

Highlights of the New Penn Web

The Penn Home Page (*front cover*) leads to five views of the Penn Web, (such as the Faculty and Colleagues Worldwide, *right*), each structured to emphasize items most used by major audience groups. There is overlap among the views, and the last view includes an alphabetical catalog of Penn organizational Web pages. For those without a graphical Web “browser,” a text-only version (*far right*) of the Penn Web is available through Lynx (see “Accessing the Penn Web” below).

For a limited transition period, Penn’s old home page and the PennInfo Main Menu will also be available. All PennInfo information is accessible from the Penn Web, and all of it will migrate to “native” Web format as it is updated.

Learning resources and development tools are being compiled to assist campus information providers. The initial draft of a new Penn Web Style Guide, offering practical information on Web page design and implementation, graphic and stylistic elements, was also released last Friday (<http://www.upenn.edu/style>).

The WebStamp

The WebStamp symbol on a Penn Web page means that it contains official University of Pennsylvania information, certified to be accurate and current. The WebStamp is being phased in as documents are reviewed by their owners.

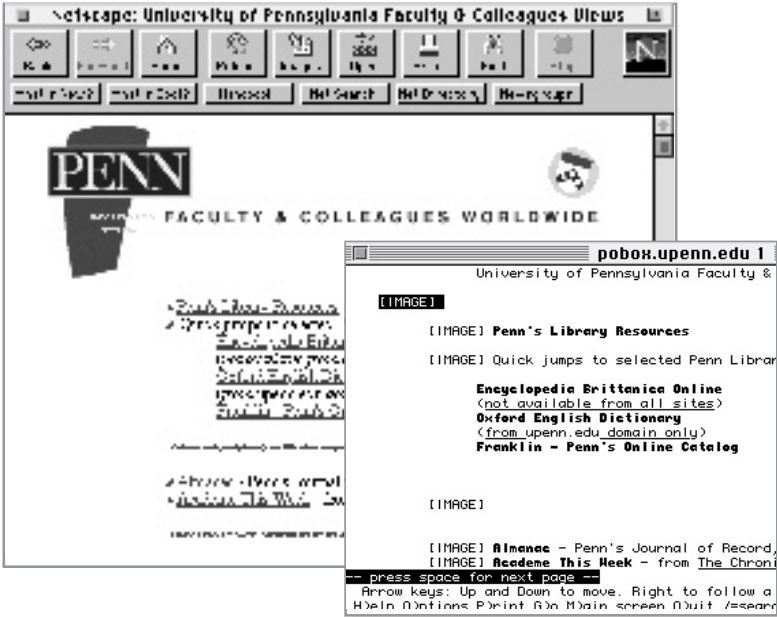
Each official Penn Web page contains the electronic address of the person responsible for its creation and maintenance, and names the official University authority certifying its content. Comments regarding the page should be directed to the responsible individual, or to the certifying authority.

Feedback Invited

Enhancements to the Penn Web are being guided by a steering committee and advisory group including representatives of all twelve schools and the major administrative centers. Questions about the Penn Web and suggestions for improvements and extensions should be directed to the Penn Web Committee, c/o Office of the Vice President and Secretary, Suite 400, 133 South 36th St./3246, or [webcom@pobox.upenn.edu](mailto:webcom@pobox.upenn.edu).

Two ‘Buttons’ to Get to Know

The “Search” button provides full-text searching of indexes (*below*) covering several Penn Web servers now—and by October is expected to cover all. The “Calendar” button opens a unified, University-wide listing of events (*further below*), searchable by numerous criteria, such as event type, name or location. Local calendar “czars” in schools and departments can easily update and maintain their entries—and have them automatically routed to *Almanac* for print publication.



Accessing the Penn Web (<http://www.upenn.edu>)

There are several ways to access the Penn Web, depending on your software or type of network connection. The most popular are summarized below.

**A graphical view:** A graphical view of the Penn Web requires graphical browsing software, a high-speed network connection, and a relatively powerful computer (see “More on Netscape”, below). Netscape 1.1N is the supported browser at Penn. Other graphical browsers offer fewer or different features, resulting in less attractive screen layouts and inability to access some popular features such as the Penn Library’s interactive, on-line forms. Non-graphical browsers such as Lynx have these and additional limitations (e.g., no sound, video, or still images).

**Via Netscape Web browser** (Macintosh or Windows): Type <http://www.upenn.edu/> under “Open Location:” in the Netscape File menu.

**A non-graphical view:** No special browsing software is needed; a browser named Lynx is available on most campus host computers. If you already use the network for e-mail, the Library’s on-line catalog, or other networked resources at Penn, you should be able to use one of the methods below.

**Via the PennNet annex prompt:** Type “t [www.upenn.edu](http://www.upenn.edu/)”.

**Via desktop Telnet software** (e.g., **MicroPhone Pro 2.0** [Mac and Windows], **Host Presenter** [Windows], **NCSA Telnet** [Mac]): Enter “[www.upenn.edu](http://www.upenn.edu/)” as the host address.

**Via University e-mail hosts:** Dolphin, pobox, mail.sas, and eniac are among the mail hosts that make Lynx available.

More on Netscape, its Hardware/Software Requirements

**Basic computer system:** Macintosh (68030 minimum usable; 68040 or PowerMac recommended) or Windows PC (386 minimum, 486 or Pentium recommended ) running Windows 3.1; Windows95 not recommended at this time.

**Connection from campus offices or ResNet rooms:** Ethernet card or adapter, plus an Ethernet connection.

**Connection from off campus dial-in locations:** High-speed modem (9.6 Kbps minimum, 14.4 or higher recommended) and MacSLIP/PPP or PPP for Windows software, together with a Network ID and password ( PennNet dial-in numbers are 215-898-0834 (up to 14.4 Kbps, SLIP and PPP) 215-573-4777 (28.8 Kbps, PPP only) and 610-444-5593 (Kennett Square area, up to 14.4 Kbps, SLIP and PPP)

Where to get Netscape:

On disk from the CRC, 3732 Locust Walk (included in the 2-disk MacSLIP set and the 3-disk PPP (Win) set).  
Download via PennNet from the DCCS AppleShare server: Netscape (Mac) is in the folder labeled “netscape.”  
Download via PennNet from the FTP server: Netscape is in its own subdirectory in the /mac and /pc directories.

Questions?

Consult your School or office support provider; ISC First Call, (573-4778); the CRC at 3732 Locust Walk; or the 1995-96 “PennNet Passport” (\$5 at the Book Store) for more information and assistance. Lunchtime Netscape seminars are offered at the CRC: contact ISC Technology Learning Services (573-3102).

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Up and Running: The New Home Page

The University introduced a new face to the World Wide Web last Friday, replacing its existing Penn Home Page with a colorful new design that features Penn’s traditional red and blue. The area now defined by the engraving of Benjamin Franklin, below, will change from time to time, to highlight other people and places of the University. Developed by a campus-wide design team with input from a 35-member Advisory Group, the new home page opens to a choice of five “views” into Penn’s web-based information, each tailored to a different audience perspective. A tool bar at the bottom of the page provides buttons linking to an overview of Penn and to “what’s new” on the Penn Web—with other links to a new University events calendar; a powerful search tool; and a “help” button with information about the new Penn Web.

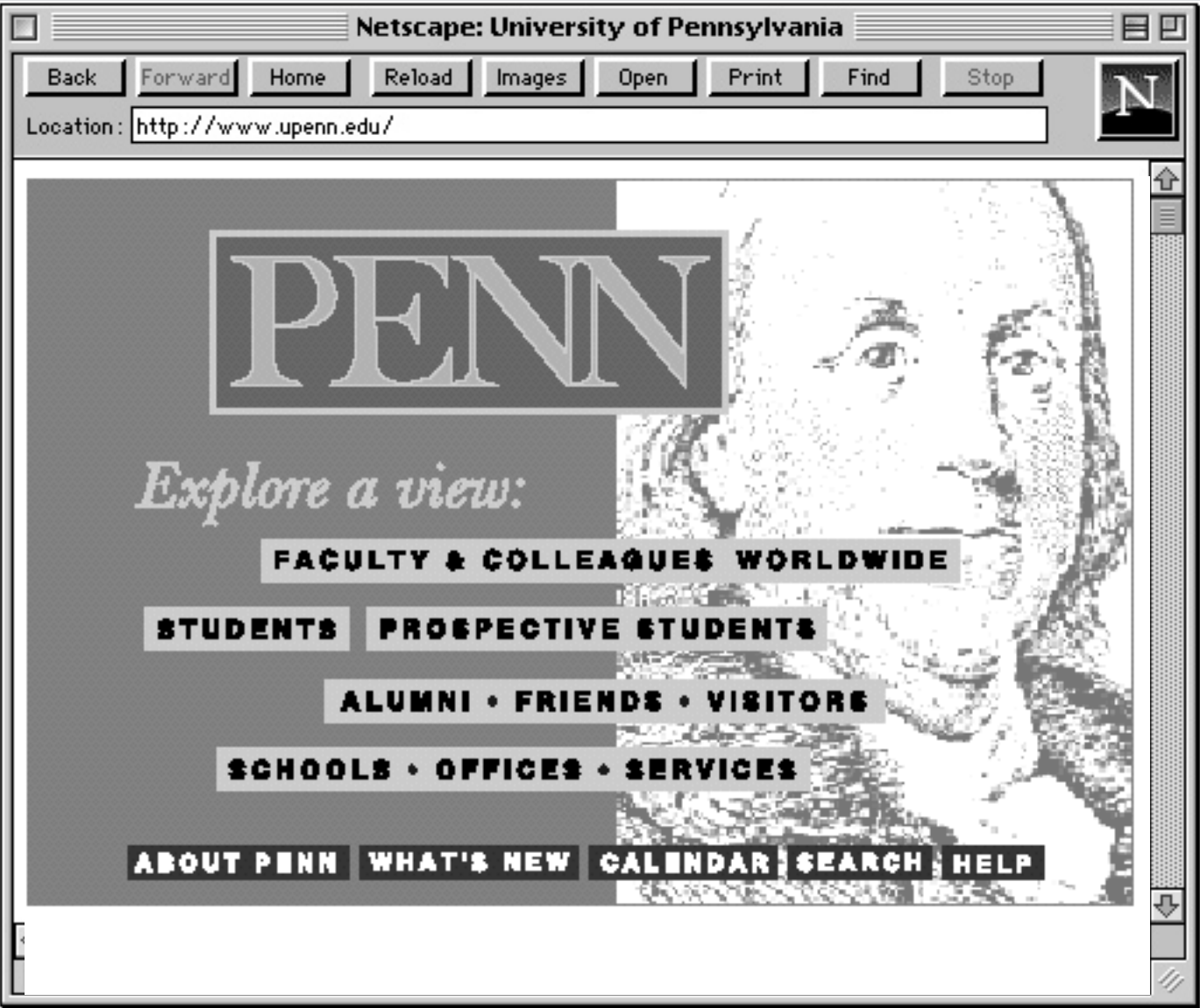
For more on these and other new features, see the back page.

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# NRC Ranking: 19 Penn Graduate Programs Are in the Top Ten

Nineteen Penn graduate programs were ranked among the top ten in their fields by the Committee for the Study of Research-Doctorate Programs in the United States, a committee appointed and sponsored by the National Research Council.

In the Committee's 750-page report released last week, Penn's Graduate Group in Physiology was ranked third out of the 135 programs studied. Also ranking in the top five programs in their fields were bioengineering, French, and linguistics.

Bioengineering was ranked first in the country in program visibility, while French and linguistics were ranked third and second in the number of awards and honors earned by faculty.

Anthropology, history of art, chemical engineering, economics, English, materials science, music, pharmacology, psychology, religious studies, sociology and Spanish were also ranked as among the 10 best programs in their fields. English and religious studies were ranked number one nationally in faculty awards and honors, while linguistics and music ranked number two and three in this category.

"The National Research Council ranking of graduate programs is the most comprehensive and the most widely respected in the nation," said Dr. Janice Madden, Vice Provost for Graduate Education, who provided the details and tables here. "Their last study of graduate education was in 1982. The most recent study includes 3,634 research-doctorate programs at 274 U.S. universities in 41 fields, and is an effort to update and expand the 1982 study. The new study includes all the fields covered in the 1982 study, while redefining the biological

fields and adding eight new fields: comparative literature, religion, aerospace engineering, biomedical engineering, materials sciences, astronomy and astrophysics, and oceanography."

The report ranks programs primarily by the scholarly quality of program faculty and the effectiveness of the graduate programs, she added, although other rankings and measures of quality are included. The scholarly quality of the faculty and the effectiveness of the graduate program were derived from the Spring 1993 National Survey of Graduate Faculty. Each program was evaluated by 100 to 200 faculty members who were identified by the research universities as active scholars in the field. These faculty were provided data on each program that they were asked to rate.

Most of the other Penn programs ranked were easily in the top quarter of the programs studied, Dr. Madden pointed out: Biochemistry and molecular biology were ranked together at 16 out of 107, cell and developmental biology at 23 of 165, chemical engineering 11 of 93, chemistry 25 of 168, comparative literature 11 of 44, ecology (a part of biology) 14 of 127, history 12 of 111, mathematics 22 of 135, mechanical engineering 22 of 110, molecular and general genetics 20 of 102, and physics 17 of 147.

Penn programs that have climbed in the rankings since 1982 include history of art which moved from 11 to 9, chemistry from 29 to 25, English from 11 to 8, French from 7 to 5, music from 8 to 7, philosophy from 31 to 27, and statistics from 35 to 28. Sociology moved from 12 to 9 in graduate program effectiveness.

## Three Reactions to the Graduate Ranking

We are gratified that our graduate programs continue to be recognized as among the best in the nation. The majority of Penn programs which were ranked were in the top 10. Recent additions to our faculty have improved our ratings in several fields. Reputation rankings always seem to lag behind the reality of improving programs, however. We are confident that future rankings will be higher and a more accurate reflection of the high quality doctoral programs at Penn.

— Dr. Janice Madden, Vice Provost for Graduate Education

Eleven Arts and Sciences programs were in the top ten in the nation, with others ranked eleventh or twelfth. Many of our programs have far fewer faculty than other programs in the same field. In that light, these results are all the more laudatory of our highly talented faculty. Because of their smaller size, some of our programs specialize in subfields and are widely recognized as being among the best in their field in those specializations, such as neutrino studies in the Department of Physics, and American studies in the Department of History.

— Dr. Walter Licht, Associate Dean for Graduate Studies, SAS

We are absolutely delighted that as a result of our excellent faculty, over 25% of the graduate programs in the School of Engineering and Applied Science considered by NRC were rated by our peers to be in the top ten, and that all but one of our programs were rated in the top 25.

— Dr. Dwight Jaggard, Associate Dean for Graduate Education and Research, SEAS

## Arts/Humanities

### Art History

Columbia	1	3
New York University	1	2
U.C.-Berkeley	3	4
Harvard	4	5
Yale	5	1
Princeton	6	6
Johns Hopkins	7	12
Northwestern	8	8
U. of Pennsylvania	9	9
U. of Chicago	10	10
U. of Michigan	11	7

### Classics

Harvard	1	4
U.C.-Berkeley	2	1
U. of Michigan	3	2
Princeton	4	3
Yale	5	6
Brown	6	8
U. of Chicago	7	14
U. of Texas	8	9
U.C.L.A.	9	11
Columbia	10	13
U. of North Carolina	11	5
Cornell	12	10
Bryn Mawr College	14	7
U. of Pennsylvania	13	18

### Comparative Literature

Yale	1	1
Duke	2	7
Columbia	3	5
Harvard	4	6
Princeton	5	3
Cornell	6	8
Johns Hopkins	7	2
U.C.-Irvine	8	10
Stanford	9	9
U.C.-Berkeley	10	4
U. of Pennsylvania	11	11

### English Language & Literature

Yale	2	2
U.C.-Berkeley	2	1
Harvard	2	8
U. of Virginia	4	5
Duke	5	10
Stanford	5	4
Cornell	7	2
U. of Pennsylvania	8	6
Columbia	8	13
U. of Chicago	10	7
Johns Hopkins	11	9

### French Language & Literature

Yale	1	1
Princeton	2	2
Duke	3	8
Columbia	4	5
U. of Pennsylvania	5	4
Stanford	6	12
U.C.-Berkeley	7	5
Cornell	8	3
U. of Michigan	9	9
U.C.-Irvine	10	27
U. of Wisconsin	11	7
U. of Virginia	13	10

## German Language & Literature

U.C.-Berkeley	1	2
Princeton	2	1
Cornell	3	4
Harvard	4	3
Yale	5	5
Stanford	6	7
Washington University	7	8
U. of Virginia	8	9
Johns Hopkins	9	11
U. of Wisconsin	10	6
U. of Minnesota	11	10
U. of Pennsylvania	16	17

## Linguistics

M.I.T.	1	2
Stanford	2	4
U.C.L.A.	3	3
UMass.-Amherst	4	1
U. of Pennsylvania	5	7
U. of Chicago	6	8
U.C.-Berkeley	6	13
Ohio State	8	12
Cornell	9	5
U.C.-Santa Cruz	10	6
U. of Arizona	12	9
U. of Connecticut	16	9

## Music

Harvard	1	2
U. of Chicago	2	1
U.C.-Berkeley	3	4
C.U.N.Y. Grad.Sch.	4	9
Yale	5	4
Princeton	6	3
U. of Pennsylvania	7	9
U. of Rochester	8	6
U. of Michigan	9	6
U. of Illinois	10	12
Cornell	11	8

## Philosophy

Princeton	1	1
U. of Pittsburgh <sup>1</sup>	2	2
Harvard	3	9
U.C.-Berkeley	4	11
U. of Pittsburgh <sup>2</sup>	5	3
U.C.L.A.	6	6
Stanford	7	5
U. of Michigan	8	8
Cornell	9	4
M.I.T.	10	7
U. of Arizona	11	10
U. of Pennsylvania	27	24

## Religion

U. of Chicago	1	2
Harvard	2	1
Princeton	3	4
Duke	4	3
Emory	5	6
U. of Virginia	6	9
Vanderbilt	7	8
Princeton Theol.Sem.	8	5
U.C.-Santa Barbara	9	11
U. of Pennsylvania	10	15
Jewish Theol.Sem.	10	12
Hebrew Union Coll.	13	7
Columbia	14	10

<sup>1</sup> Philosophy

<sup>2</sup> History and Philosophy of Science

(Arts/Humanities continue, p. 3)

The full report, titled *Research-Doctorate Programs in the United States—Continuity and Change*, is available from the National Academy Press, 2101 Constitution Ave. NW, Lockbox 285, Washington, DC 20055, (or fax to [202] 334-2793). The tables in their entirety are also on the World Wide Web, and can be accessed via [http://www.nas.edu/nap/online/researchdoc/researchdoc\\_tables.html](http://www.nas.edu/nap/online/researchdoc/researchdoc_tables.html).

Spanish			Psychology			Molecular & General Genetics			Computer Sciences			Statistics & Biostatistics		
Columbia	1	10	Stanford	1	1	Stanford	1	2	Stanford	1	2	Stanford	1	1
Duke	2	24	U. of Michigan	2	2	M.I.T.	2	1	M.I.T.	2	1	U.C.-Berkeley <sup>a</sup>	1	2
Brown	3	1	Yale	3	5	U.C.-San Francisco	2	1	U.C.-Berkeley	3	3	U.C.-Berkeley <sup>a</sup>	3	7
Princeton	4	5	U.C.L.A.	4	12	Harvard	3	3	Carnegie Mellon	4	5	Cornell	4	6
U. of Virginia	5	7	U. of Illinois	5	3	CalTech	4	4	Cornell	5	4	U. of Chicago	5	3
U. of Pennsylvania	6	11	Harvard	6	10	Stanford	5	5	Princeton	6	10	U. of Washington <sup>a</sup>	6	4
U. of Wisconsin	7	4	U. of Minnesota	7	4	U.C.-San Diego	6	10	U. of Texas	7	11	Harvard	7	11
Cornell	8	3	U. of Pennsylvania	8	6	U. of Wisconsin	7	6	U. of Illinois	8	8	U. of Wisconsin	8	5
U.C.-Berkeley	9	6	U.C.-Berkeley	9	14	Yale	8	7	U. of Washington	9	6	U. of Washington <sup>a</sup>	9	9
Harvard	10	12	U.C.-San Diego	10	8	Johns Hopkins	9	13	U. of Wisconsin	10	9	Purdue	10	15
U. of Kansas	11	1	Carnegie Mellon	11	7	U.C.-Berkeley	10	9	CalTech	12	7	Iowa State U.	14	8
U. of Texas, Austin	12	9	Princeton	13	9	U. of Chicago	11	8	U. of Pennsylvania:			Carnegie Mellon	16	1
U. of Michigan	13	8				U. of Pennsylvania	19	22	Computer Info. Sci.	24	21	U. of Pennsylvania	28	33
									Decision Sci.	45	43			
Social /Behavioral Sciences			Sociology			Neurosciences			Geosciences			Engineering		
			U. of Chicago	1	2									
			U. of Wisconsin	2	1									
			U.C.-Berkeley	3	11									
			U. of Michigan	4	3									
			U.C.L.A.	5	6									
			U. of North Carolina	6	4									
			Harvard	7	12									
			Stanford	8	7									
			Northwestern	9	10									
			U. of Washington	10	8									
			U. of Pennsylvania	11	9									
			Indiana U.	12	5									
			Biochemistry & Molecular Biology			Physiology			Materials Science			Chemical Engineering		
			U.C.-San Francisco	1	1	Yale	1	1	M.I.T.	1	1	U. of Minnesota	1	1
			M.I.T.	2	2	U.C.-San Diego	2	2	Northwestern	2	4	M.I.T.	2	2
			Stanford	2	4	U. of Pennsylvania	3	7	Cornell	3	3	U.C.-Berkeley	3	2
			U.C.-Berkeley	4	3	U.C.L.A.	4	5	U.C.-Berkeley	4	4	U. of Wisconsin	4	4
			Harvard	5	5	U.C.-San Francisco	5	6	U. of Illinois	5	7	U. of Wisconsin	4	4
			Yale	6	8	Baylor College	5	10	Stanford	6	6	U. of Illinois	5	6
			CalTech	7	6	U. of Washington	7	4	U. of Massachusetts	7	2	CalTech	6	7
			U. of Wisconsin	8	9	Stanford	7	3	U.C.-Santa Barbara	8	10	Stanford	7	5
			U.C.-San Diego	9	7	U. of Virginia	9	11	Penn State	9	8	U. of Delaware	8	8
Johns Hopkins	10	10	Columbia	9	11	U. of Pennsylvania	10	12	Princeton	9	9			
Columbia	10	11	U. of Illinois	20	8	Carnegie Mellon	11	9	U. of Texas	10	13			
U. of Pennsylvania	16	17	U. of Chicago	11	9	R.P.I.	13	10	U. of Pennsylvania	11	10			
			Cell & Developmental Biology			Pharmacology			Mathematics			Electrical Engineering		
			M.I.T.	1	2	Yale	1	1	U.C.-Berkeley	1	6	Stanford	1	1
			Rockefeller Univ.	2	4	U.Texas-SW Med. Ctr.	2	5	Princeton	1	1	M.I.T.	2	2
			U.C.-San Francisco	3	3	U.C.-San Diego	3	13	Harvard	3	4	U. of Illinois	3	3
			CalTech	4	1	Johns Hopkins	4	2	Harvard	4	3	U.C.-Berkeley	4	4
			Harvard	5	7	Duke	5	6	U. of Chicago	5	2	CalTech	5	5
			Stanford	6	6	Vanderbilt	6	3	Stanford	6	5	U. of Michigan	6	6
			U.C.-San Diego	7	12	Harvard	7	9	Yale	7	8	Cornell	7	7
			U. of Washington	8	9	U. of North Carolina <sup>1</sup>	8	10	New York Univ.	8	7	Purdue	8	10
			Washington Univ.	9	8	U. of Washington	9	8	U. of Michigan	9	14	Princeton	9	9
Yale	10	10	U. of Pennsylvania	9	7	Columbia	9	11	U.S.C.	10	15			
Princeton	11	5	U. of North Carolina <sup>2</sup>	16	4	Cornell	15	10	U.C.L.A.	10	11			
U. of Pennsylvania	23	24				Brown	16	9	Carnegie Mellon	12	8			
						U. of Pennsylvania	22	25	U. of Pennsylvania	41	45			
			Ecology, Evolution & Behavior			Chemistry			Physics			Mechanical Engineering		
			Stanford	1	4	U.C.-Berkeley	1	2	Harvard	1	1	Stanford	1	1
			U. of Chicago	1	2	CalTech	2	1	Princeton	2	2	M.I.T.	2	3
			Duke	3	1	Harvard	3	4	M.I.T.	3	3	U.C.-Berkeley	3	1
			Cornell	4	3	Stanford	3	4	U.C.-Berkeley	3	7	CalTech	4	4
			U.C.-Davis	5	8	M.I.T.	5	3	CalTech	5	4	U. of Michigan	5	8
			Princeton	6	10	Cornell	6	6	Cornell	6	6	Princeton	6	5
			U. of Washington	7	5	Columbia	7	8	U. of Chicago	7	5	Cornell	7	9
			U.C.-Berkeley	8	6	U. of Illinois	8	7	U. of Illinois	8	8	U. of Minnesota	8	11
			U. of Wisconsin	9	7	U. of Wisconsin	10	10	Stanford	9	9	U. of Illinois	9	6
S.U.N.Y.-Stony Brook	10	11	U.C.L.A.	10	11	U.C.-Santa Barbara	10	11	U.C.-San Diego	10	13			
U. of Texas	10	13	Yale	12	9	Yale	13	10	Purdue	10	7			
U. of Michigan	12	9	U. of Pennsylvania	25	23	U. of Pennsylvania	17	18	Northwestern	12	10			
U. of Pennsylvania	14	17							U. of Pennsylvania	22	25			
						<sup>1</sup> Arts and Sciences <sup>2</sup> Medicine, Pharmacology and Public Health						<sup>3</sup> Statistics <sup>4</sup> Biostatistics		



## FOR COMMENT

*The following is published for comment. The proposal was drafted by last year's Senate Committee on the Faculty and minor changes were made in light of discussion at the September 6 Senate Executive Committee meeting. Following receipt of additional suggestions the Committee on the Faculty will recast the document into specific recommendations. It will then be referred to the Personnel Benefits Committee for review and comment. The current faculty maternity policy also appears below. Please send your comments or suggestions to Carolyn Burdon by email at [burdon@pobox.upenn.edu](mailto:burdon@pobox.upenn.edu) or by telephone at 898-6943 by Tuesday, October 3, 1995.*

## A Review of Penn's Parenting Policies

### Proposal of the 1994-95 Senate Committee on the Faculty

*May 22, 1995; revised September 11, 1995*

The Senate Committee on the Faculty was asked by the Provost to consider whether the University of Pennsylvania should institute an extension of the tenure probationary period for faculty members who become parents. The Committee concluded that this question could best be addressed in the context of an overall review of Penn's parenting policies. This has been an area of rapid change in American universities in recent years, and it seems appropriate to ask whether Penn's current policies fully meet the needs of its faculty and whether they are keeping pace with those of comparable institutions.

Institutional responses to faculty members becoming parents may include: provisions for unpaid leave; provisions for paid release from some or all duties; and, for untenured faculty members on the tenure track, extension of the tenure probationary period. Institutions vary in which of these benefits they grant and also in whether they grant them only to birth parents or also to adoptive parents and whether they grant them only to mothers or also to fathers and other primary caregivers. Ideally, a university's policies should respond both to the particular constraints imposed on women by childbirth and to the ongoing impact on the careers of both men and women caring for small children. Further, they should allow for the special demands of parenthood while also recognizing that there are other life events and circumstances that may affect a faculty member's ability to perform his or her job and require comparable (although not necessarily identical) treatment.

Penn's current policies include the option of requesting unpaid leave for purposes of full-time childcare (useful but limited because it is practically impossible for most people) and the option of requesting a reduction of duties of up to 50% with a corresponding reduction in salary. The reduction in duties option is an unusual and flexible response to the ongoing demands of childcare (as well as to the various other circumstances for which it may be used); it applies to both men and women and to both birth parents and adoptive parents, and it includes a provision for extension of the tenure probationary period (one year's extension for every two years at 50%).

Penn does not, however, provide any extension of the tenure probationary period for junior faculty members who do not elect a reduction in duties and corresponding reduction in salary. This is an area, then, in which Penn could do more to recognize that becoming a parent often reduces the pace of a faculty member's scholarly research and writing, as well as his or her involvement in other professional activities, and to respond to that fact in the case of those who stand to suffer the most serious consequences as a result. Many comparable institutions now have some provision for extension of the tenure probationary period. The length of the extension varies

between six months (Yale) and a year (most others); in some cases the extension is only available to female faculty members who give birth.

If Penn were to adopt the relatively inclusive policy of allowing an automatic extension of the tenure probationary period, if desired, of one year per child to men and women alike, we would be aligning ourselves with at least four similar institutions: Princeton, Harvard, Dartmouth, and the University of Chicago. Before adopting such a policy, we would need to resolve a number of questions: Should there be a limit on the number of times an individual faculty member can avail himself or herself of an extension? If the option is made available to adoptive parents, fathers, and other primary caregivers in addition to birth mothers, what mechanisms (if any) should there be for determining that the faculty member in question has actually been so intensively involved in childcare that the extension is warranted? If such a policy is adopted, should it be applied retroactively to members of the junior faculty who became parents before it went into effect? Should the institution of such a policy for parenting be accompanied by comparable provisions for other disruptive life events? Do we need additional policies to address the impact of parenting on the careers of faculty members for positions in which tenure is not available?

In the case of faculty members who give birth, Penn has a "Faculty Maternity Policy" that treats pregnancy and childbirth as a form of temporary disability. It addresses the problem that the period of disability does not correspond to an academic semester through several possible scenarios: it suggests that "it may be possible to adjust teaching schedules or assignments to accommodate the period of disability," or, failing that, that "the University will either provide a mutually acceptable alternative schedule which permits the disabled faculty member to take normal disability leave and resume normal faculty duties without loss of pay or will cover the full loss of salary when such scheduling alternatives cannot be arranged."

The flexibility of this policy, while well-intentioned, can create—and anecdotal evidence suggests that it has created—serious difficulties, especially for untenured faculty members. The proposition that teaching schedules should be adjusted around the period of disability overlooks the unsatisfactory character for students and teacher alike of a course that is not taught continuously by the same person and the fact that the time of childbirth cannot be precisely predicted. Furthermore, inequality of power between a pregnant faculty member and her chair or dean may make it difficult for her to insist on a truly acceptable arrangement, and individual arrangements may vary unfairly depending on the administrators involved. Without clear guidelines, an administrator may feel the need to ask for as much as possible from a pregnant faculty member in order to

maintain departmental or school functioning. The possibility of “scheduling alternatives” may lead to faculty members being obliged to take on burdensome extra duties before or after the period of disability.

It may be time to move away from this disability model and to develop a new policy that would respond more effectively to the realities of the teaching calendar and would give both prospective faculty parents and administrators a more definite sense of what is to be expected. The practical disadvantages of having someone teach for less than one semester suggest that we should consider a policy releasing a faculty member who gives birth from an entire semester’s teaching at full pay and with no expectation that the time off will be made up at some other point. This would bring Penn in line with many comparable institutions, including Brown, Harvard, and Yale. Adopting such a policy would raise a number of issues: What provisions should be made for women who give birth during the summer or in between semesters, or in cases in which it is uncertain what part of the academic calendar a birth will fall into? Should there also be an accompanying release from advising and administrative duties, or can those responsibilities be negotiated on a case-by-case basis without too much danger of unfair inconsistencies or undue pressure on faculty members? What expectations can administrators have about the availability of resources to compensate the school or department for the loss of the faculty member’s teaching?

#### *1994-95 Senate Committee on the Faculty*

*Stephen B. Burbank (law)*

*Jean Crockett (emeritus finance)*

*Janet A. Deatrick (nursing)*

*Peter J. Hand (animal biology, Chair)*

*Morris Mendelson (emeritus finance)*

*Sheila H. Murnaghan (classical studies)*

*Janet Rothenberg Pack (public policy & management)*

*Ex Officio:*

*Barbara J. Lowery (nursing), Faculty Senate Chair*

*William L. Kissick (medicine), Faculty Senate Chair-elect*

*Staff:*

*Carolyn P. Burdon (executive assistant to the Faculty Senate Chair)*

### **Faculty Maternity Policy (9/1/83)**

[*Handbook for Faculty and Academic Administrators*, p. 44.]

By law, disability resulting from pregnancy must be treated as other disabilities with respect to paid leave. Nonetheless, there are two characteristics of disability from pregnancy which distinguish it from other disabilities. First, the disability period can be anticipated in advance. Second, the disability period is usually substantially shorter than an academic semester. In some cases, it may be possible to adjust teaching schedules or assignments to accommodate the period of disability. In other cases, such accommodation may not be feasible.

1. Where University scheduling makes it impossible for a faculty member to accomplish her teaching obligations in a time span less than the full semester, the University will either provide a mutually acceptable alternative schedule which permits the disabled faculty member to take the normal disability leave and resume normal faculty duties without loss of pay or will cover the full salary loss of the individual when such scheduling alternatives cannot be arranged.

2. As with other disability claims, the cost of pregnancy disability leave beyond one month is paid from the employee benefits pool and not from department budgets.

3. No faculty member can be forced to take leave because she is pregnant. No department can refuse to hire a faculty member because she is pregnant or might become pregnant.

## **Council September 20: Disciplinary System**

A revision of the long-discussed charter for a student judiciary system—now a Proposed Charter of the University of Pennsylvania Student Disciplinary System—is on the agenda for Wednesday’s Council meeting, along with the proposed Code of Academic Integrity. Both are in this week’s eight-page *Almanac Supplement*. Also scheduled for discussion at the meeting are the Provost’s Council on Undergraduate Education, and the year-end reports (to be published) of four Council Committees—for the Bookstore, International Programs, Library, and Research.

## **Membership of the New Honor Council**

In July, Provost Stanley Chodorow announced the establishment of a student Honor Council of 13 undergraduates to advise him on matters pertaining to academic integrity, and to strive to promote academic honesty throughout the University (*Almanac* July 18). The membership of the Honor Council is:

Ashley Magids, *Chair*

Jason Baletsa	Sarah Garlinghouse	Daniel Orr
Courtney Banks	Daniel Jones	Christina Park
Damon Clemow	Katherine Koppman	Justin Shellaway
Matthew Fredericks	Miriam Levitin	Kay Thanaporn

## **ACLU at Penn: “Lessons for Civil Liberties”**

The 1995 fall Conference of the Philadelphia Branch, American Civil Liberties Union, is to be held at Penn Law School September 24, 10 a.m. to 1 p.m., and is open to all members of the University. It is titled *Mumia Abu Jamal-ACLU-Lessons for Civil Liberties*.

The keynote speaker at 10 a.m. is David Rudovsky of the Law School faculty, who is also local counsel for Mumia Abu Jamal. He will discuss civil liberties issues in the case. Five workshops follow:

*Mumia Abu Jamal: A Central Role for the First Amendment*, led by Professor Rudovsky and Vic Walczak, executive director of the Pittsburgh ACLU and *amicus* counsel on the federal civil suit.

*Police Accountability, Community Responses to Corruption and Brutality*, by Bradley Bridge of the Defender Association; Will Gonzalez, executive director of the Police-Barrio Relations Project; and Stefan Presser, legal director of the Pennsylvania ACLU.

*Tuition Vouchers: Public Support of Religious Education*, by Professor Burton Caine of Temple Law School, Nancy Smith of the League of Women Voters, and Larry Frankel, legislative director of the Pennsylvania ACLU.

*Affirmative Action—Still Needed Today*, by Professor Muriel Morisey Spence of Temple Law School; Barbara DiTullio, president of Pennsylvania NOW; and Professor Elijah Anderson, University of Pennsylvania sociology department.

*Megan’s Law—The Scarlet Letter Syndrome*, by Professor Ronald K. Chen of Rutgers-Newark Law School, counsel in Megan’s Law suit; Enny Cramer, president of the Joseph J. Peters Institute providing treatment for sexual offenders; and Karl Baker, president of Philadelphia ACLU.

## **Truman Scholars: October 27**

The Harry S. Truman Scholarship Program, which provides opportunities for outstanding students to prepare for careers in public service, is open to juniors (and to seniors from Iowa, Montana, New Mexico, Oregon, Puerto Rico, Tennessee, and the Islands) with at least a 3.5 GPA who plan to attend graduate school in a field which will lead to a career in public service. Information and applications are available from Terry Conn at the Office of the Vice Provost for University Life, 3611 Locust Walk. The deadline for applications is *October 27*.

## **Dr. Taubman’s Memorial Service: 4 p.m.**

Last week *Almanac* omitted the time in our announcement of a memorial service for Dr. Paul Taubman, who died on May 4 at 55. The service Thursday, September 21, begins at 4 p.m. at the Hillel Foundation, 202 S. 36th Street.

## **Corrections: Dean Lang, Ms. Stachitas**

In a major slip of the brain last week, I typed the last name of another member of the University for that of Dean Norma Lang, in the caption identifying the twelve deans on page 6. For that and for misspelling the last name of Alumni Relations Acting Director Martha Stachitas, I sincerely apologize.—K.C.G.

## Universal Health-Care Coverage? Grim Prognosis, Says Dean Rosemary Stevens

**By Barbara Beck**

The health-care crisis might have generated momentum to sweep politicians into and out of office, and to mesmerize and confound millions of Americans, but the health-care system is going to remain pretty much the same for the rest of the century, according to Rosemary Stevens, dean of the University's School of Arts and Sciences.

And 100 percent universal coverage—that magical figure proposed in every politician's stump speech? She dismisses it as "an empty political gesture" that is an outgrowth of living "in a decade of callousness and romantic belief in market solutions."

A recognized national authority on health-care policy and hospital management, and author of "In Sickness and in Wealth," the SAS dean addressed the American Sociological Association's annual meeting this summer in Washington about the futility of universal coverage before the year 2000.

She would like to see universal coverage and recognizes that it is "a necessary moral goal for the United States if we wish to remain an exemplary nation." A sociologist, Dean Stevens emphasizes the social significance of American health care. But she believes that neither Congress nor major lobbyists, who have the power to change the system, have the political interest to fight for universal coverage. And in the middle of a health-care system she says is "distinguished by turmoil," there is great difficulty in determining what is to happen next.

Dean Stevens predicts that we will see sparser coverage and worsening services that could lead to social unrest and a violent demand for access to better health care.

As a health-care historian, she recognizes that history runs in cycles and that the confusing, expensive, inequitable system of the present will eventually change. She believes that we should be ready with three practical and likely scenarios to approach universal coverage.

The first method is to require individuals to purchase health insurance, much the same way we have to pay income taxes and pay social security. She sees that the difficul-

ties in implementing this kind of system lie in people's unwillingness to bear the cost themselves and in assessing penalties on those who do not carry coverage. "Trying to press-gang the population into health insurance," she says, "will not produce 100 percent coverage, even among those who could theoretically afford it."

Another method to consider is continuing to rely on employers to furnish health benefits and bring their employees up to a level of universal coverage. Dean Stevens acknowledges that in the early 1990s the signs were positive. Several states enacted legislation to guarantee full health coverage for their public employees.

The picture is less sanguine today, though, she believes. States have accumulated budget deficits, changed political ideologies and stalled plans to live up to their health-care promises. Private industry also has problems. Although small employers, who can't afford to offer health benefits, can take part in pooling or subsidization programs that will help them, she reports that studies have shown employers' skepticism about how long the subsidies will last keeps them from buying into the programs.

The third possibility for universal coverage?

Dean Stevens says we should accept that we have a two-tiered health system—one for the working population who have the potential for coverage and one for the poor population who rely on public assistance for medical care.

Under that system, we would provide alternative, backup medical care to those who fall through the cracks, as Medicaid and Medicare were intended to do. Both those programs face tremendous political pressure in Congress as the number of uninsured is rising while services and budgets are collapsing.

"Services for the poor and unemployed demand critical attention in the 1990s," says Dean Stevens, who sees this as the basis of the health-care crisis. With Medicaid's demands

on federal and state funds, it draws money away from services such as education. This, she says, "poses questions about the role and future of state government as social instruments in the United States."

She does believe in a simple solution:



*Dean Rosemary Stevens*

Design a national health-care system for all citizens, somewhat along the British model. This model, "based on the concept of enlightened national government, has never seemed a likely model for the United States," she observes.

"The trick for public policy," according to the dean, "seen time and again in health-care history, is to invent quasi-public entities [such as nonprofit hospitals or Blue Cross in the past] and to impose regulation on private entities so that they assume public functions such as the regulation of insurers in the present."

Reluctantly, she admits, "health policy will continue to be distinguished as a series of adaptations to the consequences, often unintended, of partial solutions to complex social issues."



## Out of the Woods and into the City

By Jerry Janda

"Urban forestry" may sound like an oxymoron, but it isn't.

The term originated in the 1950s, when an outbreak of Dutch elm disease robbed many communities of their trees. Used to working in the woods, the men and women of the United State Forest Services suddenly found themselves in cities, replacing the dead elms. They described their task as "urban forestry."

Like their predecessors, today's urban foresters stand ready to aid urban neighborhoods. But times have changed, and so have people's priorities. If the millions of Americans living in cities today were asked to name their top 10 concerns, most would list health, safety and economics before environmental issues such as trees.

Ironically, trees can help solve common urban problems, believe Bob Gutowski, director of the Center for Urban Forestry at Penn's Morris Arboretum, and Brooks Mullahy, assistant director. During a recent interview on an open porch overlooking the arboretum's spacious grounds in Chestnut Hill, Mr. Gutowski explained that, thanks to trees, urban residents can breathe a little easier. "Trees improve air quality," he said. "By directly intercepting particulate matter, they make a measurable improvement in community health."

Neighborhoods given the opportunity to plant their own trees often experience a reduction in crime, Ms. Mullahy added. "The community starts feeling safe because they come out and start working on their gardens," she said, speaking loudly enough to be heard over the incessant buzzing of the cicadas. "So they're coming out for the first time as a group, and what we're finding is that the prostitutes and the drug dealers ... are moving away."

Ms. Mullahy also pointed out that in landscapes of concrete and steel, trees are a welcome aesthetic addition. Home buyers—sometimes without consciously knowing it—are drawn to blocks beautified by trees. "Show them streets that are tree-lined and they say, 'That's where I want to live,'" she noted.

In short, trees provide security. They keep people happy. And healthy. "After operations, people recovered quicker, used fewer pain-killers and spent less time in the hospital when the only variable under controlled conditions was whether they had views of trees or not," Mr. Gutowski claimed.

Given the benefits of trees, why don't more neighborhoods investigate urban forestry? The answer is that city residents, unaccustomed to the advantages of greener settings, don't realize that natural resources



Photograph by Sally Baldwin

### Brooks Mullahy and Bob Gutowski

like trees are an option for improving urban life. "If you don't grow up with these surroundings," Mr. Gutowski said, indicating the tranquil, rustic scenery around him, "you don't see it as a choice."

For four years, the Center for Urban Forestry has been showing people what they've been missing. "We provide people with access to the benefits," Mr. Gutowski offered. "We give them the choice of the power to say, 'Trees are important to us in the city.'"

The Center for Urban Forestry traces its roots back to 1991. Morris Arboretum's reputation as an educator and technical leader—as well as its affiliation with Penn—drew the attention of the USDA Forest Service, Northeastern Area (NA).

"They came to us and asked if we would like to be a partner in establishing a center," Mr. Gutowski remembered. "It was a new kind of a public/private partnership between a federal natural-resource agency and an urban university to help deliver services and expertise in a major metropolitan area."

Originally an office run by Mr. Gutowski and Ms. Mullahy, the Center for Urban Forestry became a full-fledged department in December of 1994. "That gave us some presence," Mr. Gutowski said. "It put us in a different role in terms of budget and resource allocation, and gave us a staff."

With the department designation came new responsibilities. Initially, the center's efforts were limited mostly to the Tri-State area; it now serves a 23-state region.

The center's scope of activities expanded as well. It offers everything from Ecosystem Management Training Workshops to Urban Forestry Demonstration Programs. The center also informs government officials—because once legislators understand the importance of urban forestry, program support can follow.

"Every federal dollar invested in urban forestry has been matched by another six dollars from public and private sources," Mr. Gutowski said. "Who's matched money for the B-1 Bomber?"

Working with politicians is only one method of getting people interested in urban forestry. The center's employees speak to community groups and schoolchildren. They partner with researchers to provide neighborhoods with information on how to care for their trees. And they encourage community involvement in tree plantings—for community involvement gives people a sense of pride, a sense of purpose and a sense of unity.

"The wonder of natural resources is that it crosses all boundaries: ethnic, cultural, economic," Ms. Mullahy said. "It's good for everybody, and it's primal. Everybody can connect to the Earth. So it builds communities and makes people feel connected at a time in our society when they don't feel connected."

## Mandatory Pro Bono Work Now Leads to Voluntary Public Service Later

By Kirby F. Smith

Shakespeare's much-quoted line—"The first thing we do, let's kill all the lawyers"—symbolizes a public perception that most lawyers are self-serving and self-absorbed. Discomfited by this stereotype, the American Bar Association and much of the legal community have been looking for ways to expunge it.

To that end, many of the nation's law schools have decided to offer students an opportunity to use their skills in the public interest. At Penn Law School, a mandatory public service program has been in place since 1990 and has received positive comments from recent graduates.

In a survey of 1992 and 1993 graduates, 76.5 percent of respondents said they have engaged in public service activities in the past two years. Several also remarked that Penn's program made them aware of the many ways that a lawyer can serve the public.

"That 76 percent figure is a fairly significant statistic," noted Judith Bernstein-Baker, director of the Penn Law program. "We can compare this figure with surveys done by bar associations across the country. I have one from the New York State bar, which reported that 37.7 percent

of their members were doing pro bono work."

All Penn law students, as a requirement for graduation, must perform 35 hours of law or law-related work during the academic year in each of their second and third years of attendance.

Ms. Bernstein-Baker believes that public service is a fundamental value of the legal profession. "It's really part of the definition of being a professional," she said. "It's a set of certain skills, and a set of certain values, combined to deliver a service. That's what all professions are. And I can't think of any other profession that has a tradition of public service greater than the law. After all, as a public service, lawyers wrote the U.S. Constitution."

She also pointed out that Penn Law School in particular has always been a proponent of public service, and that the most significant early expression of professional ethics was by George Sharswood, who became head of the law department at the University. In 1884, Sharswood stated in his "Essay on Professional Ethics": "It is to be hoped that the time will never come, at this or any other Bar in this country, when a poor man with an honest cause, though without a fee,

cannot obtain the services of honorable counsel, in the prosecution or defense of his rights."

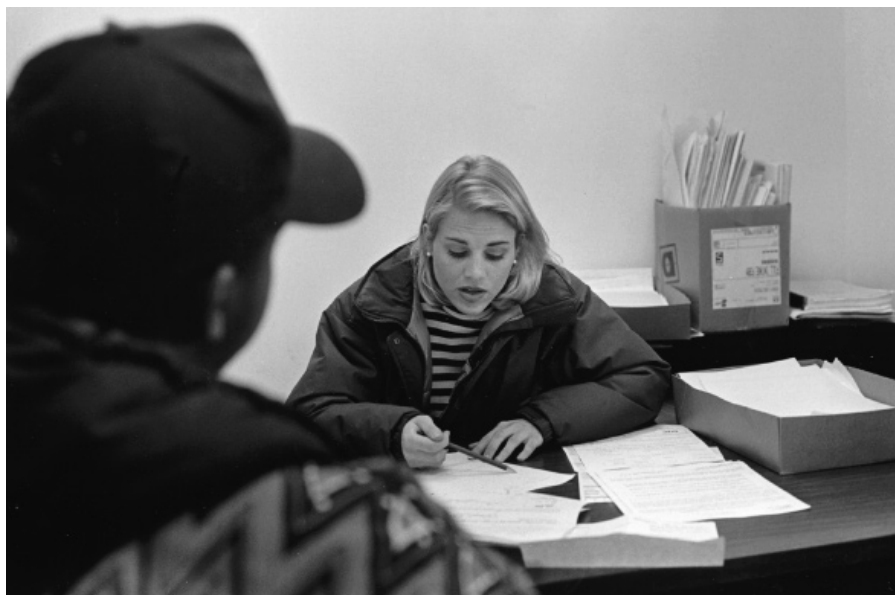
Ms. Bernstein-Baker approves of the mandatory public service requirement for all Penn law students. "Students do many things in law school that are mandatory but which they will reject when they leave," she said. "Law students must take contract law, property law, tort law—courses that are fundamental in our profession. When students get out of law school, they're free not to practice contracts, property, torts. They choose what they want to practice.

"But should they decide to practice in these areas, they have the building blocks with which to do so," she continued. "Well, it's the same with public service. When our students leave, they're free to reject what we have tried to incorporate into their professional identity and socialization, but should they decide to make a commitment to public service, they have the skills to do so. Seventy percent of our students work with low-income clients, and they learn how to relate to people who are different from them."

During the 1994-1995 academic year, Penn law students performed over 19,800 hours of service in over 140 organizations at approximately 200 project sites. The pro

bono program has positively affected many students like F. Scott Donahue (L'95), who spoke at the 1995 Penn Law School graduation and said that he initially "bristled" at the idea of performing public service. Then he had an eye-opening experience assisting victims of domestic violence in filing for Protection from Abuse Orders. "I would definitely recommend being placed in Philadelphia's Abuse Assistance Unit," he said. "It's a great real-life experience."

*During her third year at Penn Law, Melissa Weiss (L'95) advised clients with family law problems through the Custody and Support Assistance Clinic that operates offices in West Philadelphia and in Kensington, where this consultation took place.*



Photograph by Hinda Schuman



# **Proposed Charter of the University of Pennsylvania Student Disciplinary System and Proposed Code of Academic Integrity**

Over the past two years, there has been an extensive examination and discussion of the University's Student Disciplinary System, the Student Code of Conduct and the Code of Academic Integrity. While the Student Code of Conduct was adopted last year, adoption of the Code of Academic Integrity was delayed until the disciplinary system for handling alleged violations of the Code were developed. (It should be noted, however, that all violations of the Code of Academic Integrity are also violations of the University's Code of Student Conduct.)

The proposed Student Disciplinary System that follows is based on the outline discussed and presented for comment last spring. As in earlier versions it:

- Expects most cases to be resolved through mediation;
- Calls for the establishment of a University Conduct Council and a University Honor Council to educate students regarding behavioral standards and the standards of academic integrity; students for hearing panels would be drawn from these two bodies.
- Calls for the Provost, not the Hearing Panel, to impose a sanction.

These two documents will be discussed at University Council this Wednesday, September 20. Recommendations for changes should be directed to me, Room 110 College Hall, and should be received no later than October 6, 1995. I expect to forward the final documents to the individual Deans and Schools for final adoption later this fall.

— *Stanley Chodorow, Provost*

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# **Proposed Charter of the University of Pennsylvania Student Disciplinary System**

## **I. The Disciplinary System**

### **Statement of Purpose and Jurisdiction**

The purpose of the Student Disciplinary System is to further the educational mission of the University of Pennsylvania by providing a fair and effective mechanism for investigating and resolving disputes involving students and alleged violations by students of the University's rules, regulations and policies.

The Office of Student Conduct (OSC), which reports to the Provost, handles complaints from members of the University community about student conduct and alleged violations of the Code of Student Conduct, the Code of Academic Integrity, or other University policies. The OSC also develops, subject to the approval of the Provost, administrative and procedural guidelines and practices for the administration of the disciplinary system and the implementation of this Charter, including procedural guidelines for the conduct of disciplinary hearings.

Except as provided below, the Student Disciplinary System has jurisdiction in all cases arising under the regulations of the University against registered students, whether they be undergraduates, graduate or professional students, or others, including students who are on unexpired leaves of absence. Approved or unapproved absence from the University is not a bar to the conduct or completion of disciplinary proceedings under this Charter.

In general, a student is any individual who has been admitted, matriculated, enrolled, or registered in any academic program or other educational activity provided by the Trustees of the University of Pennsylvania, and such an individual remains a student until he or she is officially withdrawn from the University and all financial, academic and disciplinary matters between that individual and the University have been resolved.

Normally, the Student Disciplinary System does not handle cases against graduate and professional students that lie within the jurisdiction of a hearing board or other disciplinary body established by the School of the University in which the student is enrolled. Where such a School-based disciplinary procedure exists, it must be the recourse of first resort for the resolution of an alleged violation of University or School regulations, except in cases successfully resolved by mediation or when the OSC decides, in consultation with the Provost, that it is appropriate in light of the circumstances for jurisdiction over the case to be taken by the Student Disciplinary System. When an alleged violation of University regulations by a graduate or professional student is not within the jurisdiction of the system established by the student's School, the Student Disciplinary System will have jurisdiction over the case.

The Student Disciplinary System does not handle cases involving alleged violations of the University's parking regulations.

Alleged violations of the University's Residential Living policies and contracts are ordinarily handled under the procedures of the Department of Residential Living, but if severe enough to warrant sanctions beyond those which the Department of Residential Living is authorized to impose, may be referred by the Director of Residential Living to the OSC.

The Director of the Office of Student Conduct decides all questions of jurisdiction, consulting with the Provost (or designee) and with the University's General Counsel when necessary. When appropriate, the OSC may refer a complaint to a University office or disciplinary process other than the OSC.

### **Overview of the Disciplinary Process**

The University Disciplinary Process at Penn can involve some or all of the following stages:

- Bringing a Complaint to the Office of Student Conduct
- Resolving a Complaint by Mediation
- Investigating a Complaint
- Filing Formal Charges by the University Against a Student
- Resolving Formal Charges by Voluntary Agreement to Sanctions
- Resolving Formal Charges by Disciplinary Hearing
- Appealing the Decision of a Hearing Panel
- Imposing Sanctions by the University Against a Student
- Fulfilling Sanctions Imposed by the University

Each of these stages is explained in more detail below, however a few general comments may be helpful.

First, any member of the University community may bring a complaint about student conduct or academic integrity to the attention of the Office of Student Conduct. Doing so in no way limits the complainant(s) rights or obligations to bring such matters to the attention of other University offices, officers, or resources, including the Office of the Ombudsman, appropriate Deans, etc., or to seek recourse outside the University through civil or criminal legal proceedings.

Second, once a matter is brought to the attention of the Office of Student Conduct, the University assumes responsibility for determining how to handle the situation and, if appropriate, for bringing formal disciplinary charges against a student. Thus, formal charges are filed on behalf of the University, not on behalf of the complainant who brought the matter to the OSC or the party(ies) who may have been directly or indirectly harmed by the alleged violation of University regulations.

In all cases, the University reserves the right to determine how best to process a complaint, including whether to dismiss it, whether to refer it for mediation, whether to investigate it, whether to file formal charges, whether to seek a resolution of charges by voluntary agreement to sanctions, whether to hold a disciplinary hearing, and to determine the appropriate office, disciplinary body, or procedure to handle the matter.

The Office of Student Conduct promptly evaluates each complaint to determine whether there appears to be evidence that the University's Code of Student Conduct, Code of Academic Integrity, or other applicable rules, regulations or policies have been violated. Where the OSC determines that no such violation has occurred, it may dismiss the matter without further investigation or it may refer the parties to the University Mediation Program to resolve their dispute. Where the OSC determines that a violation may have occurred, it may refer the matter for mediation or undertake an investigation which may lead to the filing of formal charges against a student or students.

It is expected that most cases brought to the OSC can and should be resolved through mediation and will not result in formal charges or disciplinary hearings. Therefore, in all but the most serious cases the initial response by the OSC may be to refer the complainant and respondent to the University's Mediation Program to attempt to resolve the matter through mediation. Only if mediation fails or the matter clearly warrants treatment as a violation of the Code of Student Conduct or other University policies will the OSC begin the more serious disciplinary processes outlined in this

Charter. *Please note that because of their seriousness within an academic community, alleged violations of the Code of Academic Integrity are never referred for mediation.*

Normally, all disciplinary proceedings will be completed by the OSC during the academic term in which the case was brought to the attention of the OSC. However when necessary proceedings may extend beyond the normal academic term.

Third, University disciplinary proceedings are NOT formal legal or judicial proceedings. They operate under different rules and standards and seek a different objective from legal proceedings.

## **Organization of the Disciplinary System**

The University's disciplinary system consists of the following elements:

- *Code of Student Conduct, Code of Academic Integrity, and Other University Policies, Rules and Regulations*

The Code of Student Conduct sets forth the responsibility of all students at the University of Pennsylvania to exhibit responsible behavior regardless of time or place. This responsibility includes, but is not limited to, the obligations to comply with all provisions of the Code of Student Conduct, with all other policies and regulations of the University, its Schools, and its Departments, and with local, state, and federal laws. The University's Code of Academic Integrity, and similar codes adopted by some of the University's Schools, set forth the standards of integrity and honesty that should be adhered to in all student academic activities at the University of Pennsylvania. All violations of the Code of Academic Integrity, of other University or School regulations, and of local, state or federal law are also violations of the University's Code of Student Conduct. Throughout this Charter references to violation(s) of the Code of Student Conduct include violations of the Code of Academic Integrity, of other rules, regulations, or policies of the University, its Schools or Departments, or of local, state, or federal laws.

- *Office of Student Conduct*

The Office of Student Conduct is the central University-wide office responsible for resolving all matters regarding student conduct and alleged violations of University policies. The office is headed by a Director, appointed by the Provost. The Director is supported by one or more Assistant Directors and other staff members who help the Director carry out the Office's duties. The duties of the OSC under this Charter include determining whether complaints warrant any action whatsoever, referring complaints for mediation or resolution by other University offices, formally investigating complaints, determining whether to charge a student with violations of University policies, resolving complaints by voluntary agreements, bringing charges of violations to a formal disciplinary hearing, presenting the University's case at hearings (including recommending sanctions if it is determined that a respondent has committed a violation), monitoring and ensuring the fulfillment of voluntary agreements (including mediated agreements) and of sanctions imposed after a hearing process and taking any administrative steps necessary to enforce them, maintaining records of all cases, providing administrative support for all aspects of the disciplinary process including hearings, preparing and compiling statistics and reports on all matters arising under this Charter, and such other duties and responsibilities as may be determined by the Provost (or designee). The Director is a University employee and serves at the discretion of the Provost.

- *University Mediation Program*

The University Mediation Program (UMP) recruits, screens, and trains members of the University community to serve as mediators. The UMP is directed by a trained professional and is staffed by faculty, students and staff members who have been trained in mediation and the voluntary resolution of disputes. The UMP may also make use of mediation and dispute resolution resources available in the University's Law School, University resource offices such as the Office of the Ombudsman, or resources outside the University. The University Mediation Program is generally the resource of first resort for resolving disputes between students or alleged violations of University's Code of Student Conduct. *(Because of their extreme seriousness in an academic community, alleged violations of the Code of Academic Integrity cannot be mediated by UMP.)*

- *University Conduct Council*

The University Conduct Council (UCC) educates students regarding the behavioral standards of the University community and provides independent advice to the Provost and the OSC regarding the operation of the University Disciplinary System in the area of student conduct, the general handling of conduct cases, and the effectiveness and implementation of the University's Code of Student Conduct. Members of the UCC also sit on Disciplinary Hearing Panels, except in cases of alleged violations of the Code of Academic Integrity. The UCC meets regularly with the Director of the Office of Student Conduct and may also meet with appropriate administrators and student, faculty or administrative groups or committees to discuss conduct issues. The UCC also initiates and participates in educational programs in the area of student conduct.

The UCC consists of a minimum of 13 undergraduate students, recommended by the Nominations and Election Committee and appointed by the Provost for renewable terms of one year. The UCC selects a chair from among its members by a majority vote of the current members. Faculty members and graduate students designated by the Faculty Senate or GAPSA to sit on Disciplinary Hearing Panels may participate in the work of the UCC at the mutual convenience of the UCC and the faculty member or graduate student.

- *University Honor Council*

The University Honor Council (UHC) educates students and faculty regarding the standards of academic integrity of the University community and provides independent advice to the Provost and the OSC regarding academic integrity policies and their implementation, the operation of the University Disciplinary System in the area of academic integrity, the general handling of academic integrity cases, and the effectiveness and implementation of the University's Code of Academic Integrity. Members of the UHC also sit on Disciplinary Hearing Panels in cases of alleged violations of the Code of Academic Integrity. The UHC meets regularly with the Director of the Office of Student Conduct and may also meet with appropriate faculty committees or groups to discuss academic integrity issues. The UHC also initiates and participates in educational programs in the area of academic integrity.

The UHC consists of a minimum of 13 undergraduate students, recommended by the Nominations and Elections Committee and appointed by the Provost for renewable terms of one year. The UHC selects a chair from among its members by a majority vote of the current members. Faculty members and graduate students designated by the Faculty Senate or GAPSA to sit on Disciplinary Hearing Panels may participate in the work of UHC at the mutual convenience of the UHC and the faculty member or graduate student.

- *Disciplinary Hearing Officer*

The Provost, after consultation with the UCC, UHC, and the Steering Committee of University Council, will bi-annually appoint a tenured member of the Standing Faculty of the University of Pennsylvania as Disciplinary Hearing Officer (DHO), preferably from among those tenured faculty members who have experience with the Student Disciplinary System. The DHO presides over all disciplinary hearings, selects members to serve on Disciplinary Hearing Panels, and determines the time, location, etc., of all disciplinary hearings held under this Charter. The DHO is responsible for overseeing the procedural integrity of disciplinary hearings. She or he will, for example, consider and resolve pre-hearing challenges to the authority or procedures of a Disciplinary Hearing Panel; ensure that the OSC, the UCC, and the UHC act in accord with the basic principles of fairness prior to, during, and subsequent to disciplinary proceedings; and may consult at any time with students, faculty members, the University's General Counsel, or others about procedural issues and convey their advice and the DHO's recommendations to the OSC, the UCC or UHC, the Provost, or other parties. The DHO serves and may be reappointed at the discretion of the Provost.

- *Disciplinary Hearing Panels*

Disciplinary cases are heard by Disciplinary Hearing Panels of five members each. The Disciplinary Hearing Officer selects the undergraduate members of Disciplinary Hearing Panels from the membership of the University Conduct Council for conduct cases and from the University Honor Council for academic integrity cases. The Disciplinary Hearing Officer selects the graduate and professional student members of Hearing



Panels from lists of 13 or more graduate and professional students provided annually to the DHO by the Graduate and Professional Students' Assembly (GAPSA). The Disciplinary Hearing Officer selects the faculty members of Hearing Panels from lists of 13 or more faculty provided annually to the DHO by the Faculty Senate Executive Committee.

In all disciplinary cases, except those involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of three students and two faculty members. If the respondent in a case is an undergraduate student, the panel will consist of three undergraduate students and two faculty members. If the respondent in a case is a graduate student, the panel will consist of three graduate students and two faculty members. If a case involves both undergraduate and graduate respondents, the panel will include at least one undergraduate and at least one graduate student and two faculty members; the fifth panel member will be an undergraduate or graduate student selected by the DHO.

In disciplinary cases involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of three faculty members and two students. If the respondent in an academic integrity case is an undergraduate student, the panel will consist of two undergraduate students and three faculty members. If the respondent in an academic integrity case is a graduate student, the panel will consist of two graduate students and three faculty members. If a case involves both undergraduate and graduate respondents, the panel will consist of one undergraduate and one graduate student and three faculty members.

Except for participation on the University Conduct Council or the University Honor Council, no one designated to serve on Disciplinary Hearing Panels may serve simultaneously in any other capacity within the University Disciplinary System.

If any nominating body chooses fewer than 13 members to serve on Disciplinary Hearing Panels or cannot make additional members available when needed, the Provost makes the necessary appointments to fill the complement of the appropriate group. If any member is unable to serve for any reason, a replacement is selected in the same manner that the original member was chosen.

Though all members of Disciplinary Hearing Panels are appointed for one-year terms, the respective nominating bodies are encouraged to reappoint members for at least one additional year to provide continuity and depth of experience within the University Disciplinary System.

Student members of Disciplinary Hearing Panels must be in good academic and disciplinary standing, as defined by their Schools. If a member ceases to be in good standing at the University or fails to perform his duties within the University Disciplinary System, the Provost will remove him or her and a replacement from the same category will be chosen in the appropriate manner.

- *Disciplinary Appellate Officer*

The Provost, in consultation with the UCC, UHC, and the Steering Committee of University Council, bi-annually appoints a tenured member of the Standing Faculty of the University of Pennsylvania as a Disciplinary Appellate Officer (DAO), preferably from among those tenured faculty members who have experience with the Student Disciplinary System. The DAO decides appeals of decisions made by Disciplinary Hearing Panels, based solely on the written record of such proceedings and written submissions from the relevant parties. The DAO serves at the discretion of the Provost and may be reappointed.

## II. The Disciplinary Process

### Bringing a Complaint to the Office of Student Conduct

Any student, faculty or staff member who believes that a student has violated University rules, regulations or policies may file a complaint, which must be in writing, with the OSC. Students, faculty or staff members may also consult informally, with the OSC staff to determine whether they wish to file a complaint. Complaints made to other University offices or personnel may also be referred to the OSC. Upon receipt of a complaint, the OSC will determine promptly (usually at the time the complaint is made) whether a complaint should be referred for mediation, dismissed, or investigated for possible disciplinary action.

*A complaint is not a formal charge that a student has violated University regulations. Formal charges against a student are only made by the University (not by complainants) following the investigation of a complaint. A complaint to the OSC merely asks the OSC to consider the matter for possible referral or investigation. Until there is a determination to the contrary by voluntary agreement to sanctions or by a Disciplinary Hearing Panel, there is a presumption that an accused student has not violated University rules, regulations or policies.*

When a complaint is filed with the OSC, the OSC promptly gives written notice of the complaint and its allegations to the party(ies) alleged to have violated University rules. A copy of the Charter and the then current Procedural Guidelines for Conduct Cases or for Academic Integrity Cases, as appropriate, will be included with the notice, as well as a list of potential advisors who have received training from the OSC.

### Resolving a Complaint by Mediation

In some cases, the OSC may decide that the complainant and respondent should be able to resolve a matter through discussion. The University encourages informal mediation wherever practical and appropriate. The OSC may refer appropriate cases for mediation to the University Mediation Program (UMP) or other resources. Students may also seek mediation on their own by contacting the University Mediation Program.

It is within the sole discretion of the OSC to determine whether a particular matter is suitable for mediation. At any time prior to the filing of formal disciplinary charges, the OSC may refer for mediation any matter other than an alleged violation of the Code of Academic Integrity. If mediation fails or new information comes to light about a matter previously referred for mediation, the OSC may proceed with an investigation and the filing of formal charges. The OSC may also set a date after which it will begin to investigate the original complaint or file formal charges, if a matter has not been successfully mediated.

If the OSC refers a complaint for mediation, the UMP will assign a trained mediator and advise the complainant(s) and respondent(s) in advance of the time, place and date set for mediation.

In order to resolve a case by mediation, both the complainant and the respondent must agree to the proposed resolution. The OSC ensures that agreements are documented appropriately, maintains permanent records of mediated agreements, and monitors compliance with the terms of agreements. If a student fails to comply with the terms of a mediation agreement, the OSC may take steps to enforce the original mediation agreement (including use of a Disciplinary Hold or the filing of new charges under the Code of Student Conduct) or may investigate the original complaint and bring formal disciplinary charges under this Charter.

If the parties fail to resolve the dispute through mediation or otherwise, the complainant may ask the OSC to reconsider the matter.

### Investigating a Complaint

If the OSC's evaluation of a complaint determines that there appears to be evidence that a violation of the Codes of Student Conduct has occurred, but the complaint is inappropriate for mediation or if mediation fails, the OSC will then investigate the complaint and determine whether to bring formal charges of a violation. The OSC will inform both respondent(s) and complainant(s) whether formal charges have been filed.

In the course of its investigation, the OSC may interview any witnesses, including the respondent(s) or potential respondent(s). While being interviewed, all witnesses, including respondents and complainants, have the right to be accompanied by an advisor who is a member of the University community, and the OSC will inform each witness that anything they say may be introduced as evidence at a hearing.

### Filing Formal Charges by the University Against a Student

In light of its investigation of a complaint, the OSC may file formal charges against a student(s) of a violation(s) of the University's Code of Student Conduct, Code of Academic Integrity, or other University rules, regulations, or policies. The OSC may also add formal charges beyond the scope of the original complaint, may add additional students as respondents, or may dismiss the original complaint as unfounded. If the OSC decides to charge a student with a violation of University regulations, the OSC must inform the respondent(s) of the charges in writing, identifying the University rules, regulations or policies alleged to have been violated.

## Resolving Formal Charges by Voluntary Agreement to Sanctions

After filing formal charges against a student(s), the OSC may propose a sanction to the student(s) charged. The respondent(s) may accept the proposal, resolving the charges. The respondent(s) may also propose an alternative sanction to the OSC or reject the proposed sanction. (Complainants are not parties to voluntary agreements to sanctions.) Statements made during discussions about whether a respondent will enter into a voluntary agreement to sanctions may not be introduced as evidence at any subsequent hearing but may provide a basis for further investigation by the OSC.

If the OSC wishes to offer a resolution of formal charges by voluntary agreement, it will meet expeditiously with the respondent(s) following the formal notice of charges to explore this type of resolution. During discussions with the OSC, the respondent may be accompanied by an advisor. All sanctions allowed under this Charter are available to the OSC as part of a resolution by voluntary agreement to sanctions.

A resolution by voluntary agreement to sanctions may be entered into by written agreement at any time after a complaint has been filed, but prior to the disposition of an appeal, if any. By voluntarily agreeing to sanctions, a respondent waives his or her rights to further proceedings under this Charter.

If, in the sole judgment of the OSC, voluntary agreement to sanction(s) is not reasonably in prospect, or if the respondent(s) reject a proposed sanction, the case proceeds to a disciplinary hearing.

## Resolving Formal Charges by Disciplinary Hearing

*The following is only a summary description of the disciplinary hearing process. Detailed procedural guidelines for Disciplinary Hearings (see Appendix) are developed by the Office of Student Conduct and approved by the Provost following consultation with the Disciplinary Hearing Officer and the UCC or UHC, as appropriate. The procedures current at the time a complaint is filed, which will be made available to all parties by the OSC, must be used in the resolution of the complaint.*

When formal disciplinary charges have been filed, the Disciplinary Hearing Officer begins the process of scheduling the Disciplinary Hearing which takes place before a five-member panel composed of students and faculty members. The DHO promptly convenes the Hearing Panel, with due regard for the time required for all parties to prepare for the Hearing.

The DHO conducts the hearing, but does not deliberate or vote with the Panel regarding its findings or recommendation of sanctions.

The rules of evidence applicable to legal proceedings do not apply to disciplinary hearings. Information, including hearsay evidence, may be considered if it is relevant and not unduly repetitious, and is the sort of information on which responsible persons are accustomed to rely in the conduct of serious affairs. The DHO decides all questions about the admissibility of evidence and the conduct of hearings.

At the hearing, the OSC presents the University's case against the student, calling witnesses to testify and presenting the results of the OSC's investigation of the complaint. Complainants are always allowed to be present at the hearing and to testify, if they wish to do so, but they may not call witnesses or present other evidence or arguments. Respondents are always allowed to call witnesses to testify and to ask questions of all witnesses. Members of the Hearing Panel may also question witnesses.

All members of the University community are required to cooperate with the Student Disciplinary System. Those individuals who may be interviewed or called as witnesses in a disciplinary matter (including respondents and complainants) are obligated to provide honest and complete statements to the OSC and to the Hearing Panel. A student who fails, without good cause, to appear for a hearing after receiving notice, or to cooperate with the investigation of the OSC may be charged with a violation of the Code of Student Conduct.

During a hearing, the respondent(s) is responsible for presenting his or her own case. Advisors to respondents may be present and may advise the respondent(s), but are not permitted to address the Hearing Panel or to participate directly in any hearing, except to make a brief statement at its conclusion.

Only evidence presented at the hearing will be considered by the Hearing Panel. The Hearing Panel will presume a respondent innocent unless proven responsible for a violation by clear and convincing evidence. All decisions of the Hearing Panel require a majority vote.

The OSC will arrange for a verbatim transcript or audio recording to be made of all disciplinary hearings. The transcript or recording is the

property of the University of Pennsylvania and becomes part of the permanent record of the disciplinary proceedings.

Following the hearing, the members of the Hearing Panel retire to discuss in private their decision which consists of three parts: a determination of whether a violation(s) occurred, a determination of whether the respondent(s) are responsible for the violation(s), and a recommendation as to the appropriate sanction(s). If the Hearing Panel finds the respondent(s) responsible for a violation(s), the OSC will recommend to the Panel a sanction to be imposed and will inform them of any previous disciplinary offenses by and sanctions against the respondent(s). The respondent(s) may respond to the OSC's proposed sanction.

The Hearing Panel will promptly transmit their decision, including the findings of fact and responsibility and the panel's recommendation regarding sanctions, in writing to the DHO, the OSC, the respondent(s) and the Provost.

## Appealing a Hearing Panel's Decision

Only the respondent to formal disciplinary charges can appeal the decision of the Hearing Panel. The Disciplinary Appellate Officer (DAO) has exclusive jurisdiction to decide appeals from the determinations of a Hearing Panel.

Appellate review is limited to allegations of procedural error in the conduct of hearings, error in the interpretation or application of relevant University regulations, or consideration of new and material evidence sufficient to alter the Hearing Panel's judgment. If the DAO finds any of these to be present, he or she may reverse or modify the Hearing Panel's determination, may recommend a different sanction to the Provost, or may remand the case for further investigation by the OSC or a new hearing before a new Hearing Panel.

Whether or not the respondent(s) exercise their right to appeal the decision of the Hearing Panel, if the Provost subsequently modifies the sanction recommended by the Hearing Panel or the Disciplinary Appellate Officer, the respondent(s) will have a second opportunity to file an appeal to the DAO before the modified sanction is imposed.

## Imposing Sanctions by the University Against a Student

If the Disciplinary Hearing Panel finds that a student has violated University rules or regulations, it will recommend to the Provost appropriate sanctions. Only the Provost (or designee), acting on behalf of the University, may actually impose a sanction. The Provost will not impose a sanction until after any appeal of the Hearing Panel's decision has been decided by the DAO.

The Hearing Panel may recommend, and the Provost may impose, any reasonable sanction against a respondent, including, but not limited to, warning, reprimand, fine, restitution, disciplinary probation for a specified period, withdrawal of privileges, indefinite probation (i.e., probation whenever and as long as the respondent is a full- or part-time student at the University), suspension for a specified period, indefinite suspension without automatic right of return as a student, or expulsion. The Disciplinary Hearing Panel will recommend, and the Provost will decide, whether the sanctions should appear on the transcript of a respondent, and, if so, for how long. Although due deference is given to the Hearing Panel's recommendations, the Provost is not bound by the sanctions recommended by the panel and may modify them in any respect after consulting with the Council of Undergraduate Deans.

The Dean or appropriate Associate Dean of the respondent(s)'s School will be informed by the OSC of the final outcome of all disciplinary proceedings to which the School's student(s) is a party.

*Note that the outcome of a disciplinary proceeding against a student who has been alleged to have violated the Code of Academic Integrity has no direct bearing on a faculty member's grading decisions regarding that student, although when a faculty member is involved in an academic integrity case, he or she will be informed of the outcome of the disciplinary proceeding and may alter the grade he or she gave to the student.*

## Fulfilling Sanctions Imposed by the University

The OSC monitors the implementation and fulfillment of sanctions. In performing this duty, the OSC will have the cooperation of the Division of University Life, the respondent's Dean, and other appropriate University offices. No sanction will be enforced while an appeal is pending.

Under the Code of Student Conduct, Penn students are required to comply with all disciplinary sanctions. Failure to do so constitutes a new violation of the Code and is itself subject to disciplinary proceedings by the OSC.

### III. Administration of the Disciplinary System

#### Oversight of the Disciplinary System

- *Administration*

The University's Student Disciplinary System is responsible to the Provost (or designee) for the implementation of this Charter. The Provost is responsible for administrative oversight of the Disciplinary System, including the Office of Student Conduct.

When extraordinary or unusual circumstances warrant, the Provost may, with the approval of the President, suspend, modify, or supersede any provision of this Charter to ensure that the Student Disciplinary System is able to function in furtherance of the educational mission of the University.

Where feasible, the OSC may take such administrative steps as may be necessary to effect the prompt resolution of a disciplinary matter, including but not limited to, tape recording the testimony of witnesses who may be unavailable at the time of hearing, paying reasonable transportation costs to ensure the attendance of complainants, respondents, witnesses, or other participants at a hearing, scheduling hearings outside of the normal academic year, etc.

In any disciplinary case in which a member of the University Disciplinary System cannot perform her or his duties under this Charter, an alternate may be designated by the Provost using the procedures appropriate to that individual's position in the system. In addition, when the Provost determines that circumstances warrant, such as (but not limited to) when a conflict of interests or a particularly complex or controversial case arises, the Provost may appoint a special staff member to work with the Office of Student Conduct, a special Disciplinary Hearing Officer, or a special Disciplinary Appellate Officer using the procedures appropriate to the position.

- *Reports to the University Community*

The OSC, in consultation with the Provost, the University Conduct Council, and the University Honor Council, will make periodic public reports to inform the University community about the character and extent of the work of the Disciplinary System, including the nature of violations of University rules and regulations and the sanctions imposed. The reports of the OSC will deal both with cases that go to hearing and with cases that are resolved before hearing, and will include information such as the total number of cases handled during the preceding year broken down by type of resolution (e.g., mediation, voluntary agreement to sanctions, hearing, etc.), by type of violation, by type of sanction(s) imposed, by whether or not the respondent(s) were found responsible for a violation, and so forth.

With the approval of the Provost, the OSC may also make extraordinary reports concerning the outcome of certain exceptional cases.

- *Disciplinary Holds*

At any time after the filing of a complaint, the OSC, after consulting with the student's academic dean, may place a "Disciplinary Hold" on the academic or financial records of any student for the purpose of preserving the status quo pending the outcome of proceedings, ensuring cooperation with the Student Disciplinary System (as is required by the Code of Student Conduct), or to enforcing a disciplinary agreement or sanction. A Disciplinary Hold may prevent, among other things, registration, the release of transcripts, and the awarding of a degree.

- *Mandatory Leave of Absence and Conditional Attendance*

In extraordinary circumstances, when a student's presence on campus is deemed by the University to be a threat to order, health, safety, or the conduct of the University's educational mission, the Provost (or designee), in consultation with the student's Dean or Associate Dean, may place the student on a mandatory temporary leave of absence or impose conditions upon a student's continued attendance, pending a hearing of disciplinary charges. When reasonably possible, the Provost (or designee) will provide the student with an opportunity to be heard before making a decision to place him or her on temporary leave of absence or impose conditions on his or her attendance. At the respondent's request, and where feasible, the University may expedite the investigation of a complaint against a student placed on a temporary leave of absence or conditional

attendance and the disciplinary hearing of formal charges against such a student.

- *Civil or Criminal Proceedings*

The University may proceed with disciplinary proceedings against a student under this Charter regardless of possible or pending civil claims or criminal charges arising out of the same or other events. The OSC, with the concurrence of the Provost and after consultation with the University's General Counsel, will determine whether to proceed with charges against a student who also faces related charges in a civil or criminal tribunal. If the University defers proceeding with disciplinary charges against a student in light of related charges in a civil or criminal tribunal, the University may at any subsequent time proceed with disciplinary proceedings against that student under this Charter irrespective of the time provisions set forth in the Charter or the OSC's procedural guidelines.

#### Disciplinary Records

- *Permanent Records*

Except as may be otherwise provided by applicable federal, state or local law, permanent records of all complaints and disciplinary proceedings are maintained by the Office of Student Conduct.

- *Confidentiality*

Except as may be otherwise provided by applicable federal, state or local law, all disciplinary proceedings, the identity of individuals involved in particular cases, and all disciplinary files, testimony, and findings are confidential, in accordance with University guidelines and federal law concerning the confidentiality of student records. No member of the University community (including complainants, respondents, witnesses, advisors, OSC staff members, members of the UHC or UCC, Hearing Panel members, etc.) may disclose or cause to be disclosed or participate in the disclosure of confidential disciplinary matters.

- *Violation of Confidentiality*

Failure to observe the requirement of confidentiality by a member of the University community constitutes a violation of University rules and may subject the individual to the appropriate procedures for dealing with such violations. If the confidentiality of disciplinary proceedings is broken by the complainant(s), such an act constitutes a violation of the Code of Student Conduct and is in turn subject to disciplinary proceedings. If the confidentiality of disciplinary proceedings is broken by the respondent(s) or a respondent's advisor, then all parties to the matter are immediately released from their obligation to respect the confidentiality of the proceedings.

- *Release of Information on Disciplinary Proceedings*

To ensure that students involved in disciplinary matters have appropriate liaison with their School offices in regard to their academic work, the Dean or appropriate Associate Dean of the School(s) of the respondent(s) is confidentially informed when a complaint is filed, when a sanction is imposed, or when a disciplinary complaint is otherwise resolved by the Student Disciplinary System. When a sanction is imposed, the Director of Career Planning and Placement may be informed by the OSC if the sanction(s) is reportable outside the University, but any such report will include information explaining the relative seriousness of the sanction(s). When a transcript notation is required as part of a sanction, the University Registrar is also informed and required to implement the sanction as directed by the OSC on behalf of the Provost.

- *Reportability of Sanctions*

All disciplinary sanctions are reportable outside the University of Pennsylvania, provided that the respondent has signed the required release and subject to the requirements of federal law. All reports of sanctions will include information explaining their relative seriousness.

Resolution of disciplinary charges by voluntary agreement to sanctions constitutes a finding of responsibility and is reportable in the same manner as sanctions imposed following a Disciplinary Hearing.

(Appendix begins next page)



## IV. Appendix: Procedural Guidelines

The procedural guidelines described in this Appendix are published for information only and may be modified at any time by the Provost on recommendation of the Director of the Office of Student Conduct, following consultation with the Disciplinary Hearing Officer and the UCC or UHC, as appropriate. The procedures current at the time a complaint is filed, which will be made available to all parties by the OSC, must be used in the resolution of the complaint.

### Disciplinary Hearings

The resolution of formal charges by disciplinary hearing is governed by the principles of due notice, the right to question witnesses and respond to charges, the duty of self-representation, the presentation by the OSC of the University's case, hearing by an unbiased panel of students and faculty, and management of the hearing process to assure expedition and fairness by a Disciplinary Hearing Officer. The following procedural guidelines are intended to implement these principles.

- *Advisors*

Upon receiving notice of a complaint and the accompanying list of trained advisors, the respondent may select an advisor from this list or choose any other faculty, staff, or student member of the University community. The advisor may accompany the respondent to any meetings or proceedings regarding the disciplinary complaint in order to advise the respondent but may not actively participate in the proceedings.

At hearings, each respondent and each complainant may be accompanied by an advisor who is a faculty, staff, or student member of the University community. If criminal charges are pending or in the judgment of the OSC are reasonably in prospect against a respondent, his or her advisor may be an attorney who is not a member of the University community; however, the attorney may not question witnesses or address the panel except as provided below with respect to advisors generally.

During the hearing, an advisor may consult with the advisee but may not address the panel, except that the advisor may make a brief statement to the panel before the panel begins its deliberations. The time allowed for such summary will be set by the DHO.

Any advisor who fails to observe the procedures of this Charter or decisions of the DHO may, after appropriate warning, be disqualified from continuing to serve by the DHO. In the event of such disqualification, the hearing may proceed whether or not a replacement advisor is available. Any person disqualified from serving as an advisor is ineligible to serve as an advisor for a period of two years.

- *Scheduling Disciplinary Hearings*

Hearings normally take place within four weeks of the filing of formal charges. Upon a showing of good cause by the OSC or respondent(s), the DHO may grant a reasonable extension of any time limit set forth in the Charter or procedural guidelines.

At least seven days before the hearing date, the DHO will notify the complainant(s), respondent(s), and witnesses in writing of the place, time, and date of the hearing and of the names of the panel members assigned to hear the case.

The DHO may expedite a Disciplinary Hearing in appropriate circumstances, including cases involving students who have been temporarily suspended, graduating students, or students who are about to take a leave of absence or to leave campus to study elsewhere.

- *Disqualification of Hearing Panel Members*

Members of the Hearing Panel should disqualify themselves from hearing a case if they believe in good faith that their capacity for making an objective judgment in the case is or may reasonably appear to be impaired. Members should not disqualify themselves for any other reason.

The respondent(s), complainant(s), or the OSC may object for specific cause to any panel member assigned to hear the case; the objection must be written and received by the DHO at least 48 hours before the hearing. If the DHO decides that a challenge is valid, the DHO, after notifying the respondent(s), complainant(s), and the OSC, will replace the challenged member with another from the same category.

A respondent(s), complainant(s), or the OSC may object for good

cause to the replacement member within a reasonably prompt time of the member's appointment but no later than the beginning of the hearing.

The DHO will rule upon all disqualification requests and objections to panel members.

- *Witnesses and Pre-Hearing Exchanges*

No later than two days before the hearing, the OSC and the respondent(s) will exchange among themselves and with the DHO copies of all exhibits to be presented, the names of witnesses to be called, and a brief summary of the substance of testimony expected to be presented.

When the DHO believes that it will contribute to the expedition and fairness of a Disciplinary Hearing, he or she may (but need not) ask the OSC to prepare a written statement of its case against the respondent(s) and give the respondent(s) a reasonable opportunity to prepare a written response. Both documents and any exhibits or evidence may then be considered by the Hearing Panel, in addition to additional testimony, arguments, or evidence presented at the actual hearing.

In exceptional circumstances, when a witness or exhibit does not become known or available until immediately before the hearing, the DHO may, at her or his discretion, permit the evidence to be presented or reschedule the hearing.

If a respondent or the OSC anticipates that a key witness will be unavailable for a hearing, the party may ask the DHO to preserve the testimony of the witness on tape and present it as evidence at the hearing. The OSC and the respondent(s) must be notified in advance of the time, place, and date of the taping. All parties who would be permitted to question such a witness at a hearing may question the witness at the taping.

- *Conduct of Hearings*

All hearings will be held in appropriate University facilities designated by the DHO and will be held in private unless the respondent(s), the complainant(s), the OSC, and the DHO all agree to an open hearing. The DHO is not required to accede to a request to open a disciplinary hearing. In any case, the DHO may limit attendance at a hearing to ensure fair and orderly proceedings.

Upon a showing that the required notice was provided, the hearing against a respondent(s) may proceed in her or his absence.

- *Notice of Hearing Panel Decision*

The Hearing Panel will transmit their decision, including the findings of fact and responsibility and the panel's recommendation regarding sanctions, in writing to the DHO, the OSC, the respondent(s) and the Provost within 72 hours of the end of the hearing.

### Appeals

A respondent must submit any appeal to the Appellate Officer in writing via the OSC within seven days of the sending of the Hearing Panel's opinion. The appeal must state in detail the specific grounds upon which it is based.

When the OSC receives the appeal, it gives the Disciplinary Appellate Officer a copy of the appeal, a copy of the respondent's charge letter, a copy of the Hearing Panel's opinion, a verbatim transcript or audio tape recording of the Disciplinary Hearing, and any exhibits considered by the panel in reaching its decision.

After receiving an appeal, the Disciplinary Appellate Officer may, at his or her own initiative, meet with, question, or hear oral arguments from any parties the DAO deems helpful in considering the appeal. The Appellate Officer will issue his or her decision in writing no later than two weeks after receipt of the appeal and will provide copies to the OSC, the DHO, the Provost, and the respondent(s).

### Sanctions

The sanctions explained below are those most commonly used in the Student Disciplinary System. However, the following list is not exhaustive, and under the Charter any reasonable sanction, including but not limited to the following, may be imposed. Sanctions may be imposed alone or in combination with other sanctions.

*(Appendix continues next page)*

## Appendix continued

- **Warning**

A Warning is a formal, written admonition given by the OSC on behalf of the University in instances of minor misconduct.

- **Reprimand**

A Reprimand is a more serious, official, written notice of violation of the University's rules, regulations, or policies, given by the OSC on behalf of the University, which includes notice to the student that continued or repeated conduct violations will be treated very severely.

- **Fine**

A monetary Fine may be levied as a disciplinary sanction and is payable to the Trustees of the University of Pennsylvania.

- **Restitution**

Restitution is reimbursement for the damage, loss, or misappropriation of University, private, or public property or compensation for injury to individuals. Restitution may take the form of monetary payment, property, or appropriate service.

- **Disciplinary Probation**

Disciplinary Probation may be imposed for a specified period or indefinitely (i.e., for as long as and whenever a student is a full or part-time student at the University of Pennsylvania). Probation is imposed for serious misconduct or repeated minor misconduct. A sanction of Disciplinary Probation also implies that any future conduct or academic integrity violation found to have occurred during the probationary period may be grounds for suspension, or in especially serious cases, expulsion from the University.

- **Withdrawal of Privileges**

Withdrawal of Privileges is the denial of specified privileges or the ability to participate in specified activities for a designated period of time.

- **Suspension**

Suspension is the termination of student status and separation from the University until a specified date. Suspension means the loss of all rights and privileges normally accompanying student status. Students on disciplinary suspension may not obtain academic credit at Penn or elsewhere toward completion of a University of Pennsylvania degree while under suspension. Students are eligible to return to the University after the specified suspension term has elapsed. Suspension is imposed for misconduct serious enough to warrant separation from the University community.

- **Indefinite Suspension**

An Indefinite Suspension is termination of student status and separation from the University for an unspecified time period, without an automatic right of return to the University as a student, though specific conditions for return as a student may be specified. When the conditions of an Indefinite Suspension have been fulfilled, the student must make a formal request, as specified in the conditions, to return to student status.

- **Expulsion**

Expulsion is a permanent termination of student status and permanent separation from the University of Pennsylvania. Expulsion is imposed in cases of extremely serious misconduct or in cases of continued serious misconduct following the imposition of probation or suspension.

In addition to the sanctions defined above, students may also be required to perform a designated number of hours of University or other community service or to utilize University or other educational or counseling services related to the nature of the misconduct.

# FOR COMMENT

## Proposed Code of Academic Integrity

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

### Academic Dishonesty Definitions

Activities, that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:\*

**A. Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids.

*Example:* using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

**B. Plagiarism:** using the ideas, data, or language of another without specific or proper acknowledgment.

*Example:* copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

**C. Fabrication:** submitting contrived or altered information in any academic exercise.

*Example:* making up data for an experiment, fudging data, citing nonexistent or irrelevant articles, etc.

**D. Multiple submission:** submitting, without prior permission, any work submitted to fulfill another academic requirement.

**E. Misrepresentation of academic records:** misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the University of Pennsylvania.

*Example:* forging a change of grade slip, tampering with computer records, etc.

**F. Facilitating academic dishonesty:** knowingly helping or attempting to help another violate any provision of the Code.

*Example:* working together on a take-home exam, etc.

**G. Unfair advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise.

*Example:* gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.

\* If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

## A Sweet Jemmott Homecoming Brings Research Grants

By Martha Jablow

Loretta Sweet Jemmott has come home. Home to Philadelphia. Home to Penn. Home to a network of friends and colleagues. And with her, she brings millions of dollars in research grants to reduce sexually transmitted HIV and pregnancy among urban teenagers.

She returned to Penn, where she earned her master's and doctoral degrees, after a stint at Rutgers and Columbia. In April, Dr. Jemmott became associate professor in the School of Nursing's division of psychiatric mental health nursing.

"It's great to be here," she enthused during an interview in her small, sunny office filled with photos, plaques, books and awards. "My parents are here. My church is here. It feels great to be in a place where you know where everyone and everything is."

Knowing the hometown players and turf certainly helps, as Dr. Jemmott discovered as soon as she unpacked her bags. With just six weeks to submit a proposal that would bring an AIDS-prevention program to single mothers and their sons in Philadelphia public housing projects, she faced a deadline that some associates argued couldn't be met.

But she pulled the proposal together in just four weeks by tapping old friends like John White Jr., executive director of the Philadelphia Housing Authority, and others in the Urban League, and teaming them with Penn faculty members.

A national authority on AIDS prevention, Dr. Jemmott graduated from Overbrook High School and earned her bachelor's degree in nursing from Hampton Institute, her M.S.N. degree from Penn in 1982 and her doctorate from the Graduate School of Education in 1987. At Penn, she credits her mentors as Dr. Barbara Lowery, now associate provost, and Dr. Kenneth George, associate dean at GSE.

Dr. Jemmott's HIV and pregnancy-prevention program was adopted as a national model by the Centers for Disease Control (CDC) last year. The "Jemmott Intervention" was developed with her husband, Dr. John Jemmott, a social psychologist at Princeton, and Dr. Konstance A. McCaffree, a lecturer at the GSE.

Called "Be Proud! Be Responsible! Strategies to Empower Youth to Reduce Risk for HIV," the program evolved from Dr. Jemmott's doctoral dissertation. Her study of

African-American males in urban junior and senior high schools revealed that most were having sex, often starting as young as age 11, without using condoms.

"We give them the strategies, show we care and understand their issues," she said. The program's methods include interactive activities—videos, card games, role-playing and demonstrations. "We help teenagers instill pride in themselves and build confidence in their skills" during six sessions.

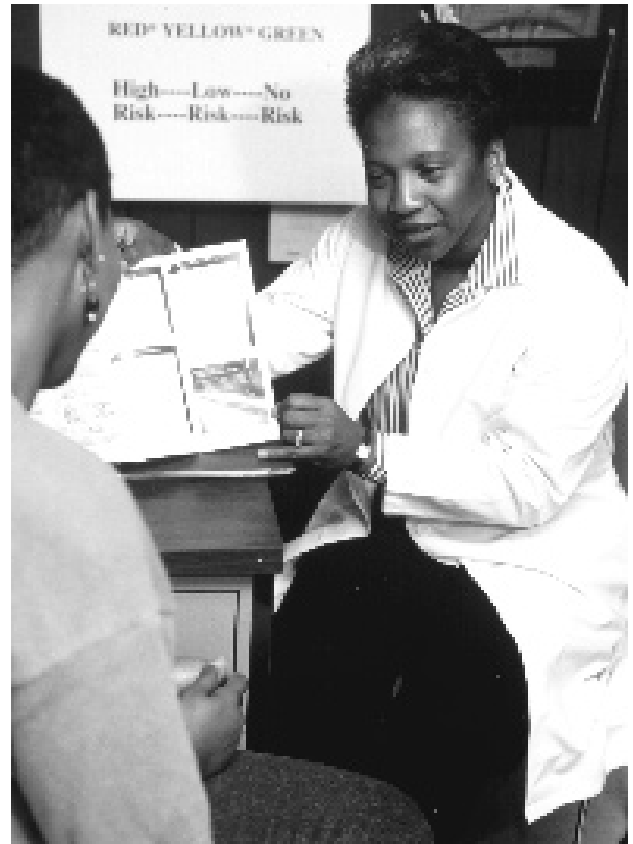
The program has been presented through a CDC-sponsored national teleconference to state departments of education and to trainers from 26 states who convened in Boston for three days last spring. A second CDC-sponsored national training session was held in Philadelphia in August.

Dr. Jemmott actually prefers working with teenagers to adults. "Kids can change—kids want to change. We have more success with teens because this is new to them," she maintained. "And they're not locked into long-term relationships. You can get them to think differently."

As hopeful as she is about adolescents' ability to change their sexual behaviors, Dr. Jemmott still shakes her head at the challenges that remain. "Just this morning, I learned about a report from the Alan Guttmacher Institute that 50 percent of pregnant teens became pregnant by adult males," she noted. "That's sad."

A major component of her work with teenagers is involving them actively to reduce their risk behaviors. To that end, she has four research grants running at once, either as principal or co-principal investigator:

- A \$1.8 million grant from the National Institute of Mental Health explores whether abstinence or safer-sex messages are more effective in preventing HIV. The study involves training 11th graders from across Philadelphia about how to reduce risks of HIV infection.



*Dr. Loretta Sweet Jemmott*

- A \$4.5 million grant from the National Institute of Child Health and Human Development is developing ways to decrease violence, sexually transmitted disease and pregnancy among seventh and eighth graders in Trenton and New Brunswick, N.J.
- A \$2.25 million grant from the National Institute for Nursing Research provides funds for identifying and evaluating HIV-risk reduction strategies that nurses can use to help inner-city African-American women.
- A \$2.7 million grant from the National Institute of Mental Health focuses on HIV risk reduction among Philadelphia mothers and daughters. "We're getting mothers and daughters to talk to each other about HIV risk," explained Dr. Jemmott.

In addition to her research projects, she teaches a seminar course on nursing care for HIV and AIDS patients. And if that weren't enough to keep her busy, she has been editing a textbook that is soon to be published, "Women at Risk: Primary Prevention of AIDS."



# OPPORTUNITIES at PENN

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

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

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

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

Application Center—Funderburg Center, 3401 Walnut Street (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 PennInfo. 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*

**WORD PROCESSING OPERATOR II** (08296CP)  
 G8;\$17,943-22,400 9-1-95 Annenberg School

## ARTS AND SCIENCES

*Specialist: Nancy Salvatore*

**PROG. ANALYST II** (09318NS) Responsible for general support of project analysis, design, programming and problem resolution in support of information needs; support data conversions or interfaces with existing mainframes and microcomputer application; provide systems analysis and programming design to maximize efficient use of computing resources; assist in overall systems specifications and design; design and implement systems maintenance and enhancements to assigned student and financial applications; provide system administration for IRIS's Unix platform. **Qualifications:** BA/BS preferred in computer sciences or management information systems or comparable experience; minimum two-three yrs. progressively responsible experience; working knowledge of desktop tools (word processing and spreadsheet essential); knowledge of Ingres or Oracle with associated 4GL and suite of tools highly desirable; knowledge of SAS is essential & knowledge of Natural. **Grade:** P6; **Range:** \$31,900-40,600 9-12-95 IRIS

**RESEARCH SPEC. II** (09339NS) Operation of a time correlated single photon apparatus; work with and advise faculty and industrial researchers on the use and application of specific laser instrumentation to their research projects; analysis of data obtained by a researcher after a set of experiments have been completed at this facility; maintenance of a time correlated single photon counting apparatus. **Qualifications:** BA/BS in appropriate scientific field, advanced degree in the physical sciences preferred; minimum three yrs. experience in related projects and specialization in instrumentation field; working knowledge of computing and electronics. **Grade:** P3; **Range:** \$23,900-31,000 9-14-95 Chemistry

**OFFICE ADMIN. ASS'T. I/II/III** (09338NS) Compile, organize and summarize financial data; assist Business Administrative with budget, purchasing and personnel/payroll; duties include answering and redirecting telephone calls, responding to inquiries that will require interpretation of university administrative and financial policies & procedures; organize and maintain office files; compose and type correspondence as required. **Qualifications:** High school business curriculum and related post high school training or equivalent; thorough knowledge of clerical accounting and office practices, methods and procedures; ability to use word processor. **OAA II** - two yrs. experience at the OAAI level or comparable back-

ground. **OAA III** - two yrs. experience at the OAA II level or comparable background. **Grade:** G10/G11; **Range:** \$18,700-23,300/\$19,900-25,300 9-13-95 SAS Admin.

**INFO. SYS. SPEC. I** (08304NS) (End date: 6/30/96) P3;\$23,900-31,000 9-7-95 SAS Computing/SSC

**RESEARCH SPEC. I** (08261NS) (End Date 9/1/96) P2; \$21,700-28,200 8-29-95 Physics/Astronomy

**P-T (TECH. ASS'T. LAB ANIMAL)** (08241NS)(20 HRS) **Grade:** G7; **Range:** \$7,967-9,945 8-22-95 Psychology

## DENTAL SCHOOL

*Specialist: Clyde Peterson*

**CLERK III** (08238CP) G6; \$13,600-16,700 8-21-95  
 Clinic Management

## EXECUTIVE VICE PRESIDENT

*Specialist: Nancy Salvatore/Susan Curran*

**ASS'T. MGR. COMPENSATION** (09324SC) Manage staff and activities; plan, evaluate, implement and administer compensation philosophy, policies and programs; develop and manage organization design studies and strategies; coordinate with HR management team on various compensation/employment and human resources studies affecting University staff; assist in planning efforts regarding revising compensation job evaluation system. **Qualifications:** BA/BS required, advanced degree preferred; minimum five years experience at senior compensation specialist level or equivalent; experience in formulating/implementing policy and programs in HR management; broad knowledge of job and organizational design techniques and alternative reward design; excellent computer skills, WordPerfect and Lotus preferred; at least two years previous supervisory experience; current Certified Compensation Professional (CCP) preferred. (Application deadline date: 9/27/95) **Grade:** P8; **Range:** \$38,500-48,100 9-11-95 Human Resource Services

**CONTRACTS ADMINISTRATOR II** (09343NS) Provide pre/post award administration of grants and contracts in assigned departments/schools; assist faculty in preparation of proposals; review proposal for compliance with University and sponsor requirements; negotiate terms and conditions of awards; train department personnel in research administration; prepare subcontracts; provide post award oversight. **Qualifications:** Bachelor's degree or equivalent experience; at least two yrs. experience in research administration at a college, university or other non-profit organization involved in scientific research; detailed knowledge of federal regulations, university policies and sponsor requirements; ability to negotiate complex agreements. **Grade:** P5; **Range:** \$28,800-37,600

9-15-95 Research Administration

**SR. COMPENSATION SPEC.** (09323SC) Provide early and innovational responses to changes and opportunities arising from federal laws and regulations pertaining to cash and non-cash compensation and ensures assigned schools and centers do the same; provide compensation and classification support to the University through program administration/oversight and program development, organizational design work and thorough analysis and evaluation of exempt/non-exempt positions in assigned areas of the University; conducts various complex studies which are broad in scope and which have significant impact upon the University; performs statistical analyses designed to evaluate trends and practices and to enhance the classification/compensation process. **Qualifications:** BA/BS preferably in human resources management or business administration; minimum five yrs. of progressively responsible human resources experience including experience in job evaluation, quantitative methods, organizational design and compensation program development, communication and administration; a thorough knowledge of and experience with various compensation program design and performance appraisal systems and reward management methodologies; experience with mainframe-based personnel/payroll and financial/information management systems and personal computer based software application (Lotus or Excel, Dbase or Filemaker Pro, SAS or Statistica, WordPerfect, Harvard Graphics, OrgPlus, Focus); Current Certified Compensation Professional (CCP) designation preferred. (Application deadline date: 9/27/95) **Grade:** P6; **Range:** \$31,900-40,600 9-11-95 Human Resource Services

**ADMIN. ASS'T. II** (09342NS) Perform administrative/clerical duties; operate standard office equipment; receive, distribute and process information; ensure adherence to schedules and procedures to meet deadlines; ability to utilize WordPerfect; perform data entry & maintain computer databases; compose correspondence; proofread materials; coordinate meeting agenda; originate/maintain records and filing system; process forms; handle telephone inquiries; schedule meetings as necessary. **Qualifications:** High school graduate in business curriculum or related post high school training or equivalent; two yrs. experience and/or secretarial experience or equivalent; two yrs. experience at the AAI level or equivalent; ability to type 55 wpm & work with minimum supervision. **Grade:** G10; **Range:** \$18,700-23,300 9-15-95 Research Administration

**ADMIN. ASS'T. III** (40 HRS) (09341NS) Coordinate work flow for the Assoc. Exec. Vice President; transcribe, type and proofread correspondence, reports, contractual agreements, charts, tables and graphs; maintain appointment calendar; coordinate travel arrangements; compile and summarize data; prepare, process and track University forms; answer telephone calls and handle inquiries from outside vendors; order and maintain supplies; organize, prepare and maintain divisional/departamental budget reports and work on selected projects in support of four analysts. **Qualifications:** High school graduate or equivalent, some college preferred; two yrs. experience at the AAI level or comparable secretarial/administrative assistant experience; proficient with WP6.1 for Windows, Lotus and Power Point, thorough and comprehensive knowledge of office procedures, practices and methods; excellent verbal and written communication skills, organizational skills, computer skills and attention to detail; ability to handle multiple projects simultaneously in an extremely fast-paced environment; knowledge of University practices and procedures preferred; ability to work independently as well as part of a team. **Grade:** G11; **Range:** \$22,743-28,914 9-15-95 Exec. V. P.

**ACCOUNTANT/FINANCIAL ANALYST I** (08163NS) P6; \$31,900-40,600 8-30-95 Student Financial Services

**DIR., FACULTY CLUB** (08237NS) P9; \$42,300-52,900 8-21-95 Faculty Club

**EXEC. CHEF** (08236NS) Blank 8-21-95 Faculty Club  
**METHODS & PROCEDURES ANALYST, SR.** (07063NS) P7; \$35,00-43,700 8-24-95 Executive Vice President

**DISPATCHER SR** (40HRS) (08292NS) (08291NS) (Application deadline date: 9/15/95) G8; \$17,943-22,400 9-1-95 Transportation & Parking

**FINANCIAL SVCS. ASS'T. II** (08251NS) G10; \$18,700-23,300 8-30-95 Student Financial Services

## GRAD SCHOOL OF EDUCATION

*Specialist: Susan Curran*

**ASSOC. DIR. NCAL** (08267SC) Blank 8-30-95 National Center on Adult Literacy

**RESEARCH SPEC. III** (08266SC) P4; \$26,200-34,100 8-30-95 National Center on Adult Literacy

## MEDICAL SCHOOL

*Specialist: Ronald Story/Janet Zinser*

**CLINICAL SPEC.** (08280RS) Assist in obtaining approvals for all protocols; develop and maintain clinical trial consent forms; ascertain patient symptoms; generate hepatitis treatment plan; assist PI with pre, intra and post procedures care for patients undergoing photophoresis procedures; contact sponsors regarding updates; recruit patients for protocol; screen patients; procure and analyze patient care blood, serum and tissue samples; prepare documentation used for clinical trial presentations; meet with sponsor representatives; responsible for patient history; assure patient compliance with protocol; responsible for accurate administration of medication according to protocol; complete case report forms; maintain source documents and clinical trial binders; safeguard patient confidentiality. **Qualifications:** Registered Nurse with two-four yrs of acute care nursing experience and demonstrated competence in the profession; understanding of research protocols and case report forms preferred; demonstrated ability to communicate effectively with patients and motivate patients; gastroenterology nursing experience preferred; familiarity with word processing and statistical programs desired. (End date: pending grant support) **Grade:** P6; **Range:** \$31,900-40,600 9-13-95 Medicine/Gastroenterology

**COORD. II** (09332JZ) Handle University Faculty Affairs Office documentation for departmental appointments, promotion and reappointments; submit documentation to Hospital Medical Affairs Office for physicians privilege; develop/maintain database for faculty/alumni; maintain faculty personnel records; coordinate, edit and distribute alumni newsletter; prepare/submit department advertisements and press releases for new faculty positions; organize, coordinate and supervise weekly medical student program; manage and maintain the department library and audio visual and computer equipment; assist and provide backup for resident program; provide support for the department committees. **Qualifications:** BA/BS required; two yrs. professional experience or equivalent required; experience in library activities; excellent command of database software; knowledge of Microsoft, Excel, Paradox and Access required; experience working with Medical Center faculty affairs preferred. **Grade:** P2; **Range:** \$21,700-28,200 9-13-95 Anesthesia

**RESEARCH SPEC., JR.** (09331RS) Perform experiments in effect of genes on lipid metabolism and atherosclerosis; use variety of techniques including molecular & cell biology, nucleic acid purification, construction of recombinant vectors and tissue culture of mammalian cell; breed, handle, and dissect rodents for harvesting and preparation of tissues; conduct quantitative histologic analysis and photography of tissue specimen, various blotting techniques and hybridization; implement and establish new protocols; analyze lab data; write lab reports; work with PI to design experiments; order and maintain supplies; assist in training other laboratory personnel. **Qualifications:** BA/BS or equivalent experience required; laboratory exposure required; ability to work semi-independently, excellent organization skills and some knowledge of computer required. (End date: 8/31/97) **Grade:** P1; **Range:** \$19,700-25,700 9-13-95 IHGT

**RESEARCH SPEC. I** (09312RS) Make cDNA constructs; run Northern and Southern; perform in situ hybridization; perform RT-PCR; run sequencing gels and make retroviral constructs; write methods section of paper and lab reports; oversee lower grade technicians and students; assign tasks to student workers; attend lab meetings; assist in plan for protocol; test new procedures. **Qualifications:** BA/BS in biological sciences required; one-three yrs. experience in conducting molecular biology research required. (On-going contingent upon grant funding) **Grade:** P2; **Range:** \$21,700-28,200 9-11-95 Pathology & Lab Medicine

**RESEARCH SPEC. II** (08232RS) Provide technical support in the area of animal models to laboratory personnel, including junior faculty, post-doctoral fellows and technicians with the Director's research laboratory; independently manage breeding colonies of mice; design strategies for cross-breeding; develop a computerized system for documenting pedigrees; perform molecular studies to detect transgenic lines; perform surgical procedures on

small animals, including rats, mice and rabbits; supervise the animal facilities used by the Director's laboratory personnel; work with administration on the management of IACUC submissions and account for animals and animal related charges. **Qualifications:** BA/BS in a scientific field preferred; three-five yrs. of experience as a Research Specialist I or equivalent required; experience with animal models necessary; previous breeding experience preferred; ability to work independently with minimal supervision necessary; good oral and written communication skills required; computer experience necessary, including working knowledge of word processing, spreadsheets and calendar programs; Macintosh experience preferred. (End date: 9/30/97) **Grade:** P3; **Range:** \$23,900-31,000 9-12-95 IHGT

**RESEARCH SPEC. I/III** (08188RS) Work directly on projects requiring expertise in cell culture, cellular immunology or molecular biology as assigned by PI; responsible for design, conduct and analysis of experiments; supervise and train; oversee equipment evaluation, procurement and maintenance; review technical and scientific literature; develop written protocols and bibliographies; assist in authorship of grant applications; write lab reports; establish & monitor safety procedures; write materials and methods sections for manuscripts. **Qualifications:** BA/BS required; MA/MS preferred in immunology or equivalent; three yrs. experience as a research specialist; skills in tissue culture, flow cytometry, assays of cellular immunity, animal handling, Northern, Southern and Western blotting, PCR and in situ hybridization. (On-going contingent upon grant funding) **Grade:** P3/P4; **Range:** \$23,900-31,000/\$26,200-34,100 9-12-95 Surgery

**ADMIN. ASS'T. I/II** (08256JZ) Type and proofread standard and complex confidential materials; manage electronic tracking system of new faculty; organize and maintain electronic files; answer phone; order supplies; assist in processing faculty appointments and promotions; process large mailings. **Qualifications:** HS diploma, some college preferred; experience with MAC system, Microsoft Word and Filemaker Pro database, word-processing experience and demonstrated ability to communicate effectively, detail oriented. Admin Asst II: two years experience as Admin Asst I or equivalent; Admin Asst I: two years experience as secretary; **Grade:** G9/G10 **Range:** \$17,100-21,400/18,700-23,300 8-29-95 Faculty Affairs

**CLERK II** (40 HRS) (09322JZ) File and prepare charts; confirm appointments; distribute clinic lab results to physicians; copy clinical documents; record biopsy results; open and distribute mail; provide phone support and schedule appointments. **Qualifications:** High school diploma; six months clerical/secretarial experience or equivalent; knowledge of clinical office procedures. **Grade:** G5; **Range:** \$14,286-17,486 9-12-95 Dermatology

**FINANCIAL SVCS. ASS'T. III** (40 HRS) (08290JZ) Counsel patients regarding insurance issues, questions or problems; verify/handle cash flow of all daily encounters; verify/receive pre-approval of all worker's compensation, auto insurance and/or other insurance related questions prior to appointment scheduling; pre-certify all patient procedures; attend HUP Managed Care in-service meetings and update outpatient staff; daily running/recording of patient encounter forms; maintain control log of billing slips, missing chart reports. **Qualifications:** High school equivalent, some college preferred; three yrs. experience in healthcare setting; requires advanced knowledge of BC/BS, Commercial, Auto, Managed Care and Medicare areas; knowledge of IDX/Bar applications; must exercise independent judgment and responsibility with minimal supervision. **Grade:** G11; **Range:** \$22,743-28,914 9-12-95 Rehabilitation Medicine

**OFFICE ADMIN. ASS'T. I** (08301JZ) Compile and summarize data for financial reports; respond to standard inquiries by phone and in person; organize/maintain file system; type and proofread materials; compose standard correspondence; maintain financial records/budgets; prepare and process purchase requisitions, C-forms, journal vouchers and budget reallocations; breakdown student financial accounts; assist in preparation of grant and fellowship applications, renewals, budgets, appointments and terminations; act as receptionist. **Qualifications:** High school graduate, some college desired; two yrs. administrative/clerical experience or equivalent required; data processing/bookkeeping/clerical experience desired; IBM PC and spreadsheet familiarity; strong organizational skills; able to focus in busy environment with frequent interruptions; excellent oral and written skills; able to meet deadlines under conflicting demands. **Grade:** G9; **Range:** \$17,100-21,400 9-12-95 Biomed. Graduate Studies

**ADMIN. ASS'T. III** (40 HRS) (09320JZ) Act as personal assistant to the Director of the Pain Center; coordinate educational and research activities with regard to data acquisition, maintenance and reporting; manage office budget; perform project planning with Director and general secretary duties; manage calendar. **Qualifications:** High school graduate, college preferred; at least two yrs. experience as an AAI or equivalent required, preferably at the Medical Center; supervisory experience required; excellent verbal and written communication skills; experience in report preparation using electronic media; knowledge of medical terminology. **Grade:** G11; **Range:** \$22,743-28,914 9-13-95 Anesthesia

**RESEARCH LAB TECH. III** (09311RS) Under limited supervision conduct research in molecular/behavioral genetics lab using a variety of molecular biology techniques; perform mouse breeding experiments & behavioral testing (circadian activity); perform routine laboratory maintenance; assist in preparation of manuscripts. **Qualifications:** BA/BS preferably in biological or psychological sciences required; ability to use MAC and PC applications; excellent organizational skills; lab work exposure required. **Grade:** G10; **Range:** \$18,700-23,300 9-11-95 Psychiatry

**RESEARCH LAB TECH. III** (09310RS) Assist PI in conducting experiments in molecular and biochemical mechanisms of lymphokine signaling; collaborate in the preparation of routine grant proposals; assist/demonstrate techniques to students; perform library bibliographic searches; attend group meetings; monitor expenses; maintain lab equipment and supplies. **Qualifications:** BA/BS in scientific or related field; exposure to lab work. (On-going contingent upon grant funding) **Grade:** G10; **Range:** \$18,700-23,300 9-11-95 Pathology & Lab Medicine

**RESEARCH LAB TECH. III** (40 HRS) (09313RS) Perform routine to complex procedures; will use prescribed lab protocols for carrying out experiments; input computer data, library bibliographic searches and demonstrate lab techniques to students; perform routine equipment maintenance; order supplies and maintain inventories; attend group meetings. **Qualifications:** BA/BS in scientific field required; exposure to lab work; computer experience helpful. (End date: 6/30/96, contingent on funding) **Grade:** G10; **Range:** \$21,371-26,629 9-11-95 Psychiatry

**RESEARCH LAB TECH. III** (09319RS) Perform laboratory analysis using biochemical assays, UV/VIS spectroscopy, low pressure chromatography and HPLC; will be trained to do dissection, experimental solution preparation, photochemical procedures and synthesis of novel compounds; document procedures; maintain logs and computer analysis; order supplies and general lab maintenance. **Qualifications:** BA/BS degree in scientific field (chemistry, biochemistry or biology); one yr. general lab experience desirable. **Grade:** G10; **Range:** \$18,700-23,300 9-12-95 PA Muscle Institute

**RESEARCH LAB TECH. III** (09336RS) Under general supervision, perform molecular and embryological analysis of developing chick; isolate and manipulate DNA; carry out routine cell culture techniques; organize, maintain and establish lab supplies; maintain logs and lab notebooks; carry out general lab duties. **Qualification:** BA/BS in biology; some laboratory experience preferred. **Grade:** G10; **Range:** \$18,700-23,300 9-13-95 CDB

**SEC'Y. IV** (40 HRS) (07127JZ) Provide secretarial and administrative support in the office of the Director of the Animal Resource and Toxicology (ARAT) Program; answer telephones; type correspondence and other documents; perform data entry; maintain Director's calendar; schedule appointments and meetings for the Director; photocopy, run errands and escort guests. **Qualifications:** High school graduate required; BA/BS preferred; at least two yrs. secretarial experience with word processing and database systems; preferred experience with Macintosh, MS Word & Excel; solid telephone experience; professional & courteous phone manner required; ability to handle multiple task simultaneously; excellent typing and organizational skills and flexibility. **Grade:** G9; **Range:** \$19,543-24,457 9-7-95 IHGT

**CLINICAL SPEC.** (08235RS) P6; \$31,900-40,600 8-22-95 Cancer Center

**REIMBURSEMENT ANALYST I** (05104JZ) P6; \$31,900-40,600 9-8-95 Medicine/Billing

**RESEARCH COORD. JR** (08277RS) (End date: 9/1/96) P2; \$21,700-28,200 8-31-95 Anesthesia

**RESEARCH SPEC. JR** (08298RS) P1; \$19,700-25,700 9-1-95 Microbiology

**RESEARCH SPEC. I** (03098RS) (On-going contingent upon grant funding) P2; \$21,700-28,200 8-23-95 Pathology & Lab Medicine

**RESEARCH SPEC. I** (08257RS) P2; \$21,700-28,200 8-29-95 Biochemistry & Biophysics

**RESEARCH SPEC. I** (08278RS) P2; \$21,700-28,200 8-31-95 Center for Sleep

**RESEARCH SPEC. II** (08232RS) (End date: 9/30/97) P3; \$23,900-31,000 8-22-95 IHGT

**RESEARCH SPEC. II** (08239RS) P3; \$23,900-31,000 9-7-95 Radiology

**RESEARCH SPEC. III** (08240RS) P4; \$26,200-34,100 9-7-95 Radiology

**SUPERVISOR/SOM SECURITY UNIT** (40 HRS) (08282JZ) (08283JZ) (Work schedules: M-F, 11:00 PM-8:00 AM & M-F, 3:00 PM-12:00 AM) **Grade:** G10; **Range:** \$21,371-26,629 9-8-95 Architecture & Facilities Management

**ADMIN. ASS'T. II** (40HRS) (08260JZ) G10 \$21,371-26,629 8-29-95 Venture & Industry

**ADMIN. ASS'T. III** (40HRS) (08273JZ) G11; \$22,743-28,914 8-31-95 Ophthalmology

**ADMIN. ASS'T. III** (08279JZ) (40HRS) G11; \$22,743-28,914 8-31-95 Pulmonary

**CLERK II** (40 HRS) (08231JZ) (End date: 9/30/97) G5; \$14,286-17,486 8-22-95 IHGT

**CONTROL CENTER OPERATOR/SOM SECURITY** (08286JZ) (08287JZ) (08288JZ) (Work schedules: (M-F, 7:00 AM-3:00 PM & M-F, 11:00 PM-7:00 AM & M-F, 3:00 -11:00 PM) G9; \$17,100-21,400 9-8-95 Architecture & Facilities Management

**OFFICE ADMIN. ASS'T. II** (40 HRS) (08259JZ) G10; \$21,371-26,629 8-29-95 Rehabilitation Medicine

**RECEPTIONIST III** (40 HRS) (04001JZ) G8; \$17,943-22,400 8-29-95 Ophthalmology

**RESEARCH LAB TECH. I** (08275RS) (40HRS) G7; \$16,571-20,686 8-31-95 Ophthalmology

**RESEARCH LAB TECH. II** (40 HRS) (08302RS) G8; \$17,943-22,400 9-7-95 Psychiatry

**RESEARCH LAB TECH. III** (08281RS) G10; \$18,700-23,300 8-31-95 Cell & Dev Biology

**SEC'Y. III** (40 HRS) (07130JZ) (On-going pending funding) G8; \$17,943-22,400 Infectious Disease

**TECH. PSYCHOLOGY I** (08274RS) (40HRS) G10; \$21,371-26,629 8-31-95 Psychiatry

**PART-TIME (COLLECTION ASS'T.)** (08276JZ) G10; \$10,275-12,802 8-31-95 Ophthalmology

**PART-TIME (CONTROL CENTER OPERATOR)** (24 HRS) (08284JZ) (08285JZ) (Work schedule: (S-S, 7:00 AM-7:00 PM & S-S, 7:00 PM-7:00 AM) **Grade:** G9; **Range:** \$9,396-11,758 9-8-95 Architecture & Facilities Management

## NURSING

*Specialist: Janet Zinser*

**PART-TIME (SEC'Y. IV)** (21 HRS) (08272JZ) G9; \$9,396-11,758 8-31-95 Nursing

**ADMIN. ASS'T. II** (08166JZ) G10; \$18,700-23,300 8-22-95 Nursing

## PRESIDENT

*Specialist: Susan Curran*

**EXEC. DIR. RESOURCE, PLANNING & BUDGET** (09344SC) Senior Staff Officer reporting to President and her Chief of Staff; advise, assist and staff the President on all budgetary issues and resource planning questions; provide support to Provost and Executive Vice President and other University officers; design and prepare long term resource plans to inform operating and capital decisions; supervise a staff of professionals and support personnel; develop and maintain University Responsibility Center Budgetary System; manage annual operating budget process; support and advise the Provost and his staff in academic planning and budgeting; support Executive Vice President in development of administrative budgets, capital budgets and year-end closing strategies; provide internal consulting support for policy analysis and financial problem-solving; serve as member of senior university groups on planning and management. **Qualifications:** Graduate degree in related field; at least seven years progressively responsible experience in budget and planning at a major institution of higher education or comparable organization; demonstrated knowledge/competence in planning, budgeting, policy analysis, finance and the use of information technology to support these activities. **Grade:** Ungraded; **Range:** Blank 9-14-95 Office of the President

**STAFF RESEARCHER II** (09333SC) Initiate, research and write detailed, complex profiles and analyses for development officers; establish departmental policies and procedures; expand pool of prospective donors; train and guide junior staff and review/edit work of other researchers. **Qualifications:** BA/BS in related field (history, English or social sciences) or equivalent; understanding of fundraising process, principles and techniques; excellent oral and written communication skills; demonstrated ability to analyze and interpret complex information; knowledge of computer databases desirable. (Application deadline date: 9/19/95) **Grade:** P3; **Range:** \$23,900-31,000 9-13-95 Development & Alumni Relations

**ASSOC. DIR. V** (08265SC) P7 \$35,000-43,700 8-29-95 Development & Alumni Relations

**DIR. ALUMNI RELATIONS** (09309SC) P11; \$54,500-68,200 9-7-95 Development & Alumni Relations

**ADMIN. ASS'T. II** (40 HRS) (08294SC) G10; \$21,371-26,629 9-1-95 Development & Alumni Relations

**SEC'Y. III** (40HRS) (08293SC) G8; \$17,943-22,400 9-1-95 Development & Alumni Relations

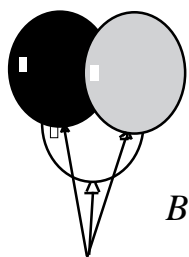
## PROVOST

*Specialist: Clyde Peterson*

**INFO. SYS. SPEC. I/II** (09334CP) Analyze, design, implement and maintain data processing systems; act as liaison with the Library System office in areas of project planning, technical testing, implementation, evaluation and on-going technical problem solving; work with teams to develop new workstation technologies and other innovative productivity tools; maintain expertise in Windows, Excel, RLIN Windows, Email, WWW server and client software; develop training programs; make recommendations to replace/upgrade hardware & software; write software programs as necessary; create & maintain scripts; create generate and store management & statistical data; work with other library and university departments on networked information services and/or electronic and digitized texts; actively participate in the profession through publications, presentations and committee work.

**Qualifications:** BA/BS in computer sciences or equivalent in theory and practices; demonstrated ability to support hardware & peripherals, operating systems and software including word-processors, spreadsheet, databases, communications and security; experience in Windows programming and workstation development; knowledge of relational databases, client/server and Unix systems; substantial experience in database application development; demonstrated ability to work both independently and collaboratively in a rapidly changing and demanding environment; effective organization, communication and interpersonal skills; experience with library technical services operations an advantage. **INFO SYS. SPEC. I** - at least two yrs. of microcomputer systems experience and a wide range of application software packages. **INFO. SYS. SPEC. II** - at least four yrs. microcomputer systems experience. **Grade:** P3/P5; **Range:** \$23,900-31,000/\$28,800-37,600 9-14-95 University Libraries

**INFO SYS. SPEC. I/II** (09335CP) Provide systems support for a wide range of public services initiatives; act as liaison with Library Systems Office in areas of project planning, technical testing, implementation, evaluation & technical problem solving associated with computer software, hardware, systems and telecommunications; design and develop the Library's electronic information services including WWW, electronic request, delivery



*The President, Provost & Executive Vice Presidents are Throwing a Party*

## PENN Faculty/Staff Appreciation Day

**Saturday, September 30, 1995**

*Bring your family and friends! Join the excitement and see a great game!*

- Free picnic lunch for Penn Faculty/Staff and their family/friends
- Free admission to the football game for all Penn Faculty/Staff
- Tickets are available for family and friends (\$2.00 per ticket)
- Free parking at 34th & Chestnut Street Garage with Penn ID
- Drawing for special prizes
- Clowns and face painting

### Pre-game Picnic Lunch

11:30 a.m.  
Hill Field\*  
(34th & Walnut)  
\*Rain location:  
Hill House

### Penn Football Game

1:30 p.m.  
Franklin Field  
(33rd & Spruce)  
Penn vs. Bucknell



### Tickets

Available in person at Weightman Hall Ticket Office, M-F 10 a.m. - 4:30 p.m. or via campus mail if orders received before September 27.  
Ticket Office: 898-6151

### Menu

Grilled Chicken or Hot Dogs  
Pasta Salad  
Caesar Salad  
Dessert  
Beverages

Hosted by the Division of Human Resources and supported by the Athletic Department



# OPPORTUNITIES at PENN

and full text systems design; train and assist public services staff in the use of hardware and software and new technology; prepare documentation and users aids for staff; upgrade hardware and software for staff and users; implement special projects. **Qualifications:** BA/BS in computer sciences or equivalent in theory and practice; familiarity with academic libraries; knowledge of new digital library developments; experience in providing technical support for Macintosh and DOS/Windows environments; demonstrated ability to support hardware and software peripherals, operating systems and software; Unix experience desirable; excellent interpersonal and communications skills with a strong customer service orientation are essential. **INFO SYS. SPEC. I** - at least two yrs. of microcomputer systems experience and a wide range of application software packages. **INFO. SYS. SPEC. II** - at least four yrs. experience. **Grade:** P3/P5; **Range:** \$23,900-31,000/\$28,800-37,600 9-14-95 University Libraries

**INTERN ATHLETICS** (04023CP) Write press releases; compile and edit media guides; coordinate major athletic events, game-day operations for football, basketball and Penn Relays and team travel; weekly sports round-up; programs statistics. **Qualifications:** Bachelor's degree; experience in collegiate sports information setting; strong writing skills and desk top publishing skills and game-day management. (End date: 6/30/96) **Grade:** Blank; **Range:** \$10,000-9-14-95 DRIA

**GARDENING AIDE** (40 HRS)(09347CP) Responsible for implementation of the "Healing Plants" projects and landscape improvements; assist in garden development, plant selection and planting gardens; maintain health of plant collection, planting, formative pruning, staking, fertilizing and irrigating; lawn care and weed control using cultural and chemical methods, mulching and debris removal; install and maintain interpretive signage; assist with snow removal. **Qualifications:** High school graduate or equivalent; one yr. landscaping or grounds maintenance experience; valid driver's license; ability to operate grounds maintenance equipment is desirable. (End date: 6/30/97) **Grade:** G5; **Range:** \$14,286-17,486 9-15-95 Morris Arboretum

**SEC'Y. V** (09337CP) Provide secretarial, clerical and receptionist support for the Office of the Associate Provost; type, proofread and maintain files; prepare correspondence and approvals; compile reports on appointments and promotions; maintain small office database and update personnel/payroll information; extensive use of Macintosh computer. **Qualifications:** High school graduate with business training or some college background; four yrs. secretarial experience or equivalent; ability to type 55 wpm; demonstrate excellent communication and organizational skills; computer knowledge, preferably with Macintosh, Microsoft Word and Filemaker Pro database software; knowledge of UMIS Personnel/Payroll systems preferred. **Grade:** G10; **Range:** \$18,700-23,300 9-14-95 Provost Office

**LIMITED SERVICE (SALES CLERK)** (09307CP) Responsible for ticket sales through window, telephone and mail orders; reconcile money from ticket audit stubs; prepare statistical reports and mailing lists. **Qualifications:** High school graduate or equivalent; college desirable; demonstrated ability to reconcile money from ticket sales; previous sales experience in similar setting helpful; good telephone manner and ability to work under pressure required; must be willing to learn a computerized box office system. (Work schedule hours: 12:00-6:00 PM, evenings & weekends required) **Grade:** \$10,413-\$12,745 9-11-95 Annenberg Center

**ASS'T. TO PROVOST, EXTERNAL AFFAIRS** P10; \$47,400-59,200 8-23-95 Provost's Office

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

**RESEARCH SPEC. IV** (08303CP) P6; \$31,900-40,600 9-7-95 LRSM

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

**TECH. THEATER SR.** (08269CP) G11 19,900-25,300 8-30-95 Annenberg Center

**LIMITED SERVICE (THEATER TECH)** (08270CP) G8; \$13,284-16,584 8-30-95 Annenberg Center

**PART-TIME (ADMIN. ASS'T. II)** (20-25 HRS)(08305CP) G10; \$10,275-12,802 9-7-95 Arthur Ross Gallery

## VETERINARY SCHOOL

*Specialist: Nancy Salvatore*

**BUSINESS ADMINISTRATOR III** (09340NS) Responsible for all financial and accounting functions for the Department of Animal Biology; supervise, prepare and manage budgets and grants; interface with University accounting, payroll and research and purchasing departments. **Qualifications:** BA/BS in business, accounting, finance or equivalent; three yrs. supervisory experience; grants management, accounting, business administration required; experience with University budget/accounting procedures desired; excellent organizational, supervisory & communications skills; knowledge of computer systems and spread sheets. **Grade:** P4; **Range:** \$26,200-34,100 9-14-95 Animal Biology

**LAB ASS'T. II** (09327NS) Maintain records in lab; order supplies for lab; assist in monitor & set-up of equipment; prepare lab for experiments; data entry for record keeping; prepare routine media and solutions for experiments; keep track of inventory. **Qualifications:** High school diploma, including chemistry courses; course work in lab science preferred; may require working knowledge of hazardous chemicals. **Grade:** G8; **Range:** \$17,943-22,400 9-13-95 VHUP-CLM

**TECH. VET I/II** (40 HRS) (09326NS) (09328NS) (09329NS) Administer treatments, injections and medications as prescribed; assist with diagnostic and therapeutic procedures; monitor vital parameters; observe and record symptoms and reactions of patients. **TECH. II** - Same as above, as well as perform diagnostic and therapeutic procedures; assist in the instructions of nursing & veterinary students; may have direct teaching responsibility. **Qualifications:** Completion of accredited Animal Health Technology program or degree in Animal Science or three yrs. Vet Tech experience; state certification/licensure may be necessary. **TECH. II** - Same as above, as well as at least two yrs. experience as a Vet Tech I or equivalent required. (Work schedule: rotating/ nights/ weekends) **Grade:** G8/G10; **Range:** \$17,943-22,400/ \$21,371-26,629 9-13-95 VHUP

**PART-TIME TECH. VET I/II** (26 HRS) (09325NS) Administer treatments, injections and medications as prescribed; assist with diagnostic and therapeutic procedures; monitor vital parameters; observe and record symptoms and reactions of patients. **TECH. II** - Same as above, as well as perform diagnostic and therapeutic procedures; assist in the instructions of nursing & veterinary students; may direct teaching responsibility. **Qualifications:** Completion of accredited Animal Science or three yrs. Vet Tech experience; state certification/licensure may be necessary. **TECH. II** - Same as above, as well as at least two yrs. experience as a Vet Tech I or equivalent required. (Work schedule: Wed., 8:00 AM - 8:00 PM, Thurs., 8:00 AM - 4:00 PM & Fri., 12:00 - 6:00 PM) **Grade:** G8/G10; **Range:** \$8,626-10,769/\$10,275-12,802 9-13-95 VHUP

## VICE PROVOST/UNIVERSITY LIFE

*Specialist: Clyde Peterson*

**ADMIN. ASS'T. II** (08250CP) G10; \$18,700-23,300 8-25-95 Academic Support Programs

**RECEPTIONIST CLINICAL** (08306CP) G8; \$15,700-19,600 9-7-95 Student Health

## WHARTON SCHOOL

*Specialist: Janet Zinser*

**BUDGET ANALYST** (09316JZ) Provide analytical support for financial management of school; analyze and report data on financial status and trend; assist with preparation of annual school budget; monitor school accounts to anticipate financial weakness, liability and recommend course of action; carry out financial and managerial analysis projects. **Qualifications:** BA/BS in business or information systems or equivalent experience; three-five yrs. progressively responsible experience with computer based database and applications software; three-five yrs. experience in business operations, accounting and forecasting. **Grade:** P5; **Range:** \$28,800-37,600 9-12-95 Finance and Administration

**COORD. IV** (09317JZ) Assist with managing and supervising part-time staff and two component programs of the

University-Community Outreach Program; plan and execute business-related and recreational activities/workshops; develop and conduct appropriate business-related training for youth, parents and teachers; provide support for mentor-mentee relationships by maintaining contact with program participants and their mentors; develop partnerships with other youth serving organizations and programs. **Qualifications:** BA/BS; Master's preferred or equivalent experience; three-five yrs. experience working with culturally diverse youth and communities; curriculum development and interpersonal skills; must be very organized with follow-through approach; ability to work independently as well as contribute to a team; ability to interact effectively with high school/middle school youth, undergraduate students, MBA students, parents, teachers and service providers; counseling experience helpful. (On-going contingent on funding) **Grade:** P4; **Range:** \$26,200-34,100 9-12-94 UCOP at Penn

**SYS. PROG. I/II** (09315JZ) Participate in systems support and maintenance of Unix and Open VMS operating systems and related software including compilers such as C and Fortran, mail servers and clients, operating system utilities and application software; provide general technical support for relational database engines such as Ingres, Oracle and RDB including update; trouble-shooting, performance and database management; support TCP/IP, DECnet and other network/LAN software and namespace management; implement systems environments to support project lifecycle stages (development testing, training and production). **Qualifications:** Bachelors degree, preferably in computer science or MIS or comparable experience; HP-UX knowledge preferred; TCP/IP knowledge preferred; familiarity with Windows or Novell a plus; strong working knowledge of C, other programming languages, and relational databases, such as Oracle or RDB; demonstrated ability to work in a team and to manage multiple priorities; excellent written and verbal communication skills. **SYS. PROG. I** - one-two yrs. of progressively responsible experience in systems management in a Unix or VMS environment. **SYS. PROG. II** - three yrs. of progressively responsible experience in systems management in a Unix or VMS environment. **Grade:** P6/P7; **Range:** \$31,900-40,600/\$35,000-43,700 9-11-95 WCIT

**ASSOC. DIR. IV** (08203JZ) (On-going contingent upon continuation of funds) P5; \$28,800-37,600 8-17-95 Snider Entrepreneurial Center-Small Business Development Ctr.

**INFO. SYS. SPEC. I** (08253JZ) P3; \$23,900-31,000 8-24-95 WCIT

**PROG. ANALYST I/II** (08295JZ) P4/P6; \$26,200-34,100/ 31,900-40,600 9-1-95 Computing & Info Systems

**RESEARCH COORD.** (08297JZ) P3; \$23,900-31,000 9-1-95 Financial Institutions Center

**ADMIN. ASS'T. III** (08249JZ) G11; \$19,900-25,300 8-24-95 Insurance & Risk Management

## Classified

### FOR SALE

**Center City - lovely four story town-house** located in Washington Square West with 3 bedrooms and 2.5 baths. Hardwood floors, fireplace, new roof. Living room with French doors to a private brick patio and garden. Master bedroom looks out onto the garden and Waverly Walkway. Mint condition, \$147,500. Call (215) 732-6342.

### SUBJECTS WANTED

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

**Note:** Classified ads are accepted and compiled at the offices of *The Compass*. Please call 898-8721 for rates and procedures.

## Young Investigator Grants in Diabetes Research

The Diabetes Research Center of the University of Pennsylvania requests submission of applications for support to perform pilot and feasibility studies in diabetes and related endocrine and metabolic disorders. Young investigators who are starting their laboratories, or established investigators who wish to take a new direction to their studies, are encouraged to submit applications to the Diabetes Research Center, 501 Stemmler Hall, by *Friday, December 15, 1995*.

An original and 12 copies of the standard NIH forms for RO1 grant applications must be used. The recommended format of A) Specific Aims, B) Background & Significance, C) Preliminary Studies, and D) Experimental Design & Methods should be used for the Research Plan. However, since the proposal is intended to obtain additional preliminary data on a topic for a later, more complete grant submission or to test the feasibility of a hypothesis, and is for a one or two year duration only, the overall length of the application must not be more than 10 pages of single-spaced typescript.

If human subjects will be participating in the proposed research, it will be necessary to submit NIH Human Subject forms with the application; if animal research is being proposed, we will need an original and 3 copies of the Institutional Animal Care and Use Committee (IACUC) protocol forms.

Grants will be reviewed by the Diabetes Research Center's Pilot and Feasibility Review Committee and by extramural consultants. Awards of up to \$20,000 will be made (equipment and travel fund requests are not permitted) and will be funded for one year.

Investigators who are currently in the first year of support through this Pilot and Feasibility Program may reapply for an additional year of funding. Such continuation requests need to be carefully justified, however, and will be considered as a competing renewal application. Notification of an award will be made in March of 1996. For further information, please contact Dr. John Williamson, Biochemistry and Biophysics, Room 601 Goddard Labs/6089 (ext. 8-8785).

## OF RECORD

*This notice was first published in the June 20, 1995 issue of Almanac. If you have any questions or if you have not received your PCS ID card, please contact the Benefits Office at (215) 898-7282 immediately.*

## Prescription Drug Benefits for Blue Cross & PENN Care subscribers

Effective July 1, 1995 prescription drug benefits—including those associated with the drugs dispensed and billed separately during a doctor's visit—will no longer be provided through Blue Cross.

Prescription drug coverage for employees and their covered family members currently enrolled in a Blue Cross plan (or in the new PENN Care plan) will be provided by PCS Health System, Inc. through its *Client-Based Network (CBN)*. This network includes all the pharmacy chains in the Philadelphia area.

### Highlights:

PCS has four national pre-contracted networks of chain and independent pharmacies. The University has selected the *Client-Based Network*, currently the most cost-effective PCS network, as the preferred network. The *Client-Based Network* is comprised of more than 47,000 nationwide pharmacies including all the major pharmacy chains: CVS, Drug Emporium, Eckerd Drug, Kmart, Pathmark, Rite-Aid, Thrift Drug, and Wal-Mart. Call PCS at 1-800-838-5346 to find out if your pharmacy is a participant of the *Client-Based Network*. (For your convenience, this 800 number is printed on your ID card.)

Pharmacies that are affiliated with PCS generally display a light-blue PCS decal. For the independent pharmacies, the decal is not an automatic indication that the pharmacy is part of the University's *Client-Based Network*. Be sure to ask the pharmacy if it is in the *Client-Based Network* or call the 800 number.

Unless you just enrolled in a Blue Cross plan or PENN Care, you should have received your PCS ID card and a *CBN* directory by now. An additional card was generated if you have family coverage. Data on all eligible dependents will be maintained by PCS and accessed on-line by their participating pharmacies.

When you use your PCS ID Card and purchase covered prescription drugs from a PCS *Client-Based Network* pharmacy, your \$200 single/\$400 family Blue Cross/PENN Care deductible will be waived. You pay the pharmacist only your 20% coinsurance; for prescriptions related to mental health the coinsurance remains 50%.

- If you do not use a *Client-Based Network* pharmacy, in addition to your applicable Blue Cross deductible you will now incur a separate prescription deductible of \$25 for single/\$50 aggregate for family and you will be reimbursed only 75% of the charge.

### Expenses incurred out of the country:

You will NOT be subject to the separate prescription deductible and the lower reimbursement rate if you incur eligible prescription expenses out of the country. In those cases, you will need to file a claim with PCS. PCS will waive the \$25/\$50 deductible and reimburse you at 80%.

### Claim Filing/Reimbursement:

Unlike Blue Cross's Paid Prescription program, you will not need to pay the full amount and then wait for reimbursement. At PCS participating pharmacies, you will only be required to pay your share of the coinsurance.

At all PCS participating pharmacies, you will have to pay only your share of the cost. At PCS *Client-Based Network* pharmacies, your cost will be the 20% coinsurance unless the prescriptions are prescribed for mental health. At all other PCS participating pharmacies, you will have to pay any portion of the separate \$25 prescription deductible that remains unsatisfied and 25% of the remaining expense.

Claim filing will be required only if you do not use a PCS pharmacy. These forms and filing instructions can be obtained from the Benefits Office at (215) 898-7282.

Be sure to file a Major Medical Blue Cross claim form for any prescription expenses incurred before July 1, 1995. Remember that you need to file only for those expenses that will not automatically be reimbursed because you did not present your Blue Cross ID card to your pharmacist.

### The Hospital of the University of Pennsylvania (HUP) Pharmacy:

(The pharmacy is located on the Ground floor of the Ravdin Building)

Under a special arrangement, the HUP pharmacy has been added to the PCS's *Client-Based Network*. If you use the HUP pharmacy for prescriptions written either by HUP doctors or non-HUP doctors, your deductible is waived and you pay only 20% for covered non-mental health prescription drugs.

HUP pharmacy also provides special services to Penn employees including calling in refills and faxing in refills or new prescriptions. TEL: (215) 662-2920; FAX: (215) 349-8340.

### Coordinating Benefits with Blue Cross

Employees who during the plan year meet the applicable out-of-pocket Blue Cross/PENN Care maximums for medical expenses other than prescription costs will need to notify the Benefits Office for the waiver of any applicable PCS coinsurance cost. The Benefits Office will be working with Blue Cross on the coordination and reviewing possible plan design alternatives for next year.

### Retiree Benefits:

For now, retirees age 65 or over and their dependents age 65 or over who are enrolled in the Blue Cross 65-Special contract will continue to receive the prescription coverage through Blue Cross.

Retirees under age 65 and retirees' dependents under age 65 who are enrolled in a Blue Cross non-65 Special contract are affected by the change.

— Benefits Office/Human Resources

# Update

SEPTEMBER AT PENN

## CONFERENCES

**22** *Edge of Life: Ethical Dilemmas*; Nursing Ed. Building Auditorium; registration: 898-4522 (Nursing; Bioethics; VA Medical Center; HUP; CHOP (Leonard Davis Institute)).

**29** *Recent Advances in Bioorganic Chemistry*; in honor of Rao Makineni and Ralph Hirschmann; inauguration of Hirschmann-Makineni Chair of Bioorganic Chemistry; 9 a.m.-5:30 p.m.; Museum; registration: 898-9722 (Chemistry).

## FITNESS/LEARNING

**20** *Buddhist Meditation Practice*; theme: *Prajnaparamita: Mother of the Buddhas*; chairs and zen benches provided; 1-2 p.m.; Christian Association Chapel; information: 898-5926. *Meets weekly through December 13.*

**24** *Strategies for Managing Change in Healthcare*; Executive development for mid- to senior-level healthcare executives focusing on system-based framework for managing change;

Steinberg Conference Center: *Through Sept. 29*; registration: 898-4748 (LDI, Wharton Aresty Institute).

## SPECIAL EVENT

**19** *Coffee with Dean Rescorla*; 8-9:30 p.m.; Chats; information: 898-6341 (College Office).

## TALKS

**20** *The PH20 Protein in Macaque Sperm: Hyaluronidase Activity*; Stuart Meyers, veterinary medicine; noon; Hirst Auditorium, Dulles Bldg. (Reproductive Biology).

*Is Latin America Turning Pluralist?: Catholics and Evangelicals in São Paulo and Caracas*; Phillip Berryman; 4 p.m.; Ben Franklin Rm., Houston Hall (Latin American Cultures).

*Synaptic Plasticity: Insights from the Neuromuscular Junction*; Rita Balice-Gordon, biology; 4 p.m.; Room 140, John Morgan Bldg. (Mahoney Institute of Neurological Sciences).

**21** *The Germ Line and Spermatogonia Transplantation*; Ralph Brinster, veterinary medicine; Richard K. Mellon Foundation Seminar; 4 p.m.; Room B101, VHUP (Veterinary Medicine).

*The Practice of Active Euthanasia Among U.S. Critical Care Nurses*; David A. Asch, medi-

cine; 9 a.m.; 701 Blockley Hall (LDI).

*Border Signs: Instruments of Communication in Culture Contact*; 4:30 p.m.; Rm. 329A, 3401 Walnut St. (History).

**22** *The Man Without Meaning? The Voids and Surfaces of John Singer Sargent*; Susan Sidlauskas, history of art; 3 p.m.; Rich Seminar Room, Jaffe Building; open to PENNcard holders (History of Art).

**25** *Visuality, Visual Culture, Visualization*; Emily Thompson, history & sociology of science; 12-1 p.m.; Suite 500, 3440 Market St. (History & Sociology of Science).

*Biochemical Applications of Taylor Vortex Flow*; Charles L. Cooney, M.I.T.; 3 p.m.; Rm. 337, Towne Building (Chemical Engineering).

**26** *The Regulation of Glucose Transport by Insulin*; Morris Birnbaum, physiology; 4 p.m.; 4th Floor, Richards Building (Physiology).

**27** *Protein Import into Mitochondria*; Debkumar Pain, veterinary medicine; noon; Hirst Auditorium, Dulles Bldg. (Reproductive Biology).

**Deadlines:** For the September 26 issue, the deadline is September 19. For November at Penn, the deadline is October 10.

## The University of Pennsylvania Police Department Community Crime Report

**About the Crime Report:** Below are all Crimes Against Persons and Society in the campus report for **September 4 to September 10, 1995**. Also reported were Crimes Against Property including 50 thefts (3 burglaries, 2 of autos, 18 from autos, 9 of bikes and parts); and 12 incidents of criminal mischief and vandalism. Full reports are in this issue of *Almanac* on the web (<http://www.upenn.edu/almanac/v42/n4>).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of September 4, 1995 and September 10, 1995. The University police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—1, Simple assaults—1, Threats & harassment—3

09/04/95	3:36 PM	3744 Spruce St.	Complainant struck in face
09/04/95	8:51 PM	SH/DH	Threats received on voice mail
09/06/95	11:11 AM	Warwick Dorm	Harassing phone calls received
09/09/95	11:37 AM	36th St. Subway	Robbery at knife-point by unknown male
09/10/95	9:17 PM	Nichols House	Threats received

**38th to 41st/Market to Baltimore:** Robberies (& attempts)—1, Aggravated assaults—1, Simple assaults—4, Threats & harassment—1

09/05/95	4:55 PM	High Rise North	Complainant assaulted
09/05/95	6:43 PM	41st & Locust	Assault by unknown male who exited vehicle
09/07/95	12:53 AM	208 S. 40th St.	Complainant struck in face
09/07/95	5:58 PM	Chestnut Hall	Obscene phone calls received
09/09/95	2:25 AM	Hamwell House	Male struck police/arrest
09/09/95	10:30 PM	4000 Blk. Pine	Complainant robbed by unknown male with gun
09/10/95	1:20 AM	3800 Blk. Sansom	Complainant assaulted

**41st to 43rd/Market to Baltimore:** Robberies (& attempts)—2

09/08/95	4:47 AM	4300 Blk. Spruce	Complainant robbed by 3 unknown males
09/10/95	1:39 PM	42nd & Pine	Males attempted to take complainant's bike

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

09/07/95	11:43 AM	34th & Chestnut	Driver of auto threatened complainant
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**Outside 30th to 43rd/Market to Baltimore:** Robberies (& attempts)—1, Threats & harassment—2

09/04/95	9:23 PM	4200 Chester	Robbery by male with hammer/no charges filed
09/06/95	9:12 PM	South St. Bridge	Male following complainant
09/08/95	3:04 PM	1100 Blk. Columb.	Complainant constantly being harassed

### Crimes Against Society

**38th to 41st/Market to Baltimore:** Disorderly conduct—1

09/05/95	4:07 PM	39th & Walnut	Male cited for disorderly conduct
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**30th to 34th/Market to University:** Alcohol & drug offenses—1

09/09/95	11:22 AM	100 Blk. 33rd	Driver intoxicated/arrest
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## Almanac

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