

# UNIVERSITY of PENNSYLVANIA *Almanac*

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#### FOR COMMENT: Agenda for Excellence A Strategic Plan for Penn

#### FOR COMMENT

#### Agenda for Excellence A Strategic Plan for the University of Pennsylvania

##### To the University Community

This draft strategic plan, *Agenda for Excellence*, proposes a series of critical priorities for the University for the five years from now through 2000. As part of our planning effort, during the past year we have engaged faculty across the campus in a variety of discussions about issues facing the University. In addition, we have conducted extensive planning sessions with the deans of the schools and the senior administrative officials of the University.

We furnished an early draft version of the plan to the Academic Planning and Budget Committee this fall. They have spent the summer reviewing and discussing the work in detail. The constructive criticism provided by the Committee has enabled us to re-examine and refine the document. We and the Committee now publish the plan as our joint product for comment by the University community.

We have chosen to present this plan in outline form as a set of specific goals and strategies. The plan includes several goals that contain specific numerical targets. These target numbers are meant to serve as guidelines that will help the University determine whether it is moving in the right direction at the right speed. As further specific implementation actions are identified, additional benchmarks to help us measure the progress of these activities will be identified.

The University of Pennsylvania gains strength from the special character of its component parts and the synergies among these parts. This spring, we will be asking the deans to lead their faculties in developing or reviewing their schools' strategic plans to assure that the University's goals, as articulated in this document, provide a foundation for school-level programs and activities.

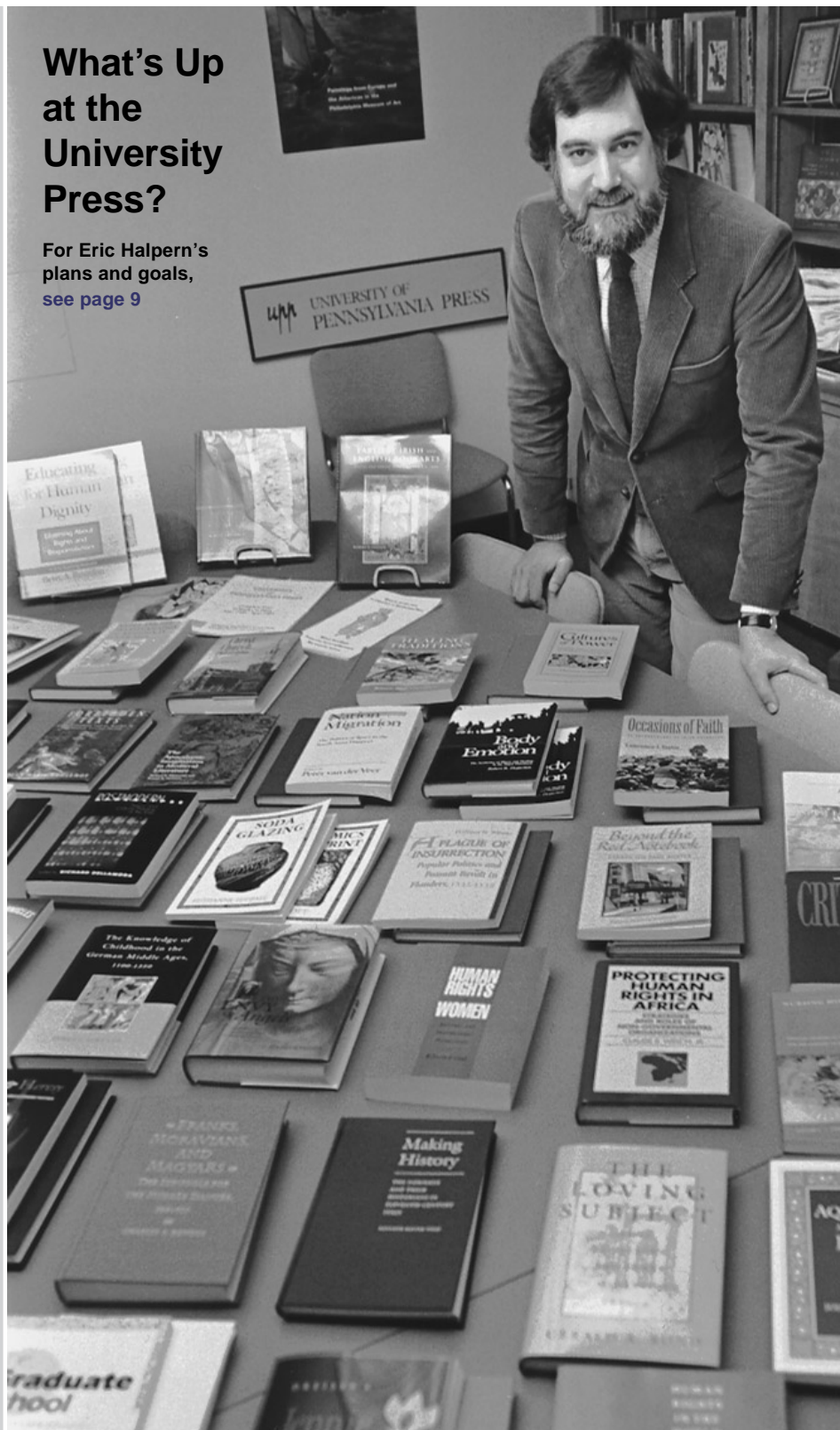
We invite you to share your comments and reactions to this document with the Academic Planning and Budget Committee so that they can help in bringing the plan to final form. Please submit your comments by December 8 to the Academic Planning and Budget Committee, 110 College Hall/WH, or send your remarks, via e-mail to [planning@penn.edu](mailto:planning@penn.edu).

Julius Rubin  
President

Stanley Chodrose  
Provost

## What's Up at the University Press?

For Eric Halpern's  
plans and goals,  
[see page 9](#)



Photograph by Candace diCarlo

## NEWS IN BRIEF

### Council Forum: November 29

One meeting annually is now a public forum under new bylaws of the University Council, the organization of representatives from faculty, student and staff organizations which is advisory to the President and the Provost.

This year the Forum is the November 29 meeting, starting at 4 p.m. in McClelland Hall at the Quad. It is open to any member of the University, with PennID required for entry.

Using the format given in *Almanac* November 14, the meeting will take up topics that have been reported in advance to the Office of the Secretary, 898-7005.

### Modem Pool Capacity

In a message to be published in full in the December 5 issue, Associate Vice Provost Dan Updegrove of ICS reports increases to the University's modem pool as academic "crunch time" nears. The text is now on the Web at <http://www.upenn.edu/computing>.

### Three New Search Committees . . .

Provost Stanley Chodorow has announced the appointment of the search committees for a Dean of the Graduate School of Fine Arts, where Dr. Malcolm Campbell is now acting dean; for a Vice Provost for Research, the position held now on an acting basis by Dr. Ralph Amado; and for the directorship of the new Student Dispute Center. Professor Michele Goldfarb of the Law School, as acting JIO, now administers the Center.

#### . . . for GSFA Dean

Richard Beeman, History, *Chair*  
Nadia Al Hasani, Architecture  
Thomas Gerrity, Dean, Wharton School  
Geoffrey Hazard, Law  
Renata Holod, History of Art  
John Dixon Hunt, Landscape Architecture & Regional Planning  
Wendy Evans Joseph, Overseer  
Peter McCleary, Architecture  
Stewart Osborne, Architecture, '97  
Michael Saltzman, City & Regional Planning/Architecture, '96  
Julie Schneider, Fine Arts  
Susan Wachter, Real Estate and Finance

#### . . . for Vice Provost for Research

Lee Peachy, Biology, *Chair*  
Fred Allen, Biomedical Engineering graduate student  
David Balamuth, Physics, Associate Dean for Natural Sciences, SAS  
Dawn Bonnell, Materials Science  
Susan Gennaro, Nursing  
Bruce Kuklick, History  
Mark Liberman, Linguistics  
Jon Lindstrom, Neurosciences  
Daniel Malamud, Biochemistry, Dental Medicine  
Sankey Williams, Medicine

#### . . . for Director, Student Dispute Resolution Center

Rebecca Bushnell, English, *Chair*  
Constance Goodman, Office of the Secretary  
Larry Gross, Annenberg School  
David Hackney, Radiology  
Elana Harris, COL '96  
Justin Shellaway, COL '97

## Berger Chair: Dean Burbank

The Law School's Acting Dean Stephen B. Burbank has been named to the new David Berger Chair of Law for the Administration of Justice, named for and endowed by the distinguished alumnus who chairs the firm of Berger & Montague that specializes in complex litigation.

Mr. Berger, the former City Solicitor of Philadelphia who was on the U.S. Supreme Court Advisory Committee on the Rules of Evidence and was a pioneer in civil litigation in the area of class and group actions, established the chair to "further broad-based study of the legal system and research in procedural and substantive justice."

Professor Burbank, who is acting as dean during the sabbatical of Dean Colin Diver, has been with the University since 1975 and has been the Robert J. Fuller Jr. Professor of Law since 1991.

An alumnus of Harvard and its law school, Mr. Burbank was law clerk to Justice Robert Braucher of the Supreme Judicial Court of Massachusetts and, during the October 1974 term, to Chief Justice of the United States, Warren Burger. He joined Penn in 1975 as University General Counsel and lecturer in law, becoming a full-time member of the faculty in 1979. He was elected to the American Law Institute in 1977 and became an Andrew W. Mellon Foundation/Aspen Institute of Humanistic Studies Fellow 1978-79.

In 1981, Professor Burbank was co-reporter for the Third Circuit of rules to implement federal legislation regarding complaints of misconduct or disability against federal judges or magistrates. In 1984 and 1987, he was reporter of amendments to those rules. From 1987-89, he served as reporter of a Third Circuit Task Force on sanctions for abuse of the litigation process, and in 1991 he was named by the Speaker of the U.S. House of Representatives to the National Commission on Judicial Discipline and Removal.

Professor Burbank is a member of the bars of Massachusetts, Pennsylvania, and the Supreme Court of the United States. He has been appointed special master in federal litigation and serves regularly as a mediator or arbitrator, and is a consultant to the law firm of Dechert Price & Rhoads. He teaches civil procedure, complex litigation, and international civil litigation. A principal author of two books, he has also written numerous articles concerning court rule-making, judicial discipline, complex litigation and international civil procedure.



Steve Burbank

## Jaffe Chair in Contemporary Art: Martha Rosler

Dean Rosemary Stevens has announced the appointment of the Video Artist Martha Rosler, a teacher/scholar and critic whose academic home base is Rutgers University, as the first Elliot and Roslyn Jaffe Visiting Professor of Contemporary Art.

In residence this term, Ms. Rosler is teaching The History of Video Art, a field *Newsweek* recently called "the world's most promising medium" in reviewing one of her works, *The Semiotics of the Kitchen*.

Martha Rosler took her B.A. from Brooklyn College in 1965 and her M.F.A. from U.C. San Diego in 1974. Her prolific career blends the production of video art with the organization of art and communication projects that in turn may produce art or books or both. One of her best-known projects, *If You Lived Here: The City in Art, Theory and Social Activism*, is also one of her three books [see the jacket below]; the other two are *3 Works and Service: A Trilogy on Colonization; New York*. She has produced numerous other "Word Works" and photo/text publications—now exploring cookery in a mock dialogue between Julia Child and Craig Claiborne, now analyzing imagery of women in Russia or recording the human response throughout the world to repression, crisis and war.

A short list of her exhibitions has 65 solo presentations in the U.S., Canada and abroad, and wide participation in group exhibitions including the 1994 ICA Philadelphia show, *Women and Domesticity*. A prolific teaching career has taken her to colleges large and small, in women's studies as well as art programs and institutes.

She began her affiliation with Rutgers in 1980 as an assistant professor of art, photography and media, critical studies. Promoted to associate professor in 1985, she became full professor in 1990, and was also made a Fellow of Douglass College that year. She is now also director of graduate studies in the visual arts at Rutgers.



## Internal Audit: Mr. Whitfield

Rick N. Whitfield, now director of internal audit at Vanderbilt University, has been named Managing Director of Internal Audit at Penn starting January 1. Executive Vice President John Fry announced last week. Mr. Whitfield succeeds Rod Fancher, who is retiring after 12 years as Director of Internal Audit here.

Mr. Whitfield will be responsible for the development and implementation of the audit plans and programs for both the University and the Health System at Penn, overseeing performance of operational and financial audits; audits of existing computer-based systems; and reviews of accounting practices and procedures of all University and Health System operations as well as assisting in the orientation and instruction of University and Health System personnel on accounting policies, procedures, and internal controls.

Mr. Whitfield also had dual university/medical center responsibility at Vanderbilt, where, according to Mr. Fry, he built one of the most progressive internal audit operations in the country. The blend makes him "the ideal person to move Penn's internal audit department forward, as it evolves from an enforcement unit to one that serves as problem-solver and business partner to managers in the schools and central administration," Mr. Fry said.

Mr. Whitfield joined Vanderbilt in 1981 as assistant director of internal audit, and moved up to director in 1984. While there, he transformed the internal audit function from a "policing" function to a "value added" service function, Mr. Fry said. He also identified strategies for enhancing revenue in the Medical Center; played a leading role in improving technology in the internal audit workplace; and aligned the unit's goals to be consistent with the vision and mission of the University.

Mr. Whitfield took his B.S. in accounting from Austin Peay State University and an M.B.A. from Vanderbilt's Owen Graduate School of Management. A certified public accountant, he began his career in 1974 as an accountant with Meharry Medical College in Nashville. He was director of internal audit at Austin Peay State University in Clarksville, Tennessee from 1978-1980, and worked in private practice before joining Vanderbilt.

He is currently secretary/treasurer of the Association of College and University Auditors, and a member of the Association of Health Care Internal Auditors, the Institute of Internal Auditors, and the Hospital Financial Management Association. He has conducted peer reviews of internal audit departments at Cornell, Harvard and Duke universities, and conducted numerous national seminars for higher education and health care associations.

## Deaths

### Dr. Kenneth Atkins, Physicist

Dr. Kenneth R. Atkins, a professor of physics at Penn for 40 years, died on November 12 at the age of 75.

Dr. Atkins joined Penn in 1954 as an associate professor in charge of low temperature physics. He was promoted to full professorship in 1957 and served as acting chair of his department in 1966-67—a year in which he also served as director of the General Honors Program. He became professor emeritus in 1991.

Dr. Atkins took his Ph.D. from Trinity College, Cambridge, in 1948. After postdoctoral work as an I.C.I. fellow at Cambridge, he joined the faculty of the University of Toronto as an associate professor in 1951 and moved to Penn three years later. Here he published numerous papers and, in 1971, the widely-used textbook *Physics*, which was translated into German. He was also associate editor of the *Physical Review*, 1962-64.

Students remember Dr. Atkins for his down-to-earth and entertaining demonstrations of physics in his courses, using ping-pong balls, for example, to demonstrate kinetic

## OF RECORD

### Rules Governing Final Examinations

1. No instructor may hold a final examination except during the period in which final examinations are scheduled; when necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled in the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, or some other unusual event, may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their dean's office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate dean.

7. No classes (excluding review sessions) may be held during the reading period.

8. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given.

In all matters relating to final exams, students with questions should first consult with their dean's offices. Faculty wishing to seek exceptions to the rules also should consult with their dean's offices. Finally, the Council of Undergraduate Deans and SCUE urge instructors to see that all examinations are actively proctored.

*Stanley Chodorow, Provost  
November, 1995*

### Penn's Way '96: Up and Running

The Penn's Way Campaign runs from November 1 to December 15 but is referred to as the '96 Campaign because payroll deductions begin in January, 1996. To receive a guidebook or for more information call: 898-1733.

School/Unit	Employees	Number of Participants	% Particip'd	Total Contrib'd
Annenberg Center	27	0	0%	0
Annenberg School	31	4	13%	300
Business Services	330	23	7%	1,972
Dental Medicine	406	10	2%	1,019
Development & Alumni Rel	182	19	10%	1,069
Engineering	217	7	3%	520
Executive Vice President	161	4	2%	31
Facilities	736	3	0%	320
Finance	268	27	10%	1,319
Graduate Education	173	6	3%	650
Graduate Fine Arts	73	0	0%	0
Human Resources	65	1	2%	200
Info Systems & Computing	149	10	7%	615
Intercollegiate Athletics	86	0	0%	0
Law School	118	0	0%	0
Libraries	232	15	6%	1,556
Medicine	2264	3	0%	148
Morris Arboretum	28	0	0%	0
Museum	90	1	1%	52
Nursing School	154	0	0%	0
President	84	12	14%	2,560
Provost	219	18	8%	1,352
School of Arts & Sciences	917	14	2%	1,700
Social Work	56	1	2%	100
University Life	274	9	3%	319
Veterinary Medicine	538	1	0%	25
Wharton	570	27	5%	1,640
<b>TOTAL</b>	<b>8448</b>	<b>215</b>	<b>3%</b>	<b>\$17,467</b>



energy. His family remember him as an avid animal lover, and note that he leaves behind four poodles.

Dr. Atkins is survived by his wife, Kathleen; two sons, Rick and Brian; a daughter, Susan Quigley; three grandchildren and two great-grandchildren. Memorial contributions may be made to Chester County S.P.C.A. Ambulance Fund, 1212 Phoenixville Pike, West Chester, PA 19380.

## Dr. Kenneth Goldstein, Folklorist

Dr. Kenneth S. Goldstein, the eminent folklorist whose work as a collector, record producer, teacher and writer profoundly influenced the preservation and analysis of folk music and tales here and abroad, died on November 11 of cancer. He was 68.

The Brooklyn-born Dr. Goldstein earned his bachelor's and master's degrees in business administration from the City College of New York. After Army service in the 1940s, he worked as a record producer and music editor for Stinson, Folkways, Prestige, and Riverside. But late in the 'fifties he enrolled at Penn for an advanced degree, won a Fulbright Scholarship to Edinburgh University's School of Scottish Studies, and emerged as the first Ph.D. in Folklore and Folklife at Penn (1963). He joined the faculty immediately—and meanwhile helped to start the Philadelphia Folk Festival.

In 1967, he received the Lindback Foundation Award for Distinguished Teaching, and became chairman of the Folklore and Folklife department. Still later, in 1985, he became graduate chair of social gerontology here.

A recent *Festschrift* edited by Dr. Roger Abrahams, published just three weeks before Dr. Goldstein's death, praises him as an "unconventional scholar," who not only published books, monographs and scholarly articles but used all the media at his disposal, from annotated tapes, recordings, and magazine articles to book jackets and LP record liners as tools for teaching. He is also credited with redefining the mission of the field collector and, through his widely translated *A Guide for Field Workers in Folklore*, bringing collection and analysis together. He recognized that "the scientific process began in the field and before, and could not be delayed until the material reached the archive," as Dr. Dan Ben Amos put it.

His own fieldwork in England, Scotland, Australia, Newfoundland, Labrador and many other sites resulted in the production of some 525 long-playing records, which he produced and annotated as well as the publication of ten books and countless articles. He was honored by both scholarly and musical organizations, despite his claim that his "only instrument was the tape recorder." He had most recently received Philadelphia's first "Folky" and a special award from the Philadelphia Ceili Group for his contributions to Irish music.

Dr. Goldstein held eight editorships and led many organizations both academic and mainstream: editor and president of Folklore Associates, president of Pastime Books, president of the American Folklore Society and the Pennsylvania Folklore Society, council member of The Folklore Society of England are but a few examples. He also advised the NEH and the Smithsonian.

He is survived by his wife, Rochelle, who frequently assisted him in his fieldwork and who was on the University staff for 18 years before her retirement as business administrator of the Institute for Contemporary Art. Also surviving are a brother; two sons, Scott Goldstein and Karl Levi; two daughters, Rhoda Goldstein and Diane Goldstein-Buchan; and two grandchildren.

**Ed. Note:** At presstime *Almanac* was also advised of the death of Dr. Paul Rodin Leberman of Medicine, whose obituary will appear in the next issue (December 5).



Dr. Goldstein

*Following the assassination of Israel's Prime Minister, members of the University and friends from throughout the city gathered in Blanche Levy Park for a campus memorial service sponsored by Penn Hillel. Speakers included the Israeli Consul Eli Avidar, Hillel's Director Jeremy Brochin, Rabbi Howard Alpert, students Sarah Davies, Steve Ebert and Seth Lasser, and the President of the University, whose reflections are below.*

## Extraordinary Images and the Power of Ideas

*A Message from Judith Rodin, delivered at the Memorial Service for Yitzhak Rabin, Monday, November 6, 1995*

Shalom. This morning we watched an extraordinary sight: The funeral of an Israeli prime minister, beamed around the globe, attended and eulogized by the world's leaders—including representatives of the Arab world and the President of the United States.

The event, and the attention it has received, are a stunning reminder of how much the world has changed.

No one who saw today's extraordinary pictures from Jerusalem—or those taken in September of this year and two years ago on the White House lawn—can doubt the extraordinary power of ideas to change human reality.

Only a month ago, it was Yitzhak Rabin, himself, who called our attention to some of those extraordinary images—and to the idea of peace that they so powerfully represented.

Sadly, it was the power of another idea that took Yitzhak Rabin's life.

### The Importance of Doubt

Ideas can be comforting things—especially so when we are absolutely certain in our belief; powerful in our rhetoric; steadfast in our commitment to action on their behalf. But it is precisely then that ideas are most dangerous, when we are least likely to think through the powerful connections between rhetoric, behavior and ideas.

Ideas have consequences. And absolute ideas—whether they come clothed in the xenophobia of nationalist fervor, the divine sanction of fundamentalist belief, or the savage mythologies of racism—absolute ideas have absolute consequences. Absolute, unchallengeable, truth permits everything and constrains nothing. Absolute certainty certifies absolutely the rightness of one's actions.

That is why we must always hold out the smallest possibility that we may be wrong—even in our most fervent beliefs. It is that small opening through which compromise and compassion enter the world. It is through the possibility of error and the expectation of further enlightenment that we admit our human limitations. It is in the recognition of others, and the possibility that, if not wholly right, they may not be wholly wrong, that we recognize each other as fellow human beings.

Yes, ideas have the power to change the world—but we have the power to change our ideas—and thereby, to change each other.

### The Example of Yitzhak Rabin

There is no finer exemplar of that ability than Yitzhak Rabin. A lifetime warrior, committed to the establishment and security of the state of Israel, he had the courage to change, to seize the idea of peace, and to make it a reality.

Yitzhak Rabin's life and work is a testament to the triumph of hope over fear, of an idea over vengeful emotion, of change over paralysis. Because of him—and those like him who have the courage to take risks for peace—there is, today, even as we mourn his passing, brighter hope for the future.

Let us, then, be comforted by his example and emboldened by his achievement. Let us take inspiration from his vision and lessons from his life. And let us envision for ourselves a world filled with more extraordinary pictures—pictures of ourselves and those we fear, pictures of ourselves and those we hate, pictures of ourselves and those we find intolerable.

Such pictures are, indeed, worth a thousand words. They are the pictures of hope and the pictures of peace.

*Thus saith the Lord:  
A voice is heard in Ramah,  
Lamentation, and bitter weeping,  
Rachel weeping for her children;  
She refuseth to be comforted for her children,  
Because they are not.*

*Thus saith the Lord:  
Refrain thy voice from weeping,  
And thine eyes from tears;  
For thy work shall be rewarded, saith the Lord;  
And they shall come back from the land of the enemy.  
And there is hope for thy future, saith the Lord.*

— from Jeremiah, 31:15 & 16

## Annual Report of the Faculty Grievance Commission, 1994-95

### Grievance Issues Handled During the 1994-95 School Year

During the last academic year, the Faculty Grievance Commission dealt with the following matters:

A. A case involving the charge that tenure was denied on the basis of gender bias. The hearing was completed. The Panel submitted its report to the Provost who returned the final decision.

B. A case involving charges that terms and conditions of employment were not well documented and clarified, thereby rendering the complainant's position uncertain. The Panel submitted a report to the Provost who returned the final decision.

C. A case involving the charge that a procedure was improperly administered in presenting a dossier for evaluation in a tenure decision. The Panel submitted a report to the Provost who returned the final decision.

D. A case involving the charge that salary was arbitrarily affected by age. The Panel submitted a report to the Provost. A final decision is pending.

Cases from the following locations were submitted to the Commission for review. At this time, either no decisions have been made or the complainant has decided to drop the matter or to pursue it in other venues.

- A. An academic center.
- B. The School of Fine Arts.
- C. The School of Arts and Sciences.
- D. The Wharton School.

### Continuing Matters of Concern to the Faculty Grievance Commission

There is a need to increase the pool of faculty to serve on panels.

A panel of three members hearing a case may include, at most, only one non-tenured assistant or associate professor. No non-tenured assistant or associate professors may serve on panels judging tenure denials. While clinician educators may serve on panels hearing any other kind of case, they are not eligible to serve on panels judging tenure denials or involving compensation of tenured faculty. All of this, together with the size of the original pool now designated by the Senate Executive Committee, the typically busy and sometimes unpredictable schedules of tenured faculty members and the need to constitute panels at unpredictable times during the semester, means it is often very difficult to put together a panel.

#### Recommendation

The hearings list should be expanded to include at least 60 faculty members' at least 30 of whom are eligible to serve on cases involving tenure and compensation disputes. The list should continue to be screened by the Faculty Senate Office for willingness to serve before appointment and prior to being submitted to the Faculty Grievance Commission.

There is a need to deal with the volume and complexity of complaints.

The Commission reviews all complaints faculty members bring to it each year. Sometimes, a single visit with the Chair is enough to resolve the matter. Sometimes, the Chair is able to work as a mediator to resolve disputes. On other occasions, however, the issues are so complex that the full Commission must ask for additional documentation and meet with the complainant before deciding whether to allow a grievance to go forward. Once that happens, large amounts of time are consumed preparing for and holding hearings. Hours are spent gathering and distributing confidential materials and then scheduling meetings among grievants, respondents, witnesses, panelists and Commission members. Further, the actual hearings themselves can take many hours and often days. Often, all of this causes long delays that are unacceptable in terms of the Commission's desire to provide reasonably speedy hearings. Finally, all hearings must be recorded and, once the grievance is completed, large quantities of confidential material must be destroyed.

#### Recommendations

A. The Commission recommends that the Senate Committee on the Faculty examine ways to increase the capacity of the Faculty Grievance Commission to handle multiple cases in a timely fashion. For

example, the rules governing faculty grievance procedures might be amended to expand the size of the Faculty Grievance Commission. If there were Co-Chairs, Co-Chairs-elect and Co-Past Chairs, or an auxiliary Commission of Past Chairs, Commission work could be divided, permitting two hearings to proceed simultaneously. The Senate Committee on the Faculty should examine these alternatives, as well as others, to improve Commission efficiency.

B. The efficiency of the Commission also would be enhanced greatly by providing it with regular staff, up-to-date recording equipment and a high quality shredder.

### Structural Issues that Contribute to Grievances

Some of the problems that end up in grievances arise because the University has not developed clear procedures for spelling out the terms and conditions of employment for new faculty and for the renewal of contracts for faculty without tenure, because there are insufficient guidelines governing the performance and control of both administrators and faculty who run centers and research groups and because there is a lack of systematic mentoring of new, tenure track professors.

There is a need for procedures to govern the terms and conditions of employment for newly appointed and reappointed members of the standing faculty.

Typically, the Provost and Deans authorize searches, while the Provost, President and Trustees authorize hires. However, each school has its own method of doing searches, talking to final candidates, making offers and conducting renewals. Sometimes, what the candidate is told, hears and later discovers about the terms and conditions of his or her employment are at great variance. This can lead to serious misunderstandings which result in grievances.

#### Recommendation

The Provost and Deans in consultation with the Faculty Senate should develop standard procedures for making offers and spelling out the terms and conditions of employment for all tenure track appointments and reappointments. Among other things, these should cover salaries and whether they are based on 9 or 12 month periods, the duration of the appointment and expected dates for review for renewal as well as any special agreements about laboratory space, access to equipment, equipment purchase, and the like. There should be a letter that makes such terms very clear to each candidate. As part of approving appointments and reappointments, the Provost should review and authorize the letters of appointment.

There is a need for training and regular review of administrators of schools, academic centers and faculty members who head research laboratories. In the past, many grievances have arisen through the arbitrary and capricious behavior of deans, directors and heads of centers and research units. Indeed, some units appear to be places where employees, including faculty, have been particularly vulnerable to abuses of power. In part, this appears to stem from a lack of clarity about lines of authority and a lack of procedures for regular administrative review. In part, it also seems to arise from a lack of administrative experience on the part of faculty members: many faculty become deans, chairs, and the heads of centers and large research units without having had any formal managerial training.

#### Recommendations

A. The Faculty Grievance Commission believes many of these problems could be solved if the central administration and the deans, working together with the Faculty Senate, developed clear lines of authority and procedures for regularly training and evaluating all administrators who employ or oversee members of the faculty.

B. The Commission suggests the Faculty Senate and Provost work together to develop regular procedures for reviewing the performance of deans.

*Peter J. Kuriloff, Chair*  
*Adelaide M. Delluva, Past Chair*  
*Sol H. Goodgal, Past Chair*  
*Seymour J. Mandelbaum, Chair-elect*

# Report of the Office of the Ombudsman

## 1992–1995

*A Three-Year Report by David J. DeLaura, University Ombudsman*

During the 1992-93 academic year a total of 250 members of the University community came to the Ombudsman's office; 280 came in 1993-94, and 268 in 1994-95. The cases are itemized here according to the issues involved in the complaint, the school of the University from which the complainant came, and the complainant's personnel category. As in all past years, job-related issues were the principal concern of those using the office. Such complaints range between 34% and 40% of all cases during these three years. The next most common categories comprise procedural irregularities in the workplace or in academic settings, accounting together for close to 40% of the cases. The remainder are distributed in relatively small numbers among a variety of headings. Employment, promotion, and procedural issues frequently involve angry harassment complaints between participants who are quite unequal in power.

The figures recorded here, however, although similar to those reported in recent years, do not reflect the magnitude and the serious implications of a good many recent cases. Because this is a time of institutional reassessment and change at Penn, we believe this is the right moment to open a discussion of what we see, on a daily basis, as "ailing" the University and the ways in which it conducts its business. Our concern about a detectable and disturbing slippage in what may be called the "personal climate" in recent years, prompts us to offer a more pointed statement than usual, focusing on complaints that usually arise from experiences that may be described as a hostile atmosphere in the workplace.

We have encountered a marked and pervasive increase in managerial irresponsibility—by which we mean the unwillingness of supervisors to intervene in a timely and appropriate way when disputes and grievances arise, or to be responsive to employees in harassment situations. Many fail to acknowledge that "management" extends beyond competence in one's primary responsibility, and must include the humane and equitable treatment of all employees.

Arbitrary and unpredictable behavior seems to be quite acceptable in some areas of the University. This climate of bad manners and incivility, of indifference to the feelings and rights of others, no doubt reflects widely noted changes in society at large. But our experience suggests that the conduct of a significant number of individuals, indeed of whole units, falls below the standard one expects today in enlightened business organizations.

Increasingly, at Penn, the ethos has ceased to be one of accountability, of doing "the right (and

responsible) thing." Instead, managers frequently decline to "become involved"; some will persist in doing what they can get away with, or claim they have been "following policy," when in fact they have been manipulating policy to their own advantage. Others in effect now ask: "What is the minimum I must do to avoid legal action or dismissal?" Yelling and abusive behavior, along with disrespectful and sniping remarks, are obvious examples of misbehavior. More subtle is the instinct to turn the burden back on the complainant, saying: "What are *you* doing to bring this situation on yourself?" In the academic area, and especially dealing with women graduate students, highly variable and arbitrary and even offensive conduct is quite common. But it is important to stress that these passive or aggressive behaviors occur in many areas, and quite as acutely in the non-academic units of the University.

A distinct area of irresponsible behavior is the failure to attend to experience and qualifications in hiring. Some seem to get hired because they are relatives or friends, or on some other subjective basis. These are the very people who are treated preferentially, as loyal to oneself, thus adding to the adversarial relationship that some managers have with their other employees. We also urge employers to assess their needs carefully when they prepare a job description for hiring. In too many cases, the persons hired find what is expected of them to be very different from the posted description, and are told to "hang in there while we work things out."

Irresponsible management practices and inhumane treatment take a heavy toll on both productivity and morale. Our strong impression is that many competent and experienced employees are (in the words of one observer) "giving up hope in the workplace"; indeed, employees are losing health and sleep because of capricious and manipulative superiors. Another consequence is the high turnover of disgusted employees, including some of the ablest and most valuable, often in perennially troubled areas.

Some supervisors seem unaware that some employees are in legally protected categories. Increasingly the lack of timely and appropriate intervention, on the part of supervisors and other University officials, has become the subject of legal action, quite as much as the initial complaint of harassment or unfair treatment. At risk, in this new environment, are supervisors as well as the resources and good name of the University.

The goal of our office is to foster an environment in which job satisfaction is the rule, and where employees are encouraged to develop their professional skills. Our guiding principle is that managers, who after all set the standards of

behavior, must not only pursue excellence in their work, but also ensure humane and fair treatment of all employees—not least, those who are most at risk and lack the means to protest against unequal and abusive conditions. Indeed, it serves no purpose to humiliate and belittle people, even when they misbehave.

For the most part, rules and policies are in place. And, it is important to note, there are units in the University directed by people who are competent *and* assume responsibility to make working at Penn a rewarding experience. But personnel policies are sometimes not well known, and often not followed conscientiously; and of course there are no general laws regulating humane and considerate behavior. Nevertheless, many managers seem not to realize that there is a new—and far more litigious—climate in employer/employee relations in the 1990s than in the past. As spectacular cases in public life have recently shown, conduct that was allowable—or "could be gotten away with"—five and certainly ten years ago, can no longer be defended.

The increase in inappropriate behavior—among near equals, and up and down the ladder of authority—strongly suggests that careful training should be given to all administrators, at every level, as they take office, as well as updates on emergent issues. Academic and non-academic officials need training in contemporary management practices and in changes in their legal rights and responsibilities.

We have already begun to consult with University officials on how to institute such training, appropriately, in the different units of the University. In the academic area, such training is needed for deans, chairs, and new faculty, as well as for graduate students acting as teaching assistants and fellows in student residences.

In this new climate of expectations, we are more convinced than ever of the importance of the Ombudsman's office, and the value of its unique independence: we report directly to the University community. The office is neutral and does not act as "advocate" for either party in a dispute; instead, we seek to ensure as fair a process, and outcome, as possible. We believe that an alert, informed, and good-faith approach to the problems we have raised here, problems of course shared by all large educational institutions now, will serve the interests of *all* parties—superiors, employees, and the University itself.

My colleague Dr. Gulbun O'Connor and I welcome your comments and suggestions about these concerns and initiatives. Most practically, anyone in the University community who would like to make use of the Office of the Ombudsman should feel free to call 898-8261 for an appointment.

# Cases Handled by the Office of the Ombudsman 1992-95

Cases Handled During 92-93		Cases Handled During 93-94		Cases Handled During 94-95	
<b>A. Categorized by Issues Raised</b>	<b>No.:</b>	<b>A. Categorized by Issues Raised</b>	<b>No.:</b>	<b>A. Categorized by Issues Raised</b>	<b>No.:</b>
Employment Problems	75	Employment Problems	99	Employment Problems	108
Academic/Procedural	52	Procedural	55	Academic/Procedural	57
Procedural	49	Academic/Procedural	52	Procedural	49
Harassment	13	Miscellaneous	22	Miscellaneous	18
Miscellaneous	13	Academic	12	Personal	12
Personal	11	Harassment	9	Academic Integrity	7
Promotion Problems	10	Personal	9	Academic	5
Academic	9	Promotion Problems	7	General Services	5
Academic Integrity	7	School Based Financial Aid Problems	6	Harassment	3
Student Services	5	Benefits	4	Student Services	3
General Services	3	Student Services	3	Illegal Activities	1
Benefits	2	General Services	2	<b>Total</b>	<b>268</b>
Illegal Activities	1	<b>Total</b>	<b>280</b>	<b>B. Categorized by Affiliation</b>	<b>No.:</b>
<b>Total</b>	<b>250</b>	<b>B. Categorized by Affiliation</b>	<b>No.:</b>	<i>Undergraduates</i>	
<b>B. Categorized by Affiliation</b>	<b>No.:</b>	<i>Undergraduates</i>		SAS	27
<i>Undergraduates</i>		SAS	25	Wharton	8
SAS	27	Wharton	9	Nursing	3
Wharton	12	SEAS	5	SEAS	3
SEAS	5	Wharton Evening	2	CGS	1
CGS	3	Nursing	1	Wharton Evening	1
Nursing	2	<i>Subtotal</i>	<i>42</i>	<i>Subtotal</i>	<i>43</i>
Wharton Evening	1	<i>Graduate Students</i>		<i>Graduate Students</i>	
<i>Subtotal</i>	<i>50</i>	GSFA	20	SAS	15
<i>Graduate Students</i>		SAS	13	GSE	8
SAS	18	GSE	10	Social Work	7
GSFA	15	Social Work	9	GSFA	5
GSE	7	CGS	5	Wharton (MBA)	5
SEAS	5	Medicine (Ph.D)	3	Medicine	3
Wharton (MBA)	5	SEAS	3	Dental	2
Medicine (Ph.D)	3	Dental	1	SEAS	2
CGS	2	Law	1	Veterinary	2
Dental	2	Nursing	1	Wharton (Ph.D)	2
Medicine	2	Veterinary	1	CGS	1
Nursing	1	Wharton-MBA	1	<i>Subtotal</i>	<i>52</i>
Social Work	1	<i>Subtotal</i>	<i>68</i>	<i>A-1 Personnel</i>	<i>74</i>
Law	1	<i>A-1 Personnel</i>	<i>53</i>	<i>A-2 Personnel</i>	
<i>Subtotal</i>	<i>62</i>	<i>A-2 Personnel</i>		Medicine	8
<i>A-1 Personnel</i>	<i>40</i>	Medicine	10	SAS	6
<i>A-2 Personnel</i>		GSFA	4	GSFA	3
Medicine	8	SAS	3	Nursing	2
SAS	7	GSE	2	SEAS	2
GSFA	6	Dental	1	Dental	1
Veterinary	3	Law	1	GSE	1
Dental	1	<i>Subtotal</i>	<i>21</i>	Veterinary	1
GSE	1	<i>A-3 Personnel</i>	<i>62</i>	<i>Subtotal</i>	<i>24</i>
Wharton	1	<i>A-5 Personnel</i>	<i>6</i>	<i>A-3 Personnel</i>	<i>42</i>
<i>Subtotal</i>	<i>27</i>	<i>Alumni/ae</i>	<i>6</i>	<i>A-5 Personnel</i>	<i>10</i>
<i>A-3 Personnel</i>	<i>49</i>	<i>Others (parents, former students or former employees)</i>	<i>22</i>	<i>Alumni/ae</i>	<i>9</i>
<i>A-5 Personnel</i>	<i>8</i>	<b>Total</b>	<b>280</b>	<i>Others (parents, former students or former employees)</i>	<i>14</i>
<i>Alumni/ae</i>	<i>5</i>			<b>Total</b>	<b>268</b>
<i>Others (parents, former students or former employees)</i>	<i>9</i>				
<b>Total</b>	<b>250</b>				

# A Folklorist's View of the Ubiquitous, Universal, Populist Turkey and Thanksgiving



By Esaúl Sánchez

It has not always been easy to be a turkey in America.

"In our beginnings as a nation, there was a big argument about what should be the great American symbol," according to Hum Rosen Professor of Folklore and Folklife Roger D. Abrahams. The choices seesawed between the bald eagle and the turkey. According to turkey legend, Benjamin Franklin advocated for the turkey as the national symbol.

But the turkey lost—at least temporarily. The turkey-as-symbol slipped into oblivion for decades before finding a new niche in American life.

"After the Civil War, Abraham Lincoln and Sarah Josepha Hale, editor of the major women's magazine in the 19th century, were desperately seeking a holiday that would bring the nation together. Thanksgiving had been a local holiday in some places in New England," explained Dr. Abrahams. "Lincoln declared it a national holiday two centuries after the original Thanksgiving." And, with it, the turkey regained respect and visibility.

Since its inception, Thanksgiving Day has never lost its place in the national repertory of celebrations for two main reasons: It is simultaneously a non-religious, inclusive holiday, and it is an autumn harvesting feast.

"Other holidays, such as Christmas and Easter, are tinged with a connection to a church. But Thanksgiving is the holiday when people from any kind of persuasion feel that they can get together with their families and celebrate. It has succeeded in maintaining old-fashioned family values on one particular occasion," said Dr. Abrahams.

Thanksgiving is one of those times when the family is brought together, even if only in thought. "Since our families are dispersed," he added, "whoever is running the Thanksgiving dinner assigns who's going to bring what to the meal. What you have on the table is an illustration of how everybody in the family is able to contribute to the totality of that family."

Although the turkey is central, it doesn't work unless it is surrounded by as many dishes as possible. "The idea is to illustrate diversity by serving as many side dishes as you can think of," Dr. Abrahams noted. "You judge the success of the meal not only in terms of how much people eat, but also in terms of how many different dishes you can offer at that meal."

All the ethnic flavors of American cooking emerge at Thanksgiving. "It is an additive holiday in the sense that, yes, you have the turkey," he added, "but you also have all the things surrounding the turkey—things added every year that come from different ethnic cooking styles."

Even as the turkey is "all-American,"

other dishes can be as diverse as the population itself: from pasta to sweet-potato latkes to collard, mustard and turnip greens. "For example, you can have a Hispanic version of Thanksgiving together with many different black versions," Dr. Abrahams pointed out. "So it can be both all-American and ethnic. In the last 25 years, the number of popular ways to stuff the bird is fascinating. Now there is this wonderful argument that goes on:

Should it be the traditional stuffing with the old bread and the herbs, or should it be Southern style with oysters? A lot of

people say, "well the old-fashioned stuff is great; I wouldn't like to have a Thanksgiving without it. But that oyster stuffing, now, that is *really* good."

The timing of Thanksgiving—at the point in the fall season when the traditional harvesting is completed—also contributes to its symbolic power. As Dr. Abrahams explained, "The holiday is the beneficiary of all of the symbolism of the various kinds of harvest feasts that were celebrated all over the Old World, Europe and Africa. The gourds, the squashes, all of the harvest autumnal kinds of things."

And, of course, the turkey.

"The turkey is not only a New World national bird but can be stuffed just as the goose or the duck or the pig in England. At every holiday, but especially at the harvest-to-midwinter holiday, you have to have a piece of meat that can be presented as a whole, then cut to pieces and passed around to everybody in the eating group. It becomes the way of stuffing everybody else at the ceremony," he added.

"The idea of the Thanksgiving feast is to eat more than you can possibly eat. All seasonal feasts involve eating and drinking too much. They reduce everybody to the lowest common denominator," Dr. Abrahams said. "You have to eat until you are groaning. The whole thing is about stuffing, overeating, abundance, cornucopia. You are sharing this physical state of overeating. That is the common physical experience which brings everybody together on that day."

From the Native Americans' point of view, this holiday falls at the end of the corn season. Corn was the major crop of Native Americans throughout the Americas. They built their entire ritual cycle around corn.

"The traditional Thanksgiving story tells us about Squanto teaching the pilgrims in Massachusetts how to prepare Native American food. The Thanksgiving story is about how, in the face of superior civilization, the indigenous people gave over the essence of their culture, those powerful elements of their culture, which then were incorporated into the ways in which the conqueror cele-



Photograph by Tommy Leonardi

Dr. Roger D. Abrahams

(continued on page 13)



# University of Pennsylvania Press: No Kindly Aunt

By Martha Jablow

Eric Halpern has already started to map the direction for the University of Pennsylvania Press. Appointed director only three months ago, he intends that "the faculty will soon see that the Press is on the move and will figure more in the life of the University. It's not some kindly aunt in a corner of the mansion, but should be in the forefront of the University.

"I'd like to see the Press grow and develop, to be a bigger player in the world of university publishing and to be an asset and credit to this University," he said in an interview last week in his 13th floor office of Blockley Hall. "I'd like this to be a press that matches the University in its level of distinction."

Mr. Halpern brings more than 14 years of university-press experience to his new position. He came to Penn from the Johns Hopkins University Press; earlier, he was with Cornell University Press.

When he was appointed, Provost Stanley Chodorow noted Mr. Halpern's "stellar reputation for acquiring books.... He is full of ideas and energy to make the Penn Press a truly distinguished component of the University."

To set a course for the future, the Press has begun what Mr. Halpern calls "an elaborate process of self-examination" and plans a \$5 million fund-raising campaign. "We've been studying the last five years of the Press's publishing history," he reported, with an eye to "cutting back on areas where we're weak and trying to make choices." The self-examination process has convinced him that the Press needs to target certain areas.

Traditionally, the Penn Press has been strongest in the areas of medieval studies

and anthropology, Mr. Halpern noted, with literary studies, business, economics and law represented as well. "The Press has had a tradition of publishing very solid works of scholarship, but not a sense of institutional ambition," he said. "You can't publish effectively unless you're focused.

You can't do it by publishing one book here and one there.

"If they aren't going to be marginalized, university presses are going to have to get into science and medicine more, if they aren't now. It's as important to publish in science and medicine as in literature and history." But, he added, "We're not going to move into those areas too quickly, but shore up our areas of traditional strength."

Sharper targeting doesn't translate to cutting back. In fact, Mr. Halpern wants the Press to increase its list and its 17-person staff, which he maintains "is seriously

understaffed."

How many books does the Press typically publish? Mr. Halpern spun around to his keyboard and punched up the numbers: "In the last five years, it's been close to 65 new titles on average, but that's been variable." His goal is to increase the Press's list to 100 new titles per year by the year 2000.

Sales have averaged 600 copies per book over five years. "That's too low," he acknowledged. "My goal is to sell 1,000 copies of the average title over five years."

It doesn't take a Wharton MBA to recognize that university-press publishing is a highly labor-intensive, low-to-no-return venture. Academic authors don't pocket \$4.2 million advances that trade publishing houses like Viking pay Marcia Clark. Nor do they usually reap royalties.

As Mr. Halpern understated, university publishing "has to be a subsidized industry." He added, "The University has been quite generous, but in order to grow, we

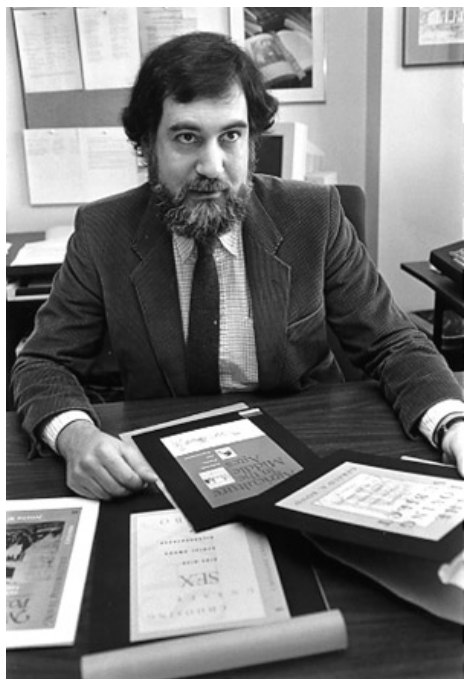
must substantially improve our capital base. We must do fund raising—\$5 million in five years. It's ambitious but realizable, and necessary to bring the Press to an entirely different level."

For scholarly authors, the rewards of publishing with a university press are prestige, recognition and career advancement. And publishing with a university press "does accomplish the final step in research and writing" for academics, Mr. Halpern said. "I should hope that Penn faculty will turn to us, not merely to send dissertations of their students but their own work. I'm going to make a concerted effort to get them for this press."

Page proofs of the Press's Spring-Summer 1996 catalog—the first under Mr. Halpern's direction—reveal a strong Penn presence. Professor of the History of Art and South Asia Studies Michael W. Meister is editor of "Cooking for the Gods"; Professor of Romance Languages Lucienne Frappier-Mazur is the author of "Writing the Orgy, Power and Parody in Sade"; Associate Professor of History and South Asia Regional Studies David Ludden is editor of "Contesting the Nation, Religion, Community, and the Politics of Democracy in India"; Vijay Gambhir, assistant director for Methodology at the Penn Language Center and teacher of Indo-Aryan languages in the Department of South Asia Regional Studies David Ludden, is editor of "The Teaching and Acquisition of South Asian Languages"; and Olivia S. Mitchell, Wharton professor and executive director of its Pension Research Council, is an editor of "Securing Employer-Based Pensions."

While university presses formerly enjoyed a captive if small market—libraries—that market has become limited by tighter budgets and shifting purchasing priorities. While that is a challenge for university presses, they are also enjoying new retail outlets.

When Mr. Halpern was questioned about the shaky financial state of the publishing industry, he responded emphatically, "Not true. Not true. Publishing is one of this country's most vibrant industries. It's a time of unprecedented growth for university presses, largely in the retail trade. Bookstores are stocking very serious university-press books—at a double-digit growth rate. The superstores are buying very broadly."



Photograph by Candace diCarlo

*Eric Halpern plans to make the Press a bigger player.*

## Innovation CORNER

*This is the fifth in a series of stories highlighting the results of administrative restructuring initiatives and other related news and features.*

# New Purchasing Initiatives Save Time & Money

For businesses as for individuals, the same rules apply when buying goods and services:

- You save money when you cut out the middleman.
- The quicker it takes to complete a transaction, the more time you save — and time is money.
- Doing your shopping close to home also saves time.
- Buying things in volume lowers the cost of each individual item.

Penn's Purchasing Department, working together with other Penn departments and outside suppliers, is now putting those principles to work for University buyers.

About two years ago, according to Associate Director Ralph Maier, the Purchasing Department examined itself with an eye towards refocusing on its core mission of procurement service. "We asked our customers what the ideal procurement process would look like," he said. "In their eyes, the ideal process would have four steps: the customer determines a need, the customer places an order, the vendor ships and bills the University, the vendor gets paid."

This stood in sharp contrast to the process then in place, in which even the smallest orders had to go through a 52-step procedure that averaged 18 days to complete. To make matters worse, most of the orders flowing through this pipeline were for relatively small amounts. As Purchasing Director Robert Michel explained, "Our study found that purchases of less than \$500 accounted for 80 percent of all transactions we processed, but only 14 percent of the total dollar volume of University purchases. We decided we needed

to focus our efforts on the other 86 percent."

This, in turn, meant "empowering purchasers of small-ticket items to make the decisions at their end," he said. The way to do this was to move order processing out of Purchasing and into the offices actually buying the goods.

The first step in this process was the development of a procurement credit-card program. Working with the Accounts Payable office, Purchasing began offering a MasterCard procurement card to University offices last July as part of a four-month pilot project. After the pilot program proved successful, the card, issued through the First National Bank of Chicago, was rolled out on a University-wide basis.

The card allows business administrators to complete small transactions by themselves without having to go through Purchasing. In addition, Mr. Maier said, "with help from UMIS, we developed back-end software that lets users track their purchases on-line."

There are currently about 500 MasterCard procurement cards in circulation across campus. Purchasing estimates that the card has saved Penn over \$220,000 in processing costs in the 16 months since it was introduced. The card has produced almost as much savings in the first four months of this fiscal year (\$107,040) as it had in all of fiscal 1995 (\$120,080). So far this year, both the dollar volume and number of transactions processed with the card are running at about 3.5 times last year's pace, a sign that the new card is being rapidly accepted on campus.

Already, Penn's procurement credit-card program ranks as the leading such program among American universities, and one of the 40 biggest overall, in terms of dollar volume.

The department has taken the next step with the roll-out of the Penn Purchasing World Wide Web site (<http://www.upenn.edu/purchasing/>) earlier this fall. The idea for the site came to Mr. Maier and Mr. Michel when they attended a meeting of Ivy League purchasing agents in the fall of 1994. "One of the items on the conference agenda was an overview of the World Wide Web given by an MIT techie," Mr. Michel said. "Our reaction was 'We have seen the future!' because of the implications of what we saw."

What they saw was a tool that would:

- reduce the need for salespeople to call on

University offices;

- allow University buyers to interact directly with vendors on-line;
- reduce the need for University offices to keep suppliers' catalogs handy; and
- allow Purchasing to redeploy staff to focus on procurement service.

The site, which was developed over the summer by Purchasing Agent Abe Ahmed, already allows Purchasing to disseminate information quickly about changes in policy, rules and suppliers to campus buyers and lets buyers access this information at their convenience. The ultimate goal is to allow buyers to connect directly to suppliers through links from the Purchasing web pages; one supplier, 3M, already has a custom Web site for Penn customers (<http://www.burness.com/welcome/upennx.html>) that is accessible from Purchasing's Web pages.

"While we are not the first university to have a purchasing home page," Mr. Maier said, "ours is the most robust site, and the first to implement direct links to manufacturers. Other universities have contacted us to ask about what we've done in this area."

"Together with the procurement credit card," he added, "the Web site gives us the opportunity to explore electronic commerce."

Purchasing's next major initiatives are aimed at taking advantage of Penn's size and buying power to both save money and build a better West Philadelphia. The department, along with the Medical Center's purchasing office, has contracted with Coopers & Lybrand to find ways to leverage Penn's buying power to achieve maximum impact. Mr. Maier explains that the offices hope to do this "by getting procurement organizations to work together to meet differing needs in a unified way, by speeding transactions, and by increasing customer involvement" in all aspects of the procurement process.

Another place where Penn Purchasing seeks to maximize impact is in the minority and West Philadelphia business communities. "This means working with smaller suppliers to help them understand how we do business at Penn, and then giving them an opportunity to do business with us," Mr. Michel said. This can take



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the form of direct contracts with small firms or partnerships with larger organizations, such as the arrangement between Fisher Scientific and West Philadelphia-based EMSCO Scientific.

Currently, Penn does business with 325 West Philadelphia suppliers, many of which, like EMSCO, are minority-owned. "Having identified most of the existing area businesses that could be potential suppliers," Mr. Michel said, "we now have an opportunity to bring new businesses to West Philadelphia."

Having Penn's suppliers locate in the area, he said, "would improve service to Penn. We can also help businesses find more potential customers among other West Philadelphia institutions" such as Drexel University, Philadelphia College of Pharmacy and Science, and Mercy Catholic Medical Center.

But "the big payoff," as he put it, "is jobs." Penn encourages its suppliers to hire in West Philadelphia when they expand in the area, as Xtec Corporation did when it opened a new service center this past spring. While this initiative is still embryonic, it has worked as Purchasing had hoped: Of 16 new jobs created so far by the expansion of four Penn suppliers in West Philadelphia, 10 have gone to neighborhood residents. The department is actively engaged in additional efforts to bring more businesses and jobs to West Philadelphia.

—Sandy Smith

## A Picture-Perfect Bride

When GSFA student Ardith Lanstra made her wedding gown, she didn't use silk and satin. Instead, she opted for less-traditional materials—namely magazines and tape.

Ms. Lanstra fashioned the dress for her Theory of Culture class. "Our assignment for the semester has three parts," she explained. "The first was to choose an object and write an ethnography about it examining the connections between nature and culture. For example, we use the word 'leather' to mitigate between the natural concept of dead-animal skin and the cultural concept of fashionable material for clothing."

Ms. Lanstra, who will marry next year, decided that a wedding dress would be an appropriate object. "My ethnography explored the materials that wedding dresses are typically made from, what influences wedding-dress design, and what the

dress means in our culture," she said.

The second part of the course

required students to examine one part of the ethnography more closely, then design an "intervention" based on that investigation, according to Ms. Lanstra. Some students did experiments and performance pieces. Others created three-dimensional pieces. Ms. Lanstra, who was part of the latter group, chose to examine the way the wedding-dress market works.

"My dress was made from wedding-dress images cut out of four bridal magazines and held together with seven rolls of Scotch tape," she said. "I was attempting to demonstrate how the market controls the image of what

American women perceive wedding dresses to be. For the most part, what women believe is traditional about the appearance of wedding dresses has been made by the industry based on the flimsiest of historical facts."

As the final part of the assignment, students will document the object and the intervention in an artist's book.



Photograph by Jenny Friesenhahn

Ardith Lanstra

## PENN PERSONALITIES

The Lower Merion School Board is red and blue with Penn people. The board president is **Janet Perry**, program director for the Law School's Center on Professionalism. Re-elected on the same slate with her earlier this month were two more Penn people: **Alan M. Lerner**, practice associate professor of law, and **Frieda Hopkins Outlaw**, assistant professor of nursing.

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**Rosie O'Donnell**, in a nun's habit, became a Penn personality for a day when the actress visited the Chinese Rotunda and the Buddhism Gallery of the University of Pennsylvania's Museum of Archaeology and Anthropology on Nov. 2. The museum is making its major motion-picture debut in a Miramax release, "Wide Awake," at the

Cannes Film Festival next year and for general release here next summer. The plot involves a 10-year-old boy's search for God. As part of the filming, some young actors got caught in a turnstile of the museum's main entrance. To find out what role the turnstile plays you will have to wait for the film's premiere.

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Nursing School Dean **Norma Lang** and **Anne P. Keane**, associate professor of nursing, will be teaching in Taiwan in December as part of the World Health Organization-International Council of Nursing project. Dean Lang will spend some of her time with the Taiwan Nurses Association, while Professor Keane will consult with the local nurses about graduate education.

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Her day job is an administrative assistant in the placement office of the Law School. She also participates in Penn's workplace mentoring program. But nights and weekends, **Helena Reid** is a singer with a voice described as "very powerful," by her boss and old friend, **Jo-Ann Verrier**, assistant dean for career planning and placement. Singing since she was four-years-old in her church choir, Ms. Reid now has two credits on commercially produced CDs as a soloist of contemporary gospel music performed by the Dobbins Mass Choir. She also has sung backup solos for a friend who used to perform with the Hawkins Family Singers, and has performed in shows at the Walnut Theater.



# Penn Professors' Views on Bar-Ilan University, "Hotbed" of Israeli Fundamentalism



**By Kirby F. Smith**

What would it be like to stroll down Locust Walk and notice kiosks plastered with inflammatory posters that, say, offered a reward for killing President Clinton?

Now substitute Prime Minister Rabin for Clinton and you'll have an idea what Bar-Ilan University in Israel is like, according to Political Science Professor Ian Lustick.

Bar-Ilan is a religious university near Tel Aviv where Rabin's confessed assassin Yigal Amir studied law and computer science. Other suspects in the murder also attended Bar-Ilan.

Dr. Lustick has excellent contacts in Israel. Recently his analysis of events in the Middle East have appeared in national media such as The New York Times and "The News Hour with Jim Lehrer."

He has written one book on Jewish fundamentalism in Israel. Another book, "Unsettled States, Disputed Lands" (Cornell University Press, 1993), examines the assassination, terrorism and civil-war threats that British and French governments confronted over the fate of Ireland in 1914 and Algeria in the 1950s and 1960s. In the book, Dr. Lustick compares these threats with similar threats he predicted the Israeli government would face when it sought to disengage from the West Bank.

When asked a few days ago about Bar-Ilan University and its connection to Eyal, a far-right movement that Israeli police suspect may be connected to the assassination, Dr. Lustick said, "While I think there is insufficient information to say that Bar-Ilan was *the* headquarters of Eyal, I will say that the atmosphere there is representative of the kind of hothouse climate that breeds the sentiments and beliefs that lie behind the assassination."

Bar-Ilan opened in 1955 with fewer than 100 students. Now a thriving university, Bar-Ilan has become a "hotbed for the religious national movement," said Yael Zerubavel, associate professor of Hebrew, Asian and Middle Eastern Studies, "although secular Israelis study there as well.

"Its development, in fact, reflects the profound changes that Israel society has gone through since 1967," she continued. "First, the rising appeal of the national religious movement. Second, the claim of

the national religious to be the true followers of the Zionist pioneers with the ideology of settlement and the emphasis on the readiness for patriotic sacrifice."

The Israeli government supports and funds Bar-Ilan, said Dr. Lustick, who added that the university is as established in Israel as Notre Dame or Yeshiva universities are in the United States. "Bar-Ilan was founded as part of the idea that orthodox Judaism and the modern world were not incompatible. The belief was that Jewish law could be made consistent with modern science and liberal democracy. The same principle lies behind Yeshiva.

"But in both the United States and Israel this idea has come under tremendous stress as a result of the influence of the Jewish Messianic fundamentalism that provided graduates of these institutions with a vision of themselves as the vanguard of the Jewish people, and the struggle over settlement in the West Bank and Gaza Strip as the concrete expression of the partnership of God and the people of Israel to complete the redemption of the world.

"As Arab, international and even Israeli resistance to these ideas became fiercer, the movement reacted by latching onto strains within orthodox Judaism that place categorical divisions between Jews and non-Jews and between Jews faithful to the Land of Israel and those 'neo-Hellenizers' who are betraying the Land and the God of Israel. Some rabbis and professors at Bar-Ilan took this wave of emotion and political ascendancy and strengthened it with homilies and

interpretations of Jewish legal formulas that put Palestinians in the place of Amalek and Jewish doves in the place of the assimilationist Jews against whom the Maccabees fought. Amalek was the tribe that attacked the Jews in the desert. God's commandment to the Jews was not only to slaughter all of them, wherever they could be found, but to obliterate their memory as well."

As for the political climate on Bar-Ilan's campus, Dr. Lustick says that it would be virtually impossible for any group not on the conservative side of the political spectrum to organize or publicize its activities. He says the same condition also applies to Yeshiva. "When I lived at Tel Aviv Uni-

versity for a while in 1990, the peace groups regularly received bomb threats," said Dr. Lustick. "The atmosphere is much worse at Bar-Ilan. At the same time, there are very reasonable, even dovishly oriented professors there, but they just keep a low profile on campus."

When asked which Israeli families would want their sons and daughters to attend Bar-Ilan, Dr. Lustick's profile depicted religious, but not ultraorthodox, Jews who want to minimize the exposure of their children to what they consider dangerous secular ideas and trends prevailing at other universities. "However, the university has an excellent faculty in many areas," he said. "There are a significant number of Arab students enrolled, partly because of the school's location and partly just because of the programs it offers."

(continued on page 13)



Photograph by Candace diCarlo

**Dr. Lustick: Bar-Ilan's atmosphere breeds beliefs behind Rabin assassination.**



(continued from page 12)

As for the mood on Bar-Ilan's campus today, according to Dr. Lustick, there is soul-searching among some of those who teach Jewish studies. "I understand there have been large and solemn meetings of students to consider the importance of toning down rhetoric and introducing more respect and civility into Israeli political life," he said. "And, Bar-Ilan leaders have also complained of being unfairly blamed."

Critics—some from within—have come forward to point an accusing finger at Bar-Ilan. "One of the Bar-Ilan professors, Menachem Friedman, who was a fellow at Penn's Center for Judaic Studies a couple of years ago, gave an interview on NPR [National Public Radio] after Rabin's assassination and said that he feels the Bar-Ilan faculty is guilty by not standing up to these groups and letting them voice their opinions without interruption," Dr. Zerubavel explained. "I read in the Israeli paper, Ha'aretz, that the university newspaper published a very aggressive article by a Rabbi who was a pro-settlement activist, yet the university administration did not bother creating a distance between it and publish anything in response. So clearly, these forces were operating there quite strongly."

## Thanksgiving

(continued from page 8)

brated their taking over of the land," he explained.

"It is a terrible story. It presumes that the Indians willingly gave up their crops. It is the white man's table, it's not the Indian's table. Indians were invited in for that one day only."

Another story of Thanksgiving is a story of resistance. It is as if each ethnic group in America said to the conquerors: "You may think this is your Thanksgiving, but this is really everybody's Thanksgiving. And we are going to add our own family touch to this." In a sense, it is the revenge of the conquered in a very positive fashion, according to Dr. Abrahams.

"So Thanksgiving has become the festival that illustrates us more fully. In this way, it has taken the place that the Fourth of July used to have. The parades and fireworks brought everyone together in terms of sharing the history," he added. "July Fourth celebrated a people's revolution. It doesn't do that anymore. Instead, Thanksgiving has become the all-American, inclusive festival."

## A Banner Year for ENIAC

A new banner flying over Walnut Street between 33rd and 34th Streets heralds ENIAC's 50th anniversary and the year-long "Birth of the Information Age" events sponsored by the University and the City of Philadelphia.

One of those events will take place on Thursday, Dec. 7, when the Museum of American Art of the Pennsylvania Academy of Fine Arts invites Penn students, staff and faculty to visit its current exhibition, "The Electronic Superhighway." No admission will be charged to members of the Penn community that day in recognition of Penn's role in modern computing. ENIAC (Elec-

tronic Numerical Integrator and Computer), the world's first electronic computer, was built at Penn a half-century ago.



Photograph by Jenny Friesenhahn

*The ENIAC banner hanging above Walnut Street proudly proclaims Penn's role in computing history.*

The exhibition of 40 video sculptures by artist Nam June Paik at the Museum of American Art, 118 N. Broad Street, explores the ramifications of the technological revolution, including the concept of a global community connected through the Internet. The exhibition continues through Jan. 14.

## Training Future Gymnasts



Photograph by Dwight Luckey

*This fall, members of Penn's women's gymnastics and men's track-and-field teams have offered free gymnastics instruction to 35 youngsters from West Philadelphia. The new program was the brainchild of Tom Kovic, women's gymnastics coach, working with Penn's Athletic Department and Office of Community Relations. The children, who range in age from six to 12, received instruction on all gymnastic apparatus in 55-minute sessions over 10 successive Saturdays. According to Coach Kovic, the program has proved an instant success. "We're having a wonderful time, and this is a real feel-good activity," he said. Another series of gymnastics classes will be offered this spring, and Coach Kovic hopes to be able to expand the program to serve more children next year.*

# 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

**PART-TIME (BUSINESS ADMINISTRATOR III) (20 HRS) (10438CP) (Work schedule: M-F 4 hrs. daily) P4;** \$14,976-19,490 10-10-95 Annenberg School

## ARTS AND SCIENCES

*Specialist: Nancy Salvatore*

**COORDINATOR IV (11559NS)** Spanish language coordinator to supervise elementary and intermediate language courses in a proficiency based program including training and supervision of TA's and instructors; all facets of course design; teaching of graduate course in applied linguistics and pedagogy; implementation of proficiency exams. **Qualifications:** BA/BS or equivalent; PhD in foreign language pedagogy, applied linguistics or related fields preferred; knowledge of multi-media classroom and computer aided instruction is essential. (End date: 6/30/97) **Grade:** P4; **Range:** \$26,200-34,100 11-13-95 Romance Languages

**ADMINISTRATIVE ASSISTANT II (11574NS)** Assist five professors in various academic activities; arrange travel; compose and type correspondence; maintain calendars; answer telephones; coordinate Economic Theory Workshop; arrange travel for speaker; send mailings; arrange for offices and seminar rooms; assist associate editors of journals; maintain files on referees and submissions; type research papers; coordinate working paper series. **Qualifications:** High school graduate; some college desirable; at least two yrs. experience at the AAI level or equivalent; knowledge of Word Perfect, Scientific Word and either Excel or Lotus 1-2-3; excellent organizational skills and communication skills. **Grade:** G10; **Range:** \$18,700-23,300 11-16-95 SAS

**SECRETARY IV (09346NS)** Provide general and backup support for the business office; answer telephone and provide secretarial support to department; maintain Associate Dean's electronic calendar; process departmental mail and make copies. **Qualifications:** High school graduate, some college preferred; thorough knowledge of word processing; demonstrated writing skills; entry level accounting skills; ability to learn quickly and work as a team player; minimum of two yrs. clerical/secretarial experience in a University

setting. **Grade:** G9; **Range:** \$17,100-21,400 11-13-95 SAS Computing

**BUSINESS ADMINISTRATOR III/IV (10513NS) P4/P5;** \$26,200-34,100/\$28,800-37,600 10-31-95 Chemistry **COORDINATOR II (10465NS) (Minority candidates are especially encouraged to apply) P2;** \$21,700-28,200 10-12-95 CGS

**DIRECTOR EDUCATION TECH SERVICES (11541NS) P10;** \$47,400-59,200 11-7-95 SAS Computing

**FINANCIAL ADMINISTRATOR III (10503NS) P5;** \$28,800-37,600 10-27-95 Administrative & Financial Services-Dean's Office

**INFORMATION SYSTEM SPECIALIST I (11548NS) P3;** \$23,900-31,000 11-8-95 SAS Computing

**PROGRAMMER ANALYST III (10469NS) P7;** \$35,000-43,700 10-13-95 Linguistics/LDC

**ADMINISTRATIVE ASSISTANT II (10433NS) G10;** \$18,700-23,300 10-5-95 College

**LAB ASSISTANT II (10514NS) G8;** \$15,700-19,600 10-31-95 Chemistry

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

## DENTAL SCHOOL

*Specialist: Clyde Peterson*

**OFFICE ADMINISTRATIVE ASSISTANT I (11555CP)** Record, monitor and verify budget actions; type financial forms for payment of bills; organize and maintain record/filing systems; provide clerical assistance to Assistant Dean for Student affairs; assist Coordinator of permanent records; monitor maintenance/security of office equipment; provide customer service to faculty, student and staff; maintain routine computerized office systems; operate switchboard paging system; perform general office functions as needed. **Qualifications:** Completion of high school business curriculum and related post high school training or equivalent; two yrs. administrative clerical experience or equivalent; working knowledge of office procedures; knowledge of Macintosh/Microsoft Word and general computer experience required; good communication and organizational skills required. **Grade:** G9; **Range:** \$17,100-21,400 11-13-95 General Office

**RECEPTIONIST, CLINICAL (40HRS) (11556CP)** Receive and register patients; make appointments; receive and record patient payments; maintain patient records; answer telephone; light typing and general office duties. **Qualifications:** High school graduate; two-four yrs. experience in clinical or practice setting; experience with billing systems. **Grade:** G8; **Range:**

\$17,943-22,400 11-13-95 Dental Care Center  
**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*

**ELECTRONICS ENGINEER II (11571CP)** Manager of undergraduate electronics lab, responsibilities include integrating PC based instrumentation in the lab; assist the faculty with developing lab experiments and general instructional duties; responsible for supervising an engineer/technician; maintenance of equipment, inventory management and setting up lab kits. **Qualifications:** BA/BS or equivalent related experience; two yrs. of experience with design and electronic circuits, labview programming, GPIB instrumentation and uses electronic instrumentation; good interpersonal skills and experience working with faculty & students. **Grade:** P6; **Range:** \$31,900-40,600 11-17-95 Electrical Engineering

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

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

**ADMINISTRATIVE ASSISTANT III (10439CP) G11;** \$19,900-25,300 10-9-95 CIS

**OFFICE ADMINISTRATIVE ASSISTANT I (11533CP) G9;** \$17,100-21,400 11-6-95 CIS/EE

**OFFICE ADMINISTRATIVE ASSISTANT (11534CP) G11;** \$19,900-25,300 11-10-95 CIS/EE/IRCS

## EXECUTIVE VICE PRESIDENT

*Specialist: Nancy Salvatore/Susan Curran*

**PROGRAMMER ANALYST II (11561SC)** Provide general support in applications analysis, design, programming and problem resolution for applications currently running on IBM ES9000, VAX 6310 and IBM PC's; exercise judgment and discretion to resolve general application problems. **Qualifications:** BA/BS preferably in computer science or management information systems or comparable experience; two yrs. programming and systems experience; working knowledge of Cobol, Focus, SAS or Visual Basic along with Windows, Windows for Workgroups, NT Server, networking tools (Ethernet, FTP), Word Perfect, Lotus and Access; strong written and oral communications skills; experience with Human Resources applications, Unix, Oracle or Peoplesoft application software a plus. **Grade:** P6; **Range:** \$31,900-40,600 11-15-95 HRIM

**STAFF ASSISTANT IV (11577SC)** Provide office, administrative and project management support for Vice President Human Resources; screen, delegate and disseminate information received by VP; draft response/compose correspondence; act as liaison with Sr. HR management, Penn executive offices and internal/external offices; coordinate and participate in projects, including development of communications, reports and schedules, arrange VP's calendar; perform office administrative support by word processing, fax and telephone; develop and maintain budget and filing systems. **Qualifications:** Bachelor's degree or equivalent; three-five yrs. experience in office administration and project management; expert in WordPerfect; knowledge and skills in spreadsheet and computer graphics; strong customer skills and interpersonal and oral/written communication skills; experience in budget/accounting transactions; leadership skills; dictaphone skills. **Grade:** P4; **Range:** \$26,200-34,100 11-14-95 Human Resources

**ADMINISTRATIVE ASSISTANT III (37.5 HRS) (11576SC)** Perform administrative clerical duties for the AVP for Human Resource Management, Director, Staff & Labor Relations, and other Human Resources staff; answer/screen telephone calls; greet and direct visitors, refer inquiries that require interpretation to appropriate office/department; open, screen, and sort mail; routine office tasks; organize and maintain confidential office records and files; coordinate and schedule events, meetings, and travel arrangements; type

# OPPORTUNITIES at PENN

and proofread materials; compose correspondence, reports and forms; order and maintain supplies; conduct basic research; compile and summarize data; develop presentation-quality spreadsheets, charts and graphs; other duties as assigned. **QUALIFICATIONS:** High school graduate or equivalent and related post high-school training or equivalent experience; minimum two years experience at the AAIL level or comparable background, preferably in a university environment; thorough and comprehensive knowledge of office procedures, practices and methods; knowledge of and experience with Windows versions of WordPerfect and Lotus; ability to type 45 wpm; demonstrated ability to exercise considerable discretion in handling highly confidential information; excellent interpersonal and oral/written communication skills; excellent telephone skills; ability to coordinate multiple, concurrent projects; proven ability to use software applications to create flow charts, Gantt charts, organization charts and slides/presentations preferred. **Grade:** G11; **Range:** \$22,743 - \$28,914 11-15-95 Human Resources

**ACCOUNTANT II** (10476NS) P4; \$26,200-34,100 10-17-95 Comptroller

**ASSISTANT COMPTROLLER II** (10530NS) P11; \$54,500-68,200 11-6-95 Comptroller's Office

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

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

**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*

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

## MEDICAL SCHOOL

*Specialist: Ronald Story/Janet Zinser*

**INFORMATION SYSTEM SPECIALIST I** (10492JZ) Provide Unix system administration support for the center; implement and maintain system hardware and software; assist users with system operations; orient and train new users; implement and maintain system maintenance and security procedures; act as liaison with University Unix systems administrator community and vendors; identify and recommend hardware and software for purchase. **Qualifications:** BS in computer or information science plus two yrs. system administration experience; five yrs. related experience; ability to work accurately and quickly under pressure; ability to work with a wide variety of professionals. **Grade:** P3; **Range:** \$23,900-31,000 11-15-95 CCEB

**RESEARCH COORDINATOR, JR.** (09398RS) Recruit and schedule individuals & families for participation in research; assess subjects for family history, weight, medical history and body composition; perform data entry and analysis; supervise students & part-time staff; advertise & publicize research efforts in order to identify interested and appropriate subjects. **Qualifications:** BA/BS in psychology or related field; one-two yrs. experience in related field. **Grade:** P2; **Range:** \$21,700-28,200 11-13-95 Psychiatry

**RESEARCH COORDINATOR, JR.** (09398RS) Recruit and schedule individuals & families for participation

in research; assess subjects for family history, weight, medical history and body composition; perform data entry and analysis; supervise students & part-time staff; advertise & publicize research efforts in order to identify interested and appropriate subjects. **Qualifications:** BA/BS in psychology or related field; one-two yrs. experience in related field. **Grade:** P2; **Range:** \$21,700-28,200 11-15-95 Psychiatry

**RESEARCH SPECIALIST II** (11568RS) Design experiment studying molecular genetics of cell cycle regulation; maintain cells in tissue culture; extract and purify plasmid DNA, lambda phage DNA, cellular DNA and cellular RNA; perform flow cytometry; perform studies on transcription; keep logs and write lab reports; write procedures section of papers; analyze data; attend group meetings; monitor expenses and maintain lab supplies and equipment; supervise lower grade technician and student workers. **Qualifications:** BA/BS in scientific or related field; three-five yrs. experience in similar project. (On-going contingent upon grant funding) **Grade:** P3; **Range:** \$23,900-31,000 11-16-95 Pathology & Lab Medicine

**RESEARCH SPECIALIST IV** (11567RS) Suggest, design and implement experimental protocols in fluorescent probe studies of mammalian sperm membrane biophysics; responsible for overseeing the maintenance of fluorescence instrumentation and performance of fluorescent microscopy; perform micrograph quantitation and video image analysis and flow cytometry. **Qualifications:** MS in biochemistry or related field with a minimum of five yrs. research experience required; hands-on experience in fluorescent microscopic analysis; post-graduate level knowledge of chemistry is preferred. (On-going contingent upon grant funding) **Grade:** P6; **Range:** \$31,900-40,600 11-16-95 OB-GYN

**PART-TIME (RESEARCH SPECIALIST II)** (10506RS) Perform DNA extraction; run PCR; make sequence gels and test for microsatellite polymorphisms; assist in plan development; assist in solving technical and procedural problems; establish and monitor safety procedures involving radioactive materials & hazardous waste. **Qualifications:** Bachelor's degree in biology, chemistry or a related field; three-five yrs. of laboratory experience with at least one yr. in similar project. **Grade:** P3; **Range:** \$11,950-15,500 11-16-95 Genetics

**ADMINISTRATIVE ASSISTANT III** (11553JZ) Organize, schedule and coordinate project meetings; arrange and coordinate numerous/complex travel itineraries; manage Dean's and Director's schedules and appointments; assist with development and maintenance of filing system; assist with word processing, database management and related computer-based functions. **Qualifications:** Completion of high school business curriculum and related post high school training or equivalent; BA/BS preferred; two yrs. experience at the AAIL level or comparable background, preferably in an academic environment; computer literate; excellent communications and organizational skills; foreign language fluency desired. **Grade:** G11; **Range:** \$19,900-25,300 11-15-95 Office of International Medical Programs

**NURSE ASSISTANT II** (40HRS) (08234RS) Phototherapy-administer light treatments to patients as well as apply medications; assist Clinical Studies Nurse in writing consent forms and filling out appropriate paperwork for clinical study; assist in answering phones, scheduling appointments; perform collection of data; maintain equipment and supplies. **Qualifications:** High school graduate; at least two-four yrs. experience in health related profession with direct patient contact, such experience can include: LPN, phlebotomist, x-ray technician, physical therapy aide, or EKG technician. **Grade:** G8; **Range:** \$17,943-22,400 11-16-95 Dermatology

**OPHTHALMIC ASSISTANT/OPHTHALMIC TECH CERTIFIED** (40HRS) (11570RS) Provide technical/mechanical assistance to ophthalmologist; call/escort patients to exam rooms; document complete medical history and review of medications; perform special

testing as needed (vision, treatment, lensometry, tension); explain details; answer patient questions; scribe dictated information; complete treatment slips as instructed by ophthalmologist; complete paperwork required for registering patients for surgery, refills on prescriptions, work/school excuses. **TECH:** In addition, perform highly specialized testing such as Goldman Visual Field, Octopus and refractometry. **Qualifications:** High school graduate or equivalent. **ASSISTANT:** completion of certified one-year ophthalmic technology course; certificate-Ophthalmic Assistant; six months-one year experience. **TECH:** Completion of two year ophthalmic technology course; certificate Ophthalmic Technician; two year ophthalmic experience; proficiency in special testing, especially Goldman Visual Fields preferred. **Grade:** G10/G11; **Range:** \$21,371-26,629/\$22,743-28,914 Ophthalmology

**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; complete University forms; process billing and payment for diagnostic lab into IDX system. **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; IDX system experience preferred; excellent oral and written communication skills. **Grade:** G11; **Range:** \$19,900-25,300 11-15-95 Genetics

**SECRETARY IV** (40 HRS) (11544JZ) Type Federal grant applications, manuscripts, abstracts & correspondence from dictation; maintain appointment schedules & coordinate meetings; retrieve information from libraries & computerized data-based literature searches; maintain travel schedules & arrangements; answer telephones. **Qualifications:** High school graduate and some related post-high school training or equivalent; two yrs. secretarial experience; experience with IBM PC software, WordPerfect, spreadsheet, grants, manuscripts and assembling scientific research materials. (On-going contingent upon grant funding) **Grade:** G9; **Range:** \$19,543-24,457 11-16-95 Surgery/Neurosurgery

**PART-TIME (EDITORIAL ASSISTANT I)** (21 HRS) (11569JZ) Process incoming manuscripts; prepare correspondence to authors; assist in search for book reviewers; prepare packages for editors and reviewers; proofread monthly page proofs; order and keep track of office supplies; pick-up and deliver paper from on-campus editor's offices; perform record keeping duties. **Qualifications:** High school graduate; some college preferred; one-three yrs. related experience; excellent attention to detail; reliable and conscientious, with good judgment and initiative; ability to handle multiple tasks and work independently; good communication, organization and phone skills; proficient with Microsoft Word for Macintosh. (End date: 6/30/99) **Grade:** G10; **Range:** \$10,275-12,802 11-17-95 General Internal Medicine

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

**CLINICAL SPECIALIST** (10511RS) (End date: 8/31/96) P6; \$31,900-40,600 11-1-95 Radiology

**CLINICAL SPECIALIST** (11538RS) (End date: pending funding) P6; \$31,900-40,600 11-9-95 Medicine/Experimental Therapeutics

**DIRECTOR, CLINPATH UNIT** (10510JZ) (End date: 6/30/98) Ungraded 11-6-95 IHGT

**FISCAL COORDINATOR II** (11539JZ) P2; \$21,700-28,200 11-7-95 Hematology

**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

**NURSE II** (09423RS) (On-going pending funding) P4; \$26,200-34,100 10-6-95 Infectious Diseases

**PROGRAMMER ANALYST III** (20447JZ) P7; \$35,000-43,700 10-25-95 General Medicine

**PROJECT MANAGER II** (10445RS) P7; \$35,000-



# OPPORTUNITIES at PENN

43,700 10-10-95 Cancer Center  
**RESEARCH COORDINATOR** (10442RS) P3; \$23,900-31,000 10-10-95 Cancer Center  
**RESEARCH COORDINATOR** (11543RS) P3; \$23,900-31,000 11-7-95 Pathology & Lab Medicine  
**RESEARCH COORDINATOR, JR.** (07038RS) (*Week-ends may be required, hours vary between 6:00 AM-9:00 PM*) (End date: 9/30/96) P2; \$21,700-28,200 10-5-95 Anesthesia  
**RESEARCH COORDINATOR, SR.** (06006RS) P4; \$26,200-34,100 11-6-95 Radiation Oncology  
**RESEARCH SPECIALIST, JR.** (09397RS) (End date: 9/30/97) P1; \$19,700-25,700 10-2-95 IHGT  
**RESEARCH SPECIALIST, JR.** (10428RS) (End date: 10/31/97) P1; \$19,700-25,700 10-6-95 IHGT  
**RESEARCH SPECIALIST, JR.** (10488RS) P1; \$19,700-25,700 10-20-95 Genetics  
**RESEARCH SPECIALIST, JR./I** (09426RS) (End date: 6/30/98) P1/P2; \$19,700-25,700/\$21,700-28,200 10-6-95 Molecular and Cellular Engineering  
**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** (04098RS) P3; \$23,900-31,000 10-2-95 Hematology  
**RESEARCH SPECIALIST II** (09418RS) (End date: two yrs. limit, then contingent on funding) P3; \$23,900-31,000 10-6-95 Physiology  
**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) (*Ongoing contingent upon funding*) P3; \$23,900-31,000 10-26-95 Pathology & Lab Medicine  
**RESEARCH SPECIALIST II** (10516RS) (*Ongoing contingent upon grant funding*) P3; \$23,900-31,000 10-30-95 Surgery  
**RESEARCH SPECIALIST II** (09312RS) (*On-going contingent upon grant funding*) P3; \$23,900-31,000 11-7-95 Pathology & Lab Medicine  
**RESEARCH SPECIALIST II** (11545RS) (*Ongoing contingent upon grant funding*) P3; \$23,900-31,000 11-9-95 Pathology and Lab Medicine  
**RESEARCH SPECIALIST III** (09421RS) (End date: two yrs. limit, then contingent on funding) P4; \$26,200-34,100 10-6-95 Physiology  
**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  
**PART-TIME (RESEARCH SPECIALIST I)** (20 HRS) (09379JZ) (End date: 8/31/96) P2; \$12,400-16,114 10-2-95 Geriatric Medicine  
**CLINICAL RECEPTIONIST** (40 HRS) (11540JZ) G8; \$17,943-22,400 11-9-95 Ophthalmology  
**OFFICE SYSTEMS COORDINATOR** (10467JZ) G11; \$19,900-25,300 10-13-95 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) (*On-going 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  
**RESEARCH LAB TECHNICIAN III** (10505RS) (*Ongoing contingent on funding*) G10; \$18,700-23,300 10-30-95 Biochemistry & Biophysics  
**RESEARCH LAB TECHNICIAN III** (10517RS) G10; \$18,700-23,300 10-30-95 CDB  
**RESEARCH LAB TECHNICIAN III** (03032RS) (*On-going contingent on funding*) G10; \$18,700-23,300 10-31-95 Pathology & Lab Med  
**RESEARCH LAB TECHNICIAN III** (11554RS) (*Ongoing contingent upon grant funding*) G10; \$18,700-23,300 11-10-95 Pathology & Lab Medicine

**SECRETARY V** (40 HRS) (07140JZ) G10; \$21,371-26,629 10-2-95 Psychiatry  
**SECRETARY, SR.** (05083JZ) G11; \$19,900-25,300 10-26-95 Vice Dean for Education  
**TECH, LAB ANIMAL** (40 HRS) (10523RS) G9; \$19,543-24,457 10-31-95 IHGT  
**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 (CLERK III)** (25 HRS) (11542JZ) G6; \$11,102-13,631 11-9-95 Microbiology  
**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  
**PART-TIME (MANAGER, PROJECT II)** (20 HRS) (09420RS) Manage and coordinate day to day activities; maintain records and budgetary forms; oversee the implementation of specified study protocols; identify and recruit subjects; schedule meetings; make travel arrangements; schedule use of equipment and facilities; obtain growth measurements on infants in the study. **Qualifications:** Master's in nursing required, specialization in perinatal or neonatal field preferred; five yrs. experience in a level two or three neonatal intensive care unit; RN licensure in PA; knowledge and clinical experience in counseling mothers who deliver low birthweight or preterm infants in breast-feeding. **Grade:** P7; **Range:** \$17,500-21,850 11-17-95 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  
**BUILDING SERVICES ASSISTANT** (40 HRS) (11565RS) Oversee health center entrance/exists and other controlled areas; provide directional information and assistance to health center consumers; provide general surveillance; assist staff in securing the facility after health center hours. **Qualifications:** High school graduate or GED; good interpersonal skills; consistent work experience of at least one year; applicant must be able to pass a security clearance. **Grade:** G8; **Range:** \$17,943-22,400 11-16-95 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, 10:30 AM-7:00 PM*) G10; \$20,036-24,964 10-24-95 Nursing

## PRESIDENT

*Specialist: Susan Curran/Janet Zinser*

**EDITOR, ALUMNI MAGAZINE** (11572JZ) Reporting to the Director of Alumni Relations, conceive and produce a full-color magazine of news and features for alumni of the University; manage, write and edit THE PENNSYLVANIA GAZETTE in a manner consistent with the mission of the University, with attentiveness and sensitivity to the particular needs and interest of alumni readers; supervise staff and freelancers; serve as an integral member of the Development and Alumni Relations team and draw on the support of its central services. **Qualifications:** BA/BS; eight-ten yrs. demonstrated writing experience (features & news) including layout, design and editing of institutional publications; solid administrative skills and ability to set performance standards; establish objectives and organize and motivate staff to achieve desired goals; ability to obtain top-level work from vendors and others involved in the production process; creativity and thorough mastery of the structure and use of written English; must be able to communicate and interact comfortably with top level officials, alumni, faculty, members of the University community and various audiences both inside and outside of the institution; ability to work independently, yet be a team member and contribute to a total team effort; demonstrated ability to manage budgets and resources effectively; strong organizational skills and attention to detail; ability to manage pressure and adhere to tight deadlines; initiative, good judgment and sensitivity to the needs and interest of alumni body. **Grade:** P9; **Range:** \$42,300-52,900 11-16-95 Development & Alumni Relations

**ADMINISTRATIVE ASSISTANT I** (11573JZ) Support Director and Assistant Director; maintain calendars; assist with correspondence, schedule meetings; perform basic research functions; assist with management of complex projects and reports; utilize and maintain departmental database; deliver/distribute research documents. **Qualifications:** High school graduate; some college preferred; two-three yrs. related work experience; proficiency with Macintosh computer and Microsoft Word, Excel and FileMaker Pro software; excellent organizational and interpersonal skills; ability to manage multiple projects under tight deadlines; detail oriented; sensitivity in handling of confidential materials is required. **Grade:** G9; **Range:** \$17,100-21,400 11-16-95 Development & Alumni Relations

**DIRECTOR, UNIVERSITY COMMUNICATIONS** (10473SC) Blank 10-18-95 University Relations

**MANAGER VI** (11546JZ) P7; \$35,000-43,700 11-8-95 Development & Alumni Relations

**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** (03041JZ) G10; \$18,700-23,300 10-10-95 Development & Alumni Relations

## PROVOST

*Specialist: Clyde Peterson*

**EDITORIAL ASSISTANT I** (11564CP) Perform routine clerical duties; prepare completed manuscripts for transmittal into the production process, which involves significant telephone contact with authors and careful attention to the details of manuscript preparation, including permission clearances; type and mail routine editorial correspondence; locate and contact readers for manuscripts and complete paperwork to pay fees or send complimentary copies of books to readers when review is completed; prepare, photocopy and distribute docket materials for monthly editorial board meetings and provide assistance in



# OPPORTUNITIES at PENN

organizing meetings; maintain editorial filing system; maintain office equipment used in the editorial department; assist in the preparation of a monthly editorial status report; select and supervise work-study students. **Qualifications:** High school graduate; good office skills (especially accurate typing) and one-two yrs. of administrative assistant experience or equivalent are required; experience with Word Perfect or similar word processing software is highly desirable; experience in publishing, communications or education preferred. **Grade:** G10; **Range:** \$18,700-23,300 11-16-95 University Press

**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 Information Systems and Computing

**SYSTEMS ANALYST II** (11557CP) P7; \$35,000-43,700 11-10-95 UMIS

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

**LIMITED SERVICE(SALES CLERK)** (10526CP) G5; \$10,412-12,745 11-6-95 Annenberg Center

**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 Interlibrary 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*

**SECRETARY TECH/MED/SECRETARY TECH/MED, SR.** (11551NS) Type standard and specialized technical materials; compose routine correspondence; open and screen mail; handle inquiries from outside clients.

**SEC TECH/MED, SR:** Type complex/confidential materials; handle inquiries requiring interpretation for two units. **Qualifications:** High school graduate; working knowledge of medical terminology; excellent verbal and written communication skills; organizational skills and attention to detail; proficient with Microsoft Word, DOS applications, WP 5.1. **SEC. TECH/MED:** One yr. secretarial experience. **SEC. TECH/MED, SR:** At least three yrs. experience with two yrs. technical secretarial experience. **Grade:** G9/G10; **Range:** \$17,100-21,400/\$18,700-23,300 11-13-95 Radiology/Cardiology

**SECRETARY TECH/MED/SECRETARY TECH/MED, SR.** (11552NS) Type standard and specialized technical materials; compose routine correspondence; open and screen mail; handle inquiries from outside clients.

**SEC. TECH/MED, SR:** Type complex/confidential materials; handle inquiries requiring interpretation for two units. **Qualifications:** High school graduate; working knowledge of medical terminology; excellent verbal and written communication skills; organizational skills and attention to detail; proficient with Microsoft Word, Excel, Harvard Graphics, WP 5.1. **SEC. TECH/MED:** One yr. secretarial experience. **SEC. TECH/MED, SR:** At least three yrs. experience with two yrs. technical secretarial experience. **Grade:** G9/G10; **Range:** \$17,100-21,400/\$18,700-23,300 11-13-95 Surgery

**ASSISTANT TO CHAIRMAN I** (10525NS) P1; \$19,700-25,700 11-6-95 Pathobiology

**FISCAL COORDINATOR I** (10531NS) P1; \$19,700-25,700 11-6-95 Animal Biology

**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

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

**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. III** (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*

**PRODUCTION COORDINATOR, WXPB** (11563CP) Produce two hour weekly program; work with senior producer & host in selecting music, interviews, continuity, recording, editing and mixing materials and writing scripts for broadcast; provide comparable support for World Cafe and WXPB proper; maintain tape library and records. **Qualifications:** BA/BS preferred; at least three yrs. production experience; strong production/engineering skills; written and oral communication skills; familiarity with a wide range of contemporary music; proficient in writing and producing for broadcast; capable of meeting tight deadlines. (Ongoing contingent upon grant funding) **Grade:** P1; **Range:** \$19,700-25,700 11-15-95 WXPB

## WHARTON SCHOOL

*Specialist: Janet Zinser*

**COORDINATOR I** (11562JZ) Organize and manage Vice Dean's office; supervise the application, admission and graduation process for 800 applicants and 200 resident doctoral students; counsel students and applicants; maintain administrative records of student academic progress; set work goals and hold responsibility for effective functioning of the application, admission, counseling and graduation processes. **Qualifications:** College degree preferred; two-four yrs. progressively responsible administrative experience preferably in higher education setting; excellent interpersonal skills with ability to communicate effectively and diplomatically with a diverse population; demonstrated good customer service skills and service oriented manner; detail oriented with excellent follow-up skills; computer literate. **Grade:** P1; **Range:** \$19,700-25,700 11-15-95 Doctoral Programs

**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 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 experience preferred. **Grade:** P10; **Range:** \$47,400-59,200 11-8-95

**ASSOCIATE DIRECTOR V** (07066JZ) P7; \$35,000-43,700 11-6-95 External Affairs

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

**PROGRAMMER ANALYST II/III** (10528JZ) P6/P7; \$31,900-40,600/\$35,000-43,700 11-8-95 WCIT

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

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

**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 p.m.-1 a.m.) G10; \$18,700-23,300 11-3-95 Wharton Reprographics

## Thanksgiving ATMs Hours

The following automated teller machines (ATMs) located inside University buildings will be open during Thanksgiving Break 1995:

- High Rise East (3820 Locust Walk), main lobby 898-5258—doors will be unlocked from 8 a.m. to 5 p.m.; access restricted to persons holding a valid PennCard from 5 p.m. to 8 a.m.
- Nichols House (3600 Chestnut Street), main lobby 898-6873—doors will be locked; access restricted to persons holding a valid PennCard at all hours.
- Steinberg Hall-Dietrich Hall (3620 Locust Walk), the Cafe 898-2300—open 24 hours to persons holding a valid PennCard; please enter via the north main entrance doors off of Locust Walk.
- Mellon Bank Building (133 South 36th Street), main lobby 387-1901—open to the public; Thursday, November 23rd and Friday, November 24th: 7 a.m. to 11 p.m.
- The Penn Tower Hotel (399 South 34th Street), main lobby 387-8333—open 24 hours to the public; please enter the building via the west main entrance doors located off of 34th Street.
- The Johnson Pavilion (37th & Hamilton Walk), main lobby 898-0669—open 24 hours to the public; adjacent to the Medical Complex Security Desk.

The following automated teller machines (ATMs) will be closed during Thanksgiving Break 1995:

- The BookStore (3729 Locust Walk)
- Houston Hall (3417 Spruce Street)
- McClelland Lounge (Quad, 3700 Spruce Street)

Please see the Thanksgiving Advisory message on pg. 14 of *Almanac*, November 14, 1995 (available electronically at <http://www.upenn.edu/almanac/v42/n12/safety.html>)

## Classifieds

### FOR SALE

**University City—613 S. 48th St. \$129,500.** Duplex with private 3rd floor apartment. Rare single detached home features leaded glass and beamed ceilings. Bi-level 3 bedroom Owner's unit. Reduced from \$140,000. Common/Ground Realtors (215) 222-2300.

**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.

### FOR RENT

**Luxury Condo for rent.** The Academy House - 3 BR (3rd BR converted into DR), 2.5 baths, 1550 sq. ft. Very high wrap-around corner floor, panoramic view of Delaware and bridges, doorman/concierge/porter, health club/pool/Jacuzzi/sauna, new appliances, central convenient location. \$1,985 (including all utilities)/month + s/d. Nonsmokers preferred. (215) 790-9798.

### WANTED

**Roommate Share.** Large, bi-level townhouse near Art Museum. \$425 +. 236-1064.



James R. Mann of Facilities Management generously provided this map showing the locations of 22 Penn architectural treasures shown in *Almanac* October 17—in addition to lending us the original photographs taken by Drexel students who interned with his office during the summer of 1995. —Ed.

## Penn Treasures Hunt: The Answers and the Winners

1. Detail of bronze statue of Ben on the Bench
2. Detail of Split Button sculpture
3. Architectural detail at entrance to Fisher Fine Arts Library
4. Detail of iron window grill at Module 6 Parking Garage
5. Detail of finial at Jonathan Evans Rhoads Pavilion
6. Detail of finial of 3905 Wayne Hall, 3905 Spruce
7. Gate detail at main entrance of the Quadrangle
8. Bas relief of University Athletic Association, above north entry gate to Franklin Field
9. Detail of Peace Symbol sculpture
10. Ornamental Keystone detail over entrance to Towne Building
11. Detail of sculpture, at Annenberg War Memorial Flagpole
12. Detail of sculpture, Quadrature #1, in HUP's plaza
13. Bas relief of University seal on facade of White Training House
14. Detail of Guardian Lion in the courtyard of the University Museum
15. Limestone cartouche over entrance to President's House
16. Detail of window at the Annenberg School for Communication
17. Detail of fountain at Steinhardt Garden
18. Ornamental detail of terracotta decoration at Fisher Fine Arts Library
19. Ornamental detail between main entry doors of Irvine Auditorium
20. Limestone cartouche on facade of Leidy Labs
21. Detail of Life Savers sculpture at entrance to Veterinary Hospital
22. Detail of iron window grill flanking the main entrance at Houston Hall

## About the winners...

There was nearly a tie for first place—the first person to correctly identify all 22 photos was *William Romanow*, a research specialist/lab supervisor at LRSM, who has been at Penn since 1961 when he arrived as a graduate student (he began working here in 1964). Also scoring 100%, but a few hours later, was *Arnold Denenstein*, a research specialist in Physics who has been at Penn for several decades.

*Anu Shrivastava*, Col '96—a relative newcomer to the campus—correctly identified all but one of the photos. Her one miss, #21, fooled several people since its curved line suggested the Calder elephant near GSFA. *John Washington, Jr.*, a Penn Police officer for seven years, identified 20 of the photos correctly but was stumped by #21 and by the iron grill of the 38th and Walnut Street parking garage (which bears a striking resemblance to the Module 5 Utility Building near Blockley Hall—both were designed by the architectural firm of Bower, Lewis, Thrower).

Other winners were *Robert McKain*, director of contract maintenance in Physical Plant, who is in the 25-Year Club, and *Sue Torelli*, librarian at the Center for Human Resources at Wharton, at Penn for 12 years. Prizes were also won by *Dana Caldwell*, Col '96, and *Tony Dphaxile King*, who works part-time at the Annenberg Center and at HUP.





# Update

NOVEMBER AT PENN

## FITNESS/LEARNING

**23** *Class of 1923 Ice Rink closed.* See November at Penn for regular hours.

## CONFERENCE

**29** *Second Annual Meeting Planners Conference*, for University and Hospital meeting planners; meeting planning, budgeting, technology, opportunities at Penn, small meetings, negotiating; 8:15 a.m.-1:30 p.m.; Penn Tower Hotel; info: Tanya Hall, 898-0500 (Penn Tower Hotel, Travel Office).

## EXHIBIT

*Israel: Archaeology from the Air*; a collection of 25 aerial shots of excavated sites and geographic landmarks throughout Israel, on loan from the Consulate General of Israel, Phila.; Hill House Courtyard. *Through December 11.*

## SPECIAL EVENTS

**27** *25% off Hallmark Keepsake Ornaments*, Houston Hall; The Card Shop (with ad in the DP). *Through Dec. 7.*

**28** *Holiday Scratch-Off Sale* at Houston Hall. *Through Dec. 5.*

**29** *The Annual Computer Graphics Video Show*; showing the latest and greatest from SIGGRAPH '95; 6:30-8:30 p.m.; Alumni Hall, Towne Building (Center for Human Modeling and Simulation; Computer and Information Science).

## TALKS

**27** *Molecular and Cellular Characterization of Acanthamoeba Myosin-I*; E. Michael Ostap, Johns Hopkins; 2 p.m.; Physiology Conference Room, Richards Building (Muscle Institute; Physiology).

*Manhood, Mastery, and the Shaping of Southern Evangelicalism*; Christine Heyrman, University of Maryland; 4:30 p.m.; Annenberg Seminar: History Lounge, 329A, 3401 Walnut Street (History).

**28** *Racism in the 21st Century*; John T. Baker, Albany Law School; A. Leon Higginbotham, Jr. Lecture; 4:30 p.m.; Room 111, Annenberg School for Communication (Afro-American Studies Program).

*The Intervention of the Egyptian Military in Politics and Their Use of Gender and Ethnicity in the Definition of the Post-Colonial Social Order*; Mervat Hatem, Howard University; Discussant, Sami Ofeish, Drexel University; Middle East Workshop; pre-registration necessary to receive papers in advance; 4:30 p.m.; Harrison Room, Houston Hall; info: 898-6335 (Middle East Center).

**29** *The Musical Encounter: Muslims and Music in 14th Century Gujarat and Bengal*; Allyn Miner, SARS; 11 a.m.-12:30 p.m.; Classroom #2, University Museum (SARS).

*Blood and Debt: War and Statemaking in 19th Century Latin America*; Miguel Angel Centeno, Princeton; noon; Room 167, McNeil Building (Latin American Cultures Program).

**30** *Health Risk Behaviors of West Philadelphia Middle School Students*; Anthony Rostain, Philadelphia Child Guidance Center and Medical Students' Education; UPMC Clinical Epidemiology Health Services Re-

search Seminar Series; 9-10 a.m.; 701 Blockley Hall (LDI).

*Sites From Which We Live*; Paolo Burgi, landscape architect, Switzerland; 6 p.m.; Room B-1, Meyerson Hall (GSFA).

## TIME CHANGE

**Latin American Film Fest:** All films have been changed to 4:30 p.m. (originally posted as 7:30 p.m.). Remaining films: *Todos Santos*, November 30; *Denial*, December 7.

**Deadline:** The deadline for the January at Penn calendar is December 5. The deadline for the weekly update is the Monday of the week prior to publication. The next issue will be December 5.

## Young Employees at Penn

YEP, the newly formed Young Employees of Penn, will hold their first event at Chaser's Inc. at 5th and Lombard on Friday, December 1 from 5 to 7 p.m. There will be free food and an open bar for the first hour. Come eat, drink and socialize with other Penn employees.

For more information, or if you have any questions, contact Beth at 898-5339 or [hagovsky@pobox.upenn.edu](mailto:hagovsky@pobox.upenn.edu).

## Almanac

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## 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 **November 6 to November 12, 1995**. Also reported were **Crimes Against Property including 54 thefts (2 of autos, 12 from autos, 7 of bikes and parts); 3 burglaries; 6 incidents of criminal mischief and vandalism**. Full reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v42/n13/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 **November 6, 1995 and November 12, 1995**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

### Crimes Against Persons

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

11/06/95	7:18 PM	3744 Spruce St.	Complainant reports being harassed
11/07/95	4:10 PM	Grad Tower B	Harassing statements on answ. machine
11/09/95	3:46 PM	3736 Spruce St.	Persons took clothing/displayed gun
11/10/95	12:47 PM	3401 Walnut St.	Racial comments received on e-mail
11/11/95	8:10 PM	Nichols House	Obscene phone calls received

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

11/08/95	5:04 PM	Mini-station #1	Complainant being harassed
11/10/95	8:20 PM	4000 Blk. Chestnut	Male robbed complain. of purse/fled on bike
11/12/95	3:23 PM	High Rise North	Roommate harassing complainant

**Outside 30th to 43rd/Market to Baltimore:** Aggravated assaults—1

11/08/95	2:20 PM	UCA	Compl. struck by actor who stole vehicle
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### Crimes Against Society

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

11/06/95	7:32 PM	3900 Blk. Baltimore	Male banging head on police vehicle/cited
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**30th to 34th/Market to University:** Alcohol & drug offenses—1

11/11/95	6:56 PM	34th & Walnut	Male cited for drinking while driving
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## In Celebration of Advising

by Susan Gennaro, Marian Matez, Kathy McCauley, and Susan Schwartz

During her freshman year, junior nursing student Jill Marchetti needed help developing an academic plan. With the guidance of her faculty advisor, Jill had set challenging goals. She wanted to combine her major in nursing with a minor in women's studies, and spend her junior year abroad. Jill is headed for Israel this spring, having already completed the demanding courseload needed to fulfill her minor requirements. She credits her advisor with helping her negotiate and manage an effective curriculum plan.

Early on, Jill and her advisor began exploring career interests and the important steps in attaining professional goals. Jill's advisor spoke about the benefits of involvement in extracurricular activities as a way of developing intellectual growth and leadership skills. At her advisor's suggestion, Jill became involved in student government as an officer of the Nursing Student Forum and a member of the School's Undergraduate Curriculum Committee.

Recently, Jill was named a Hillman Scholar, enabling her to receive scholarship funds in exchange for a commitment to work in a New York hospital upon graduation. It was Jill's advisor who helped her understand the financial and professional opportunities inherent in this program.

"It's been really helpful having someone at Penn who knows me and knows where I'm headed," said Jill. "Penn is a demanding place, and I've needed to know there is someone in my corner."

Sentiments about advising have been expressed by many students who recently responded to a School-initiated survey on advising which was distributed by the Nursing Student Forum. They commented:

"A one-on-one relationship is important. When we meet, it's just my advisor and me."

"Your advisor is your advocate. If you need help with a grade or a petition, or when it comes time to get a reference, there's one person there who really knows you."

"Having the same advisor for four years has been terrific. If she doesn't know the answers, she'll get them or tell me where to go for help."

For faculty, relationships with advisees demand time and energy, but most agree there are rewards. It is gratifying to help students become comfortable, self-sufficient members of the Penn community, particularly in the early years at Penn when they are grappling with life away from home, new responsibilities, and new rules—or lack of rules.

With faculty and student input, the School of Nursing has

implemented an effective model of student advising with formal systems in place. At the core of this model is a holistic approach which addresses the intellectual, personal and professional growth of students throughout their four years at Penn.

Within the School of Nursing, advising is valued as an extension of teaching and is considered one of our more important responsibilities in nurturing the development of students. The School has expressed its commitment to advising through the establishment of an infrastructure to support faculty advisors. An Office of Student Affairs was created to serve as a resource for important advising information. This Office publishes a comprehensive and concise manual for advisors—available in hard copy as well as on-line—which provides answers to commonly asked advising questions.

Advising meetings for faculty are held periodically. These sessions provide an opportunity for faculty to problem solve, prepare for advance registration, discuss new programs, meet representatives from University support services, and share the concerns of students expressed in School-sponsored meetings.

To facilitate on-going relationships, students are required to meet with their advisors during each advance registration period. During these meetings faculty review course selections and assess the student's progress in attaining their goals. Advisors also assist in helping students cope with life beyond the classroom by helping them see issues more objectively and initiate the problem-solving process, or by referring students to any of the excellent support services available at Penn.

The advising system also is intended to nurture students' professional identity and scholarly potential during the undergraduate years. The advisor serves as a mentor by guiding the intellectual growth of their advisees. Because faculty are well-acquainted with research throughout the school, they are oftentimes able to match a student's scholarly interests with those of other School of Nursing faculty researchers. There are countless examples of how nursing students have become actively involved in faculty research resulting in regional and national publications and presentations.

A culture of advising has evolved at the School of Nursing—one that provides opportunities for faculty, as well as students. We have found that getting to know students in venues other than the classrooms has many rewards. It gives us cause to celebrate their growth as they develop their intellectual, professional and interpersonal skills, and oftentimes we find ourselves stimulated and refreshed by the youthful energy and creativity of Penn nursing students.

*...advising is  
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teaching...*

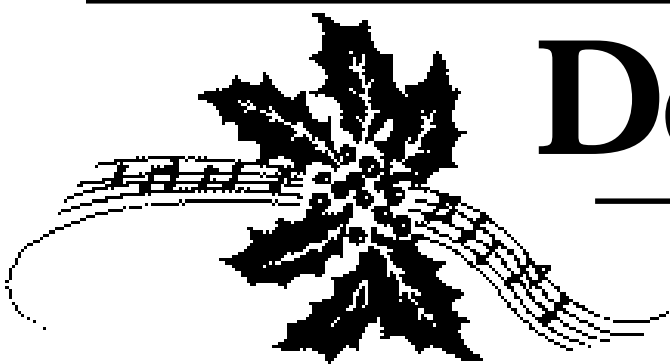
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*Talk About Teaching is in its second year as a series sponsored by the Lindback Society and The College of Arts and Sciences.*

*This month's contribution was written collaboratively by faculty members and advisors in the School of Nursing.*

*Dr. Gennaro and Dr. McCauley are associate professors of nursing. Ms. Matez is assistant dean and director of undergraduate and graduate admissions; director of student affairs, and Ms. Schwartz is associate director of admissions.*





# December

## AT PENN



The Russian electronics genius, Leon Theremin invented the world's first electronic musical instrument—and then disappeared. *The Neighborhood Film Video Project* pairs its documentary on Theremin, with a sci-fi classic, *The Day the Earth Stood Still*, which features the best use of the theremin in film. (Films).

### ACADEMIC CALENDAR

- 11** Fall term classes end.  
**12** Reading Days. Through Dec. 14.  
**15** Final Exams. Through Dec. 22.  
**22** Fall Semester Ends. Spring Semester classes start Jan. 15.

### CHILDREN'S ACTIVITIES

- 1** *You're a Good Man, Charlie Brown*; Stimulus Children's Theater presents the musical, with music and lyrics by Clark Gesner, based on Charles Schulz's comic strip; 7 p.m.; Houston Hall Auditorium; \$5, \$2/children; tickets: 387-3663. *Repeated Dec. 2, 2 and 7 p.m.; Dec. 3, 2 p.m.*  
**2** *Secrets and Science*; "archaeological expedition" in the Egyptian mummy room for kids ages 8-12; 10 a.m.-noon; University Museum; \$5/materials fee; registration: 898-4016 (Museum).  
*Saturday Morning Gymnastics*; classes for boys and girls, ages 6-12 led by Tom Kovic, Penn Gymnastics coach; 10-10:50 a.m. or 11-11:50 a.m.; Hutchinson Gym; \$90/10-week session/child; registration: 898-5316. *Through Feb. 24.*  
*Family Workshops*; 11 a.m.; Institute of Contemporary Art. *Repeated Dec. 3.*  
**8** *'Twas the Night Before Christmas*; Dancefusion's annual holiday presentation; new this year: Dancefusion's fusion 2 performs Vivaldi's *Four Seasons*; 10 a.m.; Movement Theater International, 3700 Chestnut; \$18, \$15/seniors, \$8/students, children and Philadelphia Dance Alliance members; tickets: 222-3107 or 387-7810. *Repeated Dec. 9, 1 and 7:30 p.m.*  
**15** *Hansel and Gretel*; Engelbert Humperdink's holiday opera produced by the Academy of Vocal Arts Opera Theatre and the Annenberg Center; 7 p.m.; Zellerbach Theatre; \$25, \$12/children and students, \$7/Dec. 18 and 19; tickets: 898-6791. *Repeated Dec. 16, 3 and 7 p.m.; Dec. 17, 3 p.m.; Dec. 18 and 19, 10:30 a.m.*  
**16** *A Soulful Celebration*; celebration of gospel music led by Carolyn Bryant, pastor of the Bethel Church of Christ Written in Heaven, and her ensemble; Everybody Makes Music Series; 1-2 p.m.; International House; \$6, \$3/children 12 and under; tickets: 895-6546 (Folklife Center).

### EXHIBITS

- Admission donations: *University Museum*: \$5, \$2.50/seniors and students with ID, free/members, with PennCard, children under 6; *Institute of Contemporary Art*: \$3, \$1/students, artists, seniors, free/members, children under 12, with PennCard, and on Sundays 10 a.m.-noon; *Morris Arboretum*: \$3, \$1.50/seniors and students, free/with PennCard, children under 6; *all other galleries*: free.  
**Upcoming**  
**5** *Bruce Montgomery: Views of Maine*; paintings by Glee Club Director and Associate Director of Musical Activities; opening reception, 4:30-6:30 p.m.; Burrison Art Gallery, Faculty Club. *Through Dec. 22.*  
**Now**  
*Israel: Archaeology from the Air*; photographs of excavated sites and landmarks on loan from the Consulate General of Israel, Philadelphia; Hill House. *Through Dec. 11.*  
*Flowers in Print: Works by Contemporary Japanese Artists*; Widener Gallery, Morris Arboretum. *Through Dec. 15.*  
*Codes and Traces: Art-in-Science XIII*; Esther Klein Gallery, 3600 Market (Klein Gallery; Wistar Institute). *Through Dec. 29.*  
*Birds and Beasts of Latin America*; Museum. *Through Dec. 31.*  
*Moving the Fire: The Removal of Indian Nations to Oklahoma*; Museum. *Through Jan. 14, 1996.*  
*Cho Duck-Hyun*; Lloyd Gallery, ICA. *Through Jan. 14, 1996.*  
*Boris Mikhailov: After the Fall*; Tuttleman Gallery, ICA. *Through Jan. 14, 1996.*  
*Saul Steinberg: About America 1948-1995, The Collection of Jeffrey and Sivia Loria*; Arthur Ross Gallery, Furness Bldg. *Through Jan. 21, 1996.*  
*Lewis Mumford at 100*; Kamin Gallery, Van Pelt-Dietrich Library. *Through Jan. 26, 1996.*  
*Images of Victory: Woodblock Prints from the Sino-Japanese War (1894-95)*; Second Floor Changing Gallery, Museum. *Through Aug. 31, 1996.*  
*Sculpture of Harry Gordon*; Arboretum. *Through 1996.*  
*Time and Rulers at Tikal: Architectural Sculpture of the Maya*; Museum. *Through Fall 1997.*

### Ongoing

- Ancient Greek World; Living in Balance: The Universe of the Hopi, Zuni, Navajo and Apache; Ancient Mesopotamia: Royal Tombs of Ur; The Egyptian Mummy: Secrets and Science; Raven's Journey: World of Alaska's Native People; Buddhism: History and Diversity of a Great Tradition*; Museum.  
**University Museum Tours**  
Meet at main entrance; 1:15 p.m.  
**2** *The Mesoamerican Collection.*  
**3** *Sifting Through History: The Archaeologist at Work.*  
**9** *Peoples of the Plains.*  
**10** *Coming of Age in Africa: Balance and Change.*  
**16** *The Ancient Near East.*  
**17** *Myth and Actuality: Life Among the Ancient Greeks.*  
**23** *Highlights of the Museum Collection.*

### FILMS

- 7** *Denial*; Latin American Film Festival; 7:30 p.m.; Room 327, University Museum (Anthropology & Latin American Studies).  
**Film/Video Project**  
Films, series and programs at International House, 3701 Chestnut St.; film tickets (unless otherwise noted): \$6, \$5/members, students, seniors, \$3/children under 12; foreign language films with English subtitles; info: 895-6542.  
**1** *Day Without Art*; continuous video screenings throughout the day; free; complete schedule: 895-6542.  
**2** *Theremin: An Electronic Odyssey* (Martin, USA, 1993); 7:30 p.m.; *The Day the Earth Stood Still* (Wise, USA, 1951); 9:15 p.m., double feature: \$8.50, \$7.50/students and seniors, \$5/children 12 and under. *Additional screenings of Theremin: Dec. 3-7, 7 p.m.*  
**8** *Waterworld* (Reynolds, USA, 1995); open captioned; 7:30 p.m.  
**Independent Film/Video Ass'n**  
**9** *Getting Grants for Film and Video*; workshop with Morrie Warshawski; 9 a.m.-5 p.m.; \$55, \$45/PIFVA members, \$35/students with current ID; registration: 895-6594.  
**12** *PIFVA Open Screen*; in-progress and completed works; 7:30 p.m.

### SPEC Film Society

- Film screenings at 7 and 9:30 p.m.; Irvine Auditorium; \$3, \$2/with PennCard.  
**1** *The Usual Suspects.*  
**7** *Beyond the Valley of the Dolls.*  
**8** *Waterworld.*

### MUSIC

- 2** *University Symphony Orchestra with pianist Emma Tahmizian*; performance of Beethoven's *Symphony No. 3, "Eroica," Barber's First Essay for Orchestra*, and Prokofiev's *Piano Concerto No. 3*; 8 p.m.; Cathedral Church of the Savior, 38th and Chestnut (Music).  
**3** *Annual Handel's Messiah Sing-Along*; with the University Choral Society and conductor William Parberry; bring your own score or buy one at the door; 8 p.m.; Cathedral Church of the Savior (Music).  
**7** *God Street Wine*; SPEC Concert; 8 p.m.; Irvine Auditorium; \$12, \$7.50/with PennCard; tickets: on Locust Walk, Annenberg Center Box Office and at the door (Social Planning and Events Committee).  
**8** *Rêlache Ensemble; Drawing Lines and Carte Blanche* by guest composer, Mary Ellen Childs, T.S.E. by Philip Glass, and Claudio Tripodi's arrangement *Nino Rota from Fellini to Coppola*; 7 p.m.; Zellerbach Theatre, Annenberg Center; \$15, \$12/students; tickets: 898-6791 (Annenberg Center). *Repeated Dec. 9.*  
*University Choral Society*; William Parberry leads Haydn's *Stabat Mater* and works by Bruckner; 8 p.m.; Cathedral Church of the Savior (Music).  
**9** *University Wind Ensemble*; Ricardo Averbach conducts a concert in honor of Richard Wernick, music; also featuring *The Lord of the Rings* by DeMeij and works by Milhaud and Wagner; 4 p.m.; St. Mary's Church, 3916 Locust Walk (Music).

- Ancient Voices: Christmas Music from the Middle Ages and the Renaissance*; William Parberry directs music by Lassus, Ockeghem, Praetorius and others; 8 p.m.; Cathedral Church of the Savior; admission at the door: \$8, \$4/students and seniors (Music).  
**16** *A Soulful Celebration*; see *Children's Activities*.

### ON STAGE

- 1** *You're a Good Man, Charlie Brown*; see *Children's Activities. Through Dec. 3.*  
**8** *'Twas the Night Before Christmas*; see *Children's Activities. Repeated Dec. 9.*  
**9** *Phil Nee*; Still Standing Comedy Series; 8 p.m.; Bowl Room, Houston Hall (Student Life).  
**Annenberg Center**  
Tickets/information: 898-6791.  
**4** *Previewers*; Philadelphia Festival Theatre for New Plays presents a reading of a new work; 7 p.m.; Harold Prince Theatre; \$5, free/students.  
**15** *Hansel and Gretel*; see *Children's Activities. Through Dec. 17.*

### SPECIAL EVENTS

- 1** *Day Without Art/World AIDS Day*; all proceeds from the Institute of Contemporary Art's sales today go to The Working Fund; see also *Talks and Films. World AIDS Day Commemorative Assembly*; name reading, candle lighting ceremony, choral and piano music celebrating the lives of patients who have died; see also *Talks and Films*; 5-7 p.m.; Bridge Level, Penn Tower Hotel (HUP Immunodeficiency Program).  
**4** *Houston Hall Holiday Celebration*; Dec. 4-7, one 32¢ stamp with every holiday counter card (at least \$1.75) purchased; in Dec. 4 and 6 *Daily Pennsylvanian*, \$3-off coupon for gift purchase over \$12; Dec. 8-15, Russel Stover Candy, 2 for \$10; Houston Hall Card Shop. *Through Dec. 15.*  
*Bazaar Shop Holiday Sale*; Dec. 4-10, 10% off purchases with a Penn ID; Dec. 11-17, 10% off purchases for West Philadelphia residents or employees with ID; month of December, 20% off purchases for International House members; see *InHouse*, International House newsletter, for coupons to save on toys, ornaments, jewelry and more; weekdays, 11 a.m.-7:30 p.m.; call 387-5125 for weekend hours; International House. *Through Dec. 17.*  
**6** *Bookstore Sale-A-Bratton*; save 20% on purchases storewide; coupons available for 30% off holiday gifts; vendor demonstrations and raffles; free gift wrapping, 10 a.m.-8 p.m. (\$2/package, Dec. 7-9); free mini-muffins, coffee and tea, Dec. 6, 10 a.m.-noon; free refreshments, Dec. 6, 5-8 p.m.; free parking in lot #30 with Customer Service validation: Dec. 6, 5-8 p.m.; Dec. 7, 5-6:30 p.m. *Continues Dec. 7, 8:30 a.m.-6:30 p.m.; Dec. 8, 8:30 a.m.-6 p.m.; Dec. 9, 10 a.m.-5 p.m.*  
**12** *University Museum Shop Holiday Sale*; bring in or pick up Museum Shop Surprise Coupon worth 10, 15, 25, 50 or 100% off Museum Shop merchandise including books, stationery, world music CDs and cassettes, jewelry, arts, crafts and calendars; for Penn faculty, staff and students, Penn Tower, HUP and CHOP employees; Tuesdays-Saturdays, 10 a.m.-4:15 p.m.; Sundays, 1-4:45 p.m. *Through Dec. 17.*  
**15** *A-3 Assembly Holiday Bazaar*; food, clothing, crafts and gifts for sale; 10 a.m.-3 p.m.; Bodek Lounge, Houston Hall.

### Faculty Club

- Reservations: 898-4618. *Closes Dec. 22, 5 p.m. for the holidays.*  
**13** *Tree Lighting Buffet*; 5:30-8 p.m.; Alumni Hall; \$16.75 plus 18% service charge.  
**14** *Holiday Luncheon Buffet*; 11:30 a.m.-1 p.m.; Alumni Hall; \$14.50 plus 18% service charge. *Repeated December 15.*

### Morris Arboretum

- Guided Walking Tours*; Saturdays and Sundays; 2 p.m.; Arboretum hours: Mondays-Fridays, 10 a.m.-4 p.m.; Saturdays and Sundays, 10 a.m.-5 p.m.; admission: *Exhibits*; see also: *Fitness/Learning.*  
**3** *East Meets West*; koto music by Kyoko Okamoto and others, tour of the Asian collection and gallery talk by curator Tomoko Torii; in conjunction with *Flowers in Print* (see *Exhibits*); 1-4 p.m.; Widener Center; reservations: 247-5777.

### SPORTS

- Tickets for swimming meets and squash matches are free.  
*Home locations*: Squash: Ringe Courts; Swimming: Gimbel Gym-Scheerr Pool.  
**2** *Squash v. Yale: Men*, 1 p.m.; *Women*, 3 p.m.  
**3** *Squash v. Brown: Men*, 11:30 a.m.; *Women*, 2 p.m.  
**9** *Swimming v. Columbia: Men*, noon; *Women.*, 3 p.m.



Gwendolyn Bye's Dancefusion returns with its annual production of *'Twas the Night Before Christmas* (*Children's Activities*).

## Almanac

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

Unless otherwise noted all events are open to the general public as well as to members of the University. For building locations, call 898-5000 between 9 a.m. and 5 p.m. Listing of a phone number normally means tickets, reservations or registration required.

This December calendar is a pullout for posting. *Almanac* carries an *Update* with additions, changes and cancellations if received by Monday noon prior to the week of publication. Members of the University may send notices for the *Update* or *January at Penn* calendar.



On view at the Burrison Gallery in the Faculty Club this month: *Night Run and other views of coastal Maine* by Penn's Bruce Montgomery. (Exhibits).



TALKS	TALKS	TALKS	TALKS	FITNESS/LEARNING
<p><b>1</b> <i>Institute for Research in Cognitive Science Colloquia</i>; Susumu Kuno, Harvard; 12-1:45 p.m.; Room 401C, 3401 Walnut St. (IRCS).</p> <p><i>Imagined Relations: Colonial Andean Paintings and Subjects</i>; Thomas Cummins, University of Chicago; Ethnohistory Workshop; 3-5 p.m.; Room 329A, 3401 Walnut; materials/info: 898-5357 or <a href="mailto:mroth@mail.sas.upenn.edu">mroth@mail.sas.upenn.edu</a> (Latin American Cultures Program; History of Art).</p> <p><i>World AIDS Day Lecture</i>; key-note address and booksigning by Abraham Verghese, Texas Tech, author of <i>My Own Country: A Doctor's Story</i>; 7 p.m.; Nursing Education Building Auditorium (Connaissance; Facilitating Learning About Sexual Health [FLASH]).</p> <p><b>4</b> <i>Immunosuppressant Binding Proteins: Could They Be Functioning as Chemokines?</i>; C. Richard Lyttle, pharmacology; noon; Rm. M100-101, John Morgan Bldg. (Pharmacology).</p> <p><i>The Role of the Physician in the Treatment of Mental Disorders</i>; Aileen Rothbard, Leonard Davis Institute–Psychiatry Center for Mental Health Policy and Services Research; noon-1:30 p.m.; Colonial Penn Center Board Room (LDI-PCMHPSR).</p> <p><i>New Approaches to Recognition of Transport Processes in Microporous Solids</i>; Martin Bülow, The BOC Group Technical Center; 3:30 p.m.; Room 337, Towne Bldg. (Chemical Engineering).</p> <p><i>Mind Matters: The Social Control of Fertility and Aging</i>; Martha McClintock, University of Chicago; 4 p.m.; Room B-26, Stiteler Hall (Psychology).</p> <p><i>The Call for a New Politics: Physicists as Advisors in the Years Following Hiroshima</i>; Alexi Asmuss, Princeton; 4-6 p.m.; Suite 500, 3440 Market Street (History and Sociology of Science).</p> <p><i>Police Abuse in Philadelphia</i>; David Rudovsky, law school; 7 p.m.; Room B-3, Meyerson Hall (Refuse and Resist).</p> <p><b>5</b> <i>Japanese Architecture in the 17th Century</i>; Nancy Steinhardt, Asian and Middle Eastern Studies; \$6, \$4/members, senior citizens and students with I.D.; 7 p.m.; Rainey Auditorium, University Museum; information: 898-4890 (Museum).</p> <p><i>Women's Studies Seminar</i>; discussion by the author of <i>Patterns of Dissonance and Nomadic Subjects</i>, Rosi Braidotti, University of Utrecht, the Netherlands; time/location TBA; info: 898-8740 (Women's Studies).</p>	<p><b>6</b> <i>M.A. Student Presentations</i>; 11 a.m.-12:30 p.m.; Classroom 2, Museum (South Asia Regional Studies).</p> <p><i>SF-1, a Cell-Selective Nuclear Receptor, is Essential at Multiple Levels of the Reproductive Axis</i>; Keith Parker, Duke; noon; Hirst Auditorium, Dulles Bldg., HUP (Reproductive Biology).</p> <p><i>A Programmatic Approach to Studies of Neurodegenerative Disease</i>; John Trojanowski, pathology and lab medicine; 4-5 p.m.; Room 104, BRB1 (Institute on Aging).</p> <p><i>Retinoblastoma Family and Cyclin Dependent Kinases in Cell Cycle and Cancer</i>; Antonio Giodano, Thomas Jefferson University; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).</p> <p><i>Chronicling the Megalopolis</i>; Jean Franco, Columbia; 4 p.m.; Smith-Penniman Room, Houston Hall (Latin American Cultures Prog.; Romance Languages; Women's Studies).</p> <p><i>Thalamocortical Activity: Sleep, Arousal, Vision, and Epilepsy</i>; David McCormick, Yale; 4:15 p.m., Room 140, John Morgan Building (Mahoney Institute of Neurological Sciences).</p> <p><i>Refocusing: Recent Russian Photography</i>; slide lecture by Diane Neumaier, photographer and writer; in conjunction with <i>Boris Mihailov (see Exhibits)</i>; 6 p.m.; ICA (ICA).</p> <p><i>Gordon, City of Midas: A Tribute to Ellen L. Kohler</i>; G. Kenneth Sams, UNC-Chapel Hill; Keith Devries, University Museum; Mary Voigt, William and Mary; Rodney S. Young Memorial Lecture; 8 p.m.; Rainey Auditorium, Museum (Archaeological Institute of America, Philadelphia Chapter; Museum).</p> <p><b>7</b> <i>Bereavement in Children, Adolescents and Their Surviving Parents</i>; Elizabeth and Ronald Weller, Ohio State; noon-1 p.m.; Auditorium, Clinical Research Building (Psychiatry; PennMed; Philadelphia Child Guidance Center).</p> <p><i>Genetic Analysis of SRC-Family Tyrosine Kinase Mouse Mutants</i>; Paul Stein, Wistar Institute; 12:15-1:30 p.m., Room M100, John Morgan Building (Medical School; Cell and Developmental Biology).</p> <p><i>Homer and Lefkandi</i>; Carla Antonaccio, Wesleyan; 4:30 p.m.; Room 723, Williams Hall (Classical Studies).</p> <p><i>U.S. Foreign Policy After the Cold War</i>; Robert B. Zoellick, Fannie Mae, formerly of the State Department; Gruss Public Management Fellowship Program Lecture; 4:30-6 p.m.; Room 215, Steinberg-Hall/</p>	<p>Dietrich Hall. (Public Policy and Management).</p> <p><i>To Be Still—Here</i>; Billie Tsien, New York architect; 6 p.m.; Room B-1, Meyerson Hall (Grad. School of Fine Arts).</p> <p><b>8</b> <i>Seal Imagery from Hacinebi Tepe in Southeast Turkey: What Might the Evidence Mean?</i>; Holly Pittman, history of art; 3 p.m.; Room 201, Jaffe Building; open to PennCard holders only (History of Art).</p> <p><i>Institute for Research in Cognitive Science Colloquia</i>; Jerrold Sadock, University of Chicago; Room 401C, 3401 Walnut St. (IRCS).</p> <p><i>The Scandal of Pleasure</i>; book reading by Wendy Steiner, English; 5:30-6:30 p.m.; ICA.</p> <p><b>11</b> <i>Receptor Ensembles and Their Roles in Cell Growth and Transformation</i>; Mark Greene, pathology and lab medicine; noon; Room M100-101, John Morgan Bldg. (Pharmacology).</p> <p><i>Hematopoietic Bioreactor Design</i>; Bernhard O. Palsson, UC-San Diego; 3:30 p.m.; Room 337, Towne Bldg. (ChemE).</p> <p><i>Issues in Depth Cue Combination</i>; Mike Landy, NYU; 4 p.m.; Room B-26, Stiteler Hall (Psychology).</p> <p><b>12</b> <i>Power and Threat of Modern Genetics in Medical Research</i>; Klaus Rajewsky, University of Cologne; Tadeusz J. Wiktor Memorial Lecture; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).</p> <p><i>The Port of Aden in Ayyubid and Rasulid Times: Practices, Commodities and Taxes</i>; Rex Smith, University of Manchester; 4:30 p.m.; Classroom 2, University Museum (South Asia Regional Studies).</p> <p><b>13</b> <i>The Mechanism of Genomic Imprinting</i>; Shirley Tilghman, Princeton; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).</p> <p><i>Linking Layers and Connecting Columns: The Development of Local Circuits in Visual Cortex</i>; Lawrence Katz, Duke; 4:15 p.m.; Room 140, John Morgan Bldg. (Mahoney Inst.).</p> <p><i>Consequences of Managed Care for the Insurance Industry</i>; William Roper, Prudential Insurance Co.; Jeffrey Koplan, Prudential Center for Health Care Research; 4:30-6 p.m.; CPC Auditorium (LDI Center for Health Policy).</p> <p><i>Contemporary Korean Art and the Perfection of Imperfection</i>; slide lecture by Eleanor Heartney, art critic; in conjunction with Cho Duck-Hyun (<i>see Exhibits</i>); 6 p.m.; ICA (ICA).</p>	<p><b>14</b> <i>ADHD in Adults: Clinical and Research Challenges</i>; Anthony L. Rostain, psychiatry and pediatrics; PCGC Penn Grand Rounds; noon-1 p.m.; CRB Auditorium (Psychiatry; PennMed; PCGC).</p> <p><i>Basing Rehabilitation Hospital Payment on Functional Outcomes: Issues and Challenges</i>; Margaret Stineman, rehabilitation medicine; noon-1 p.m.; CPC Boardroom (LDI Center for Research).</p> <p><b>20</b> <i>Genetic Immunization as a Revolution in Vaccine Administration and Development, and a New Method to Probe the Immune System</i>; Stephen A. Johnston, University of Texas Southwestern; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).</p> <p><b>21</b> <i>The Clinical Prediction of Violence</i>; Phillip J. Resnick, Case Western; noon-1:00 p.m.; CRB Auditorium (Psychiatry; PennMed; PCGC).</p>	<p><b>Buddhist Meditation Practice</b>; chairs and Zen benches provided; 1-2 p.m.; CA Chapel. <i>Wednesdays through Dec. 13.</i></p> <p><b>2</b> <i>Communications: Writing for Results</i>; Wharton Small Business Development course; 9 a.m.-1 p.m.; \$185; info/reg.: 898-4861. <i>Continues on Dec. 9</i></p> <p><b>Advent Celebration</b> All events at St. Mary's Episcopal Church, 3916 Locust Walk; information: 386-3916.</p> <p><b>4</b> <i>Telling the Story</i>; series explores Sumerian texts and analyzes Hebrew and Christian myths with Rev. Larry Hardy; basic text: <i>Who Wrote the Bible?</i> by Richard Friedman; 7-8:30 p.m. <i>Continues Dec. 11 and 18.</i></p> <p><b>9</b> <i>Advent Quiet Day</i>; conductor, Rev. Ann E. Hockridge, Holy Trinity Episcopal Church, Philadelphia; 9 a.m.-2 p.m.; bring lunch, coffee and tea provided.</p> <p><b>17</b> <i>Advent Lessons and Carols</i>; 10:30 a.m.; Sunday Market follows.</p> <p><b>Faculty/Staff Assistance Prog.</b> Noontime workshops in Houston Hall; info: 898-7910.</p> <p><b>5</b> <i>Caregivers</i>; Harrison Room. <i>Meets every first Tuesday.</i></p> <p><b>6</b> <i>Sobriety Group</i>; Harrison Room. <i>Meets every Wednesday.</i></p> <p><b>15</b> <i>Managing Stress During the Holidays.</i></p> <p><b>20</b> <i>Surviving Divorce and Separation</i>; support group for men; Room 303. <i>Meets every third Wednesday.</i></p> <p><b>Morris Arboretum</b> Materials supplied; bring clippers; each class, \$31; registration: 247-5777 ext. 125 or 126.</p> <p><b>6</b> <i>Holiday Decorations I: Centerpieces</i>; 1-3:30 p.m. or 7-9:30 p.m.</p> <p><b>7</b> <i>Holiday Decorations II: Wreaths</i>; 1-3:30 p.m. or 7-9:30 p.m.</p>



*Recognized Holidays for Penn staff:* Along with the observance of Christmas on Monday, December 25, 1995 and New Year's Day on Monday, January 1, 1996, University employees are also granted special vacation for December 26 through 29, 1995. Normal University hours of operation resume Tuesday, January 2, 1996. See *Almanac* April 18, 1995 for more details.

## Holiday Happenings — Something for Everyone

### For music lovers...

*Messiah Sing-Along*; with the University Choral Society and director William Parberry; December 3; Cathedral Church of the Saviour, 38th and Chestnut Streets; scores at the door, or bring your own.

*Christmas Music from the Middle Ages and the Renaissance*; William Parberry conducts the Ancient Voices Choir; December 9; Cathedral Church of the Saviour; program repeated December 10, St. Clement's Church, 20th and Cherry Streets.

### For theater buffs...

*'Twas the Night Before Christmas*; third annual performance of Clement Moore's holiday tale by Gwendolyn Bye's Dancefusion; new this year: performance of Vivaldi's Four Seasons; December 8 and December 9; Movement Theater International, 3700 Chestnut Street.

*Hansel and Gretel*; opera performance by the Academy of Vocal Arts with the Concerto Solo Chamber Orchestra, conducted by David Antony Lofton and Richard A. Raub; dancers from the Rock School of the Pennsylvania Ballet play the angels and forest spirits and area school children sing in the Gingerbread Chorus; December 15-19; Zellerbach Theatre, Annenberg Center.

### For shoppers...

*Book Store Sale-A-Bration*; 20% off purchases store wide; 30%-off coupons for holiday gifts; demonstrations by gourmet food vendors, Ellen Wooley sweaters, Crabtree & Evelyn, Cross Pens, Recycled Cards, Asher Candies; raffles for American Girl Dolls and Crabtree & Evelyn gift basket; free photos with Santa; refreshments; gift wrapping; free parking; December 6-9; Penn Book Store.

*Bazaar Shop Holiday Sale*; 10% off purchases with PennCard, December 4-10; holiday gift ideas: masks from Venezuela and Ghana, jewelry from France, the American

Southwest, Italy, South Africa and Peru, and international toys and ornaments; International House.

*Museum Shops*; gifts for kids in the Pyramid Shop: Ecuadorean dolls, Japanese origami sets, international stocking stuffers and ornaments; in the Museum Shop: Native American and Inuit carvings and pottery, African carvings, world music, and reproduction jewelry inspired by the Museum's collection; for Penn, HUP, Penn Tower and CHOP employees and students: Museum Shop Surprise Coupon gives between 10 and 100% off purchase prices; University Museum.

*A-3 Holiday Bazaar*; vendors sell clothing, crafts, and food for holiday gift shopping in Bodek Lounge, Houston Hall; December 15.

*Houston Hall Holiday Celebration*; savings on holiday cards, gifts and candy at the Houston Hall Card Shop; December 4-15.

### And meals to share...

*Tree Lighting Buffet*; menu includes: mixed green salad, artichoke and roasted red pepper salad, cranberry orange relish, baked ham, grilled swordfish, roast cornish hen, holiday cakes, pies and cookies; children's menu available; December 13, 5:30-8 p.m.; Faculty Club; reservations: 898-4618.

*Holiday Luncheon Buffets*; menu includes: salads, baked ham, turkey ragout, orange roughy, vegetable lasagna, broccoli and roasted peppers, and holiday desserts; December 14 and 15, 11:30 a.m.-1 p.m.; Faculty Club; reservations: 898-4618.

*Holiday Hosting*; to include a Philadelphia-area international student who can't go home for winter break at a holiday meal or celebration, call International Programs at 898-4661 or International House at 387-5125 extension 2232.

# December

## AT PENN

### Holiday Hours

**Accounts Payable** Open December 26-29, 9 a.m.-2 p.m.

**Annenberg Center Box Office** Closes December 22, 6 p.m. Reopens January 2, noon.

**Book Store** Open December 18-21, 8:30 a.m.-6:30 p.m.; December 22, 8:30 a.m.-5 p.m.; December 26-29, 10 a.m.-5 p.m.; week of January 2, 8:30 a.m.-5 p.m. Closed December 23-25, 30 and 31, and January 1.

**Cashier's Office** Closes December 22, 2 p.m. Reopens January 2, 9 a.m.

**Christian Association** Closes December 22, 10 p.m. Reopens January 2, 8:30 a.m.

**Class of 1923 Ice Rink** Closed December 25. See *Fitness/Learning* for regular public sessions. Extra sessions: December 26, 28 and 29, 2-4 p.m.

**Escort Service, PennBus, Handivan** Escort Service operates a limited on-call service (898-RIDE) December 23 through January 3, 6 p.m.-3 a.m.

**Faculty Club** Closes December 22, 5 p.m. Reopens January 2, 8 a.m.

**Gimbel Gym** Closes 4:45 p.m., December 23. Reopens January 16.

**Hillel** Closed December 25 and January 1.

**Houston Hall/Houston Hall Mall** Closes December 22, 7 p.m. Reopens January 2, 7:30 a.m. Open 24 hours/day, December 13-21.

**Hutchinson Gym** Closes December 22, 4:45 p.m. Holiday hours: January 2-14, noon-6:45 p.m., closed Saturdays and Sundays. Regular hours resume January 15.

**ICA** Closed December 25 and January 1. Open December 24 and 31, 10 a.m.-3 p.m. See *Exhibits* for regular hours.

**Jazzercise** Closed December 25 through January 1; See *Fitness/Learning* for December Schedule.

**Morris Arboretum** Closes December 22, 4 p.m. Reopens January 2, 10 a.m.

**Newman Center** Closes December 22, 1 p.m. Reopens January 8, 7:30 a.m.

**Residence Halls** Grad Towers A and B, Harrison, Harnwell Houses and High Rise North remain open. Low Rise North closes December 23, noon and reopens January 7, 9 a.m. Mayer Hall opens January 3, 9 a.m. All other dormitories close at December 23, noon and reopen January 11, 9 a.m. Residential Living Office closes December 22, 5 p.m. and reopens January 2, 9 a.m.

**Sports Info.** Closed December 22. Reopens January 2. Leave messages at 898-6128.

**Student Financial Services** Closes December 22, 2 p.m. Reopens January 2, 9 a.m.

**Student Information and Systems/Registrar** Closes December 22, 5 p.m. Reopens January 2, 9 a.m.

**University Museum** Open Tuesdays-Saturdays, 10 a.m.-4:30 p.m. and Sundays, 1-5 p.m. Closed Christmas Eve, New Year's Eve, Sundays and Mondays.

**Van Pelt/Lippincott Libraries and Rosengarten Reserve** Open December 22, 8:30 a.m.-4:45 p.m., December 26-29, January 2-5 and 8-12, 8:30 a.m.-5 p.m.; Closed December 23-25, 30 and 31, January 1, 6, 7, 13 and 14.

## Agenda for Excellence

### A Strategic Plan for the University of Pennsylvania

#### To the University Community

This draft strategic plan, *Agenda For Excellence*, proposes a series of critical priorities for the University for the five years from now through 2000. As part of our planning effort, during the past year we have engaged faculty across the campus in a variety of discussions about issues facing the University. In addition, we have conducted extensive planning sessions with the deans of the schools and the senior administrative officers of the University.

We furnished an early draft version of the plan to the Academic Planning and Budget Committee this fall. They have spent the semester reviewing and discussing the work in detail. The constructive criticism provided by the Committee has enabled us to recast and refine the document. We and the Committee now publish the plan as our joint product for comment by the University community.

We have chosen to present this plan in outline form as a set of specific goals and strategies. The plan includes several goals that contain specific numerical targets. These target numbers are meant to serve as guideposts that will help the University determine whether it is moving in the right direction at the right speed. As further specific implementation actions are elaborated, additional benchmarks to help us monitor the progress of those activities will be identified.

The University of Pennsylvania gains strength from the special character of its component parts and the synergies among those parts. This spring, we will be asking the deans to lead their faculties in developing or reviewing their schools' strategic plans to ensure that the University's goals, as articulated in this document, provide a foundation for school-level programs and initiatives.

We invite you to share your comments and reactions to the document with the Academic Planning and Budget Committee so that they can help us bring the plan to final form. Please submit your comments by December 8, to the Academic Planning and Budget Committee, 110 College Hall/6303, or send your remarks via e-mail to [plan@pobox.upenn.edu](mailto:plan@pobox.upenn.edu).

*Judith Rodin*  
President

*Stanley Chodorow*  
Provost

# **Agenda for Excellence**

## **A Strategic Plan for the University of Pennsylvania**

### **Introduction**

The University of Pennsylvania's roots reach deeply into the history of American higher education. Founded as the Charity School of Philadelphia in 1740 and chartered as the first non-sectarian college in 1755, the College of Philadelphia was guided, as the University is today, by its founder Benjamin Franklin's admonition to "learn everything that is useful and everything that is ornamental." As such, it developed the first liberal arts curriculum in the nation, offering both a scientific and a classical education. Early on, it established a close relationship between the liberal arts and the professions, with faculty teaching courses in medicine and law, and subsequently developing professional schools in these areas. In 1791 Penn became America's first university, introducing multidisciplinary education well before the term was invented. Throughout its history, Penn has been remarkable in the degree to which theory and practice have been married in its teaching and research.

Over the past 255 years, Penn has renewed itself periodically as it has adapted to the changing nature of higher education, the changing demands of society, and the expanding knowledge base of the modern era. By directing scarce resources to targeted areas of opportunity, Penn has been able to build and support excellence in a number of selected fields and programs, assuring its place among the truly distinguished modern universities. For Penn to ensure its stature as one of a small number of genuinely outstanding universities in the 21st century, the University must establish and project a clear institutional identity, and it must strategically deploy its considerable yet limited resources to achieve excellence in every academic program it chooses to offer. In doing so, Penn will need to guard against a leveling effect that could diminish the stature of its best schools and departments; instead it must either bring those programs that do not yet meet its high standards up to acceptable levels of excellence or reconsider their role or existence.

Because it is vital that Penn clearly define its mission and strategic goals, this strategic plan, *Agenda for Excellence*, has been crafted. The plan is ambitious—as any plan for Penn should be. Although it will be implemented at a time when the rate of growth of traditional resources is in question, the plan will require the University and its schools to secure additional funds from such traditional sources as government research grants and private fundraising. In addition, to achieve its goals, the plan will require the University and the schools to secure new funds from less traditional sources, such as corporate research programs and administrative re-engineering. Reallocation of existing resources within schools and across schools also may be needed to realize the goals of the plan.

*Agenda for Excellence* is the latest chapter in strategic planning at Penn, and a number of this plan's initiatives are well informed by earlier plans. Looking ahead, the successful implementation of this new plan will depend on the development of complementary school plans and a range of initiatives such as the 21st Century Project for the Undergraduate Experience, the unification of academic and budgetary planning, and the institution of school reviews. The result will be increasing fulfillment of the mission of the University of Pennsylvania.



## Mission of the University

The University of Pennsylvania's roots are in Philadelphia, the birthplace of American democracy. But Penn's reach spans the globe.

Faithful to the vision of the University's founder, Benjamin Franklin, Penn's faculty generate knowledge that is unconstrained by traditional disciplinary boundaries and spans the continuum from fundamental to applied. Through this new knowledge, the University enhances its teaching of both theory and practice, as well as the linkages between them.

Penn excels in instruction and research in the arts and sciences and in a wide range of professional disciplines. Penn produces future leaders through excellent programs at the undergraduate, graduate, and professional levels.

Penn inspires, demands, and thrives on excellence, and will measure itself against the best in every field of endeavor in which it participates.

Penn is proudly entrepreneurial, dynamically forging new connections and inspiring learning through problem-solving, discovery-oriented approaches.

Penn research and teaching encourage lifelong learning relevant to a changing, global society.

Penn is a major urban university that is committed to strength and vitality in each of its communities. In this connection, Penn will:

- Encourage, sustain, and reward its faculty; nurture, inspire, and challenge its students; and support and value its staff;
- Strengthen and appreciate the diversity of its communities;
- Support free expression, reasoned discourse, and diversity in ideas;
- Pursue positive connections to the city, state, and region and a mission of service to its neighbors in West Philadelphia;
- Develop and support its connections to alumni and friends; and
- Foster the growth of humane values.

## Executive Summary of Strategic Goals

1. The University will solidify and advance its position as one of the premier research and teaching universities in the nation and in the world.

- Penn's exceptional undergraduate programs will position it, among a select group of research universities, as a school of choice for the ablest undergraduates in the nation and in the world. To enhance its ability to fulfill its mission, the University will be considered among the top ten in undergraduate education.
- Penn's academic departments and programs will be considered among the top ten in the United States or will develop and implement strategies for moving toward the top tier. Penn's doctoral and professional programs will be the programs of choice for the ablest graduate and professional students in the nation and in the world.

2. The University will aggressively seek greater research opportunities. Recognizing that vigorous research and the unimpeded pursuit of knowledge are at the heart of the University's mission, Penn will strive to attract an increasing share of the available research dollars, and will aggressively seek out new sources of support for research.

3. The University will manage its human, financial, and physical resources effectively and efficiently to achieve its strategic goals.

- Penn will create a more responsive and effective planning, budgeting, and outcomes evaluation process to ensure that its resources support its academic mission.
- Penn will broaden its administrative restructuring initiative to encompass all major administrative activities and processes, both in the central administration and in the schools.

4. The University will support strategic investments in master's programs and other programs of continuing education in the arts and sciences and in the professions, when they are consistent with Penn's academic mission and capacities and the needs of society.

5. The University will plan, direct, and integrate its government and community relations to enhance its missions of teaching, research, and service. The University also will clarify and strengthen the links between its academic programs and the public service performed by its faculty, students, administrators, and staff.

6. The University will vigorously pursue efforts to increase significantly Penn's role as an international institution of higher education and research.

7. The University will creatively deploy new technologies, recognizing that technology is revolutionizing the ways in which knowledge is acquired, created, and disseminated.

8. The University will effectively communicate to its various constituencies the ways in which it contributes to the advancement of society.

9. The University will identify and secure the funds required to support its strategic goals.

## Strategic Goals and Initiatives

### STRATEGIC GOAL 1

The University will solidify and advance its position as one of the premier research and teaching universities in the nation and in the world.

#### Subgoal 1(a)

Penn's exceptional undergraduate programs will position it among a select group of research universities as a school of choice for the ablest undergraduates in the nation and in the world. To enhance its ability to fulfill its mission, the University will be considered among the top ten in undergraduate education.

#### Strategic Initiatives

To achieve subgoal 1(a) the University, working with the schools, will take the following steps, among others.

- *Implement the 21st Century Project for the Undergraduate Experience.*

Promote curricular reform and innovation through the Provost, working with the Council of Undergraduate Deans.

Conduct regular curriculum reviews.

Expand cross-school and cross-disciplinary programs.

Conserve resources by eliminating duplication of course offerings across and within schools.

Expand undergraduate research and service-learning opportunities.

Establish an undergraduate research resource center.

Seek external support for expanded undergraduate research.

Develop a collegiate model to provide a setting for the new undergraduate experience, and launch four pilot programs in September 1996.

Take steps to improve advising.

Expand the role of faculty as mentors and clarify the roles and responsibilities of the professional advising staff.

Improve the technology used to provide information on the many academic options at Penn.

Enhance departmental communication with students through advanced electronic technology.

Assure excellence in undergraduate teaching.

Establish a teaching resource center that offers opportunities for all faculty to improve their teaching.

Create additional incentives for excellent undergraduate teaching.

Develop and promote the use of technology in teaching.

Improve student services.

Restructure student services to better support the models developed in the 21st Century Project.

Continue the reorganization of the office and function of the Vice Provost for University Life.

- *Identify and secure financial resources to support the initiatives of the 21st Century Project.*

- *Launch an initiative to raise funds for the University's financial aid endowment.*

- *Enhance activities that improve Penn's attractiveness to undergraduates.*

Continue to promote Penn aggressively as an institution that educates the best students and produces future leaders.

Update and reinvigorate all admissions materials.

Strengthen efforts to recruit and enroll underrepresented minority students and programs aimed at their retention.

Develop new and up-to-date recreational athletic facilities.

Identify and secure funds for construction of new recreational athletic facilities.

Develop facilities to provide sufficient, equitable, and attractive athletic space.

Develop a plan for intercollegiate athletics that continues to stress the recruitment of scholar-athletes.

Enhance student career placement services to provide excellent support for all students in a competitive job-market.

- *Establish a rigorous, normative protocol for external review and assessment of the undergraduate program every five to seven years.*

## Subgoal 1(b)

**Penn's academic departments and programs will be considered among the top ten in the United States or will develop and implement strategies for moving toward the top tier. Penn's doctoral and professional programs will be the programs of choice for the ablest graduate and professional students in the nation and in the world.**

## Strategic Initiatives

To achieve subgoal 1(b) the University, working with the schools, will take the following steps, among others.

- *Have each school develop or update its own strategic plan by June 1996, to ensure that it includes the steps necessary to attain or maintain superior academic status by the year 2000. As part of this plan, each school should articulate steps to:*

Conduct regular departmental reviews to assess progress in achieving the school's strategic goals.

Reenergize or restructure those departments that are vital to the core mission of the school or the University, that are below the school's standard of excellence, and that have failed to show substantial improvement. Phase out those departments that are neither central to the mission of the school or University, nor markedly ascending in quality.

Support and encourage efforts among the schools to reward faculty based on criteria for excellence such as teaching achievements, publications, citations, and grants received.

Continue working to attract and retain underrepresented minority and women faculty.

- *Establish a rigorous, normative protocol for external review and assessment of each school and inter-school program every five to seven years.*
- *Infuse the Research Foundation with new capital by raising money to support areas of research where Penn has clear competitive advantages or where the return on seed money is likely to be high.*
- *Directed by the Provost's Council of Deans, make strategic investments in current and developing cross-disciplinary fields where Penn has or could have nationally recognized strengths.*
- *Ensure that Penn's doctoral and professional programs will be the programs of choice. Take steps to:*

Pursue increased funding for graduate education and training.

Encourage innovative and efficient teaching and research groupings of faculty.

Seek development of new areas of collaboration in graduate training across the University.

Strengthen efforts to attract and retain underrepresented minority and women graduate and professional students.

Provide greater opportunities for student interaction across graduate and professional school boundaries, and enrich campus life for graduate and professional students.

Conserve resources by eliminating duplication of course offerings across and within schools.

- *Establish a review process for graduate and professional programs that emphasizes measures such as admission selectivity and ability to place graduates. Set program size accordingly.*

## STRATEGIC GOAL 2

**The University will aggressively seek greater research opportunities. Recognizing that vigorous research and the unimpeded pursuit of knowledge are at the heart of the University's mission, Penn will strive to attract an increasing share of the available research dollars, and will aggressively seek out new sources of support for research.**

## Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Encourage faculty to seek increased funding support.*

Develop incentives for faculty to seek external support for research.

Provide mentoring for junior faculty to help them succeed as productive researchers.

Develop strategies to increase grant support for graduate students.

- *Encourage faculty, particularly in disciplines without significant federal support, to seek research support from non-governmental sources such as corporations, foundations, and alumni.*
- *Improve and increase research facilities in recognition of the critical role facilities play in securing incremental research funding, faculty recruitment, and the education of students.*
- *Enhance the Library's ability to deliver electronic-based information and data to support research in all areas of the University.*
- *Recognizing that the integration of theory and practice is one of Penn's hallmarks, update Penn's policies governing ownership and management of intellectual property and participation in external commercial activities, and improve Penn's ability to attract increased corporate support for technology transfer.*
- *Streamline Penn's pre- and post-award processes to increase efficiency and to facilitate the pursuit and receipt of external funds.*
- *Target, at the University level, an annualized growth rate of two percent in sponsored research over the next five years.*



## STRATEGIC GOAL 3

**The University will manage its human, financial, and physical resources effectively and efficiently to achieve its strategic goals.**

### Subgoal 3(a)

**Penn will create a more responsive and effective planning, budgeting and outcomes evaluation process to ensure that its resources support its academic mission.**

#### Strategic Initiatives

To achieve subgoal 3(a), the University, working with the schools, will take the following steps, among others.

- *Develop an integrated process of planning and budgeting.*  
  
Complete the integration of the operating budget and the capital planning process.  
  
Support school-based efforts to better integrate academic planning and budgeting.  
  
Formulate University-wide financial policy, annual budgets, and operating plans for academic and administrative units.
- *Enhance institutional research to support the planning and budgeting process.*
- *Coordinate school and program evaluations and link the process with long-term resource planning.*
- *Seek to improve Penn's system of responsibility center management in order to achieve the most effective allocation of financial resources.*

### Subgoal 3(b)

**Penn will broaden its administrative restructuring initiative to encompass all major administrative activities and processes, both in the central administration and in the schools.**

#### Strategic Initiatives

To achieve subgoal 3(b), the University, working with the schools, will take the following steps, among others.

- *Improve the quality and cost-effectiveness of service across the institution and establish appropriate measures to evaluate those services delivered on a regular basis.*  
  
Reduce the cost of central and school administration by \$50 million over the next five years and reinvest these savings in support of University and school-based strategic priorities.

Standardize Penn's disparate procurement systems to achieve economies-of-scale and maximize savings on goods and services purchased annually.

Generate \$10 million at the central level in new revenues through entrepreneurial business ventures and better management of existing auxiliary enterprises.

- *Restructure Penn's Human Resources policies and programs.*

Provide administrative employees with greater opportunities to improve their skills, grow professionally, and enhance their careers within the University.

Strengthen the system of human resource development and performance review.

Work with all units of the University to ensure the maintenance of a humane and fair workplace environment for all employees.

Streamline, improve, and reduce the costs of Penn's benefit system while maintaining total compensation at levels consistent with those of peer institutions.

- *Restructure computing and telecommunications at Penn into a state-of-the-art system to improve the University's ability to generate, use, and share data.*
- *Implement a University-wide Public Safety Master Plan to reduce crime and enhance the security of people and property on campus and in adjacent neighborhoods.*
- *Upgrade the University's internal controls and compliance mechanisms to better manage business risks and increase accountability at all levels.*
- *Systematically implement measures to reduce the costs of building new facilities and maintaining existing ones, while improving the quality and timeliness of maintenance and house-keeping services on campus.*

## STRATEGIC GOAL 4

**The University will support strategic investments in master's programs and other programs of continuing education in the arts and sciences and in the professions, when they are consistent with Penn's academic mission and capacities and the needs of society.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Encourage the creation and continuation of selected non-core master's and continuing education programs whose financial returns provide support for other strategic investments.*
- *Identify fields in which Penn has comparative advantages relative to the market, and target development of new or expanded continuing education programs to meet the needs in these fields.*

Build upon the existing core to create programs, as exemplified by the Wharton Executive Education program, that permit executives and professionals to keep up with academic research and to apply the results of that research to their business or professional problems.

Support the efforts of the schools to develop continuing, life-long professional learning experiences for their graduates and others, particularly in areas where continuing education has been mandated by professional certification bodies.

Building on the model of the Dental School, establish computer-based connections with alumni that will permit life-long learning at sites remote from the University.

- *Establish a rigorous, normative, market-based protocol for review and assessment of each of these master's and continuing education programs every five to seven years.*

## STRATEGIC GOAL 5

**The University will plan, direct, and integrate its government and community relations to enhance its missions of teaching, research, and service. The University also will clarify and strengthen the links between its academic programs and the public service performed by its faculty, students, administrators, and staff.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Strengthen relationships with the executive branch, Congress, and federal research agencies and work aggressively with them to influence program development and policies that support the scholarly and teaching activities of private research universities.*
- *Continue to build and maintain effective relationships with the governor and state legislators.*

- *Build partnerships with corporations, educational institutions, medical institutions, and others that have financially invested in Philadelphia, to share resources and services that strengthen the community.*

- *Consistent with the University's basic missions of teaching and research, work with the community to promote economic development and increase the quality of life in West Philadelphia.*

Continue efforts to increase University purchases from local businesses.

Promote business partnerships, public safety, and transportation initiatives.

Continue efforts to improve local elementary and secondary schools.

Encourage the development of service-learning programs at the University, in furtherance of Penn's long-standing commitment to the integration of theory and practice.

Encourage innovative opportunities for voluntary participation by Penn students, faculty, administrators, and staff in appropriate public service activities.

## STRATEGIC GOAL 6

**The University will vigorously pursue efforts to increase significantly Penn's role as an international institution of higher education and research.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Stimulate and encourage international research and scholarly collaborations by Penn faculty and their counterparts outside the United States.*
- *Promote the development of a strong international dimension within each of Penn's schools.*

Plan programs to attract more international scholars.

Recruit those outstanding students from abroad who are likely to assume leadership roles in the academy, business, and government when they return to their home countries.

- *As part of the 21st Century Project for the Undergraduate Experience, coordinate and enhance the development of a student experience at Penn that is global in its dimensions.*

Encourage the schools in their continued development of an internationally enriched curriculum. Include a global perspective in a wide variety of courses and enhance foreign language competency and study abroad programs.

Foster greater interaction with local "international" communities and cultures.

- *Strengthen Penn's international alumni relations.*

## STRATEGIC GOAL 7

**The University will creatively deploy new technologies, recognizing that technology is revolutionizing the ways in which knowledge is acquired, created, and disseminated.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Make the implementation of new teaching technologies a University priority.*
- *Ensure that there is sufficient support for training faculty, students, administrators, and staff in the use of new technologies.*
- *Encourage efforts by the Vice Provost and Director of Libraries to acquire and use appropriate new technologies in the University's libraries for effective and cost beneficial delivery of information and databases.*
- *Secure resources to establish a technology seed fund that would support new ventures by the schools in technological innovation.*
- *Encourage efforts by the Executive Vice President to form appropriate new technology-based corporate partnerships in order to develop and exploit new academic/commercial uses of technology.*
- *Implement, through acquisition or development, state-of-the-art information systems that will improve the flow of information and electronic communication across the University.*
- *Take advantage of new technologies that will improve Penn's academic, administrative, and capital planning processes.*

## STRATEGIC GOAL 8

**The University will effectively communicate to its various constituencies the ways in which it contributes to the advancement of society.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Develop a program to enhance Penn's communications efforts and to coordinate University and school-based communications operations.*
- *Find effective ways to present and explain to Penn's various constituencies the contribution of the schools and their faculties.*

Reinforce Penn's stature as a leading independent research university whose historic and current curricular, research, and service agendas combine theory and practice.

Ensure that Penn, with its twelve schools, continues to be recognized locally, nationally, and worldwide as a distinctive member of the Ivy League.

- *Regularly review Penn's public relations activities to ensure that they emphasize the distinctiveness of Penn and the achievements of its faculty, students, and alumni.*
- *Ensure that alumni, as our largest group of advocates, are kept well-informed of their role in helping the University achieve its strategic goals.*

## STRATEGIC GOAL 9

**The University will identify and secure the funds required to support its strategic goals.**

### Strategic Initiatives

To achieve this goal, the University, working with the schools, will take the following steps, among others.

- *Have each school prepare its own development plan by June 1996, in conjunction with the President, Provost, and Vice President for Development. The plan will support the goals articulated in both the school's and the University's strategic plans.*
- *Develop and implement plans to identify and secure funds for the 21st Century Project. These plans will include both school-based and University-wide initiatives, including programmatic support, undergraduate financial aid, and facilities such as the Perelman Quadrangle, collegiate houses, and athletics, among others.*
- *Identify other University initiatives in the strategic plan that require external development support.*
- *Identify and engage alumni and trustees to assure that the fundraising goals are met.*
- *Involve international alumni in the development process.*
- *Maintain a top-five ranking in gift receipts among peer institutions by launching a new University/schools fundraising drive for initiatives targeted in Agenda for Excellence.*

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Deadline for comment: December 8, 1995

Send comments to:

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