

Chair’s Report: Restructuring and Recognition

The was delivered at the University Council’s stated meeting November 1, 1995:

Executive Vice President: As part of my scheduled monthly meetings with John Fry, one of our topics of discussion on November 16 will be the “Restructuring at Penn” report he presented to University Council on October 11.

A-3 Employee of the Month: Each month the Employee Recognition Committee of the A-3 Assembly recognizes the contributions made by an A-3 in the University community. The committee, which is chaired by Betty Thomas, receives names of nominees for consideration from department heads, A-1s, as well as other A-3s. The names of potential nominees can also be submitted by faculty and other senior administrators too. There are many A-3s at the University who are worthy of such recognition. If there’s an A-3 you’d like to nominate in recognition of their hard work, commitment and dedication give Betty Thomas a call at 898-7233 or by e-mail at thomas@A1.RELAY.upenn.edu. [Ed. Note: See also the award criteria, page 13 of this issue, and this month’s winner, below.]

Executive Board Elections: The Executive Board of the A-3 Assembly held nominations/elections on October 25, and now welcomes nine new members who share our vision and commitment—that the voice of the A-3 community continue to be heard.

— Karen E. Wheeler, Chairperson

Additions to the A-3 Assembly Board

The chair later released the names of the newly elected board members of the A-3 Assembly:

- Mr. Shawn Flack, Alumni Relations
- Ms. Vicki Lopez, Career Planning and Placement (Wharton and Engineering)
- Mr. Shelton Mercer III, Telecommunications
- Ms. Yvonne McLean, Wharton Real Estate
- Ms. Afi Roberson, African American Resource Center
- Ms. Cheryl Shipman, Ben Franklin Scholars/General Honors
- Ms. Vanessa Rae Silva, Office of the Secretary
- Ms. Connie Vurwell, General Counsel
- Mr. David Weinstein, Mail Service



October’s A-3 of the Month:
“Reggie” Brown of Biology

A building service assistant for the biology department for the past six years, Reggie Brown is described by his supervisor, Rodney Webb, as “a very conscientious worker who goes that extra step to insure...the many wheels (of the department) are turning together...”

He is in charge of shipping and receiving for the department as well as handling maintenance and security issues. His supervisor said he is very adaptable and “tackles problems as they arise.” He attends to very minute details. When situations arise, he responds not only instantly but with a positive attitude and an assertive manner. Mr. Brown is also described as a “very warm, caring individual, who takes pride in his job.”

Although Mr. Brown began working at Penn full-time in 1989, he had previously worked in the Physical Plant department from 1981 until 1983 as a part-time employee through a program in Bache High School.

After graduating from high school in 1983, Mr. Brown earned an associate degree in marketing from Community College of Philadelphia in 1987.

An active member of his church’s choir, men’s choir and trustee board, Mr. Brown also works as a volunteer to help youth and the elderly in his neighborhood.

Photograph by Dwight Luckey

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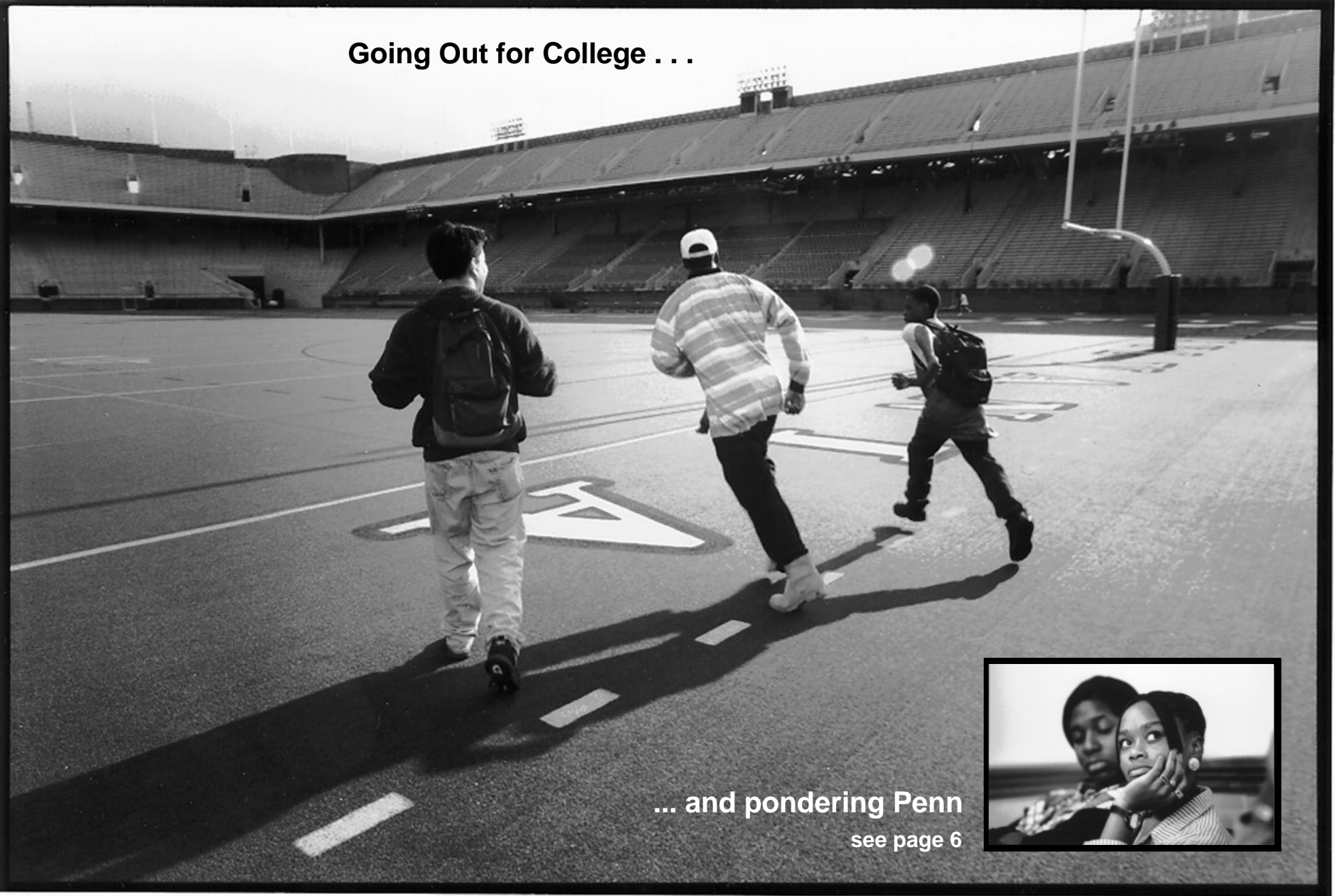
On the Cover

Communiversy Day (pages 6-7) is one example of things that both VP Carol Scheman and Admissions Dean Lee Stetson said in the second annual State of the University Report to the University Council (pullout).

Photographs by Addison Geary

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NEWS IN BRIEF

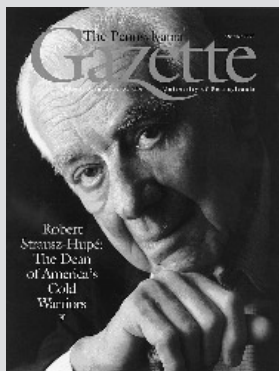
Reengineering and Retirement

The University announced last week the retirements of two of its longtime members, Anthony A. Lyle of *The Pennsylvania Gazette* and George S. Koval of the Office of the Vice Provost for University Life. Mr. Koval's position reportedly will not be filled, as part of the downsizing effort being made through reengineering (more on this retirement next week).

Almanac has reproduced below all of the information made available on Mr. Lyle's retirement.

At right,
the current
(October 1995)
issue of Penn's
award-winning
alumni journal.

The *Gazette*
won its third
Sibley Award
this year (see *The*
Compass feature
in *Almanac*
June 20, 1995).
—K.C.G.



Retirement of The Gazette's Tony Lyle

The University of Pennsylvania announced today that Tony Lyle will be retiring after 31 years of service to the University. For most of those years he has been the editor of *The Pennsylvania Gazette*.

The *Gazette* is widely regarded as an outstanding alumni magazine with thoughtful articles that stimulate discussion.

"We are exceedingly grateful to Tony for the many fine years he has given to the magazine," said Virginia Clark, vice president for development and alumni relations. "It is a great magazine and Tony was instrumental in making it so."

"The University is committed to ensuring that the *Gazette* will remain an outstanding alumni magazine," continued Ms. Clark.

"Tony informed us of his retirement plans two months ago and, in the interval, we have begun a search for his successor," said Ms. Clark. "We plan to find the best person possible to follow in Tony's footsteps."

"After 31 years of service to the University and after having achieved the honor of earning the Sibley Award for an outstanding alumni magazine, I feel that it is a good time for me to pursue other interests. I have enjoyed my years at Penn and look forward to another phase of my life," said Mr. Lyle.

"The *Gazette* is the principal means of communication between the University and the alumni," said Elsie Howard, president of the general alumni society. "In this age of fast-paced information exchange, the *Gazette* provides the alumni with thoughtful articles and information. We thank Tony for his stewardship, and look forward to continuing the tradition of excellence."

The *Gazette* is produced eight times a year by the University of Pennsylvania's Alumni Relations Office and is sent to 88,000 undergraduate alumni.

— Office of News & Public Affairs
November 7, 1995

Starting a Medicine/Engineering Institute

The School of Medicine and the School of Engineering and Applied Science will establish a new Institute for Medicine and Engineering to bring together top researchers in medicine, computer science, biotechnology and the engineering sciences, Dean Gregory Farrington of SEAS and William N. Kelley of PennMed have announced.

The target date for its establishment is fall 1996, and it is to be housed on the first floor of the Institute of Advanced Science and Technology, now under construction at 34th Street and Smith Walk. Dr. Peter Davies, now a professor of pathology at the University of Chicago and director of the Specialized Center of Research in Atherosclerosis there, has been chosen to head the new institute. (See below.)

The institute will focus on interdisciplinary research of "fundamental importance to biomedicine," the Deans' joint announcement said, and they expect that "a graduate research program exploring technological issues in medicine will develop in concert with existing graduate programs, and that new faculty will be involved in the teaching of undergraduate courses." Some twenty new faculty will be hired to develop laboratory research and educational programs, the joint announcement added.

Dr. Farrington said he believes the new institute will be the first of its kind in the country. "We think that in the breadth of the initiative, we are certainly the boldest and we intend to be the best."

Dr. Kelley said the institute "fits in well with the Medical School's increasing emphasis on applying advances in biotechnology to the treatment of disease. "The School of Medicine has been at the forefront in exploring new therapies made possible by advances in biotechnology," he added. "It is only logical that we complement the resources of one of the country's top bioengineering programs to advance our work of mutual interest." — From a news release by Sandy Smith, News and Public Affairs



Dr. Davies

To Direct the Institute: Dr. Peter Davies of Chicago

The director chosen for the Institute for Medicine and Engineering is Dr. Peter F. Davies, a British scientist now at Chicago, whose multidisciplinary approach to his work once prompted *Science News* to entitle a story on it "Thicker than Water: Biochemistry blends with fluid dynamics to yield a vascular science."

Penn's tradition of encouraging interdisciplinary research across the traditional boundaries between schools played a major role in his decision to come to the University, Dr. Davies said in conjunction with the deans' announcement (above). "Penn faculty from different disciplines interact with each other more than at other large universities," he explained. "This is an excellent university at which to direct an institution which is by definition interdisciplinary, and where the value of such research is appreciated."

A 1969 honors graduate of the University of Newcastle-upon-Tyne, he took his M.Sc. in biochemistry at Canada's University of Victoria in 1972 and his Ph.D. in experimental pathology at Cambridge University in 1975. After two postdoctoral fellowships—one at Cambridge in experimental pathology, and one at the University of Washington/Seattle in cellular pathology—Dr. Davies joined the Harvard Medical School as assistant professor of pathology in 1979. Three years later he was promoted to associate professor and concurrently named a visiting scientist at MIT. During the Boston phase of his career he also held appointments at Brigham and Women's Hospital, as associate pathologist (1979-81) and then as experimental pathologist (1981-88).

Dr. Davies moved to the University of Chicago in 1988 as professor of pathology, adding a secondary appointment in the department of medicine in 1993. Since 1992 he has been director of the NIH Specialized Center of Research in Atherosclerosis at Chicago, leading major research efforts in the molecular mechanisms of atherogenesis, a training program in cardiovascular pathophysiology and biochemistry, and conducting studies of endothelium in relation to atherosclerosis. He has also worked on plans to establish a biomedical engineering initiative at Chicago.

At 48, Dr. Davies has published some 85 full-length papers and 70 abstracts, and has made over a hundred presentations. He has served on eight editorial boards and on numerous national review committees and study sections, notably with the National Heart Lung and Blood Institute of the NIH, the American Heart Association, the National Science Foundation and NASA. He has also chaired the Gordon Conference (on Atherosclerosis in 1991), delivered the Vaishnav Lecture at Catholic University and the AHA's Spudich Lecture (among many others), and won awards ranging from the UK Science Research Council Cooperative Award in Pure Science to Chicago's Louis Block Fund Award and a recent NIH MERIT Award.

Dr. Davies also carries on a wide range of teaching and advising activities. In addition to being the organizer of seminars for the Special Center, he lectures in medical biology, cardiology and pathology and is course director in the molecular mechanisms of cardiovascular disease. Currently he is also thesis advisor to two Ph.D. candidates (in pathology and in radiology) and a member of the thesis committees for three candidates (in pathology, immunology and biochemistry); and he has three postdoctoral/research fellows and two visiting faculty research fellows in his lab.

Under the Faculty Senate Rules, formal notification to members may be accomplished by publication in Almanac. The following is published under that rule:

TO: Members of the Faculty Senate
FROM: William L. Kissick, Chair
SUBJECT: Senate Nominating Committee

1. In accordance with the requirements of the Faculty Senate Bylaws, notice is given to the Senate Membership of the Senate Executive Committee's 9-member slate of nominees for the Nominating Committee for 1995-96. The Nominating Committee nominates candidates for election to the Offices of the Faculty Senate (chair-elect and secretary-elect), to the at-large and assistant professor positions on the Senate Executive Committee, and to the Senate Committee on the Economic Status of the Faculty, the Senate Committee on Academic Freedom and Responsibility, and the Senate Committee on Conduct. The nine nominees, all of whom have agreed to serve, are:

F. Gerard Adams (professor economics)
Rebecca Bushnell (professor English)
Robert F. Giegengack (professor geology)
Louis A. Girifalco (mat'ls sci & engineering)
Nancy Hornberger (associate prof. education)
Abba Krieger (professor statistics)
Phoebe S. Leboy (professor biochem/dent)
Mimi Mahon (assistant professor nursing)
Yvonne Paterson (professor microbiol/med)

2. Pursuant to the Bylaws, additional nominations may be submitted by petition containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received by Tuesday, November 28, 1995. If no additional nominations are received, the slate nominated by the Executive Committee will be declared elected. If additional nominations are received, a mail ballot will be distributed to the Senate membership. Please forward any nominations by petition or questions to Carolyn Burdon by email to burdon@pobox.upenn.edu or by intramural mail to the Faculty Senate, 15 College Hall/6303.

PPSA

All A-1 Staff: November 20

The Penn Professional Staff Assembly (PPSA) invites all A-1 staff to attend the organization's First Annual Social Meeting on Monday, November 20, from noon to 1:30 p.m. in Bodek Lounge, Houston Hall.

This will be an opportunity for the Executive Committee of the PPSA to hear suggestions, questions and concerns about restructuring and other pertinent issues. The goals and mission of the PPSA will be presented, and this meeting will be an opportunity to become involved in its activities.

This will be a brown bag lunch event—sodas will be provided.

To learn more about the PPSA, check the web at <http://www.upenn.edu/ppsa/> or send e-mail to ppsa@seas.upenn.edu.

— Ira Winston, Chair

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. Please communicate your comments to Senate Chair William Kissick or Executive Assistant Carolyn Burdon, 15 College Hall/6303, 898-6943 or burdon@pobox.upenn.edu.

Actions Taken by the Senate Executive Committee Wednesday, November 8, 1995

1. Academic Planning and Budget Committee and Capital Council. Past Chair David Hildebrand reported that the Capital Council had not met since the last SEC meeting. The Council has heard that the University is working to integrate the capital budget with the operating budget, so that investments are coordinated with operating plans.

He also noted that the Academic Planning and Budget Committee had been working intensively to review, modify, and improve the draft of the University Strategic Plan, and that the President would present the draft plan to SEC at its next meeting.

2. December SEC Meeting Changed. The Chair amplified the above comments, noting that the President had other, unbreakable commitments for the time of the next scheduled SEC meeting. SEC agreed to reschedule the next meeting to December 13, at which time the President will discuss the plan and accept comments.

3. Senate Nominating Committee. At the October meeting five faculty received 50% or more of the vote requiring a runoff election for the remaining three positions. At the November meeting a runoff election was conducted for the three vacancies and one SEC member was elected to the committee (see below).

4. Proposed Revised Judicial Charter. The Provost participated in the protracted SEC discussion on several issues modified by a SEC subcommittee after conversations with the Provost. Consensus was reached on most of the points. The subcommittee was charged to draft a summary of the comments made during the meeting, to try to work out the unresolved points with the Provost, and to keep SEC informed of any problems that arise in the future.

5. Faculty Members for Council Committee on Committees. SEC voted on a slate of nominees for five faculty to serve on behalf of the Faculty Senate on the University Council Committee on Committees.

COUNCIL

The format described below will be followed for the University Council Public Forum on Wednesday, November 29, 1995.

— William L. Kissick, Chair, University Council Steering Committee

Format for the Public Forum November 29

The University Council will devote a substantial portion of its November 29, 1995 meeting to a public forum, in accordance with the terms of the University Council bylaws (*Almanac March 21*).

The purpose of the open forum is to inform Council of issues important to the University's general welfare and of the range of views held by members of the University.

The forum is open to all members of the University Community under the conditions set by the bylaws following guidelines established by the Steering Committee of the Council:

1. Any member of the University Community who wishes to do so may attend the Council meeting. Persons who wish to speak to Council, however, must inform the University Office of the Secretary (898-7005) by November 21 indicating briefly the subject of their remarks. Those who have not so informed the Office of the Secretary will be permitted to speak only at the discretion of the Moderator of University Council and in the event that time remains after the scheduled speakers.

2. Speakers should expect to be limited to three minutes with the possibility of additional time in cases where members of Council engage the speakers with followup questions or remarks. The Moderator may also restrict the repetition of views. Speakers are encouraged to provide Council with supporting materials and/or written extensions of their statements before, during, or after the Council meeting.

3. Following the deadline for speakers to sign up in the Office of the Secretary, the Chair of Steering and the Moderator of Council will structure the open forum session in terms of subject matter themes, speakers, and times. In the event that there is not enough time available at the meeting to provide for all of the requests to speak, these two officers may make selections which accommodate the broadest array of issues having important implications for Council's work and representing the breadth of Council's constituencies. The resulting Order of the Open Forum of University Council will be made available no later than the Tuesday before the meeting, to be published in *The Daily Pennsylvanian*, and posted on Penn Web on that day and, if possible under publication deadlines, in *Almanac/Compass* the week of the meeting.

4. Speakers' statements should be framed in terms of policy issues and directed to University Council as a body through the Moderator. The Moderator will have discretion to interrupt statements that are directed against persons and otherwise to maintain the decorum of the meeting, as provided for in the bylaws. In cases where questions or positions can be appropriately addressed by members of Council or where a colloquy would seem to be productive, given the time constraints of the meeting, the Moderator may recognize members of Council to respond to speakers' statements, with opportunities for followup by the speakers.

Scholar, Mentor, Author, Cryptanalyst— His Career Is Its Own Reward



Cyrus H. Gordon's long, illustrious career as linguist and archaeologist began at Penn. So it's only appropriate that he be honored here.

Next Monday, a special program highlighting Dr. Gordon's numerous achievements will be held at the University of Pennsylvania Museum of Archaeology and Anthropology. The event takes place during the American Academy of Religion/Society for Biblical Literature (AAR/SBL) Annual Meeting.

Born in Philadelphia in 1908, Dr. Gordon started studying languages at an early age—five, to be exact. His father, a physician, hired a private tutor to instruct his young son in Hebrew and biblical text. During high school, Dr. Gordon studied Latin and Greek.

At age 16, he came to Penn. "I started as a math major, but I had already decided to be a 'cultural historian,'" Dr. Gordon recalled, "and therefore switched to Oriental Studies as soon as I had enough math to apply graphs, permutations-and-combinations, statistics, et cetera, scientifically."

Dr. Gordon earned his A.B. degree in 1927 and then took graduate courses in Hebrew, Aramaic, Arabic, Assyrian, Ethiopic, Sumerian, Hittite, Akkadian and comparative Semitics. He learned six European languages in his spare time.

"I remember...reading all texts in the original languages—Hebrew, Greek, Latin, French, German, cuneiform Babylonian, hieroglyphic Egyptian, et cetera—with no survey courses," Dr. Gordon said. "For example, we read Hammurapi's Code in Babylonian but had no lecture course in ancient law. Whatever we knew, we knew from the primary sources, but we were not trained to be glib conversationalists."

Dr. Gordon earned his master's degree in 1928. Two years later, he received his Ph.D. degree. He was 22-years-old.

From 1930 to 1931, Dr. Gordon taught Hebrew and Akkadian at Penn. His department head, James A. Montgomery, secured him a fellowship at the American School of Oriental Research in Baghdad. Dr. Gordon took part in digs in the Near East: Iraqi Kurdistan during the winter

seasons, Palestine in the summer seasons from 1931 to 1935. As a result of his experiences, Dr. Gordon wrote about Nuzi grammar and culture.

In between his first expeditions, Gordon lent his expertise to the study of Aramaic incantation bowls—also known as magic bowls—from Talmudic Babylonia. This led him to publish a series of articles on the bowls, a subject he has pursued for nearly 50 years.

Of all his accomplishments, Dr. Gordon particularly prizes his establishment of Ugaritic as a discipline with "rules." In fact, he revolutionized Old Testament studies when he composed and published the first comprehensive dictionary, text edition and translation of the Ugaritic tablets.

Dr. Gordon is also proud of his decipherment of Minoan Linear A, a syllabic script found on Crete. His first article on Minoan Linear A, suggesting its decipherment as a Semitic language, appeared in 1957.

Dr. Gordon's impressive feats weren't limited to academe. As an officer in the United States Army Signal Corps during World War II, he established America's first agency for cryptanalyzing messages in Arabic, Persian and Turkish.

"I spent two years in Washington heading up an Army unit devoted to cryptanalysis," he said. "When this was accomplished, I requested overseas service and was sent to the Persian Gulf Command."

His involvement in the war strengthened his belief that all human beings belong to one world. This global per-

spective is evident in his writings. "Gradually my interest has developed from specialized research into the long-range culture—especially, but not only, out of and into the Near East—so that we are at last approaching the time when we can envisage the history of civilized mankind as a unit," he said.

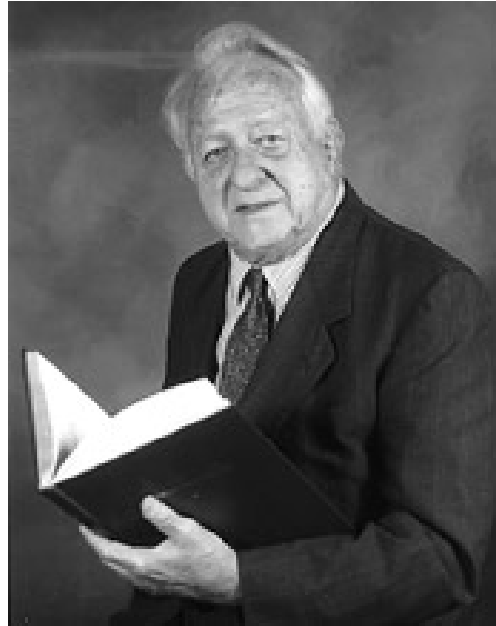
Over the course of his long career, Dr. Gordon has been published more than 600 times. He has written over 20 books. Now, Dr. Gordon, the author, has become Dr. Gordon, the subject. The November/December of *Biblical Archaeologist* is dedicated to his accomplishments. The articles, written by some of Dr. Gordon's many protégés (he has trained more than 80 Ph.D.s), praise

him as an exceptional scholar and mentor.

"In the spring of 1995, I first heard about the dedication of an issue of *Biblical Archaeologist*," Dr. Gordon said. "I was delighted and overwhelmed because it was not simply a dedicatory tribute but dealt with my personal contributions to a variety of interrelated fields."

Dr. Gordon is no stranger to accolades. In 1975, the Royal Asiatic Society elected him as an honorary fellow for his contributions to Ugaritic, Comparative Semitics and Minoan. He is also a Fellow of the American Academy of Arts and Sciences, and of the American Academy of Jewish Studies.

Despite the many honors he has earned, Dr. Gordon believes that his career has been its own reward. At the age of 87, he still cherishes his work. It has been "my good fortune, being able to spend my life doing what I love," he said.



Dr. Gordon will be honored for his achievements as linguist and archaeologist.

In the Rotunda, International Students Find Friends

By Jerry Janda

The Chinese Rotunda at the University of Pennsylvania Museum of Archaeology and Anthropology is typically a quiet place, perfectly suited for the Buddhist artifacts it houses. But recently, the silent rotunda was filled with laughter. Conversations carried out in numerous languages echoed in its towering dome.

On Oct. 27, the International Classroom hosted its annual reception for foreign students. Old friends were greeted. New friends were made.

"It's an exciting event," said Prema Deshmukh, a staff member of International Classroom. "It allows people to network, basically."

Dating back to the 1960s, when International Classroom was part of International House, the reception began as a modest affair for a small group of foreign students. It didn't stay modest for long.

"People heard about it and said, 'I want to come next year,'" Ms. Deshmukh explained.

"It started to get bigger and bigger," agreed Josephine Klein, chairperson of International Classroom's advisory committee. Ms. Klein became involved with International Classroom in 1971, the same year the program became part of the museum. "We thought that it was important that the students be welcome in the community," she said, "and [the reception] is a great place for students to meet each other."

This year, 800 students representing at least 87 different countries attended. They were received by consuls from Israel,

Spain, Mexico, Canada, the Netherlands and Italy. Steven Mullin, Philadelphia's director of commerce, also greeted the guests.

Since the museum is on Penn's campus, it's not surprising that one-third of the participants came from the University. However, international scholars from colleges as far as Scranton, Trenton and Wilmington were also on hand.

Upon arriving, guests were asked to put pins on a world map, indicating their native lands. They then wrote their names, countries and universities on adhesive tags, which made it easy for guests to spot compatriots.

Volunteers stood ready to assist students who didn't have much luck socializing. By consulting the sign-in sheets, the volunteers could lead students to other students from the same country.

"I've literally seen people jump up with joy when they've found someone from their country," Ms. Deshmukh said.

Not all the students were looking to meet a fellow citizen. Joy Hong, a GSE student from Singapore, pointed out that the population of Philadelphia is larger than the population of her own country, so

she didn't expect to bump into someone from home. Still, she had a great time mixing with the diverse group.

"I have good vibes," she said. "The people are friendly."

The volunteers seemed to have as much fun as the international students. In addition to pointing guests in the right direction, volunteers—like Ms. Klein—prepared and served the

food: cold cuts, fruits, cheese and vegetables. One volunteer comes every year just to make the fruit punch. "He has a magical touch," Ms. Deshmukh said. "No one else can do it."

The 25 schools and councils that co-



Photograph by Addison Geary

Attendees pinpointed their native countries on a world map.

sponsor the event provide most of the volunteers. Other volunteers participate for the sheer enjoyment of meeting the foreign students. For example, in 1994, 90 young women from the Philadelphia High School for Girls offered to take part in the event. International Classroom only needed 25.

"They love it," Ms. Deshmukh said. "They love to meet students from around the world."

The guests love it, too. "For a two-hour event, it's amazing how much good it does," said Sue Dyke, program liaison with International House. "We've had students ask us to do it more than once a year."

The reception isn't International Classroom's only responsibility. With nearly 150 speakers from more than 50 countries, International Classroom provides presentations, lectures and workshops on various cultures. Speakers either visit schools or tie their presentations in with a museum tour.

International Classroom's annual reception requires months of planning. Meetings are held to discuss the suggestions received after previous receptions. Sponsors need to be contacted. Posters and other promotional pieces must be designed and printed. "We start preparation in June," Ms. Deshmukh said.



Photograph by Addison Geary

More than 800 students representing at least 87 countries attended the reception.

High Schoolers, Fraternity Brothers Share Food and Thought During Communiversity Day

By Sandy Smith

A day-long visit to the Penn campus was an eye-opener for West and South Philadelphia high-school students who participated in the second in a series of "Communiversity Days" coordinated by the Office of Community Relations.

"A lot of them came home with a clear sense of urgency about the need to make education a top priority," said Charles Able, assistant director of Access to Excellence Inc., a peer-tutoring and educational-enrichment program.

"These kids are doing well in school, but there's a lot of competition out there, and they need to be academical-

ly strong" to succeed, he added. "Being on one of the most prestigious university campuses in the country was a message in itself."

The students spent the afternoon of Nov. 2 as guests of the Delta Upsilon fraternity. Panos Martinis (WH '97), philanthropic director of Delta Upsilon, explained that the fraternity first got the idea to host a Communiversity Day from a brother who worked in the Penn's Community Relations Office last year and heard Glenn Bryan, community relations director, describe the new initiative.

When the idea of hosting West Philadelphia students

for a day on campus was presented to the whole house, he said, "the brothers voted for it overwhelmingly. And they've supported the project enthusiastically throughout the planning stages."

Mr. Martinis explained that the fraternity saw this project as a logical extension of their tutoring and college-advising work with students in two West Philadelphia public schools. "We wanted to make the kids [who participated in the event] start thinking about the opportunities that were available to them, to start thinking about their potential," he said, echoing a message the students also heard from Social Work Professor Rufus Lynch, who talked about his research in West Philadelphia.

While at Penn, the nine Access to Excellence students had lunch in 1920 Commons, and toured the campus and Franklin Field. A representative of the Under-



Charles Able (above with clipboard), assistant director of Access to Excellence Inc., talks with students in the peer-tutoring and educational-enrichment program at the Class of 1920 Commons. While at lunch (right), the Access to Excellence students had a chance to meet with Penn students and experience a common campus ritual.



graduate Admissions Office described the college application process to them.

After sitting in on a lecture by Columbia sociologist Herbert Gans, the students toured the facilities of the Daily Pennsylvanian with Executive Editor Charles Ornstein. The day ended with dinner with President Judith Rodin, the brothers of Delta Upsilon and several University officials, including Vice President for Government, Community and Public Affairs Carol Scheman and Mr. Bryan.

Community Day is an initiative begun at President Rodin's urging last spring. The goal of the program is to bring Penn students and people from across West Philadelphia together for the sort of close interaction not usually found in large group events.

Delta Upsilon was so pleased with the outcome of the day's activities that it plans to host a barbecue for the Access to Excellence students in the spring and host another Community Day next fall. In the meantime, the Community Relations Office is actively seeking other student organizations willing to host Community Days and plans at least one more event this year. Groups interested in sponsoring a Community Day may call the Community Relations Office at 8-3565.



High-school students and their Delta Upsilon hosts spent the afternoon touring the campus with Undergraduate Admissions Office representatives (top), talking with Social Work Professor Rufus Lynch (above left), and touring the DP offices with Charles Ornstein (above). Later that evening, President Judith Rodin (left), Community Relations Director Glenn Bryan and community leaders met with the students for dinner at Delta Upsilon.

Better Day Care, Better Business

By Jon Caroulis

Parents struggle to balance their work lives with their home lives. Companies struggle to accommodate workers with young children. The two parties often have difficulties understanding the needs of one another. As a result, children may fall between the cracks—their welfare placed in jeopardy.

For some time, Joan Goodman, professor of education at Penn's Graduate School of Education, has been concerned with the fate of young children as increasing numbers of working single parents and couples struggle with the limited child-care options available.

There had to be better solutions, she believed, for families and businesses to resolve their common problems so that parents could invest fully in their work lives, while knowing that their children were receiving good care. Her solution: educate individuals in the needs of young children and simultaneously prepare them to work with companies in designing and supplementing day-care programs best suited for the children of their employees.

The result was the Early Childhood Education Master's Degree Program, a joint GSE/Wharton project that began four years ago.

"I wanted to take advantage of the resources at Penn," said Dr. Goodman. "With all the changes in the work force, we need to be sure that children are not left behind. Day care is limited and often of questionable quality. Government is cutting back its support, so we have to look to the private world for help. And at Penn, we've got Wharton."

An old business axiom states that a happy worker is a productive worker, Dr. Goodman pointed out, but today it is particularly difficult for an unhappy parent to be a productive worker. Hence, the need for programs such as day care, flextime, job-sharing and maternity leave.

"In a period when personal, state and federal budgets are shrinking, while the numbers of endangered and impoverished

children are increasing, it will take powerful leadership to protect and provide for a vulnerable preschool population," Dr. Goodman explained. "And, as the need for day care continues to strain the resources of working families, corporations interested in work and family issues will need to seek creative and cost-effective ways to support their employees."

In 1990, 50 percent of women with children under one year of age were in the labor force, and 60 percent of working mothers had children under the age of six. About 8

cash flow, human resource management. [Those areas] are not normally covered in the typical curriculum. We thought that the partnership between Wharton and GSE would strengthen the program tremendously. One reason why day-care centers often fail is because of the business difficulties they encounter. One of the courses offered teaches students how to write a business plan."

"It bridges two very disparate worlds,"

added Dr. Goodman. "The children's part is soft and touchy-feely, versus the business world, which has a different culture, but it has to understand more about the family."

About 35 students have enrolled in the joint program. One of them, Stacy Kim, worked for several years at the nationally known advertising agency, Leo Burnett. But she felt she could do more working with children.

"I didn't want to give up everything I learned in the private sector. I wanted something that would allow

me to use my skills and apply them in a new field. I didn't want to change everything about me," she explained. Ms. Kim completed her master's degree from the program and is now pursuing a Ph.D. Last year she worked as an intern at the Families and Work Institute in New York City.

Part of her work there involved interviewing business and community leaders across the country and finding out how communities could find private sources for quality day care.

Bridget Dugan worked for Kaiser Associates, an international management consulting firm, before entering the GSE/Wharton program. Now in her second year, she is working with Penn's Division of Human Resources Quality of Worklife Programs.

"I'm very committed to children and children's issues, ever since college," she said. "This program allows me to combine my business skills and my interest in children."



Photograph by Candace diCarlo

In the joint GSE/Wharton program, Bridget Dugan (right), combines child development with business skills.

million children are under six and receiving out-of-home care. Most day-care centers are understaffed and don't always offer the right type of environment for young children, according to Dr. Goodman.

In the joint GSE/Wharton program, students enroll in a two-year program and receive a teacher's certificate in early childhood education, which makes them eligible to teach youngsters from infancy to three years of age.

And while they learn about education and development from GSE courses, they also take classes in marketing, finance and policy at Wharton. They then can work with firms to serve the needs of children.

Janice Bellace, deputy dean of the Wharton School, said, "I think that part of the shortage of quality child care in the United States is the fact that those who would provide it don't have an adequate business background. It's a business venture, with issues such as sufficient capitalization,



Multicultural Teacher Education: “Who Needs It?”

By Martha Jablow

Holidays and heroes. Foods and festivals. Celebrations of Black History Month, the Chinese New Year, or November 19, the day Columbus discovered Puerto Rico.

These occasional observances pass for “multicultural education” in many American schools. But a national leader in the

can or indigenous descent, she reported, yet their young students have widely diverse roots.

The vast majority of teachers are white, middle-class females who have little personal experience or professional training in multicultural issues, she noted, and many hold “negative attitudes and low expecta-

tions” of students who come from differing ethnic, racial or socioeconomic backgrounds.

Multicultural education is equally important to teachers and their students, Dr. Nieto stressed, because many teachers cite their own backgrounds as “just American,” or as

one described herself, “I’m not really ethnic. I don’t have a culture. I’m normal.”

“These attitudes allow many practicing and prospective teachers to deny or downplay the privileges they enjoy based on their race, skin color, ethnicity, language or class status,” she said. “And they also buy into the idea of America as a meritocracy, so they sidestep issues of bias and structural inequities.”

Multicultural education should not only be “more inclusive” than the heroes-and-holidays version, Dr. Nieto stressed. It also should be “a dynamic process that challenges racism and other forms of discrimination...and affirms pluralism. It should permeate the curriculum and promote democratic principles of social justice. It’s not just how people celebrate holidays around the world. It is not just taught from 10 to 11 a.m. on Tuesdays. It’s not a class. It is a philosophy.

“It needs to be infused into the pedagogies—we need to look at tracking, staffing, reading materials, bulletin boards, foods in the cafeteria, offerings in the athletic programs, letters sent home to parents and the language they’re written in. Multicultural

education needs to be pervasive,” she said. “It’s an issue of equity, not just changing the curriculum. It means using students’ experiences as part of the curriculum.”

Multicultural programs are sometimes “attacked as a fad, as frivolous,” Dr. Nieto added, “but I want to say firmly that multicultural education is basic. To teach students without it is to send them into the world unprepared. That is another kind of illiteracy.

“Multicultural education is anti-racist, anti-bias, and confronts those issues directly,” she continued. “Rather than sanitizing the curriculum, multicultural education welcomes these discussions and teaches ways of combating bias and racism.”

Dr. Nieto was born in Puerto Rico and raised in the States. “She is a product of the New York City public schools,” said GSE Dean Susan Fuhrman in welcoming Dr. Nieto, “and, as another product of the New York City public schools, I have the pleasure to introduce her.”

Both an elementary- and secondary-school teacher, Dr. Nieto has been in the field of multicultural education for 20 years, teaching its principles and practices to teachers for the past 16 years. She taught the first bilingual program in the Northeast.

Dr. Nieto concluded her lecture by describing her recent experiences in teaching a graduate course in multicultural education. The students ranged widely in age, educational, socioeconomic and ethnic backgrounds. Frequent conflict erupted in classroom discussions, as many grad students openly voiced rage and prejudices. “Some, who had been rejected for so long, drowned out other voices. Many others were guilt-ridden,” she reported.

“Multicultural education courses can be powerful. They can change the way people think. They won’t solve all the problems, but they can get people to look at their own experiences and see that theirs aren’t the only valid, valuable ones.

“My goal was to achieve consensus in this course,” she explained. “We didn’t achieve it, but we did create a community. And the course taught me to be patient.”

The endowed Bodek Lectures of Distinguished Educators were established three years ago by Gordon S. Bodek, Penn trustee emeritus, and the Graduate School of Education.



Photograph by Jenny Friesenhahn

Dr. Nieto believes that multiculturalism needs to be pervasive.

field of multicultural education believes that such scattershot methods may be worse than nothing at all.

“We should avoid the food and festival approach. If it’s done in isolation, it might be better not to do it at all because that approach perpetuates stereotypes and waters down issues of racism and bias,” said Sonia Nieto, associate professor at the University of Massachusetts, Amherst, in the third annual Bodek Lecture of Distinguished Educators.

Her lecture—titled “Multicultural Teacher Education: Who Needs It?”—drew about 300 people to Bodek Lounge in Houston Hall last Tuesday. In answer to her own rhetorical question, Dr. Nieto said, “Everyone needs multicultural education, but for different reasons.”

Ongoing research on multicultural teacher education, she pointed out, focuses on the importance of preparing elementary- and secondary-school teachers of European-American ethnic backgrounds to teach increasingly diverse students. Current demographics reveal that fewer than 10 percent of public-school teachers are of African-American, Latino, Asian-Ameri-

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

COORDINATOR V (10471CP) P5; \$28,800-37,600
 10-23-95 Annenberg School

ARTS AND SCIENCES

Specialist: Nancy Salvatore

DIRECTOR EDUCATION TECH SERVICES (11541NS) Promote and develop the use of technology in classes throughout Arts & Sciences; consult with faculty and staff on new approaches and implement their ideas from inception through delivery; direct the activities of three interlocking groups that support technology centers, computer labs and classrooms; provide some special assistance to research computing in the Humanities. **Qualifications:** Master's degree, PhD in computer science or management information systems preferred or comparable experience; six yrs. experience managing support services groups in a University environment; office & people management skills; project management experience; strong oral and written communications skills. **Grade:** P10; **Range:** \$47,400-59,200 11-7-95 SAS Computing

INFORMATION SYSTEM SPECIALIST I (11548NS) Multi-media services seeks a candidate with skills in digital computing and media services to provide leadership in maintaining & operating high-tech facilities including public labs, classrooms and workstations; flexible work schedule; provide assistance with SAS TV channel, including TV productions & procedures; operating & maintenance of desktop computers particularly Apple products. **Qualifications:** BA/BS preferably in computer sciences or communications or equivalent; two-three yrs. experience in providing end-user support either in media technology or computing; some experience in media production with digital equipment; knowledge of Macintosh computers and applications; UNIX and Internet knowledge preferred; good oral and written communication skills; some management experience. **Grade:** P3; **Range:** \$23,900-31,000 11-8-95 SAS Computing

ASSISTANT DEAN ACADEMIC ADVISING I (08214NS) (*Minority candidates encouraged to apply*) P5; \$28,800-37,600 8-15-95 CGS

BUSINESS ADMIN. III/IV (10513NS) P4/P5; \$26,200-34,100/\$28,800-37,600 10-31-95 Chemistry
FINANCIAL ADMINISTRATOR III (10503NS) P5; \$28,800-37,600 10-27-95 Administrative & Financial Services-Dean's Office

DENTAL SCHOOL

Specialist: Clyde Peterson

DENTAL ASSISTANT I (40 HRS) (10429CP) G7; \$16,571-20,686 10-5-95 Dental Care Center
SCIENTIFIC EQUIPMENT STERILIZATION ATTENDANT (10459CP) G5; \$14,286-17,486 10-11-95 IMS

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

OFFICE ADMINISTRATIVE ASSISTANT I (11533CP) Prepare accounts payable, travel and purchasing requisitions; record-keeping and filing of current transactions; reconciliation of monthly Comptroller's statements; gather information needed from clients; distribute mail and communications to Department; maintain office supplies and copier supplies and repair. **Qualifications:** High school diploma, some college preferred; one-two yrs. experience in business administration; knowledge of University of Penn's accounting system preferred. **Grade:** G9; **Range:** \$17,100-21,400 11-6-95 CIS/EE

OFFICE ADMINISTRATIVE ASSISTANT (11534CP) Handle accounts payable and receivable transactions and problem resolution; file and account reconciliations; control of daily transactions input; management of timing of requisitions and transactions; coordinate departmental client information and payments; assist in proposal preparation and transmittal; oversee sponsor check lists; budget preparation assistance. **Qualifications:** High school graduate with business course work or equivalent; five-seven yrs. business office administrative experience; experience with research proposal transmittal; experience with business software such as Lotus and MSWord; extensive knowledge of UPenn accounting systems preferred; excellent time management skills. **Grade:** G11; **Range:** \$19,900-25,300 11-10-95 CIS/EE/IRCS

TECH ELECTRONIC III/II (10519CP) G10/G11; \$18,700-23,300/\$19,900-25,300 11-1-95 CETS/SEAS

EXECUTIVE VICE PRESIDENT

Specialist: Nancy Salvatore/Susan Curran

ASSISTANT COMPTROLLER II (10530NS) Supervise activities of professional staff in general accounting and investment accounting; stay current on changing accounting rules and standards, develop, interpret and enforce University accounting policy and procedures; prepare special financial reports and analyses as required. **Qualifications:** BA/BS in accounting; MBA and/or CPA is preferred; minimum of five-seven yrs. progressively responsible managerial experience in public accounting or in a research University; knowledge of personal computers; ability to communicate effectively; manage a diversity of personalities; ability to coordinate multiple projects. **Grade:** P11; **Range:** \$54,500-68,200 11-6-95 Comptroller's Office

CLERK IV (06045NS) G7; \$14,500-18,100 11-1-95 Division of Public Safety

AUDIT SPECIALIST (10502NS) P9; \$42,300-52,900 10-27-95 Internal Audit

SR. COMPENSATION SPECIALIST (09323SC) (*Application deadline date: 9/27/95*) P6; \$31,900-40,600 9-11-95 Human Resource Services

CUSTOMER SERVICE ASSISTANT II (37.5 HRS) (10491NS) G9; \$18,321-22,929 10-25-95 Book Store

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

INFORMATION MANAGEMENT SPECIALIST I (10490CP) P4; \$26,200-34,100 10-20-95 GSE/Computing Resources

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

LAW SCHOOL

Specialist: Clyde Peterson

ASSISTANT DIRECTOR V (10484CP) P6; \$31,900-40,600 10-23-95 Career Planning

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

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

CLINICAL SPECIALIST (10511RS) Collect data related to ultrasound study; organize and enter data into computer for analysis; review ultrasound schedule; conduct literature searches; maintain records. **Qualifications:** Bachelor's degree in science or arts; four yrs. experience; knowledge and experience in the performance of ultrasound studies; America registry of diagnostic medical sonographers certification; micro computer experience desirable. (*End date: 8/31/96*) **Grade:** P6; **Range:** \$31,900-40,600 11-1-95 Radiology

CLINICAL SPECIALIST (11538RS) Oversee patient recruitment process; perform initial patient assessment; explore study options with potential subjects; coordinate the implementation of research protocols; train personnel; organize study files and maintain research records; interact with clinical monitors; prepare data & reports. **Qualifications:** Pennsylvania Registered Nurse license; training in medical/surgical or critical care unit; experience in cardiovascular clinical trials preferred. (*End date: pending funding*) **Grade:** P6; **Range:** 31,900-40,600 11-9-95 Medicine/ Experimental Therapeutics

DIRECTOR, CLINPATH UNIT (10510JZ) Oversee operation of the Morphology Core, a service facility which provides investigators with access to the technologies of in situ hybridization, immunocytochemistry at the light and electron microscope level and other morphologic techniques; immunology core, a newly formed service facility specializing in in vitro assays of immune function; manage scientific, staffing, physical plant & property, safety, financial and compliance matters pertaining to these core facilities; supervise

OPPORTUNITIES at PENN

staff of at least seven research technicians; interface with faculty and staff; establish scientific priorities and implement scientific protocols in the laboratory; develop and implement standard operating procedures in the context of Good Laboratory Practices; ensure compliance with regulatory agencies (FDA, RAC, OSHA) and institutional safety and environmental health guidelines (IBC & IRB). **Qualifications:** PhD in the biological sciences with relevant postdoctoral training and working knowledge of cellular morphology and/or immunology required; proven scientific and management skills required; excellent organizational, written and oral communication skills necessary; experience in either a biotechnology/pharmaceutical company in the context of Good Laboratory Practices (GLP) or in a clinical pathology laboratory required. (End date: 6/30/98) **Grade/Range:** Ungraded 11-6-95 IHGT

FISCAL COORDINATOR II (11539JZ) Perform purchasing & accounts payable processing for division for both CPUP & University; assist in monitoring research grants & preparation of monthly reports; handle human resource/personnel paperwork for division employees. **Qualifications:** BA/BS, preferably in accounting/business or equivalent; one-three yrs. experience in fiscal operations or equivalent; experience in a health care setting preferred; knowledge of accounting and office standards and practices; experience with Lotus 1-2-3; ability to work independently. **Grade:** P2; **Range:** \$21,700-28,200 11-7-95 Hematology

RESEARCH COORDINATOR (11543RS) Interact with families to obtain permission and coordination autopsy; design, maintain and analyze database of past and present donors; ensure protocols are met; prepare progress reports; coordinate communication among all investigators of a multisite program project; coordination transfer of data among various locations at Penn; assist with recruitment, hiring and evaluation of summer students, techs and post-docs; assist foreign post docs and visiting scientists with visas, work permits; work with administrator to monitor budgets; coordinate grant renewals and applications; handle communications for project investigators. **Qualifications:** BA/BS in scientific field or equivalent; at least three yrs. experience including research experience in data collection and analysis. **Grade:** P3; **Range:** \$23,900-31,000 11-7-95 Pathology & Lab Medicine

RESEARCH COORDINATOR, SR. (06006RS) Assist physicians in the selection and enrollment of patients; counsel patients and their families; coordinate the radiation treatment and drug administration and administer medications as required; coordinate treatment; schedule patient appointments with other Oncology departments and physicians; coordinate clinical activities with affiliate institutions; collect patient information; submission of protocol forms, treatment information and films to RTOG; maintain active and accurate ongoing file on all patients; prepare new studies for submission; distribute and update protocol manuals. **Qualifications:** Registered Nurse with Bachelor's degree required; three yrs. experience in Oncology or two yrs. in Radiation Oncology; available 40 hrs a week, some over time may be necessary; must be willing to travel to affiliates on periodic basis; demonstrated communication skills with both patient and professional staff; must have some data management and computer skills; ability to organize work priorities and work independently. **Grade:** P4; **Range:** \$26,200-34,100 11-6-95 Radiation Oncology

RESEARCH SPECIALIST II (09312RS) Make cDNA constructs; run Northern and Southern; perform in situ hybridization; perform RT-PCR; run sequencing gels and make retroviral constructs; write methods section of paper and lab reports; oversee lower grade technicians and students; assign tasks to student workers; attend lab meetings; assist in plan for protocol; test new procedures. **Qualifications:** BA/BS in biological sciences required; three-five yrs. experience in conducting molecular biology research required. (On-going contingent upon grant funding) **Grade:** P3; **Range:** \$23,900-31,000 11-7-95 Pathology & Lab Medicine

RESEARCH SPECIALIST II (11545RS) Make cDNA constructs; run Northern and Southern; perform in situ hybridization & RT-PCR; run sequencing gels and make retroviral constructs; write methods sections of papers and lab reports; oversee lower grade techs and students; assign tasks to student workers; attend lab meetings; assist in plan for protocol and test new procedures. **Qualifications:** BA/BS in biological science required; three-five yrs. experience in conducting molecular biology research required. (On-going contingent upon grant funding) **Grade:** P3; **Range:** \$23,900-31,000 11-9-95 Pathology and Lab Medicine

ADMINISTRATIVE ASSISTANT III (11553JZ) Assist the Senior Associate Dean, Associate Deans, Associate Director of the Office of International Medical Programs in the planning, development, implementation and completion of international, inter-institutional, and intramural programs by providing administrative staff support and secretarial assistance. **Qualifications:** Associate/ Bachelor's degree or equivalent; at least two yrs. prior experience in a responsible administrative support/ secretarial position, preferably in an academic environment. **Grade:** G11; **Range:** \$19,900-25,300 11-10-95 Office of International Medical Programs

CLINICAL RECEPTIONIST (40 HRS) (11540JZ) Receive and schedule incoming telephone calls regarding patient appointments; obtain and/or confirm patient demographic information; enter information into computer; instruct patients regarding fee policies; schedule appointments; complete forms for special testing; mail cards for future appointments; review schedules; maintain logs; pull and file charts, number and file data in charts; assemble charts; print charts from microfilm and copy charts, provide relief coverage for switchboard operator. **Qualifications:** High school graduate or equivalent; ability to use CRT terminal and demonstrated interpersonal skills. **Grade:** G8; **Range:** \$17,943-22,400 11-9-95 Ophthalmology

RESEARCH LAB TECHNICIAN III (10505RS) Provide biochemistry and molecular biology support using techniques that include protein expression and purification, DNA purification (HPLC) and subcloning; train in protein crystallization techniques; perform general lab maintenance; order supplies; demonstrate methods to students and perform computer literature searches. **Qualifications:** BA/BS in biology or chemistry; exposure to lab work; demonstrated organizational and record keeping skills. (On-going contingent on funding) **Grade:** G10; **Range:** \$18,700-23,300 10-30-95 Biochemistry & Biophysics

RESEARCH LAB TECHNICIAN III (10517RS) Under general supervision, perform molecular, genetic and embryological manipulations of developing zebrafish embryos; isolate and manipulate DNA; maintain fish stocks; order, organize and maintain lab supplies; perform general lab duties. **Qualifications:** BA/BS in biology, biochemistry or genetics; some laboratory experience preferred. **Grade:** G10; **Range:** \$18,700-23,300 10-30-95 CDB

RESEARCH LAB TECHNICIAN III (03032RS) Follow established protocols; perform cell culture, PCR, southern blots, cloning techniques; take part in lab meetings; input computer data; keep logs and write lab reports; perform library searches; maintain lab equipment and order supplies; assign tasks to students. **Qualifications:** BA/BS in chemistry, biochemistry or biology; exposure to lab work. (On-going contingent on funding) **Grade:** G10; **Range:** \$18,700-23,300 10-31-95 Pathology & Lab Med

RESEARCH LAB TECHNICIAN III (11554RS) Perform experiments in cell biology/immunology and routine laboratory maintenance; attend lab meetings; input computer data; keep logs and write lab reports; perform library searches; maintain lab equipment and order supplies; assign tasks to student workers. **Qualifications:** BA/BS in biology, biochemistry or related field; exposure to lab work; some experience preferred, but not required. (On-going contingent upon grant funding) **Grade:** G10; **Range:** \$18,700-23,300 11-10-95 Pathology & Lab Medicine

SECRETARY, SR. (09393JZ) Type and proofread standard and complex/confidential materials; assist in the preparation of manuscripts and grant applications; develop and maintain record and filing systems; schedule and coordinate appointments and meetings; organize and schedule seminars and arrange itineraries for seminar speakers; make travel arrangements; sort, distribute, open and screen mail; answer telephones; perform literature searches; process purchase orders for office supplies; prepare and shoot slides for presentations. **Qualifications:** Completion of high school business curriculum and related post high school training or equivalent; six yrs. secretarial experience; type 55 wpm; experience with word processing packages using MAC and IBM PC's; excellent oral and written communication skills. **Grade:** G11; **Range:** \$19,900-25,300 11-7-95 Genetics

TECH, LAB ANIMAL (40 HRS) (10523RS) Provide all aspects of care to laboratory animals including husbandry (i.e. feeding, cage cleaning, record maintenance) and enrichment of various species; maintain rodent breeding colonies and inventory; provide technical assistance to investigators who use the Animal Services Unit, including venipuncture; work with Biosafety level 2 (BSL2) agents; maintain knowledge of and compliance with USDA, AAALAC regulations and FDA's Good Laboratory Practices. **Qualifications:** High school diploma; AALAS certification at the Technician (LAT) level highly desirable; one-two years experience working with laboratory animals, including non-human primates, necessary; knowledge of and experience with BSL2 agents; experience with related technical procedures; ability to lift 75 lbs, catch and restrain lab animals; willingness to meet tight and aggressive deadlines; demonstrated interpersonal skills and communication skills. **Grade:** G9; **Range:** \$19,543-24,457 10-31-95 IHGT

PART-TIME (CLERK III) (25 HRS) (11542JZ) Sort out-going and incoming mail; daily drop offs and pick-ups; type requisitions; assist in grant proposal processing; copying and general clerical duties. **Qualifications:** High school graduate; ability to lift up to fifty pounds. **Grade:** G6; **Range:** \$11,102-13,631 11-9-95 Microbiology

ADMINISTRATIVE COORDINATOR (10462JZ) P4; \$26,200-34,100 10-13-95 Academic Programs/Network and Primary Care Education

FISCAL COORDINATOR II (10435JZ) P2; \$21,700-28,200 10-10-95 Cancer Center

INFORMATION SYSTEMS SPECIALIST I/II (10512JZ) (End date: 6/30/98) P3/P5; \$23,900-31,000/ \$28,800-37,600 10-30-95 IHGT

PROJECT MANAGER II (10445RS) P7; \$35,000-43,700 10-10-95 Cancer Center

RESEARCH COORDINATOR (10442RS) P3; \$23,900-31,000 10-10-95 Cancer Center

RESEARCH SPECIALIST, JR. (07138RS). (On-going contingent on funding) P1; \$19,700-25,700 8-3-95 Surgery/HDSR

RESEARCH SPECIALIST, JR. (10488RS) P1; \$19,700-25,700 10-20-95 Genetics

RESEARCH SPECIALIST JR./I (10481RS) P1/P2; \$19,700-25,700/ \$21,700-28,200 10-19-95 IHGT

RESEARCH SPECIALIST I (08172RS) P2; \$21,700-28,200 10-10-95 Genetics

RESEARCH SPECIALIST II (10457RS) P3; \$23,900-31,000 10-12-95 Otorhinolaryngology

RESEARCH SPECIALIST II (10493RS) P3; \$23,900-31,000 10-23-95 Dermatology

RESEARCH SPECIALIST II (09312RS) (On-going contingent upon grant funding) P3; \$23,900-31,000 10-25-95 Pathology & Lab Medicine

RESEARCH SPECIALIST II (10500RS) (On-going contingent upon grant funding) P3; \$23,900-31,000 10-26-95 Pathology & Lab Medicine

RESEARCH SPECIALIST II (10516RS) (On-going contingent upon grant funding) P3; \$23,900-31,000 10-30-95 Surgery

RESEARCH SPECIALIST IV (10496RS) P6; \$31,900-40,600 10-25-95 Microbiology

RESEARCH SPECIALIST IV (10509RS) (End date: 6/30/98) P6; \$31,900-40,600 10-30-95 IHGT

STAFF ASSISTANT III (10458JZ) P3; \$23,900-31,000 10-19-95 Psychiatry

PART-TIME (RESEARCH SPECIALIST, JR.) (10506RS) (End date: 8/31/96) P1; \$9,850-12,850 10-30-95 Genetics

OPPORTUNITIES at PENN

PART-TIME (RESEARCH SPECIALIST I) (20 HRS) (09379JZ) (End date: 8/31/96) P2; \$12,400-16,114 10-2-95 Geriatric Medicine
OFFICE SYSTEMS COORDINATOR (10467JZ) G11; \$19,900-25,300 10-13-95 CCEB
OPERATOR, COMP COMP II (09353JZ) G10; \$18,700-23,300 9-19-95 CCEB
RESEARCH LAB TECHNICIAN I (40 HRS) (09368RS) (End date: 8/30/97) G7; \$16,571-20,686 10-30-95 IHGT
RESEARCH LAB TECHNICIAN III (10475RS) (Ongoing contingent upon grant funding) G10; \$18,700-23,300 10-16-95 Pathology & Lab Medicine
RESEARCH LAB TECHNICIAN III (40 HRS) (06019RS) (Ongoing contingent upon funding) G10; \$21,371-26,629 10-26-95 Surgery/Neurosurgery
SECRETARY, SR. (05083JZ) G11; \$19,900-25,300 10-26-95 Vice Dean for Education
SERVICE ASSISTANT II (40 HRS) (10480JZ) G10; \$21,371-26,629 10-19-95 Architecture & Facilities Management
TECH, PSYCH I (40 HRS) (10515RS) (End date: 6/30/97) G10; \$21,371-26,629 10-30-95 Psychiatry
TECH PSYCHOLOGY I (10486RS) G10; \$18,700-23,300 10-20-95 Psychiatry
PART-TIME (RESEARCH LAB TECHNICIAN III) (20-25 HRS) (10443RS) G10; \$10,274-12,802 10-10-95 Clinical Research Center

NURSING

Specialist: Ronald Story

ADVANCE PRACTICE NURSE (11537RS) Deliver primary, secondary and tertiary health care to individual, families and groups; provide staff & community consultations, collaborative treatment planning, health education and health promotion; facilitate client access to the health care system; act as preceptor to graduate and undergraduate students; participate in research. **Qualifications:** Master's degree required; two yrs. nursing experience in a Neonatal Intensive Care Nursery required; Pennsylvania registered nurse license. (End date: dependent on continued grant funding) **Grade:** P9; **Range:** \$42,300-52,900 11-9-95 Nursing
ADMINISTRATIVE ASSISTANT II (37.5 HRS) (11536RS) Provide administrative clerical support for two key faculty members; perform extensive appointment scheduling and meeting coordination; manage office including communication and correspondence of a confidential nature both within the University and on a national and international level; handle a wide variety of inquiries and request; type, proofread and edit standard and complex documents including coordinating the grant application process. **Qualifications:** Completion of high school business curriculum and related post high school training; minimum two yrs. experience at the AAI level or comparable with experience in supporting high level executives; excellent interpersonal and organizational skills required; superior telephone skills; ability to handle

multiple ongoing projects simultaneously with a high degree of accuracy and confidentiality; must be skilled with personal computers, printers and software applications including WordPerfect and electronic mail; prefer candidate with knowledge of University systems and procedures. (End date: 6/30/96 with possible continuation) **Grade:** G10; **Range:** \$20,036-24,964 11-7-95 Nursing
MANAGER, PROJECT II (09420RS) P7; \$35,000-43,700 10-5-95 Nursing
ADMINISTRATIVE ASSISTANT II (37.5 HRS) (10494RS) (Work schedule: Mon-Fri, 10:30AM-7:00 PM) G10; \$20,036-24,964 10-24-95 Nursing

PRESIDENT

Specialist: Susan Curran/Janet Zinser

MANAGER VI (11546JZ) Manage team of programmer/analyst in production of management information reports; organize and prioritize work flow; assign work and monitor completion; track job request and perform quality assurance for work output; interact with diverse community of fundraisers and alumni relations staff; manage office budget; produce management reports; participate in information services planning initiatives and development of report generating system using relational database and query language. **Qualifications:** BA/BS or equivalent; three-four yrs. experience in information systems, with one-two yrs. as supervisor or manager; experience in one more programming languages and in relational database management systems and SQL (Ingres preferred); excellent managerial, interpersonal, communication and customer service oriented skills; familiarity with fundraising information systems helpful. **Grade:** P7; **Range:** \$35,000-43,700 11-8-95 Development & Alumni Relations
DIRECTOR, UNIVERSITY COMMUNICATIONS (10473SC) Blank 10-18-95 University Relations
EXECUTIVE DIRECTOR RESOURCE, PLANNING & BUDGET (09344SC) Ungraded; Blank 9-14-95 Office of the President
MAJOR GIFTS OFFICER II (06054JZ) P8; \$38,500-48,100 6-14-95 Medical Center Development
PUBLICATIONS DESIGN SPECIALIST (10449JZ) P5; \$28,800-37,600 10-10-95 Development & Alumni Relations
ADMINISTRATIVE ASSISTANT I (10527JZ) G9; \$17,100-21,400 11-3-95 Development & Alumni Relations
ADMINISTRATIVE ASSISTANT II (08225JZ) (37.5 HRS) G10; \$20,036-24,964 8-17-95 Medical Center Development
ADMINISTRATIVE ASSISTANT II (03041JZ) G10; \$18,700-23,300 10-10-95 Development & Alumni Relations

PROVOST

Specialist: Clyde Peterson

SYSTEMS ANALYST II (11557CP) Responsible for administration of major programs and analytical support of client requirements; responsible for all aspects of coordination between activities of Program Teams and vendors; coordinate and report status of intra-team activities; manage program plan; conduct meetings to monitor and report progress to plan; provide assistance to Executive Director as required to develop overall training, vendor evaluations/selections, research and correspondence related to program implementation; review alternatives, analyze request for new systems or modifications; develop functional requirements; perform feasibility and cost/benefit studies and develop system design specifications as assigned. **Qualifications:** BA/BS with minimum of four yrs. progressively responsible experience in large administrative computing environment including system design and analysis and hands-on development; detailed knowledge of database concepts, 4GL's, sys-

tem development methodologies; excellent written and verbal communications skills with all levels of management and staff; demonstrated planning, organizational and administrative skills; facility with desktop tools; RDBMS, UNIX, MVS, CICS, ORACLE, ADABAS, knowledge a plus. **Grade:** P7; **Range:** \$35,000-43,700 11-10-95 UMIS

SYSTEMS ANALYST II (11558CP) Responsible for functional analysis, design, programming and problem resolution in support of administrative applications; perform feasibility and cost/benefit analyses; prepares project plans; develops prototypes, program estimates and appropriate test scenarios; participates in quality assurance reviews; adheres to departmental technical and quality assurance standards; maintain knowledge of system development tools, methodologies and emerging technologies. **Qualifications:** BA/BS with minimum of four yrs. progressively responsible experience in large administrative computing environment including system design and analysis and hands-on development; detailed knowledge of database concepts, 4GL's, system development methodologies, excellent written and verbal communications skills with all levels of management and staff; demonstrated planning, organizational and administrative skills; facility with desktop tools; RDBMS, UNIX, MVS, CICS, ORACLE, ADABAS, knowledge a plus. **Grade:** P7; **Range:** \$35,000-43,700 11-10-95 UMIS

LIMITED SERVICE (SALES CLERK) (10526CP) Responsible for ticket sales through window, telephone and mail orders; must be able reconcile money taken in with ticket audit stubs; assist in preparing statistical reports and mailing lists; must be willing to learn a computerized Box Office system. **Qualifications:** High school graduate; college degree preferred; previous sales experience in a similar setting helpful; good telephone manner and the ability to work under pressure. **Grade:** G5; **Range:** \$10,412-12,745 11-6-95 Annenberg Center

EDITORIAL ASSISTANT I (10461CP) G10; \$18,700-23,300 10-16-95 University Press

HELP DESK ANALYST (10477CP) P4; \$26,200-34,100 10-18-95 Info. Systems and Computing

LIMITED SERVICE (THEATER TECH) (10521CP) (Work schedule: some evenings & weekends) G8; \$13,078-16,327 11-1-95 Annenberg Center

LIBRARY, CLERK (10520CP) Union 11-1-95 Inter-library Loan

PART-TIME (ADMINISTRATIVE ASSISTANT I) (20 HRS) (10507CP) G9; \$9,396-11,758 10-27-95 Special Collections-University Libraries

PART-TIME (ADMINISTRATIVE ASSISTANT I) (20 HRS) (07135CP) G9; \$9,396-11,758 11-1-95 South Asia Reading Room

VETERINARY SCHOOL

Specialist: Nancy Salvatore

ASSISTANT TO CHAIRMAN I (10525NS) Act as liaison between faculty at Philadelphia, New Bolton Center and Woods Hole, students, staff, residents, general public and Chairman as it pertains to department, school and University policies and procedures; oversee Department Chair's Office in his absence; coordinate all academic and special events; coordinate all aspects of standing and associated faculty appointments, reappointments, promotions and terminations (in consultation with department chair). **Qualifications:** BA/BS or equivalent; four-six yrs. of progressively responsible experience or equivalent; University experience preferred; good written communication skills. **Grade:** P1; **Range:** \$19,700-25,700 Pathobiology

FISCAL COORDINATOR I (10531NS) Under minimal supervision monitor research budgets; summarize data and prepare monthly reports; track all transactions and resolve purchasing and accounts payable discrepancies; interpret University policies and procedures to faculty and staff; prepare research accounts for close outs; administer petty cash fund; assist in budget preparation; process journal vouchers and reallocations. **Qualifications:** BA/BS in accounting or business or equivalent experience; one-two yrs. experience with accounting practices; excellent computer skills, including ability to work with Excel, Lotus 1-2-3/Windows or equivalent; knowledge of University

Classifieds

FOR SALE
Lansdowne Must Sell. Newly renovated spacious twin. First floor family room, 2-car garage, fenced yard, new roof. Close to Philadelphia. 10 min. to U. of P., transportation and shops. Call (610)622-7391. Leave message.

Sharon Hill - Exceptional mint condition twin! 3 bedroom, 1 1/2 bath, C/A, finished basement. (610)449-6488.

Upper Darby - Lovely, maintenance-free brick townhome. Owner anxious! (610)449-6488.

OPPORTUNITIES at PENN

budget, purchasing and systems preferred; strong communication and interpersonal skills. **Grade:** P1; **Range:** \$19,700-25,700 11-6-95 Animal Biology **SECRETARY V** (11532NS) Perform primarily secretarial and some administrative duties requiring considerable judgement and initiative; schedule and coordinate the Chair's and Vice Chair's calendars; type and proofread standard and complex/highly confidential materials; open and screen mail; answer telephone and take messages; schedule conference/seminar rooms; type business and grant forms; prepare agenda for meetings; act as liaison between department support staff and department business administrator and hospital administration; assist departmental secretarial efforts as needed; oversee Chair's office in his/her absence. **Qualifications:** High school graduate or equivalent; four yrs. secretarial experience or equivalent; thorough knowledge of word processing packages; excellent oral and written communications skills; excellent interpersonal, organizational and time management skills; ability to work independently; ability to maintain strict confidentiality. **Grade:** G10; **Range:** \$18,700-23,300 11-7-95 Small Animal Hospital **RESEARCH SPECIALIST III/IV** (07136NS) (*Position located in Kennett Square, PA. There is no public transportation*) P4/P6; \$26,200-34,100/\$31,900-40,600 10-13-95 Clinical Studies-NBC **RESEARCH LAB TECHNICIAN III** (10524NS) G10; \$18,700-23,300 11-1-95 Pathobiology **TECH, LAB ANIMAL** (40 HRS) (10508NS) (*Position located in Kennett Square, PA. No public transportation*) G9; \$19,543-24,457 10-30-95 New Bolton Center **TECH, VET. I/II** (40 HRS) (09411NS) G8/G10; \$17,943-22,400/\$21,371-26,629 10-4-95 Large Animal Hospital

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

ASSISTANT DIRECTOR RESIDENTIAL MAINTENANCE (07043CP) (*End date: 6/30/97*) P6; \$31,900-40,600 7-13-95 Residential Maintenance **ADMINISTRATIVE ASSISTANT II** (08250CP) G10; \$18,700-23,300 8-25-95 Academic Support Programs **SECRETARY IV** (08202CP) G9; \$17,100-21,400 8-14-95 Academic Support

WHARTON SCHOOL

Specialist: Janet Zinser

ASSOCIATE DIRECTOR V (07066JZ) Responsible for day-to-day operation of Wharton Annual Fund; monitor annual fund budget; establish yearly calendar of activities and oversee all solicitation programs, including direct mail, telemarketing, data management, donor and volunteer events, the BFS program and reunion and second year MBA gift programs; directly responsible for one or more reunion programs; coordinate BFS program; coordinate cultivation & stewardship efforts; solicit assigned prospects for annual gifts for \$1,000-10,000; oversee involvement in bi-annual Alumni Leadership Conference. **Qualifications:** Bachelor's degree, Master's preferred; seven yrs. fundraising experience preferably at an educational institution; five yrs. management experience; excellent organizational and interpersonal skills; willingness to travel; self-starter; computer literate; team player with hands-on approach to job. **Grade:** P7; **Range:** \$35,000-43,700 11-6-95 External Affairs

DIRECTOR VII (11535JZ) With Executive director, conceptualize plan and execute strategy for increased endowment & major capital fund raising; manage fundraising programs for primary capital projects; manage two yrs. senior major gift officers; identify methods to cultivate individual prospects; develop strategies for international prospects. **Qualifications:** BA/BS degree with seven-ten yrs. fundraising experience; highly motivated, hardworking individual capable of working in intensely goal-oriented environment; ability to act independently; thorough understanding of University environment preferred; business preferred. **Grade:** P10; **Range:** \$47,400-59,200 11-8-95 External Affairs

MAJOR GIFT OFFICER I/II (11549JZ) (11550JZ) Responsible for front-line major gift solicitation; identify and screen individual prospects for appropriate course of action as to solicitation approach; determine projects as appropriate; develop strategies for international prospects; meet set fund raising goals. **Qualifications:** BA/BS required; team player; ability for hard work in intensely goal-oriented environment; computer literate; excellent communication skills; business experience preferred; thorough understanding of University environment and academic mission required. **MAJOR GIFT OFFICER. I:** three-five yrs. successful fundraising experience. **MAJOR GIFT OFFICER. II:** Five plus yrs. successful fundraising experience. **Grade:** P7/P8; **Range:** \$35,000-43,700/\$38,500-48,100 11-10-95 External Affairs

PROGRAMMER ANALYST II (09308JZ) Develop systems in support of the School network (define, design, code, test and document); evaluate hardware and software products for use in network infrastructure; resolve complex network problems relating to applications, operating systems, protocols, and hardware; develop and install new networking products; track advancements in new networking technology and report findings; manage network independently, in absence of Network Administrator. **Qualifications:** BA/BS in computer science or related engineering field or two yrs. experience in design and implementation of network software and hardware, preferably in an Internet-connected environment; two-four yrs. experience in many facets of computing support; two yrs. programming and systems experience; operating systems: Unix (HP/UX a plus), MS-Windows, DOS, VMS; Networking: TCP/IP, SNMP, Novell/IPX, NFS, distributed environments, Ethernet LANs

and wiring topologies; Languages: Pearl, C, FORTRAN, BASIC, Pascal; familiarity with networking hardware routers, concentrators, repeaters and fiber optics; demonstrated ability to work independently and communicate effectively with clients having a wide range of technical expertise, including faculty, administrators and computing staff.

Grade: P6; **Range:** \$31,900-40,600 11-9-95 WCIT **PROGRAMMER ANALYST II/III** (10528JZ) Provide computing consulting support for faculty and research centers at the Wharton School; assist faculty in the use of computing systems, software and hardware, including PC's, Macintosh computers and Unix workstations; manage Local Area Network for departments; supervise student workers; plan and deploy computing resources to support faculty and augment existing computing environment; formulate and implement computing solutions and strategies for department faculty; instruct faculty on the use of available new computing technologies; maintain expertise with existing and emerging technologies and standards; evaluate new software and computing systems for potential use; provide limited support to the doctoral students and departmental staff. **Qualifications:** BA/BS degree or equivalent; ability to work and communicate with users with a wide range of technical expertise; ability to work independently; experience with heterogeneous hardware and software environments including operating systems: MS Windows, DOS, Unix; Networking systems and standards; experience with TCP/IP based networks, Novell networks and/or Windows NT; Languages: C or other high level programming languages, Statistical software, SAS preferred; Hardware: familiarity with PC's including peripherals. **PROG. ANALYST II:** two yrs. systems & programming experience. **PROG. ANALYST III:** four yrs. systems & programming experience. **Grade:** P6/P7; **Range:** \$31,900-40,600/\$35,000-43,700 11-8-95 WCI

ADMINISTRATIVE ASSISTANT III (37.5 HRS) (10504JZ) (*Ongoing contingent upon grant funding*) G11; \$21,321-27,107 10-30-95 Leonard Davis Institute

OPERATOR, DUPLICATING MACHINE IV (10529JZ) (*No vacation will be approved during August, September, December and January*) (*Overtime is a requirement of this position*) (*Work schedule: 5:00 PM-1:00 AM*) G10; \$18,700-23,300 11-3-95 Wharton Reprographics

A-3 ASSEMBLY



Nominations: Employee of the Month

The A-3 assembly is on the lookout for A-3 employees who fit the following description: *dependable...results-oriented...team player...excellent worker...and high achiever.*

These qualities must not go unnoticed! This person must be found!

If you know of someone who fits the description, please turn him/her in to the A-3 Assembly Employee Recognition Committee by submitting the form and information requested below. The form and information must be returned to Betty Thomas, A-3 Employee Recognition Committee Chair, at 212 Franklin Building/6270 by December 21. Questions: Ms. Thomas, Ext. 8-7233. Nominations can also be sent via the A-3 Web site (<http://www.sas.upenn.edu/~haldeman/rec4m.html>)

Nominee's Name _____ Nominee's Position _____

Nominee's Campus Address _____ Ext. _____

Your name _____ Your Position _____

Your Campus Address _____ Ext. _____

Do you supervise the nominee? YES _____ NO _____

On an attached piece of paper, please provide specific examples of the nominee's actions, attitudes and abilities that you feel qualify this person for this award. For example:

1. How does the nominee show dedication to his or her position in his or her department?
2. How does the nominee demonstrate teamwork skills?
3. How does the nominee demonstrate a high level of communication skills?
4. How does the nominee show dedication at work or in his or her personal life?
5. How does the nominee contribute to helping others outside work?
6. Please write one to two paragraphs stating why you feel this individual should be honored by the A-3 Assembly Employee Recognition Committee.

A Thanksgiving Advisory from the University of Pennsylvania Division of Public Safety

Dear Faculty, Staff and Students,

Thanksgiving Break 1995 (11/23/95 to 11/26/95) is just around the corner. Traditionally, this is a time of lower occupancy and greater opportunity for crime. Therefore, we need to be more safety and security conscious. In order to reduce the opportunity for crime (i.e., burglaries, criminal mischief, etc.), the Division of Public Safety is offering to conduct Special Checks of Residential Properties during the following time period:

5 p.m. on Wednesday, November 22nd to

7 a.m. on Monday, November 27th

Faculty, staff and students who live in the following geographical boundaries—the Schuylkill River to 43rd Street and Baltimore Avenue to Market Street—may list their residence with the Penn Police Department for Special Checks during the period it will be vacant.

Penn Police officers will periodically check the exterior of the property for signs of criminal activity or security breaches. Upon discovering same, the officers will take appropriate action ranging from arresting the perpetrator to conducting an interior check of the property with subsequent notifications to the listed occupant.

If you would like to list your residence for Special Checks during Thanksgiving Break 1995, please pick up an application at the Penn Police Headquarters (3914 Locust Walk) or the Victim Support/Crime Prevention office (3927 Walnut Street). You need to complete and return the application to either location *prior* to vacating the premise. Below you will find “safety tips” and “security tips” to help keep your time away from PENN a safe and happy one.

Wishing you good food and quiet moments with friends and family,

— Thomas Seamon, Managing Director, Public Safety

— Maureen Rush, Director of Victim Support

— George Clisby, Chief of Patrol Operations

Safety and Security Tips for Thanksgiving Break 1995

Thanksgiving Break 1995 is almost here! Along with eating lots of turkey, cranberry sauce and sweet potato pie, let's also think about *safety*! To keep this time away from Penn restful and fun, here are some safety tips to keep in mind:

If you are leaving Penn for Thanksgiving Break:

- Secure or remove all valuables (i.e., jewelry, computers, stereos, televisions, etc.). All valuables should already be engraved with your Social Security or other identifying number. Engravers are available at the Victim Support/Crime Prevention office (3927 Walnut Street, 898-4481).
- Close and lock all windows; Close all shades, drapes and blinds. Lock and bolt entrance doors to rooms or apartments.
- Use timers on lights and on radios or televisions to give your residence the appearance of being occupied.
- Register your residence with Public Safety for Special Checks during the Break.
- Your answering device message should *never* indicate that you are not at home. Always use plural nouns even if you live alone (e.g., “we’re not available to take your call right now”). Don’t use your name(s).
- Make sure that your exterior lighting works and turn all lights on. Preferably, exterior lights should be on a timer or photoelectric cell. If not, contact your landlord with regards to installing these security devices *before* you leave for Break!

If you are remaining at Penn during Thanksgiving Break:

- Use one of the ten automated teller machines (ATMs) located inside University buildings and avoid withdrawing money at night. Check the amount withdrawn only after you are safely inside your office or residence. Never display money in a crowd. (More information regarding the specific hours and days of operation for aforementioned automated teller machines will appear in Almanac’s November 21/28 combined edition, and will be on Penn Web in a few days.)
- Carry only necessary credit cards and money.
- Carry your wallet in an inside coat pocket or side trouser pocket. Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle.
- Keep your wallet or handbag closed and with you at all times. Never place it on the seat beside you, on the counter next to you or under a seat when dining.
- Be aware of your surroundings and the people around you. Trust your instincts. Stay in well-lighted and well-travelled areas.
- Walk with your head up, shoulders back and your eyes scanning the people around you.
- Use the “buddy” system or the Penn Transit System when travelling at night. From non-University exchanges, dial 898-RIDE for the vehicular escort service or 898-WALK for the walking escort service between the hours of 6 p.m. and 3 a.m. daily.

Please note: The Penn Transit System will be *not* be operating on Thanksgiving Day (11/23/95). However, full vehicular and walking escort services will resume on Friday, 11/24/95, for the remainder of Thanksgiving Break.

- If you are expecting guests or workers, do not open your door until you know it is the right person(s). Always ask to see identification of callers you don’t know.
- If accosted, don’t resist! Don’t panic! Stay calm and get a good description of the assailant (i.e., race, sex, approximate age, height, weight, clothing description, direction travelled, etc.) and report the incident to the *police* as soon as possible.
- Know the locations of Penn’s Blue Light Emergency phones. Open the box, lift the receiver or push the button to talk.
- Report any suspicious person or activity *as soon as you can*: where, what, who, when and how.
- Know your Emergency Telephone Numbers: See the box at above right.

Key Phone Numbers for Safety

Division of Public Safety

Penn Police Department, 3914 Locust Walk

Emergencies On Campus (University

Exchanges: 898, 571, 417): **511**

Emergencies Off Campus : **573-3333**

Non-Emergencies **898-7297 / 7298**

Victim Support **898-4481/6600**

Penn Detectives **898-4485**

Philadelphia Police Department

18th Police District 5510 Pine Street

Emergency Telephone Number: **911**

S.E.P.T.A. Police Department

Emergency Telephone Number: **580-4131**

Auto Theft Prevention

The Division of Public Safety and Penn Tower Hotel Security Department will conduct an auto theft outreach. On Thursday, November 16, between the hours of 8 a.m. and 10 a.m., officers from the Victim Support/Crime Prevention Unit will be on location at Garage #36 (Penn Tower Hotel) to distribute crime prevention literature and to sell *The Club* (an anti-theft device for vehicles) at \$32. Checks will be accepted from faculty, staff and students holding a valid PennCard.

You will find the officers near the Penn Tower Hotel elevators on the bridge level to the Hospital of the University of Pennsylvania.

— Lt. Susan Holmes, Victim Support

Penn Watch: Up and Running

The Ivy League’s only student-run, volunteer town watch organization is now in operation, and has a Web page as part of its outreach to students, faculty and staff.

Begun last year in the wake of the murder of graduate student Moez Alimohamed and a shooting involving a student near campus, Penn Watch has 35 active members who are police-trained and authorized to patrol in areas within the jurisdiction of Penn Police. They patrol two sectors just west of campus every Sunday through Thursday, 10 p.m. to 1 a.m. Clearly identifiable by loud police radios, powerful flashlights, bright blue jackets and reflective vests, Penn Watch’s greatest asset is its high visibility.

As part of its peer education mission, Penn Watch frequently takes part in safety and security awareness programs, holds information sessions for first-year residences, and sponsors talks for members of the Greek system, many of whom live off campus.

To find out more, e-mail to pwatch@dolphin.upenn.edu/~pwatch.

— Steve Sanford, Vice Chair, Penn Watch

Meeting Planners: November 29

The Penn Tower Hotel and the Travel Office will sponsor their second annual Meeting Planners Conference, “The Essence of Planning.” This free forum for University and Hospital meeting planners will take place Wednesday, November 29, from 8:15 a.m. to 1:30 p.m., at the Penn Tower Hotel. Topics of the workshops include the ABC’s of meeting planning, budgeting, technology, opportunities at Penn, small meetings, and negotiating. Lunch will be served. For more information, call Tanya Hall at 898-0500.

Update

NOVEMBER AT PENN

FITNESS/LEARNING

14 Planning and Preparing for Retirement; workshop for weekly paid staff will focus on the Retirement Allowance Plan and the Supplemental Tax-deferred Annuity Plan; noon-1 p.m.; Bishop White Room, Houston Hall. *Repeated Nov. 16* (FSAP).

15 Discount Medical Book Sale; \$6-\$42 price range; 11 a.m.-5 p.m.; Penniman Rm., Penn Tower Hotel; info: 482-1904. *Through Nov. 16.*

MUSIC

17 Fall Benefit Concert; includes chamber and solo works of Mozart, Brahms, Chopin, Schumann, Mendelssohn, and others; donations requested; 7:30 p.m.; Christian Association Audit. (Penn Musicians Against Homelessness).

TALKS

15 A Role for MAP Kinase in Egg Activation; Barry Gumbiner, Memorial Sloan-Kettering Cancer Center; noon; Hirst Auditorium, Dulles Bldg. (Reproductive Biology).



16 Symptom Assessment and Epidemiology in Patients with Cancer; Russell Portenoy, Memorial Sloan-Kettering Cancer Center/Cornell University Medical Center; UPMC Clinical Epidemiology Health Services Research Seminar Series; 9-10 a.m.; 701 Blockley Hall (LDI).

Blood, Impurity and Atonement: Leviticus 11 and 17; Mary Douglas, British anthropologist; Kutchin Seminar in Jewish Studies; 4 p.m.; Benjamin Franklin Rm., Houston Hall (Anthropology; Religious Studies).

Religion and Diplomacy Since 1945; Rt. Rev. Lord Robert Runcie, retired Archbishop of Canterbury; 1995 George Dana Boardman Lecture; 7:30 p.m.; Christian Association Auditorium (Religious Studies).

17 Unusual In Vivo Effects of Chromium; Charlotte Witmer, Rutgers; 12:15-1:45 p.m.; Rm.

209, Steinberg Hall-Dietrich Hall (Environmental Studies).

21 The Appearance of the Madrasa: An Inquiry into the Cultural and Social Meaning of the Institutionalization of Muslim Higher Education; Daphna Ephrat, Hebrew University and the Open University of Israel; 4:30 p.m.; West Lounge, 421 Williams Hall (Middle East Center).

Effect of Sarcoplasmic Reticulum Calcium Release on Intramembranous Charge Movement in Frog Skeletal Muscle; W. Knox Chandler, Yale; 4 p.m.; Conference Rm., Richards Bldg. (Physiology).

Deadlines: The deadline for the January at Penn calendar is December 5. The deadline for the weekly update is the Monday the week prior to publication.

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 29 to November 5, 1995**. Also reported were Crimes Against Property including 47 thefts (2 of autos, 15 from autos, 9 of bikes and parts); 1 burglary; 9 incidents of criminal mischief and vandalism; 1 incident of trespassing and loitering. Full reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v42/n12/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 29, 1995 and November 5, 1995**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& attempts)—2, Aggravated assaults—1, Threats & harassment—4

10/30/95 12:05 AM	Coxe Dorm	Swastika found on wall
10/30/95 9:48 AM	Steinberg/Dietrich	Threats received
10/30/95 7:51 PM	37th & Walnut	Officer assaulted
10/30/95 8:52 PM	Class of '28 Dorm	Unwanted phone calls received
11/01/95 3:21 PM	3700 Blk. Walnut	Male harassed at vehicle
11/02/95 2:24 PM	3700 Blk. Ludlow	Complainant robbed at knife point
11/05/95 2:46 PM	Grad Tower Plaza	Compl. robbed by unknown suspect with weapon

38th to 41st/Market to Baltimore: Robberies (& attempts)—4, Aggravated assaults—1, Simple assaults—1, Threats & harassment—2

10/30/95 9:48 PM	41st & Walnut	Male w/simulated weapon robbed complainant
11/01/95 5:41 PM	40th & Baltimore	Male attempted to take money/compl. resisted
11/02/95 1:08 PM	Harrison House	Complainant received unwanted calls
11/02/95 11:45 PM	4000 Blk. Sansom	4 unknown males robbed compl. with auto
11/03/95 7:05 PM	4000 Blk. Spruce	Books taken
11/05/95 12:28 AM	Locust Footbridge	Complainant harassed
11/05/95 9:05 AM	4000 Blk. Spruce	Complainant's finger bitten during fight
11/05/95 8:40 PM	39th & Chestnut	2 persons arrested/firearm recovered

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

11/03/95 1:06 AM	4200 Blk. Spruce	Delivery person robbed of currency
11/04/95 7:39 PM	4200 Blk. Walnut	Complainant bit on hand during fight

Outside 30th to 43rd/Market to Baltimore: Threats & harassment—1

10/30/95 12:15 AM	4125 Woodland	Dispute between residents
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Crimes Against Society

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

10/31/95 7:14 PM	3600 Blk. Spruce	Male cited for disorderly conduct
11/04/95 10:31 PM	3744 Spruce St.	Male cited for fighting

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

11/01/95 5:49 PM	4000 Blk. Walnut	Male cited for disorderly conduct
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New at the ICA

Boris Mihailov's photos (at left, *U Zemli*, 1991-92) show the recent political and social changes in his hometown of Kharkov in Ukraine. Also opening this week: photos by Cho Duck-Hyun. Both exhibits run November 17 through January 14.

Almanac

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

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

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Under the new Bylaws of the University Council, a stated meeting in each academic year "shall include extended reports by the president, the provost and other administrators selected by the president and provost or by the vote of the Council. These reports shall cover the state of the University, with particular attention to the activities of the University with respect to which significant problems are perceived." The second such annual report was delivered at the Council meeting held November 1, 1995. The following texts are based on the presentations made there by President Judith Rodin and Provost Stanley Chodorow, along with the administrative colleagues they invited to speak.

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Reports of the President

Introduction *by Judith Rodin*

Good afternoon. As you know, Council's bylaws provide us with this annual opportunity to talk about the state of our University. The intent in these annual reports is not so much to summarize the "state of the University," as to highlight for you those areas in which we face major challenges. It is also an important opportunity for us to hear your reactions, comments and questions.

Last year, the Provost and I focused on some of the major internal developments in the University and the major administrative initiatives we were undertaking. Since then, we have reported regularly and at length to Council on several of those initiatives: administrative restructuring, undergraduate education, public safety, and strengthening the Penn community. Later today, in his portion of our report, the Provost will continue that ongoing process by updating you on our plans for the development of the Perelman Quadrangle and the 21st Century Project for the Undergraduate Experience.

In my report, I would like to focus your attention on some of the very significant changes that have occurred in our external environment over the past year and the major challenges we face as we look outward to the world around us.

Many indices testify to the excellence of our University, including admissions data, *U.S. News* rankings, the National Research Council survey of doctoral programs, the positive comments of students and parents, and the loyalty of our alumni. These also suggest that Penn is poised for further achievements. However, whether Penn can fully realize that potential will depend, in part, on the environment in which we operate and the ways in which we respond to the very real

challenges that environment poses. Fundamentally, these challenges fall into three categories:

- First, there are the challenges, like cutbacks in Federal support for research, financial aid, and educational programs, which will require us to become more self-sufficient, more creative, and to imaginatively turn crisis into opportunity.
- Second, there are the challenges, such as our relationships with the City, the Commonwealth, and the West Philadelphia community, which will require us to build stronger and deeper partnerships that serve both the University and our neighbors.
- Finally, there are the challenges, such as the development of new forms of interactive communication and the emergence of a truly global institutional perspective, which will require us to make better and more efficient use of our existing resources; to turn the advent of new technologies into one of Penn's major competitive advantages; and to more effectively communicate to others what we all know to be true: This is a great and energetic University that is moving forward aggressively to grasp a leading role in every discipline we study or teach, among other colleges and universities, and in American and international society at-large.

I have asked several of my administrative colleagues to join us to-day to talk more specifically about these challenges and about our responses that fall within each of their areas. As I call upon each of them, I will highlight for you some of the most important areas they will discuss.

Dr. Rodin: A year ago, with the 1994 election results freshly in mind, it was only beginning to become apparent that we faced the possibility of fundamental change in the relationship between the Federal government and American higher education. Today, that possibility is rapidly becoming a reality. Among the startling changes that new reality may soon bring upon us, are potentially dramatic cutbacks in federal support for scientific and biomedical research; severe cuts in student loan programs; the virtual elimination of funding to the arts and humanities; and a tragic assault-by-indifference on the structure and financing of academic medical centers. And changes at the Federal level are but one of the major external areas that will significantly affect our future. As the focus of governmental activities shifts from the federal to the state and local level, we face the task of building new and far more complex working relationships with once passive constituencies in Harrisburg and City Hall. I have invited Carol Scheman to describe the crucial challenges that we face in our relations with government and the community.

The University and its Communities

by Carol Scheman, Vice President for Government, Community and Public Affairs

There is an enormous amount of activity to cover; this is a period of significant change in the political composition of state and federal governments. More to the point, it is a time when virtually all institutions are charged with doing more with less. The challenge to the University is to engage proactively in policy development to insure the maintenance of a set of underlying principles that have served society well in its support for higher education and research.

Funding—Federal/Commonwealth Revenue Streams

As an excellent summary of federal issues, please refer to “The Federal Budget: Broad Outlines, Much Uncertainty,” by Carl Maugeri in the October 31 edition of *Almanac*.

President Rodin, Dr. Vagelos and other University leaders have been and continue to be very active in Washington to advocate on behalf of basic research and student support as investments in the future health, strength and competitiveness of the United States and, in general, this message has been heard and adopted by leaders in both parties.

The examples are numerous and include President Rodin, as a member of the President’s Council of Advisors for Science and Technology, initiating a study of the future of research universities; Congressman Murtha’s meeting with President Rodin earlier this week to discuss the potential effects of current Congressional action; faculty and administrators from Drexel, Temple, and Penn working with local U.S. Representative Curt Weldon to discuss opportunities for increased Advanced Research Projects Agency investment in basic research; President Rodin’s meeting next week with the Secretary of Housing and Urban Development, Henry G. Cisneros, to discuss the University’s continued partnership plans with the West Philadelphia community; and, Drs. Rodin’s and Amado’s ongoing meetings with faculty regarding the effects of changing federal policies on Penn’s research activities. The University also works with other higher educational institutions through the Council on Competitiveness, the Research Coalition, the AAUP, and a variety of student aid coalitions in making the case and developing the necessary strength to garner support for various programs.

So far, higher education and research universities have fared reasonably well, relative to other federal programs. We are clearly seen as a national priority. Nevertheless, it would be a serious mistake to believe it will be “business as usual” in Washington. The federal deficit is real and we must anticipate reductions in federal spending—no program will be (or can be) held ‘harmless’. Whether spending and taxes are cut or if just spending is reduced, the size and scope of governmental programs will change. It is for these reasons that it is even more important to understand and articulate how and for what purpose public funds are spent.

One area of general agreement for some modest increase is the level of support for the NIH. This entity—Penn’s largest research sponsor—may grow by 3-5% (it is, unfortunately, the case that even this level of increase will not keep pace with research opportunities). Drs. Rodin and Vagelos have led the charge on behalf of the University by contacting the Congressional leadership and the President directly to seek to ensure this level of NIH funding for FY96. Other research agency budgets—like those for the NSF, the Department of Defense, and the Department of Energy—are likely to be funded roughly at last year’s levels (because of increased costs and scientific opportunities, this could result in fewer research grants and/

or more severe cuts in the amount per grant).

The student aid programs that are most important to Penn students are also protected from cuts, and most of the proposals to reduce student subsidies in the federal student loan programs have been dropped for this year. Nevertheless, the level of savings Congress is committing to over the next 5-10 years makes it unlikely that such programs will remain unscathed in future years.

As you undoubtedly have read, the federal government is currently operating under a short-term Continuing Resolution that extends until November 13. Most appropriations bills remain unfinished and a deadline for raising the federal debt ceiling is looming. It is under these conditions that even with a short-term extension of the debt ceiling, Congress and the Clinton Administration appear to be headed toward a budget showdown, leaving spending decisions vital to Penn, its faculty, and students unsettled.

There are many programs of importance to university faculty, students and staff that are likely to experience substantial cuts—such as NEH dollars, environmental research funds, and several areas of graduate training. Major reductions in funding for services and medical training provided by teaching hospitals like HUP through subsidies characterized as GME, IME, and DSH—all factors that seek to recognize and reimburse for the increased costs of care—are also part of the restructuring of Medicare that Congress adopted last week. These changes will, along with increasing programs of managed care, have enormous effects on health centers. Penn is positioned better than most, but will also be affected.

It should be clear that, on the road to a balanced budget, we should not expect to see in the future the growth in federal programs that we have experienced in the past 25 years and, for many programs of research and student support, there will be real and painful cuts for this upcoming fiscal year and into the foreseeable future. There are fundamental public policy questions about federal commitment to research, merit-based allocation, infrastructure, and access to higher education and graduate studies that must be addressed and answered if we are to avoid mindless cuts in programs.

The road to Harrisburg also has been well-traveled by University leaders over the past months. Securing adequate and stable Commonwealth funding for the Veterinary School remains a top priority, and in particular, seeking ways to lower in-state tuition for vet students. Dr. Rodin, Dean Kelly and I will meet with state officials for the remainder of the year to address this issue. In addition, we seek to rationalize and regularize Commonwealth support for other programs at Penn.

Beyond Dollars—Regulatory and Legal Issues

As budgets become tighter, government at the federal, state, and local levels has become more aggressive in pursuing new revenue sources as well as increasingly strident in its regulatory oversight. While ‘regulatory relief’ is a popular concept, there is a dismal history of attempts to reduce regulatory burdens or the accompanying costs. At the federal level, we remain focused on issues including indirect cost recovery, research integrity, and the use of animals in research. Also of great concern is an amendment proposed by Congressman Ishtook which would restrict political advocacy by recipients of federal grants.

In Harrisburg, we are working with other nonprofits to eliminate

objectionable language from Senate Bill 355, legislation establishing standards for tax-exempt status. Specifically, we are concerned about an amendment offered which would stipulate that no institution in Philadelphia can be considered tax-exempt if it pays any employee over \$100,000 (unless it has an agreement with the City). A House Select Committee on Higher Education also has raised our concerns as it aggressively examines the way colleges and universities spend their state aid.

Furthermore, within our municipal limits, we have agreed to make a voluntary contribution to the city of \$1.93 million each year for five years for a total of \$9.65 million.

The University as a Good Neighbor

Penn has the enormous benefits—as well as the challenges—of being located in an urban setting. Delineated below are some of the things that we are doing.

We are improving our overall efforts to provide state and local public officials as well as community leaders and members with complete information on University programs and initiatives that involve and/or effect their constituencies—good and bad. There are several goals involved including the promotion of greater program interaction across the University; involving more students, faculty and staff; providing greater access to programs; and to get more institutional and individual credit for what is accomplished.

This is, of course, not a simple task and requires ongoing efforts on many individuals' parts. The President and Provost hosted a meeting last April 4th of Deans and other institutional members active in service programs. This meeting resulted in, among other things, a "Compendium" of activities, available 'on-line' for internal and external use. It is not a static document and is expected to be under constant revision.

Academically-based community service continues to be strong at our University. Many faculty and students work at seven university-assisted community schools in West Philadelphia including the Turner Middle School, Shaw Middle School, Sulzberger Middle School, University City High School, West Philadelphia High School, Wilson Elementary School, and Anderson Elementary School. Over 5,000 children, their parents, and community members are involved in community school programs in West Philadelphia. Examples include:

- the School-to-Work program in conjunction with University City High School where there are three areas of impact: the Health Charter, Students with Disabilities, and the Communications Charter. To focus on one in particular, the Health Charter promotes careers in health with Penn-Presbyterian and the Penn Medical Center each providing 15 paid apprenticeships. The 30 students spend up to 10 hours per week at the work site and also participate in skills preparation and reflection courses conducted by Penn students.

- At the Shaw Middle School, Dr. Robert Giegengack and undergraduate students work with middle school students and teachers on projects to improve the environment in the neighborhoods surrounding the Shaw Middle School. Education and outreach focuses on lead toxicity and abatement as well as on appropriate household chemical disposal.

- At the Turner Middle School, Dr. Frank Johnston and Penn undergraduates work with students and teachers in nutrition education. Students learn about healthy nutrition habits, basic science relating to nutrition, and reading food labels. The Penn Anthropology students, in turn, are involved in a longitudinal study of the nutritional status of Turner students.

Development and support for undergraduate and graduate seminars, courses, and research projects are also areas of priority. This past fall, over 30 courses were offered which support Penn's work in West Philadelphia. An example is Dr. Peter Conn's "American Studies" course which exposes

students at University City High School to an interdisciplinary curriculum combining American literature and history. His undergraduates are working as teaching assistants at University City High School.

Getting into Medical School: A Planning Guide for Minority Students was published this fall after six years in the making. The 14 authors and editors were all students at Penn's School of Medicine when they worked on the book, now most have gone on to internships and residencies and two are completing their M.D./Ph.D. training at Penn. A book signing event is planned for this Saturday, November 4, at the Medical School.

In addition, medical school students have begun plans to open a free interdisciplinary medical clinic in a West Philadelphia church utilizing the skills of students from all of the University's professional schools. Local residents will receive services from medical, nursing, dental, and social work students as well as pro bono legal advice from law students. Fund-raising strategies will be coordinated by undergraduate and graduate students of Wharton.

Direct traditional service also is important. The Program for Student-Community Involvement (PSCI) facilitates student services in a wide-range of community settings. Over 75% of Penn students are involved in some form of service during the academic year. Some highlights include the organization of over 1,000 incoming freshman to go "Into the Streets" for neighborhood clean-up projects during orientation; and the 350 students engaged in "Hunger Clean-Up" service projects which focus on issues of homelessness.

In addition, Communiiversity Days at Penn will take place on November 2 and will include youth from a local community organization and a fraternity, Delta Upsilon. The day will consist of an array of college activities including lectures and tours of dorms, fraternity houses, and other college life attractions.

This fall, a dozen community organizations signed up to participate in "Community Sports Saturday"—a program that provides access to Penn recreation facilities to community youth in basketball and volleyball. One hundred and fifty youths are currently participating on Saturday mornings.

In coordination with local community associations and the West Philadelphia Partnership, a mediating, non-profit organization composed of institutions (including Penn), businesses, and community organizations, the University has worked on community planning projects that have produced city funding secured for capital improvements of a major business corridor along 40th Street. A business owners' association is being formed to oversee the project. In addition, strategic plans for housing and commercial revitalization of two West Philadelphia communities—Spruce Hill and Walnut Hill—have been devised.

Penn's Purchasing Department is working to expand opportunities for minority and female employment and business ownership in West Philadelphia through the development of minority purchasing contracts. As a direct result of the Buy West Philadelphia Program, Penn's purchasing from West Philadelphia suppliers has increased from \$2.1 million in 1987 to \$15 million in 1994.

World Wide Web sites for West Philadelphia information have been coordinated by Penn's office of Data Communication and Computing Services (DCCS) and the Center. These two offices have also coordinated an Internet training program, involving software and technical support for over 100 West Philadelphia teachers. One result from this ongoing project will be the provision of Internet connections to West Philadelphia public schools and communities.

The University of Pennsylvania is not only one of the nation's leading research universities, we are also—by virtue of our faculty, students, staff, range of schools and programs—deeply involved in our many communities and with all governmental entities. It is for this reason, I believe, as well as because of our really terrific campus and location in Philadelphia, that we are under active consideration as a site for the upcoming Presidential debates.

Dr. Rodin: *Over the past year, I have said repeatedly that no one can expect faculty, students, or staff to do their best work if they are afraid for their own physical safety. Starting shortly after my arrival, we have been taking significant steps to enhance that safety. Among the most important steps in this area has been the recruitment to Penn of one of the most outstanding leaders in law enforcement to be found anywhere, Tom Seamon, Penn's new Managing Director of Public Safety. Because of the overriding influence of safety and security concerns on the University's ability to achieve its academic and institutional goals, I have asked Mr. Seamon to report to us this afternoon on his appraisal of our security situation and his approach to issues of campus policing and safety.*

Safety and Security: Community Policing and the Campus

by Thomas M. Seamon, Managing Director of Public Safety

First, I would like to thank Dr. Rodin for this opportunity to address the University Council. Very briefly I would like to give you my thoughts regarding my philosophy of public safety and some practical considerations of policing this campus.

Penn has made great strides in the last few years in insuring that the campus is as safe and secure as possible. An increased security guard force, expansion of the blue light phone system, the creation of community walks, bicycle patrols, an expanded transportation system, and emphasis on a substantial crime prevention and victim support apparatus are just some of the improvements that have been made. I will support and continue to build on these and other initiatives, and I'll speak about systems and implementation in a minute. First, I would like to say a few words about my philosophy of policing this campus.

I whole heartedly subscribe to the philosophy of community policing utilizing a problem-solving orientation to join the public police and private security in a synergy to provide the highest possible level of safety and security to the campus community.

Now, what do I mean when I say "community policing"? I mean the police must adopt a service orientation regarding everyone who lives, works, and visits the campus and its surrounding neighborhoods, and they must treat all of these people as their valued customers. Recognizing that police resources are finite and yet the demand for service is infinite, the police must enter into a partnership with the campus community to prioritize the use of these resources.

The University of Pennsylvania Police Department must subscribe to the highest standards of professionalism. It must work in unison with the private security initiatives and technology being introduced on campus. It must maximize the cooperative relationship with the Philadelphia Police Department; and it must be regarded as a force for good that benefits, not only the campus, but also the larger West Philadelphia community.

The challenge of providing public safety through strong law enforcement coupled with the latest security technology must be met while still insuring the campus remains an open and vital community committed to the ideal of free expression. Security technology and staffing must be as unobtrusive and user-friendly as possible.

I believe I can achieve the goals dictated by this philosophy of policing

by implementing the following:

- Develop an overall integrated delivery system for safety and security, that better utilizes the existing resources being spent by the center and the schools and insures a high quality, consistent system to the consumers of security services on and off campus.
- Improve the professional standards and performance of the University Police by improving the present facilities and equipment, pursuing an aggressive training and development program, and achieving national accreditation for the police department.
- Improve the performance of the contract guard services on campus. The University needs competent guard personnel, trained and supervised by Public Safety Division staff.
- Partner the University with several security technology providers to build a state of the art electronic security infrastructure for the campus. This would include alarm systems, access control systems, closed circuit television monitoring, and blue light phones and other communication systems.
- Clarify and standardize the working relationship between the Philadelphia Police and the University Police to avoid duplication of effort and position the University Police with the authority and the ability to provide total police services regardless of the constantly changing priorities, and the level of resources, of the Philadelphia Police.
- Continue ongoing improvement of lighting on and off campus, working with the City government to support their areas of responsibility.
- Continue to improve the already excellent victim support services.
- Cultivate the relationship between the University Police and the surrounding West Philadelphia community and townwatch groups. Strong community involvement will contribute to overall safety and security.
- Encourage involvement and a high level of service provision from Philadelphia City government departments such as the Deputy Managing Director for Special Housing Needs, License and Inspection Department, and the Streets Department.
- Through education, remind everyone in the Penn community of their personal responsibility to contribute to a safe, secure environment.

In closing let me say I know I have outlined an ambitious agenda, but one I think is necessary and is well within the grasp of the University. I truly believe the University Police possess the potential to be a model for police around the country, and the envisioned public safety system for Penn can set national standards. It is this belief that brought me to Penn.

Dr. Rodin: *We all know that one of the crucial factors in our external relationships—relationships with government, with the general public, with alumni, with donors, and with prospective students and their parents—is the presentation of the University in the mass media. While real quality and achievements are the best guarantor of Penn's future and reputation, it is our responsibility to ensure that others see those achievements for what they are—the hallmarks of a great University. When perception fails to keep pace with reality, Penn—and each of us—suffers. Today we face an environment in which new forms and technologies of communication appear and mature faster than one can master the old ones. Taking advantage of this sort of media environment is one of the most important challenges we face, and it will have major impact on our ability to recruit and retain the best students, faculty and staff, and on the support we can attract from alumni, individual donors, foundations and corporations. I have asked the Vice President and Secretary of the University, Barbara Stevens, to share with you her assessment of the challenges we face in our media and communications activities and the significant progress we have made in this area.*

Penn and the Media by Barbara R. Stevens, Vice President and Secretary of the University

It is no secret that we live in an intense media market that can impact very much our ability to do our work. We also live in a time characterized by declining trust in all institutions, including institutions of higher education, and in a time when there is intense competition among our peer institutions for constant media coverage. Given these realities, we take very seriously our charge to reflect aggressively and positively the truly impressive activities at Penn to the external world.

In doing so, our goals are fourfold: to communicate the research, teaching and public service mission of Penn, to differentiate who we are from other universities, to attract the best students and faculty to this campus, and to build public support for Penn and our activities.

We think of communications very broadly, including all ways in which we communicate internally and externally to diverse constituencies

which include prospective students and their parents, federal, state and local governments and legislators, our peer institutions, alumni, trustees, donors and potential donors, and of course our friends and neighbors in West Philadelphia, Philadelphia, throughout the Commonwealth and country.

Our communications efforts include, in addition to those specifically targeted to the press and media which I will turn to in a moment, attention to designing University-wide publications, such as recruitment pieces, both undergraduate, and for all our schools, working to develop a new University logo and graphic design, and communicating effectively with all our constituencies, including for example, parents and our international alumni.

Our efforts are also evolving, as new technologies evolve, as in the

recent herculean effort this summer to create the new Penn web and home page which is now accessed by 30,000-50,000 people a month who live in over 80 countries world wide and to place on line current, up to date and breaking news about Penn as well as the crucial information about our schools and centers, faculty, students and staff.

We have launched a new source of information for the media, "A Sampling of Experts and Sources at Penn," and distributed it to over 100 national and international reporters. We understand that this has been a resource for example to the *Philadelphia Inquirer* many times a week in stories ranging from local politics to scientific research. And we will continue to take advantage of significant "Penn Firsts" to reinforce the notion of Penn's leadership—as in the 50th anniversary of the invention of ENIAC, the world's first electronic computer, which will take place in February of 1996 at an event that will be co-chaired by Vice President Gore.

Our media efforts although broad in reach are also focussed to reflect Penn's special character and strengths. Let me share with you some examples of this focus and the kind of attention that Penn is getting.

We communicate the excellence of Penn's faculty. First that they are doing cutting-edge research, and second that their research also translates to the public good. For example, ten days ago in *The New York Times*, Penn faculty members were quoted in four different stories that ranged from the Internet to Alzheimer's disease to neutrino particles.

We communicate Penn's role as urban institution, committed to productive partnerships. Extensive coverage of these important initiatives include that of Penn's Dental School's provision of free dental service to migrant workers, the School of Nursing's program in West Philadelphia and the work of Eli Anderson—all of which are leading to increased understanding of our urban communities across the country. As we meet, a *Times* reporter is on campus doing a piece on the Penn Edison Project, which represents a collaboration between Penn and the Edison/Fareira High School to bring Penn graduate and undergraduate students to Edison where they join Advanced Placement English students for group discussions and one-on-one tutorials.

We communicate about the extraordinary students at Penn. Two days ago Henry Liang, a history and communications major was profiled in *U.S. News and World Report* on his innovative abilities to find job opportunities on the World Wide Web.

We want to differentiate Penn by talking about theory/practice. Dean

Kathleen Hall Jamieson chairs the Theory/Practice Committee to identify strategies for how to best communicate Penn's leadership role in applying academic theory to real world problems. This includes examples from faculty research to teaching to administratively initiated projects.

We want to address the international nature of Penn. Penn is one of the nation's most international universities, as reflected in our student body, our faculty and our global education and research and Penn appears increasingly in the international media. In just the last month, among other stories, Thomas Naff, associate professor of Asian and Middle Eastern Studies was interviewed by *The Jerusalem Post*, Art Caplan, director of the center for bioethics was interviewed by *The London Times* on the rising cost of transplant surgery, and Witold Rybczynski was profiled by *The Montreal Gazette*.

At Penn, in our communications efforts as in other areas, to the extent possible, we want to measure the effectiveness of our efforts to date has been impressive. As one wag said, "You can never be too rich, too thin or have too many press mentions." Nevertheless, Penn is a "mediagenic" institution, and we do receive a lot of media coverage. Prefaced by the usual disclaimers about the credibility of many rankings, according to an annual survey by the University of Southern California of the nations' major research universities, Penn ranked 5th in the number of national broadcast stories of all major research institutions, and 7th in national print media stories this past year.

While obviously heartened by this, we want always to keep in mind the purpose for which we work, which is to communicate to our publics the truly extraordinary nature of this place and the significant accomplishments of our faculty and students that contribute to the future educated citizenry and leadership of the country, and to the economic competitiveness and social, health and welfare of our increasingly global world community. Penn is extraordinarily well positioned to lead many of these efforts, and it is our challenge and our privilege to tell that story with every bit of energy we can muster.

Dr. Rodin: *That concludes my portion of today's report. I hope you will all agree that though we face some formidable challenges, we are working hard across the whole University to not only meet those challenges but turn them to Penn's advantage. Thank you for your attention and interest.*

Reports of the Provost

Dr. Chodorow: *There are two major topics that I'd like to update you on—the Perelman Quadrangle and the 21st Century Project. First, I'd like to introduce two key members of my team and give you an idea of some of the other issues we are dealing with in the Provost's office. Penn is actively planning and preparing itself to do extremely well in the competitive world we'll face in the 21st Century. These plans will include the ongoing recruitment of the best prepared students as well as a superior faculty. We are also organizing our planning efforts, especially in the uniting of our academic planning with our budget planning and our capital planning. First, I'd like to introduce you to Lee Stetson, the Dean of Admissions, to report to you about our successes in bringing to Penn the best possible students and the largest possible number of applications.*

Admissions Trends and Opportunities by Willis J. Stetson, Jr., Dean of Admissions

It is a pleasure to bring you the news from the field, on what has been happening over the last number of years and—more specifically, in the most recent years, as we find ourselves in a new position in the marketplace for students. It really is a marketplace: in traveling across the country, as the Admissions staff and as some of us in this room have done, talking to potential students and interviewing them on campus, it is clear that we are, as President Rodin noted earlier, at just the position to move very nicely to the next level. We have come a long way, and we have a long way to go, all of which is exciting.

Applications have risen in the last five years from 9,500-9,800 to 16,000 projected for this year. The interest in Penn is deeper and wider than it ever has been: it is strong nationally as well as locally and up and down the Eastern Seaboard. It is also more international, another positive step.

The number of top-quality students applying to Penn and the other "schools of choice" in this country continues to grow, and all signs are that the numbers will increase again this year. We are projecting an increase of 15-18%* in early decision applications. We are filling over a third of the class in the early decision period, with more students making Penn their first choice. Joint travel with schools that are viewed as being within our competitive group—other Ivies like Harvard and Yale and also with Duke and Georgetown—has been very effective in bringing us to larger audiences and is, I believe, making a difference.

We have always that the best recruiting approach for Penn is to show prospective students what Penn offers, in campus visits that provide opportunities to meet with our faculty and our current students—whose

* At presstime the actual figure had risen to 24%.—Ed.

satisfaction with their experience here brings more students behind them.

This belief is being borne out: I saw the results of a survey done this summer among admitted students (both those who accepted Penn's offer and those who declined), in which they were asked what they considered to be the most important elements of Penn. Image was most important to them, at least initially; and our personal follow-up was the key to our success. In listing adjectives describing what interested them in Penn, they noted *prestigious* at the top of the list, then *highly respected...challenging...intellectual...diverse* (there are probably only a few schools in the country that are truly diverse, and Penn is one of those schools)...*fun...career-oriented...friendly...* and then *good in athletics*. That may be a matter of which sport one is considering, but we have been doing very well not only in the more visible ones but in some of the less visible ones, also.

Our goal is to identify, recruit, evaluate—with the help of faculty and of staff in each of the deans' offices—and enroll the best students in the country. Faculty have been involved in on-campus activities, and we would like to see that involvement grow. It is very obvious that students really enjoy being identified by an "Admissions effort," but they like to interact with the individuals who will be their intellectual mentors while they are here.

The competition is keen. We are competing with the very top schools in this country, and have been for many years. We are, however, right in the middle of the hunt for the Ivy League student. There is no doubt that students are entering the pool in part because we are a part of that group of eight schools called the Ivy League, and we are one of the top institutions in the country. Therefore the stakes are higher. It means we have to be on the cutting edge in everything we do—in finding ways to present the true picture of Penn to prospective students when they visit.

Dr. Chodorow: *Next I'd like to introduce you to Michael Wachter. Michael is the Deputy Provost, and he took office in July. His specific duties include planning and budgeting. Michael is leading our efforts to coordinate all of those activities, both at the center and with the schools.*

Academic Planning and the Capital Council by Michael L. Wachter, Deputy Provost

I would like to talk briefly today about efforts underway to improve the University's academic planning and budgeting function.

Our current goals can be summarized as:

1. The development of an integrated process of academic planning and budgeting.
2. The completion of integration of the operating budget and the capital planning process.
3. Supporting school-based efforts to better integrate planning and budgeting.

Eventually we will look at updating and reforming Responsibility Center Budgeting to achieve the most effective allocation of financial resources.

The work that is furthest along—which was begun last year—involves integrating the operating budget and the capital budget.

In speaking today I am reminded of a conversation that I had with my colleague Irving Kravis about ten years ago. Irv said that the great weakness of the University budgeting system was that we had no capital budget. He believed, I think correctly, that the University was making these decisions in an *ad hoc* way.

Investing in buildings is one of the major investments that the University makes. Our physical structures have enormous planning and budgetary implications for the schools. In constructing a building, a school is making an investment that will shape its future ability to support its research and teaching mission. If done wisely, it enables the school to improve its contribution to its mission. If done poorly, it forces future school deans and department chairs to spend time and energy attempting to get around the building's costs and program impact.

The new process, which was started last year, is being done in a way that meets the University Council's instruction that the Academic Planning and Budget Committee play a central role in the University's budgeting mechanisms.

One question often asked is "How are we doing against Harvard, Yale and Princeton?" It appears we are making slow but steady progress there. We are moving into the center of the Ivy League—Cornell, Brown, Columbia and Dartmouth. In terms of out-of-the-League pools of choice, we are doing well against Duke and Northwestern but not as well against Stanford, the "Harvard of the West"—or is it, as Stanford claims, that Harvard is the "Stanford of the East"? Those institutions are the schools with which we are overlapping by the greatest numbers of applicants.

Financial aid remains a critical issue. We continue to do very well but pay a high price for bringing here the very best students from all walks of life, in all economic levels. We have to continue to do this if we are going to enroll the very best students. Also, we find that increasing numbers of students—and this is a growing trend—are saying that the experience of being in an urban setting is in part why they are looking at Penn. Security issues are important, but I think the excitement about what is here, the fact that this is in such a vital and yeasty place and has so much to offer, is attracting students. We have to relish this opportunity.

It also is very clear that more students are looking for ways to volunteer their services and to be involved in their local community. We are seeing that in applications as students report their experiences in their secondary school years. Whatever their community, be it rural or suburban or urban, it appears students are reaching out. And this is encouraging, after the decade of the 1980s when we saw so little of that.

The bottom line, then, is that the quality of students is improving on every level. The SATs are rising (and they will go way up this year since they were just recentered by the College Board; we will have to make adjustments for this). What it comes down to is that we are, as the president said, poised to go to the next level, and working together will move us to that level.

Specifically, beginning last year, a subcommittee of AP&B was established to review the intended capital investments of all of the schools. This subcommittee reviews all of the school projects that are either over \$250,000 or require University funding.

The subcommittee reviews all of the requests in terms of their contribution to the academic mission of the school and the University and the reliability of its funding mechanism. The subcommittee then reports back to AP&B, which then either approves the subcommittee's proposals or modifies them.

Among the projects discussed last year are the IAST, Perelman Quad, and continuing renovations in College Hall, and Logan Hall investments. There were also numerous smaller projects.

Under the current structure, the recommendations of AP&B then go to a Provost level committee called the Capital Planning Committee.

This committee is attended either by me as Deputy Provost or by Provost Chodorow. It also includes two faculty members of AP&B. This committee integrates academic side projects with those academic-support projects coming from the administrative side.

Its recommendations then go to the Capital Council, which is chaired by President Rodin. The final step, of course, is approval by the Board of Trustees.

There are two important features of this process:

First, it replaces an *ad hoc* process with a regularized process with clearly delineated responsibility—and a requirement to make sure that major capital investments do meet the academic priorities of the University.

Second, its work includes an integration of capital and operating budgets. Capital investments draw on University funds, and in doing so, restrict the operating flexibility of the schools and the University. Those restrictions must occur when the buildings meet the process, but they should be planned for and should contribute to the academic mission.

Progress Reports on Two Projects *by Stanley Chodorow, Provost*

The 21st Century Project and Undergraduate Education

Goals

When we began the 21st Century Project a year ago, the President and I published a letter* in which we said that Penn's undergraduate experience in the 21st Century should have certain specific characteristics. Although we have been doing extremely well in undergraduate education, it is essential to make certain changes in order to meet the challenges that lie ahead.

First, we said that we wanted this experience to be institutionally distinct. It should be easy to tell that it is a Penn undergraduate experience and not an undergraduate experience of some other institution. Second, it should be faculty-centered. It should also be intellectually-engaged. It should be research-oriented; we want our students to increase the amount of time and effort they put into research. Further, it should be residentially-integrated. The intellectual experience of a student going through Penn has a social and residential component to it; we wanted to take cognizance of that and make it an integrated part of each student's experience. We also wanted the experience to be interdisciplinary, taking advantage of the wide range of subjects at all levels—professional and graduate as well as undergraduate subjects. We wanted to be international and to introduce students to a world in which geographic boundaries are ceasing to be as important as they once were. A world in which the concept of the nation-state, especially at the level of the economy, communications and intellectual life, is fading. We need to prepare students for that.

As we worked on the 21st Century Project in the Provost's Council on the Undergraduate Experience (PCUE) last year, we constantly came back to the original question, "What are we aiming to do? What is it that we want our students to know? What is the product of this educational experience that we're talking about?"

In the PCUE report** issued in May we concluded that:

....21st century graduates of Penn should have acquired all of the attributes of the person educated for a complex, global, technological society marked by racial, ethnic, national, and cultural distinctions. Penn students should reason analytically, solve problems creatively, read with sophistication and deep understanding of complex ideas, approach information with critical discernment, comprehend and use quantitative concepts and measures, communicate with clarity and persuasion, understand modern science, and use technology in the acquisition of information and in communication. In keeping with Penn's tradition, they should gain knowledge through the experience of making and using knowledge. They should appreciate the role of knowledge in intellectual endeavors in the service of society. They should have an ethnic and cultural perspective borne of study and experience.

These are the goals. This is the kind of student, and the kind of preparation that our students ought to have for the 21st Century, and this is what the 21st Century project was aimed at doing. As we follow that up this year, what we have done is to put the PCUE's recommendations in priority order for implementation. We have set up a series of committees to deal with each of these goals.

Committee Reports

First, we have a committee led by chairman Ponzy Lu in Chemistry that is dealing with the challenge of engaging freshmen and sophomores in research activities. We discovered as we looked at the issue of increasing the amount of research activity for undergraduates that there were many opportunities in the University in all of its schools, but that much of that opportunity was not being taken. You cannot just walk into a laboratory or

into a social science project or any other kind of research activity without proper preparation. That focused our attention on how we get freshmen and sophomores involved in the research experience. We want to prepare them to participate when they are juniors and seniors in the work that faculty and graduate students and professional students are doing on the campus.

Second, a committee chaired by Dan Bogen in engineering is looking at the academic standards and models for service-oriented academic programs. These include all those courses and programs which deal with real-life problems. An excellent example is Dan Bogen's own program in Penn Toys where senior students in engineering are trying to design a series of toys for handicapped children. That is a real problem and also produces academic credit for the students. There are also numerous examples that the Center for Community Partnerships is sponsoring. This year alone about 35 courses are being taught that are based in the community and deal with community issues—real life issues. This committee will look at the models of this kind of learning, discern what it is in such a program that makes it creditable as an academic course, help faculty develop these programs and understand these models, and then we will move on to look at what our goals ought to be. We will determine how many of these kinds of courses and what kinds of programs are out there to be developed and to be supported in this context. Ultimately, we will develop a set of strategic goals in community service and service learning to develop over the next several years.

A third committee, led by Larry Friedman, is dealing with a part of a larger issue of advising. We have one group that is looking at the best practices on the campus and elsewhere in advising and gathering those together to make a report to us to lend guidance in redesigning the advising system. Another group is looking at all those ways in which electronic technology can help students maximize their access to useful information. This committee is also looking at the potential for Penn In Touch. There is the need to develop a database for all faculty research if you want to make students aware of what research opportunities there are in the University. There are information systems which provide students with information about University activities and where they can get help in solving a variety of problems.

I chair a curriculum committee which is composed of the leaders of the educational policy curriculum committees of the four schools. This committee is looking at recommendations that came out of the Provost's Council last year to develop University minors and joint majors. For example, there is a new minor in nutrition, just announced, that is a joint effort between the College and Nursing. We want to develop more of those programs and also look at the possibility of programs like Management and Technology and the International Studies Program, which we think are extremely good programs. These are all programs that involve more than one school and the ability of students to take courses and programs across school lines and school boundaries.

We have a committee that is actually a Council committee, the Committee on Admissions and Financial Aid, chaired by Bob Giegengack. That committee has agreed to help us look at admissions issues. For example, how we apply the rules and principles that govern the way we choose students, and how we process applications.

We also have a group, chaired by Larry Friedman, working on a National Science Foundation project proposal tied to symbolic reasoning across the curriculum. This program would take advantage of the existence of courses in which you can teach both the subject of the course and mathematics. We are exploring a similar program in Foreign Language across the curriculum.

And finally, we are looking at ways to enhance internationalization. We are dealing with this issue in various ways. It is an important issue for us, the foreign language across the curriculum is one part of this effort, but

* *Almanac* October 25, 1994

** *Almanac Supplement* May 25, 1995

we will concentrate more fully on the whole issue of internationalization in the spring.

The goal of internationalization is not merely to send more students abroad. If we are going to have an institution that is global and international and that trains and educates our students to think in that way, it has to happen here, because most of our students stay here throughout their four years.

What we are really going to explore is the ways in which we can take advantage of the fact that Penn has the largest percentage of foreign students in the Ivy League, that we have large numbers of international research personnel and faculty on the campus, that we live in a community with dozens and dozens of ethnic communities where the home language is not English but some other language, and where a piece of the foreign culture that is representative of that community has been preserved. We also want to explore the ways in which Penn can become international in and of itself. We will also look at the attraction of more international students, more international faculty and continue to develop our study abroad programs. I want to emphasize that the aim here is to do something that is probably not being done by very many institutions in this country that look at themselves as dedicated to internationalization.

All of these committees that I have mentioned are going to be reporting by the first of February, so they will give us reports early enough that we can start work on implementation for the fall semester of 1996.

Collegiate Models

The other major initiative that we are exploring is the residential integration I talked about earlier. We have started with a committee that is chaired by Robert Lucid from English. Under that committee there are four subcommittees that are working on four models. These will become pilot projects as they develop, and we will then test them over a number of years to see what works within them, and then take advantage of that knowledge in developing this idea in the future.

The first of these is a civic college house under the chairmanship of

Peter Conn in English. It is affiliated with the existing residential program in the Castle which is a program for community service. The idea here is not merely to create more college houses, but to create collegiate organizations in which students who are living off campus can be involved along with the students who are living on campus. We want to integrate these populations of students into common human-scaled communities that are very active and provide activities and opportunities for leadership.

Second is a college model, chaired by Professor Jorge Santiago Aviles, that is based on electronic technology. It starts with the people living in King's Court, and it builds from that group of approximately 140 students to create a community which involves off-campus students who stay in touch and use the electronic medium as a way of creating and sustaining a community between on-campus and off-campus students. The aim is to develop activities and a life as a community using that technology.

The third model is a senior undergraduate research college which Will Harris is chairing, a model to encourage students to engage in senior research projects, bring students together who are doing that, again both on-campus and off-campus students, and create a kind of collaborative atmosphere for research.

The fourth concept is actually a nonresidential model so you will see that these models are somewhat different from one another. The nonresidential model is being chaired by Al Filreis. This will involve both on- and off-campus students. This model will have a theme, which is creative expression, especially writing, and it will have a hub-center on campus, a place for the people to meet and where Filreis and other faculty and staff who are involved in this collegiate model will have offices, and they will be testing the notion that you can build a community around a common interest.

So, we are beginning to develop these programs. Each of the committees is creating a plan. I hope that in 1996-97, each and every one of them will have students in them and will begin the process of testing these models and seeing how they work. We will then go from there as we learn more and more from that empirical experience.

The Perelman Quadrangle Project

Two committees worked over the summer on the Perelman Quad project. The first was an SAS committee which dealt with the program needs of the upper floors of Logan Hall. Ultimately, this area will house four SAS departments and the College. Architects took programmatic guidance from the committee, provided architectural solutions, and began schematic drawings in early October.

The second committee was the Perelman Quad committee, which I chaired. It dealt with all of the public spaces including the ground floor of Logan Hall, a portion of the basement and additions to Williams Hall, and the entirety of both Houston Hall and Irvine Auditorium. The Admissions Office front door will eventually be moved so that it opens onto the Perelman Quad. It is in College Hall and is being done as part of the renovations in that building. They should be completed in 1998.

The concept behind Perelman Quad is to create a campus center full of many different kinds of spaces. In addition, the entire design is predicated on the historical preservation of the buildings involved in the project. I'd like to stress that students played a major role in bringing ideas about student needs to the committee, and students were particularly instrumental in providing the program for Houston Hall.

The plans for the ground floor of Logan Hall include a renovated, high-tech Logan 17, a student art gallery, and a multi-purpose room. The second floor will house the College. An information/security desk will also be centrally located inside of Logan.

Current plans for Williams Hall include moving Classical Studies to Logan Hall to be closer to related programs such as Religious Studies, Philosophy, and History of Sociology of Science. By retaining the language studies departments and importing the International Studies Program, Williams will become an international studies center.

In an effort to enliven the currently barren courtyard, a study lounge and café serving both Williams and Logan Halls will be created. The

intended changes to Williams will also provide more meeting rooms and more space for student organizations.

As the centerpiece to the Perelman Quad, Houston Hall will be restored to its former glory. The Hall of Flags will become the great dining hall it once was. The ground floor will include a deli/snack bar and café and a "living room" for meeting and greeting. A browsing, reading, and listening area will be created in the lobby, and Bodek Lounge will become a major study center with seating and tables wired for computer usage. Bodek will retain the ability to be transformed for very special events.

The second floor will be restored, retaining much of its current layout. Student government, both GAPSA and the UA, will be housed on the second floor. The theater will be transformed into a black box theater and a passageway will be created around the theater to eliminate the current traffic problem through the theater. The second floor will include another multi-purpose room and office space for student life activities staff.

The top floor of Houston Hall will be devoted to student organizations.

Acoustical studies have demonstrated that Irvine Auditorium has the ability to be transformed into a first-class music hall. The hall will be able to be used for events with audiences from 300 to 1,300. The lobby will include a café, and additional lobbies will be created on the sides of Irvine to accommodate the European-style seating. An acoustically isolated rehearsal space will be located above the stage, leaving room for flying flats, although the stage is more suitable for music than for theater. Downstairs, we will build practice and rehearsal rooms of varying sizes in addition to some office space and another student activities suite. The intention is to convert Irvine into a first-class hall and make it a "living place" for student arts activities.

Everyone involved in the Perelman Quad planning and all those I have presented these plans to have been quite enthusiastic. I certainly count myself among the enthusiasts.