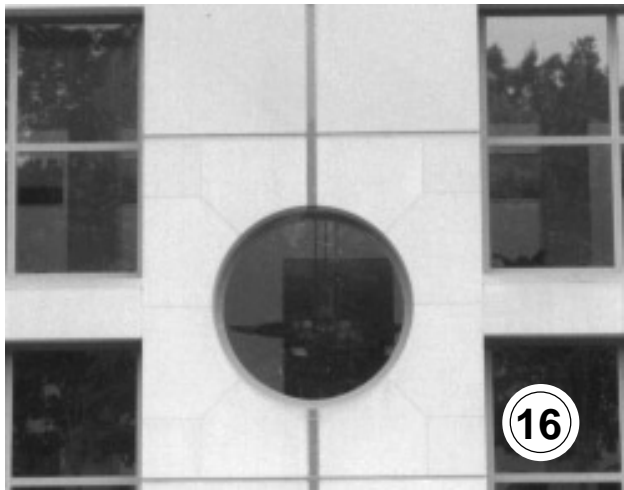




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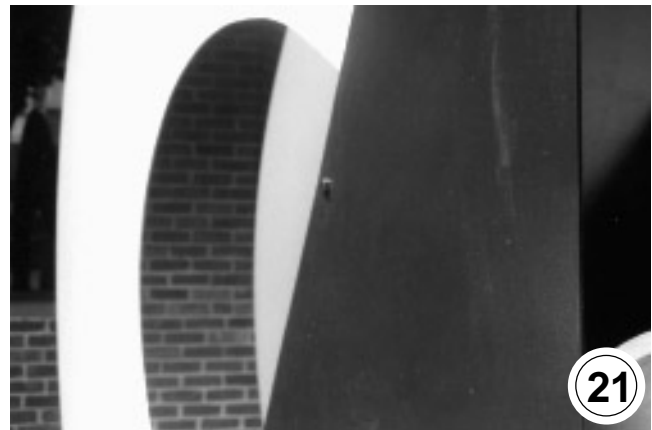
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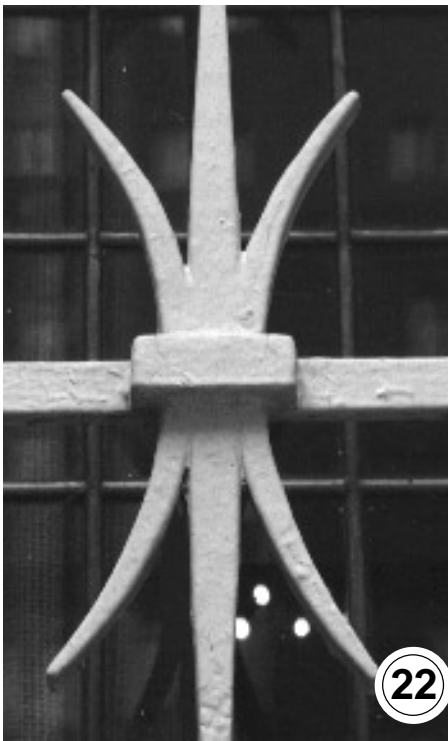
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UNIVERSITY of PENNSYLVANIA
Almanac

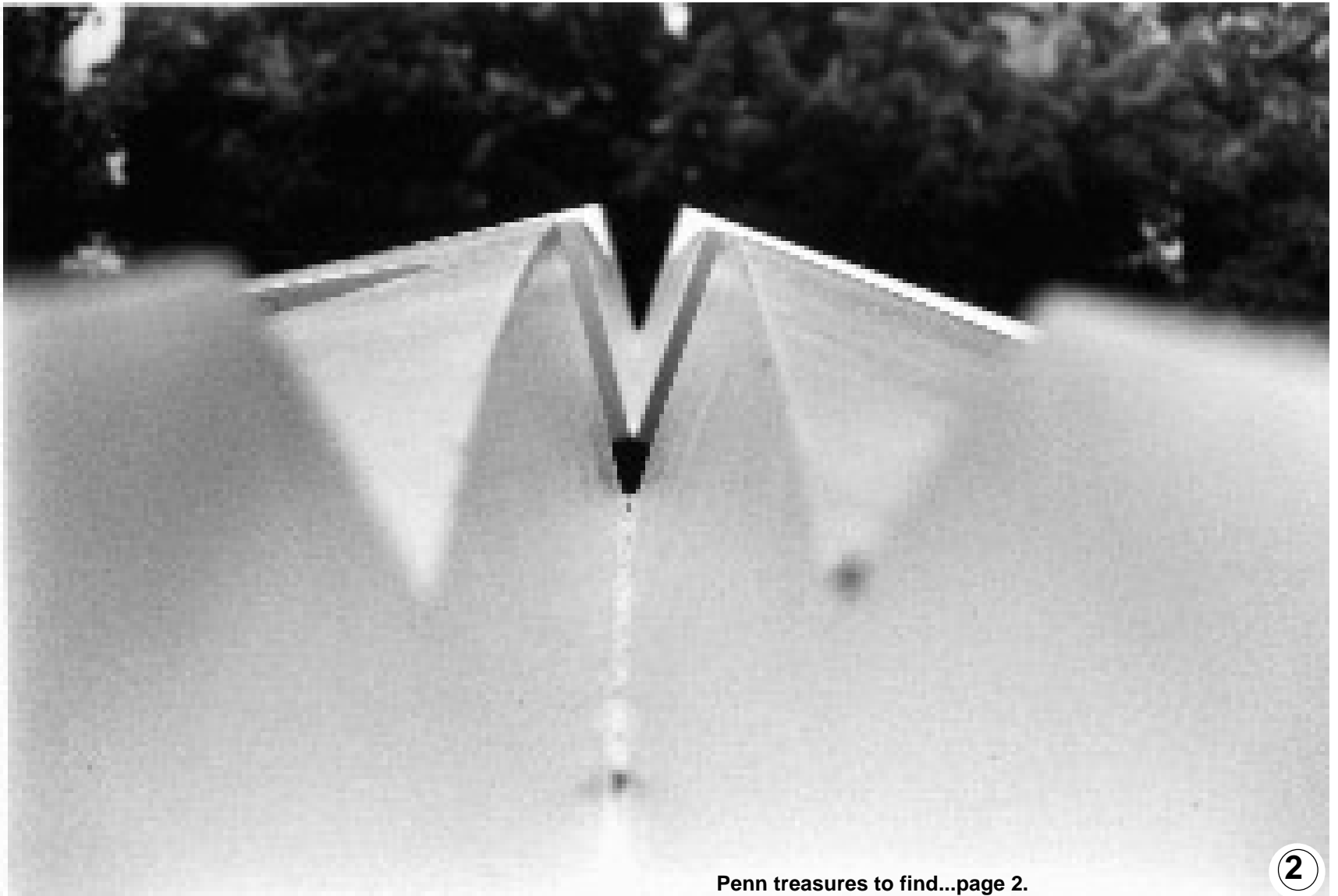
Tuesday, October 17, 1995
Volume 42 Number 8

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Penn treasures to find...page 2.

Penn Treasures Hunt

Official Rules:

To enter the Treasures Hunt Challenge, correctly identify each of the 22 photographs indicating what they are, and where they are on campus. Then, complete the form and return it to *Almanac*, 3601 Locust Walk/6224, or by fax: 898-9137 or e-mail: *almanac@pobox.upenn.edu* by Tuesday, October 31, 1995. The grand prize winner will be determined based upon receipt of first correctly completed entry. Subsequently received entries that are also correctly completed will also win a prize until the prizes are depleted. In the event that no entry correctly identifies all photographs, the one with the most correct identifications will win the grand prize and those who have the next highest scores will be awarded one of the other prizes.

The prizes—all provided by the University of Pennsylvania Bookstore: The grand prize is the handsome four-color book by Robert Llewellyn, *Penn, A Photographic Essay*. Three prizes are phone cards, three are kits of health and beauty aids, and three are “super sacs” containing miscellaneous gift items.

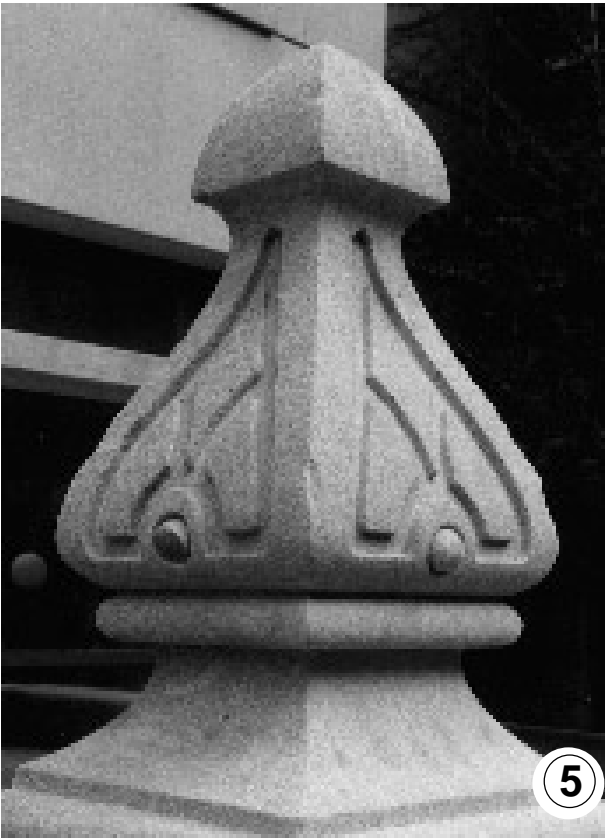
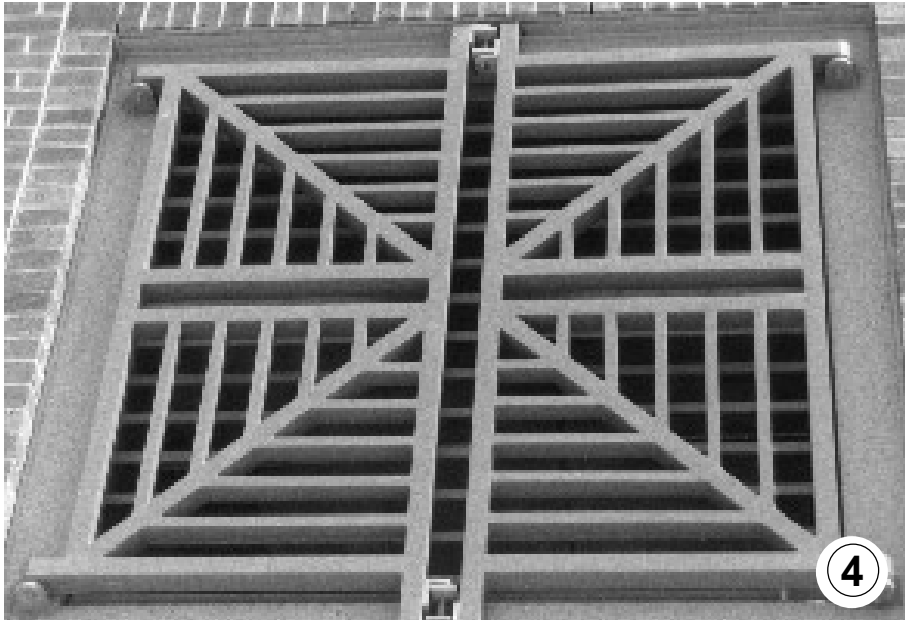
The Penn Treasures Hunt was originally designed as a new student project and sponsored by the Division of Facilities Mangement and the Division of University Life.

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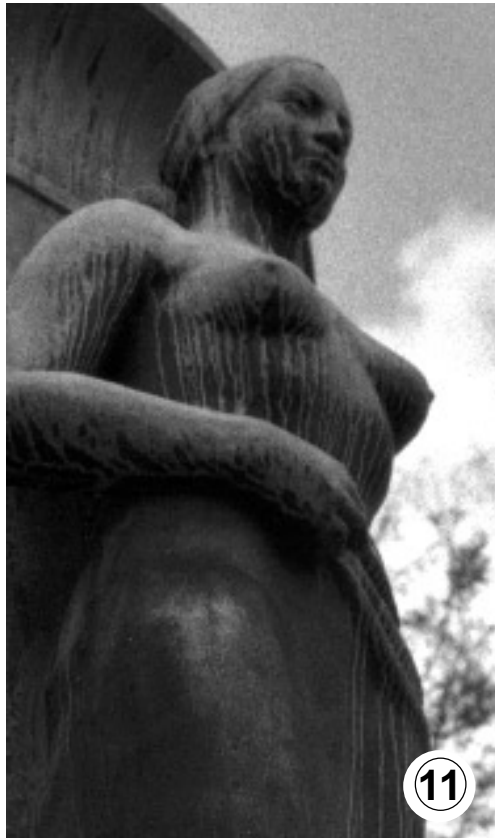
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Those affiliated with *Almanac*, *The Compass*, and anyone previously involved in this contest are ineligible to participate in this contest.



Photos by Drexel Co-op Students
Heather Albert, Jessica Pooley and
Howard Schwartz, courtesy of
Facilities Planning



NEWS IN BRIEF

IAST Groundbreaking: October 20

A groundbreaking ceremony Friday will mark the official start of construction of what will become Penn's newest research facility, the Institute for Advanced Science and Technology (IAST).

University officials and guests will gather at 1:45 p.m. at the site on 34th Street between Smith Walk and Spruce Street for the event. All students, faculty and University staff are invited to attend.

President Judith Rodin will preside over the groundbreaking, which will include remarks by the former Vice Provost for Research, Dr. Barry Cooperman, and the Chairman of the Board of Trustees, Dr. P. Roy Vagelos. Two students, Holly Gratkowski and Fred Allen, will speak on opportunities the IAST will afford young people to do research at a state-of-the-art facility.

The IAST, planned for construction in four phases, is expected to become the capstone of the University's science and engineering district. The facility, designed by renowned architects Venturi, Scott Brown and Associates, will add over 160,000 square feet of new or renovated research space that will give scientists unprecedented opportunity to work collaboratively.

IAST will encompass five distinct but interacting centers:

- The Center for Excellence in Computer, Information and Cognitive Science;
- The Center for Excellence in Chemistry
- The Center for Excellence in Bioengineering;
- The Center for Scientific and Technological Information Resources;
- The Center for Technology Transfer.

— *Carl Maugeri,*
Associate Director Federal Relations

Tackling U.S. Mail, 'Rogue' Police

At Council on Wednesday, October 11, President Judith Rodin announced the formation of a team under Business Services to follow up with U.S. Postal Service officials on indications that theft of students' mail is occurring at the U.S. Post Office, and to come up with a strategy by the end of the semester.

She also confirmed reports that the new head of the University Police, Tom Seamon, has dismissed one officer and suspended two others in two incidents involving off-hours activities as private security guards for a 38th-Street nightspot. The officer fired has been arrested by the city police and is charged with aggravated assault on a Drexel alumnus outside the nightclub; the other incident reportedly involved a homeless person. Dr. Rodin commended Mr. Seamon's "tough decision the first week on the job" and expressed her confidence in the University's police force and her "strong belief that these are rogue cops."

Death of Mr. Ford

At presstime *Almanac* was informed of the death of Bernard J. Ford, the longtime Associate Director of Libraries. Details are expected next week.

Service for Dr. Sapienza: October 30

A memorial service for Dr. Samuel R. Sapienza, emeritus professor of accounting and former vice dean of the Wharton School, will be held Monday, October 30 at 4 p.m. in the Chapel of the Newman Center at 3720 Chestnut Street. Dr. Sapienza died on June 25 at the age of 78 (*Almanac* July 18, 1995).

Excellence in Instruction: Dr. Freeman



Dr. Freeman

Dr. Rebecca D. Freeman, assistant professor of education in the Language in Education Division, is the recipient of the 1995 Excellence in Instruction Award at the Graduate School of Education.

Dr. Freeman teaches professional courses for the TESOL program as well as courses in Intercultural Communication and Language and Gender. She also teaches Teacher Development Workshops in the U.S. and Europe in the topics of Language in Gender, Intercultural Communication and TESOL.

Dr. Freeman holds a Ph.D. in Linguistics from Georgetown University, an M.A. in TESOL/Applied Linguistics from New York University and a bachelor's degree in Spanish from Western Maryland College. In addition to her teaching duties, she serves as the Director of the Educational Linguistics Program at GSE.

Death of Dr. Solomon, Psychology

Dr. Richard L. Solomon, a distinguished scholar and mentor to generations in psychology, died on October 12 at the age of 77.

Dr. Solomon, who joined Penn in 1960, was the first James M. Skinner University Professor of Science at Penn. While serving as the first Faculty Master of Van Pelt College House—this university's first college house—he also became the first head of the University Scholars Program in 1974.

Among his many honors were his election to the National Academy of Sciences and the American Academy of Arts and Sciences; a Guggenheim Fellowship; and awards including the Society of Experimental Psychologists' Warren Medal for research, the Monie A. Ferst Award of Sigma Xi, and a Distinguished Achievement Citation from Brown University.

Richard Lester Solomon took his A.B. from Brown in 1940 and began his graduate work immediately, but after earning the master's in 1942 he entered wartime service as a research scientist for the Office of Scientific Research and Development. For one of his projects, the redesign of the B-29 fire control system, he received a patent which he donated to the government.

After World War II he returned to Brown to complete his Ph.D. in 1947, and taught for a year there before joining Harvard's Department of Social Relations as assistant professor. Early in his career he became known not only for his research in perception, motivation, conditioning and learning, but for the creation of new courses that drew on interdisciplinary sources. The very first popular course at Harvard, The Acquisition of Values, blended philosophy, social anthropology and social psychology, conditioning, learning and motivation. He became a full professor at Harvard in 1953.

In 1960 Dr. Solomon moved to Penn, in the Department of Psychology and the Institute for Neurological Sciences. He took a leading role in the field's "new look" in perception, avoidance learning in dogs and people, the effects of punishment on subsequent behavior, the interaction of Pavlovian conditioned reflexes with instrumental behavior, and the conditions for establishing "learned helplessness" in dogs. As early as 1965 he had begun comprehensive coverage of the phenomena of drug addiction.

While sharpening and testing his own opponent-process theory of acquired motivation, he became a legend in the field as a teacher and mentor who identified and motivated outstanding students. He is especially remembered for his Research Seminar, attended by undergraduates, graduate students, and postdoctoral fellows who gave reports on current articles in journals and led discussions on the design and development of a variety of experiments. By the time he retired in 1984, Dr. Solomon had published some 65 papers and supervised 35 doctoral dissertations, according to Dr. John Sabini, chair of psychology—including those of two present Penn faculty members who were listed among the "ten most prominent living psychologists" in an American Psychological Association survey some five years ago. The two are Dr. Martin E. Seligman and Dr. Robert Rescorla, the present James M. Skinner University Professor of Science and dean of The College.

One undergraduate who took his course and chose psychology as her profession was President Judith Rodin, who said on learning of his death, "He was a brilliant scientist, an extraordinary mentor, and a very humane and gentle person."

Dr. Solomon has survived by his wife, Maggie; two daughters, Janet Solomon and Elizabeth Marks; a brother, David; four nieces and a nephew. The psychology department's plans for a campus memorial service will be announced at a later date.



Dr. Solomon

A New Tool for Diagnosing Alzheimer's Disease

Monitoring levels of the protein tau in cerebrospinal fluid may be a useful diagnostic tool for early detection of mild Alzheimer's disease, the PennMed Health and Medical News Office reports. According to its news release:

The recent publication of several papers on the subject, including one in the October, 1995 issue of the *Annals of Neurology*, point to increasing evidence that measurement of tau levels in the cerebrospinal fluid (CSF) may be useful as a screening tool, along with clinical observation, to diagnose Alzheimer's. Dr. John Q. Trojanowski, a grantee of the National Institute on Aging (NIA) and one of the authors of the paper says, "currently, autopsy material is used to confirm an Alzheimer's diagnosis. The ability to identify early Alzheimer's disease is critical to testing potential treatments for delaying the onset or for monitoring the severity of the symptoms of the disease."

In the past, Alzheimer's disease was only confirmed at autopsy. Recently however, a combination of several mental ability tests and advanced neurological scanning methods have given doctors much better diagnostic tools for studying Alzheimer's in living patients. Earlier this year, scientists reported on the possible use of Positron Emission Tomography (PET) to diagnose Alzheimer's up to 20 years prior to the appearance of outward symptoms in people at risk because of a family history of the disease.

The key to Dr. Trojanowski and colleagues' discovery is the speculation that a protein called tau is a major building block for the brain tangles found in Alzheimer's patients. It is theorized that the tau protein in Alzheimer's patients becomes attached to form a phosphorous and eventually becomes incorporated into tangles. These tau tangles, one of the hallmarks of Alzheimer's disease found in all autopsied brains, became an obvious marker for researchers to investigate. Based on this theory, scientists in Germany recently demonstrated that higher levels of tau in CSF correlated with higher degrees of dementia in Alzheimer's patients. These results now have been corroborated by scientists in Japan, Sweden, and the United States.

The study Dr. Trojanowski worked on was led by Dr. Hiroyuki Arai and funded, in part, by the NIA. The study looked at 70 Alzheimer's patients ranging in age from their sixties to their eighties, 96 patients of various ages with other neurological disorders, and 19 normal subjects. After collecting CSF by a lumbar puncture, investigators in this and other studies determined tau levels by a variety of measures. The results were remarkably consistent across ethnicity, nationality, and testing method. Alzheimer's patients had increased tau levels at the earliest stages of the disease when compared to controls and patients with other neurological diseases.

Most interestingly, levels of tau did not increase or change as patients advanced to later stages of Alzheimer's disease, suggesting to Dr. Trojanowski that Alzheimer's patients' tau reaches a critical level very early in the disease process. The fact that the tau level is high early in the disease makes tau particularly intriguing as an early marker for Alzheimer's. The tau finding also suggests to researchers that Alzheimer's may start at a cellular level, with tau providing a molecular marker within the cell for the disease.

Additionally, tau levels were not significantly different in patients who got Alzheimer's early in life (before age 65) versus those who get it later, or for those who had a genetic predisposition to Alzheimer's associated with their ApoE gene status. This leads the investigators to suggest that tau may be a more consistent marker for Alzheimer's disease than genetic testing or other methods.

As with many exciting discoveries, this finding is a first step in a process that needs further corroboration and refinement. In particular, Dr. Trojanowski and his fellow scientists are searching to find out if there are unique forms of tau which may be signatures of the Alzheimer's disease process. This tau testing, which will probably be useful in conjunction with some of the other tests for Alzheimer's, is not currently available, or advisable, for people who are concerned that they may be predisposed towards Alzheimer's disease. There is only one drug approved for the treatment of Alzheimer's and it is of short-term and limited usefulness. Until drugs that can intervene in abnormal tau formation along with more sensitive testing methods are developed, current tau tests are chiefly useful to scientists in research settings.

This finding is important because it gives researchers another tool for developing drugs to intervene early in the Alzheimer's disease process. Working with Dr. Trojanowski in his NIA-supported Alzheimer's Disease Center at Penn, and at four research centers in Japan were Drs. Hiroyuki Arai, Masanori Terajima, Masakazu Miura, Susuma Higuchi, Taro Muramatsu, Nobuo Machida, Hisatomo Seki, Sado Takase, Christopher M. Clark, Virginia M.-Y. Lee, and Hidetada Sasaki.

The National Institute on Aging, part of the National Institutes of Health, leads the federal effort supporting basic, clinical, epidemiological, and social research on Alzheimer's disease, aging and the special needs of older people.

SENATE

From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules.

Agenda of the Senate Executive Committee Meeting Wednesday, October 18, 1995

1. Approval of the minutes of September 6, 1995
2. Chair's Report
3. Report on activities of the Academic Planning and Budget Committee and on the Capital Council
4. Discussion and vote on Senate Nominating Committee Nominees
5. Discussion on proposed revised Judicial Charter (*Almanac* September 19, 1995)
6. Informal discussion with Provost Stanley Chodorow, including: the Provost's Council on Undergraduate Education (advising, residential and virtual college houses, Perelman Quadrangle, and performing arts space) and various budget issues
7. Preliminary discussion on selection of five faculty members to serve on the Council Committee on Committees. The Faculty Senate chair-elect serves as a voting ex officio member.
8. Other new business
9. Adjournment by 5:30 p.m.

TRUSTEES

The Stated Meeting is open to observers under the Commonwealth of Pennsylvania's Sunshine Law. Members of the University may register their interest in attending with the Office of the Secretary of the University, 898-7005.

Exerpts from the Preliminary Agenda of the Stated Meeting Friday, October 20, 1995

Chair's Report by *Dr. Vagelos*. Includes a Memorial Resolution for Robert G. Dunlop; Resolution on Amendment of Articles 2.2(c), 4.2 and 4.3 of the Statutes; and the Nominating Committee Report with Resolutions of Appreciation for *Juan J. Amodèi, D. Michael Crow, Joseph F. Rascoff and Michael R. Sandler*.

President's Report by *Dr. Rodin*. Includes the Academic Report by *Dr. Chodorow*, with a Resolution on Appointments, Leaves and Promotions; Financial Report by *Mr. Fry*; and Health System Report by *Dr. Kelley*.

Committee Reports. Include Audit (*Mr. Riepe*); Budget and Finance (*Mr. Fox*), with various Resolutions on renovations and structural/physical/real estate projects; Development (*Mr. Shoemaker*); External Affairs (*Mr. Lauder*); Facilities and Campus Planning and Student Life (*Mr. Tanenbaum*); Internationalization (*Mr. Palmer*); and the Investment Board (*Mr. Neff*).

Appointments to Oversee and Other Boards. Includes appointments of *Brian Levitt* and *Henry Sweetbaum* to the Board of Overseers of The Wharton School; appointments of *Paula Cohen, J. Randall Plummer, Michael Scullin* and *Martin Woldow* to the ICA Advisory Board, and the reappointments of *Thomas Neil Crater, Claire M. Fagin* and *Herbert Leonard* to the ICA Advisory Board; and the appointments of *Sharon Rich, Sandra Rich Saxe*, and *Jay Seliber* to the Board of Associate Alumni Trustees (North-east Region)

A COUNCIL REPORT

At the University Council on October 11, the University's Executive Vice President gave a presentation on the reengineering project now in progress. His text below is from the transcription of a tape recording.—Ed.

Restructuring at Penn:

Four Basic Questions and Some Interlocking Goals *by John Fry*

I would like to thank you for the opportunity to address Council, and I look forward to doing this on a regular basis as much as you need me to do. I'd like to start with an orientation of how we are viewing administrative restructuring at the University. And I'd like to frame this presentation around four basic questions.

Why are we doing this is the first place?

What is our approach to administrative restructuring?

What areas are we focusing on this year?

And finally, what do we plan to achieve?

Why Reengineering? Why Now?

Why are we doing this—particularly since Penn is experiencing such a series of good events, and is obviously a prosperous and successful institution? There are two reasons that would compel us to undertake a task that is usually associated with institutions that are in difficulty. One is to continue to hold the line on costs so that Penn can remain accessible to students. The diversity of our student body is one of our hallmarks and to continue to provide that type of access we need to hold down costs. We're doing that aggressively now and will continue to do so in the future.

The other is that we're in a very competitive market for attracting the best faculty and the best students—and to compete successfully every available dollar needs to be invested in high-impact, mission-relevant areas. I have a hard time justifying unnecessary administrative expense when in fact the money could be spent better on student endeavors, faculty endeavors, other mission-critical endeavors. So we have to get away from organizing ourselves for administrative convenience; think about where we invest our dollars at Penn; and put those dollars in the most relevant areas that are going to have the greatest return.

In this regard it is important to note what our competitors are doing. They are engaged in similar exercises, as I know from my previous work around the country consulting for Stanford, Chicago, Yale, Columbia, Harvard, Michigan, California—the list goes on.

Everyone is engaged in some form of this activity. Often the reason they start is in reaction to perceived or real financial difficulties. At Columbia, it was a projection of an \$80-million deficit several years ago that spurred them to get involved in administrative restructuring.

Penn's approach is different—it's strategic, coming from a position of strength, not from a position of weakness or precariousness. And it's premised on the desire to move this institution forward in terms of its academic quality and its academic reputation. That takes money, as we all know. So what we're after now is investment dollars, for the President, for the Provost, and for the deans to put into their enterprises; and part of the way to get those dollars is to think about the way we spend them administratively and think about a reallocation strategy.

Our Approach

We're striving to do three things here, and we're not always going to succeed (we've probably already tripped up in some areas already), but these are the things we have our eye on.

First is *comprehensiveness* in terms of the way we think about the task. Second is how to make it as *consultative* as possible without getting bogged down and not being able to make decisions. And third is how to be *compassionate* given the fact that some people will lose their jobs. Let me take each of those separately.

Comprehensiveness: Based on my work at our competitor institutions, I believe that the key to a successful administrative restructuring process is to think about this broadly and in a balanced way. Therefore we have set four goals to achieve over a reasonable period of time. They are ambitious goals, they relate to one another very significantly, and I want to indicate to you that I feel each is as important as the next.

The first is to significantly reduce the cost of central administration

while working collaboratively with the schools to reduce the costs of school-based administration. Remember, 70% of the administrative dollars are spent on school-based administrative activities, the other 30 % or so on central administration. Those are the rough proportions. Our first goal is to reduce those costs, starting at the center and then working with the schools to impact the entire process of administration.

Second is to generate significant additional revenues by managing University assets more aggressively, and leveraging where appropriate the private sector to help us achieve some of our goals in targeted areas. There are a lot of physical and financial assets that we have stewardship over, and the question we need to ask ourselves is, "Are we pushing those assets as hard as possible to get the greatest return?" Cash management is an example. Through some innovations last year, we generated better than a million dollars of annual savings, just from some changes in cash management. That is a particularly dramatic example; nonetheless, it shows you that there are restructuring opportunities out there that don't involve people losing their jobs.

The third goal is to implement a consistent, rigorous, service-oriented approach to delivering services to members of the Penn community. (I'm trying hard to avoid the "customer" word or the "client" word—some of my faculty colleagues have told me that that's not the right phraseology to use at Penn.) But based on surveys of our constituencies, and based on doing some comparative analysis—particularly on some corporate sector activities, like purchasing, things that Penn does that corporations do also—we need to target the areas that we know need to improve in service, and ascertain what can we do through rigorous training of employees to develop a consistency, a friendly attitude, a responsiveness in the way we deliver all of our services.

Half the battle I think is getting people to return phone calls, to be courteous, to do more with communications. People understand sometimes if you can't turn on a dime, but they don't understand when you're rude to them or don't give them a sense of where they stand in the process. So one of the things we're trying to do is to take some of the inspirational stories of great service we have here at Penn and begin to leverage them across the institution to get a consistency in approach.

The last goal is to initiate a management development program for the most promising administrators and staff at Penn, while at the same time enriching the technical and supervisory skills training that we provide. In the end, good management is about selecting the right people and giving them support so they can do their jobs well. We need to pay a lot more attention to people's career paths here, what they come to Penn for, what we can do to enrich their professional lives so they can feel comfortable and supported, and in turn give us the best service possible.

Those are four *interlocking* goals that we have selected for ourselves, and again, I don't place a particular order on those. For this program to succeed, *all* have to function in an integrated manner.

Consultation: There are a number of ways we're looking at consultation. First is the direct involvement of our constituencies. Virtually every project that I'm going to comment on later has a significant number of faculty and school-based administrators directly involved in leading and managing projects, and I think that as we get more into the student areas we'll see an influx of students into the process as well.

For example, in computing, we're designing right now with about a 20-person group a more rational, cost-effective structure for organizing staff and funding computing. We have the good fortune of having people like Jim O'Donnell, Pat Harker, Eric Clemmens, Mark Liberman, Dennis DeTurck, Bob Hollebeek and many others, marvelous people who are serious researchers, serious teachers, who are putting a lot of their own personal time, along with the time of a lot of administrative people, into that committee. We're really benefiting from their insights.

Research administration is another example. In this project, we are

looking at how we can help principal investigators obtain grants and then manage them in a way that is hassle-free. We have successfully recruited Alan Kelly, George Palladino, Ralph Amado, Dwight Jaggard, Richard Tannin, David Balamuth and a number of other people—again, people who understand what it takes to bring dollars in and to manage successful projects.

That's *direct* involvement—people sitting on committees, spending five, ten hours a week, contributing their time and their energy and their intellects to us.

Another way that we're trying to be consultative is through direct input of constituencies in the forms of focus groups, surveys, site visits, and the PENNY Saved program. There are a number of different ways that, without asking for the 10 hours a week, we're trying to solicit people's input in a meaningful way. For example, on research administration, most P.I.s will be surveyed—we'll try to make it quick and easy—to solicit hundreds of people's input on how well we're doing on research administration, what we need to do to make it better. So we are trying to reach out beyond just having representatives on committees, because we realize people's time is precious and not everyone can contribute in a direct way.

A third way we're dealing with consultation is through regular meetings with governance and other representative groups.

In the Faculty Senate, I'll be meeting monthly with the tri-chairs. We have a Faculty Senate-appointed committee called the Cost Containment Committee that meets every month and has been meeting for several years; it also has four deans, four faculty and a group of administrators and it's an enormously valuable group in that they know the issues well enough that they can give us very timely and good and blunt feedback which we've used and taken seriously.... We'll be reporting out on a semester basis to the regular standing committees of the Faculty Senate and University Council that have charges similar to the ones that we have—for example in public safety or in facilities and things of that area. So, we're using the governance structure very aggressively.

We have monthly meetings with the senior business administrators, the 12 or so people who are, in effect, the chief administrative officers of their respective schools. These are important people to us because they're very involved in looking at the services that we provide and interacting with us.

The President's Advisory Group—where the deans and the vice presidents sit—is another group I interact with on a monthly basis. I'm starting to initiate quarterly meetings with the Women's Center, the Triple A, the A-1 and the A-3 executive leadership groups. So, we're branching out from the core Faculty Senate, senior B.A. and President's Advisory Group to a larger group of constituencies.

Are we going to get everyone on our first set of tries? Probably not. I need your input on where else we could go. But at the same time, we are serious about consultation; we want to do it in a structured way; we want to do it in a meaningful way; we intend to take people's advice seriously and we won't waste people's time.

The last way in which we're doing consultation is through the print media, *Almanac* and *The Compass*. We have a column called Innovation Corner that comes out every two weeks. We're also going to put out—about quarterly—an overall status report, a simple chart that can track each of the ongoing projects so that people have a sense of where we are.

Compassion: The other thing I've been trying to do is put in place a structural approach to helping employees who are adversely impacted by the administrative restructuring initiative. I can say with confidence that based on the extensive research I have done on this topic, our employee transition program is the most advanced in the country relative to colleges and universities. The three components include in-placement, where we have reallocated monies to fund a person who helps match people whose jobs are being eliminated with currently available positions for which they may be well qualified; and out-placement, where we have contracted with two firms (one specializing in management positions and the other in technical and staff positions) to provide extensive counseling support and placement assistance to affected employees. We've engaged a temporary services firm that is going to be able to siphon some of our people back into temporary jobs at Penn. So we're thinking about what happens to people—we're thinking about it in a serious way. We're putting real dollars into those in-placement and out-placement programs. We're not a corporation; we're not going to act like a corporation. We're going to act as compassionately as possible, but we are going to achieve what we need to achieve relative to cost reduction.

The Current Focus

Initially we are going to focus on the central administration because we need to lead by example. I don't think we're ready at this point to say, "The schools need to restructure themselves and the central administration will follow." There are a lot of things we think we can do centrally to achieve savings, to generate additional revenues—and to provide some success

stories to give people confidence, to show people that this can be done. So we're starting centrally, but rest assured that all major University-wide processes, that all of the centers, the schools and the departments, will be looked at. This effort is going to fan out across the institution and is already ongoing as we take a University-wide view of computing, a University-wide view of research administration, a University-wide view of how we procure goods and services. That list will get longer.

[Seven administrative areas report directly to Mr. Fry. He discusses these in turn below—Ed.]

Human Resources: We have a new vice president who is now starting to spend time on campus and will be here full time on November 1. His name is Clint Davidson. Clint is helping us look at the organizational structure of the Human Resources unit and its staffing levels. We think there are some opportunities there to downsize and trim that organization. We're looking at the entire performance management life cycle, from performance appraisal, training, grievances, dismissal, and asking ourselves holistically, relative to all the various things that happen to employees while they're here, "What are we doing to make sure that we maximize performance?" We're looking at the core processes that human resources is responsible for (hiring is one), and thinking about ways in which we can streamline those, by eliminating unnecessary practices, putting technology into the mix to streamline things, and things of that nature. They've done a lot of very good work in Human Resources, with some short-term initiatives to cut better deals on some of our benefits—for example, negotiating harder with Blue Cross in certain areas—and there are about \$1.4 million in savings so far just from those efforts. So they are moving very aggressively.

Finance: In finance we have an enormous number of things going on. The ongoing project, and the genesis of a lot of administrative restructuring around here, is called the FinMIS Project (see *Innovation Corner*, a *Compass* feature in *Almanac* October 10), Penn will be the first major university in the country to put a new financial system in. It's something that, for twenty years, people have been talking about, and when the new administration came in last year they bit the bullet and made the investment. As a result we're going to see dramatically improved financial information, and therefore dramatically improved accountability and better decision-making, because we are leading the pack on that. One of the things that I go to is a meeting called the Listening Post, made up of EVPs and Senior VPs of all the major private and public universities. Whenever the topic is administrative restructuring—frequently it's first or second on the agenda—they want to know what Penn is doing first, and they want to know where we are with our financial systems. We are clearly being perceived, legitimately, as the leader in this area, and I think FinMIS has a lot to do with it.

Penn spends about \$640 million on goods and services every year. We have a major project, with the Penn Health System, to think about our buying practices. If we could just create a 5% improvement—well, you could do the math as well as I. There are lots of opportunities out there, and we intend to push very hard. This is another situation where by managing our resources more aggressively, we don't have to affect people adversely—we just are using our dollars and our buying power in a smarter way.

I've mentioned research administration. In Technology Transfer, we've hired a new managing director, Lou Berneman, and he's taking a look at that function from an organizational perspective. We're redoing all of our risk management programs. We have all of our financial offices undergoing a benchmarking project, taking a look at corporate controllers' offices where we feel we can learn, and we're taking a very holistic look at how we manage real estate. The finance area is chock full of various initiatives.

Business Services: We manage about \$90 million worth of auxiliary enterprises, including the Penn Tower, the Faculty Club and other areas. We're basically looking at how we can either erase deficits in operations that have deficits, or increase the earnings of others so we can reinvest that in the physical infrastructure to make them more pleasant, accessible places for constituencies to go to. Business Services has a real history of innovation in this regard, and some very exciting prospects relative to telecommunications, Bookstore, PennCard and many other areas.

Facilities: We're beginning a systematic look at how they deliver facilities services to our constituencies. This is sort of a knotty area—for all universities, not just Penn. It's something that no one has really found a successful solution to, but we think we have a couple of good ideas and we're beginning to embark on that.

Public Safety: We've brought Tom Seamon in, and I think we've made a wonderful choice. Tom is going to take the master plan that the President has worked on to the next level, particularly in technology and how we use it in a strategic way to make this campus a safer and better place to be.

Internal Audit: Our present Internal Audit director, Rod Fancher, is retiring. We're on a national search to find a new director, and with that will come substantial change.

So for the seven areas that I have direct responsibility for, there are well over 20 initiatives and probably over 250 University people involved in some way working on those initiatives. We're not assuming this is going to be easy, and we're certainly going at it as hard as possible.

What We Expect to Achieve

There are some obvious things of significance that we hope to achieve: significant cost reductions; greater return on our assets; higher client satisfaction (I used the client word, sorry!) measured through regular standard surveys; achieving performance benchmarks using corporate standards that I think will push us a little harder, and identifying and developing a cadre of up-and-coming managers who have a career path at Penn.

But there is something much more fundamental than just those. What

we're trying to do is establish and embrace among all our service providers some very significant core values. In the end restructuring is not a one-shot deal; it's a way of thinking about what you're charged with doing, with a constant desire to improve. That is the important thing, the real force for why you work for a place like this university.

One of the values we're trying to demonstrate is that *the only purpose for administration is to serve faculty and students*. It is not an end unto itself. It is a means to an end, and we have to treat it that way from an investment perspective. Penn's administration needs to be accountable, needs to respect all the individuals who work in this organization, needs to be hard-working, needs to be frugal, needs to reward initiative, needs to work as a team, needs to test the market and see if the market is better than us at providing certain services—and if they are, we should probably get out of those businesses—and needs to invest in the professional growth and development of our people.

We are trying in the best way we know how to change the character of the way we deliver services and celebrate the people who deliver them.

Excerpts from the Council Q and A with Mr. Fry, on Restructuring at Penn

Following his presentation, members of Council contributed questions and/or views on some of the areas Mr. Fry had covered. A query by the Spokesperson for the A-3 Assembly produced this exchange:

Ms. Wheeler: My question, Mr. Fry, voices a concern throughout the A-3 community about the time factor or time frame; people are worried that they may come in to work this week and be notified that they are going to be laid off; and hearing all of the initiatives you are planning and hoping to implement, do you have a perceived time factor or time frame—are we looking at three months, six months, a year—in which these layoffs will actually begin to take effect? Or are they actually happening in certain schools and centers and departments at the University now?

Mr. Fry: Let me say a bit about approach and then answer the question about time frame, because the two are related. The approach is not going to be a CoreStates, Scott Paper, AT&T style downsizing—one day you read that 10,000 jobs have just disappeared. This is not the way the University will approach that. You'll never come in here and pick up the DP and find out that hundreds or thousands of jobs have been eliminated. What we're committed to doing over a reasonable period of time—reasonable, I'm thinking, basically in the three-year range—is to take on every fundamental administrative process and organization; take a systematic, careful, strategic, consultative look at that and begin to systematically make changes, whether they be in downsizing the organization, implementing new technology, retraining people to deliver better service, or whatever. And so, I think as the units are coming under scrutiny, you will see activity in those units, but there will never be a broad, across-the-board cut of x number of employees—that's proven not to work and it's not the culture of this institution, nor, really would any good university do it that way. So really, I would say, the time frame that I'm looking at is to achieve all the significant things I'm looking at in about a three-year period—systematically, carefully; office by office, process by process.

Johanna Swift, a graduate student in nursing, added to the discussion that "...to marry corporate values with compassion is a tricky issue. I would urge the University to take a leadership role in not succumbing to the temptation to save money by expanding the use of part-time and temporary workers at the expense of benefits. You're talking about maximizing personal satisfaction, and, therefore maximizing performance—and, I'll just submit, quality of employment should also be considered."

Dr. Anthony Tomazinis raised questions of functional analysis which both he and Moderator Will Harris indicated might belong to the President and Provost rather than to the EVP: "Two major issues," Dr. Tomazinis said. "First, I'm very pleased hearing the key words and emphases in the administrative restructuring.

"What has not been mentioned yet is functional analysis and the costs by function," he continued. "In the past we had a huge discussion about the educational function, and if we take the University salaries involved...we may find that at most, no more than 18% of the total budget is devoted strictly to the educational function within the University. Is that true? The same thing with the research function. Those are the two key functions. Administratively we need to know the division of resources by function. The support function, then, is the third component. That's part of administrative restructuring. What I have not heard yet going on in the University is any concept of organizational restructuring. We have major organizational problems in the University...we have great disparities on the size of the schools, for instance,—one school can be a university by itself, another school can be university by itself, and then we have other units which are much smaller and, perhaps suffering. We have an issue of organizational restructuring which, of course, I don't think Mr. Fry would be the appropriate person—I submit those thoughts to the president and the provost—but there is a major job ahead for this university to examine in the nineties.

President Judith Rodin introduced the area of student services as a major part of the project. "This is a continuation of an analysis of student services," Dr. Rodin said, "but it will be done a very different way this time—with a reengineering kind of focus."

Larry Kamin, C '98, commended the report and asked if Mr. Fry intended to involve the UA and GAPSA as well as the other groups named. Mr. Fry asked Mr. Kamin's advice on what might be structured, and indicated his own interest in electronic surveys. "With some of the constituency groups I've mentioned," said Mr. Fry, "with A-1 and A-3, what we're basically going to do is sit down on a quarterly basis and talk through people's concerns. I'll talk through where I think we stand, and we'll see what areas of convergence and divergence we have, in the spirit of trying to push the whole thing forward—and that's a communications process.

"I think the issue with students is something I haven't thought through, primarily because when you're dealing with things like purchasing

that's not as fruitful an area for student involvement. However, given what Dr. Rodin indicated in terms of a major emphasis on student services, University Life-type functions (I know Val Cade has been working on this) we need to think through systematic ways of involving students in a meaningful way. Lance [Rogers] and I have had some very brief discussions but nothing thorough. The one thing I did think of which could be very useful to us from a data perspective, is to put some sort of survey on-line using e-mail to get quick student responses on how they feel about various services; that'll help us target the areas we need to focus attention on. Nothing elaborate and nothing that is paper based (because the response rates would be very low), but something that would be interactive and quick, but still provide some meaningful data. That is one thing I have thought of and we are developing the capacity within my office to do that kind of survey work."

Dr. Swain-Cade McCoullum added that on the student services aspects [of restructuring] that are co-terminous with the Division of University Life, "We have been working all along and will continue to work with the UA, GAPSA, and any of the other student groups through some of the subcommittees of the UA and GAPSA. We started that process a year ago because we did some of our reorganization in the past 18 months. The reengineering work, as it moves forward, will continue to involve those groups and other students as well."

Alex Welte, a graduate Arts & Sciences student, asked if Mr. Fry was interested particularly in "ideas that would appeal to what such people are trying to achieve, or mainly in tactical advice about how to achieve some set of things that you regard as perhaps slightly more fixed... or whether you have no particular emphasis one way or the other at this point."

Mr. Fry's response: "No particular emphasis. I think it depends on the nature of the project. For example, in computing, we're really seeking expert advice from people like Bob Hollebeek who use computing very aggressively in their research, or Eric Clemmens, who's a consultant to a lot of major corporations and government agencies about the use of technology in an organization. There we're seeking content, matter, expertise—they are in effect consultants to us. In other cases, what we're doing is trying to get a fix on the problem and get people to respond as to whether or not the solutions we're offering are ones that they would feel good about. So it really depends on what we wade into."

— K. C. G.

Educated and Employable: Job Opportunities Do Exist For Graduates with Ph.D. Degrees

By Jerry Janda

For graduate students worried about job prospects, Janice Madden offers an optimistic forecast. As part of "Job Search Techniques in the Mid-'90s," a seminar for graduate students held last Tuesday, the vice provost for graduate education discussed the employment outlook for job hunters with Ph.D. degrees.

Armed with facts and figures, Dr. Madden presented strong evidence that employment opportunities do exist—particularly for Penn graduates.

"When it looked like there were too many Ph.D.'s being produced in the late 1970s, the higher-quality institutions all felt that the responsible thing to do was to cut back," she explained. "But Ph.D. production overall did not get cut back. Instead, Ph.D. production moved to lower-quality institutions."

Arguably, the integrity of the Ph.D. degree may have suffered as a result, but Penn students clearly enjoy an advantage. The Committee for the Study of Research-Doctorate Programs ranked 17 of the University's graduate programs among the top 10 in their fields. "That's good news for you, because students coming from high-quality programs are more likely to do well in the job market," Dr. Madden said.

Where can a Penn grad with a Ph.D. degree expect to find employment during the next few years? To address that question, Dr. Madden presented current data reported by persons awarded Ph.D. degrees in the 1993-94 academic year from Penn, Indiana University, U.C. Berkeley, U.C.L.A., U.C. San Diego and Caltech. According to the joint study, more than

half of the participants with Ph.D. degrees in biological and physical sciences accepted postdoctoral appointments after graduation (67 percent and 52 percent, respectively). A Ph.D. degree in social science often led to a teaching position (184 of 348 surveyed graduates), while someone with a Ph.D. degree in engineering most likely went to work in private industry (164 of 311 graduates).

To track placement in the humanities,

She did point out that the types of jobs now available differ from those available 10 to 20 years ago—which might explain the concern expressed by recent graduates. In 1973, for example, the vast majority of men and women with Ph.D. degrees worked in academe. By the end of the decade, this proportion had declined significantly, although it increased slightly in the late 1980s and early '90s. During the last 10 years, government employment

among those with Ph.D. degrees has decreased, while industry and self-employment has risen.

"You have to be aware that today in the United States, half of Ph.D.'s across the board are getting employment outside of universities," Dr. Madden said.

Those who manage to get jobs in academe often do not obtain a tenure-track position immediately. "Academic employment appears to be holding up, but the likelihood of achieving

a permanent job after a temporary position—in the sciences through the postdoc, and in the humanities and social sciences through a one-year or nontenure-track position—appears to be growing," Dr. Madden said.

Over the next five years, more 18-year-olds are expected to enter universities. At the same time, professors hired in the 1960s to teach the first boom of college students will be retiring. Such events would probably imply the hiring of more faculty with Ph.D. degrees. Still, Dr. Madden was hesitant to make any long-term predictions. "The crystal ball is quite cloudy," she said.



Photograph by Addison Geary

Dr. Janice Madden: "In the United States, half of Ph.D.'s...are getting employment outside of universities."

Dr. Madden referred to a recent study from the Modern Language Association. The study indicated that many of the men and women with Ph.D. degrees in English, literature and foreign languages—like those with degrees in social science—found jobs in academe.

One positive trend found in both studies was the infrequent occurrence of unemployment: Fewer than 10 percent of the participants were unemployed when they received their degree. "My own experience at Penn is that students, at the time they get their degree, don't have a job but...do have one three months later," Dr. Madden added.

Vet School Launches Virtual Reality Library

By Esaúl Sánchez

Even sick cows are going virtual these days. Researchers at Penn's School of Veterinary Medicine are building a multimedia library to house volumes of data about the



Photograph by Jenny Friesenhahn

Sarah Logan and Bryan Cherry diagnose a cow.

bad things that can happen to good cows and other animals.

Using the library is akin to grabbing a book from cyber-shelves. Students can look up the medical history of the cow, do a virtual physical examination, get virtual lab exams—all by clicking a mouse. A virtual

stethoscope can be moved around the cow's abdomen, and different noises can be heard to help determine what's wrong with the ailing animal. Then vet students can make a diagnosis and prescribe a treatment. At the end of the study session, the computer gives a scorecard letting students know how correct their medical insights were for this case.

"To keep at the forefront of producing the best possible veterinarians, we have to adjust to the times," said Dr. Robert Whitlock, associate professor of medicine at the vet school's New Bolton Center. "There are certain things that real hospitals, libraries or books cannot do well."

Such as:

- Presenting in-depth, updated clinical cases to students in convenient, easy-to-access ways.
- Helping students integrate different subjects so that they use their wide range of knowledge to make wise clinical decisions.
- Exposing students to a large number of different clinical cases. During apprenticeship in real hospitals, students might see

many patients suffering from a small number of common diseases. A virtual hospital can have all sorts of cases.

•Freeing up time to improve one-on-one interactions between experienced, skilled practitioners and students.

"To achieve these things, you are better off using cyber-reality," Dr. Whitlock said. Penn's virtual library of clinical veterinary cases has been created for that reason.

Like a virtual carpenter, Jeff Hamman, multimedia analyst at New Bolton, has built a virtual library with easy access to the information and ways to give students feedback when studying. It is also easy for patrons to donate or sell new volumes.

Dr. Whitlock contributed the first volume. His sick cow is the only volume on the virtual shelves so far, but researchers hope to add more contributions from veterinarians around the world.

"We've made it very easy for veterinarians to deposit new cases in our library. They don't even need to know anything about computer programming to contribute new cases. It is going to be as simple as filling out a laboratory form on the computer screen," Mr. Hamman explained. "We must find ways to keep new volumes coming."

Penn Helps City Schools Win Highest Tech Grant

By Sandy Smith

West Philadelphia High School, its feeder schools and the surrounding community will soon join the world of the wired, thanks to a five-year, \$9.5 million Technology Challenge Grant from the U.S. Department of Education. And the path from West Philadelphia to the Internet paved by this grant will run right through Penn.

The University is one of 11 Philadelphia businesses and educational institutions that have pledged to pool resources in support of the School District of Philadelphia's plan to promote techno-literacy as part of its "Children Achieving" program. These resources provide the match that the School District needed to obtain the Education Department grant.

Philadelphia received the largest single grant among the 19 cities that received funds under the Technology Challenge Grant award.

The bulk of Penn's resources will come from two sources: the Office of Information Systems and Computing and the Center for Community Partnerships. ISC will add 100 new dial-up access lines and Internet accounts for teachers in the West Philadelphia High cluster. Penn presently offers 50 such accounts through its own modem pool and via LibertyNet, the regional Internet consortium in which Penn is a partner.

The Center will coordinate several different training and evaluation programs for teachers, students and families. Faculty and students engaged in academically based community service courses and volunteers will provide curriculum development to enable teachers and students to take advantage of the technology in the classroom. Penn faculty and students will also provide technology development and evaluation assistance, and 12 students supported by the Center will provide technology training and

assistance for program participants.

Students will also have access to a multimedia West Philadelphia database created by Center staff working together with ISC staff and students. *(The database is available on the World Wide Web at <http://partners.upenn.edu/wp/>. More about the creation of this community resource will appear on these pages next week.)*

"This project fills a vital need for up-to-date technology in Philadelphia's public schools," said Ira Harkavy, center director. "It can also serve as a model for university-community cooperation in making sure that urban neighborhoods are not left out of the information revolution."

Dan Updegrave, associate vice provost for information systems and computing, was also pleased with the grant announcement. "This is exciting news for the city, and welcome news for those of us at Penn who worked on the proposal," he said.

With Its Rich History and Innovative Architecture, Penn's Campus Offers Many Attractions for Tourists

By Kirby F. Smith

Attention, all "Jeopardy!" fans: The category is *places*.

For \$500: the only location in the world where one can admire a building designed by Frank Furness, walk around a sculpture by Alexander Calder, view a Saul Steinberg exhibition (opening Friday), look at the stars from an astronomical observatory, explore a world-renowned museum of archaeology and anthropology, watch a football game in one of the most historic stadiums in the country and take the family out for an evening of ice skating.

If you named the University of Pennsylvania, you're on your way to becoming a Thouron Scholar.

Students, staff and faculty may roam this campus every day and take for granted the art, architecture and cultural attractions all around them. But Penn is beginning to attract tourists from the east side of the Schuylkill River. With the University's blessing, the Philadelphia Convention & Visitors Bureau is working to attract tourists to campus.

"Penn is so integral to the fabric of West Philadelphia and the city that it is only natural to pitch the University's beautiful attractions to tourists," said a spokeswoman for the Convention & Visitors Bureau. "There is more to this city than Independence Hall and the Liberty Bell."

The potential is here, as groups like the American Association of Museums are starting to recognize. When the AAM held its annual meeting in Center City last spring, more than 200 members took an evening tour of the University Museum, ICA and the Arthur Ross Gallery.

But it's not just visitors who can appreciate the wealth of art, architecture and culture on campus. Those who teach and work here may not have taken time lately to admire the surroundings. So, to freshen that next stroll down Locust Walk, here's a "refresher course."

From the earliest ivy-covered structures to the latest postmodern additions, the architecture of the Penn campus reflects the

University's traditional roots and its continuing evolution as a major center of learning and research. The best way to find out more about the campus, its history and those buildings that play a particularly important part in student life is to participate in one of the student-guided tours conducted by members of the Kite and Key Society. Call the Funderberg Center at (215) 898-1000 or take a self-guided walking tour. What follows is a short list of a few of the campus' architectural highlights.

College Hall: One of several examples that can be found on the Penn campus of the late Gothic style, College Hall dates from 1872, when the University of Pennsylvania moved from Center City to its present location. Today, College Hall, designed by Thomas W. Richards, contains the offices of the President and the Provost, the Undergraduate Admissions Office, and several classrooms and academic department offices. Penn alumnus Charles Addams, creator of the "Addams Family," modeled the creepy clan's house after the back of College Hall.

Anne & Jerome Fisher Fine Arts Library: This building, dating from 1891, was designed by one of the country's most renowned architects, Frank Furness. It originally served as the University library, and at the time it was considered the country's most innovative library building. The structure was recently restored for its 100th anniversary.

Franklin Field: The oldest two-tiered stadium in the country, Franklin Field represents Penn's response to the expansion of student athletic programs at the end of the 19th century. Franklin Field continues to provide facilities not only for Penn's organized spectator sports, but also for intramural and club sports, as well as casual joggers. With its seating capacity of approximately 66,000, the stadium, designed by Frank Miles Day, has been a home to the Army-Navy game and the Philadelphia Eagles professional football team. Each year, it is the site for the Penn Relays, the oldest and one of the finest track meets in the country.

Hill House: Hill House is the only building in Philadelphia designed by the internationally renowned architect Eero Saarinen. The simple exterior presents a striking contrast to the building's interior, the highlight of which is a spectacular five-story courtyard. Originally a women's dormitory, Hill House is now a co-ed residence for approximately 500 students and houses one of the University's five dining halls.

University Museum: Established in 1889, the University Museum is one of the world's finest museums of anthropology. Designed by Day, Wilson Eyre, and Cope and Stewardson/Mitchell/Giurgola Associates, the University Museum complex is considered an outstanding example of the eclectic style of the late 19th century. The large brick rotunda that is the building's most prominent feature contains an enormous gallery space that receives ample light through clerestory windows.

The Quadrangle: Dating from 1895 and inspired by the quadrangles of Oxford and Cambridge, the Quad is the oldest dormitory on the Penn campus. Designed by Cope and Stewardson, it consists of 39 interconnecting buildings organized around a series of courtyards. The Quad is an example of the Jacobean Revival architectural style, and it is particularly rich with ornamentation. Especially noteworthy among its many details are the popular gargoyles that inhabit various niches and surfaces along the second story. Today, the Quad provides housing for 1,400 undergraduates.

Richards Building: The Richards Building is a major landmark of modern architecture. Designed by Louis Kahn in 1957, the Richards Building was noted particularly for its use of heavy masonry construction and its demonstration of the philosophy that a building's appearance should reflect the way that it is constructed. All service and structural systems are located in the poured-concrete core and the outer brick towers, making possible an open plan on the interior. The Richards Building is a central part of the Medical School complex and houses a number of laboratories and academic departments.

Lewis Mumford Centennial to Feature Exhibition Of His Papers and Talks by Ken Burns, Denise Scott Brown and Alan Trachtenberg

"Layer upon layer, past times preserve themselves in the city until life itself is finally threatened with suffocation; then, in sheer defense, modern man invents the museum."

—Lewis Mumford in

"The Culture of Cities" (1938)

This quote will take on a certain irony in two days, for this very model of a modern intellectual will be himself represented in a museum of sorts, and right here on campus. That's when an exhibition at Van Pelt-Dietrich Library Center will examine Mumford's tenure at Penn and his analysis of urban renewal projects in Philadelphia during the 1950s.

Mumford's relationships with Philadelphia and the University were so fruitful that in the 1960s, he arranged for his papers to be deposited in the Special Collections of Van Pelt-Dietrich, where they joined those of his colleagues, Van Wyck Brooks and Waldo Frank. Together, these three collections form one of the nation's richest research centers in American cultural studies. The display is drawn from the Mumford collection.

The exhibition is just one part of a varied program that the University will present to celebrate the centennial of Mumford's birth. The exhibition is sponsored by the Graduate School of Fine Arts and the University Library.

A former GSFA faculty member, Mumford was one of the seminal American intellectuals of the 20th century. He wrote more than 25 books and 1,000 articles and book reviews that bridged the seemingly disparate disciplines of architecture and planning, technology, literary criticism, biography, sociology and philosophy. By his own example, he challenged his colleagues to break free of the overspecialization that he believed was stifling intellectual discourse in America. Mumford's warnings about ecological imbalance and nuclear disarmament continue to resonate today.

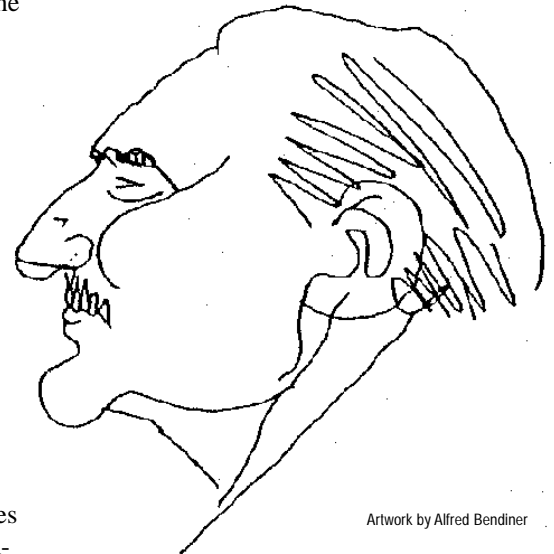
The centennial celebration, "Lewis Mumford at 100: Sticks, Stones, Cities, Culture," will take place Thursday, Oct. 19, in Meyerson Hall, beginning at 2 p.m. A distinguished panel of speakers will address the myriad aspects of Mumford's career. They include Ken Burns, creator of such critically acclaimed documentaries as "The Civil War" and "Baseball"; Denise Scott Brown of Venturi, Scott Brown and Associates, designers of the new Perelman Quad student center project, and a former Penn faculty member who is internationally renowned for her work in urban planning; and Alan Trachtenberg of the Yale University American Studies Program, one of America's leading cultural historians. The panel session will be preceded by a screening of Burns' documentary, "The Brooklyn Bridge," in which Mumford figures prominently.

Mumford's association with Penn began in 1950 when he was invited to deliver the Benjamin Franklin Lecture. The following year, G. Holmes Perkins, then dean of the newly reorganized Graduate School of Fine Arts, asked Mumford to join the faculty of the school's City Planning Department. As a critic who embraced modernism yet respected the lessons of the past, he was an ideal choice for a school anxious to shed its Beaux-Arts curriculum. Mumford and his wife Sophia spent alternate semesters in Philadelphia over the next decade and made significant contributions to the intellectual atmosphere of the campus.

Never one to be confined to a single discipline, Mumford taught courses in city and regional planning, American civilization and religious studies. He took students on field trips around Center City during a period of great change in Philadelphia. Modern redevelopment was underway west of City Hall, while

the area around Independence Hall was being restored to its early 19th-century appearance. Mumford reviewed both urban renewal projects extensively and favorably in *The New Yorker*.

The 1950s were also fruitful for Mumford as a writer. New editions of his early books were republished, including "Sticks and Stones," "The Brown De-



Artwork by Alfred Bendiner

cades" and "The Golden Day." He condensed "The Renewal of Life," his four-volume study of Western civilization, into a single, more accessible volume, "The Transformations of Man." Mumford collected some of his most important columns for *The New Yorker* into a popular anthology, "From the Ground Up." "Roots of Contemporary American Architecture" was a handbook of primary source material that he assembled for students of architecture and architectural history. He also conducted research for the long-awaited revision of "The Culture of Cities," eventually published in 1961 as "The City in History," which received the National Book Award for nonfiction in 1962. Mumford died in 1990.

—Kirby F. Smith

Human Resources Offers Expanded Help In Locating Individual Child-Care Arrangements

The
COMPASS
Feature

By Phyllis Holtzman

One of the greatest anxieties for working parents is finding the best child care—safe, nurturing, stimulating, affordable, convenient. With many child-care arrangements available, locating one that is just right can be daunting. Many employers recognize that helping employees make the most satisfactory selection can result in more commitment and productivity at work.

At Penn, making the right choice has now become easier with the expansion of services offered by the Division of Human Resources Quality of Worklife Programs.

The program, which is free to Penn faculty and staff, provides the services of Child Care Choices, a child-care education and referral agency. CCC is staffed by child-care referral specialists who have access to the latest research on child care and detailed data on child-care programs throughout the tri-state Delaware Valley area.

"We felt that the most effective way to provide this important service to Penn employees was by contracting with the experts who do it everyday," said Marilyn Kraut, worklife program specialist with Penn's Human Resources division. "We are very excited that we were able to expand the services to include nearby counties in New Jersey and Delaware at essentially the same cost to the University."

Previously, Penn faculty and staff received child-care information through the Faculty/Staff Assistance Program. Now, they are referred directly to Child Care Choices, where a child-care specialist will interview them about their needs and provide a comprehensive packet of information.

The packet typically includes detailed profiles of day-care providers, in-depth descriptions of the different types of day-care

providers and how to evaluate them, a guide to state regulations, and practical checklists that parents can use when visiting sites. The Child Care Choices specialist is available to answer questions throughout the process or, if necessary, to provide additional referrals. A follow-up evaluation is also conducted to ensure that the service has been effective.

Occasionally, however, parents need a different kind of help resolving child-care issues. A child may be suffering from extreme separation anxiety, for instance, making it difficult and stressful for the parent to leave the child at the day-care center. When such issues arise, Ms. Kraut is available to offer individual advice and counseling.

"Worklife counseling is an important part of our program," she said. "It has been very rewarding for me to be able to help Penn faculty and staff with worklife issues."

The new child-care services are one component of the University's move to coordinate and enhance its worklife programs. This renewed focus is part of a growing trend in both business and academe, Ms. Kraut noted.

"There is an ever-increasing awareness among employers that what happens at home affects what happens at work," she explained. "By supporting employees as they deal with family and life-cycle issues, employers encourage greater commitment and productivity on the job."

Ms. Kraut, who joined Penn in March, has been evaluating the University's existing worklife programs to determine if there are ways to enhance them, as with the child-care service. She is also reviewing Penn's family-

related policies, developing relationships with existing programs at Penn, such as the Penn Children's Center, and establishing connections with other groups on campus, such as the Ralston Penn Center for the Study of Aging.

"We have such a rich environment here," Ms. Kraut said. "I am trying to make all these



Photograph by Mark Garvin

Marilyn Kraut, worklife program specialist

connections, with the goal of providing one place where people can get all the information they need about resources here at Penn."

Ms. Kraut stressed that the programs do not just focus on families with children. Single people need support with various issues as well, such as caring for elderly parents, she added.

"We're looking at the entire range of life-cycle issues," she said. "We know that when you support your employees and treat them as valuable, you are rewarded. That's good management."

To reach Child Care Choices, call 985-2929. For more information on Quality of Worklife Programs at Penn, call 898-0380.

Share Your Suggestions with the University

All full- and part-time faculty, staff and students are invited to suggest ways of improving University business through the "PENNY Saved" program. Suggestions should include the following elements:

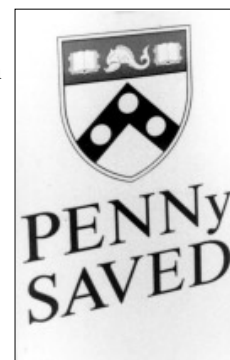
- The area to which the idea pertains. For example, is it specific to one school or could it apply across the University?
- A brief description of the opportunity involved. Will it save money? Streamline

operations?

- A sense of what the idea's impact might be.
- Name, campus mailing address and campus phone number of the person proposing the suggestion.

Ideas can be submitted by e-mail to pennsave@pobox or through intramural mail to Jill Maser, 721 Franklin Building/6293, or they can be deposited in boxes labeled "A PENNY Saved" on the first floors of College

Hall and the Franklin Building. A committee of representatives from several administrative offices will review the submissions, and those suggesting the best ideas will be rewarded.



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

PART-TIME (BUSINESS ADMINISTRATOR III) (20 Hrs.) (10438CP) Responsible for the accounting process of a responsibility center including, monitor non-grant budgets; implement University & School policies & procedures related to budgeting; provide necessary budget data to Dean and University Offices; represent School to University Financial Offices; maintain financial records. **Qualifications:** BA/BS, preferably in accounting or business or equivalent; three-five yrs. progressively responsible experience in accounting, finance or business administration or equivalent; experience with University accounting procedures preferred. (*Work schedule: M-F 4 hrs. daily*) **Grade:** P4; **Range:** \$14,976-19,490 10-10-95 Annenberg School
PART-TIME (CLERK I) (20 HRS) (09362CP) G4; \$6,264-7,692 9-20-95 Library

ARTS AND SCIENCES

Specialist: Nancy Salvatore

COORDINATOR II (10465NS) Responsible for the design, editing, updating and production of various CGS publications and materials; work cooperatively with other CGS staff on various marketing projects, including publicity, advertising, publications and special events; primary responsibility for editing, design, proofreading and production of regular CGS academic publications, including course guides, applications, policies and procedures and student services brochures, and the annual report; responsible for design and production of occasional materials like invitations, brochures, programs and certificates; assist with special events and other special projects; maintain inventory of CGS materials. **Qualifications:** Bachelor's degree preferred; one to two years professional experience required; experience in design, artwork and editing desired; good writing ability; familiarity with word processing and desktop publishing programs on the Macintosh; knowledge of printers and printing an asset; ability to work on several projects;

demonstrated interest in the arts and sciences. (*Minority candidates are especially encouraged to apply*) **Grade:** P2; **Range:** \$21,700-28,200 10-12-95 CGS

PROGRAMMER ANALYST III (10469NS) Perform research on statistical and finite state mathematical models to solve problems in natural language processing (NLP); use results to develop, test and evaluate systems for real NLP problems such as morphological processing, segmentation, local grammar analysis, word pattern, retrieval, parsing and sense disambiguation; create database processing tools for lexicon development in various languages as needed; develop software for LDC use in linguistic data acquisition and processing. **Qualifications:** Bachelor's degree, preferably in computer science, M.S. or Ph.D. preferred; minimum five yrs. experience with UNIX systems; experience with programming in C, Pearl, Tcl and Lisp required; strong NLP (Natural Language Processing) background experience in statistical modeling and finite state transducer technology and knowledge of at least one other language (i.e. Oriental) preferred. **Grade:** P7; **Range:** \$35,000-43,700 10-13-95 Linguistics/LDC

RESEARCH SPECIALIST, JR. (10468NS) Assist faculty member with editing and preparing chemical physics journal; maintain a computerized data base library and graphic searches of statistical data and related information; attend group meetings; keep records and write reports; monitor expenses; maintain inventories and order supplies; be able to work with limited supervision. **Qualifications:** BA/BS in chemistry or related field; computer skills desirable; lab experience helpful. **Grade:** P1; **Range:** \$19,700-25,700 10-13-95 Chemistry

ASSISTANT DIRECTOR IV (09415NS) P5; \$28,800-37,600 10-3-95 SAS External Affairs
ADMINISTRATIVE ASSISTANT II (10433NS) G10; \$18,700-23,300 10-5-95 College

OFFICE ADMINISTRATIVE ASSISTANT III (37.5 HRS) (10437NS) G11; \$21,321-27,107 10-5-95 Chemistry

TECHNICIAN, AUDIO VISUAL I (10436NS) (*End date: 6/30/96*) G9; \$17,100-21,400 10-5-95 SAS Computing

DENTAL SCHOOL

Specialist: Clyde Peterson

SCIENTIFIC EQUIPMENT STERILIZATION ATTENDANT (10459CP) Under general direct supervision, decontaminate, clean and assemble the full range of scientific surgical supplies and equipment used in the clinic; select appropriate methods of sterilizing instruments; store and issue sterile supplies and laboratory equipment; inventory and replenish clinical areas. **Qualifications:** H. S. graduate or equivalent; must be able to push or pull up to 50 lbs. and able to lift up to 25 lbs.; demonstrated ability to follow detailed oral & written instruction. **Grade:** G5; **Range:** \$14,286-17,486 10-11-95 IMS

DENTAL ASSISTANT I (40 HRS) (10429CP) G7; \$16,571-20,686 10-5-95 Dental Care Center

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

INFO. MANAGEMENT SPECIALIST I (10464CP) Provide computing support for Systems Analysis Laboratory and Systems Engineering department; advise and assist faculty in the use of all computing systems, software and hardware; install, maintain and administer groupware applications; evaluate, install and configure network software; maintain expertise with existing and emerging technologies & standards; manage users accounts, network server software and applications; develop & administer back-up procedures. **Qualifications:** BA/BS in computer science or engineering or equivalent experience; five yrs. progressively responsible experience; ability to deliver consistently high level of service and to work independently; working knowledge of Windows NT, OS/2, UNIX, MacOS, Networking Systems and Standards. **Grade:** P4; **Range:** \$26,200-34,100 10-12-95 CETS

SYSTEMS PROGRAMMER III (10440CP) Design, extend, develop, implement, maintain and document large computer graphics software system for human figure modeling and animation; develop technical standards; review additions and modifications; supervise other members of project team; monitor system to maintain productivity and meet project requirements; liaison with external sponsors and resolve technical problems as required; integrate with other software, new hardware and operating systems. **Qualifications:** BA/BS in computer science or related field required; MS or equivalent experience desirable; four yrs. of progressively responsible experience in a large scale computing environment; demonstrated experience with Silicon Graphics Workstations, UNIX and C; experience with large programs and 3D Graphics environments essential; ability to work independently and good interpersonal and organizational skills required. **Grade:** P8; **Range:** \$38,500-48,100 10-9-95 CIS

ADMINISTRATIVE ASSISTANT III (10439CP) Coordinate site visits of research center; provide additional administrative/secretarial support for Director; compose correspondence; oversee the format production of reports, grant proposals and various manuscripts; update and edit brochures, publications & web site information regarding graduate program; electronic publishing on WWW pages, CIS FTP server content, Penninfo contributions. **Qualifications:** H. S. graduate; BA/BS preferred; two-three yrs. at AAI level experience or equivalent; knowledge of or willingness to learn UNIX environment, Latex, FrameMaker, postscript language, HTML code; demonstrated public relations skills; excellent organizational, interpersonal and communication skills essential. **Grade:** G11; **Range:** \$19,900-25,300 10-9-95 CIS

RESEARCH SPECIALIST IV (09403CP) (*End date: duration of funding*) P6; \$31,900-40,600 10-2-95 Bioengineering

P-T (EDITOR ASS'T. II) (20 HRS) (09414CP) P3; \$13,655-17,711 10-3-95 Systems Engineering

EXECUTIVE VICE PRESIDENT

Specialist: Nancy Salvatore/Susan Curran

COOK II (10454NS) (10455NS) Under the supervision of the Cook I, responsible for the timely preparation and presentation of food using all the various cooking methods; thaws frozen food properly; follows standardized recipes and contributes information to Cook I regarding accurate completion of production sheets; maintain quality assurance standards set forth by management regarding: appearance, temperature, texture & taste; communicates effectively with Unit Leader I and serving line attendants regarding production and amount of food available on serving line; labels, dates and covers all leftovers properly; keeps work area clean and neat during shift and sanitizes area at the end of shift. **Qualifications:** H. S. graduate or equivalent; prior experience in food service preferred; knowledge in catering cooking methods & display techniques; ability to lift up to 50 lbs. and stand for long periods. (*Application deadline: 10/18/95*) **Grade/Range:** Union 10-10-95 Dining Services

FOOD SERVICE WORKER (10450NS-10453NS) Prepare cold food items such as salads, sandwiches and gelatins; cleans and cuts fresh fruit; cut pies and cakes; during meal periods keeps desserts, salads & sandwich shelves supplied; make coffee; portions out pudding, jello and other desserts; serves food and beverages at the cafeteria counter in an attractive fashion; responsible for cleanliness and neatness of the cafeteria counter and also own work area, including refrigerator and freezers; fills condiments and washes dining room tables and chairs; keeps accurate production records and is responsible for the dating and labeling of all leftovers prior to storage; communicates in a timely manner with the kitchen regarding the amount of food on hand; clears soiled dishes from dining room; returns and sorts soiled tableware; keeps the tables clean during the serving period; sets up the dining room for the next meal; sweeps or vacuums dining room floor; washes dining room chairs, tables and bus trucks; dusts woodwork. **Qualifications:** High school graduate or equivalent; prior experience in food service preferred; ability to lift up to fifty pounds; stand for long periods and push vacuum. (*Application deadline: 10/18/95*) **Grade/Range:** Union 10-10-95 Dining Services

SERVICE REPRESENTATIVE I (37.5 Hrs.) (10463NS) Provide technical information about computers and related equipment and software to non-technical staff and customers; greet customers; answer telephones; demonstrate equipment; light filing and data entry; operate computerized cash register. **Qualifications:** High school graduate with some college level course work preferred, preferably in computer related field; experience in retail and/or computer support center desired; working knowledge of APPLE and DOS computers, computer peripherals and software required; strong interpersonal/customer skills required. (*Saturday work required*) **Grade:** G10; **Range:** \$20,036-24,964 10-12-95 Book Store

ADMINISTRATIVE ASSISTANT I (37.5 HRS) (09413NS) G9; \$18,321-22,929 10-5-95 Book Store

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

PROJECT COORDINATOR (08266CP) (*On-going contingent upon grant funding*) P4; \$26,200-34,100 10-2-95 Center on Adult Literacy

STAFF RESEARCHER I (09412CP) (*End date: one year*) P1; \$19,700-25,700 10-4-95 IRHE

GRAD SCHOOL OF FINE ARTS

Specialist: Clyde Peterson

LIMITED SERVICE (MACHINIST, JR.) (09410CP) (*End date: 6/30/96*) G9; \$16,279-20,373 10-3-95 Office of the Dean

LAW SCHOOL

Specialist: Clyde Peterson

SECRETARY IV (09408CP) G9; \$17,100-21,400 10-2-95 Law School

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

ADMINISTRATIVE COORDINATOR (10462JZ) Manage the interface between offices for student and resident education and the offices; provide primary care clinical education experiences; organize and staff meetings; oversee processes of securing the involvement of faculty and identification of off-campus teaching sites; coordinate student schedules in several courses and programs involving primary care experiences; coordinate residents' primary care electives; develop related operating procedures; oversee systems for monitoring and evaluating the educational experiences; prepare and distribute information about educational programs and teaching opportunities. **Qualifications:** BA/BS degree; three yrs. professional administrative experience; excellent organizational abilities and interpersonal skills; excellent ability to deal effectively with diverse constituencies; excellent oral and written communication skills; excellent computer skills, including ability to work with communications, spreadsheet, database and word-processing software; familiarity with an academic medical environment preferred. **Grade:** P4; **Range:** \$26,200-34,100 10-13-95 Academic Programs/Network and Primary Care Education

FISCAL COORDINATOR II (10435JZ) Compile and summarize data for financial reports; assist with financial close-outs; respond to standard inquiries; administer UPCC ACS Institutional Grants and other grants; organize/maintain data via electronic and paper file systems; type and proofread materials; receive, process and acknowledge donations; compose standard correspondence; maintain financial records/budgets; contact vendors and secure bids; prepare, process and record purchase requisitions, C-forms and journals; prepare invoices/journal and maintain/record payments for multiple service centers; reconcile accounts to monthly comptroller sheets; order & maintain supplies for department; input information on electronic payroll system for A-3 & A-5 employees/maintain sick & vacation balances; assist Clinical Research Unit with protocol file maintenance. **Qualifications:** BA/BS, preferably in accounting or business or equivalent; one-three yrs. progressively responsible experience in fiscal operations or equivalent; knowledge of clerical accounting & office standards & practices; data processing/spreadsheet experience desired; familiarity with spreadsheet using Macintosh computers; ability to focus in a busy environment with frequent interruptions; ability to prioritize and meet deadlines; strong oral and written, interpersonal and organizational skills; detailed oriented. **Grade:** P2; **Range:** \$21,700-28,200 10-10-95 Cancer Center

NURSE II (09423RS) Assist in identification protocol subjects; screen, interview and enroll subjects in in/out patient protocols; conduct patient protocol visits; educate patient about protocol; complete case forms; perform venipuncture to collect required blood specimens; communicate findings; assist in program planning; triage sick calls from study subjects; provide cross-coverage for active protocols; rotate coverage of study beeper nights and weekends. **Qualifications:** Active registered nurse licensure in Pennsylvania; two years of nursing experience; experience with HIV infected patients and clinical trials a must; ability to perform venipuncture; excellent communication, organizational and interpersonal skills; must be detail-oriented. (*On-going pending funding*) **Grade:** P4; **Range:** \$26,200-34,100 10-6-95 Infectious Diseases

PROGRAMMER ANALYST III (10447JZ) Assist in supporting and enhancing production version of NJ-CIP application; analyze and write specifications for application enhancements to support the objectives of the project, including new report specifications; assist in developing, testing and implementing program source code both on the client and server; support data extract and load procedures for transfer of data from client site systems to central Registry database; participate in investigating, testing and implementing newer technology to further the goals of the project; assist in maintaining production environment for project database server; assist in various phase of developing technical and user documentation; participate in training clients in use of registry applications; attend meetings with various clients, state agencies and local, State and Federal regulatory agencies.

Qualifications: BA/BS degree in computer science or related field or equivalent work experience required; four yrs. experience in developing database applications, including relational database and client/server applications; detailed knowledge of C and UNIX environments and MS Windows necessary; previous experience with client server application development tools required, preferably Visual Basic or Oracle Forms; experience with relational database management systems (RDBMS) required, preferably Oracle; strong oral and written communication, analytical and problem solving skills essential; experience in an academic and/or health care setting helpful; willingness to provide limited "after hours" support necessary. (*End date: 12/31/96*) **Grade:** P7; **Range:** \$35,000-43,700 10-10-95 General Medicine

PROJECT MANAGER II (10445RS) Responsible for supervising the unit and participate in the performance evaluation review for intramural and extramural clinical trial participation; participate in conceptualization and formulation of new projects, including protocol development; interface with regulatory agencies, physicians, biotechnical/pharmaceutical companies and IRB; allocate assignments; coordinate data collection and intramural and extramural audits; assist in the preparation of biotechnical-pharmaceutical company budgets, clinical agreements and grants; interface and ensure consistency of data collected at participating cooperative groups and affiliate Network; prepare progress reports; maintain computer files. **Qualifications:** BA/BS in scientific or related field; at least seven yrs. prior professional experience in clinical research data management, including experience in data collection and analysis in a clinical, biotechnical or pharmaceutical setting preferred; prior supervisory experience; demonstrated communication and organizational skills, as well as an attention to detail and an ability to handle multiple projects simultaneously; knowledge of research methodology, study design and data analysis; prior experience with clinical trials required; clinical study agreements and grant preparation experience desired; knowledge of PC, IBM and Macintosh format computers required; data management on micro computer data base required; able to focus in busy environment with frequent interruptions; excellent oral and written skills; ability to prioritize a series of simultaneous assignments; meet deadlines; detail oriented; strong organizational and interpersonal skills. **Grade:** P7; **Range:** \$35,000-43,700 10-10-95 Cancer Center

RESEARCH COORDINATOR (10442RS) Provide data management support for extramural and intramural clinical trials; coordinate data collections and disseminate patient protocol information; ensure consistency of data collected at participating centers; monitor patient accrual, protocol adherence and data quality; coordinate data review; code and analyze data; prepare progress reports; maintain computer files; prepare and distribute correspondence; maintain listing and reports on protocol progress. **Qualifications:** BA/BS in scientific or related field; at least three yrs. prior

professional experience in clinical research data management, including experience in data collection and analysis; knowledge of research methodology, study design, and data analysis; prior experience with clinical trials required; knowledge of PC computers required; data management on micro computer data base required; able to focus in busy environment with frequent interruptions; demonstrated oral and written skills; ability to prioritize a series of simultaneous assignments; meet deadlines; detail oriented; strong organizational and interpersonal skills. **Grade:** P3; **Range:** \$23,900-31,000 10-10-95 Cancer Center

RESEARCH COORDINATOR, JR. (07038RS) Responsible for data collection and entry; function as part of a clinical research team; work with principal investigators (M.D.'s); extreme attention to detail and an ability to relate well to patients; must assist with blood-drawing and handling of other samples; review patient information and select for study inclusion; maintain & administer records. **Qualifications:** BA/BS required; at least one yr. experience with research projects; computer skills required, including Word, Excel and DOS. (Weekends may be required, hours vary between 6 a.m.-9 p.m.) (End date: 9/30/96). **Grade:** P2; **Range:** \$21,700-28,200 10-5-95 Anesthesia

RESEARCH SPECIALIST, JR. (10428RS) Perform morphological techniques, such as preparation and sectioning of frozen and paraffin samples; perform plastic histology techniques; perform "special stain" techniques, such as X-gal, alk phos and immuno procedures; assist in service requests for electron microscopy; prepare reagents and supplies for RNase-free studies; provide and train in-situ hybridization techniques; assist and train users of CPU equipment and facilities; assist during necropsies and dissections; perform general lab duties; maintain accurate logs and records; evaluate and analyze prepared slides using dark field, fluorescence, D.I.C. and routine microscopy; perform molecular biological techniques. **Qualifications:** BA/BS in scientific field required; experience in reagents and material preparation under RNase-free conditions required; knowledge and experience in histological technique and theory required; one-two yrs. previous laboratory experience required; good organizational skills; ability to work with limited supervision and knowledge of computers required. (End date: 10/31/97) **Grade:** P1; **Range:** \$19,700-25,700 10-6-95 IHGT

RESEARCH SPECIALIST, JR. (10456RS) Perform experiments to access contraction-induced injury in skeletal muscle of transgenic animals, both in situ and in vitro using computers and other related lab equipment; conduct mechanical and histochemical studies on both whole muscles and single fibers; prepare and evaluate frozen, plastic and EM sections. **Qualifications:** BA/BS in biology or in related field; previous lab experience & knowledge of muscle electrochemistry required; basic biology techniques, gel electrophoresis & Western blotting; experience with basic animal handling & animal surgery required; ability to work independently is required. **Grade:** P1; **Range:** \$19,700-25,700 10-12-95 Physiology

RESEARCH SPECIALIST, JR. (09405RS) Extract DNA; conduct PCR's; test for microsatellite polymorphisms; order supplies; maintain radiation safety records; assist in protocol design and data analysis. **Qualifications:** BA/BS or related field work required, biology or chemistry preferred; exposure to lab work. **Grade:** P1; **Range:** \$19,700-25,700 10-13-95 Genetics

RESEARCH SPECIALIST I (08206RS) Carry out molecular protocols & experiments; help trouble shoot experimental problems; screen, subclone, & sequence cDNA in phage & plasmid vectors, perform gel hybridization & restriction mapping; maintain breeding records for transgenic mice; perform cell culture & all forms of electrophoresis & radioimmunoassays; perform & modify polymerase chain reaction protocols; order supplies;

maintain radiation safety records; maintain freezer logs; repair broken equipment; assist in preparation of manuscripts; assist in plan for protocol; research experimental design. **Qualifications:** BA/BS with a science background; one-three years experience in a lab performing complex biochemical reactions; skills in math, computers, dexterity and interpersonal communications. **Grade:** P2; **Range:** \$21,700-28,200 9-26-95 Medicine/Renal

RESEARCH SPECIALIST I (09370RS) Collect data; perform quality control of data; assist in data analysis; design surveys and questionnaires; conduct interviews; draft papers; prepare and edit statistical tables; create and manage large projects, data files and document; conduct information searches; participate in preparation & submission of contract & grant application, renewal & progress reports; handle routine project correspondence, telephone calls and proof papers; primary source experience design. **Qualifications:** BA/BS or equivalent required preferably in economics; three-five yrs. experience in similar project; knowledge of statistical packages and management of very large databases; aptitude for quantitative work; demonstrated written & oral communication skills; organizational ability and knowledge of word processing & spreadsheet software. (End date: 8/31/96) **Grade:** P2; **Range:** \$21,700-28,200 10-5-95 General Internal Medicine

RESEARCH SPECIALIST I (08172RS) Develop new test for genetic testing; function as part of an ongoing research team; perform detailed record keeping; perform routine to sophisticated molecular biological experiments. **Qualifications:** BA/BS in biological science; Master's preferred; 2-3 years experience in a molecular biology lab required. **Grade:** P2; **Range:** \$21,700-28,200 10-10-95 Genetics

RESEARCH SPECIALIST I (10448RS) Perform studies in molecular and cellular biology including cell culture, cDNA cloning, Southern and Western blot analysis, RNA extraction and purification, RNA isolation and Northern blotting, antibody analysis, plasmid construction, bacterial culture, radio labeling, enzyme assays and DNA sequencing; assist in plan for protocol, research and implement specific experimental design and test new procedures; maintain the lab; order supplies and keep inventory; demonstrate techniques to students and lower grade technicians; perform library bibliographic searches and utilize on-line computer resources; keep logs; write lab reports; plot charts and graphs; perform routine data analysis; utilize Macintosh computer programs for data analysis, documentation and presentation of results. **Qualifications:** BA/BS in scientific or related field; one-three yrs. of experience in a research environment; work independently and ability to prioritize multiple tasks; demonstrated written and oral communication skills and must be proficient with computers. (Ongoing per grant availability) **Grade:** P2; **Range:** \$21,700-28,200 10-10-95 Medicine/Endocrine

RESEARCH SPECIALIST II (04098RS) Perform experiments in genetics & molecular biology; extract DNA from blood samples; carry out PCR amplifications and gel electrophoresis, DNA sequencing and screening DNA clones. **Qualifications:** BA/BS in scientific field; one-three yrs. research experience in molecular biology; exposure to independent lab work. **Grade:** P3; **Range:** \$23,900-31,000 10-2-95 Hematology

RESEARCH SPECIALIST II (09418RS) Perform wide range of techniques in cell physiology including digital imaging of single living cells using light, fluorescence and confocal microscopic approaches, microinjection, transepithelial electrophysiology of intact tissues and cultured cells, patch clamp electrophysiology, immunolocalization, tissue culture of mammalian cells and dissection of frogs and rodents to harvest cells; assist in planning experiments and implement new protocols; perform experiments; write lab reports; analyze data and per-

form computer searches and analyses; order and maintain supplies and equipment; assist in training other laboratory personnel including students. **Qualifications:** BA/BS or MS in scientific field required; knowledge and three yrs. laboratory experience in cell physiological or cell biological techniques; experience in electrophysiology, computer programming or optical imaging is desirable; ability to work independently; good interpersonal and organizational skills and knowledge of computer required. (End date: two yrs. limit, then contingent on funding) **Grade:** P3; **Range:** \$23,900-31,000 10-6-95 Physiology

RESEARCH SPECIALIST II (10457RS) Perform molecular biology/immunology and animal work; work on HPV (no live virus); emphasis on cloning, DNA maxipreps, PCR cell culture transfection & protein expression; projects will include vaccinating animals, screening for immune response with ELISA and T-cell proliferation studies; extract genomic DNA from human tumors and extract serum from blood samples; supervise and coordinate student workers; animal subject coordinator for vaccination, small animal procedures and phlebotomy. **Qualifications:** BA/BS in molecular biology & physiology, immunology, biochemistry and Master's degree in science required; one-three yrs. of experience. **Grade:** P3; **Range:** \$23,900-31,000 10-12-95 Otorhinolaryngology

ADMIN. ASSISTANT II (10446JZ) Assist with preparation of grant proposals; prepare spreadsheet; enter data base information; maintain files and records; answer telephones and process mail; hand carry documents throughout the University; organize and maintain files and records; type correspondence, reports and other documents; arrange meetings; coordinate office work flow; prepare special reports and projects. **Qualifications:** H. S. graduate required; some college preferred; four yrs. related experience; proficiency with windows-based computer environment, including word processing, spreadsheet and database applications; excellent understanding of office procedures, practices and methods; excellent written and oral communication skills needed; ability to handle multiple tasks, meet deadlines and work independently required. **Grade:** G10; **Range:** \$18,700-23,300 10-10-95 General Internal Medicine

OFFICE SYSTEMS COORDINATOR (10467JZ) Provide PC applications support for faculty, to include sophisticated word processing, elementary database and spreadsheet operations and presentation graphics in Windows environment; editorial assistance maintain records and files; arrange meetings and conferences; monitor reimbursements; answer phone. **Qualifications:** H. S. graduate required; associate degree or some college preferred; two yrs. office experience required; experience in academic setting preferred; training in PC applications, incl. word processing, spreadsheet, database management and presentation graphics; knowledge of medical terminology; highly organized and meticulous; ability to work independently. **Grade:** G11; **Range:** \$19,900-25,300 10-13-95 CCEB

RESEARCH LAB TECHNICIAN III (09405RS) Extract DNA; conduct PCR's; test for microsatellite polymorphism; order supplies; maintain radioisotopes safety records. **Qualifications:** BA/BS in biology, chemistry or related field; exposure to lab work. (End date: 8/31/96) **Grade:** G10; **Range:** \$18,700-23,300 10-2-95 Genetics

RESEARCH LAB TECHNICIAN III (40 Hrs.) (10444RS) Assist in development of new method for evaluating comprehensive pulmonary function; duties include extraction and gas chromatographic analysis of trace amounts of inert gases, in liquid samples and the amount of a new gas with mass spectrometer; maintain general laboratory equipment; stock and order supplies; perform variety of computer applications. **Qualifications:** BA/BS in scientific or related field; laboratory experience preferred. (End date: 10/1/96) **Grade:** G10; **Range:** \$21,371-26,129 10-10-95 Anesthesia

SECRETARY V (40 Hrs.) (07140JZ) Type and proofread standard and complex/confidential materials; schedule/coordinate appointments and meetings; open and screen mail; compose routine correspondence and forms; compile and summarize data; prepare agenda for meeting and take notes; operate MAC computer equipment and appropriate office automation equipment; develop and maintain filing system; handle inquiries **Qualifications:** Completion of high school business curriculum and related post high school training or equivalent; four yrs. increasingly responsible secretarial experience; proficient with Mac word processing; excellent oral and written communication skills; type 60 wpm. **Grade:** G10; **Range:** \$21,371-26,629 10-2-95 Psychiatry

TECHNICIAN, PSYCH I (09398RS) Recruit and assess subjects under direct supervision; perform data entry and data management; screen subject for participation. **Qualifications:** BA/BS in psychology or related field; one-two years experience in related field. **Grade:** G10; **Range:** \$18,700-23,300 10-5-95 Psychiatry

REGULAR PART-TIME (RESEARCH LAB TECHNICIAN III) (20-25 HRS) (10443RS) Follow established protocols; perform biochemical radioimmuno assays and operate and maintain laboratory equipment; keep logs and prepare reports; keep inventory and order supplies; input computer data; perform library searches. **Qualifications:** BA/BS in scientific or related field, preferably in biology or biochemistry; experience with lab work. **Grade:** G10; **Range:** \$10,274-12,802 10-10-95 Clinical Research Center

FINANCIAL ADMINISTRATOR II (09406JZ) P4; \$26,200-34,100 10-3-95 CCEB

RESEARCH SPECIALIST, JR. (09397RS) (End date: 9/30/97) P1; \$19,700-25,700 10-2-95 IHGT

RESEARCH SPECIALIST, JR./I (09426RS) (End date: 6/30/98) P1/P2; \$19,700-25,700/\$21,700-28,200 10-6-95 Molecular & Cellular Engineering

RESEARCH SPECIALIST III (09421RS) (End date: two yrs. limit, then contingent on funding) P4; \$26,200-34,100 10-6-95 Physiology

PART-TIME (RESEARCH SPECIALIST I) (20 HRS) (09379JZ) (End date: 8/31/96) P2; \$12,400-16,114 10-2-95 Geriatric Medicine

SECRETARY, SR. (09393JZ) G11; \$19,900-25,300 10-2-95 Genetics

PART TIME (SECURITY OFFICER) (22 Hrs.) (05073JZ) (Essential employee, and, as such, required to make it to work regardless of weather or other factors) (Saturday & Sunday, 9 a.m.-9 p.m.) G8; \$8,626-10,769 9-28-95 Architecture & Facilities Management

NURSING

Specialist: Ronald Story

PRACTICE DIRECTOR (NURSING SCHOOL) (10460RS) Provide day-to-day management, budgetary oversight and operations of consultative clinical practices and geriatric education center in multiple sites, both local and distance; provide direct supervision of programmatic activities; direct supervision of programmatic activities; recruit, hire/appoint and evaluate staff; provide primary leadership and direction for development, implementation, coordination and maintenance of program plans for GNCS and GEC; chair and serve on planning groups and committees; assumes responsibility for development and maintenance of GNCS and GEC budgets; exercise resource stewardship; ensure compliance; identify practice development needs; review, revise and evaluate performance of the GNCS and GEC; development and implementation of quality assurance functions; develop, implement and/or facilitate research activities to evaluate program services; facilitate and participate in evaluation of GEC outcomes and in educational and research activities of faculty and staff; responsible for data management and analysis;

participate in training programs to facilitate programmatic and individual staff development needs; maintain contact and liaison with participating agency administrators and conduct workshops.

Qualifications: Bachelor's and Master's degree in gerontologic nursing required; five years of progressively responsible administrative experience or equivalent combination of education or experience; at least two years of supervisory experience; experience with program design, organization and coordination of multiple programs which are implemented simultaneously; Pennsylvania registered nurse license, with specialty license/certification as appropriate. (End date: depends on viability of practice) **Grade:** P10; **Range:** \$47,400-59,200 10-13-95 Nursing

ADMINISTRATIVE ASSISTANT II (10434RS) Facilitate graduate program students; gather information on program; complete the application and admission process and meet certification and licensure requirements; act as liaison and support for faculty; oversee workload of division federal work study student(s); oversee and assist with clinical placement for graduate students in liaison with program directors and clinical site coordinators; process application(s) and oversee word processing in conformity to specific guidelines. **Qualifications:** Completion of high school business curriculum and related post high school secretarial training or equivalent; two years at the AAI level or equivalent; thorough knowledge of office procedures, practices and methods; type 55 wpm; word processing packages; excellent interpersonal and organizational skills; WordPerfect/Windows experience preferred; knowledge of SRS, Lotus 123 and database familiarity a plus. **Grade:** G10; **Range:** \$18,700-23,300 10-11-95 Nursing

ADVANCE PRACTICE NURSE (NURSING SCHOOL) (09348RS) P9; \$42,300-52,900 10-3-95 Nursing

MANAGER, PROJECT II (09420RS) P7; \$35,000-43,700 10-5-95 Nursing

PART-TIME (ADMINISTRATIVE ASSISTANT I) (20 HRS) (08209RS) G9; \$9,396-11,758 10-2-95 Nursing

PRESIDENT

Specialist: Susan Curran/Janet Zinser

PUBLICATIONS DESIGN SPECIALIST (10449JZ) Responsible for desktop publishing functions for *The Pennsylvania Gazette* and other Alumni Relations publications; establish technical specifications for creation and production of magazine; maintain computer systems to meet needs of Macintosh-user staff members and serve as liaison to information technical staff; administer Macintosh network including, troubleshoot software and hardware problems; develop back-up strategies and evaluate/recommend hardware and software; arrange training programs; prepare layout and copy to specifications; prepare production schedules; insure final mechanical is proofread and meets specifications. **Qualifications:** BA/BS in information sciences, computer programming, business or graphic arts and/or four-six years of related experience; two-three years experience in magazine publishing required; comprehensive knowledge of printing processes, color standards, prepress design and traditional artwork preparation required; advanced experience using Macintosh programs: QuarkXpress, Aldus Freehand, Adobe Illustrator, Adobe Photoshop, AppleShare, Apple Macintosh System Software, Retrospect Remote, WordPerfect, Adobe Type Manager, Type Reunion, SAM, Filemaker Pro, Apple File Exchange, The Adobe Type Collection, Norton Utilities; DOS programs: WordPerfect, DOS; knowledge of computer hardware and supporting software; basic understanding of telecommunications principals is essential. **Grade:** P5; **Range:** \$28,800-37,600 10-10-95 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT II (03041JZ) Provide administrative and clerical support to the director and department staff; coordinate and produce presidential and other correspondence; provide clerical support for proposal, speech and special projects writing; maintain several departmental database; organize and maintain office files; general office management duties, including day-to-day oversight of departmental budget. **Qualifications:** Completion of high school business curriculum, related post-high school training or equivalent and three-four yrs. of secretarial experience; excellent organizational skills; thorough knowledge of office procedures, practices and methods, including PC and Mac word processing and database programs; ability to work independently and as a member of a team; excellent basic writing skills. **Grade:** G10; **Range:** \$18,700-23,300 10-10-95 Development & Alumni Relations

ANNUAL GIVING OFFICER II (10427JZ) P5; \$28,800-37,600 10-5-95 Dev. & Alumni Relations

ASSOCIATE DIRECTOR VI (09416JZ) (Position located in New York) P8; \$38,500-48,100 10-3-95 Development & Alumni Relations

VETERINARY SCHOOL

Specialist: Nancy Salvatore

RESEARCH SPECIALIST III/IV (07136NS) Assist with design of biological experiments; interpret experimental results; assist with the preparation of publications, grants and reports; assist with courses, workshops and seminars in biomathematics and biostatistics. **Qualifications:** BS in biomathematics/biostatistics or equivalent; MA/MS preferred; three yrs. experience knowledge of computer modeling methods desirable; familiarity with animal medicine helpful. **RES. SPEC. IV** - in addition to above, Ph.D. preferred. (Position in Kennett Square, PA; no public transportation) **Grade:** P4/P6; **Range:** \$26,200-34,100/\$31,900-40,600 10-13-95 Clinical Studies-NBC

TECH, VET. III (40 HRS) (09411NS) G8/G10; \$17,943-22,400/\$21,371-26,629 10-4-95 Large Animal Hospital

WHARTON SCHOOL

Specialist: Janet Zinser

CUSTOMER SERVICE ASSISTANT II (37.5 Hrs.) (10441JZ) Maintain the billing system including the training and supervision of temporary cashier; act as cashier for PC-based point-of-sales billing system; responsible for all credits to students accounts and reporting of problems; train as many as ten cashiers and four assistants during peak session; responsible for cash drawer reconciliation and printing of daily reports from the billing system; act as backup for Kodak 2110 operator; advise inventory coordinator or supervisor of all situations related to course materials. **Qualifications:** H. S. graduate or equivalent required; some college preferred; two yrs. experience as a Customer Service Assistant I or equivalent, including experience on IBM computers running MS-DOS, Windows, Excel, WordPerfect and MS-Word; one yr. graphic arts experience preferred; previous retail experience required; previous utilization of computer based cashier equipment and customer service experience preferred; demonstrated ability to use copier and fax machines and work under pressure; ability to lift boxes weighing up to 50 lbs. (Periodic overtime on evenings and Saturdays required; no vacations during the months of September, October, January and February allowed) **Grade:** G9; **Range:** \$18,321-22,929 10-9-95 WCIT

TECHNICAL WRITER (09417JZ) (Final candidates may be ask to submit a writing sample) P6; \$31,900-40,600 10-4-95 External Affairs

TECH, WRITER/EDITOR (09419JZ) (Final candidates may be asked to submit writing sample) P8; \$38,500-48,100 10-4-95 Deputy Dean

A-3 Employee of the Month: Elva Power

Ms. Elva Power, an administrative assistant in the Office of International Programs (OIP), was named the A-3 Employee of the Month for September in the A-3 Assembly's recognition program. After receiving advanced secretarial training in Barbados, Ms. Power was at the Wharton School, then in the Office of the Vice President for Management, before joining the Office of International Programs sixteen years ago.

"Ms. Power is a truly exceptional, dedicated employee who exemplifies the ideals of international education that constitute both the core mission of [the OIP] office and a major priority for the University," said the Director of International Programs, Dr. Joyce Randolph. "Weathering the ever-increasing work load of the office, including organizational transitions in various areas over the years, Ms. Power has not limited herself to a strictly circumscribed set of duties."

She provides key support to three people—the director, the associate director and the assistant director—each of whom is responsible for distinct operations and projects, including institutional linkages abroad, exchange programs, graduate fellowships abroad, and undergraduate study abroad. "Despite her multiple reporting, Ms. Power uses good judgment in prioritizing her work appropriately, completing tasks in a timely and meticulous manner, and assisting her supervisors in organizing their work efficiently," Dr. Randolph said.

Ms. Power also has major responsibility for specific projects of her own, such as the International Inventory of faculty expertise and international activities. "More than requiring no supervision, Ms. Power actually anticipates the needs of both her supervisors and the office in general," Dr. Randolph added, "A model of diplomacy and professionalism, Ms. Power projects an image of competence and dignity for the office; she represents the office extremely well when dealing with persons within the University, outside Penn, and beyond the borders of the United States. In my view, Ms. Power is more than a secretary, she is the glue that holds this office together and she represents OIP's communication link to the world."



Photo by Dwight Luckey

Summary Annual Report Retirement, Health and Other Benefits

Summary Annual Reports for the Retirement Plan for Faculty and Executive, Professional and Administrative Staff, TIAA/CREF Tax Deferred Annuity (Supplemental Retirement Annuities) Plan, Health Benefits Program for Eligible Employees of the University of Pennsylvania and the Dependent Care Expense Account for Plan Year ending December 31, 1994.

This is a summary of the annual reports for the Plans named above of the University of Pennsylvania for the Plan Year beginning January 1, 1994 and ending December 31, 1994. These Plans are sponsored by The Trustees of the University of Pennsylvania whose federal employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to plan participants. To facilitate publication, the reports for the plan year ending December 31, 1994 have been combined. Consequently portions of this summary may refer to plans in which you are not currently participating. If you are uncertain about your participation, please consult your 1994 Benefits Statement mailed to you last March with your Open Enrollment Packet or contact the Benefits Office at (215) 898-7282.

Retirement Plan for Faculty and Executive, Professional and Administrative Staff

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by Teachers' Insurance Annuity Association of America/College Retirement Equities Fund (TIAA/CREF) and individually owned fully funded custodial accounts sponsored by the Vanguard Group of Investment Companies and the Calvert Group. The total premiums paid for the plan year ending December 31, 1994 for TIAA/CREF were \$27,776,941.11.*

Supplemental Retirement Annuities: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by Teachers' Insurance Annuity Association of America/College Retirement Equities Fund (TIAA/CREF). The total premiums paid for the plan year ending December 31, 1994 were \$2,530,193.23*.

Health Benefits Program: Insurance Information

The Plan has contracts with Independence Blue Cross/Pennsylvania Blue Shield and with four health maintenance organizations (HMOs) of the Delaware Valley to pay all health insurance claims covered under the terms of the Plan. The total premiums paid for the plan year ending December 31, 1994 were \$29,603,615.83.

Because the Independence Blue Cross/Pennsylvania Blue Shield contracts are so-called "experience rated" contracts, as opposed to most of the HMO contracts which are "community rated" contracts, the

Independence Blue Cross/Pennsylvania Blue Shield premium costs are affected directly by the number and size of claims the University participants "experience". Of the total \$29,603,615.83 premiums paid, a total of \$17,581,616** were paid under Independence Blue Cross/Pennsylvania Blue Shield "experience rated" contracts and a total of \$18,585,769 benefit claims were charged by Independence Blue Cross/Pennsylvania Blue Shield under these "experience rated" contracts for the plan year ending December 31, 1994.

Dependent Care Expense Account

The Trustees of the University of Pennsylvania maintain a program providing reimbursement of dependent care expenses funded through salary reduction agreements for full-time and part-time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Your Rights to Additional Information

You have the right to receive a copy of the full annual reports, or any part thereof, on request. Insurance information is included in those reports. To obtain a copy of a full annual report, or any part thereof, write or call the office of the Vice President of Human Resources, Room 538 A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104, (215) 898-1331, who is the Plan Administrator. The charge for the full annual report for the Health Benefits Program will be \$1.50; the charge for each other full annual report will be \$2; the charge for a single page will be 25 cents.

You also have the legally protected right to examine the annual reports at the University of Pennsylvania, Benefits Office, Room 527 A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104.

You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C. or to obtain copies from the U.S. Department of Labor upon payment of copying costs. Request to the Department should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20216.

— Office of Human Resources/Benefits

* This figure does not include payments to the Vanguard Group and the Calvert Group. Payments to the Vanguard Group were \$17,388,063 of which \$9,059,528 comprised institutional contributions. Payments to the Calvert Group were \$876,040 of which \$485,700 comprised institutional contributions.

** This figure represents actual payments made in 1994. It includes 1993 premiums paid in 1994 and excludes 1994 premiums paid in 1995.

Small Change for Big Changes

Penn VIPS (Volunteers in Public Service) will participate in a Ronald McDonald House drive to collect everyone's penny jars, idle coins or pocket change. If everyone gives a little, we can collect a sizable sum of pennies, nickels and dimes. The funds are needed to help our neighbor pay the last installment of the House's 24-bedroom expansion at 39th and Chestnut. More than 100,000 families have stayed at the Philadelphia Ronald McDonald House since its inception in 1974. We can help them achieve their goal by donating those unwanted pennies—stashed in glass jars, dumped in car ashtrays, tossed in cans or weighing down pants pockets. The drive runs from October 19 to 23. For more information call 898-2020.

— Bonnie Ragsdale, Coordinator, PennVIPS

Penny Drive Drop-Off Points

- 3401 Walnut (223A/Collections; 265C/UMIS)
- Book Store (see Velda Williams in Customer Service)
- Franklin Building (Rm. 005/Student Financial Services; 427A/Asst Management; 728/EVP)
- Mellon Bank Building (519/Community Relations)
- Penn Tower Hotel (Information Desk)
- Van Pelt Library (Shared Catalog Dept.)



Update

OCTOBER AT PENN

SPECIAL EVENTS

22 Family Weekend Brunch; 11 a.m.; Newman Center, (Newman Center).

24 Reception Honoring Penn's Coaches of Women's Sports and Women Athletes; Carol Tracy, Terry Fromson and Linda Wharton, Women's Law Project; a celebration of the recent Title IX settlement; 4 p.m.; Second Floor Lobby, Steinberg Conference Center (Penn People for Women's Way).

TALKS

18 The Effects of Myometrial Activity Throughout Pregnancy on Fetal Development; Peter Nathanielsz, Cornell; noon; Hirst Auditorium, 1st Floor, Dulles Building (Reproductive Biology).

19 Life, Universe and Dinner; graduate student dinner and discussion group; 6:15 p.m.; Newman Center (Newman Center).

20 Finding Work Without Losing Heart; William J. Byron, S.J., on his recent book on; noon; Newman Center (Newman Center).

Federal Land & Resource Use: The Mining Act of 1872 and its Impact Today; Christina M. Valente, Villanova; 12:45-1:45 p.m.; Steinberg-Dietrich, Rm. 209 (Environmental Studies).

22 Is Loyalty Lame? Fame in an Individualistic Society; student dinner with Patrick Harker, systems engineering; 6 p.m.; Newman Center (Newman Center).

23 Le Conte Français au XIXe; round table with Jacques Neefs, Paris VIII; Philippe Hamon, Paris III; Louis Forestier, Paris IV; Robert Lethbridge, New Holloway College, London U.; 4-6:30 p.m.; Cherpak Lounge, 5th Floor, Williams Hall (French Institute).

24 Dissecting the Molecular Mechanism of the Na Pump with High Pressure; P.A. George Fortes, U.C.-San Diego; 4 p.m.; Conference Room, 4th Fl., Richards Building (Physiology).

Hans Kung, the Dualism of Descartes, and Pascal; Coffee, Croissants and Christianity; 7:45 p.m.; Newman Center (Newman Center).

31 John Tracy Ellis's Catholics in Colonial America (Chap. I); Coffee, Croissants and Christianity; 7:45 p.m.; Newman Center (Newman Center).

Correction, October 10 Issue: It was, of course, the Class of 1875, not 1975, that raised the money for Penn's historic boathouse; *Almanac* regrets the typographical error.—Ed.

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 **October 2 to October 8, 1995**. Also reported were Crimes Against Property including 51 thefts (4 of autos, 11 from autos, 15 of bikes and parts); 7 incidents of criminal mischief and vandalism. Full reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v42/n8/crimes.html>).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **October 2, 1995 and October 8, 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: Aggravated assaults—1, Simple assaults—3,

Threats & harassment—3				
10/05/95	3:49 PM	GSE	Unwanted phone calls received	
10/06/95	5:20 PM	HUP	Harassment by male	
10/06/95	7:54 PM	3700 Blk. Market	Male attempted to hit officer w/vehicle/arrest	
10/06/95	11:48 PM	Delta Psi	Assault during party	
10/07/95	2:25 AM	Delta Psi	Assault during party	
10/08/95	3:06 PM	Delta Psi	Threatening calls received	
10/09/95	2:04 PM	Delta Psi	Assault during party	

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

Threats & harassment—1				
10/03/95	9:15 AM	3949 Chestnut St.	Bank held up at gunpoint	
10/04/95	7:11 PM	4034 Walnut St.	Customer struck under eye	
10/04/95	9:22 PM	4034 Walnut St.	Customer struck	
10/06/95	1:15 PM	3923 Walnut St.	Complainant struck	
10/06/95	6:03 PM	41st & Baltimore	Male arrested for robbery	
10/07/95	7:35 PM	Chilis restaurant	Employee vs. employee	
10/08/95	9:06 PM	3953 Baltimore Ave.	Attempted robbery by 2 juveniles	

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

10/05/95	5:26 PM	200 Blk. 43rd	Robbery by males/fled in auto
10/08/95	3:40 AM	4100 Blk. Baltimore	Wallet taken by unknown male w/ski mask

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

10/05/95	4:08 PM	Lot # 2	Threatening letter received
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Outside 30th to 43rd/Market to Baltimore: Threats & harassment—2

10/05/95	10:54 AM	518 S. 46th	Domestic dispute
10/07/95	2:51 PM	2101 Chestnut	Unwanted phone calls received

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly conduct—1

10/07/95	9:45 PM	Lot # 43	Male cited for trespass
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38th to 41st/Market to Baltimore: Disorderly conduct—1

10/02/95	10:08 PM	3800 Blk. Spruce	Male cited for disorderly conduct
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Almanac

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

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