

The Eminent Victorians

The “new” campus may be only a little over 125 years old, but historic places abound at Penn. Of 63 main structures on the West Philadelphia campus alone (a tabulation that counts “The Quad” as just one building), all but a dozen are on some kind of historic register. College Hall and Fisher Fine Arts Building are on the National Registry of Historic Places; a dozen others are on the Philadelphia Register; and another 37 are on the National Register as part of a historic district. History has certified Franklin Field as the site of the Penn Relays, the Mask & Wig Club in Center City, pre-Revolutionary Allam House at New Bolton Center, and virtually the whole of the Morris Arboretum in Chestnut Hill.

Keeping the campus’s historic fabric in repair—or bringing it back after long deferral of maintenance—is the task of the Facilities Management and the skilled architects and they choose for restoration projects such as those now going on at College Hall and Logan Hall.

Nearest to completion of the two grand serpentines is Logan Hall, completed in 1875 as the second building on the West Philadelphia campus. Like College Hall it was designed by Thomas Webb Richards, the University’s first professor of architecture, whose work drew widespread acclaim in its day.

Now its restoration is winning awards as well. With work still under way, Logan Hall won two awards for preservation this year.

First, The Preservation Alliance for Greater Philadelphia presented Penn with the 1996 Preservation Achievement Award for the Rehabilitation of Logan Hall, noting Penn’s “special effort on a difficult project, and recognized that the restoration techniques employed will be instructive in other projects with similar materials in the region.” The project architect, Marianna Thomas Architects gave several reasons that Logan Hall should be considered for such an award: “Its structural stabilization permitted reoccupancy of a key historic building in the campus center; its rehabilitation reestablished design unity and compatibility with its 19th century landmark neighbors; its preservation solutions enhance traditional construction and craft with current technology; it provides a direct link with past building traditions and University history and a bridge to future techniques and use.”

Then, the Pennsylvania Historical and Museum Commission Bureau for Historic Preservation singled out Logan Hall for its certificate of merit for public/institutional restoration, with the State Historic Preservation Board making the presentation at Pennsylvania’s Annual Historic Preservation Conference in April.

The painstaking workmanship that earned such awards

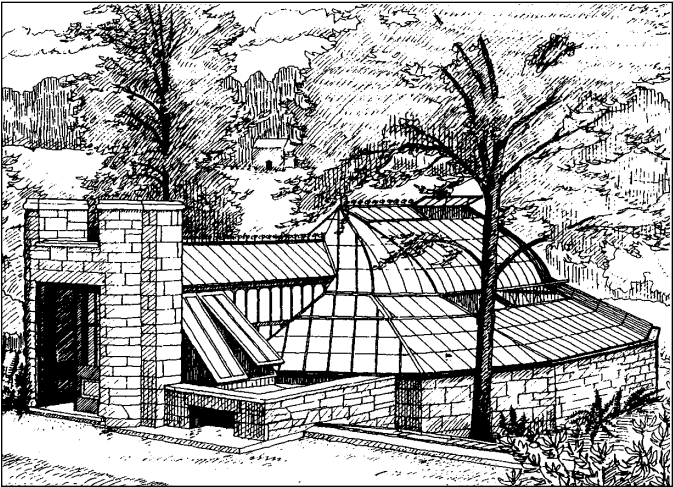
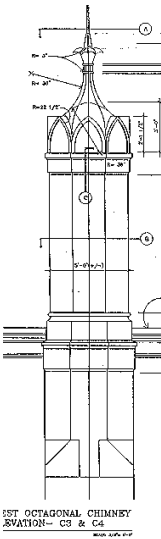


Photograph by Lewis Tanner

included the recreation (in fiber reinforced concrete) of domed caps missing from the octagonal pair of chimneys on the west entrance bay. [See the cover for a drawing with the original chimneys still intact.] Admirers of the work said the masonry contractor, George Kreier, achieved a pattern that “blended the randomness of the original stonework and the excessive regularity of the 1920s precast” as he custom-designed the precasts for a visual match.

Project participants in the Logan Hall Restoration include William Wilkinson, project manager, Physical Plant; Reyhan T. Larimer, project manager, Facilities Planning; Marianna M. Thomas, principal and Scott Hoffman, project manager, Marianna Thomas Architects; Nicholas L. Gianopoulos, principal, David Cornelius, Brian Wentz; project engineers; Steve McLaughlin, Roof Systems Consultants; Brent Schopf, Jeffrey Frake, project managers, Vern Knapp, superintendent, Masonry Preservation Group, Inc.; Thomas Unkefer, project manager, Paul Goltz, superintendent, Unkefer Brothers Construction Co.; George Kreier, precast concrete fabricator; Martin Cahill, U.S. Roofing Corp.; Lewis Tanner, photographer (overall views), Marianna Thomas, Scott Hoffman, photographers (detail views), University Archives (historic view), George Thomas (north facade).

— Marguerite F. Miller



A ‘Confection’ in Chestnut Hill

For the Morris Arboretum, the recently restored Dorrance H. Hamilton Fernery won a preservation commendation by the Victorian Society in America. During its annual meeting in May the Society cited the “outstanding preservation and restoration of this uniquely surviving 1899 horticultural confection.”

The Fernery was designed and built by John Morris as a conservatory devoted entirely to ferns, a plant that held particular fascination in Victorian times. Today, it is the only such private estate fernery that still exists in the U.S. The restoration architecture firm that supervised the Fernery’s restoration was Hyman Myers of the Vitteta Group. Restoration of the glass roof’s original elegant and graceful lines was based on original blueprints, period photographs and the surviving curved wrought iron roof trusses which served as patterns.

— M.F.M.

UNIVERSITY of PENNSYLVANIA

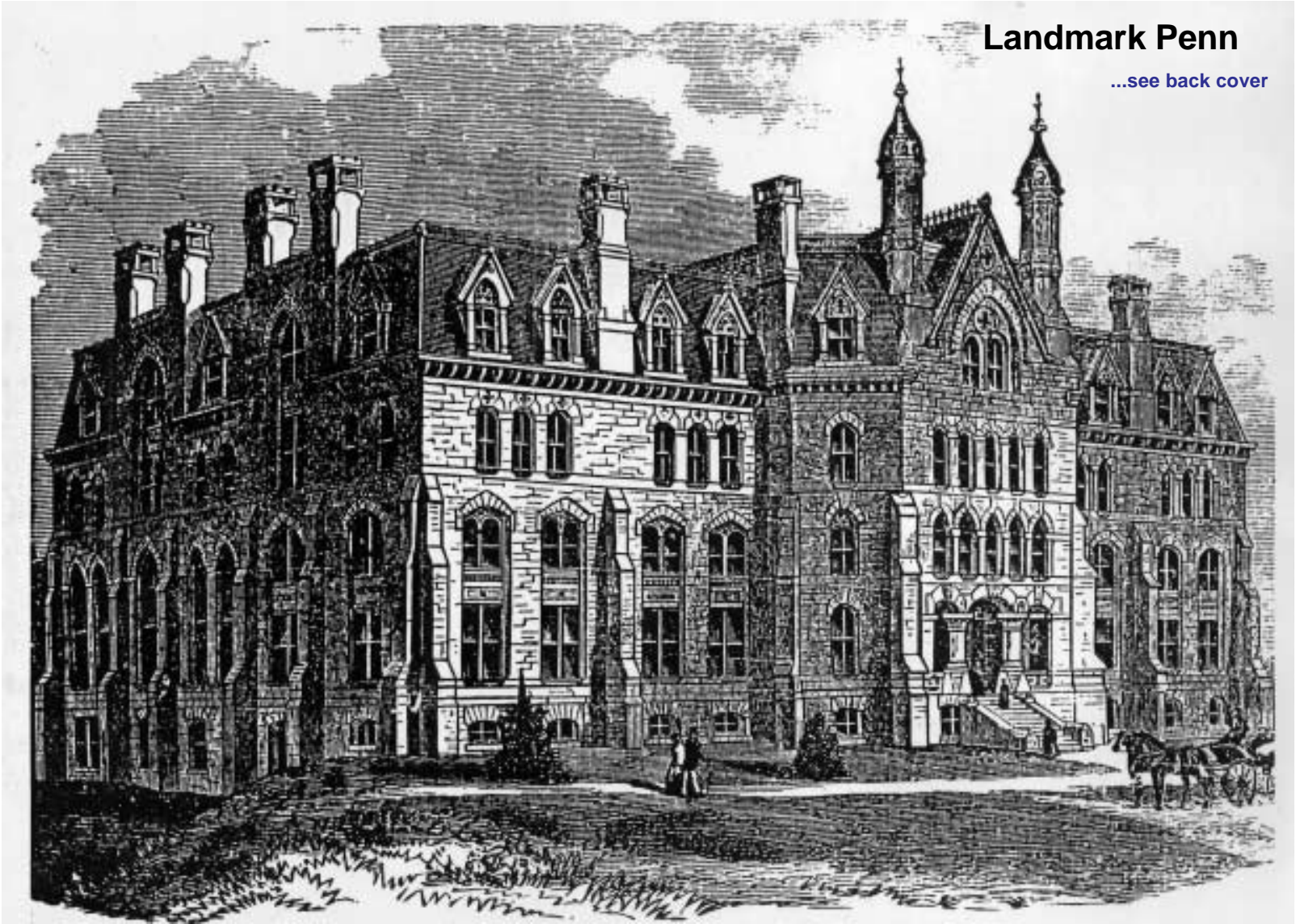
Almanac

Tuesday,
June 18, 1996
Volume 42 Number 34

IN THIS ISSUE

- 2 GSFA’s New Dean: Gary Hack of MIT
The Bookstore: Barnes & Noble Offers;
Mr. Fry on Selective Outsourcing
- 3 Hill House’s New Master: Jim O’Donnell
Gazette Editor: James Pendergrast
Honors to Dr. Patrick, Dr. Primosch
Deaths: Wayne Barr, Margaret Dichert,
Myrtle Rice, and Dr. Rufus Wixon
- 4 BACCALAUREATE: The Destiny of Hope
(Harris) and The Importance of the
Everyday (Rodin)
- 6 Speaking Out: Reactions to
Commencement Coverage,
Dr. Vining’s Letter, and
the ROTC Decision
- 7 Academic Resources:
Upward Bound Programs (Kelley)
- 8 For Comment: Communications
to Students (Reengineering Project)
- 9 For Comment: Administrative
Computing Security Policy
- 10-17 Compass Features
10 WXP’s Dynamic Dudes
12 Pulling the Plug on Penninfo
13 Barnes & Noble Transition
14 Good Sports for Young Sports;
GSE Award: Jeanette Brewer
15 Innovation Corner: Pain, Gain and FinMIS
16 Well Said — in Quotes
17 Architectural Preservation: A World Lab
Opportunities
18 Confronting Cancer through Art;
A-3 of the Month: Jay Nix;
OSHA Training Schedule
23 Crime Alerts, CrimeStats
24 The Eminent Victorians

Courtesy of the University Archives



Landmark Penn
...see back cover

Dean of GSFA: MIT's Dr. Gary Hack

President Judith Rodin and Provost Stanley Chodorow will take to the Trustees on June 21 the selection of Dr. Gary Hack, professor of urban design at the Massachusetts Institute of Technology, as dean of the Graduate School of Fine Arts.

Dr. Hack, who is also consulting principal in the Cambridge (MA) firm of Carr, Lynch, Hack and Sandelli, is scheduled to take office July 1. He is a world figure in urban design who combines research and teaching with projects as diverse as New York's West Side Highway and Development Plan (Westway) and master planning for Tokyo, Taipei and Bangkok.

"We believe Gary will prove to be an exceptionally articulate advocate for the school and for the disciplines and professions it represents," the President and Provost said in a joint memorandum to GSFA faculty and staff. "He has both bachelors and masters degrees in architecture as well as masters and Ph.D. degrees in Urban Planning and Design and currently holds joint

appointments in the Departments of Architecture and Urban Studies and Planning."

Most important, they said, "Gary is well grounded in both the world of practice and academia. Considered by many to be among the foremost urban designers in the world, he is also a gifted teacher and a reflective practitioner who is continually thinking about how theory informs practice and vice versa."

Dr. Hack received his Bachelor of Architecture degree from the University of Manitoba in 1964, his two masters from the University of Illinois in 1966 and 1967, and his Ph.D. from MIT in 1976. In a career that interleaved teaching posts with professional ones, he taught at Illinois and at Brooklyn's Pratt Institute, served as assistant professor at MIT in 1971-75, and returned there as associate professor in 1978 after serving as Director General of the Ministry of State for Urban Affairs in Ottawa. He headed MIT's Urban Studies and Planning department in 1982-86.

His research has produced two books—the 1984 *Site Planning* (with Kevin Lynch, 1984), now in its third edition, and an earlier *Lessons from Local Experience* (with Robert Eury, 1983), based on studies of urban design practices in 15 U.S. cities.

He has been the Nell-Norris Fellow in architecture at the University of Melbourne, visiting professor of Tsinghua University in Beijing, and visiting lecturer at some thirty institutions here and abroad. His design projects circle the globe, and he is presently advisor to Saudi Arabia's Minister of Municipal and Rural Affairs and to Bangkok's Governor of Municipal Administration.

"Gary Hack is exactly the person the school and we were looking for," said Provost Stanley Chodorow said following the announcement. "We all said that we wanted to appoint a dean who was a first-class academic with administrative experience, a significant professional with real stature in his field, and a person who could give intellectual leadership to the school's faculty and students."

"Gary meets all of those criteria. To say that we look forward to working with him is an understatement."

Bookstore Staff to Barnes & Noble: 38 B&N Job Offers; 26 Acceptances

Barnes & Noble made employment offers to 38 of the 54 Penn Bookstore staff members available for employment, according to Business Services' Marie Witt. The package summarized below was discussed individually with candidates in meetings May 30, where in addition to B&N representatives there were staff from Human Resources, the Penn Faculty/Staff Assistance Program, and Business Services available to answer questions and discuss options. By Friday, June 14's decision deadline, 26 had accepted and 12 had declined the offer. The 16 present staff who did not receive offers were scheduled for sessions with in- and outplacement units during the week of June 4-7. Similar services are provided for the 12 who declined, Ms. Witt added. In a related item [below right], Executive Vice President comments on outsourcing in response to a D.P. article headed U. considers outsourcing 'everything'. —KCG.*

A Summary of the Salary/Benefits Package

Each staff member transitioning to B&N received a personalized worksheet describing the salary and benefits provisions and the comparison to their current Penn benefits.

Staff will receive their current base rate of pay plus a 3% increase. Total base salary will increase on a one-time basis to offset certain "out-of-paycheck" contributions required to transition to the B&N benefits plan. (For example, if a staff member is enrolled in a Penn medical plan that does not require an employee contribution, his/her base pay will be increased by the amount of any contribution required by the B&N medical plan.) The same will occur for life insurance and long-term disability coverage, pension contribution and dental coverage.

Staff will receive 3 personal days each year and the same annual vacation days they had with Penn or the B&N schedule, whichever is greater. Staff will be immediately vested with their years of service at Penn for the B&N 401 K plan. B&N has waived all waiting periods and pre-existing conditions for medical coverage.

Current Bookstore staff who transition to B&N July 1 will be eligible for tuition reimbursement for up to a maximum of four years (July 1, 1996-June 30, 2000 only) for dependent children and staff who enroll in a degree program while they are employed at B&N at Penn.

Library access and borrowing privileges will be extended for one year at a time for up to two years. Penn's recreation, credit union services, and the guaranteed mortgage program will also be extended as long as the staff member remains employed by B&N at Penn. Staff transitioning to B&N will be eligible for a new PennCard and will retain their current parking permits and be eligible for van pools and Escort Service.

Bookstore staff who are not transitioning to B&N are eligible under Penn's Position Discontinuation Policy (PDST) for pay and benefit continuation based on their years of service. These staff members are also eligible for in-placement assistance and an outplacement program through Career Concepts. Staff have received counseling on the provisions of PDST and have already met with both inplacement and outplacement counselors.

Two half-day sessions were held for each staff member at Career Concepts last week to begin the placement process and interviews for jobs on campus have also begun.

Bookstore staff with at least one year of service who are separated from Penn are covered under the service bridging policy. If the staff member is separated for less than 90 days and returns to a Penn position, they will be immediately bridged. If the staff member is separated for more than 90 days, they must return and work in a Penn position for one full year to be bridged. (Bridging only applies to the Faculty Staff Scholarship program, long-term disability, family dental benefits and the accrual of vacation for non-exempt staff.)

— Marie D. Witt, Director, Support Services,
Office of Business Services

* The total number of Book store staff affected by the Barnes & Noble agreement is 56. One transferred before the offers were made, and another has the option to remain a Penn employee. —Ed.

Clarification On Outsourcing

To the University Community:

It is unfortunate that the June 13 *Summer Pennsylvanian* story on outsourcing at the University was so thoroughly misleading, not to mention inflammatory. Let's set the record straight:

- Outsourcing will be used *selectively*, and only in those areas where it can demonstrably improve services and reduce costs while at the same time serving the specific needs of the University community.

- We will enter outsourcing arrangements only with organizations with world-class reputations and progressive human resources practices.

- We will monitor and review the effectiveness of all outsourcing arrangements on an ongoing basis to make sure that services are being improved and costs are being reduced.

- While selective outsourcing will continue to be pursued as one restructuring strategy, many of Penn's administrative operations will *never* be outsourced. They will, however, be scrutinized regularly to make sure they are serving the campus community well and aggressively managing costs.

Part of good, effective management here at the University of Pennsylvania and at other Ivy Leagues universities includes a periodic review of all business operations to make sure the best methods possible are being used. We owe our students, their parents and our faculty nothing less.

— John A. Fry
Executive Vice President

Faculty Master of Hill House: Jim O'Donnell of Classical Studies

Professor of Classical Studies James O'Donnell becomes the new faculty master of Hill College House on July 1. Dr. O'Donnell, who is also Interim Vice Provost for Information Systems and Computing, is currently a faculty fellow at Van Pelt College House. Dr. O'Donnell succeeds Dr. Robert Lucid, professor of English, who retired at the end of the school year after 32-year teaching career which included 18 years as faculty master of Hill House.

Dr. O'Donnell, who took his AB at Princeton in 1972 and his Ph.D. at Yale in 1975, came to the University as an associate professor of classical studies in 1981, following teaching appointments at Bryn Mawr, Catholic University and Cornell. He became professor of classical studies in 1990.



James O'Donnell

Gazette Editor: John Prendergast

Alumni Relations Director Martha Stachitas has announced the appointment of John Prendergast, a *magna cum laude* alumnus of The College, as editor of *The Pennsylvania Gazette* starting July 8.

A former staff writer in Development and onetime managing editor of the Wharton Annual, Mr. Prendergast is now managing editor of *Civil Engineering*, a monthly magazine of the American Society of Civil Engineers. He took the managing editorship in December 1991 after two years as an associate editor. He has also been with Inform, Inc., an environmental research and education non-profit organization; with Thomas Jefferson University; and with "Pennsylvania Outlook," a startup quarterly on Commonwealth-area business.

Calling 1995-96 "an extraordinary year for the current staff of the *Gazette*," Ms. Stachitas said the acting editor, Marshall Ledger, "agreed to take on editorial leadership of the magazine in late December, while maintaining his full responsibilities as Director for Periodicals and Publications at Penn's Medical Center. Marshall has been tireless in juggling the many facets of his two roles all the while sustaining the quality we all expect of the *Gazette*." Dr. Ledger is the founding editor of *PennMed* magazine who served as associate editor of *The Gazette* under its longtime editor Anthony A. Lyle, whose retirement was announced last fall (*Almanac* November 14, 1995). Dr. Ledger has agreed to complete this year's schedule of issues so that John Prendergast can concentrate on preparations for the 1996-1997 editorial cycle, Ms. Stachitas added.

Ms. Stachitas cited the "exceptional performances of Sam Hughes, senior staff writer, Peter Ivory, editorial assistant, and Carolyn Guss, acting assistant editor. Without their unrelenting commitment, I can't imagine how any issue of the *Gazette* would have reached our alumni. Perhaps the best testimony to their efforts is the recent recognition bestowed by the Council for the Advancement and Support of Education (CASE) . . . I can tell you that each month has offered a distinct set of challenges; yet no period was more turbulent and demanding than the weeks preceding the completion of the December issue. That this would earn such acclaim is particularly remarkable."



John Prendergast

HONORS IN BRIEF

President's Medal to Dr. Patrick

Dr. Ruth Patrick, adjunct professor of biology, is one of six Americans who will receive the President's Medal of Science at a ceremony to be scheduled this summer at the White House. Dr. Patrick, who holds the Francis Boyer Chair of Limnology at the Academy of Natural Sciences and is chair of the Academy's Board of Trustees, is being honored work that "established the central principle in environmental science that an ecosystem's biological diversity reflects its overall condition," a White House statement said.

Dr. Patrick has been with the Academy since 1933, and continues to work in her eighties. She began her parallel affiliation with Penn in 1950 as a lecturer in botany, and became an adjunct professor of biology in 1970. She holds 25 honorary doctorates, one of them given by Penn in October 1984, when she was cited for making "an immense scholarly contribution to the understanding of biological communities and the way these respond to change in the physical environment."

Pew Award to Dr. Primosch

Dr. James Primosch, the young composer/pianist who was the first holder of the Laura Jan Meyerson Term Chair in the Humanities here, has been chosen for one of the twelve \$50,000 Pew Fellowships in the Arts for 1996. The Pew Fellowship panels look both for "overall artistic promise and accomplishment," and for "individuals who seemed to be at a turning point or artistic juncture," a spokesperson said. This is the 40th fellowship or prize for Dr. Primosch, who took his masters degree here in 1980. He has recently had premiers of works including *Sacra Conversazione*, *Secret Geometry*, and *Some Glad Mystery*.

DEATHS

Wayne Barr, retired executive assistant for development and public relations, died June 1 at the age of 79. Mr. Barr, Wh '38, returned to Penn in 1958 as an alumni/annual giving writer after having served in the Army during World War II and the Korean War. He had been a reporter at the *Philadelphia Record*, an Atlantic City correspondent for the *New York Herald Tribune*, UPI and the *Inquirer* and then became director of information for the City of Philadelphia before working at the University.

At Penn he served on the committee for state-aided universities in 1959. In 1967 he became assistant director to publications in development. In 1976 he became executive assistant for development and public relations. He retired in 1982 but remained involved with the University as the long-time treasurer of the Class of '38. As a student at Penn he developed a sailing club and more recently served as the commodore of the Lavallette Yacht Club.

Mr. Barr is survived by his daughter, Anne W. Knight and his son, Christopher.

Margaret Dickert, a housekeeper at Van Pelt-Dietrich Library Center, died May 31 at the age of 44. She joined the University as a temporary extra employee in January 1992 and was hired as a full-time custodian in November of the same year.

Myrtle Lamborn Rice, who retired in 1979 as administrative aide to then-President Martin Meyerson, died June 7 at the age of 83.

Mrs. Rice had come to Penn in 1958 as an administrative assistant in the physics department, moving to the President's Office in a similar position in 1969. She was made an administrative aide to the president in 1972 and retired in 1979.

The widow of Earle C. Rice, she is survived by a daughter, Myrtle W. R. Bathurst, a brother, a sister, and two grandchildren. The family suggest memorial contributions to the First Presbyterian Church of Stockton, N.J., or to the First Baptist Church of Collingdale, Pa.

Dr. Rufus Wixon, emeritus professor of accounting and chair of the department, died June 5 at the age of 84. Dr. Wixon came to Penn in 1949 as a professor of accounting and remained for 32 years until his retirement in 1980. He also served two terms as chair of the accounting department. While on leave from Wharton, he was visiting professor at the University of Karachi in Pakistan, 1955-57, at the Management Development Institute in Lausanne, Switzerland, in 1961 and at the University of Florida, 1965-66. He also spent the summers from 1958 to 1960 as a consultant to the comptroller of the U.S. Department of Defense.

Dr. Wixon had earned his bachelor's and master's degrees in accounting from the University of Iowa in 1933 and 1935 respectively. He received his doctorate from the University of Michigan in 1945. Before coming to Penn he had been professor and chairman of accounting at the University of Buffalo.

He wrote several books and many articles on accounting, including the fifth edition of the *Accountant's Handbook*. He was a member of the American Academy of Political and Social Science as well as a member of other honor societies.

Dr. Wixon is survived by his wife, Doris, three daughters, Marjorie Baker, Joanne Lutostansky and Kathryn Cobbs, five grandchildren and four great-grandchildren. Memorial gifts may be made to the Rufus Wixon Scholarship Fund, checks made payable to the University of Pennsylvania, c/o Donna Mickelberg, Wharton School, 344 Vance Hall, 3733 Spruce Street, Philadelphia PA 19104-6360.

Below and on the following page are the primary addresses given at the University's 1996 Baccalaureate Service held Monday, May 20, in Irvine Auditorium.

The Destiny of Hope by the Rt. Rev. Barbara C. Harris

A Baccalaureate, by definition, is a farewell sermon to a graduating class. Coming as I do from an African heritage, I would rather like to think of it as a "rite of passage." Passage not only from one status in life to another, but passage from one context of life to another. Passage from the largely, though not entirely theoretical and logic-laden environment of academia into the complex, politic mainstream of our culture and society where theory comes hard up against practicality and pragmatism and where often it is in conflict with the basic human concept of hope.

Much of our society is filled with a sense of sentiment and nostalgia. Many long to recall and celebrate the past. But as many call for a return to some real or imagined "good old days," let us be mindful of the admonition found in James Russell Lowell's familiar poem: "New occasions teach new duties. Time makes ancient good uncouth. They must upward, still and onward; who would keep abreast of truth." And if, indeed, your years of study here are to take on real meaning, you must keep abreast of the truth of our times and the reality into which you are moving.

We know this is a time of crises, a time of transition, a time of dis-ease. Our cities and the institutions of the city are in disarray, discontinuity and despair and there are few voices to speak the reproving love for the city expressed by the Prophet Jeremiah: "Seek the welfare of the city, for in its welfare you will find your welfare."

For many this is a time of hopelessness and despair. Signs of hopelessness are all around us. They can be found in thousands of day-to-day situations which many of us encounter in our cities, suburbs and rural communities as well—including grim unemployment statistics, violence in the streets and in our homes, and the specter of the continuing AIDS epidemic, to cite but a few.

Moreover, the proliferation of movements for change and respect have tended to create a very confusing picture of conflicting rights, interests and limits of individual freedom and communal responsibility. This can be seen in many arenas such as special education, welfare reform, the rights of gay and lesbian employees, domestic partner benefits and the like. While all of these struggles are important to the persons affected, and in most instances worthy of concern by the society in general, the cumulative effect has been to diminish society's capacity to be inclusive and to diminish its resources to respond significantly. The resulting backlash has created a "me first" attitude and has fueled a renewed social Darwinism among those who would remove the state from providing any rights or resources to any special interest group. The net result has been a loss of any sense of common wealth and a loss of consensus regarding priorities of need and response.

The continuing national debate on health care and welfare reform as opposed to rights of children, looms large before us this year.

Homelessness has become institutionalized, the gap between the rich and the poor has widened, thirty (30) percent of all children born today are to single mothers, and, indeed, the second fastest growing industry after health care is the prison/security profession.

Meanwhile, race relations, as they have been commonly understood in this society, have been complicated by the increasing diversity of language and ethnic groups vying for respect and inclusion. At the same time the highest unemployment rates continue to be among African-Americans. This economic reality, when coupled with the deterioration of many of our urban centers and the rising concern surrounding gang violence and Black on Black crime causes many to wonder whether the Black community is not worse off today than in 1964 when Dr. King received his Nobel prize.

Such is the picture as we are poised on the brink of the 21st century. We seem set upon a course of disaster and destruction and there are few soul cheering rays of the sun of rationality. It would seem to be a time of hopelessness.

Yet it is when the signs of hope are least likely that we must hope more. We are called to hope in a time of hopelessness. Moreover, we are called upon to act on that hope and to use our resources, both material and human, to use our gifts and abilities, intellectual, spiritual and physical, to turn the tide of dismay into an audacious river of promise.

What are some signs that hope can breathe again in the land? Signs of hope may well begin with the sense that we are called to be and to do more than that to which we may have *initially* aspired. Some sense an incompleteness in their lives, an alienation, a recognition that old ways of doing things no longer work or no longer give meaning or provide fulfillment. Even though well clothed, well fed, well housed, well educated and surrounded by others who enjoy the same status and the same amenities, there remains an emptiness, a hunger, a thirst, a longing after something else—what that something else is may not always be clear at first.

But it is this new awareness, this beginning recognition that "time makes ancient good uncouth" that can give us a new sense of the interdependent nature of our relationship to others who are less well clothed, less well fed, less well housed, less well educated (if at all) and surrounded by others who suffer the same lack of status and amenities. And it is on this new sense we are called to act. It is then we must seize the time and embrace a new dimension in our lives—the opportunity for service to and on behalf of others.

Hope can be found among those in organized religion and in the society who have come to recognize that we must unhinge the prevailing idea and the popular idolatry that the American dream and religious teaching are synonymous. For, in truth, that dream is nightmare to some and hallucination or fantasy for others.

Our religious traditions, at best, try very hard to make life better, while the people cry that life

needs to be changed, transformed. Religions related to a culture of power seek to lessen the burdens of the poor while the poor desire full release from poverty. Making the penal system more humane may seem to be a worthwhile and spiritually oriented goal, but the prisoner longs for release from captivity—all of the captivities that have brought about the physical one. Those whose religion is the status quo want to minister to the helpless, but the helpless long to be self-sufficient.

Hope can be found among intelligent, sensitive and responsible persons such as yourselves, who are being asked and who are willing to join a struggle in progress. Persons willing to join the struggle where it is—on the side of the poor and the oppressed; willing to stand alongside of them as advocates and to work with those who want your help, but not your subjugation or domination. Hope can be found when people, like yourselves, moving into positions of influence recognize the interconnectedness of world economics, the super-consumption of the world's non-renewable resources and the poverty that stalks the land. Given this total world sense they are resolved to think globally and act locally, where they live.

Together with those who cry for justice, you are particularly prepared, peculiarly able to help root out the modern manifestations of the seven deadly sins. In their 20th century form they are reflected in: Politics without principles; business without morality; science without humanity; pleasure without conscience; wealth without work; privilege without responsibility; and worship without sacrifice.

And indeed this rooting out can begin to happen. One of the great thinkers of our age, C. A. Hall, tells us: "Sow a thought and you reap an act; sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny."

Events of human history have made for dire and hopeless times indeed. Yet people have been sustained through such perilous periods. But more than sustained, they have been moved and empowered to act.

How, then do we begin to make some meaningful intervention in the cycle of despair. I believe that we must begin to move in some new and radically different directions if we are to see anything approaching significant change. This may be our last chance to participate in redeeming the time.

Together we must find ways to remove some of the obstacles that block our path to growth as a mature nation and as responsible and responsive citizens of the world.

There are, for example, many fragmented efforts going on in our communities today in the areas of economic justice and health and human services that do not bear much in the way of cohesiveness or relationship to one another. Yet they are related. Such efforts are, at best, small band-aids on a cancerous sore that is eating away at the body politic. They also have spawned service industries, if you will, that in turn, feed

on the cancer.

The more unrelated, uncoordinated and independent stop-gap measures individuals and organizations of the society undertake alone, the less we will call the total society into account for the causes of the social ills we seek to address. As necessary as these stop-gap measures are to relieve immediate and crisis situations, until we undertake some planned, intentional and realistic joint effort, we are engaging in an exercise about as effective, in the long-run, as re-arranging the deck chairs on the Titanic.

What is needed are some intentional major partnerships between institutions of our society—secular and religious, public and private—that address the needs of the whole human being and the good of the whole human family. These partnership arrangements must be based on common sense, common concerns and common denominators that bring the nation together in common cause.

These must be partnerships that tackle basic

problems affecting us all, because as the late Reggae singer Bob Marley put it: “When it rains, it doesn’t rain on one man’s house.” Or as Martin Luther King, Jr. once cogently observed: “We are caught up in an inescapable network of mutuality, tied in a single garment of destiny. What affects one directly, affects all indirectly.” Old divisions between institutions of our society—public and private, secular and religious, yes, even Church and state—must fade because no single institution, no matter how well intentioned, can go it alone today. No one sector should be asked to bear a disproportionate burden or to assume the responsibility for which another has the resources and the expertise. Nor, by the same token, should any one sector profit at the expense of those whose needs must be served.

We all must look to the future with hope. This means embracing the paradox of our existence and the total human situation. It also means embracing and articulating an idealism which carries us into a future, yet unborn, not only with

hope, but at the same time with a realism born of the memory of past and present failures of our dreams.

I would urge you to go from this place as sowers. Sow at least a thought if not an act. Better yet, sow the act and the habit of being sensitive and responsive to the needs and aspirations of those locked in the struggle for liberation from all of their captivities. Search out the forces for good that do exist. Join them and sow, that you and others may reap the destiny of hope in a time of hopelessness.

I know President Rodin will offer her own prayer for you. In closing, I offer one you may wish to claim as your own:

God, know my situation . . .
I am but one, but I am one .
I cannot do everything, but I can do something.
What I can do, I ought to do .
What I ought to do, by the grace of God I will do.
God, what will you have me do?

President Rodin’s Remarks at the Baccalaureate Service, May 20, 1996

The Importance of the Everyday *by Judith Rodin*

This service is a time to reflect upon the challenges and opportunities that await you. Some of the challenges are great, indeed.

We live in an age when the temptations to withdraw, to postpone, to defer, and to avoid are understandably great.

Daily, we witness a level of incivility and sometimes violence that pushes us to become hardened, indifferent, isolated. Last January, the *Washington Post* reported that we are becoming a nation of suspicious strangers. Not only have we lost confidence in our government and our institutions, but more and more, we mistrust each other.

In every generation since the 1950s this mistrust has grown. Today, nearly two out of three Americans believe that most people cannot be trusted. Thirty years ago, a majority believed the opposite. No wonder that the evocative title “Bowling Alone” has become a metaphor for our age. This is a mistake.

My friend and former colleague, Yale computer scientist David Gelernter, learned this the hard way. Gelernter lost two fingers and some of his vision and hearing to one of the Unabomber’s explosive devices.

“Getting seriously hurt and pulling through has a salutary effect on the clarity with which a person looks at his own life,” Gelernter says. “In my case, I’ve shaken the tendency to assume I’d eventually get around to the important stuff. As the Talmud asks, what if there never is an eventually?”

Individuals, like David Gelernter, who survive life-threatening events or come through some great personal crisis often describe a deepened sense of the importance of the present moment, and of the great value of human relationships. They speak of “waking up” from a stuporous daily existence, of “shaking off” the natural tendency to postpone important matters to some time in the future, of no longer being willing to say, “There will be time for that later.”

Some recall the classic Talmudic saying attributed to Hillel: “If not now, when?” Others

reflect on the uncertainties of the future: “What if there is no tomorrow?”

The philosopher Martin Buber described such a moment:

Early in Buber’s career, he was quite taken with the mystical aspects of religious experience. He was attracted by the capacity of religious fervor and contemplation to take one away from the mundane concreteness of everyday life, to take one “out of the course of things,” and to create an experience of “otherness” that removed him from the dull ordinariness of daily routine.

He wrote, “*Over there* now lay the accustomized existence with its affairs, but *here* illumination and ecstasy and rapture held without time or sequence.”

But the mystical spell of religious ecstasy was broken for Buber: “What happened,” he tells us, “was no more than that one forenoon, I had a visit from an unknown young man....”

“I certainly did not fail to let the meeting be friendly. I did not treat him any more remissly than all his contemporaries, who were in the habit of seeking me out about this time of day as an oracle that is ready to listen to reason. I conversed attentively and openly with him — only I omitted to guess the questions which he did not put to me.

“Later, not long after, I learned from one of his friends— he himself was no longer alive — the essential content of these questions; I learned that he had come to me not casually, but borne by destiny; not for a chat, but for a decision. He had come to me; he had come in this hour.”

“What do we expect when we are in despair and yet go to a man? Surely, a presence by means of which we are told that nevertheless there is meaning.”

After that experience, Buber gave up on the search for mystical experience.

“I possess nothing,” he wrote later, “but the everyday, out of which I am never taken.”

From that insight sprang Buber’s philosophy of intense commitment to the here and the now

—and to meeting—at least half way—the “thou,” the authentic self in every person and situation we encounter in the present.

That is why Hillel’s question about the present —“If not now, when?”—was linked with and preceded by two others: “If I am not for myself, who will be for me? But if I am for myself alone, what am I?”

There are great lessons in these questions. Do not wait until tomorrow to engage with what concerns you most and with the people you encounter along your way.

Do it now — not only because tomorrow may never come, but because doing today is the only way to create meaning in our lives for all the tomorrows that do follow.

Only in our actions, only from our experiences, only through attentive encounters with other people, do we come to understand that, yes, despite all the violence and incivility, “nevertheless, there is meaning.”

Meaning emerges only where there is active engagement with the present—and with the people we meet here, in the present.

The Talmud tells us, “Not learning, but doing is the chief thing.”

And Ben Franklin agreed. “The great aim and end of all learning,” he said, “is service to humanity.”

And in the here and now, doing means doing with others. Doing with an open mind and a sensitive heart. Striving to listen to those you encounter in life. Listening to what they say, to what they mean by what they say, and to what they have not said.

As Buber learned, all *real* living is a series of unexpected and unpredictable encounters upon the narrow ridge of human relationships.

If you do, you will understand.

If you understand, you will resist the temptations of isolation, withdrawal, and mistrust.

And if you have really to do with others, then your own life will be rich and meaningful.

That is my prayer for you today.

Congratulations and God bless you all.

Speaking Out

Kudos Adding Value

I am writing to give kudos on the article "Wadiyah Ali: Bicultural and Proud" in the *Almanac/Compass* May 21/28, 1996. The composition of the story as well as the subject of the article impressed me greatly. The second sentence of the article sums it up best, "At its best, it instills a love of learning for its own sake that can be applied to tasks well beyond the subject studied." Ms. Ali is an excellent model of John Fry's contention of an employee adding value to the University. I was affected emotionally that she noted people that added worth to her life.

—James Curtiss Ayers,
Bibliographical Assistant,
University Archives/Records Center

HEAL on Learning Disabilities

As a group of Penn students with learning differences/disabilities, we would like to respond to the *May Compass* article "Overcoming Learning Disabilities." Chris Harper, the focus of this piece, was one of the founding members of HEAL (Helping to Educate about Alternative Learning). HEAL is a Penn student action group working to educate faculty, staff and students (as well as ourselves) about a variety of learning and teaching methods. While we recognize and applaud the article as an attempt to report on the difficult issue of being learning disabled/different in a college environment, it would be irresponsible not to illuminate several inaccuracies and omissions in the complex story that this article ambitiously tackles.

There are two pieces of misinformation in the article that we would like to clarify for the students and faculty who wish to take advantage of Penn's resources:

1. If you try to contact the "Penn Learning Resource Center" referred to in this article, it is no longer under that name. Due to departmental restructuring since the time that Chris sought support, academic instruction services are now available through Tutoring and Learning Resources (TLR) within the Department of Academic Support Programs.

2. The article says that Cathy "Luna oversees 10 volunteers who help students with learning disabilities." Actually, Luna is one of the staff of professional and experienced Learning Instructors (NOT "volunteers") at TLR who work with ALL Penn students seeking to improve their learning strategies. The Learning Instructors are supervised by Dr. Myrna Cohen, Associate Director of Learning Resources.

In terms of omissions, the article does well to mention Chris's frustration as well as the distinction between intelligence and learning differences; however, for those of us for whom these differences are a personal reality, there are important points that seemed to be lacking if one is to report on this experience. For example, this article mentions that "students with learning disabilities who manage to do well in high school or undergraduate classes suddenly find themselves struggling in college or graduate programs. They are then tested and identified as having a

learning disability." What is more, it says that "[Chris] asked professors for extra time on tests, and received it." Generalizations like these do not address the complexities and challenges involved in both the diagnosis of a learning disability and in establishing appropriate accommodations. Being tested for a learning disability often involves personal anguish and self doubt (as well as considerable time and money). Once an appropriate diagnosis has been made, it may take a great deal of energy, time and commitment from both faculty and students to make effective instructional modifications and academic accommodations.

Finally, we would like to point out that one contribution that we, as students who learn differently, can make to the Penn community is to raise questions and encourage discussion about traditional instructional practices. For example, we want to urge our faculty to consider the role that time should play in assessing what students have learned. We wonder if it might not be more beneficial for *all* students if tests in certain subjects were offered untimed for everyone. We understand that there are situations in which speed is what is being assessed; however, we also believe that unconsidered traditions and logistical issues (e.g. space and proctors) should not outweigh educational considerations when time is not of the essence.

The *Compass* quotes Professor Kathleen McCauley, who says: "I believe we need to give these students a chance. We have a responsibility. There are a lot of things the University can do." As students with learning differences/disabilities, we agree with Dr. McCauley, and we believe that one of the most important things the University can do is to make sure that the voices of students are heard in the ongoing conversation about learning and teaching at Penn. We thank the *Compass* for recognizing learning differences as one part of the valuable diversity on our campus, and for giving us this opportunity to be heard. We also invite interested faculty, staff and students to continue this conversation; HEAL members are ready and willing to meet with groups or individuals in the Penn community to talk about issues related to learning, teaching and diversity.

—Alyssa Carlberg, CAS '97

—Charlie Haitz, CGS '98 and

—Cathy Luna, Ph.D. Candidate, GSE
(adviser) for HEAL: Helping to Educate
About Alternative Learning

Balancing Act

I am writing in regard to the article "Overcoming Learning Disabilities" (*Compass* May 21/28). I am the nursing school graduate who was mentioned at the end of the article. Because the sequence of events described in the article was somewhat confusing, I would like to clarify why and how I received the accommodations that were implemented for me. It was required that I prove my competence to my professor Dr. McCauley by intensive study through the summer and later by participating in the "mock" clinical (not a crisis drill) that was created for me. It was

after this that the one-on-one instruction in a clinical setting was adapted for my needs. I was able to move into a regular clinical setting half way through the semester and finish with everyone else with an eight-to-one ratio of student to teacher. This was not an attempt to make clinical any easier, but to put more structure around me in order that I could eventually form my own structure and finish in a regular clinical setting.

I would like to add that getting to the point of one-on-one instruction was not an easy process. Dr. McCauley and I had to talk and work through it for four months before the mock clinical was formulated and actualized. We both worked very hard and I was able to prove to her that I could be a safe and effective nurse. It was an arduous but necessary process to balance academic integrity with scholastic accommodations.

The *Compass* article "Overcoming Learning Disabilities" was the first step in letting faculty and students alike know that there are differences in learning and teaching at Penn which are not jeopardizing academic integrity. We need to strive unitedly to create an atmosphere which addresses the issue of learning differences and academic integrity.

—Clare McNany, R.N.
Nursing '95

On Funding Sources

I am simply astounded at Daniel Vining's letter in the *May 21/28* issue. He faults the University for administering millions of dollars from the Ford Foundation, by citing rather tenuous "evidence" that the Foundation is somehow tainted by Henry Ford's notorious anti-Semitism. He cites one grant to an organization called "La Raza," which he claims is "rabidly anti-white."

If I recall, Dr. Vining had previously brought this matter up during a controversy over one of his funding sources: the Pioneer Fund, which was founded in 1937 to promote eugenics programs modeled on those of Nazi Germany. The Pioneer Fund is most notorious for funding research that proves the intellectual superiority of whites: its recipients have included Arthur Jensen, William Shockley, and J. Philippe Rushton, and a great deal of Pioneer-funded research was cited in Murray and Herrnstein's *The Bell Curve*. In short, the Pioneer Fund is committed to promoting science that "proves" white supremacy. (I recommend William Tucker's *The Science and Politics of Racial Research* and Russell Jacoby's anthology *The Bell Curve Debate* for more material on this subject.)

The response to Vining in the May 21st issue was simple, direct, and correct: that the University should protect the right of faculty to receive legally legitimate funding. This has been the case with Daniel Vining: while I deplore the source of his funds, and how his research has been used, he has the right to receive Pioneer monies. And this right has, to the best of my knowledge, been protected by the University.

Yet Dr. Vining now demands that the rest of the University refuse monies from the Ford Foundation—a group which, despite

Academic Support Services: Upward Bound and Veterans Upward Bound

Dear Colleagues,

Two federal-government programs designed to open college doors to nontraditional students are based at Penn, sheltered under the umbrella of Academic Support Services. A special few of our own undergraduates have come to us through these programs. Understanding the backgrounds and preparations of those who enter our classes through either version of Upward Bound may make us more aware of the diversity of those we teach.

Both Upward Bound and Veterans Upward Bound are aimed at potential college students from low-income families in which neither parent has completed a college education. Penn's High School Upward Bound Program draws its students from nine Philadelphia-area high schools, accepting 80 students evenly spread out across the four years of high school. Students from the college track in these schools are recommended by their counselors because of their academic performance,

maturity, family support (for parents are required to be involved), and requisite income and family education levels. The 20 first-year students selected from this pool are chosen through a process that resembles the college selection process—application essays, teacher recommendations, financial statements, proof of community involvement, interviews (with the family as well as the student)—all are required. Those selected spend every Saturday from October through May in classes and tutoring sessions that focus on English, Math, Laboratory Science, Computer Literacy, Foreign Language Study, and Public Speaking, accompanied by workshops and special cultural and social events. Parents must come to a two-hour meeting once a month to stay involved with their children's progress. In the summers, students who have maintained their academic progress in school enroll in a six-week program, three to four of the weeks of which

(continued next page)

Vining's endless nitpicking, is certainly less committed to racist doctrines than his own funding source. About the kindest thing one can say about Vining's demand is that it's simply irrational.

—Brian Siano, Office Systems Coordinator,
Center for Clinical Epidemiology &
Biostatistics, School of Medicine

ROTC: Query on Guarantees

I would very much like to know how the University plans to fulfill its commitment to non-discrimination against lesbians and gays at Penn, now that you have decided to continue the discrimination that occurs through your own office in the Military Science and Naval Science Departments. At University Council, you stated:

"...we are very concerned about the fate of the individual students who find themselves in the situation in which being members of ROTC and declaring that they are gay or lesbian, find themselves ousted or removed from the program. Many of those students have scholarships from ROTC, and we have undertaken to guarantee that such students will be able to continue at Penn. The actions of ROTC with respect to its members for that reason and other reasons should not affect the ability of students in the program to continue in our program, and we intend to make certain that is the case."

Your remarks to Council also indicated that you have approached your talks with the Pentagon concerning ROTC's status at Penn with the idea that Penn would permit the two academic departments that are under your direct supervision to continue to discriminate should the military decide not to voluntarily accept changes. As Dr. Gross noted in his response, there was no reason to anticipate that the military would accept those changes because they were disadvantageous to the Army and Navy. Thus one should be able to assume that you did anticipate the military's logical reaction, and have spent the last 18 months formulating a policy that would address the needs of lesbians and gays who are subject to the irrational homophobia of military which your office supports.

Sadly, this is not merely an academic question. I have been asked by someone to find out what Penn's policy is toward lesbian and gay students where ROTC is concerned. For reasons that should be obvious, this individual desires total anonymity. Thus I am

unable to provide you with any specific details regarding the situation of this individual. However, by responding to the below general questions, you will be able to answer the concerns of the individual, as well as outline to the entire University community the real level of commitment to Penn's non-discrimination policy that the University has. A prompt response is necessary, as this individual needs to make decisions as soon as possible concerning his/her actions.

1) ROTC currently supplies scholarships and stipends to freshman and sophomores without requiring any commitment to the Armed Forces. Will LGB students be provided with the equivalent level of financial aid, without any commitment?

2) ROTC scholarships and stipends are not "need based". Will the same level of financial aid to LGB students be provided on the same basis?

3) What level of commitment to a homosexual orientation will be required before a student qualifies for your "guarantee"? Will a student be able to say they think they might be gay to one person in the Penn bureaucracy? Or will they have to be provide a list of reasons why they believe they qualify? Will the University investigate students' claims to qualify for the "guarantee," or will it accept those claims at face value? Will these claims become a part of the student's record?

4) For many LGBs, the coming out process is emotionally devastating, and this can be particularly true of LGB students who have envisioned a military career, and find themselves caught between their goals for the future, and intellectual and personal honesty and integrity. Many LGBs who are in ROTC programs would want to leave the programs, yet have not achieved the level of self acceptance necessary to tell either their ROTC commanders or a University bureaucrat the true reason for their resignation from the program. Will students who decide to leave ROTC for any reason be eligible for the "guarantees" that you have promised to provide? Or will LGB students who are taking the first steps toward self acceptance be forced to choose between A) living a lie in ROTC and actively defrauding the federal government until such time as they are emotionally secure enough to "come out", or B) suffering the emotionally devastating consequences of admitting that they are "not normal" to strang-

ers in the Penn bureaucracy who are not trained to handle such a disclosure in an appropriate manner in order to qualify for the "guarantee"?

5) Ten years ago, the University refunded Peter Laska's tuition to the Navy, then charged Laska for his full semester's tuition without prior notification. If a student was being harassed out of NROTC in the manner Laska was, what would the University's response be? How will the University deal with ROTC and NROTC students and "instructors" who participate in/acquiesce to the harassment and intimidation of students who are suspected of being lesbian or gay?

Please note that it is important is that the individual in question be provided with accurate information regarding what the University will and will not do for LGBs who believed in Penn's commitment to fair and equal treatment of lesbians and gays. Anything other than a prompt and complete response to these issue could have devastating personal consequences for the individual, and could serve to add further to the individual's dilemma.

—Paul Lukasiak, Staff Member,
Center for the Study of Youth Policy

Response to Mr. Lukasiak

In my remarks to the University Council, I enunciated the general policy the University would follow in dealing with cases in which a student was dropped from one of the ROTC units and lost his or her scholarship because of the military's "Don't ask, don't tell" policy. Since this is a profound, personal experience, we are committed to respond to each individual facing it and its related financial implications on an individual basis. In addition, my office is ready to assist any student enrolled in an ROTC program, who is coping with this decision to find appropriate levels of guidance and support including services available through the Office of the Vice Provost for University Life.

Finally, I have met with the leaders of our campus ROTC units and have made it clear that harassment our students is unacceptable. They have made it equally clear that they interpret the "don't ask/don't tell" policy literally and are prepared to take the appropriate disciplinary actions against members of their corps who engage in harassment.

—Stanley Chodorow, Provost

Speaking Out welcomes short, timely letters on University issues. The deadline for publication in the mid-July issue is noon July 11, 1996

take place in residence at Penn. Here they continue their academic work, with the addition of SAT preparation classes, attend study halls, become involved in a sports program, and attend special events, including a one-week college tour by bus to expand their awareness of future possibilities. One hundred percent of those who complete the program go on to college, and Penn currently has approximately ten Upward Bound graduates attending our undergraduate schools.

Veterans Upward Bound seeks out veterans from the five-county area, recruiting its members through public service announcements, posters placed in likely spots, and contact with various veterans' services in the area. Current enrollees are also asked to seek out likely veterans to fill their places as they graduate. Both men and women, from various cultural backgrounds and who range in age from 21 to 62 years old, have been enrolled in the program. They may come from jobs or even from prison or the "streets," most arriving with their high school diplomas but some needing to earn a GED before going on. All are admitted through an application process that includes proof of at least 180 days of active service in the military, appropriate income and educational backgrounds, an interview, and a three-hour academic assessment. Those who are not ready

to enter the program may get special tutoring to help them prepare for a reapplication. Through intensive counseling, peer support, tutoring, classwork (in the same general areas addressed in Upward Bound), and life-skills classes, these men and women cycle through 16-week programs, divided into two levels, until they are ready to go on to college. These cycles include classes from 5:30 p.m. until 9:30 p.m., Monday through Thursday, optional computer literacy classes on Friday night, and optional Saturday tutoring. Most begin their college careers at Philadelphia Community College, Peirce Junior College, or Temple; some go out of state; and a small number are ready for Penn when they complete the program. Veterans Upward Bound prides itself on providing its members with a homey atmosphere, special understanding of the needs of this special population, and its history of dramatic successes.

The staff of both the Upward Bound programs is made up of dedicated teachers, most from local high schools and technical schools, who have been with the program for years and routinely enjoy the active involvement of Penn's faculty and staff.

Those interested in learning more about either program may call Fred Whiten at 898-3185 or 898-6892.

*Sincerely,
Alice Kelley, Faculty Liaison to Student Services*

FOR COMMENT From the Office of the Provost

Communications to Students: A Committee of the Student Services Reengineering Project

Penn students are inundated with information from the time they first make contact with the University until they are settled on campus. The personal contact, brochures, videos and flyers they receive contain information about a variety of subjects including application procedures and financial aid information, academic programs, housing options, clubs, dining information, Greek life, sports and other extra-curricular activities.

The Communications to Students team was formed at the request of the Provost as one essential component of the overall Student Services Reengineering project. A team of communications professionals was established in order to examine the way we communicate with undergraduate students, from the time we begin recruitment through the first month of a freshman's experience here. It is comprised of representatives from each of the undergraduate schools as well as Admissions, VPUL, Student Financial Services and the President and Provost's offices.

The committee will first determine what information is currently disseminated by the many University offices involved in this process. It will then "map out" what is communicated, when it is communicated and in what format. Ultimately the committee will analyze this data and provide suggestions on how to improve or streamline those communications wherever possible. It may also conduct a bench marking study, meet with student focus groups and examine more closely emerging communications technologies.

In the two months since it was established, the team has conducted extensive interviews with University members at all levels, including students, faculty, senior administrators, communications experts and staff. It has also completed an extensive inventory of all our current print, video, electronic and personal communications vehicles. Ultimately, it may recommend ways in which Penn can improve service, reduce cost, measure accountability and develop a more "cohesive" communications strategy wherever appropriate. The team will issue its preliminary report and any additional reports to its core advisory team which includes senior administrative officers as well as the four undergraduate deans.

Questions, comments or suggestions about the Communications to Students team can be directed to individual team members or to team leaders Tim Ryan or Nancy Nowicki.

Communications to Students Committee

<i>Tim Ryan, Co-Team Leader</i> Associate Dean of Admissions Office of Admissions 1 College Hall/6376	TEL: 8-7501 FAX: 8-9670 Email: timr@admissions.ugao
<i>Nancy Nowicki, Co-Team Leader</i> Assistant to the Provost for External Affairs Office of the Provost 110 College Hall/6303	TEL: 8-7226 FAX: 8-6567 Email: nnowicki@pobox
<i>Jill Maser, Project Coordinator</i> Director, Operations Analysis Office of the Executive Vice President 721 Franklin Building/6293	TEL: 8-1007 FAX: 3-2069 Email: maser@pobox
<i>Jennifer Baldino</i> Staff Assistant and Writer Office of the President 121 College Hall/6380	TEL: 3-9165 FAX: 8-9659 Email: jbaldino@pobox
<i>Nancy R. Bouldin</i> Director Wharton Publications 1030 Steinberg Hall-Dietrich Hall/6302	TEL: 8-4937 FAX: 8-1883 Email: bouldin@wharton
<i>Terry Conn</i> Executive Assistant to the Vice Provost for University Life 3611 Locust Walk/6222	TEL: 8-6081 FAX: 8-0843 Email: conn@pobox
<i>Susan Greenbaum</i> Media Relations Coordinator School of Nursing Room #128, Nursing Education Bldg/6096	TEL: 8-5074 FAX: 3-2114 Email: grnbaum@pobox
<i>Ira J. Hillman</i> Manager Penn Student Agencies 110 Houston Hall/6306	TEL: 8-3499 FAX: 8-0920 Email: hillman@pobox
<i>John Keenan</i> Associate Dean, Undergraduate Education School of Engineering & Applied Science 109 Towne Building/6391	TEL: 8-7246 FAX: 3-5577 Email: keenan@ENIAC.SEAS
<i>Patricia Schindler</i> Assistant Director, External Relations School of Arts and Sciences 133 S. 36th ST, Mezzanine/3246	TEL: 8-6341 FAX: 3-2023 Email: pschind@SAS
<i>Jackie Smith</i> Senior Director Student Financial Services 100 Franklin Building/6270	TEL: 8-2101 FAX: 3-5428 Email: smith@SFS

Administrative Computing Security Policy

Purpose: The purpose of this policy is to ensure that faculty and staff experience uninterrupted access to administrative data and systems; trust the integrity of administrative data and systems; and trust that sensitive information is treated with care.

Scope: This policy pertains to all University administrative systems. Administrative systems are defined as any University computer systems used in planning, managing, or operating a major administrative function of the University, excluding those systems directly supporting instruction or research. This policy also pertains to any associated administrative data that resides on end-users' local desktop computers, and/or departmental servers.

Policy: Penn administrative systems are for use by authorized Penn faculty and staff, and by selected staff members at the Hospital and the Clinical Practices of the University of Pennsylvania. Limited access is also granted, in some cases, to students to view and maintain limited personal information. When students are to be given access to administrative systems for purposes other than viewing/updating limited personal information, and when part-time, temporary or contract workers, and University of Pennsylvania vendors are to be given access to administrative systems, written authorization is required (renewed annually) from Penn faculty or staff. All use of administrative systems and data must be consistent with the requirements specified by the individual ultimately responsible for the data, the Data Steward.

Readers are referred to the following related documents: Penn's (draft) Electronic Privacy policy addresses issues of the privacy of institutional and personal electronic data. The (Draft) Computer and Network Acceptable Use Policy addresses the appropriate use of computing resources at Penn. Data Stewardship policy defines the responsibilities for ensuring the security and integrity of data.

User Responsibilities: Accounts are for the owner's use only, and must not be shared, since shared use often leads to abuse. User accounts must be protected with passwords. Passwords must be at least seven characters long, must not be simple, dictionary words, and must contain a mix of alphabetic, numeric and special characters (e.g. " *&^%\$%\$#"). Passwords must not be written down or scripted, and must be changed every sixty days.

Users must be sure that critical data on their personal computers are backed up and stored remotely. No one else is familiar enough with what's really important and needs to be backed up.

Computer viruses can waste time and can destroy data. The user must be sure that the most current anti-virus software is running on his or her computer.

The user must see to it that any restricted information (as defined in Data Stewardship policy) stored on his/her personal computer is safeguarded, through either physical security (locked offices, or keyboards), access control software, or encryption.

When a computer is left signed onto an account, it is easy for someone to gain unauthorized access. Users must either sign off of their account before they leave their computer, or

restrict access by some other means (locked office/keyboard, desktop access control, or a password-protected screen saver)

Users must abide by the terms of all software licenses.

Data Steward Responsibilities: Data Stewards are responsible for defining the security and integrity requirements of their respective categories of data. All uses of data must be approved by the respective Data Steward.

Application Steward Responsibilities: Application Stewards are responsible for ensuring that computing applications conform to the Data Steward's requirements for all categories of data used by the application.

System Administrator Responsibilities: Systems administrators are responsible for enforcing restrictions specified by Data Stewards and Application Stewards.

Since passwords can sometimes be compromised without the user knowing about it, the system must require users to change their password minimally every sixty (60) days. This also minimizes the harm from shared passwords.

Since short passwords, or dictionary words are easy to guess using automated password crackers, passwords must be at least seven characters long, must not be simple, dictionary words, and must contain a mix of alphabetic, numeric and special characters (e.g. " *&^%\$%\$#").

Dormant (unused) accounts make attractive targets to intruders, since no-one will likely notice the activity. Accounts must be regularly reviewed for inactivity, and any dormant accounts suspended. Temporary accounts for students, contractors/temps/part-timers and vendors must be created with an expiration date at most one year in the future, and may only be created and renewed with written authorization from a Penn faculty or staff member.

Special care should be taken with privileged accounts, commensurate with the privileges afforded the account. Systems administrators should never allow a re-usable password for the most privileged accounts to travel over the network un-encrypted. Passwords for privileged accounts should be shared with only people with a need to know the password.

Vendor- or author-provided security patches must be evaluated for compatibility, and installed as soon as practical.

Wherever feasible, a login banner, stating that the system is for authorized use only, must be displayed for anyone attempting to connect to the system.

Logs of user activity must be retained for a period of at least six months.

Systems administrators are responsible for taking proactive steps to assure the security of the server. Examples include regularly checking for weak user passwords and checking the system for common security vulnerabilities.

Systems administrators must implement backup procedures consistent with the requirements of the Data Steward. (See Data Stewardship policy)

Systems administrators are responsible for compliance with campus operating-system-specific security standards.

Management Responsibilities: Within reason, management (School/Unit/Department management) must make available the resources

that users and systems administrators need to carry out the responsibilities above.

Management must retain copies of the original software licenses for commercial software used in their department. For site-licensed software, management must retain a copy of the site license. Management must ensure compliance with the terms of all commercial software licenses. Management must also ensure respect for copyright law and be prepared to demonstrate compliance.

Management must ensure the physical security of servers. It is strongly recommended that departmental and central servers be kept in a locked area. Servers must be protected from power surges, water damage, overheating, fire, and other physical threats.

Management must approve all external modem connections to computers in their department.

Management of departments/units providing University administrative information systems must ensure that all users have viewed a confidentiality statement at the time the account is issued, and annually thereafter (sample statement attached).

Management/supervisors must ensure that access to administrative systems is revoked or modified as appropriate upon employee resignation, termination, job changes, or when grants or contracts expire.

Exceptions: Exceptions to this policy must be approved in writing by the Vice Provost for Information Systems and Computing (VPISC).

Enforcement: Facilities, departments/units, or individuals in violation of this policy may be denied access at the discretion of the VPISC.

Sanctions for violation of this policy may include termination/expulsion and legal recourse, and will be applied consistent with the respective policies for faculty, students and staff (e.g. Terms and Conditions for Faculty Appointments, Charter of the University Judicial System, Termination Policy)

Management or supervisors may be required to resolve violations by members of their staff.

Sample Confidentiality Notice

As an individual whose position requires interaction with any or all of the University's administrative information systems, You may be provided with direct access to confidential and valuable data and/or use of data/voice systems. In the interest of maintaining the integrity of these Systems and of ensuring the security and proper use of University resources; you must:

- Maintain the confidentiality of your password for all systems to which you have access.
- Maintain in strictest confidence the data to which you have access. Any confidential information must not be shared in any manner with others who are unauthorized to view such data.

• Use your access to the University's systems for the sole purpose of conducting official business of the University. Understand that the use of these systems and their data for personal purposes is prohibited.

Understand that any abuse of access to the University's systems and their data, any illegal use or copying of software, any misuse of the University's equipment may result in disciplinary action, loss of access to the University's systems, and possible sanctions up to and including dismissal from the University.

WXPN's Dynamic 'Dudes

By Jerry Janda

Kathy O'Connell, jovial host of WXPN's Peabody Award-winning "Kid's Corner," recently threw a baby shower for a friend. As the party progressed, the revelers expressed interest in watching a taped episode of "Mystery Science Theatre 3000." A good idea, with one glitch: O'Connell's VCR was broken.

Luckily, Scott Manning—one half of 'XPN's resident propeller heads, the CompuDudes—was on the guest list. And he wasn't about to miss an opportunity to see Joel and the 'bots wisecrack their way through a really bad movie.

"Scott Manning does not take the words 'it's broken' for an answer," O'Connell said, chuckling. "He sat there on my dusty floor, cleaned out the gunk, did whatever he had to do to fix the VCR, and we were watching 'Mystery Science Theatre 3000' by the end of the party."

Which just goes to show you: No technology is too complicated for a CompuDude.

Actually, fixing home electronics isn't the CompuDudes' *raison d'être*; Manning and his partner-in-PCs, Peter Cook, have achieved fame through their proficiency with computer hardware and software. But, like all true techies, they love to tinker.

"I get my knowledge the hard way," Manning said. "I play with things and figure out how they work."

Manning and Cook got their start as radio personalities on O'Connell's call-in show for children, answering computer-related questions. A third CompuDude, video-game guru and all-around whiz kid Justin Roman, left "Kid's Corner" this month to go off to college. (See sidebar.)

Cook and Manning took to the airwaves in 1989, with Roman joining the show in 1992. They didn't have any formal training in radio. They didn't even have any formal training in computers. Cook's degrees are in political science and English. Manning is a college dropout.

The CompuDudes' hardwired wisdom comes from years of experience. They've been toying with computers since their teens.

In high school, Cook spent his spare time close to the computers in the career center.

But instead of using the computers to access information on jobs and colleges, he secretly played games and taught himself the programming that made the software work.

Manning didn't have to hang out at school to use a computer. He owned one. "I was the first kid in my high school to buy a computer," he said. "You can imagine what kind of geek that made me out to be."



Photograph by Jenny Friesenhahn

Kathy O'Connell with the CompuDudes: Scott Manning (left) and Peter Cook

State of the art for its time, Manning's machine boasted 4K of memory, a black-and-white screen and a cassette drive. "Nowadays, my mouse has more horsepower," he said.

Cook and Manning have been friends for eight years. They met while teaching astronomy at the Franklin Institute. That's where they saw a posting for "Kid's Corner." The show needed volunteers.

Cook and Manning donated their time for nine months, screening phone calls for O'Connell. They broke into broadcasting in 1989. "They were these very nice guys, and we really got along," O'Connell recalled. "One day they said, 'We're really interested in computers. How would you feel if we did one computer segment?'"

O'Connell was excited by the offer. "A computer segment is something I always wanted because kids are so into it," she said, "but I don't know anything about it."

The spot was so successful, O'Connell

invited Cook and Manning back on the show. The CompuDudes were born.

Originally monthly contributors, the 'Dudes quickly became a weekly part of "Kid's Corner." They can be heard every Thursday from 7:30 p.m. to 8:00 p.m.

O'Connell believes that the CompuDudes' ability to be themselves makes them popular with listeners: "One of the beauties with them is that while they know radio, they're still not radio people. They've kept their innocence of radio. They're there to give information. I'm there to be the dopey radio person."

Since the CompuDudes haven't created on-air personas for themselves, they can keep their act spontaneous and, above all else, honest. "We know the techniques of dealing with callers and picking up the flow," Manning said, "but we still pretty much do the shows cold. There's no preproduction work. There's no scripting."

While the CompuDudes never had to overcome stage fright ("Ignorance is bliss," Manning said), they did have to learn how to adjust to radio's fast pace. "We're on a timer for each question so we get the right amount of calls," Cook explained. "The challenging part is answering a complex computer problem in three-and-half minutes."

And when he says complex, he's not exaggerating. Just because the callers are children doesn't mean they don't know the intricate ins and outs of hardware and software.

"We have a regular who has been following us for seven years, named Julie, and we've tracked her development in computers," Cook said. "She is now learning how to do computer graphics. She started with a basic system years ago, and now she's going into advanced stuff. She's asking more and more advanced questions about 3-D computer animation that she's creating."

Julie is not unique. The young listeners, in general, have become more computer-savvy over the years, according to Manning. He noted that when the CompuDudes first started, children were asking questions like, "What's a modem?" "Nowadays, it's, 'I'm having trouble with my Internet browser connecting to a PPP site,'" he said.

Not that every caller is a future Bill Gates.

(continued on page 11)



(continued from page 10)

Children still ask the 'Dudes to explain RAM and other basic techie terminology. "But they're much fewer and farther between," Manning said.

Why the increasing technological sophistication? Because computers are omnipresent in today's society. "Children are being born into it," Cook said. "They now have PCs around them all the time. You can't take two steps without tripping over one. And they're not afraid of it because it's just another tool, like a T.V., a washing machine, things around the house."

For adults, it's a different story. Computers are relatively new to many grown-ups, who don't always know where to turn for help—a fact not lost on the CompuDudes.

"We were getting questions once in a while from kids, and the questions were obviously from the parents because they were either written down and we could tell they were reading them off paper or we could hear loud whispers in the background," Cook said.

Since so many parents were using their children as proxy callers, the CompuDudes concluded that adults could use a phone-in show of their own. In 1992, Cook and Manning launched a monthly program just for grown-ups. The switchboards

immediately lit up.

For a year, the phones rang like mad. Calls inundated the 'Dudes, who found that a monthly show just didn't provide enough time to answer all of the questions. The solution? A bi-weekly show.

Still, listeners demanded more. In April, they got it when the show went weekly. The hour-long program airs every Thursday night, right after "Kid's Corner."

The CompuDudes take 17 to 20 calls during the adult show—a third of which come from car phones. "We have one regular cab driver who calls us," Cook said. "We can tell he's moonlighting and he's going to move on to something else because he's talking about voice recognition. He's looking for equipment that can handle that, and that's real high-end stuff."

Indeed, you probably won't hear any adults ask, "What's a modem?" Many of the calls come from professional users in need of tech support. Their problems tend to be complicated showstoppers.

"We once got a phone call from someone who was doing prepress," Manning said. "She was having trouble with a graphics file. When she imported it into QuarkXpress, it got rendered out in a color mode that she wasn't expecting. That's kind of strange. You wouldn't expect that we would get questions

that detailed, but we do."

The CompuDudes may be on every week, but don't be surprised if you still hear a busy signal when you call. Their advice is in demand. "People say, 'We can't get through,'" Cook explained. "We tell them, 'Start calling during the end of the kid's show.'"

If you can't talk to the CompuDudes live, perhaps you can find the solution you require in their column in the "tech.life@inquirer" section of The Philadelphia Inquirer. Published every Thursday, the column is full of useful tips and information from Cook and Manning.

If the CompuDudes' column doesn't have the answers you're looking for, then try e-mailing your question to Cook and Manning directly (compududes@phillynews.com). The CompuDudes have 400 people on their e-mail list, and they receive e-mail from 60 to 65 people per week.

"E-mail is part of the job," Cook said. "We answer each one personally."

That may seem like a tedious chore, but the CompuDudes are glad to do it. They haven't forgotten that the people who send e-mail are also the people who helped make them celebrated radio personalities.

"E-mail comes from our audience," Cook noted, "and we're really proud that the show has grown out of a loyal listenership."

Justin Roman: Off the Air

For four years, faithful listeners of the CompuDudes lent Justin Roman their ears. On the first Thursday of every month, Roman would come to the 'XPN's studios to answer questions about video games during "Kid's Corner."

Not any more.

On June 6, Roman made his last appearance as a CompuDude. He hung up his headsets to go pursue a degree in genetic engineering. The two remaining 'Dudes, Scott Manning and Peter Cook, won't be replacing him.

Roman was only in eighth grade when he became a CompuDude. At first, Kathy O'Connell, host of "Kid's Corner," didn't approve of having the youngster on the show.

"I hated the idea," she said. "But he proved right away that he is inept as Scott

and Peter on the radio, so he fit right in."

All joking aside, O'Connell admits that Roman quickly impressed her. She developed a great deal of respect for the bright, young 'Dude. "We're all going to work for Justin Roman one day," she said. "It's truly frightening how smart that guy is."

Roman was Cook's find. They both worked together at the Academy of Natural Sciences. Cook coordinated Safari Overnight, a program that allows parents and children to spend the night at the academy. Roman was his assistant.

"I told him about my interest in video games

and computers," Roman recalled. "He said, 'You know, we're on this radio show. If you think you know stuff about video games, then why don't you join us on the radio once a

month?' I said, 'Sure, I'll give it a try.' They liked me, and I liked it, and the rest, as they say, is history."

Despite O'Connell's initial protests, Cook never doubted Roman's abilities. "He's very much an adult person in a young adult's body," Cook noted. "He's very intelligent and organized."

Intelligent, indeed. Roman not only scored nearly 1600 on the SATs, he took calculus courses at Penn while still in high school.

"The kid is somewhere in the genius level, if not beyond," Manning said.

Roman may be gone, but, as far as he's concerned, he hasn't left the show for good. He looks forward to making occasional guest appearances during breaks and summer vacation. "The greatest thing about the CompuDudes is that not only do you get to help people," he said, "but it's a lot of fun."



Photograph by Jenny Friesenhahn

Justin Roman (center) and the remaining 'Dudes

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

Pulling the Plug on PennInfo

By Sandy Smith

Since information technology has changed so swiftly in such a short time, it may seem like PennInfo has been around for an eternity. In actuality, however, PennInfo has only been around for four-and-a-half years. Born in October of 1991, the service offered computer users hungry for information a menu—make that menu after menu—of items about Penn people, places, programs, and whatever else creative campus minds could conceive.

PennInfo was an instant success, and a number of useful information sources developed on the system. And yet, by its third birthday, PennInfo was already obsolete, made so by the World Wide Web (WWW). With graphical browsers, Web users could order a wealth of information “off the menu” by following hypertext links wherever they led.

Recognizing the superior flexibility and power of the WWW, Penn’s Information Systems and Computing (ISC) office decided in 1995

to move campus-wide information services from PennInfo to the Web during a one-year transition period.

On June 30, that transition period will end. PennInfo, which arrived amid fanfare, will slip away quietly within the next month, unnoticed.

Well, maybe not completely unnoticed.

For starters, there are still many live links from Penn Web pages to information stored on the PennInfo server. “The gateway is still live, so some people using the Penn Web may not know that they are reading material on PennInfo” when they follow a link, said Noam Arzt, director of information technology architecture in ISC.

After the PennInfo server is turned off, the Web-surfers who click on those links will be in for an unpleasant surprise: Instead of seeing a document, they will see a message telling them to try to track down what they want on the Penn Web. As a result, providers of information may find their e-mailboxes suddenly stuffed

with complaints from users who can no longer access documents because links have not been updated or materials have not been transferred off PennInfo. “Some links will break and bookmarks will not function once we switch off the PennInfo server,” Arzt said.

In addition, some people are still using the PennInfo client software to access campus information; after all, the

nect to the server as registered user “Penn” and enter the password “Penn.”

If you’re a provider of information, you need to take a few more steps than a consumer of information. Material on PennInfo that you still wish to make available to the public should be moved to a Web server. Before that can happen, PennInfo

documents must be converted into hypertext markup language (HTML). ISC has developed an application that performs this conversion automatically.

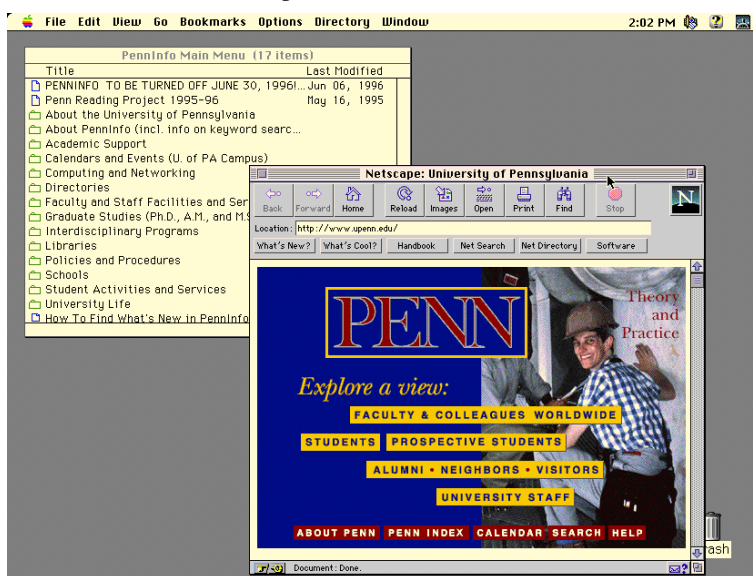
Once the conversion is complete, the documents should be placed on a Web server. If your department or office does not have access to one, request storage space on the University’s main Web server, www.upenn.edu. To request space, send a note to webmaster@www.upenn.edu via e-mail.

Providers who have not yet done so should sign up for introductory HTML training.

ISC’s Technology Learning Services offers “Introduction to HTML”—a class for faculty and staff—twice each month at CRC, 3732 Locust Walk. Advance registration is required; for information, call 573-3102.

ISC maintains a Web page (<http://www.upenn.edu/dccs/www/provider/faq.html>) with answers to frequently asked questions (a “FAQ” in Net-speak) about establishing Penn Web sites and services, including details about all the services described above. Consulting this site is another good way to get comfortable with the Penn Web.

Finally, if you already maintain a Web site, check your links. Any links that point to sites on the PennInfo server (<http://www-penninfo.upenn.edu>) won’t work after the server is turned off. These should either be changed to point to the same information on the Penn Web or removed. If you’re not sure whether a PennInfo document has moved to the Web, you may use the Penn Web search facility (<http://www.upenn.edu/search/>) to locate an item.



Graphical Web browsers have made PennInfo obsolete.

client is an easy way to find historical material or archived documents on PennInfo. However, “since most of the information that is current or still valid has already moved from PennInfo to the Web, what is left is likely stale or old,” Arzt said.

Therefore, now is a good time for everyone to kick the PennInfo habit. If you are a consumer of information, the easiest way to do this is to remove the PennInfo client application and replace it with a Web browser if one is not already installed. The Computing Resource Center (CRC) currently supports Netscape Navigator 2.02 for the Macintosh and Windows. The Windows 95 version will be supported in September. Copies of the software—which is free to Penn students, faculty and staff—are available in Windows 3.x, Windows 95 and Macintosh versions from Penn’s FTP site ([ftp.upenn.edu](ftp://ftp.upenn.edu)). Mac users on AppleTalk networks can also obtain copies from the Penn_Software AppleShare file server located in zone UPenn-ISC-DCCS; con-



Barnes & Noble: The Transition Begins

By Phyllis Holtzman

Penn bookstore employees are preparing for the July 1 transition, when Barnes & Noble assumes management of the University's bookstore.

Barnes & Noble completed the process of interviewing current bookstore employees and has offered transfer opportunities to 40 employees. The 16 employees who will not transfer to Barnes & Noble have begun to receive services under the University's Position Discontinuation and Staff Transition Policy (PDST). The policy provides for both inplacement and outplacement services, pay continuation, and continuation of specific benefits to those eligible employees whose positions are eliminated as a result of administrative restructuring.

"We realize that this transition has been difficult for our employees, who are understandably concerned about their future employment," said Executive Vice President John Fry. "Much has been done and will continue to be done to support bookstore employees with the goal of helping the staff find employment opportunities, whether with Barnes & Noble, elsewhere in the University, or outside the University."

Prior to the Barnes & Noble interviews last month, bookstore employees were offered the opportunity to attend three résumé-development and interviewing-skills workshops conducted by the Division of Human Resources. In addition, they were provided with information about Barnes & Noble, and other material pertinent to the interviewing process.

Staff members offered transfer opportunities with Barnes & Noble were given until the end of the day Friday, June 14, to decide if they intended to accept the position. They were provided with detailed information regarding benefits and employment provisions at a session with Barnes & Noble and Penn's human-resources staff. The following are highlights of the benefits and services being offered to staff transferring to Barnes & Noble:

- The staff member's current rate of pay plus a 3-percent increase;
- The staff member's pay will be increased on a one-time basis to offset certain required expenses, such as contributions toward medical insurance,

additional life insurance, pension contributions and long-term disability;

- Annual vacation time equal to each staff member's current eligibility or the Barnes & Noble schedule, whichever is greater;
- Participation in the Barnes & Noble 401(k) plan; Barnes & Noble will vest each individual with his/her current years of service at Penn;

- Barnes & Noble will waive any pre-existing conditions for eligibility in its medical and dental plans;

- Current University bookstore staff who transfer to Barnes & Noble on July 1 will be eligible for tuition reimbursement for up to a maximum of four years for dependent children and staff who enroll in a degree program while they are employed at Barnes & Noble at Penn;

- Library access and borrowing privileges will be extended for one year at a time for up to two years;

- Penn's recreation services will be extended for current employees transferring to Barnes & Noble, at the employee's cost, as long as those individuals remain employed by Barnes & Noble at Penn;

- Permit parking will continue for current employees transferring to Barnes & Noble;

- Bookstore staff currently using Penn's Guaranteed Mortgage Program will continue in that program;

- Penn's credit-union services will be extended for all bookstore employees.

The University worked closely with Barnes & Noble to develop an attractive, market-competitive salary, benefits and employment package for those employees offered opportunities with Barnes & Noble, according to Fry.

"Barnes & Noble's willingness to recognize and accommodate some of the unique concerns of our employees demonstrates again that they are a first-class employer," Fry said. "This is one of the main reasons we chose them as our

partner in this venture."

Both inplacement and outplacement services were immediately made available to those employees not offered opportunities with Barnes & Noble, according to Clint Davidson, vice president for human resources. As part of the inplacement function, several members of the human-resources staff have been working with employees; specifically, they hope to identify positions on campus where the employees' skills and experience can be

utilized. The employees have been referred for more than 30 opportunities, Davidson said. Several interviews have already taken place, and others are scheduled over the next few weeks.

Our employees are a valued resource, and we want to do everything possible to help them succeed.

—Clint Davidson

Outplacement services are being offered by Career Concepts, a Conshohocken, Pa.-based career consulting and placement firm. The agency has already conducted two half-day sessions at its Center City offices. Penn provided transportation and flexible release time for appointments and interviews. The Career Concepts program for Penn employees includes career assessment, résumé development, individual consulting sessions, weekly strategy meetings, interviewing techniques, and access to computers, fax and other administrative support services.

"Our goal is to produce results that will place our people in the positions best suited for their individual needs," Davidson said. "We are hopeful that by July 1 most will have identified the right opportunity."

"Our efforts all along have been geared towards supporting our employees as much as possible through this transition," he added. "Our employees are a valued resource, and we want to do everything possible to help them succeed."

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

Good Sports Introduce Youth to New Sports



By Sandy Smith

This spring, Penn's athletic department helped West Philadelphia youth "Score with Education" by introducing them to a wide variety of sports. The "Score with Education" program, which was funded by CoreStates Bank, was designed to show city youth that football and basketball are not the only ways teens can use athletic skills to further their education.

The program consisted of Saturday clinics in five sports: two in gymnastics and one each in baseball, fencing, rowing and soccer. At the rowing clinic on May 11, about 15 West Philadelphia children, including members of the Boy Scout troop at Mount Carmel Baptist Church, learned how shells are maintained, watched rowing videos, handled the oars,



Photograph by Candace diCarlo

and raced each other on the ergometers that rowers use to stay in shape. As a final treat, the children "launched" a shell with the help of crew-team members Justin Angle (at front), Tom Rymes (with white hat), Sean Elward (wearing wristwatch) and Hardy Viener (standing at rear).

Crew Coach Stan Bergman said, "The kids had a lot of fun, and the clinic was really good for our men, too. I think that the day opened some eyes for the kids. Many of them told us that they had often seen boats rowing on the river, but they never thought they would actually be in one." Bergman expects that the crew team will participate in another such event next year.

Brewer Receives Alumni Award From GSE

By Jon Caroulis

Fifteen years ago, Jeanette W. Brewer was a student at Penn's Graduate School of Education (GSE), pursuing a Ph.D. in educational leadership. Last month, she returned to GSE, not only as a graduate and the recipient of the Helen C. Bailey Alumni Award of Distinction, but also as a peer among Philadelphia's top educators.

"Receiving this award makes me proud to be in such distinguished company of former winners who have worked with Philadelphia's public schools: Susan Lytle, Ernestine J. Rouse, Constance E. Clayton, Ruth Wright Hayre, Marcus A. Foster and Rosemary Mazzetenta," Brewer said.

Brewer spent her entire educational career with the Philadelphia public-school system before retiring to pursue a career in finance. David Hornbeck, Philadelphia's superintendent of schools, enticed her to come back in 1994. He told her of his plans for reforming the school system and asked her to join his staff.

"The opportunity to be a part of the first major school district reform, in which a majority of students are going to achieve, was too interesting to miss out on," she said. "It's a brand new era of education in Philadelphia."

Currently the deputy superintendent for the School District of Philadelphia, Brewer spoke to the GSE Alumni Association about "Systematic Reform in the Philadelphia Public School." She also had some kind things to say about her alma mater.

"The University of Pennsylvania has always been a friend to Philadelphia's public schools," she noted. "Penn students and Penn graduates have continually volunteered their time, energy and resources to help improve education in this city. The faculty has worked closely with school administrators to support both special projects and regular activities."

Brewer entered the GSE Ph.D. program as a Rockefeller Foundation Fellow. Her thesis was on the development

of children of teen-age parents.

"It was a time of too much caffeine, too few friends, much too little socializing," she recalled. "Once I had decided

to finish, I knew I'd have to give up some things, such as making telephone calls to friends and participating in social activities. That's when a family has become extra supportive.

"Pursuing a degree does train you to stay focused and become organized, to discern and localize a problem," she continued. "Scattershot, spraying bullets everywhere, professors help you to identify and focus

on issues and how to learn about a specific issue, to become an expert, not the generalist you had been during your career."



Dr. Jeanette W. Brewer

Innovation CORNER

Ways to Adjust To FinMIS

By Sandy Smith

Dozens of trainers have spent thousands of hours teaching hundreds of University business administrators and office managers how to use the new FinMIS financial-management system, which includes new general-ledger, purchasing, accounts-payable and salary-management components. So on July 1, when FinMIS goes from the rehearsals into the live performances, everyone will know his or her part and execute it flawlessly, right?

Of course not.

FinMIS represents a significant redesign in the way Penn manages its financial and purchasing activities. And with changes this sweeping taking place all at once, there will certainly be users who come down with acute cases of performance anxiety.

Not to worry. The people who have brought users this far in such a short time are not about to leave them stranded once they're on stage.

"[Implementing FinMIS] is a large, complex change, and we're asking users to absorb a great deal of information in a short period of time," Associate Comptroller Kenneth Campbell explained. So once FinMIS goes live, the goal of the trainers and those who support them will be to ensure that University business is conducted with ever-increasing efficiency.

"It's a little like going to the dentist—there may be some short-term pain for long-term gain," Campbell said.

Because the system will eliminate or dramatically change long-established practices both in central offices and individual departments, schools and administrative units have advised people to expect some difficulties in the first few months as everyone becomes comfortable with the new procedures. Saul Katzman, executive director of administrative and financial services in the School of Arts and Sciences (SAS), said, "Our department

chairs know that in July and August, there may be delays getting some transactions through, but they will get through."

The best way for users to become comfortable with the new procedures, of course, is to practice them continually. For that reason, a practice database for trained staff to use will remain accessible after the actual FinMIS database goes online; the practice database will be available until the fall. Users may obtain a log-on ID to access the practice database and use real-life examples to get a feel for how to process transactions on the new system.

But for many, using practice examples is just not the same as entering actual transactions.

That's why the SAS training facility at 3440 Market St. will be kept open through August—so users can work their way through the rough spots in a place where they can receive hands-on support.

Once FinMIS goes live, Katzman explained, "the training will take the form of workshops for people who need help with specific problems. The participants will use the production database and enter their own transactions" during these sessions.

For some users, the greatest hurdle may result from resistance to change. Amy Bosio, assistant comptroller for accounting in the comptroller's office, said that "one reason people may have difficulty adjusting to FinMIS is that people are used to doing a process in a certain way. The challenge here will be figuring out how to adapt to new procedures designed to improve efficiency."

To help with that adjustment, trainers will have access to a hot line so they can get answers to questions about using the system. During June, questions will be answered no later than the next business day.

The trainers, in turn, will be the first resource for users who need questions answered. In many administrative units, though, they will not be the only resource. For example, SAS has thus far relied on peer training, led by four business admin-

istrators: Sophie Luzucky in the dean's office, Lorene Eighme in the biology department, Audrey Masciocchi in physics, and Janet Conway in economics. Once FinMIS goes live, these four will be augmented by additional school staff who can answer users' questions. The school has also established a distributed e-mail list (sas-finmis) to provide user-to-user support, and Katzman said that the school will also engage in "partnering," whereby larger departments will assist smaller ones

with problems using FinMIS.

The whole goal of the support system SAS has put in place to accompany the roll-out of FinMIS is to encourage continuous feedback from users. It also encourages users,

trainers and administrators to discuss how the system works and how it can be enhanced. "We're trying to avoid bringing people to lots of meetings," Katzman said, adding, "We're trying to keep everyone's attention focused on where we want to be a year or two from now, as the system continues to improve."

Users and trainers in need of assistance can also consult the Cornerstone home page on the Penn Web (<http://www.umis.upenn.edu/cornerstone/>) for up-to-date information about FinMIS functions and policy changes resulting from the new system.

Even with all this available support and information, however, some problems are bound to occur as FinMIS users climb the learning curve: Some transactions may be incorrectly entered, policies misunderstood, and so on. Again, this is no cause for alarm. As Campbell put it: "Our expectation is that proficiency will come from practice. Over the next several months, the initial anxieties of most staff should be gone." Or, as Katzman said, "We need to take this seriously, but we shouldn't lose our sense of humor about it."

*It's a little like going to
the dentist—there may be
some short-term pain for
long-term gain.*

—Kenneth Campbell

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

WELL SAID

The following quotes from Penn professors appeared in publications across the country and around the world.



"Why would you test an embryo for a disease that won't develop for 30 or more years?"

—**Arthur Caplan**, director of the Center for Bioethics, arguing why embryos shouldn't be tested for the newly discovered breast-cancer gene (USA Today, Tuesday, June 11)

"Disney has enormous credibility with the American people. Probably more credibility than city hall."

—**Witold Rybczynski**, Martin and Margy Meyerson Professor of Urbanism, commenting on The Walt Disney Co.'s plans to revitalize New York's previously neglected 42nd Street (Fortune, June 24)

"Ignorance and lack of knowledge is always an invitation for false knowledge."

—**Albert M. Kligman**, emeritus professor of dermatology, criticizing the medical myth that eating chocolate increases one's acne (The New York Times, Sunday, May 12)

"They were clearly a pretty sophisticated people. They built reasonably complex mud-brick buildings, and we have evidence that they grew barley and wheat."

—**Patrick E. McGovern**, research specialist at the University of Pennsylvania Museum of Archaeology and Anthropology, commenting on Sumerians, the earliest known wine-makers (Time, June 17)

"It suggests you shouldn't be afraid of computers."

—**Peter Cappelli**, professor of management, explaining a study he co-authored with Kermit Daniel, assistant professor of public policy, that found workers' earnings rose with their managers' use of computers (The New York Times, Sunday, May 12)

"There is no question that there is a very rough road ahead.... But at the same time, they have very clear perceptions of what their problems are. And they are

actually more militant and better organized than American feminists seem to be these days."

—**Ann Elizabeth Mayer**, associate professor of legal studies, discussing the Islamic women's movement (The New York Times, Sunday, May 12)

"It is true that the baby boomers are entering a great accumulation phase, high savings and projected high rates of growth in the prices of financial assets. Then you look at the other side, in 2020, and it's scary."

—**Jeremy J. Siegel**, professor of finance, discussing the phenomenal growth of the stock market and a possible future consequence when retiring baby boomers sell their stock (The Washington Post, Friday, May 31)

"The housing options for poor, black Americans are probably more limited than they are for any other group in America, and the situation is growing worse."

—**Douglas S. Massey**, professor of sociology, in an article about a Philadelphia family driven out of a predominantly white neighborhood (The Washington Post, Saturday, May 18)

"I do not believe the results of this study suggest that patients or the public should fear or distrust critical-care nurses. On the contrary, I think a central finding of this study is that these nurses struggle to uphold important personal values under extremely challenging circumstances—often with little help from physicians."

—**David Asch**, assistant professor of medicine, discussing his study on nursing and euthanasia (The Philadelphia Inquirer, May 23)

"We've come a long way. Compared to what we had, these are a great improvement."

—**Samuel L. Yankell**, researcher professor of periodontics, praising toothbrush developments (The Orlando Sentinel, Wednesday, June 5)

"This is inevitable because nearly 30 percent of our students and faculty mem-

bers are non-U.S. nationals from over 60 different countries."

—**Thomas P. Gerrity**, dean of The Wharton School, explaining Wharton's success through global training, cross-functional skills and cross-cultural approach (The Korea Times, Wednesday, May 29)

"Technology is just as complex as politics, and should be understood as such."

—**Thomas Hughes**, emeritus professor of the history and sociology of science, commenting on the inadvertent effects of technology (Boston Globe, Monday, June 3)

"When you freeze a sperm, it is an end product, a single entity. But when you freeze a stem cell, it contains the full potential of a male."

—**Ralph Brinster**, Richard King Mellon Professor of Reproduction, explaining the importance of being able to freeze sperm-producing cells for later use (Daily Telegraph, Thursday, May 30)

"The regulation of indecency would have a tremendous effect on lots of groups, and in particular, it would restrict the expression of those that you might think the First Amendment is most concerned with, protecting the people who are outside the channels of power and who are outside the mainstream."

—**Ed Baker**, Nicholas F. Gallicchio Professor of Law, commenting on the recently struck-down Communications Decency Act (NPR's Morning Edition, Monday, May 10)

"Cutting nurses should be the last strategy hospitals try. The patients are so sick that once you start substituting nurses' aides for nurses, you start taking away the surveillance system that is the main protection for these very sick patients."

—**Linda Aiken**, director of the Center for Health Services and Policy Research, explaining the danger of mixing shorter hospitals stays with a decrease in licensed nurses (Newsday, Friday, May 3)

Conservation Laboratory Keeps History Intact

By Robert Strauss

Frank Matero is as jumpy as a third-grader waiting for summer vacation to begin. Only he isn't going on vacation. The director of the University's Architectural Conservation Laboratory will be spending his summer crisscrossing the globe with his students in the Graduate Program in Historic Preservation, a program unique in scope, tenor and creativity.

"Basically, we look at the role of conservation in the preservation of traditional communities and the role of technology in them," Matero, an associate professor of architecture, explained. His travels will take him to an isolated mountain village in Nepal, a Neolithic archaeological camp in Turkey, a palatial estate in the Czech Republic, a synagogue in Krakow, and a Native American rock-art site in New Mexico.

Penn's architectural conservation program differs from others in that it does not merely rebuild or refurbish crumbling structures, but tries to put them in their cultural context, according to Matero. He uses the project in Nepal as an example. There, he and a group of graduate students will work on the conservation of two 16th-century Buddhist temples in Lo Manthang, which is culturally part of Tibet, but politically part of Nepal.

"The temples are earthen structures, with some of the finest examples of ancient monastic art in the world," Matero said. "Fortunately, because they were in Nepal, they escaped the Chinese destruction of Tibetan culture in the 1950s and 1960s.

"But the monastic community left," he continued. "They usually lived in these temples and maintained them. When that change happened, the temples started to go into rack and ruin, and now they are getting to the point of being dangerous."

Before Matero can bring his modern restoration methods to an isolated community like the one in Nepal, he first has to take into account the traditions of the local residents and the sacredness of the buildings. To that end, part of the funds from the Getty Grant Program for this project will go toward paying Nepalese monks to help in religious and community matters.

"I never had monks in my budget before," Matero noted.

No monks will be involved in the Czech and Turkish projects. The Architectural

Conservation Laboratory's work in those developing nations, made possible by grants from the World Monuments Fund and the Kress Foundation, will help the tourist trade of the former Iron Curtain countries.

In the Czech Republic, a group of graduate students will be looking at what can be done to conserve the Valtice Estate, a huge palace and grounds that Matero likened to Versailles. If all goes well, Valtice could become a major tourist destination in the future.

A more-delicate and long-term project is the one at Catalhöyük, the earliest known Neolithic city, the oldest parts of which date back thousands of years.

"Cultural tourism is booming around the world," Matero said. "When you go to Latin America and Turkey, they are spending tons of money on it. It's seen as a resource like oil or minerals. So the Turkish government has wisely reactivated this site in south central Turkey. It is really the first known settlement, the first known domestication, the first known monumental art. Our job is to do nothing less than stabilize and move one another, all made of earth. This won't be done overnight. It is a 25-year project."

The Graduate Program in Historic Preservation, of which Matero is the incoming chairman, is a two-year program with 20 to 25 students admitted each year. Matero believes that it is all the more valuable because the degree is bestowed by the School of Arts and Sciences, but the program is based in the Graduate School of Fine Arts—"an academic program in a professional school," he said.

As is apparent, students get a lot of hands-on experience. "You see, being in a university, the laboratory is both a physical place and a conceptual entity," Matero said. "It is the place where students, faculty and researchers can come together to apply the knowledge of the University through training in the real world. But we are in a professional school. We can't afford to just sit around and think great thoughts. We have to apply them to the real world."

And "the real world" isn't always some

remote location. Through the Fairmount Park Preservation Trust, for instance, the laboratory just finished a research project on the 18th-century ceiling at the park's Belmont Mansion.

Not only buildings from the far-distant past benefit from the laboratory. The National Park Service used the expertise of Matero and his students to look at ways of

preserving the stone at the Lincoln and Jefferson Memorials, and the Frank Lloyd Wright Conservancy gave them

funding to see how, and if, some of Wright's homes should be repaired.

What excites Matero more than rebuilding structures is fitting them into their historical and traditional contexts. He is especially excited about the work going on this summer in El Morro National Monument in New Mexico.

"Conservation is a modern notion," he said. "Today you see ephemeral roadside architecture being preserved; World's Fair structures saved that were never meant to be permanent. When you go into traditional communities, like the Native American one in the Southwest, you still have to abide by their wishes when you go about preserving things."

Such is the problem with the rock art in El Morro. The religious beliefs of the Native Americans there say that the petroglyphs should be allowed to deteriorate with nature. But the land is now owned by the National Park Service, which wants to preserve not only the ancient petroglyphs, but the inscriptions put on the rocks by the Spanish explorers and American pioneers who traveled through the area in recent centuries.

"So far, the negotiations have been going well," Matero said. "This is not just engineering. We have to conjoin technology, philosophy and practice. There may be other good programs in historic preservation, but none of them are doing all of this."

We have to conjoin technology, philosophy and practice.

—Frank Matero

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

OPPORTUNITIES at PENN

Listed below are 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.

ANNENBERG SCHOOL

Specialist: Clyde Peterson

DIRECTOR IV (05450CP) P7; \$35,000-43,700 5-23-96 Annenberg School

PART-TIME (SR. RESEARCH INVESTIGATOR) (21 HRS) (05451CP) Ungraded 5-24-96 Annenberg

ARTS AND SCIENCES

Specialist: Nancy Salvatore

INFO. SYS. SPEC. I/II (05496NS) P3/P5; \$23,900-31,000/\$28,800-37,600 5-28-96 SAS Computing
RESEARCH SPECIALIST, JR. (02171NS) P1; \$19,700-25,700 5-31-96 Biology

SYS. PROGRAMMER I/II (05537NS) P6/P7; \$31,900-40,600/\$35,000-43,700 6-4-96 SAS Computing

ADMIN. ASSISTANT III (05495NS) (End date: 6/30/99) G11; \$19,900-25,300 5-24-96 Chemistry

ADMINISTRATIVE ASSISTANT III (05535NS) G11; \$19,900-25,300 6-4-96 Chemistry

DENTAL SCHOOL

Specialist: Clyde Peterson

STAFF DENTIST (05524CP) Blank 5-30-96 Dental Care Center

ADMINISTRATIVE ASSISTANT II (06549CP) G10; \$18,700-23,300 6-6-96 Orthodontics

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

COORDINATOR INSTRUCTION LAB (05523CP) P5; \$28,800-37,600 6-4-96 Bioengineering

SYS. PROG. II (06550CP) (On-going contingent upon grant funding) P7; \$35,000-43,700 6-6-96 CIS

RESEARCH LAB TECH III (40 HRS) (04398RS) G10; \$21,371-26,629 5-6-96 Inst. for Med. & Engineering

EXECUTIVE VICE PRESIDENT

Specialist: Nancy Salvatore/Susan Curran

ACCOUNTANT II (06578NS) Under general supervision within the sponsored programs accounting area, prepare working papers, financial statements, reports, cash requests & journal entries; examine financial statements for accuracy, completion & compliance with accounting standards & sponsor requirements; implement approved changes &/or maintain systems & procedures; answer inquiries regarding accounting procedures; assist auditors &/or special examiners; oversee a small group of accounting personnel. **Quali-**

fications: BA/BS in accounting or equiv.; two-four yrs. exp. as accountant; ability to effectively communicate both verbally & in writing. **Grade:** P4; **Range:** \$26,200-34,100 6-11-96 Comptroller
ACCOUNTANT I (04365NS) (05471NS) P2; \$21,700-28,200 6-6-96 Office of the Comptroller
ACCOUNTING SYSTEMS ADMINISTRATOR (05486NS) P6; \$31,900-40,600 6-3-96 Comptroller
CONTRACTS ADMINISTRATOR (03198NS) P5; \$28,800-37,600 5-29-96 Research Administration
FINANCIAL SERVICE ASST III (02148NS) G11; \$19,900-25,300 5-21-96 Student Financial Services
ADMINISTRATIVE ASSISTANT II (05533SC) G10; \$18,700-23,300 5-31-96 Human Resource Services
CLERK V (37.5 HRS) (05530NS) G8; \$16,821-21,000 6-6-96 Computer Connection
PARKING ATTENDANT (40 HRS) (05531NS) (05532NS) Union 6-4-96 Transportation & Parking

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

PROJ. COORD. (05512CP) (Must be willing to work some eves & occasional weekends) (Ongoing contingent upon funding) P4; \$26,200-34,100 5-31-96 SYTE

RESEARCH SPEC. III (05473CP) (On-going contingent on funding) P4; \$26,200-34,100 5-24-96 CRES

ADMINISTRATIVE ASSISTANT I (05474CP) G9; \$17,100-21,400 5-21-96 LED

LAW SCHOOL

Specialist: Clyde Peterson

STACK ATTENDANT (05457CP) Union 5-16-96 Biddle Law Library

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

FISCAL COORDINATOR II (06553JZ) Assist in budget preparation, gather data & prepare initial projections; monitor budgets & reallocate funds; serve as primary contact for vendors; obtain bids; negotiate price; prepare reports for Program Director & Grant Manager; prepare & authorize financial forms & reports; serve as liaison with ORA, Business Services, Office of the Comptroller, Budget Office & outside agencies; prepare, process & record purchase requisitions, C-forms & journals; prepare invoices/journal & maintain/record payment; reconcile accounts to monthly comptroller sheets. **Qualifications:** BA/BS, pref. in accounting or business or equiv.; one-three yrs. progressively responsible exp. in fiscal opera-

tions or equiv.; exp. with data process & spreadsheets using Macintosh computers & Excel; ability to prioritize & meet deadlines; strong oral & written, interpersonal & organizational skills; detailed oriented. (On-going contingent upon grant funding) **Grade:** P2; **Range:** \$21,700-28,200 6-6-96 Psychiatry

RESEARCH COORDINATOR SR. (06577RS) Responsible to PI for administrative & technical services in the design & operation of research projects; participate in formulation & conceptualization of new projects & current study results; responsible for general coordination of clinical activities & for general project management; recruit & screen patients for study eligibility; maintain patient records; coordinate patient activity; interview patients & family members; ensure protocols are met (monitor labs, EKG's & ensure drug accountability) maintain & administer records; prepare progress reports; assist in development of P.R. code & analyze research data; supervise & train ancillary staff. **Qualifications:** BA/BS from approved University or college, with scientific major; post-college training in field desirable; advanced degree pref.; at least four yrs. professional experience in field, including prior research experience in data collection & analysis. supervisory exp. pref.; familiarity with OB/GYN pref.; demonstrated ability to work independently & deal with effectively with patients in program; ability to write & edit technical reports. (On-going contingent upon funding) **Grade:** P4; **Range:** \$26,200-34,100 6-11-96 Medicine/Psychiatry

RESEARCH COORDINATOR JR./I (06574RS) Perform transfections to create vectors; maintain vector core inventory; prepare, purify & characterize vectors; maintain stocks & inventory; assist in the maintenance of equipment & reagents in the Vector Core; maintain catalogue & cryopreserve viral vectors, cell lines & plasmid; interact with administrator & secretary in the administrative aspects of the Vector Core. **Qualifications:** BA/BS required; exp. in virology & molecular biology pref. RES. SPEC. JR.: at least one yr. exp. in tissue culture. RES. SPEC. I: one-three yrs. previous laboratory experience. **Grade:** P1/P2; **Range:** \$19,700-25,700/\$21,700-28,200 6-11-96 IHGT

RESEARCH SPECIALIST I (6583RS) Perform research involving the development of hematopoietic stem cell based gene therapies & characterization of novel genes expressed in hematolymphoid cells; perform experiments involving cellular & molecular biology; with limited supervision, write lab reports, interpret data & perform the experiment; responsible for maintenance of common lab supplies; assist students & post doctoral fellows; maintain accurate lab notebook; write lab reports; plot charts & graphs; input computer data; attend & present at lab meetings; perform library bibliographic searches; assist principal investigator in writing procedural sections of manuscripts; demonstrate techniques to student & other lab personnel; train & assign tasks to student & lower grade research specialists. **Qualifications:** BA/BS in scientific field required; one-three yrs. experience; knowledge of molecular & cell biology required; experience with cDNA cloning or retroviral vectors a plus; laboratory experience with recombinant DNA techniques & tissue culture is critical; ability to work independently, excellent organizational skills & knowledge of computers required. (End date: 6/30/98) **Grade:** P2; **Range:** \$21,700-28,200 6-12-96 IHGT
RESEARCH SPECIALIST I (06584RS) Perform a wide range of techniques in molecular & cell biology including nucleic acid purification, DNA sequencing, protein analysis, mammalian cell tissue culture, cell-free protein translation, care & dissection of frogs (*Xenopus laevis*) to harvest oocytes & microinjection of oocytes for studies of protein structure & function; assist in planning experiments, implement new protocols, write lab reports, analyze data & perform computer searches; order & maintain supplies/equipment; assist in training other laboratory personnel including students; maintain accurate lab notebook; write lab reports; plot charts & graphs; perform library biblio-

OPPORTUNITIES at PENN

graphic searches; participate in laboratory group meetings; demonstrated techniques to students & train lower level technicians. **Qualifications:** BA/BS in scientific field required; knowledge of molecular & cell biology required; previous laboratory experience in working with recombinant DNA techniques &/or protein analysis required; excellent organizational skills for gathering & recording data required; ability to work semi-independently, good interpersonal skills & knowledge of computers required. (End date: 6/30/98) **Grade:** P2; **Range:** \$21,700-28,200 6-12-96 **IHGT RESEARCH SPECIALIST I/II** (04396RS) Assist in designing, performing & analyzing various experiments using virological, immunological & molecular biological techniques, including use of radioactivity; assist in the design, performance & analysis of various animal models. **Qualifications:** **RES. SPEC. I:** BA/BS in science related field with one-three yrs. exp. in immunological, virological or molecular biological techniques; must be willing & able to work with small animals (rats & mice). **RES. SPEC. II:** MS pref. in science related field; three-five yrs. exp. (On-going contingent on grant funding) **Grade:** P2/P3; **Range:** \$21,700-28,200/\$23,900-31,000 6-10-96 **Surgery RESEARCH SPEC. III** (06568RS) Conduct experiments under direction of PI incl. time-course studies of cyclin expression & cell survival analyses; isolation of DNA, RNA & protein from eukaryotic cells & bacteria, analysis of this materials by Northern, Southern & Western blotting; isolation & sequencing of cDNA clones from bacteriophage libraries; maintenance of tissue culture cell lines & media preparation; use of Medline for literature searches; order & maintain supply inventory; track & dispose properly of radioisotopes. **Qualifications:** MS in chemistry, biology, physics or math req.; at least three yrs. research exp.; familiarity with tissue culture work pref. **Grade:** P4; **Range:** \$26,200-34,100 6-10-96 **Radiation Onco. ADMIN. ASSISTANT III** (02116JZ) Provide administrative support to the Director of Research & Director of Dermatopathology; assist Directors in preparations of departmental training grants, NIH grants & other research related functions; coordinate all aspects for the Fellowship Training Program; assist faculty in transcription of all materials; assist in the management of the weekly research conference; handle Directors' academic calendar, time file, filing & related activities; assist in final preparation of manuscripts; draft, edit & compose correspondence; schedule guest speakers; prepare itineraries; assist with mailings; answer telephones; organize & maintain computer system; handle logistics for meetings, seminars, & other special events. **Qualifications:** Completion of high school curriculum & related post-h.s. training or equiv.; two yrs. exp. at AAI level or comparable background; thorough knowledge of office procedures, practices, & methods; proficient in Mac computer programs & applications, including Microsoft Word, Excel, FileMaker Pro, End Note; excellent oral & written communication skills; type 55 wpm. **Grade:** G11; **Range:** \$19,900-25,300 6-10-96 **Dermatology STAFF ASS'T II** (06587JZ) Create agendas for monthly meetings of Penn Eye Care (PEC) Network; respond to inquiries regarding the PEC Network; organize meeting of community ophthalmologist; coordinate correspondence & dialogue among Network Executive Committee; create agenda for semi-annual meeting of the Scheie Eye Institute Council; plan program for Council meetings; correspond directly with Council members. **Qualifications:** BA/BS req., pref. in biological science; advance degree in public health or policy desirable; two-three yrs. executive exp. in coordinating programs in health care delivery or health service research or equiv.; assist in budget preparation & mgmt.; exceptional communication skills; familiarity with IBM computers. **Grade:** P2; **Range:** \$21,700-28,200 6-12-96 **Ophthalmology STAFF ASS'T IV** (06563JZ) Prepare & submit grant applications for funding for educational initiatives; perform educational research for Vice Dean; review,

approve & process all office expenses; participate with Vice Dean in development of annual operating budget proposals for office; collect & accurately compile data, statistics & other materials for use in preparation of reports, manuscripts & correspondence; prepares materials for presentations to internal & external constituencies; draft correspondence & reports for signature of Vice Dean. **Qualifications:** BA/BS or equiv.; Masters degree pref.; three-five yrs. professional administrative exp.; extensive exp. using Macintosh computer systems & Microsoft software packages (Word 6.1, Draw, Excel 5.0, PowerPoint 4.0, FileMaker Pro pref.); exp. in database design; exp. in grant preparation or equivalent exp. in production of in depth reports; excellent organizational & prioritization skills. **Grade:** P4; **Range:** \$26,200-34,100 6-11-96 **Office of the Vice Dean for Education STAFF ASSISTANT IV** (06594JZ) Oversee the Chair's academic, clinical & research calendar; coordinate the planning for & the implementation of special programs/events; supervise all academic, clinical & research transcription; supervise all support staff assigned to the Chair's Office; review & process incoming correspondence; coordinate activities of visiting staff professors meetings, conference & travel; provide support for faculty & non-faculty recruitment activities; coordinate travel arrangements for the Chair; maintain files related to the Office of the Chair. **Qualifications:** BA/BS or equivalent; three-five yrs. progressive secretarial & administrative exp. in a medical setting preferred; supervisory experience required; medical terminology, word processing & string organizational skills; experience with Macintosh-based word processing required. **Grade:** P4; **Range:** \$26,200-34,100 6-13-96 **Radiation Oncology ADMIN. ASSISTANT III (37.5 HRS)** (06573JZ) Prepare manuscripts for publications; compose routine office correspondence, including confidential letters & memoranda; arrange weekly seminars, annual research retreats, local, national & international meetings; administer process of hiring research fellows including preparation of notice of appointment, visa & health insurance; collect data for & assist with preparation of department reports. **Qualifications:** High school degree or equiv.; Associate's degree in business or related field pref.; two-three yrs. exp. as a AAI; excellent computer skills, esp. word processing, Mac, FileMaker & Word pref.; excellent organizational skills; excellent command of English language, spelling & grammar, Med terminology helpful. **Grade:** G11; **Range:** \$21,371-27,107 6-11-96 **Center for Research on Women's Health & Reproduction OPHTHALMIC ASS'T-NON CERTIFIED (40 HRS)** (06582RS) Complete patient medical & ophthalmic histories; type medical reports & correspondence; measure visual acuity; assist physician in evaluation of patients; perform refractions, slit lamp exams & pressure measurements. **Qualifications:** BA/BS required; course work in biological sciences; exp. in word processing; familiarity with medical scientific terminology; excellent communication skills; ophthalmic technician exp. pref. but not required. **Grade:** G9; **Range:** \$19,543-24,457 6-12-96 **Ophthalmology RESEARCH LAB TECHNICIAN I** (06595RS) Order supplies under direction of Research Specialist; maintain lab inventory; clean glassware; autoclave supplies; responsible for organizing & lab maintenance; maintain mouse breeding colony; perform simple lab tasks. **Qualifications:** High school graduate or equivalent with ability to organize & keep records; good interpersonal relations. (On-going contingent upon funding) **Grade:** G7; **Range:** \$14,500-18,100 6-13-96 **Center for Experimental Therapeutics RESEARCH LAB TECH II (40 HRS)** (06575RS) (06576RS) Subject recruitment in research protocols; administer interviews; score test batteries; maintain forms file & research records; collect & enter data into an established database; perform library work; take vital signs/urine collection. **Qualifications:** High school graduate with some college courses in social/biologi-

cal sciences; some exposure to social science research methods; interviewing skills desirable. (Work schedule may involve some evenings/weekends) (On-going contingent upon grant funding) **Grade:** G8; **Range:** \$17,943-22,400 6-11-96 **Psychiatry RESEARCH LAB TECH II (40HRS)** (06585RS) Assist in performing semi-automated & automated blood test under direct supervision; in-put data obtained on paper & via computer; learn computer programs & instruct resident physicians in their use; applicant will be trained in the required computer utilization & related test equipment use. **Qualifications:** High school grad & some college level science courses in related discipline; BA/BS in biology or chemistry pref.; interest in medical related matters & patient care; comfortable working in a surgical patient care environment; exposure to lab. (End date: 8/97) **Grade:** G8; **Range:** \$17,943-22,400 6-11-96 **Anesthesia SECRETARY TECH/MED (40 HRS)** (06572JZ) Type & proofread operative notes, reports & correspondence; maintain patient files; complete insurance forms, schedule & coordinate patient tests & admissions, maintain doctor's appointments & travel arrangements; answer telephones & handle standard inquiries; open & screen mail; compose routine correspondence forms; operate standard office equipment & appropriate office equipment. **Qualifications:** Completion of high school business curriculum or equiv.; one yr. secretarial exp., working knowledge of medical terminology pref.; ability to type 55 wpm; knowledge of insurance coding pref.; exp. with word processing packages & office equipment; strong oral & written communication skills. **Grade:** G9; **Range:** \$19,543-24,457 6-11-96 **Surgery/Neurosurgery ASSOCIATE DIRECTOR V** (06551JZ) P6; \$31,900-40,600 6-7-96 **Cancer Center BUSINESS ADMINISTRATOR III** (05527JZ) P4; \$26,200-34,100 6-5-96 **Psychiatry COORDINATOR I** (06555JZ) P1; \$19,700-25,700 6-6-96 **CDB COORDINATOR I** (06556JZ) P1; \$19,700-25,700 6-7-96 **Cancer Center FINANCIAL ADMINISTRATOR I** (05500JZ) P3; \$23,900-31,000 5-24-96 **Radiation Oncology INFORMATION SYSTEMS SPECIALIST I** (05526JZ) (On-going contingent upon grant funding) P3; \$23,900-31,000 6-7-96 **Neurology INFO. SYS. SPECIALIST I** (06569JZ) P3; \$23,900-31,000 6-7-96 **Institute for Environmental Medicine MANAGER V** (05521JZ) (End date: 5-31-98) P6; \$31,900-40,600 5-29-96 **IHGT NURSE SUPERVISOR** (05541RS) (On-going contingent on funding) P7; \$35,000-43,700 6-7-96 **Psych. PROGRAMMER ANALYST I** (05483JZ) P4; \$26,200-34,100 5-24-96 **Information Technology PROG. ANALYST II/III** (05484JZ) P6/P7; \$31,900-40,600/\$35,000-43,700 5-24-96 **Info. Technology RESEARCH COORD.** (05505RS) (On-going contingent on funding) P3; \$23,900-31,000 5-28-96 **Psychiatry RESEARCH SPECIALIST, JR.** (06554RS) (Work schedule includes some weekends) P1; \$19,700-25,700 6-7-96 **Med-Hematology/Oncology RESEARCH SPECIALIST JR/I** (05488RS) P1/P2; \$19,700-25,700/\$21,700-28,200 5-28-96 **Genetics RESEARCH SPECIALIST I** (05538RS) P2; \$19,700-25,700 6-6-96 **Radiology RES. SPEC. I** (05544RS) (On-going contingent on funding) P2; \$21,700-28,200 6-7-96 **Path./Lab Med. RESEARCH SPEC. I/II** (06552RS) P2/P3; \$19,700-25,700/\$23,900-31,000 6-7-96 **Medicine/Geriatrics RES. SPEC. II** (05545RS) (On-going contingent on funding) P3; \$23,900-31,000 6-5-96 **Med/Gastroent. RESEARCH SPECIALIST IV** (05543RS) P6; \$31,900-40,600 6-7-96 **IHGT STAFF ASSISTANT II** (06564JZ) P2; \$21,700-28,200 6-7-96 **Genetics ADMIN. ASSISTANT I** (05489JZ) G9; \$17,100-21,400 5-23-96 **Office of Vice Dean for Education ADMINISTRATIVE ASSISTANT I** (05518JZ) G9; \$17,100-21,400 5-29-96 **Computing & Info. Tech.**

OPPORTUNITIES at PENN

ADMINISTRATIVE ASSISTANT I (40 HRS) (05539JZ) G9; \$19,543-24,457 6-5-96 Anesthesia
PSYCH TECH I (40 HRS) (05477RS) (End date: 1/31/96) G10; \$21,371-26,629 5-22-96 Psychiatry
PSYCH TECH I (40 HRS) (05502RS) (May include evenings/weekends.) (On-going contingent upon funding.) G10; \$21,371-26,629 5-28-96 Psychiatry
PSYCH TECHNICIAN I (05503RS) (End date: 8-00) G10; \$18,700-23,300 5-28-96 Psychiatry
PSYCH TECH I (05540RS) G10; \$18,700-23,300 6-5-96 Psychiatry
RES. LAB TECH. II (05501RS) (On-going contingent on funding) G8; \$17,943-22,400 5-28-96 Psychiatry
RES LAB TECH II (40 HRS) (05465RS) (End date: 8/31/98) G8; \$17,943-22,400 6-6-96 Neuroscience
RESEARCH LAB TECHNICIAN III (05469RS) G10; \$18,700-23,300 5-20-96 Cell & Dev. Biology
RESEARCH LAB TECHNICIAN III (05470RS) G10; \$18,700-23,300 5-20-96 Cell & Dev. Biology
RESEARCH LAB TECH. II (40 HRS) (05542RS) (Schedule includes some weekends) (On-going contingent on funding) G8; \$17,943-22,400 6-7-96 Psych.
RES. LAB TECH III (40 HRS) (05465RS) (End date: 8/31/97) G10; \$21,371-26,629 6-6-96 Psychiatry
SECRETARY V (37.5 HRS) (06557JZ) G10; \$20,036-24,964 6-6-96 Psychiatry
TECH, LAB ANIMAL (40 HRS) (05517RS) (End date: 5/31/98) G9; \$19,543-24,457 5-31-96 IHGT
TECH, LAB ANIMAL (40 HRS) (05520RS) (End date: 5/31/98) G11; \$22,743-28,914 5-31-96 IHGT
PART-TIME (SECRETARY V) (28 HRS) (05519JZ) G10; \$10,275-12,802 6-6-96 Center for Bioethics

NURSING

Specialist: Ronald Story

DIRECTOR VII (05505RS) Responsible for the development & management of computing & information systems & technology for the School of Nursing; support academic & administrative computing & strategic planning; plan organize & implement the technology infrastructure; develop IS & IT architectures for the school; plan & create the information processing, information systems & management environments for the school; design the decision support system (DSS) & the executive information system (ESS); consult with Dean, faculty & administrative staff; maintain liaison with other University departments; develop & manage budget; oversee the Office of Student Information & staff. **Qualifications:** MS in info science or related field, PhD pref.; exp. in computer systems management incl. expertise in Novell NetWare with at least five yrs. exp. in an academic computing environment; exp. working in a mainframe, PC & client-server computing environment; knowledge of computer hardware, cabling, computer software, knowledge of client-server database administration & development, computer programming experience including use of compiler; Boolean operators & arrays; effective presentation skills with operation in presentation graphics software; office management & people management skills. **Grade:** P10; **Range:** \$47,400-59,200 5-31-96 Nursing School
ASSISTANT DIRECTOR II (05506RS) P3; \$23,900-31,000 5-31-96 Nursing School

PRESIDENT

Specialist: Susan Curran/Janet Zinser

ASSISTANT DEVELOPMENT OFFICER I (06570JZ) Assist ICA development director with planning & execution of fundraising activities; coordinate all aspects of annual benefit, work closely with chairperson & board committee; develop opportunities for increase prospect & volunteer involvement ICA activities; research & analyze data on potential donor sources; coordinate all aspects of new corporate members programs; work with director to revise & streamline internal mechanism; interact with central development staff to enhance coordination of ICA's efforts

with University overall fundraising operation. **Qualifications:** BA/BS; one-three yrs. exp. in development setting; grant writing & proposal development experience preferred; excellent oral & written communication skills; computer proficiency, WordPerfect, FileMaker software & experience creating & maintaining Web site preferred. (Position requires attendance at annual benefit & other events, evenings & weekend work & valid driver's license) **Grade:** P3; **Range:** \$23,900-31,000 6-10-96 Dev. & Alumni Rels.
ASSISTANT TO THE PRESIDENT (06580SC) Research, analyze, prepare reports & make recommendation to the President & Chief of Staff on University policy development, campus issue management, national educational & other issues; author speeches, remarks, policy statements, correspondence & other presidential communications; ensure the appropriate & rapid flow of information to & from the President's Office on projects & critical current issues; serve as the President's representative on various University committees; work with offices of the Provost & Executive Vice President on a variety of issues. **Qualifications:** BA/BS required; advanced professional or graduated degree preferred; experience as senior administrator with extensive policy making background. **Grade:** P11; **Range:** \$54,500-68,200 6-10-96 Office of the President

ADMINISTRATIVE ASSISTANT III (40 HRS) (06579SC) Provide full secretarial & administrative support to senior staff in the Office of the President; use a variety of software necessary for the efficient management of tasks; under limited supervision, type & proofread large volume of correspondence & reports (including highly confidential material); use a dictaphone, answer phones professionally & respond to general inquiries; maintain calendars, schedule meetings & provide meeting support (e.g., organize agendas & materials, arrange locations & order food); set-up & maintain filing system & draft routine correspondence; do independent research & assemble information to support projects being completed for the President. **Qualifications:** High school grad or equivalent; BA/BS pref.; research experience useful; six yrs. progressively responsible administrative experience; experience working in a university &/or with issues related to higher education greatly preferred; ability to handle confidential materials; flexibility, a cooperative attitude & the ability to work well under pressure; must have ability to work in a fast-paced environment & produce a significant volume of work on a sustained basis; proficient with computer systems & variety of software (Macintosh & MS-Word, Meeting Maker, FileMaker Pro preferred). **Grade:** G11; **Range:** \$22,743-28,914 6-10-96 Office of the President

COORDINATOR I (05507JZ) (Minority candidates are encouraged to apply) (End date: 6-30-98) P1; \$19,700-25,700 5-28-96 Dev. & Alumni Relations
EXECUTIVE ASSISTANT I (05508JZ) P6; \$31,900-40,600 5-28-96 Development & Alumni Relations
ADMIN. ASSISTANT I (05534JZ) G9; \$17,100-21,400 6-4-96 Development & Alumni Relations

PROVOST

Specialist: Clyde Peterson

ADMISSIONS OFFICER I (06596CP) Manage a specific geographic recruitment region for undergraduate admissions; implement, direct & coordinate region's programs to identify, recruit & enroll prospective students; conduct admissions workshops for alumni schools committee; interview prospects; evaluate credentials & participate in selection process; plan & present matriculant programs for admitted candidates; prepare region's admissions plan & annual reports. **Qualifications:** BA/BS; one-two yrs. progressively responsible exp. in admissions required; proven organizational, written & oral communication skills pref.; demonstrated proficiency in working with a wide range of personalities; familiarity with selective college admissions helpful; desktop computer exp. needed. (Requires eight or more weeks travel conducting school

visits & programs). **Grade:** P3; **Range:** \$23,900-31,000 6-14-96 Undergrad. Admissions

ADMISSIONS OFFICER, SR. (06598CP) Develop, coordinate, implement & administer programs to identify, recruit & enroll high school students; contact counselors, visit high schools, conduct programs for prospects/parents, alumni groups & community organizations providing higher education access to college prospects; counsel & evaluate applicants; serve on selection committee; conduct College Night/College Fairs & coordinate selected joint travel (with other colleges) programs. **Qualifications:** BA/BS; three-five yrs. progressive exp. in admission related fields; proven organizational, written & oral communication skills; demonstrated proficiency in working with wide range of personalities/backgrounds required; familiarity with selective college admissions; desktop computer exp. (pref. Macintosh); WordPerfect & Excel. (Requires eight weeks travel) **Grade:** P5; **Range:** \$28,800-37,600 6-14-96 Undergraduate Admissions
DIRECTOR, INSTITUTIONAL RESEARCH (05536CP) Direct staff of analyst & programmers who provide institutional research to support planning; produce standard reports for senior management of the University & prepare reports & analysis for external agencies. **Qualifications:** Master's degree; Ph.D. pref.; extensive knowledge of university admin. issues, research design, analysis & presentation; seven-ten yrs. exp. in higher education in management of data & analysis in support of institutional planning or equiv.; exp. in managing people & complex projects; strong skills in research methods & data analysis incl. the use of descriptive & inferential statistics; knowledge of use of statistical & graphical software on a variety of platforms; ability to understand & work with large relational databases & extracted flat files; exp. in preparing forecasts & other methods; strong written & verbal communication skills required. **Grade:** P10; **Range:** \$47,400-59,200 6-12-96 Provost's Office
DIRECTOR, UNDERGRADUATE ADMISSION OPERATIONS (06588CP) Supervise all operations, professional, support & student staff, personnel, payroll & financial administration; develop, prepare & monitor income & expense budgets; represent Dean at on/off campus meetings regarding finance & budgeting functions; provide leadership for timely, accurate assessment & analysis of admission statistical data; liaison with University & external constituencies requiring access to such information; liaison with four undergraduate schools regarding timely dissemination of statistical & pertinent information to undergraduate schools; provide leadership for planning, development & implementation of the evaluation, selection & notification process of admissions application cycle; provide leadership for implementation of technologies to improve the recruitment & operational efficiencies of the admissions office. **Qualifications:** BA/BS req.; grad. degree strongly pref.; seven-ten yrs. progressively responsible full-time admin. exp.; budgetary & financial admin. exp.; knowledge of management info systems, micro-computer, business software applications; excellent platform & oral/written communication skills; demonstrated skills in management of a diverse staff & in problem solving policy development. **Grade:** P9; **Range:** \$42,300-52,900 6-12-96 Undergraduate Admission

Classifieds

FOR SALE
Priced below market value — by owner. Wonderful 4 BR, 3 BA center-hall Colonial on half acre in Delaware, between Wilmington and Kennett Square. Must see. 898-3632 or (302)239-4742.

"Crazy" Patsy Cline's Fan Club. \$10/year call Bob Arnosky 8948-5589

OPPORTUNITIES at PENN

INFO. SYS. SPECIALIST II (05548CP) Oversee & coordinate design, development & maintenance of library's Web; develop & promote standards & style guides for use by library Web developers; track new Web development tools & provide training & guidance in their use; lead Web development team in making decisions relating to Web design & organization; ensure currency & accuracy of Web links & information; design & support customized WWW extensions; train staff in use of Web development tools; prepare Web demonstrations; maintain statistics on Web use; supervise students. **Qualifications:** BA/BS or equiv. in theory & practice; four yrs. exp. with microcomputer systems & wide ranged of application software packages; excellent verbal & written communication skills; ability to act decisively & work with dynamic team; strong organizational skills & excellent sense of visual & structural design; creativity & problem solving skills; understanding of academic institutions & libraries; working knowledge of UNIX, hypermedia & layout skills; HTML & Perl programming; exp. with desktop publishing software an advantage. **Grade:** P5; **Range:** \$28,800-37,600 6-11-96 University Libraries

ADMIN. ASSISTANT III (06600CP) Schedule & arrange meetings & extensive travel itineraries; represent University over the phone & through the mail; meet, greet & talk with prospective students & their parents; extensive phone & mail contacts with college counselors & alumni committee members; compile & maintain reports & records; monitor regional recruitment budgets; coordinate & control flow of two region's application folders throughout candidate review process. **Qualifications:** High school graduate or equivalent; college preferred; two yrs. experience at the AAII level or equivalent; demonstrated ability to coordinate diverse activities & supervise work of others; prior experience in admission work or university setting preferred; desktop computing experience essential, preferably on Macintosh; word processing (WordPerfect desired) & spreadsheet (Excel desired) application experience required. **Grade:** G11; **Range:** \$19,900-25,300 6-13-96 Undergraduate Admission

ADMINISTRATIVE ASSISTANT III (06599CP) Maintain high volume of public contact with applicants, parents, high school counselors & alumni; arrange school visits; implement details of international travel itineraries for admissions staff, coordinate International Student Ambassador Program; handle daily administrative activities of international admission program; train work study student assistants; assist in compilation of statistics used in annual, mid-year & planning reports. **Qualifications:** High school graduate; college pref.; three-four yrs. admin. ass't exp. or equiv.; strong organizational, interpersonal, verbal & written communication skills; sensitivity, understanding & genuine interest in working with student from a variety of cultural backgrounds; ability to coordinate activities/work of others; desktop computer experience essential pref. on Macintosh; WordPerfect & Excel applications exp. desired. **Grade:** G11; **Range:** \$19,900-25,300 6-14-96 Undergraduate Admissions

STACK ATTENDANT (06605CP) Responsible for physical arrangement & order of materials in collections shelves & store material in accordance with classification system; work on book shifting projects; fill-in on Circulation desk; provide directional information & assistance to users; serve occasionally as messenger on & off campus; pack books & prepare materials for moving & shipment. **Qualifications:** High school graduate; college pref.; previous library exp. preferred. (Schedule: Mon-Fri., 12 p.m.-8 p.m.) **Grade/Range:** Union 6-13-96 University Libraries

COORDINATOR, MARKETING & SPECIAL EVENTS (06561CP) P6; \$31,900-40,600 6-6-96 DRIA
COORDINATOR, PUBLICATIONS (06560CP) P3; \$23,900-31,000 6-6-96 DRIA
EXECUTIVE ASSISTANT I (05525CP) P6; \$31,900-40,600 5-31-96 Office of the Provost
INFORMATION MANAGEMENT SPECIALIST II (05492CP) P6; \$31,900-40,600 5-28-96 CRC

PROGRAMMER ANALYST LEAD (06559CP) P8; \$38,500-48,100 6-7-96 DCCS

LIMITED SERVICE (ASSISTANT COACH I) (05468CP) P3; \$19,917-25,833 5-17-96 DRIA

PART-TIME (ADMIN. ASS'T I) (20 HRS) (05475CP) G9; \$9,396-11,758 5-21-96 University Libraries

VETERINARY SCHOOL

Specialist: Nancy Salvatore

ASSISTANT TO CHAIRMAN I (04331NS) Act as liaison between faculty at Philadelphia, NBC & Woods Hole, students, staff, residents, general public & Chairman as it pertains to department, school & University policies & procedures; oversee Department Chair's Office in his absence; coordinate all academic & special events; coordinate all aspects of standing & associate appointments, reappointments, promotions & terminations (in consultation with Dept. Chair). **Qualifications:** BA/BS or equiv.; four-six yrs. progressively responsible exp.; University exp. preferred; good communication skills needed; computer knowledge pertinent (WordPerfect, Lotus 1-2-3). **Grade:** P1; **Range:** \$19,700-25,700 6-11-96 Pathobiology
RESEARCH LAB TECH III/III (40 HRS) (05490NS) (Position in Kennett Square, PA; no public transportation) G8/G10; \$17,943-22,400/\$21,371-26,629 5-24-96 Clinical Studies

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

SECRETARY V (06603CP) Provide secretarial-administrative support to Director; maintain appointment calendar; respond to written & telephone inquiries; arrange conferences & meetings; provide secretarial night/weekend staff; supervise work of other staff in the administrative office; arrange departmental events. **Qualification:** High school graduate or equivalent; four yrs. secretarial experience or comparable background; ability to type with speed & accuracy; knowledge of computers & experience with word processing essential; previous experience working with students; knowledge of HUP/University procedures preferable. **Grade:** G10; **Range:** \$18,700-23,300 6-13-96 Student Health Services

ADVISOR, INTERNATIONAL PROGRAMS (05459CP) P3; \$23,900-31,000 5-17-96 Int'l Progs.

ASSISTANT DIRECTOR II (05461CP) (Some evenings/weekends as needed.) P3; \$23,900-31,000 5-17-96 Program for Student-Community Involvement
ASSOCIATE DIRECTOR, ACADEMIC SUPPORT SERVICES (05447CP) P6; \$31,900-40,600 5-15-96 Academic Support Services

GENERAL MGR., WXPN (03286CP) (Some evenings & weekends as needed) P8; \$38,500-48,100 WXPN
STAFF ASSISTANT V (-05424CP) P5; \$28,800-37,600 5-14-96 VPUL

ADMINISTRATIVE ASSISTANT II (05462CP) G10; \$18,700-23,300 5-17-96 WXPN

WHARTON SCHOOL

Specialist: Janet Zinser

ASSISTANT DIRECTOR III (06590JZ) Provide guidance, education & feedback to small companies & prospective entrepreneurs; identify sources of financing for entrepreneurs & assist in the preparation of financial projections & proposals; build a referral network of financial intermediaries & entrepreneurial assistance providers in West Philadelphia; design & implement entrepreneurship training & educational programs; develop & implement strategies for the business incubation of minority firms; assist small companies & prospective entrepreneurs in conducting market research & making proper use of limited resources; design a business resource library for the use of entrepreneurs in low-and moderate-income neighborhoods; conduct research on market conditions; business environment & entrepreneurial obstacles in

West Philadelphia. **Qualifications:** BA/BS or equiv.; MBA pref.; at least one year experience consulting & devising strategies for start-up business; two-three yrs. related experience; experience in community development & all facets of entrepreneurship; business & marketing plans, loans proposals, financial projections developing new markets & managing cash flow; strong interest in minority entrepreneurship. **Grade:** P4; **Range:** \$26,200-34,100 6-14-96 Wharton/SBDC
ASSISTANT DIRECTOR III/IV (03226JZ) Coordinate & manage the MBA curriculum; academic advising & administrative support for approximately 1500 students; assist in long range planning, program development & policy formulation for the MBA program; manage ongoing projects including design & implementation; writing & editing of regular communication materials for students, faculty, departmental business administrators & other university offices; supervise graduate assistants & work-study students.

Qualifications: BA/BS required; Master's strongly preferred; experience in academic services & higher education administration preferred; substantial experience in program administration; demonstrated ability to perform project management, scheduling & system development under minimal supervision; excellent communication skills; good working knowledge of spreadsheet, database systems & electronic publishing tools. **ASST. DIR. III:** two-four yrs. related experience. **ASST. DIR. IV:** four-six yrs. related experience. **Grade:** P4/P5; **Range:** \$26,200-34,100/28,800-37,600 6-14-96 Academic Services

ASSOCIATE DIRECTOR VI (06567JZ) Responsible for development of Executive Education's distance learning product line; involves market analysis, technology assessment, financial feasibility studies & developing distance learning curriculum; manage existing Executive Education courses & newly designed courses; become internal resource for Information on Instructional Technologies & Platforms; responsible for learning all relevant internal software programs (financial, scheduling & customer systems); budgetary responsibility for distance learning start-up & on going P & L responsibility. **Qualifications:** Advance degree in related academic field or equivalent; five-seven yrs. experience in design & delivery of executive education programs; three-five yrs. experience in managing budgets, developing business plans & writing course proposals; demonstrated record of applying (education, experience & skills) technology in classroom instruction & acquisition of new technologies. (Application deadline date: 6/18/96) **Grade:** P8; **Range:** \$38,500-48,100 6-12-96 Aresty Institute

COORDINATOR II (06593JZ) Organize & schedule meetings & conferences, screen calls & type correspondence; coordinate course input into SRS, faculty recruiting & colloquia; support 10 faculty members administratively; prepare & handle confidential information & material; coordinate materials & details associated with the administration of three large core courses. **Qualifications:** BA/BS degree; one-three yrs. admin. experience; excellent written & oral communication skills; strong interpersonal & problem solving skills; ability to work effectively with faculty, personnel & corporate clients; working knowledge of department & university policy & procedures, preferably at Penn; ability to handle confidential information professionally; high level computing skills required with knowledge of WordPerfect & Excel; SRS & conference planning experience pref. **Grade:** P2; **Range:** \$21,700-28,200 6-13-96 Marketing

COORDINATOR I (05472JZ) (On-going contingent upon grant funding) P1; \$19,700-25,700 5-23-96 Financial Institution Center
MANAGING DIRECTOR, LAUDER INSTITUTE (05491JZ) (Applications deadline date: 7/10/96) P11; \$54,500-68,200 5-23-96 Lauder Institute
OFFICE MANAGER II (05448JZ) P2; \$21,700-28,200 6-4-96 Jones Center
PART TIME (EDITORIAL ASSISTANT I) (05497JZ) (End date: 6-30-99) G10; \$10,275-12,802 5-28-96 Public Policy & Management

Confronting Cancer Through Art: An Exhibition Opening June 22

Penn's Cancer Center is sponsoring *Confronting Cancer Through Art*, a juried exhibition of works by artists whose lives have been touched by cancer. The show, which is co-sponsored by the Arthur Ross Gallery, will be on display June 22-August 25, 1996, at the Arthur Ross Gallery and the Meyerson Galleries.

Confronting Cancer Through Art celebrates the courage and creativity of all those who have confronted cancer, either through their own experiences or those of family members or friends. More than 80 works in a range of media—paintings, sculpture, photography and mixed media—vividly illustrate the myriad emotions of the cancer experience.

"Cancer is not just one disease, and no two people cope with it in the same manner," said John H. Glick, M.D., director of the University of Pennsylvania Cancer Center. "Each person—be it a patient, family member or friend—deals with a cancer diagnosis in a very personal and individual way, drawing strength and courage from a variety of sources. Art as a therapeutic expression of the cancer experience is beneficial not only for the individual who creates it, but for those who view it as well."

A highlight of the exhibition, Christiane Corbat's "Amazon, The Offering" is a mixed media body cast of a woman who had breast cancer. The woman's pose signifies strength,

determination and acceptance, her right hand offering the lost breast without shame. Her scars have been transformed into beautiful ornamentation, representing her triumph over the disease. Another mixed media piece, which features a hair brush and text, was created by Jude Burkhauser as a companion to a collection of poems she wrote titled, "Giving Sorrow Words." She has dedicated her work to her oncologist, DuPont Guerri, IV, M.D., of the University of Pennsylvania Cancer Center.

"We are pleased for the opportunity to work with the University of Pennsylvania Cancer Center on an exhibition that shows the important associations in our lives between art and medicine," said Dilys Winegrad, Ph.D., director/curator of the Arthur Ross Gallery. "Whatever the emotion expressed in individual works—anger, fear, courage, love, human sympathy—the act of creating them takes the artists beyond their particular experience and puts them back in touch with their universal humanity."

For more information on the Cancer Center's *Confronting Cancer Through Art* exhibition, call the Arthur Ross Gallery, at (215) 898-4401.

— Penn Medical Center Press Release



Above: Detail of Jude Burkhauser's *Brushing My Hair Until It Falls Away*; mixed media, 20" x 44".

A-3 Employee of the Month: Jay Nix of CPPS

The A-3 Assembly's Employee of the Month for May is Jay Nix, the receptionist at Career Planning and Placement Service.

For the past 15 years she has greeted the students, alumni, faculty, staff, employers and graduate school representatives who visit CPPS each day. She has answered their questions and directed them to the appropriate counselor or service. She also helps users of the career library find the books or materials they need. Thus writes Patricia Rose, director of Career Planning and Placement and the nominator of Ms. Nix, whom she described as "the embodiment of outstanding customer service."

"Students who come to CPPS have questions about their future; many do not know where to begin, and can be intimidated by the career planning process," said Ms. Rose. "Jay Nix always has a warm smile and a welcoming manner with these students. She lets them know that those of us here care about them, and are here to help. Never once in the 15 years she has held her job has she provided less than gracious service, even with those who could try many people's patience."

"She has gotten to know many members of our community well, and they will, I know, be as sad as we at CPPS are when they learn that she is retiring on June 30. In recognition of her exceptional work on the front line of our very busy office, I am nominating her for this recognition," said Ms. Rose.

For information on nominating a staff member as A-3 of the Month, see the A-3 Assembly's home page, <http://www.sas.upenn.edu/~haldeman/rec4m.html>.



Ms. Jay Nix

Environmental Health and Safety 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, or human tissue specimens. These programs are presented by the Office of Environmental Health & Safety (OEHS). Attendance is required at one or more sessions, depending upon the employee's potential exposures.

Introduction to Laboratory Safety at Penn (Chemical Hygiene Training)

Required for all University employees who work in laboratories. Provides a comprehensive introduction to laboratory safety practices and procedures at Penn and familiarizes the laboratory employee with the Chemical Hygiene Plan. Topics include safe work practices, protective equipment, waste disposal procedures, resources, and emergency procedures. This course is designed for employees who have not previously attended Laboratory Safety or Chemical Hygiene Training at the University. *June 27, 1:30 -2:30 pm, John Morgan, Class of 1962.*

Introduction to Occupational Exposure to Bloodborne Pathogens

Required for all University faculty and staff who are potentially exposed to human source material, human blood or blood products, human body fluids, and/or human tissue. 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. *June 25, 10:30 -11:30 am, Austrian Auditorium.*

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). *June 20, 10:30-11:30 am, John Morgan, Lecture Room B.*

Attendees are requested to bring their Penn ID cards to facilitate course sign in. These programs are offered monthly. Dates are published in *Almanac* and are available on the OEHS web site (<http://www.oehs.upenn.edu>).

Also on-line are the OEHS's Lab Safety Manual and some other commonly-requested materials concerning asbestos management, biosafety, chemical and laser safety, chemical spill response, environmental audits and assessments, ergonomics assessments, hazardous materials disposal, laboratory audits, preconstruction safety design review, recombinant DNA, and respiratory protection.

If you have any questions, please call Bob Leonzio at 898-4453.

Delaware County Ride Share

Spaces are open in a University vanpool in Delaware County, making stops in Springfield, Morton, Secane, Aldan, and Collingdale. Reasonable rates.

Immediate openings. Relax and enjoy the ride. If interested call Rick Buckley at 898-5598.



Update

SUMMER AT PENN

CHILDREN'S ACTIVITY

Wiz Kidz Quiz; kids ages 5-10 take a Museum-wide artifact hunt (available at the information desk); those who find the objects and answer the questions correctly earn a free pass for their next visit to the University Museum.

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 **May 20 and June 9 1996**. Also reported were **Crimes Against Property**, including 102 thefts (including 12 thefts of auto, 32 thefts from autos, 14 of bicycles and parts); 9 incidents of burglary; 2 incidents of trespassing and loitering and 11 incidents of criminal mischief and vandalism. Full crime reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v42/n34/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 **May 20 and June 9 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: Robberies (& Attempts) —3, Threats & Harassment —1, Indecent Exposure & Lewdness —3

05/20/96	10:19 AM	McNeil Bldg.	Report of unclothed male in building
05/23/96	9:17 PM	Curie Boulevard	Unknown Male took purse, fled in auto
96/05/28	5:05 PM	Stiteler Bldg.	Male exposing self
05/29/96	9:06 PM	36th & Spruce	Complainant robbed while at food truck
05/30/96	11:32 AM	Medical School	Complainant harassed by co-worker
06/02/96	11:38 PM	Moravian St.	Unknown male grabbed camera, fled
06/07/96	5:52 PM	McNeil Bldg.	Male exposing self

38th to 41st/Market to Baltimore: Sexual Assaults—1, Robberies (& Attempts)—10, Aggravated Assaults—1, Threats & Harassment—2, Indecent Exposure & Lewdness —1

05/21/96	1:27 AM	High Rise North	Complainant robbed point of knife
05/21/96	11:06 AM	Harrison House	Swastika found on men's room wall
05/22/96	12:37 AM	3900 Blk Sansom	Complainant robbed at gunpoint/no injuries
05/22/96	9:53 AM	Evans Bldg.	Threatening calls received
05/29/96	12:53 AM	Pi Kappa Phi	Complainant robbed by unknown male w/gun
05/31/96	5:48 PM	4111 Walnut St.	Male exposing self
05/31/96	7:35 PM	4049 Market St.	Complainant robbed by unknown person
06/01/96	11:15 PM	4000 Blk Locust	2 juveniles attempted to rob complainant/arrests
06/04/96	8:50 PM	200 Blk 41st	Complainant assaulted
06/05/96	9:30 AM	3911 Walnut St.	Male attempted to rob complainant
06/06/96	3:50 PM	40th & Walnut	Complainant robbed by unknown person with knife
06/08/96	2:04 AM	4000 Blk Sansom	Complainant robbed by 3 males
06/08/96	1:15 PM	41st & Pine	Complainant assaulted with fire extinguisher/arrests
06/08/96	1:19 PM	200 Blk 40th	Complainant robbed of currency at truck/arrests
06/08/96	11:18 PM	3900 Blk Pine	Complainant robbed by unknown with gun

41st to 43rd/Market to Baltimore: Robberies (& Attempts)—3, Aggravated Assaults —1, Threats & Harassment—1

05/21/96	9:59 PM	43rd & Spruce	2 suspects attempted to rob complainant/fled area
05/30/96	2:35 PM	4247 Locust	Complainant reports being harassed
06/05/96	12:20 PM	Dialysis Ctr.	Bottle thrown at patient
06/01/96	11:27 PM	4100 Blk Pine	2 juveniles arrested after robbing complainant
06/08/96	12:11 AM	222 St. Marks Sq.	Complainant robbed/juveniles arrested

30th to 34th/Market to University: Threats & Harassment—1

06/07/96	7:05 PM	Hutchinson Gym	Person threatening persons in building
----------	---------	----------------	--

Outside 30th to 43rd/Market to Baltimore: Robberies (& Attempts)—5, Aggravated Assaults—1, Threats & Harassment—1

05/24/96	3:52 PM	Scheie Eye Inst.	Harassing calls received from unknown male
05/25/96	1:00 AM	4300 Pine St.	Unknown males stopped complainant for money/struck same
05/25/96	4:05 PM	Unit Blk S. 44	Complainant shot in leg by unknown suspect
05/28/96	6:25 PM	4301 Walnut	Complainant's purse taken by unknown person
06/09/96	12:17 AM	500 Blk So 42nd	Complainants robbed by suspect/arrest
06/09/96	1:57 AM	41st Locust St.	Complainant robbed point of gun
06/09/96	6:57 PM	4300 Blk Larchwood	Complainant robbed by unknown males/fled in vehicle

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly Conduct—2

96/06/02	12 22 Am	38th & Chestnut	Male cited for disorderly conduct
06/02/96	9:32 PM	38th & Spruce	Male obstructing highway/citation issued

38th to 41st/Market to Baltimore: Disorderly Conduct—2

05/27/96	9:07 PM	Penn Police Hdq.	Male yelling obscenities/taken to HUP
06/05/96	7:16 PM	3933 Walnut St	Male arrested for disorderly conduct

41st to 43rd/Market to Baltimore: Weapons Offenses —1

06/06/96	5:58 PM	4107 Baltimore	Male with gun fled area
----------	---------	----------------	-------------------------

EXHIBIT

Now

COPP Art III; Creative Output by Philadelphia Police; gallery open Monday-Friday, 9 a.m.-5 p.m.; Esther Klein Gallery, 3600 Market St. Through July 12.

FITNESS/LEARNING

College of General Programs Summer Special Programs; courses in arts and culture, writing, fundraising, professional development, and personal enrichment; call 898-6479 for info.

20 *Research, Genetics and Alzheimer's Disease: Current and Future Directions*; 11:30 a.m.-1 p.m.; Ralston Penn Center (Human Resources/Quality of Worklife).

Over the Summer . . .

Volume 43 begins with a mid-July issue, and regular weekly publication resumes with the September 3 issue. Throughout any breaks, readers can turn to the Web site (below) for breaking news.

In weeks when there is no full issue, *Job Opportunities* will be produced as a four-page flyer distributed by Human Resources at the Funderberg Information Center, 3401 Walnut Street. Jobs are also on-line, at www.upenn.edu/hr/

Reminder: *Almanac* is moving this summer. For copies of back issues or supplements, call, fax or e-mail (addresses below) before the end of June when files will be reduced by recycling.

Almanac

3601 Locust Walk, Philadelphia, PA 19104-6224
Phone: (215) 898-5274 or 5275 FAX: 898-9137
E-Mail: almanac@pobox.upenn.edu
URL: <http://www.upenn.edu/almanac>

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

EDITOR	Karen C. Gaines
ASSOCIATE EDITOR	Marguerite F. Miller
EDITORIAL ASSISTANT	Mary Scholl
UCHS STUDENT INTERN	Maurice Anderson

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, Martin Pring (Chair), Jacqueline M. Fawcett, Phoebe S. Leboy, William Kissick, Peter J. Kurloff, Ann E. Mayer, Paul F. Watson; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Berenice Saxon for PPSSA, Diane Waters for the A-3 Assembly, Susan Williamson for Librarians Assembly.

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

ACTING MANAGING EDITOR	Jerry Janda
NEWS STAFF:	Barbara Beck, Jon Caroulis, Phyllis Holtzman, Carl Maugeri, Esaúl Sánchez, Kirby F. Smith, Sandy Smith.
DESIGNER	Jenny Friesenhahn
CLASSIFIEDS	Ellen Morawetz

The *Compass*, South 1B, 3624 Market Street, Philadelphia, PA 19104-2615
(215) 898-1426 or 898-1427 FAX: 898-1203
Classifieds: 898-3632
E-mail: jandag@pobox.upenn.edu

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards; athletic, or other University administered programs or employment. Questions or complaints regarding this policy should be directed to Anita J. Jenious, Executive Director, Office of Affirmative Action, 1133 Blockley Hall, Philadelphia, PA 19104-6021 or (215) 898-6993 (Voice) or 215-898-7803 (TDD).