38,500-48,100 3-19-96 Systems/University Libraries

TECHNOLOGY TRAINING SPECIALIST (06085CP) P5; \$28,800-37,600 6-21-95 Technology Learning Services

VICE PROVOST FOR RESEARCH (08248CP) Ungraded 8-25-95 Provost's Office

PART-TIME (FISCAL COORDINATOR I) (20 HOURS) (02190CP) P1; \$11,253-14,685 3-4-96 Museum

EDITORIAL ASSISTANT I (0461CP) G10; \$18,700-23,300 10-16-95 University Press

HEALTH PHYSICS TECH TRAINEE/HEALTH PHYSICS TECH (02172CP) G12/G13; \$22,200-28,600/24,400-31,400 2-28-96 Radiation Safety Office

VETERINARY SCHOOL

Specialist: Nancy Salvatore

NURSE, VET HEAD (03276NS) Provide primary nursing care to critical patients; supervise staff of seven full-time nurses; instruct nurses & work study students in a variety of nursing & technical skills; schedule ICU personnel & ensure adequate coverage for 24 hrs., 7 days/wk; coordinate purchase, calibration & daily maintenance of all ICU equipment. **Qualifications:** Certified AHT; Associate or Bachelor's degree helpful; five yrs. nursing exp.; supervisory

exp.; publications of continuing education activities; demonstrated ability to solve personnel & technical problems. **Grade:** P4; **Range:** \$26,200-34,100 3-28-96 VHUP-ICU

RESEARCH SPECIALIST I (12680NS) P2; \$21,700-28,200 1-3-96 Pathobiology

RESEARCH SPECIALIST I (08190NS) P2; \$21,700-28,200 8-11-95 Pathobiology

ADMINISTRATIVE ASSISTANT II (03225NS) G10; \$18,700-23,300 3-12-96 Development

RESEARCH LAB TECHNICIAN III (02180NS) (On-going contingent on grant funding) G10; \$18,700-23,300 2-29-96 Animal Biology

RESEARCH LAB TECHNICIAN III (02162NS) (On-going contingent upon funding) G10; \$18,700-23,300 2-22-96 Animal Biology

SECRETARY V (11532NS) G10; \$18,700-23,300 11-7-95 Small Animal Hospital

TECH, VET I/II (40 HRS) (02108NS) (Work schedule: Rotating nights/weekends) G8/G10; \$17,943-22,400/\$21,371-26,629 2-9-96 VHUP-Wards

TECH, VET I/II (SPORTS MEDICINE & IMAGING) (40 HRS) (03230NS) (May be required to work occasional overtime) (Position located in Kennett Square, PA. There is no public transportation) G8/G10; \$17,943-22,400/\$21,371-26,629 3-22-96 Large Animal Hospital

TECH, VET ANESTHESIA II/III (40 HRS) (02111NS) (Position located in Kennett Square, PA. There is no public transportation) G12/G13; \$25,371-32,686/\$27,886-35,886 2-9-96 Large Animal Hospital

TECH, VET IMAGING I/II (40 HRS) (02109NS) (Assigned to Emergency call evenings/weekends/holidays; may be assigned to weekends; involve work on weekends; five day work week) G8/G10; \$17,943-22,400/\$21,371-26,629 2-9-96 VHUP Radiology

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

ASSISTANT DIRECTOR, UPWARD BOUND PROGRAM (03211CP) (Work schedule: Tuesday-Saturday) P4; \$26,200-34,100 3-7-96 Academic Support Services

UPWARD BOUND COUNSELOR (12650CP) (Schedule: Tuesday-Saturday) (End date: Grant supported, on-going continuation contingent on funding) P3; \$23,900-31,000 12-13-95 Department of Academic Support

WHARTON SCHOOL

Specialist: Janet Zinser

ASSISTANT DIRECTOR III/IV (03226JZ) P4/P5; \$26,200-34,100/28,800-37,600 3-15-96 Academic Services

ASSOCIATE DIRECTOR IV (02187JZ) P6; \$31,900-40,600 3-5-96 Management/Leadership

COORDINATOR I (03214JZ) P1; \$19,700-25,700 3-11-96 Aresty Institute/Executive Education

DIRECTOR VII (11535JZ) P10; \$47,400-59,200 11-8-95

INFORMATION SYSTEMS SPECIALIST I (12638JZ) P3; \$23,900-31,000 12-11-95 WCIT

INFORMATION SYSTEMS SPECIALIST II (03215JZ) P5; \$28,800-37,600 3-11-96 Academic Services

INFORMATION SYSTEMS SPECIALIST III/II (02145JZ) P5/P7; \$28,800-37,600/\$35,000-43,700 2-19-96 WCIT

MAJOR GIFT OFFICER I/II (11549JZ) (11550JZ) P7/P8; \$35,000-43,700/\$38,500-48,100 11-10-95 External Affairs

PROGRAMMER ANALYST I/II (09354JZ) P4/P6; \$26,200-34,100/\$31,900-40,600 9-19-95 WCIT

ADMINISTRATIVE ASSISTANT III (02151JZ) G11; \$19,900-25,300 2-19-96 Health Care Systems

SECRETARY IV (0153JZ) G9; \$17,100-21,400 1-23-96 Statistics

OSHA/OEHS Training Programs

The following training programs are required by the Occupational Safety & Health Administration (OSHA) for all employees who work with hazardous substances including: chemicals, human blood, blood products, fluids, and human tissue specimens. These programs are presented by the Office of Environmental Health & Safety (OEHS). *Attendance is required at one or more session, depending upon the employee's potential exposures.*

Laboratory Safety (Chemical Hygiene Training) Provides a comprehensive introduction to laboratory safety practices and procedures at Penn and familiarizes the laboratory employee with the Chemical Hygiene Plan. This course is designed for employees who have not previously attended Laboratory Safety at the University. *Required for all University employees who work in laboratories.* April 9, 10-11 a.m., John Morgan, Lecture Room B.

Occupational Exposure to Bloodborne Pathogens This course provides significant information for employees who have a potential exposure to human bloodborne pathogens. Topics include a discussion of the Exposure Control Plan, free Hepatitis B vaccination, recommended work practices, engineering controls and emergency response. This course is designed for employees who have not previously attended Bloodborne Pathogens training at the University. *Required for all University employees potentially exposed to human blood or blood products, human body fluids, and/or human tissue.* April 17, 10-11 a.m., John Morgan, Class of 1962.

Laboratory Safety—Annual Update: This program is required annually for all laboratory employees who have previously attended "Chemical Hygiene Training." Topics include chemical risk assessment, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. *Faculty and staff who work with human source materials, HIV or hepatitis viruses must attend the "Laboratory Safety and Bloodborne Pathogens—Annual Update" (see course description below).* April 30, 10:30 a.m.-12 p.m., John Morgan, Class of 1962.

Laboratory Safety and Bloodborne Pathogens—Annual Update: This program is required annually for all faculty and staff who work with human source material, HIV or hepatitis viruses and have previously attended "Occupational Exposure to Bloodborne Pathogens." Issues in general laboratory safety and bloodborne pathogens are discussed. Topics include bloodborne diseases, risk assessment, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. *Participation in "Laboratory Safety—Annual Update" is not required if this program is attended.* April 18, 2-3:30 p.m., John Morgan, Class of 1962.

Attendees are requested to bring their PENN ID cards to facilitate course sign in. Additional programs will be offered on a monthly basis during the fall. Check OEHS web site (<http://www.oehs.upenn.edu>) for dates and times. If you have any questions, please call Bob Leonzio at 898-4453.

Update

APRIL AT PENN

SPECIAL EVENTS

9 *Billy Joel and Evening of Questions and Answers and a Little Music*; 7:30 p.m.; Irvine Auditorium; tickets sold by raffle on Locust Walk (Connaissance).

Discount Medical Book Sale; \$6-42 price range; many current titles; 10 a.m.-5 p.m.; Penn Tower Hotel; come early for best selection; call 482-1904 for more information (The Book Exchange). *Continued April 10.*

TALKS

3 *Essential Role of Myosin II in Exocytosis of Neuronal and Hormonal Cells*; Yoshiaki Nonomura, Teikyo U.; 2 p.m.; Physiology Conference Rm., Richards Bldg. (Pennsylvania Muscle Institute).

The Unanswered Need: Building Intellec-

tual Capital to Meet the Challenges of the Future; Neal Lane, NSF; 2:35 p.m.; Rm. 105, LRSM (Penn/LRSM).

Greening the Urban Jungle, Judith Zuk, director, Brooklyn Botanic Garden, 3 and 8 p.m., Widener Education Center, Morris Arboretum; call 247-4777, ext. 167 for reservations (Morris Arboretum).

Great Expectations; Ida Chang, Judge of Pennsylvania; 8 p.m.; Rm. 350, Steinberg Hall-Dietrich Hall (Taiwanese Society; Connaissance).

4 *Molecular Genetic Analysis of Thick Filament Isoform Function in Drosophila*; Sanford I. Bernstein, San Diego State; 2 p.m.; Physiology Conference Rm., Richards Bldg. (Pennsylvania Muscle Institute).

Industry-University Technology Transfers; P. Roy Vagelos, former Chairman & CEO, Merck & Company, Inc.; noon-1:15 p.m.; Room 2034, Steinberg Hall-Dietrich Hall (Public Policy).

Deadlines: The deadline for the May at Penn calendar is Monday, *April 8*. The deadline for the weekly update is on Mondays, the week before publication.

Penn Unite—Take Back the Night!

On April 11 at 8 p.m., members of the Penn community will meet at the peace symbol on College Green for the Take Back the Night march and speak-out organized by Penn's NOW Chapter, the National Organization for Women, and Students Together Against Acquaintance Rape (STAAR). During the march through and around campus, participants will carry candles, bringing light and hope to places the Penn community should not have to fear. After the march, we will return to College Green at 9:30 p.m. for a speak out, celebrating survivors of sexual violence. In speaking out, survivors and their friends will share their experiences with supporters and show that sexual assault must no longer be cloaked in silence and shame.

—*Students Together Against Acquaintance Rape and Penn Chapter, NOW*

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society listed in the campus report for **March 18 through March 24, 1996**. Also reported were **Crimes Against Property**, including 26 thefts (including 3 burglaries, 1 theft of auto, 9 thefts from autos, 5 of bicycles and parts); 7 incidents of criminal mischief and vandalism; 1 incident of forgery & fraud; 1 incident of trespassing & loitering. Full crime reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v42/n26/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 **March 18 and March 24, 1996**. 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: Threats & harassment—2;

Indecent exposure & lewdness—1

03/18/96	9:07 PM	Leidy Dorm	Complainant threatened by roommate
03/20/96	10:21 AM	McNeil Bldg.	Male exposing himself in lobby area
03/22/96	10:25 AM	3401 Walnut St.	Hang-up calls received

38th to 41st/Market to Baltimore: Robberies (& attempts)—3

03/22/96	7:45 PM	3900 Blk. Baltimore	Suspects involved in robbery/identified/arrested
03/24/96	11:30 PM	41st & Pine	Cash taken by unk. susp. with gun/no injuries
03/24/96	11:57 PM	4000 Blk. Pine	Male robbed complainant with gun/no injuries

41st to 43rd/Market to Baltimore: Robberies (& attempts)—1

03/24/96	3:09 AM	42nd & Ludlow	Driver's license taken by known suspect
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Outside 30th to 43rd/Market to Baltimore: Threats & harassment—1

03/21/96	11:18 AM	403 S. 40th St.	Unwanted phone calls taken
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Crimes Against Society

34th to 38th/Market to Civic Center: Alcohol & drug offenses—1

03/20/96	10:02 PM	200 Blk. 37th	Driver of vehicle nearly struck peds./arrest
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38th to 41st/Market to Baltimore: Disorderly conduct—1

03/22/96	4:06 PM	39th & Spruce	Driver cited with traffic violations and arrest
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Off-Campus Housing Fair: April 9

Housing Fair '96 will be held Tuesday, April 9 from 11 a.m. to 2 p.m. on Locust Walk. This annual fair gives University community members an opportunity to meet the property owners and managers of off-campus housing units. More than 50 realty companies will be represented, as well as tenants' rights groups, utility companies, and others. For information: Office of Off-Campus Living at 898-8500. Rain date: Wednesday, April 10.

Opening Today at the Faculty Club

Hibiscus, right, is one of the color macrophotos by Herbert Romm in the exhibition that opens today at Burrison Gallery in the Faculty Club (reception, 4:30-6:30 p.m.). Paired with flowers by Romm is landscape photography by Harvey Riser. The show runs through April 26.



Almanac

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The Compass stories are written and edited by the Office of University Relations, University of Pennsylvania.

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The following is adapted from a working paper circulated in Session IV of the second annual Provost's Conference on International Education and Research, held March 22 (see also Compass coverage, p. 10). Dr. Estes is a professor in the School of Social Work.

International Programming and Penn's Agenda for Excellence: Some Questions in Search of Answers

by Richard J. Estes

Preamble

The framework for discussion is Penn's *Agenda for Excellence*, which assigns "internationalization" to Strategic Goal #6. However, the realization of that goal also requires careful attention to Strategic Goals 1-5 and 7-9.*

Questions:

1. To what extent do the University's other strategic goals support (or potentially frustrate) its commitment "to increase significantly Penn's role as an international institution of higher education and research"? Where are the roadblocks (administrative, fiscal, etc.) or areas of potential conflict that are embedded in the remaining eight strategic goals as they impact on the goal of increased internationalization?

2. Past experience has taught us that the attainment of strategic Goal #6 will require strong leadership from the center, i.e., in setting the tone, encouraging collaborative/interdisciplinary efforts, imposing accountability requirements, assisting in generating funds from outside sources and, in some cases, making available limited amounts of funding to support new or especially promising initiatives.

Problem: the current administrative structure of the University, including access to resources, is highly decentralized (access resting in individual schools with deans, and in some cases with individual faculty members). How do we preserve the most desirable features of our existing decentralized structure and, at the same time, sufficiently empower the Provost to act forcefully in advancing our collective internationalization objectives? What safeguards should be set in place?

3. Internationalization to what end? What are we trying to achieve?

a. Is our goal to increase our international "name recognition" (not a trivial matter given the confusion often expressed by international colleagues and international grantmakers concerning our long history as a private institution)?

b. Are we seeking to compete more successfully for the best and brightest students and faculty from around the world? This will become more expensive as our peer institutions increase their international recruitment efforts.

c. Should we use this renewed commitment to internationalization to increase our ability to attract external gifts, grants, and other financial investments from international sources, including from international alumni and transnational corporations headed by American alumni? How do we do this? Unquestionably, such

efforts will require substantial investments of time and energy as well as the adoption of a longer-term perspective.

d. As suggested by the *Agenda for Excellence*, are we seeking to establish a "global presence" as a leading world center for international education and research? (This will require a dramatic restructuring of the curricula of most of our schools and departments.)

e. What other outcomes are we attempting to achieve for ourselves and our international partners?

4. The world is a big place and contains many thousands of outstanding universities and research centers. How do we use our abundant talent, but limited resources, to focus our internationalization efforts to achieve the best results?

a. Should we be initiating our internationalization efforts alone, or should we be joining with other peer institutions in promoting our common internationalization objectives, especially in study abroad and the establishment of collaborative research centers (e.g. in regional studies, veterinary medicine, language education, etc.)?

b. Is it feasible/desirable to establish jointly administered satellite campuses or research centers/institutes in other countries? What are the advantages and disadvantages of such arrangements, especially from the perspective of increased synergy and a more efficient pooling of resources? What is our history with similar cooperative efforts in other areas of the University? Are there existing models in other universities that we may wish to consider?

5. Where should we be directing our immediate future energies in adding international content to undergraduate curricula?

a. Do we need to add formal international requirements to the core distribution requirements? How can we do this without taking away from other requirements also considered important? Should we give consideration to new teaching approaches in already existing courses as one way to increase the international content of these courses (e.g., through team teaching, supervised research practica, etc.)?

b. By the very nature of their substance, many areas in the arts and sciences, business and elsewhere already are internationalized (e.g., language, area studies, history, philosophy, art history and others). What steps should be taken to encourage programs with less international experience to draw on those programs and resources that have substantially deeper roots?

*The world is a big place
and contains many thousands
of outstanding universities
and research centers. How do
we use our abundant talent,
but limited resources, to focus
our internationalization
efforts to achieve the best
results?*

* The full *Agenda for Excellence* is found in the *Almanac Supplement* in the issue of November 21/28, 1995, on the Penn Web at www.upenn.edu/almanac/v42/n13/agenda.html.

HUMAN RESOURCES

Open Enrollment '96: April 8—19

Dear Penn Colleague:

The annual 1996-97 Pennflex Open Enrollment period begins April 8. This is the time to review your Pennflex plan selections, learn about plan changes and alternate options, and choose the benefits coverages you will have during the 1996-97 Plan Year, which begins July 1.

Important Open Enrollment Dates: April 8 - April 19

- Open Enrollment begins Monday, April 8:
Enjoy the variety of Benefits programs offered during Open Enrollment.
- Open Enrollment ends Friday, April 19:
This is the last day to submit Open Enrollment forms!
- *How To Obtain Additional Information/Assistance:*
- Pennflex Hotline: 898-0852 (April 8—April 19)
- Benefits Office is open Monday—Friday, 8:30 a.m.-5 p.m. to assist you. Bring your Open Enrollment packet.
- During Open Enrollment, detailed medical/dental plan brochures will be available at the following locations:

Medical School—Benefits Office, 316 Blockley Hall

Vet School—Dean's Office, Room 130

School of Engineering—285 Towne Building

VHUP—Room 2003

Wharton School—Steinberg/Dietrich Hall, Suite 1040

Morris Arboretum—Gates Hall

Dental School—Administrative Office, 1st Floor

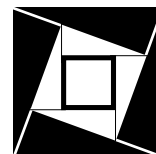
Scheie Eye Institute—Annex Building

What You Need to Do:

- Review your Open Enrollment materials carefully.
- Make your choices and submit enrollment form(s) by April 19.
- In May, you will receive a Confirmation Statement that summarizes your benefits elections. Review it carefully. Notify the Benefits Office immediately if you have any questions.
- The first payroll deductions for the 1996-97 Plan Year coverages will begin in June. Pre-tax Expense Account deductions will begin in July. Review these carefully. Notify the Benefits Office immediately if you have any questions.

Once again, your completed enrollment form(s) must be submitted to the Benefits Office by April 19, 1996. The Benefits Office staff is happy to answer your questions or to assist you with the enrollment process.

— Albert Johnson, Acting Manager — Fina Maniaci, Acting Manager
Benefits Office Benefits Office



Open Enrollment Events for Faculty and Staff

Monday, April 8

Open Enrollment Begins. Call the Pennflex HOTLINE: 898-0852 through April 19 with questions or attend a Benefits Q&A Session. Benefits Specialists will be at each of the sessions to answer your questions or assist you in completing enrollment forms. Bring your Pennflex packet along.

Tuesday, April 9

Benefits Question & Answer Session, New Bolton Center, 11 a.m.-2 p.m. Stop in to speak with medical and dental plan representatives. Members of the Benefits staff will also be available to answer questions, help with Pennflex enrollment form(s) and accept your completed Pennflex forms.

Quick and Healthy Meals for Working Families, Room 305, Houston Hall, 1-2 p.m. (light refreshments). Do you find it challenging to make healthy choices for your family when you're working and eating on the run? Learn about how to prepare quick, healthy meals even if you do not have time to plan. Lisa Hark, director, Nutrition Education and Prevention, School of Medicine.

Wednesday, April 10

Benefits Fair, Alumni Hall, Faculty Club, 10:30 a.m.-2:30 p.m.

At the Benefits Fair you can:

- Make your 1996-97 Pennflex decisions
- Talk to the Pharmaceutical Card System (PCS) representatives
- Meet with Social Security and Medicare Representatives
- Talk to medical, dental and retirement plan carriers

Learn more about:

- Your 1996-97 Pennflex options
- Prescription Drug Benefits through PCS
- Tuition Benefits
- Pre-tax Expense Accounts
- Retirement Plan options

Thursday, April 11

Life in the Stressed Lane, Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments). A few scientists believe research is suggesting that stress may be a contributing risk factor for cardiovascular disease. Research suggests that chronic stress may be associated with increased blood pressure and cholesterol. Although we live in a fast-paced, high stress culture, people can do things to reduce the negative impact of stress on their physical, emotional and mental health. The contents of this seminar has been developed by the American Heart Association. (Greater Atlantic Health Service/QualMed Plans for Health)

Friday, April 12

Fitness Tips, Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments). Armand Tecco, a certified physiologist, will speak about starting and maintaining a qualified fitness program. He will offer fitness tips and answers to most commonly asked questions. There will be time available for questions and answers. (U.S. Healthcare)

Monday, April 15

Campus Walking Route, The Button (in front of Van Pelt Library), noon-1 p.m. Put on your walking shoes and try out a one-mile walk around the campus. Benefits Staff

Utilizing your medical benefits, Room 245, Houston Hall, 1-2 p.m. (light refreshments). Members of the Benefits Staff will be available to answer questions on the difference between the various medical plans and on how to get the most out of your coverage.

They will address the following issues:

- Blue Cross vs. PENN Care
- claim filing procedures
- coordination of benefits

Bring your questions and/or concerns to this session.

Tuesday, April 16

Social Security & Medicare, Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments). This program will answer the "Who, What, When and How" questions on Social Security and Medicare.

Wednesday, April 17

Benefits Question & Answer Session, Dunlop Lobby, Stemmler Hall, 11 a.m.-2 p.m. Stop in to speak with medical and dental plan representatives and members of the Benefits Staff.

Benefits Update, Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments). Come learn about prescription drug benefits through PCS. What pharmacies are affiliated, how to process claim forms, and information about the Mail Service Program. PCS Representative & Benefits Staff

Thursday, April 18

Benefits Question & Answer Session, Dental School Lobby, 11 a.m.-2 p.m. This is the last Benefits Q & A session during Open Enrollment. The medical and dental plan representatives will be available to answer your questions along with the Benefits Staff.

How Does Your Health Measure Up? Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments) The Health Lifestyle Appraisal Survey is aimed at improving the quality of your life by evaluating your present health status and making suggestions for the future. Bring your completed Health Lifestyle Appraisal survey to this session. Within seconds, you'll receive a confidential personalized assessment report of your health risk. (Independence Blue Cross/Pennsylvania Blue Shield)

Friday, April 19

Open Enrollment Ends

This is the last day to submit Open Enrollment forms. The coverages you elect will be effective July 1, 1996.


Balancing Your "Fat" Budget, Smith-Penniman Room, Houston Hall, noon-1 p.m. (light refreshments). Fat is a very important part of our diet. We need a certain amount of it to be healthy. However, the problem is that too many Americans consume much more fat than is needed, therefore increasing their risk for certain diseases. This program focuses on the relationship between a high-fat diet and many disease states, particularly heart disease and obesity. Learn to balance high and low-fat foods to develop a low-fat diet based on individual food preferences. (Keystone Health Plan East)

HUMAN RESOURCES

The Chart [in the print version of this issue Almanac is too wide to reproduce clearly here; it] appears on pages 20 and 21 of the 1996-97 PENNFLEX brochure. The PENN Care column (Pennflex option 11) shown...has been modified to reflect more current information on the affiliation of the Presbyterian Medical Center with UPHS. In addition, [the PENNFLEX brochure available during Open Enrollment reflects a correction not shown here]: For the Plan Features: Mental Outpatient: Physician, under the Preferred Provider column of the PENN Care (option 11) the correct percent is 80% UCR and not 50% UCR.

Medical & Dental Plan Rate Sheet

July 1, 1996 to June 30, 1997

PENNFLEX 		SINGLE					FAMILY				
		Total Monthly Rate	University Contribution		Employee Contribution		Total Monthly Rate	University Contribution		Employee Contribution	
			Monthly Paid	Weekly Paid	Monthly Paid	Weekly Paid		Monthly Paid	Weekly Paid	Monthly Paid	Weekly Paid
Medical Plan		Option									
BC Comprehensive	1	\$119.00	\$119.00	\$27.46	\$0	\$0	\$305.49	\$305.49	\$70.50	\$0	\$0
BC/BS 100	2	202.76	141.93	32.75	60.83	14.04	521.20	354.45	81.80	166.75	38.48
GreaterAtlantic/ QualMed Plans	3	134.13	134.13	30.95	0	0	362.12	354.45	81.80	7.67	1.77
HMO PA	5	118.00	118.00	27.23	0	0	301.90	301.90	69.67	0	0
HMO NJ	6	153.76	141.93	32.75	11.83	2.73	402.03	354.45	81.80	47.58	10.98
HIP/Health Plan of NJ	8	148.25	141.93	32.75	6.33	1.46	367.53	354.45	81.80	13.08	3.02
Keystone	9	124.85	124.85	28.81	0	0	321.30	321.30	74.15	0	0
HMO DE	10	170.59	141.93	32.75	28.66	6.62	462.87	354.45	81.80	108.42	25.02
PENN Care	11	119.00	119.00	27.46	0	0	305.49	305.49	70.50	0	0
Dental Plan		Option									
Penn Faculty Practice Plan	1	27.07	27.07	6.25	0	0	75.09	37.59	8.67	37.50	8.65
Prudential Dental	2	20.90	20.90	4.82	0	0	64.84	37.59	8.67	27.25	6.29

Dental Assistance Plans Comparison Chart

As the following chart indicates, the PFPP generally pays a higher percentage of the costs of your treatment. The Prudential Plan offers freedom of choice as to where you receive your care.

PENNFLEX OPTION Service or Treatment	PFPP 1 % Paid	Prudential 2 % Paid
Diagnostics (exams, x-rays)	100%	100% R&C*
Preventive (teeth cleaning)	100%	2 visits/plan year, (7/1-6/30) reimbursements limited
Restorative (fillings)	100%	90% R&C*
Oral Surgery (extractions) (NOTE: Some oral surgery may be covered under your medical plan.)	100%	100% R&C*
Endodontics (root canal therapy)	90%	80% R&C*
Periodontics (gum disorders)	90%	80% R&C*
Prosthodontics (bridges, false teeth)	60%	50% R&C*
Crowns and Restorations (gold crowns, restorations, caps)	60%	50% R&C*
Orthodontics** (teeth straightening, children under age 19 only)	60%	50% up to \$1,000 lifetime maximum per person R&C*
Plan Year Benefits Maximum	none	\$1000 per person

* R&C—A Reasonable & Customary charge is the charge usually made by the provider when there is no dental coverage and which does not exceed the prevailing charge in the area for dental care of a comparable nature, by a person of similar training and experience.

** Note that if you change from one dental assistance plan to the other, certain treatments that have already begun under the first plan will continue to be covered by that plan. However, for orthodontia treatment, if banding has begun prior to July, 1996, and if you change plans, neither the new plan nor the old plan will provide coverage for the remaining expenses. For the Penn Faculty Practice Plan: There is a 24-month waiting period for orthodontic services if a dependent age 5 or older is not enrolled within the initial 31-day enrollment period.

Major Changes to 1996-97 Pennflex

Medical premiums and Penn Faculty Practice Plan's dental premiums have changed.

Since July 1, 1995, prescription drug benefits available under the Blue Cross plans and PENN Care—including those associated with drugs dispensed and billed separately during a doctor's visit—are no longer being provided by Blue Cross. See pages 14 and 15 of your PENNFLEX brochure for more information about the prescription drug benefits, PCS administrative changes and exclusions.

Effective July 1, 1996, for the Comprehensive Plan and PENN Care, a separate \$500 annual out-of-pocket maximum per individual (\$1,500 aggregate per family) applies to prescription drug benefits. For the Blue Cross Plan 100, the out-of-pocket remains combined with the Major Medical's \$2,000 out-of-pocket per individual per plan year.

A minimum \$5 copay per prescription will be required for brand-name drugs covered through PCS.

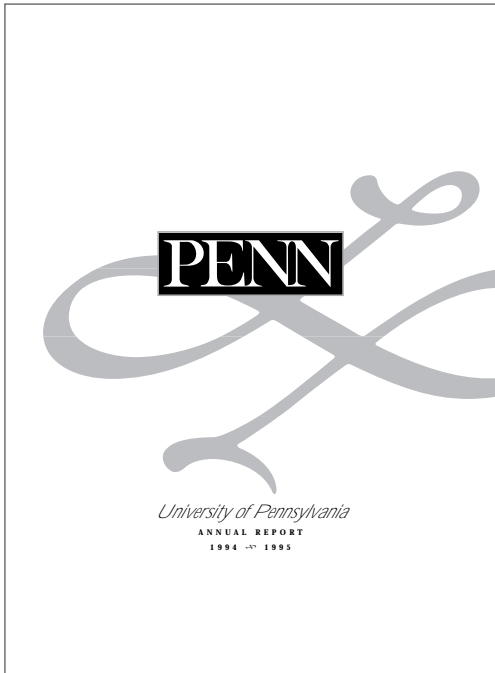
Coverage for same-sex domestic partners is now available under all medical plans, including the BlueCross Plan 100.

Blue Cross plans including PENN Care do not provide benefits for spinal manipulation.

Effective July 1, 1996, benefits will be provided for Occupational and Speech Therapy under the Blue Cross Plans and PENN Care. (The continuation of these benefits is subject to review in 1997.)

The Unity of Theory
and Practice: Penn's
Distinctive Character





President Judith Rodin's essay in these pages is reprinted from the *University of Pennsylvania Annual Report, 1994-95*, which also contains financial statements for FY 1995 along with a message from the Vice President for Finance, Stephen T. Golding, and five-year reviews of Penn's financial performance, fund balances and investments.

The 40-page, full-color *Annual Report* is available for examination in the Reference Department of Van Pelt-Dietrich Library and in the offices of the Deans of the Schools.

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Judith Rodin
President

We live in a pragmatic age. Pundits, politicians, and publics have little patience with claims of privileged status or even of authority. Along with every other profession and institution in our society, higher education, too, is being asked to justify itself, to document its usefulness to society, to demonstrate its ability to make critical strategic choices and to invest scarce resources wisely.

Some of these challenges have always been with us. In response, higher education leaders have long made the case that academic research and teaching are of direct and inestimable importance to the quality of our lives, to our national defense, and to the economic prosperity and happiness of our children. We will continue to assert and prove this point at the University of Pennsylvania.

But the pragmatic temper of our age is a symptom of deeper and more fundamental developments: The structure of our national economy continues to change dramatically. Historic employment patterns and social relationships are being radically altered. New technologies are changing the very nature of work, research, and education. The restructuring of corporations, government, and institutions is having powerful impacts on employees, customers, and clients. And the restructuring of our social and political lives poses challenges of conscience, commitment, and voluntary participation unanticipated in an earlier, gentler time.

Such fundamental changes require a more fundamental response from our nation's colleges and universities.

Few institutions of higher education are as well prepared as Penn to respond to this challenge, nor does doing so detract from our traditional academic missions of teaching, research, and service. Indeed, our founder, Benjamin Franklin, taught us that not only should we not be embarrassed by these pragmatic concerns, we should welcome them and value them in concert with the lofty and important pursuits of theoretical knowledge.

Today, Penn is building anew on that proud legacy.

For many years, Penn has stressed the interaction of theory and practice as an essential and valuable feature of our academic programs, our campus life, and our intellectual style. Indeed, today, we have come to regard the unity of

theory and practice as one of Penn's most important and distinctive characteristics.

Theory and practice are, as I said in my Inaugural Address, a part of Penn's "genetic material." Penn is deeply endowed with a commitment to education that is both intellectual and utilitarian. Penn desires to know and to teach, not only "why," but also "how."



In a joint Graduate School of Education/Wharton program, a student combines child development with workplace planning.

Thus, Franklin's legacy of robust pragmatism and disdain for pretense has fresh relevance for us today. Franklin saw far more clearly than any of his contemporaries that the classical inheritance of knowledge divorced from civic betterment or practical application was unsuited to the modern temper.

Though an able theoretician, Franklin saw early on the value of joining "theory" with "practice"—not only in meeting the special challenges of life on what was then still the American frontier, but on the frontiers of a nascent mercantile and industrial society of which his own business and technological endeavors were harbingers.

Franklin's "modern," post-Enlightenment world was an active world, as well as a contemplative one. And Franklin thought education should keep pace with this transformation. He thought knowledge should be for the body as

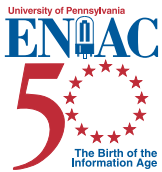


The Penn TOYS project of Dr. Daniel Bogen's bioengineering class builds toys for disabled children, such as this musical mat for children with cerebral palsy.

well as for the soul—that it should enable a graduate to be a bread-winner as well as a thinker, that it should produce socially-conscious citizens as well as conscientious bankers and traders.

So Penn has good and unique historical claim to the theme of theory and practice. From its very start, Franklin pushed for Penn to offer professional as well as scholarly studies. His famous statement, teach “every thing that is useful, and every thing that is ornamental,” has since inspired more than one presidential appreciation or curricular reform at Penn.

It has been that willingness to acknowledge the claims of pragmatic considerations, the willingness to put our knowledge to work, and the willingness to learn new theoretical insights from practical experience that have enabled Penn to be “first” in so many areas: the first American “university,” the first American medical school, the first business school, the first journalism curriculum, the first institute for the study of anatomy and biology, the first psychology clinic, to cite only a few.



The invention of ENIAC in 1946 founded the century's most significant new industry.

And then there was the event at Penn that was to alter forever the way we process information, acquire knowledge, and conduct business: the invention in 1946 of ENIAC, the world's first all-electronic, digital computer.

Today, as we move from the “modern,” industrial societies of the 19th and 20th centuries, to the “post-modern,” computer and information based, global society of the 21st century, this commitment to the unity of theory and practice has taken on even greater significance. The challenges of our “pragmatic” age cannot be adequately answered by pragmatism alone. Only theory and practice together can fully respond to the challenges of the 21st century.

Here on campus, we see the unity of theory and practice expressed in the work of thousands of faculty and students almost every day.

The most obvious way in which theory and practice are linked is in the direct application of theoretical knowledge to real-life problems and

*“Every thing that is useful, and
every thing that is ornamental.”*



As part of the "Say Yes to Education" program, Dr. David DiGiallorenzo of Penn's School of Dental Medicine provides a free dental screening.

opportunities. This happens so often that we almost fail to notice it unless the examples are unusually dramatic or impressive.

Not that we lack impressive examples. Here are three: the development of pioneering gene therapy techniques by Penn's Professor James M. Wilson, the creation of a stone conservation program for the Lincoln and Jefferson Memorials by students from the Graduate School of Fine Arts, and the provision of critically needed dental care to the children of migrant farm workers by the School of Dental Medicine. At the same time, working with private industry on a number of other fronts, Penn is moving aggressively to secure the benefits of "technology transfer" for both the University and our surrounding community.



Preservation of the Lincoln and Jefferson Memorials is a project of students in the Architectural Conservation Laboratory of the Graduate School of Fine Arts.



Dr. James Wilson of the School of Medicine discusses cutting edge gene therapy research with a student.

At other times, the relationship between theory and practice is reversed, and practice becomes a means of learning theory and of gaining new theoretical insights.

For example, Annenberg School Dean Kathleen Hall Jamieson is working with undergraduates and graduate students on a project funded by the Ford and Carnegie Foundations to monitor campaign discourse and advertising during the upcoming presidential elections. Their work should allow ongoing comparisons between the current campaign and significant historical

benchmarks. From the close observation of real political practice will come new insights into the rapidly changing nature of political life as we approach the 21st century. Meanwhile, in Professor Daniel Bogen's bioengineering course, undergraduates are learning the special difficulties of engineering to meet specific human needs by designing special toys for handicapped children.

But the unity of theory and practice at Penn is more than simply a matter of applying theoretical insights in practical contexts or incorporating the lessons of practice into our theoretical knowledge. Theory and practice may be married in unpredictable ways in the present and future lives of our students and faculty. Indeed, many students and faculty come to Penn to immerse themselves in theoretical research or study, only to find, sometimes years later, that they have applied their education in unique and personal ways as they achieve success in business, government, or other "practical" fields of endeavor. Other students and faculty come to Penn to study or teach the worldly disciplines of management, finance, nursing, and engineering, only to have these "practical" subjects stimulate bursts of pure, theoretical insight. Penn welcomes both kinds of students and faculty—and the dynamic new world that is rapidly taking shape around them.

That is why the combination of theoretical and practical experience throughout Penn's curriculum is so important. Penn students have the unique



Undergraduates create a Campaign Discourse Quality Index in their study of political accountability in presidential elections.

opportunity to combine educational elements from all of our schools, particularly from the School of Arts and Sciences and the University's eleven other professional schools, all located together on a single campus.

This synergy creates opportunities to easily study social and psychological theory while learning the practical constraints on business decisions, to learn the nature of disease while engineering the biotechnical tools for its amelioration, to learn the history of architecture and design while putting that knowledge to work in the design of community gardens or the revitalization of the Philadelphia Navy Yard—opportunities that few institutions can provide as easily or as enthusiastically as Penn.

Within this institutional framework, we are also building on the groundbreaking efforts of Penn's Joseph H. Lauder Institute of Management and International Studies to demonstrate that no practical knowledge is adequate in our international age unless it is contextualized by the cultural, social, and historical dimensions of our global society. Penn has recognized the necessity of changing international studies from a single, isolated program to a fully



As Part of Wharton's new MBA curriculum, first-year students work in teams. The "Kanchanjanga Five" served as consultants to the non-profit Avenue of the Arts in Philadelphia.



Bedside teaching/learning now draws on a growing body of nursing research.

integrated process of learning across all of our schools at both undergraduate and graduate levels. Indeed, so important is the topic to Penn's future, that the University's Board of Trustees has created a standing committee on internationalization. In the future, all of us, students and faculty alike, will gain, use, and communicate our knowledge in a single global community. We send Penn

graduates out into the world with a global perspective and a self-confident facility in putting their knowledge to work in an international context.

But merely combining and juxtaposing the practical and the theoretical in these ways is not enough. Penn has gone beyond combination to encourage their true integration in interdisciplinary courses and programs that link areas ranging from biology to engineering, economics to fine arts, languages to business, management to technology. Signature programs like Management and Technology, housed in the Wharton and Engineering Schools, consistently attract some of the country's most exceptional undergraduate students. Both practical insights and new basic theories flourish in such an interdisciplinary mix.

Finally, there are ways in which the complex interrelationships between theory and practice transcend any effort at neat conceptualization. One of those is the application of theory in service to our community—and the use of community service as an academic research activity for students. Nowhere else is the interactive dimension of theory and practice so clearly captured.

For more than 250 years, Philadelphia has rooted Penn in a sense of the "practical," reminded us that service to humanity, to our community, is, as Franklin put it, "the great aim and end of all learning." Today, thousands of Penn faculty and students realize the unity of theory and practice by engaging West Philadelphia elementary and secondary school students as part of their own academic course work in disciplines as diverse as history, anthropology, classical studies, education, and mathematics.

For example, Anthropology Professor Frank Johnston and his undergraduate students educate students at West Philadelphia's Turner Middle School about nutrition. Classical Studies Professor Ralph Rosen uses modern Philadelphia and fifth century Athens to explore the interrelations between community, neighborhood, and family. And History Professor Michael Zuckerman's students engage West Philadelphia elementary and secondary school students to help



Undergraduates in anthropology share their knowledge of nutrition with students at Turner Middle School in West Philadelphia.

them understand together the nature—and discontinuities—of American national identity and national character.



In their “Penn and Ink” project, Penn students teach creative writing to interested teens.

Increasingly, too, new interactive technologies are being used to link all the various phases of the life of knowledge—discovery, refinement, transmission, revision, application, and the stimulation of new insights—to give powerful new and unpredictable expressions to the unity of theory and practice.

Take for example, Julie Sisskind, a doctoral student in African studies, who, noting the dearth of electronic resources on Africa available on the Internet, created the largest information and graphics repository of information on Africa on Penn’s WorldWideWeb site. It has since been recommended as a resource by the Library of Congress. Then, before leaving for Africa to do her dissertation research, Julie trained her successor, Ali Ali-Dinar, another graduate student, who in turn has been giving training sessions to Philadelphia K-12 librarians and teachers in use of the database for their own classroom teaching (using modem pool access donated by Penn). So what began as a part-time job, and led first to the creation of a new scholarly resource, has now been turned to the direct benefit of students throughout the Philadelphia public schools.

Remarkable things like this are happening every day at Penn. They happen here because Penn refuses to separate theory and practice into separate domains. We refuse to isolate ourselves in one perspective or the other, but stand steadfastly in both, learning from experience, while testing our theories and insights in application and service.

Indeed, all of these linkages between theory and practice have one thing in common. In each, the faculty and students involved have refused to make sharp distinctions between theory and practice, between knowledge and application, between the life of the mind and the active life of commerce, community, health and human betterment. They have remained open to the interaction between theory and practice and to the inter-“play” that moves back and forth rather than in a single direction.



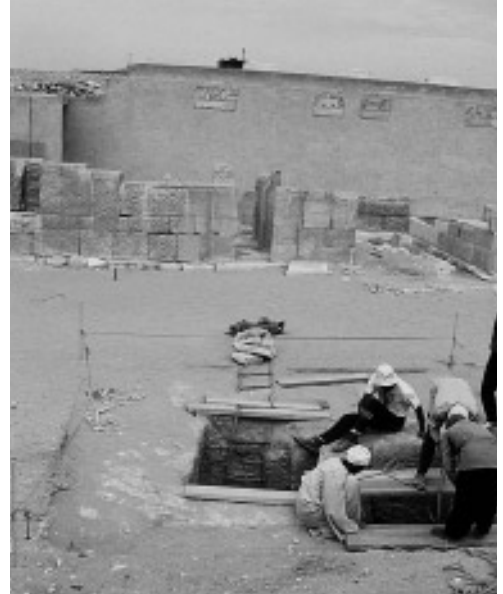
Health Corner, the brainchild of a doctoral candidate in the Nursing School, provides a Teen Clinic emphasizing preventative health care for local teens.

The noted architect and planner, Penn alumna Denise Scott Brown, has described this as one of the hallmarks of “professional” life: the life-long effort “to keep theory and practice together.”

That is exactly the sense in which Penn’s renown as a “professional” and “pre-professional” institution, together with excellence in the liberal arts, is emblematic of its special understanding of the unity of theory and practice: not the erroneous notion that professional life is simply the domain of the practical, a place where the “real world” concerns of commerce, law, health care, and design dominate to the exclusion of lofty, “academic,” or theoretical concerns, but the idea that—properly undertaken—both theory and practice are professional activities, intended to enhance the quality of human life and best able to do so when kept together in close connection with each other.

Penn was the first to take this approach to professional training and professional life. And in its commitment today to the unity of theory and practice, Penn recognizes that “keeping theory and practice together” is the essential ingredient of education, research, and service as we train the “professionals” of the 21st century.

Today, Penn continues to lead the way in uniting theory and practice. As we reinvest human and financial resources in our core missions of education, research, and service—through thoughtful and strategic academic planning, through administrative restructuring, and through careful and attentive “best practices” management—we are ever mindful of the challenges of this pragmatic age and the exciting opportunities it presents.



A graduate student observes the excavation of a burial shaft during the 1995 excavations of the tomb of Ihy at Saqqara, Egypt.


Judith Rodin
President

