

Almanac

Tuesday,
September 17, 1996
Volume 43 Number 4



Open House at New Bolton Center

Even without the live llamas and percherons on parade—or the opportunity to have one's favorite stuffed toy diagnosed and treated by the world's best veterinarians—the University's New Bolton Center is a remarkable place to visit—if only for the freshness of the Kennett Square mushroom country. But only once a year is the School of Veterinary Medicine's green and rolling "other campus" open to visitors, and that day is coming: Saturday, September 21, from 10 a.m. to 3 p.m. is Open House at New Bolton Center.

New Bolton Center is as old as the Colonial-period Allam House and as new as the latest research laboratories where the diseases of farm and food animals are one of the special focuses of the faculty, staff and students. Just for the day, visitors can tour the Large Animal Hospital outfitted for horses which, after surgery, can be taken by monorail to a recovery pool where they wake up rubber-shielded and weightless to avoid injuring themselves. With support from the Iams Company for the day's program, the featured activities include:

- The Emergency Tent for Injured Stuffed Animals
- Hospital Tours
- Llama Obstacle Course Demonstration
- Six-Horse Percheron Draft Hitch
- S.P.A.R.K.'s Dog Agility Demonstration
- Southeast Regional Cattlemen's Association Cattle Breed Exhibition
- Delaware State Police Canine Unit Demonstration
- Canine Partners for Life
- Oxen-Team Demonstration
- Veterinary Career Information
- Animal Blood Mobile

Both admission and parking for the Open House are free.

New Bolton Center is located at 382 West Street Road (route 926) in Kennett Square, PA 19348-1692.

For information call (610) 444-5800, Ext. 2182.



Beyond Belief

A spiny cylinder made of 2000 books towers 15 feet to the ceiling, where the viewer who peers inside finds a cheerful mystery ... Barbie morphs to middle-age, and suddenly she's 'Ken's Aunt', all struggling flesh against her own underwear...a giant styrofoam baby is both 'Untitled' and featureless as only a supermarket bar code can make it...

These are just three of the 50 high-impact installations on view at the Institute for Contemporary Art, where the full title of the show is Beyond Belief: Contemporary Art from East Central Europe. Brought here from the Museum of Contemporary Art in Chicago, the show clusters the work of 13 artists and groups around the concept that they who have witnessed an era in which "commonly held" values shifted and reconfigured with each new regime, will respond by questioning the validity of all ideologies.

Beyond Belief will be here through October 27, and the galleries at 118 S. 36th Street are open Wednesdays through Sundays from 10 a.m. to 5 p.m. except Thursdays, which are "late nights" open until 7. Tours are scheduled Sundays at 1 p.m. and Thursdays at 5:15 p.m., but can also be arranged by appointment. Admission is free for PENNcard holders, ICA members, children under 12, and everyone who comes Sundays between 10 a.m. and noon. Otherwise: \$3 general admission, \$1 for students, artists and senior citizens.

Note for PENNcard holders: the ICA terrace welcomes brown-baggers.

Idiom
Matej Kren,
Czechoslovakia
1994

Assembling the piece anew for each of its 12 showings to date, the artist works in the language of the country—using, in this case, 2000 hardcovers on loan from the University of Pennsylvania Press and Van Pelt Library.

Ken's Aunt
Zbigniew Libera,
Poland
1995
detail from an
Untitled Installation
of modified Barbie
dolls



Untitled
David Cerny
Czech Republic
1995
an oversized infant,
approximately 8' high,
in styrofoam and
plaster

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Minority Recruitment and Retention at Penn

As work has proceeded on *Agenda for Excellence*, the University's strategic plan, I have thought a great deal about aspects of the plan that need to be fleshed out or clarified. In a coming issue of *Almanac* the Provost and I will fill in gaps in the *Agenda*, as it was published last November, by outlining several strategic priorities for the University in academic areas of critical importance. In this issue I would like to offer some thoughts and announce several initiatives on the subject of minority permanence at Penn. *Agenda for Excellence* clearly says that as part of the University's drive toward comprehensive excellence, we must value diversity and strengthen our efforts to recruit and retain students and faculty from underrepresented minority groups. My desire in this space is to provide some details on how we may do this.

When I came to Penn from the Philadelphia public schools as an undergraduate in the early 1960s, the number of African American students in my class was exceedingly small—below one percent of the total. The number of non-white faculty at the University was even smaller. To say people of color were “underrepresented,” as we use the term today, is to understate the obvious.

Penn was not unique in this regard. Other prestigious universities in the Ivy League and elsewhere were no different. In most cases, this was not because these universities refused to admit persons of color. To the contrary, in Penn's case, the University awarded its first degree to an African American almost a century before I arrived, and many talented African American students continued to enroll and receive undergraduate, graduate and professional degrees through the following decades. But until minority recruitment and retention efforts began to be proactive in the late 1960s, the number remained small.

Penn has obviously changed over the past three decades. There are many more African American and Hispanic students and faculty at the University. Their numbers are still not what they should be, but a stroll through campus today reflects their presence as part of a fuller mosaic of races and cultures that is America.

Sustaining diversity is vital to the future of Penn, higher education and our country. It is central to our institutional commitment and highest calling to provide Penn students with the best possible education. All my instincts and experience as an educator tell me that we can learn much—and frequently learn best—from those who are different than we are in race, culture and beliefs.

Learning in this way may not be simple, quiet or easy. Indeed, the coexistence on one campus of individuals of varied backgrounds and divergent ideas is complicated; it requires hard work and commitment from all concerned. But those willing to reach out will find new and unexpected perspectives, and real education will occur.

As an institution of higher education, then, we have a responsibility to create and nurture a community of different peoples in which a true diversity of views and opinions, persons and groups is valued and shared. The quality of life at Penn must be good for people of all races, ethnicity or other personal or group characteristics. Our goal is not to homogenize our differences, but to capitalize on and learn from them.

Moreover, if Penn intends to educate leaders, as we frequently proclaim, then we must recognize and accommodate the diversity of the society we expect our graduates to lead. If Penn's mission is genuinely tripartite—teaching, research and service—then our service to a tremendously complex and ever-changing society demands that we educate future leaders who come from and participate in that complexity and change. Penn graduates must be people of many colors and from many backgrounds if they are to lead and serve society in the future.

There is nothing uniform about America: diversity is its calling card. Philadelphia—the University's home for more than 250 years—is a case in point. Some forty percent of Philadelphians identify themselves as African American; the percentage is higher still among the 220,000 residents of the West Philadelphia communities surrounding Penn. Thousands of African Americans either work or have worked at Penn, the city's largest private employer, and have made unique contributions to the University's success. Among the city's 1.5 million residents are members of many other races and ethnic groups as well. With the diversity of Philadelphia at its doorstep, how could Penn claim to teach both theory and practice if its campus were an island remote and unlike the world in which all practice must take place?

With reasons like these in mind, Penn's Trustees in 1985 determined “that Blacks and other minorities are not sufficiently represented among its faculty and its . . . student bodies.” As a result, the Trustees agreed to undertake programs to attract “a greater number of underrepresented minority students and faculty . . . so that the University as a whole will be enriched and the University will provide a model for the nation in the

integration of minorities into our higher education system.”

Similar sentiments have been expressed by many other colleges and universities as they have come to the firm belief that efforts to increase diversity will improve education for all students—not just those from underrepresented groups. Consistent with this, they have undertaken and funded a wide range of initiatives and programs aimed at recruitment and retention of minority students and faculty. Racial diversity, in this connection, must be seen as a legitimate consideration in a university's decisions about the students and the faculty it recruits. It must not be an exclusive consideration, a proxy for quotas or a rationale for admitting or hiring the unqualified, but it must remain one among other factors legitimately taken into account. To the extent recent court decisions suggest otherwise, I believe those decisions pose a real threat to the ability of universities to deliver education of the highest quality.

In my opinion, we must continue efforts to recruit students and faculty from underrepresented minority groups and, at the same time, articulate much better the importance and value of those efforts to our educational enterprise. Indeed, this is a moment when, rather than retreat, we must redouble our efforts. According to current figures, the number of matriculants from underrepresented minority groups in the class of 2000 is lower than the number a year ago, and there has been little real growth in African American and Hispanic faculty over the past decade.

This administration has a strong commitment to improving this situation. Therefore, I announce today the following important initiatives:

1. Over the next five years the University will make a special allocation of \$5 million—or \$1 million a year—for the recruitment and retention of students and faculty from underrepresented minorities. Central funds provided for this effort will supplement, not replace, other significant funds already devoted to minority permanence at Penn. To augment these new central funds, in all but exceptional cases, every dollar used for the benefit of a particular school should be matched by that school. Applications for these funds will be made to the Provost, who will make allocations after consultation with appropriate faculty and student groups.

2. Simultaneously, over the next five years, as one of a number of fundraising efforts undertaken as part of *Agenda for Excellence*,

the University will seek to raise \$20 million for recruitment, retention and programs of importance to diversity at Penn. To the greatest extent possible, this money must be deposited in a special endowment rather than spent on short-term projects. Our goal will be to build an endowment that can generate sufficient income to replace, after the fifth year, the final \$1 million central allocation. This will be an important departure from the practice in the campaign for minority permanence that ended in 1994. The lion's share of the money raised in that campaign was term-limited and, while it provided critical financial aid and program support for many students and faculty, the money is now gone. An endowment will provide the kind of long-term support required.

3. Separate from any of the items listed above, \$250,000 in foundation support will be sought to provide seed funding for research by Penn faculty and students on the educational benefits of diversity in a university setting. Although my belief in these benefits is profound, I recognize nonetheless, as a social scientist, that more and better research must be conducted to give proof to those skeptics who remain unconvinced.

4. This fall I will ask a member of the standing faculty to serve as a Special Advisor to the President, to assist me on a number of fronts and provide key advice to me and my office. Among other important assignments, the Special Advisor will monitor and periodically report on progress made on the initiatives announced in this letter. I look forward to making this appointment after I have consulted with faculty colleagues.

Although this is a time of fiscal constraints, I am announcing these initiatives because I believe they are vital to the future of the University. I urge everyone to help ensure their success. Among many other things, this means something as simple as speaking well of Penn to prospective students or faculty when they visit campus and want to know "what things are really like." We must work together to make Penn a model, diverse community that other universities will strive to emulate. And we must get out the word to the students and faculty we hope will join us.

Let us work together to achieve our goals and continue to move forward.

Judith Rodin

Photo by Adam Gordon



Walter Wales: Encore at SAS

Acting Dean of SAS: Dr. Wales

For the third time in ten years, the former Deputy Provost Dr. Walter Wales has been named acting dean of the School of Arts and Sciences, to "lead SAS as we search for a new dean to succeed Rosemary Stevens," President Judith Rodin announced at the Trustees Executive Committee meeting Friday.

"We will very much miss having Rosemary at the helm and we wish her much success with the 25th anniversary edition of her new book," she said. "We welcome Walter and offer him our strongest support."

Dr. Wales, who joined the University in 1959 as an instructor in physics and has been full professor since 1972, won SAS's prestigious Ira Abrams Memorial Award for Distinguished Teaching in 1990. He is a Fellow of the American Physical Society and a member of the American Association for the Advancement of Science. Known as an academic statesman both in his field and in University affairs, he has served as chair of the Faculty Senate and as chair of the 1977-80 Task Force on University Governance.

Dr. Wales was associate dean of SAS in 1982-87; acting dean in 1987-88 and again in 1990; and associate dean again until 1992, when he became Deputy Provost, a post he held until 1994 when he stepped down to seek a "life after College Hall" by refocusing his energy on physics.

Minority Presence: Announcing Four Initiatives

In today's issue (left) President Judith Rodin outlines a four-point program to enhance the recruitment and retention of underrepresented minority faculty and students. Sketching the history of Penn's commitment to minority presence, she lists as next steps:

- A central allocation of \$1 million a year for the next five years to be used for recruitment and retention, to supplement funds already committed; for each dollar used for the benefit of a particular school, matching is expected of the school.
- A \$20 million fund-raising effort, with proceeds to create an endowment for "recruitment, retention and programs of importance to diversity at Penn."
- A separate effort to secure \$250,000 in foundation funding for research by Penn faculty and students on the educational benefits of diversity in a university setting.
- Appointment of a member of the standing faculty to serve as Special Advisor to the President; the Advisor will, among other things, monitor and report on progress made on the other three initiatives.

Trustees: Buying the Sheraton and Other Actions

The Trustees Executive Committee approved Friday a motion to authorize the borrowing of up to \$15 million from CoreStates Bank for the purchase of the property at 36th and Chestnut Streets where the Sheraton University City stands. Penn has entered into an agreement to purchase the hotel.

In other actions, the Executive Board:

- Named the new home of the Fine Arts Department after the late Charles Addams, in a resolution of appreciation to his former wife which reads:

Intention: Barbara Lady Colyton, in generously providing for the renovation of the former Asbury Methodist Church on Chestnut Street, has created an inspiring new home for the University's Department of Fine arts at the Graduate School of Fine Arts. In tribute to her late former husband Charles Addams, an artist who gave immortal life to many a Gothic inspiration, the Lady Colyton has breathed new life into this landmark Victorian building. With its preservation, and the addition of modern studios, classrooms, a gallery, and skylights, the Gothic and Romanesque structure will do justice to the GSFA's distinguished past while setting the stage for an exciting future.

Resolved, that the renovated structure at 3317 Chestnut Street be designated the Charles Addams Fine Arts Hall for the Graduate School of Fine Arts, in appreciation of the art of Charles Addams and in fond memory of his student days at Penn, and in gratitude to Barbara Lady Colyton, a true friend to artists and to this University.

- Voted to sell, for \$68,000, a house at 440 N. 32nd Street, bought for \$5000 and renovated as a class project of the Entrepreneurial Inner City Housing Markets Class of the Dynamics of Organization Program. Proceeds will fund future acquisition and rehabilitation projects of the class.

- Approved funds for replacement of the 11-year-old Penn Star Helicopter which serves the Penn Health System—also replacing the former operating lease arrangement with a tax-exempt capital lease to yield annualized cost savings of approximately \$320,000. The helicopter's capitalized cost is \$3,800,000 and its projected salvage value at the end of the lease is \$2,800,000.

- Authorized the start of a five-year Lighting Energy Reduction Program, which calls for installing state of the art energy-saving lighting fixtures and ballasts in all campus interior fixtures already so equipped. Estimates are for \$1.5 million to be spent this year from central funds, to be reimbursed from energy savings. The program's total cost is estimated at \$7.5 million, and the projected savings rate is \$3.5 million annually.

- Approved \$3,080,000 for the renovation of the Elementary Particle and Astrophysics Laboratories at David Rittenhouse Labs, to be funded by a \$1.2 million grant from NSF plus central University funds that are included in the FY1997 Capital Budget.

Council Topics for September 24: Electronic Privacy, Bookstore, Safety, Restructuring

At its first fall meeting, to be held Wednesday, September 25, from 4 to 6 p.m. in McClelland Hall at the Quad, the University Council will continue discussions that began last year on the Committee on Communications *Draft Policy on Privacy of Electronic Information* (*Almanac* March 19, 1996) and *Draft Policy on Student Privacy in University Residences* (*Almanac* April 16, 1996, with revisions scheduled to be published next week).

Council will hear two year-end committee reports, one from the Bookstore Committee and the other from the Committee on Safety and Security (both scheduled for publication next week).

Executive Vice President John Fry will also give a ten-minute update on administrative restructuring, including details of Financial Management Information System (FinMIS) difficulties, followed by a twenty-minutes discussion period.

The final item is Council's overall agenda for 1996-97.

Members of the University who wish to attend as observers should contact John Wells at the Office of the Secretary, 898-7005.

Eighth Annual Academic Career Conference: September 24

A Program for Doctoral Students, co-sponsored by Career Planning and Placement and the Vice Provost for Graduate Education, will be held on Tuesday, September 24, in Houston Hall, second floor. The program consists of several presentations:

- *Issues Facing Graduate Education*; how changes in higher education will affect your academic career; Janice Madden, vice provost for graduate education, 4-4:15 p.m.; Ben Franklin Room.
- *Applying for Dissertation and Postdoctoral Fellowships*; writing a strong funding application; understanding what funding organizations want to fund; and funding resources on campus; Rebecca Huss-Ashmore, associate professor of anthropology; Ann Kuhlman, associate director, Office of International Programs; Ellen DeMarinis, reference librarian, Van Pelt-Dietrich Library; Julie Vick, graduate career counselor, Career Planning & Placement Service; Ben Franklin Room.
- *The Insiders' Guide to Graduate Education at Penn: A Program for First-Year Students*; what you and your department can expect from each other: panel of advanced doctoral students moderated by Dr. Madden will give first-hand advice on managing relations with your advisor and choosing a committee; and completing your program successfully and expediently; 4:15-5:30 p.m.; Smith-Penniman Room.
- *Academic Job Search Strategies*; evaluating one-year positions and/or postdocs; presenting yourself to different kinds of institutions; working with your recommenders; preparing for the job market; Nancy Hornberger, associate professor of education; Alan Filreis, professor of English; Robin Leidner, associate professor of sociology; Scott Poethig, associate professor of biology; Emily Thompson, assistant professor of history and sociology of science; 5:15-6:30 p.m.; Ben Franklin Room.

Please sign up by calling 898-7530 or sending an e-mail message to vick@pobox.upenn.edu.

— Julie Vick, Graduate Career Counselor, Career Planning and Placement

Bulletins

Change of Date: Women's Studies

The date of the reception for Dr. Drew Faust, incoming Director of Women's Studies, and for old and new friends of Women's Studies, originally announced in *Almanac* for October 3, has been moved to *Wednesday, October 2*.

This change is in order to avoid conflict with the official opening of the new Women's Center office on Thursday, October 3, from 4-6 p.m. (at its new home at 37th and Locust Walk).

—Demie Kurz, Women's Studies Program

Change of Date: Lab Safety

One of the two sessions of *Introduction to Laboratory Safety at Penn* (*Chemical Hygiene Training*) announced in *Almanac* has been rescheduled. The session listed for October 3 will be held *October 8*.

(For the full schedule, see *Almanac* September 3.)

Monthly Series on School Children

Next week the Graduate School of Education launches a monthly seminar series on the *Health Safety, and Well-Being of School Children* with a presentation by Dr. Rebecca Maynard, the Trustee Professor of Education, on her Hood Foundation Study "Kids Having Kids." The seminar begins at noon Thursday, September 25, in the Studio Theater at the Annenberg Center. (See also *Compass Features*, p. 13.)

Delaware County Van Pool

Spaces are open on a van pool in Delaware County, making stops in Springfield, Morton, Secane, Aldan, Collingdale. Rates are reasonable, and openings are immediate.

Relax and enjoy the ride. If interested please call me at 898-5598.

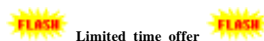
— Rick Buckley, Supervisor of Building Services, SEAS/EOS



Graduate Online Application

This is the login page for applying to Graduate programs at the University of Pennsylvania.

You may apply to selected Graduate Programs at PENN via the Web. Until you submit your online application, you may access it to make additions or corrections. After submitting the application, you may check the status of it.



SAVE \$20.00! If you use this electronic application during the 1996-97 admissions season, you will receive a discount of \$20.00 off the regular \$55.00 fee.

If you have an application in progress:	Enter your LOGON ID and PASSWORD
If you are entering a new online application:	Choose a LOGON ID: U.S. Students: Use your social security number Foreign Students: Select a login id up to 9 characters long Enter a password: Select a personal password of up to 8 characters Please make a note of this name and password, as you will use it later. Login id: <input type="text"/> Password: <input type="password"/>

I would like to <input type="button" value="Begin"/> a new application	I would like to <input type="button" value="Modify"/> the application I have started	I would like to <input type="button" value="Check"/> the status of my application
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Links for Additional information

Applying for Biomedical Study On-Line

Applicants to Biomedical Graduate Studies (BGS) no longer have to search for a typewriter or fill in their applications by hand; they can now apply over the Internet. The *PennExpressApp* is going "live" this month. *PennExpressApp* is a pilot project that is designed to provide the testing and experience necessary to allow all Penn applicants the opportunity to apply electronically in the not-too-distant future.

PennExpressApp was developed for the Vice Provost for Graduate Education by a team from Information Systems and Computing that included Robin Beck, James Choate, Carolyn Luskin, and Edwin Read. Judy Jackson, Associate Director of BGS, Edward Stemmler, Financial and Information Systems Administrator of the Graduate Division of the School of Arts and Sciences, and Karen Lawrence, Assistant Vice Provost for Graduate Education, consulted extensively with the technical team.

PennExpressApp allows the applicant to provide information in stages—the application does not have to be completed at one sitting. Once submitted, the applicant can check on-line whether supporting documentation has been received. *PennExpressApp* uses client-server technology (running both on the applicant's desk-top and the University's server), is data encrypted for confidentiality, and uses an Oracle data base. The data entered by the applicant is accessible as a data base to faculty admissions committees and administrative staff and can be transmitted into the Student Record System (SRS) if the applicant eventually matriculates.

Take a look at the future! The *PennExpressApp* can be accessed through the "Prospective Students" view on the Penn home page.

— Janice Madden, Vice Provost for Graduate Education

DEATHS

Dr. Ernest Dale of Management: the 'Does It Work?' School

Dr. Ernest Dale, a professor emeritus of management at the Wharton School who was known worldwide for his writing and consulting on organizations and the character of leadership, died on August 16 at the age of 79. The former president of the American Academy of Management was, in the words of his son Dorian, a leading proponent of the "Does It Work?" school of management, and had given that title to the memoirs he was writing at the time of his death of a cerebral aneurysm.

Born in Hamburg, Germany, Dr. Dale earned two degrees in economics from Cambridge University in the late 1930s and came to America to take his Ph.D. in economics from Yale. After teaching at Columbia and Cornell, he joined Penn as professor of management in 1964.

By that time he was the author of a dozen books, including the best-selling textbook *Management: Theory and Practice*. For his writing he had won the Newcomen Award and the McKinsey prize, and several of his works had been published in as many as half a dozen languages. He was also consultant to IBM, DuPont, Renault, Olivetti, Unilever and other giant corporations, and a director at Upjohn and the Tolstoy Foundation. Frequently interviewed by the business and trade press himself, he was noted for his own investigative techniques, such as the parlaying of interviews that led to the recovery of lost papers that shed new light on group approach pioneered at DuPont.

In 1969, at the height of his career, Dr. Dale suffered a massive stroke described by his son as "career-ending. The prognosis was bleak: a three-dozen word vocabulary, limited mobility with a walker, at best. The much-published author and highly sought-after lecturer was relegated to reading one-syllable words over and over again from a "Dick & Jane" reader.

"Thanks to steely determination, unflagging optimism, and a Chinese acupuncturist in gay Paris, he was able to recover more than anybody imagined," Dorian Dale went on. Continuing in advisory roles as Professor Emeritus, he was added to the "Wall of Fame" at the A.M.A. and "...at the age of 75 traveled on his own to South America where he kept up a vigorous work and social schedule. As successful as he had been professionally, his greatest success may have been the way he inspired others with his zest for life in the face of adversity."

In addition to his son, he is survived by his brother, Charles; his wife, Heddy; and twin grandchildren, Jedidiah and Lyla.

E.J. Browne, Wharton Reprographics Pioneer

Ernest (E.J.) Browne, a 30-year veteran of the Wharton School administration who guided the growth and modernization of the School's systems for in-house copying, printing and word processing, died on July 12 at the age of 80.

For many years the manager of the Wharton Duplicating Center, Mr. Browne had become Director of Central Services for the School when he retired in 1984.

Joining the University as a senior bookkeeper in the Wharton School in 1953, Mr. Browne oversaw the development of what was originally the Lecture Notes Fund—which provided mimeographed supplemental course materials and exams for Wharton and University classes—into the Wharton Duplicating Center and ultimately into Wharton Reprographics, which not only provides services across the University but is now the largest digital copy center in the Delaware Valley.

As a member of the Faculty Club Board of Governors and its House Committee during the 1980s, Mr. Browne also spearheaded major renovations and the creation of the Hour Glass as a gathering place.

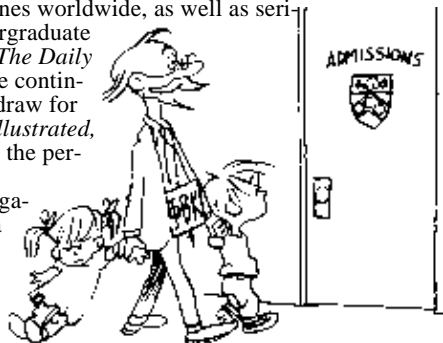
For further information, friends may contact Jacqueline Matthews, Director of Human Resources and Administration at Wharton, at 898-8656 or by email at matthews@wharton.upenn.edu.

Robert 'Bo' Brown, Artist and Alumnus

Robert Franklin Brown, an alumnus whose gentle cartoons were a mainstay of campus publications for decades, died on August 23 at the age of 90. One of 'Bo' Brown's best-known figures was the beloved if often befuddled Professor Quagmire, shown here in a drawing he did for Admissions in the late 'seventies when Penn, in expanding its network of alumni recruiters from regional to national, launched a campaign that asked, "Are there any more at home like you?"

Bo Brown was a law student at Penn when he sold his first cartoon in 1930 and launched the prize-winning career that produced nearly 35,000 cartoons for some 700 newspapers and magazines worldwide, as well as serious illustrations in some 20 books. As an undergraduate Mr. Brown had been active with *Punch Bowl*, *The Daily Pennsylvanian* and Mask and Wig Club, and he continued to write, coach and direct for the Club, to draw for the *Pennsylvania Gazette* and *Franklin Field Illustrated*, and to hold numerous alumni offices including the permanent presidency of the Class of 1928.

He is survived by his wife of 64 years, Margaret Brown; a son, R. Franklin Brown Jr., and a granddaughter, Nicole. Memorial funds have been established at the Mask and Wig Club and at All Hallows Episcopal Church in Wyncote.



The Sellin Collection at Penn

The books and journals of Dr. Thorsten Sellin, the late Penn scholar who changed the face of criminology, have been donated to the University of Pennsylvania Library.

Added to an already outstanding collection in the field, the Sellin Collection "will greatly increase the historical depth and sociological breadth of Penn's holdings in criminology, and make the Library one of the best places in the country to do research in the field," said Dennis Hyde, Director of Collection Development.

More than 7,200 books, journals and off-prints, and a number of rare antiquarian books dating from as early as 1675, are in the collection donated by Dr. Sellin's sons Theodore and Eric, who between them hold five degrees from the University.

Dr. Sellin came to prominence in the 1920s and 30s for his studies in the use of criminal statistics at local, state, national and international levels, and later helped draft the U.S. Uniform Criminal Statistics Act in 1944.)

Meanwhile, in such work as the 1938 *Culture Conflict and Crime* he was to expand the field to embrace what became known as the sociology of deviance, and lay the groundwork for a science of criminology and a scientific basis for the study of crime.

President of the International Society of Criminology from 1956 to 1965, secretary-general of the Bern-based International Penal and Penitentiary Commission from 1949 to 1951, he was also for nearly four decades (1929-68) editor of the noted *Annals of the Academy of Political and Social Science*. He taught at Penn from 1922 until he retired in 1967, he died in 1994 at the age of 97, full of honors from a host of nations including the honorary doctorates of Leiden, Copenhagen and Brussels as well as his graduate alma mater, Penn. The University's Sellin Center for Studies in Criminology and Criminal Law is named for him and is directed by his onetime student and collaborator, Dr. Marvin Wolfgang.

Colleague Peter Lejins described the principal aim of Dr. Sellin's career as "developing criminology as a scientific discipline," with a methodology resting on two fundamental ideas: first, a comprehensive view of the subject, which incorporated historical, sociological, psychological, and legal factors into the analysis, in addition to the development of analytical models; and second, the establishment and utilization of statistics in the evaluation of crime, an area in which Dr. Sellin was a foremost authority.

"These two cardinal ideas are clearly embodied in his library," said Mr. Hyde.

Those interested in using the research collection may call the Reference Desk at 898-7555 for information.

Chapter One *by Judith Rodin*

Members of the Class of 2000: Welcome!

The Class of 2000 is a title of great significance. But while the very words assume apocalyptic proportions, they leave us in a quandary.

What will you be called?

I was a student at Penn in the '60s. Then there were the classes of the '70s, '80s, and '90s. But to call you "The Class of Zero-Zero" sounds a bit clumsy.

According to a columnist in *The New York Times Magazine*, someone may suggest that since the word "naught" means zero, you should be called the "Naughties." He said other suggestions may include the "Zips" and the "Zeros."

But I am sure you will all rise too high for any of these nihilistic names to apply.

Let us consider then, as this pundit did, calling you the "Ohs"—"oh" as when you utter words of wonder and awe, which all of us expect you to inspire during your years here.

With that settled, I ask you, as we come together on this momentous occasion, to think about some other great words—those of great writers you may have read—and to consider what they all have in common: There is Dickens, in *A Tale of Two Cities*: "It was the best of times, it was the worst of times." And Ralph Ellison, in his distinguished novel: "I am an invisible man." And, of course, Ernest Hemingway, in *A Moveable Feast*: "Then there was the bad weather."

Have you guessed what they all have in common? It is their first line. It is poignant. It is memorable.

Tonight, as you come together for the first time as a class, you are writing the very first line of your great story—the story of the Class of 2000 and your own personal story. I trust that your tale will be well-told, and that it will mark one of the most memorable experiences of your lives.

In *The New Yorker* recently, an essayist wrote that "Good writers . . . have the ability to make you keep on reading them whether you want to or not—the milk boils over, the subway stop is missed." In other words, good writers make you want to know what happens next.

You are the authors of *your* story, which begins here, tonight. And I, for one, am very eager to learn what happens next. My interest in this page-turner is shared by the University's deans and members of our faculty, who are here with me on the stage.

Equally anxious to have your story unfold are your student colleagues—the Classes of 1997, '98, and '99, some of whom are with us here tonight—and also the staff and administrators of the University. Among them are your undergraduate admissions officers. They helped you write your prologue.

Now, your personal and collective trajectories here at Penn are about to begin.

You bring with you to this great university your individual stories. Selected from the largest applicant pool in Penn's history, you represent all 50 states and 55 nations; 326 of you were either valedictorian or salutatorian of your high school class; 234 of you edited your high school newspaper; more than 150 of you were president of your student council or of your class.

Nearly 800 of you are competitive in sports, and there are at least 20 Olympic hopefuls among you. Many of you are musicians, dancers, and actors. More than one-third of you come from minority backgrounds. And, for what we believe is the first time in Penn's history, slightly over half of you are women.

You have among you a top pistol-target shooter from Sweden, an internationally ranked squash player from Canada, and a national competitor in ballroom dancing from the Czech Republic.

As student body president at a school in Bangkok, one of your classmates made presentations to the school board and had audiences with the king. Another of your classmates spent a summer in Calcutta working for Mother Teresa. Also in your midst are published researchers, a published poet, and a radio producer who is here to study nursing.

These are some of the people who will inhabit the story of the Class of 2000. Each of you is special in some way, or you would not have been chosen to attend Penn. Some of your unique qualities are more observable than others; some are less so. But very special you are. Remember that.

In *A Moveable Feast*, Ernest Hemingway recounts his friendships and meetings with some of the most colorful characters in literary history. Here at Penn, you may meet the next Gertrude Stein out on College Green or in

Writers House. Or talk with the next James Joyce at a little table in the back of Chats. Or even critique or be critiqued by the next Ford Madox Ford during a class in Bennett Hall.

However, with all the wonderful characters in *A Moveable Feast*, perhaps the greatest is one that never speaks. One that is not a person, but a place. A place called Paris.

In Paris, Hemingway grew as a person and came of age as a writer. He found his experiences there so stimulating and the city itself so endearing that he carried Paris with him for all his days. "If you are lucky enough to have lived in Paris as a young man," he wrote to a friend in 1950, "then wherever you go for the rest of your life, it stays with you, for Paris is a moveable feast."

When he wrote his retrospective of his days in Paris, Hemingway unlocked a trunk of memories of people and events that changed him and shaped him.

Much like Hemingway's experience in Paris, the next four years will be ones of growth and exploration for you. They will be filled with new friends, new endeavors, and new experiences. Today, you are a unique position. You can *look ahead* to what you would like to remember.

What experiences would you like to take away from Penn? What stories and memories would you like to recall someday? What would you like to be your "moveable feast"?

Perhaps the most exciting parts of your story will be centered around Penn traditions, like Hey Day and Ivy Day, Frisbees and dogs on College Green, bicycles—and roller blades, too—on Locust Walk.

Perhaps your story will highlight the academic challenges of your years at Penn. A great debate with your Wharton professor about the national deficit. A conversation with your nursing professor about the future of hospitals. Working late nights with your engineering professor to test a theory. Or trying to convince your English professor that the lyrics of "Irony" by Alanis Morissette are a classic example of literary irony.

Perhaps the greatest chapters of your story will focus on your commitment to service. The satisfaction you feel when the student you are tutoring in compound fractions cries out, "I get it!" Or the pleasure given you when the fund-raiser you organized is a success. Or the pride you feel when you make your point well at University Council.

Perhaps some favorite lines of your story will come from your experiences off campus, in the cosmopolitan city of Philadelphia, which, in itself, is a moveable feast. You only need a Philly cheesesteak to show you that!

Take a walk down South Street with your hallmates. Enjoy nights under the stars at the Mann Music Center. And visit science and art museums like the Franklin Institute, named for the founding father of our great university; the Barnes Foundation, which is the legacy of a Penn alumnus; and the Philadelphia Museum of Art.

Or perhaps the best parts of your story will result from the evolution of our campus: the Perelman Quad, which will be our new student center; the

new Barnes & Noble superstore, which will be a haven of books, coffee, and music for the Penn community; and the 21st Century Project, which will enhance the undergraduate experience at Penn.

Yes, these will surely be years of exploration and change for all of us.

We will grow together as one university—continuing our development as a premier research university, as an international university, and as a university committed to modern technology, which began right here at Penn 50 years ago with the invention of ENIAC, the world's first all-electronic, digital computer.

All of us look forward to your contributions.

One of your classmates said it well in his application: "I don't know what my freshman year holds in store. . . . There is no way to predict the future or what mark I will make at the University, but I am sure Penn will be proud of me."

I am sure of that too—for all of you.

In a Parisian café, Ernest Hemingway captured similar sentiments in his writing and in his heart. He wrote: "You belong to me and all Paris belongs to me and I belong to this notebook and this pencil."

I encourage all of you to let Penn belong to you, just as you belong to Penn. Pick up your notebook to begin your Penn story, fill in the blank pages, and revel in what happens next.

Good luck to all of you.

President Rodin's address to the freshman class was delivered Sunday, September 1, in Irvine Auditorium. It was followed by the message of Provost Chodorow, below.

Discovery is the Reward *by Stanley Chodorow*

The Class of 2000. It has a nice ring. But I'm a medieval historian. So I want you to take a brief time trip with me.

Imagine for a moment that you are taking your place in the Class of 1200 at the University of Paris, instead of the Class of 2000 at the University of Pennsylvania.

In 1196, the University is a guild of teaching masters. It does not have buildings or a library; it only has the masters. They make and sell knowledge, just as the master leatherworkers and weavers make and sell their products.

You, the students, are the buyers of the knowledge; you will pay the teachers directly for tutorials and lectures. You will buy knowledge because you think, rightly, that you need it to be leaders in your society.

OK, back to 1996. The University looks very different now. It is a large complex institution with over a hundred buildings and a large library. But even though it looks different, the University is still doing what it did in the twelfth century. It is making and selling knowledge. The University has the form of a modern institution, but in its heart it is still a guild of knowledge-makers.

Yet, this guild—now eight centuries old—has always been a bit different. You, the students, are its customers, but you don't come here to sit in lectures or meet with faculty and then just go home, as you would if you came to buy shoes. You become a resident of the place, and you work along with the masters and other students. Knowledge is a growing, evolving thing, and those who use knowledge must learn how to create it.

The faculty here will hand out a lot of knowledge in their courses—and will continually test you on it. But the most important thing they will teach you is the art of discovery—how to make and use knowledge.

You are joining the University, not just entering the shop. You are coming to work with people like me, faculty and graduate students who fell in love with knowledge-making. A few of you will fall in love too and never leave school. Most of you will leave here to pursue other professions, in which knowledge-making and using are essential tools.

Now, as an undergraduate, how do you practice the arts of discovery?

I will tell you about three students who graduated last May. The fall after you graduate, I look forward to telling the class of 2004 all about you.

Erica Weissman spent last year studying the skeletal remains of villagers who lived 8,000 years ago in the highlands of Iraq, where the agricultural revolution took hold. Erica showed that the villagers lived only about 35 years. She also began to puzzle out what kinds of diseases and injuries they suffered during their lives.

Aside from its intrinsic interest, how is Erica's work important? Well, it tells us something about the history of human disease. Most infectious diseases come from domesticated animals. Measles came from dogs; it is

closely related to distemper. The common cold—caused by the aptly named rhinoviruses—came from horses, the only other animal that gets colds. So, Erica's study produced information that may be useful to those who study common human diseases.

Another Penn student, Gregory Grimaldi, spent much of last year creating a program for the Internet that could make an efficient on-line market in any product. A good market is one in which sellers and buyers have a great deal of information about one another, about prices, about the product, and so on. The Internet is an information medium and will soon be a virtual place for virtual markets. Gregory was a model Penn student because he had broad interests—combining computing with economics—and he made a real contribution to our future.

One final example of student research at Penn. It is one of my favorites, because I got to know the student very well. Last spring, Ryan Hanley was a student in my course on the origins of constitutionalism, and he was outstanding. At the same time, Ryan was preparing an honors thesis in history on the origins of the idea of an independent judiciary. Our conversations were among the highlights of the year for me.

During the semester, Ryan persuaded me to let him miss a class to go to a conference in Chicago on the history of political theory. At the conference, Quentin Skinner of Cambridge University, one of the world's leading historians of political thought, heard Ryan's comments and went out of his way to speak to him privately. A few weeks later, he asked Ryan to come study with him at Cambridge this year!

Erica, Gregory, and Ryan were three of the hundreds of students who joined the faculty and graduate students in doing the business of the University—the work of making and using knowledge. All of those students became true members of the University.

We want every Penn student—every one of *you*—to contribute to our work. There are opportunities in virtually every field of learning you've heard of and many more that you've never heard of.

Right now, your vision is filled with the prospects of courses, new friends, and a bewildering number of student organizations to look into.

You will have fun in a dozen different ways at Penn. The clubs, the parties, the city of Philadelphia, the intercollegiate sports (go Quakers!) offer the whole range of fun.

But no diversion compares to the fun of making new knowledge. The independent discovery of something no one else knows is an amazing experience. When it happens to you, you'll give yourself a standing-O and call or e-mail everyone you know.

Discovery is what *you've* been studying for.

Discovery is why *you* stuck to the books.

Discovery is *your* reward.

Welcome to Penn.

*You will have fun in a
dozen different ways....
But no diversion
compares to the fun
of making new
knowledge.*

Speaking Out

More on Escort

With respect to the exchange of letters in the [September 10 Almanac](#) on whether Escort Service should be curtailed to Center City, we believe that the University's limited services and resources are best focused on the neighborhoods west of campus on which Penn's future well-being most depends. The overall goal of all Penn's efforts in this area are well-stated by Managing Director Seamon—to make the campus area (we would expand this to include the residential areas around campus) a "more vibrant place to shop, dine and gather [by generating] a heavy, constant flow of pedestrians."

We also agree with Frances Hoenigswald that there is a need for open and informed discussion by people who use the Escort Service and those who control policy in this area about the Service's purpose and scope before any major change in policy is implemented. Penn's future depends fundamentally on its success in the next 5-10 years in providing a stable, living/learning environment in its surrounding neighborhoods. How Escort Service evolves is an important part of that future.

— Richard Shell, Professor of Legal Studies, Wharton, endorsed by the following subscribers to pfnsi@mec.sas.upenn.edu, the list-serv of Penn Faculty and Staff for Neighborhood Issues

Janet G. Ackerman, Associate Director, Development and Alumni Relations
David B. Brownlee, Professor of the History of Art
Ann Blair Brownlee, Research Specialist, University Museum
Carolyn P. Burdon, Executive Assistant to the Faculty Senate Chair
Marie-Francoise Chesseelet, Adjunct Professor of Pharmacology
Doris S. Cochran-Fikes, Director, Alumni Secondary School Committees, Admissions
Linda G. Cook, Research Specialist, Student Health Services, VPUL
Roberta L. Dougherty, Bibliographer & Head, Middle East Technical Services, University Libraries
Mihaela Farcas, Assistant Director, Office of Off-Campus Living
Robert Gelfand, Assistant Director, Institute For Environmental Medicine
Mary Morris Heiberger, Associate Director, Career Planning & Placement, SSW
Mary Day Kent, Coordinator, International Classroom, Museum
Elaine Hughes Jensen, Assistant to the Dean, GSE
Eric J. Johnson, Professor of Marketing, Operations & Information Management

Anne E. Kringel, Legal Writing Director, Law School
Lynn Hollen Lees, Professor of History
Paul Lukasiak, Administrative Assistant, SSW
Gerard McCartney, Executive Director, Wharton Computing Info Technology
Ann E. Mayer, Associate Professor of Legal Studies
Hannah Poole, Business Administrator, History
Terry Reisine, Professor of Pharmacology
Michele Richman, Associate Professor of French
Brian M. Salzberg, Professor of Neuroscience & Physiology
Brian Spooner, Professor of Anthropology
Joyce C. White, Research Specialist, University Museum
David Williams, Professor of Psychology

Reflections on a Tenure Denial

The following was sent to the Dean of SAS and to Almanac for publication. It consists of a cover letter to the Dean and a chronology by Dr. Graham Walker, former assistant professor political science here. The Dean's response, and that of Dr. Thomas Callaghy, chair of political science, appear at the end of the author's chronology.

Dear Dean Stevens:

As you know, after a year and a half of dissension over my case, the Political Science Department at the University of Pennsylvania decided, by the smallest of margins, not to recommend me for tenure. You probably know that the department is deeply divided over the matter, almost down the middle. As Dean, you need to know the facts behind this hotly contested decision.

I have waited to write to you until today—after my faculty appointment at Penn has terminated—in order to make it clear that I am not asking you to take any kind of action to contest the decision against me. Since I am no longer on the faculty, I am no longer entitled to a grievance procedure (although such a procedure would have been appropriate). As Dean, you could have intervened at the time. You did not do so then, and I am not asking you to do so now. I am not interested in litigation, whether public or intramural. But I am interested in accountability.

As Dean, you need to know that my tenure denial was the culmination of a persistent pattern of discrimination marking every stage of my relationship with the School of Arts and Sciences, from my almost-aborted hiring, to my nearly-derailed reappointment, to my hair's-breadth tenure denial. The discrimination has been based on my religious identity and on my political orientation, or rather, on a pejorative characterization of both. The narrative attached recounts the

history of bias in my case.

My experience convinces me that, claims to the contrary notwithstanding, Penn's School of Arts and Sciences harbors a culture of intolerance toward disfavored religious or ideological orientations—or at least toward one, that of the believing Christian whose views can be branded "conservative," especially if he is male and white. This view of the situation is not mine alone. Many people familiar with my case acknowledge the pattern of prejudice. Many colleagues have come to me privately, since my tenure denial and before, lamenting the religious and ideological bias that has persistently dogged my steps at Penn. Moreover, those who have acted from bias are skillful and experienced. Not surprisingly, therefore, the official record of my case has been kept scrupulously sanitary. So far as I know, the record contains no written evidence of bias. I recently asked the present political science Chair whether he could honestly deny that bias was the decisive factor behind my tenure denial. Instead of answering my question, he said, no doubt most correctly, "There was not a whiff of bias expressed in comments made at the faculty meetings where your case was discussed." I never expected otherwise. Who would?

Obviously, bias operates in public under cover of pretext. It is widely acknowledged that the SAS Personnel Committee operated under such cover when its majority first derailed my appointment as an Assistant Professor in 1988. The same procedure was reenacted in the political science department more recently, by those who persuaded a slight majority of tenured faculty members to vote against recommending me for tenure. They portrayed me as falling short of the necessary standard. But the standard I was held to differed from that invoked in the cases of other recently tenured colleagues. It was an ad-hoc standard, necessary only to the purpose of excluding me. I am sorry to say that this episode reflects a more general tendency of the department's currently dominant faction to manipulate standards so as to produce the desired outcome in a given situation.

Of course I knew from the beginning what the terms were likely to be. There is always enormous pressure to conform for the sake of tenure. I could not easily change my gender or my race. But as a political philosopher unable to escape controversial subjects, I felt unmistakable pressure to construct my scholarly identity in a way that would comport with secularistic ideology rather than religious faith, and in a way that would ratify the values of progressive academic liberalism rather than call those values into question. I decided to ignore such pressures. I knew this meant taking a risk at the tenure stage. But I gambled that my colleagues and the University would have the integrity to put

Speaking Out welcomes reader contributions. Short timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.

aside predilections and judge my research and teaching on their merit. Except for a large minority of tenured colleagues who did precisely that, I was mistaken. (From what I am told, the letters from scholars who acted as external referees would have vindicated my “gamble,” and are a considerable embarrassment to my internal detractors.)

I must emphasize that there is a noble group of Penn political scientists—just short of a majority, in fact—who have consistently supported me on the merits even though they do not share my views on controversial subjects; they deserve your admiration. Would that colleagues of such character were more numerous!

I know that I am supposed to disappear quietly and acquiesce in my own muzzling. But there are principles at stake—such as impartiality, and tolerance toward those with unpopular views—which the School of Arts and Sciences cannot violate without wounding itself. I care too much about Penn to let such abuses pass away without comment.

—Graham Walker

Facts Related to Discrimination in Hiring and Promotion
July 2, 1996, by Graham Walker,
formerly Assistant Professor of
Political Science, University of
Pennsylvania (until 6/96) presently,
NEH Fellow and John M. Olin
Fellow in Political Theory,
Institute for Advanced
Study, Princeton (1995-97)

“You should feel lucky even to be interviewed here,” said the genial man across the desk from me, “because you have a degree from a religious school, and Penn has been a secular institution from its founding by Ben Franklin.” It was February 1988, and I was sitting in the office of the Political Science chair at the University of Pennsylvania, who was explaining to me the obstacles I would face at his institution and in his department. He was neglecting to mention the role of revivalist preacher George Whitefield in the founding of the school (which enables Penn to claim 1740 as its founding date, third oldest in the Ivy League, after Yale but before Princeton). But even if I had known about Whitefield, I wouldn’t have minded the omission. I was grateful indeed to be sitting there, in an Ivy League office, on the brink of an Ivy League job. Any words to the wise were welcome, especially after what I’d just been through at Princeton a few weeks before.

I had already defended my dissertation at the University of Notre Dame. The Ph.D. had been conferred. The favorable judgment of my mentors was about to be tested by the wider academic marketplace. Everyone was discouragingly realistic about my prospects, especially since my dissertation proposed an unconventional analysis of problems in contemporary constitutionalism, employing theological concepts from St. Augustine. Still, things had begun well. The first call had come from Princeton. The month before my visit to Penn I had gone to Princeton as a candidate for a tenure track position in Poli-

tics. The job talk at Princeton had been bracing but successful, and the search committee seemed favorably inclined. But things stalled for a while, and Walter Murphy, the search committee chair at Princeton, finally called to tell me that the committee wanted me, but that senior colleagues had opposed my appointment for ideological reasons: they considered me too “religious” and too “conservative.” It had been one of the most frustrating episodes of his career at Princeton, he told me. He wouldn’t agree to hire anybody that year since I had been rejected. He suggested that I would be better off elsewhere where I wouldn’t face such attitudes. I learned later that a senior member of the Princeton department had circulated a private memo opposing my appointment on the grounds that “we already have enough Catholics around here.” I am a Protestant, not a Roman Catholic. But from his perspective he had identified the threat accurately enough. I would not be going to Princeton. Some advised me to file suit on a case of religious discrimination.

I had other things to do, among them my February 1988 interview at Penn. It was evidently a success. Of course people posed serious questions at my job talk—naturally enough since I was raising an unusual argument for the relevance of St. Augustine’s theological ethics to American constitutional theory disputes. But I had serious answers for serious questions. More than one person restated the chairman’s sobering warning about Penn being a secular school, reminding me how unusual was my position in such an institution. Not long after I had returned to Indiana, I got a congratulatory phone call from Penn’s political science chair, Ed Haefele, welcoming me to the department. He explained that the offer would have to be made formally by letter, and formally accepted by letter, but that for all practical purposes it was a done deal. I thanked him, began to make plans for moving to Philadelphia, and waited for his letter.

It never came. Finally in early April the phone rang. “Something has happened,” Haefele explained. The Personnel Committee of the School of Arts and Sciences at Penn had rejected the department’s hiring decision. Without their approval I would not become an Assistant Professor. “What were their reasons?” I wanted to know. I was told that the Committee does not formally register its reasons, but it was clear to Haefele what those reasons were. Certain ideologically hostile members of the Committee noticed, he said, that I had a degree from a religious institution, and that my dissertation was “on a religious subject” (as they inaccurately characterized it). Moreover, they noticed (on my cv) that I had previously worked on two Republican Congressional staffs in Washington—for Senator S.I. Hayakawa, and Rep. David Stockman. As Haefele explained, these were things that raised the hackles of certain important Committee members, and they put a stop to my appointment. To put it in plainer words, the Committee had painted me as a narrow-minded fundamentalist right-winger, and Penn, being a secular school committed to diversity, could not hire unsecular, un-diverse people. I received phone

calls from a number of other people at Penn confirming this interpretation of the situation.

Professor Haefele was apologetic and embarrassed. He was also annoyed that the department’s judgment had been called into question on a normally routine decision. Shortly afterwards, he found a way to bring me to Penn. He offered me a one-year contract as a lecturer in political science; this he could do under authority from the (Acting) Dean of Arts and Sciences and without approval from the Personnel Committee. I arrived at Penn in the fall of 1988. During that year, the department once again conducted a national search for my position, and once again I gave another job talk. In the months immediately following, word came from the American Political Science Association that I had won the Edward S. Corwin Award—for best dissertation in the United States in the field of public law. Shortly afterward, Princeton University Press issued me a contract for publication of the book titled *Moral Foundations of Constitutional Thought* (actually my second published book). The Political Science Department once again recommended my hiring as an Assistant Professor. This time the SAS Personnel Committee acquiesced. It was hard to gainsay the APSA and Princeton Press. I entered upon a tenure track in the fall of 1989. But the whole episode had cast my identity in vivid terms, and alerted everyone, inside the department and out, that I bore watching.

In 1991 I came up for a “mid-term” review and reappointment. My Princeton book had come out and been reviewed widely, and I had won a full-year fellowship from the Pew Charitable Trusts enabling me to get underway with a new project on moral and constitutional theory issues as illustrated by events in post-communist Europe. The Department recommended me for reappointment. But the SAS Personnel Committee had not forgotten me. They rejected my reappointment. After some lobbying, the Department Chair, then Oliver Williams, managed to get me reinstated for the remainder of my term as an Assistant Professor. But several new senior faculty had just joined the department, and this new episode of controversy about my case formed their first clear impression of me.

In 1994 the department began to review my case for tenure. The new department chair, Tom Callaghy, solicited a raft of outside letters. He also sought to help me manicure my cv so as to minimize the objections that had so long dogged my case. I was grateful for the help, although I didn’t want to hide relevant information or pretend to be someone I wasn’t. I agreed, nevertheless, to some changes that he proposed. Most striking was his proposal—which I agreed to—to delete reference to the late California Senator S.I. Hayakawa, on whose staff I had served as an intern many years before. We re-wrote that entry to say merely that I had served the U.S. Senate Budget Committee staff. As Callaghy put it, the reference to Stockman was bad enough, but the combination of Stockman and Hayakawa “might even give me pause.”

The tenured members of the Political Sci-

ence Department met to discuss and vote on my case on December 14, 1994. In terms of research and publication, my dossier was comparable to three or four others whom the department had successfully recommended for tenure in the immediately preceding years. I had two books, three articles, two fellowships, an international symposium which I organized and which produced an edited volume, and an agenda of works-in-progress. On the teaching side, my record was (I am told) considerably better than most of those who had recently been tenured. After an acrimonious discussion, the tenured faculty voted. I lost. But the department was almost evenly divided. Evidently I was rejected by the smallest possible numerical majority short of a tie.

Many of those who supported me were angry. In the weeks that followed, they came to me privately, one by one, expressing their astonishment at the decision, or their disgust at the pretexts given for the decision. They told me that my record was distorted by the opposition, that it was impossible for my detractors to reconcile their view with the extremely positive outside letters, and that several recent successful tenure cases had no more publications than I had. At least five tenured political science colleagues identified ideological bias as a key factor in the decision. A very senior member of the department told me that the outcome was determined by "prejudicial attitudes toward your religiosity." Others speculated that the strength of the outside letters was precisely the problem; those letters, combined with my excellent teaching record, were potentially strong enough to get through the University's higher levels of approval. In other words, it was suggested to me, those who opposed me couldn't count on the higher-ups doing their dirty work for them.

Adding insult to injury, the single most influential member of the department (and not an advocate of my case) told me that the outcome of my case would have been different if I had been a woman or a person of color. The former chair, Ed Haefele, called me from his retirement home in Nebraska to express his chagrin at the character of the decision.

In the months immediately following the decision I received word that I had been awarded a year's Membership at the Institute for Advanced Study in Princeton, in furtherance of my next book, *The Mixed Constitution After Liberalism* (which is being sought in advance by both Princeton University Press and Johns Hopkins University Press). The Institute had approximately 240 applications for the 18 fellowships awarded. I also received word that an article manuscript had been accepted for publication in *Nomos*, the prestigious Yearbook of the American Society for Political and Legal Philosophy. And I received word that I had been named a John M. Olin Faculty Fellow in History and Political Theory (by the John M. Olin Foundation in New York; the award is for 1996-97).

All of this encouraged my supportive colleagues. While I was away here in Princeton, they checked the department's by-laws and determined that my case could be re-visited so long as I remained an Assistant Professor (that is, during my "seventh"

year). The Chair declared that a petition signed by six tenured faculty was required for the case to be re-visited. Although the by-laws nowhere required this, the six signatures were quickly obtained, and the tenured faculty met again on my case on October 18, 1995. At that meeting, the Chair evidently advised that there were only two grounds on which a reconsideration should be admitted: either because a large amount of new scholarly work had appeared, or else because the first vote had been marred by procedural improprieties. Neither of these, he pointed out, applied to my case. My supporters argued (I am told) that the department was free to reverse itself simply on grounds that the earlier decision had been unwise. And they pointed to the additional outside recognition I had recently received. After all, they argued, the SAS Personnel Committee was not being asked to revise its judgment; it had no judgment to revise since it had never received my tenure case (although the biased judgment it had exercised at my hiring was, to be sure, an ominous precedent). At the end of a long and bitter discussion, in which the substantive merits of my case were hotly argued, a small majority decided not to move my case to a re-consideration.

A senior member of the department wrote me immediately afterward expressing distaste for the pretextual character of the proceedings. "The debate and vote on your tenure case was one of the most depressing experiences in my 30-odd years in academe. The recognition bestowed on you by the Institute for Advanced Study should be seen as an a fitting rebuke to the Department." A considerable number of others said much the same thing to me in a whole series of private, personal conversations. It is remarkable, but true, that if all the Penn political scientists who privately expressed to me their displeasure with the tenure vote had actually voted in my favor, the outcome of the votes would have been different.

The questionable character of my case has not escaped outside notice. Many political scientists from other institutions have called to say that they understand the ideological basis of my exclusion. Nearly every one of them has commented that my case is sadly consistent with the longstanding reputation of Penn's political science department for quirky and unprincipled personnel decisions. Many of them know Penn's remarkable history of spurning Assistant Professors in political philosophy who were regarded as conservatives. The list of my predecessors in this nasty process includes William Kristol (chief of staff for Education Secretary William Bennett and for Vice-President Dan Quayle and now publisher of the *Weekly Standard*), Jeffrey Bergner (chief aide to Senator Richard Lugar), Jim Piereson (President of the John M. Olin Foundation), Mark Blitz (Provost at Adelphi University; just appointed Fletcher Jones Professor of Political Philosophy at Claremont McKenna College) and Terry Marshall. All of them taught political philosophy at Penn, all of them were derisively classified as "conservative," and all were either denied tenure or left the department because they could foresee the likelihood of a denial.

A senior colleague from a "top-five" political science department in another state wrote recently to tell me that she had been one of my tenure referees, and that she was disappointed that colleagues at Penn had not taken her advice. This colleague is committed to political and philosophical values that are, largely, the antithesis of mine. (We agree on the kind of questions that need to be asked in the field of public law and theory, but disagree on the answers.) What she wrote about my work, she said, "was that I thought it was really serious and important, that you make a stronger case for a position with which I disagree than I would have thought possible, and so you have made me rethink my own commitments." She continued, "I said that tenure shouldn't be based on whether one agrees with your conclusions but whether one believes that you have done serious work and taken potential objections seriously and argued in good faith and met the standards of academic argument, and on all these grounds I thought your work was outstanding. I also put some of your stuff on mixed constitutions in the context of debates in Eastern Europe and said that I thought that you were onto something potentially appealing." Fortunately for me, she has been sending letters on my behalf to other schools where I've applied for faculty positions.

I have spent seven stimulating years at the University of Pennsylvania, and would gladly have spent more. I appreciate the vigor of the institution, and the principles to which it subscribes. Among such principles are its claim to value teaching, to uphold impartiality, and to embrace a diversity of perspectives. Unfortunately, my experience gives grounds for skepticism, or even cynicism, about these claims.

—Graham Walker
School of Social Science,
Institute for Advanced Study
Princeton, NJ 08540; gwalker@ias.edu

Dean Stevens responds:

It is my consistent policy not to comment on the substance and outcome of tenure cases, as members of the University community are well aware.

—Rosemary Stevens, Dean

Dr. Callaghy Adds:

Given the norms of the University, I am not at liberty to comment on the substance of the tenure case itself, which was considered by the Department twice, in succeeding academic years. The Department vigorously defended Professor Walker's appointment in 1988, again in 1989, and his reappointment in 1991-92. In addition, the Department provided him ample support for his work, including funding and logistical support for the international symposium he refers to in his statement. The handling of Professor Walker's tenure case by the Department focused exclusively on consideration and discussion of the matters normally taken into account in a tenure decision.

—Thomas M. Callaghy, Professor and
Chair of Political Science

Important Grant Links Scholarship to Community Problems



By Sandy Smith

The University of Pennsylvania has received a three-year, \$500,000 grant from the W.K. Kellogg Foundation to link Penn's intellectual resources with community needs in West Philadelphia.

Through the Kellogg grant, Penn will use academically-based community service — a concept that links student learning in the classroom with actual practice in solving

children to removing lead from West Philadelphia houses while collecting data for faculty research in a number of subjects, including history, anthropology, English and geology.

At Penn, the Kellogg grant will fund graduate and undergraduate fellows engaged in academically-based community service. It will also allow University faculty to develop new courses that combine

director of the Center for Environmental Studies, in the area of environmental studies and health; and Francis Johnston, professor of anthropology, in the area of nutrition and health. While most of the participants will come from SAS, the investigators expect undergraduate and graduate students and faculty throughout the University will participate.

The grant is part of a Kellogg Foundation effort to improve undergraduate education by promoting innovative teaching and research practices. A similar grant to the University of Michigan is aimed at expanding an undergraduate research program there from its current focus on the hard sciences into community-based research of the kind underway here. Similarly, the foundation hopes that Penn can increase the participation of students outside the social sciences in its research programs. Under the terms of the grant, Penn and Michigan will exchange information on the development of their respective programs and jointly evaluate their progress.

The W.K. Kellogg Foundation was established in 1930 to "help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations." Its programming activities center around the common visions of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsive institutions and healthy communities.

To achieve the greatest impact, the Foundation targets its grants toward specific focal points or areas. These include: health; food systems and rural development; youth and education, and higher education; and philanthropy and volunteerism. When woven throughout these areas, funding also is provided for leadership; information systems and technology; efforts to capitalize on diversity; and family, neighborhood, and community development programming. Grants are concentrated in the United States, Latin America and the Caribbean, and southern Africa.



Photograph by Candace diCarlo

Grant will help projects like the Nutrition Action Project at Turner Middle School.

community problems — to investigate questions in cultural and community studies, environmental studies and health, and nutrition and health.

"The three subject areas of the grant both respond to community needs and represent strengths at Penn," said Ira Harkavy, associate vice president and director of the Center for Community Partnerships. "All three areas encourage the kind of interdisciplinary work that is needed to solve community problems." Harkavy and Robert Rescorla, professor of psychology and associate dean for undergraduate education in SAS, will serve as the grant's principal investigators.

Over the past several years, a number of Penn faculty have put the concept into action by offering service-learning courses linked to community schools run by the West Philadelphia Improvement Corps (WEPIC). Students participating in these courses have tackled problems ranging from the nutritional habits of low-income

research with cooperative community projects; many of the undergraduate fellows will work with the courses created under this grant. Penn's ultimate goal is to expand these courses so that eventually any undergraduate who wanted to could participate.

"We are eager to have all of our undergraduates become involved in knowledge-creating research enterprises," said Penny Gordon-Larsen, who will serve as the administrative academic coordinator for the grant.

The grant will also fund seminars and training for community members participating in partnerships with Penn students and faculty.

At the outset, the grant will team the principal investigators with three SAS faculty who have already taken leadership roles in the subject areas in question: Peter Conn, professor of English, in the area of cultural and community studies; Robert Giegengack, professor of geology and

Penn Research Role in Large Hadron Collider Experiment



When the U.S.-led Superconducting Super Collider project was canceled in 1994, the U.S. particle physics community was in disarray. Scientists who probe the structure of matter believed that the SSC, because of its potential tremendous power, was the only tool that could unravel some of nature's most profound questions — perhaps definitively.

Although some years off, a new project has galvanized researchers, including a team of Penn physicists, with the promise of a machine that could give them the clearest glimpse yet of the fundamental forces that shape the universe.

The Large Hadron Collider (LHC), the next generation of particle accelerators, is set to begin operation in 2005 at the European Laboratory for Particle Research known as CERN. LHC is a \$5 billion scientific facility built in collaboration with 19 European nations and other nations throughout the world. It will have seven times the power of the world's largest accelerator and will produce 10 times the number of particle collisions (called luminosity).

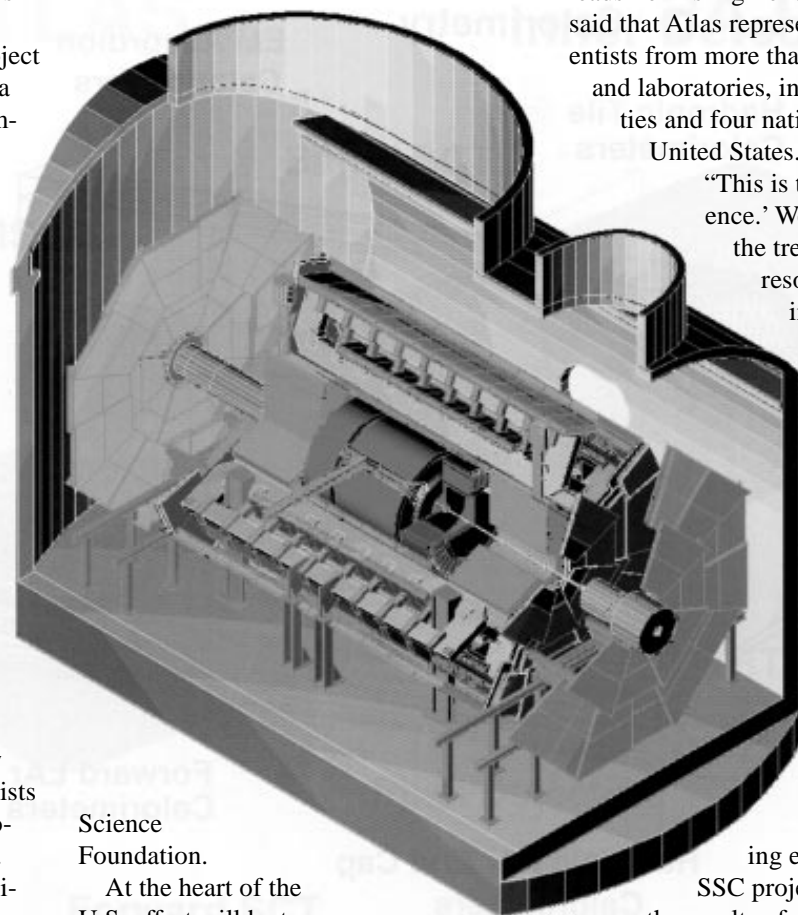
The LHC is being hailed as the new frontier in physics. It will allow scientists to "see" the results of collisions of protons at previously unattained energies. From the scattered debris of these collisions, scientists will be able to piece together a clearer understanding about how the physical world works.

According to Penn physicist Brig Williams, LHC will offer an historic chance to test theories about how the universe, which in its earliest seconds existed only as energy, came to have the solid form we call mass. Planned experiments may also prove whether the Standard Model — the most successful of current theories that explain the physical forces that govern the universe — is correct.

Williams and the Penn team will be among the leaders spearheading the U.S. involvement in LHC. Although the U.S. is not a member of the LHC coalition, it will contribute to the costs of construction and

research, in part to make up for the lack of any U.S. facility capable of the power anticipated for LHC.

The U.S. is expected to contribute more than \$150 million toward the LHC project and experiments. Funding will come from the Department of Energy and the National



Science Foundation.

At the heart of the U.S. effort will be two experiments: Atlas and the Compact Muon Solenoid (CMS). Both Atlas and CMS are detectors utilizing magnets that will help researchers track the events occurring at the high energies generated by the LHC.

Atlas will fill a five-story building and utilize toroidal or ring-shaped magnets to measure sub-atomic particles "created" in the collisions. Many of these particles exist for tiny fractions of a second, thus challenging scientists to develop new ways to track and identify the unique signatures of the collision debris.

When Atlas begins producing data, it will be an important moment for the team of Penn researchers who have been responsible for designing much of the sophisticated electronics the device will use to gather data. Williams, who leads Penn's high-energy physics group, said that Atlas represents input from scientists from more than 100 universities and laboratories, including 26 universities and four national labs from the United States.

"This is the plus of 'big science.' We will be able to tap the tremendous intellectual resources of many U.S. institutions and other institutions around the world in making a contribution to the LHC experiment," he said.

Williams noted that U.S. institutions represent about 20 percent of the overall LHC scientific corps. Many of the U.S. researchers were involved in developing experiments for the SSC project, and will bring the results of decades-long effort and expertise originally targeted for the canceled U.S. project.

Williams has been heavily involved in the LHC project for many years. He is one of two U.S. members of the Atlas executive board, responsible for the overall management of the multi-nation project. As coordinator of high-speed electronics devices, he's in charge of the parts of the machine that make sense of the results of the collisions. He travels to CERN nine or ten times a year and has been a leading proponent of the impor-

(continued on page 13)

Three-dimensional view of the ATLAS detector installed in the underground hall.

(continued from page 12)
tance of the project to U.S. leadership in the particle physics field.

Penn's high energy physics group has garnered a national reputation as one of the top teams in its field. The group played a prominent role in the 1995 discovery of the top quark, an elusive subatomic particle that was the last undiscovered quark of the six expected in the Standard Model. The group also has made important innovations in the design of computer chips used in high speed detectors. Penn designs will be used in five large international experiments in the United States and elsewhere, and more than 15 other high energy physics groups throughout the world have shown interest in using the circuits. Penn receives about \$3.5 million in federal research support each year for a combina-

tion of theoretical and experimental projects.

The Large Hadron Collider will offer an historic chance to test theories about how the universe, which in its earliest seconds existed only as energy, came to have the solid form we call mass. Planned experiments may also prove whether the Standard Model — the most successful of current theories that explain the physical forces that govern the universe — is correct.

— Brig Williams

High energy physics has been compared to trying to figure out how a pocket watch works by smashing two watches together and then tracing the path of the tiny gears and other small parts as they

leave the collision, to make guesses about their function. This is roughly the task of the particle physicist attempting to probe the structure of matter by smashing protons together.

The scientists are hoping the LHC may give them a chance to observe the Higgs particle. Confirmation of the Higgs particle would fill in one of the more elusive pieces of the puzzle missing from the Standard Model. Higgs is believed to play a role in explaining why matter has mass.

According to theory, there exists a Higgs field, which can be understood as the "ether" pervading the universe. There is a statistical probability that a Higgs particle will exist at any point in space. The Higgs particle interacts with elementary particles and "imparts" mass to them. It does not interact with photons or other massless components of matter.

The LHC's high energies may give scientists a chance to observe the Higgs particle, and that would be the biggest prize yet.

Seminar Series: The Next Generation

By Jon Caroulis

At a time when both political parties are hotly debating issues concerning family and children, Penn's Graduate School of Education will present a monthly seminar series on the health, safety and well-being of schoolchildren, based upon research conducted by the school's faculty.

"Kids Having Kids" will be the first lecture in the GSE series September 25. Dr. Rebecca Maynard will present the report she edited for the Robin Hood Foundation in New York. According to this groundbreaking study, adolescent childbearing costs U.S. taxpayers \$6.9 billion per year, and the cost to the nation in lost productivity rises to as much as \$29 billion annually.

The October lecture, "From Character Disorders to Conduct Disorders: Have we Lost Something in the Transition?" will be given by Dr. Joan Goodman. Other topics will include children and violence, literacy and co-parenting.

Dr. Maynard's talk will present other findings about children born to teen-age mothers, including:

- Girls born to adolescent mothers are up to 83 percent more likely to become teen-age mothers themselves, thus reproducing the cycle of poverty.

- Adolescent mothers are 50 percent more likely to repeat a grade and perform significantly lower on cognitive development tests. They are also far more likely to drop out of school than are the children born to women from the same socio-economic background who wait until the age of 20 or 21 to have children.

- Children born to teen-age mothers are more likely to be born prematurely and 50 percent more likely have a low birth weight than those whose mothers had waited four years to have children.

- These children are twice as likely to be abused or neglected.
- The teen-age sons of adolescent mothers are up to 2.7 times more likely to be jailed than teen-age sons of older mothers.

"The problem of early pregnancy resists easy solution. But surely one mark of a healthy society is that defeat does not lead to defeatism. Hence the virtue of reminding Americans of the dimensions of the scourge," Maynard said. "The real value of looking at the narrow dollars and cents calculation, is that people will pay attention."

Maynard is Trustee Professor of Education, Social Policy and Communication in the Graduate School of Education at Penn. She

previously served as Senior Vice President of Mathematica Policy Research Inc., and was a consultant to the General Accounting Office, the Rockefeller Foundation and the

The problem of early pregnancy resists easy solution. But surely one mark of a healthy society is that defeat does not lead to defeatism.

— Rebecca Maynard

U.S. Department of Health and Human Services.

Graduate School of Education Dean Susan Fuhrman hopes the talks will facilitate sharing of research across the school and the university and call attention to the multiple challenges involved in educating today's student population.

All lectures in the seminar series, which is free and open to the public, will be at the Graduate School of Education Building, 3700 Walnut Street.

Speedier— Penn Researchers to Link Supercomputers



By Esaúl Sánchez

Using a supercomputer in David Rittenhouse Laboratory's second floor late last spring, doctors from the Children's Hospital of Pennsylvania took MRI scans of a child's brain in just 17 seconds, a feat that normally requires 17 minutes with no fidgeting.

"Like a blurred photograph, an MRI scan is useless if the patient moves during the taking," says Penn's physics professor Robert Hollebeek, principal investigator in charge of DRL's second floor supercomputing facility.

What made this drastic cut in time possible was Hollebeek's fast supercomputer receiving, processing, and sending back MRI data 100 times faster than the original computer of the MRI.

But for all its amazing quickness, Hollebeek's supercomputer has always faced a major obstacle. The amount of data is so big that the cost is prohibitive. "Most of the data we process usually originates somewhere else in Philadelphia or in the USA," he says. "Getting the data to us via phone lines costs a lot of money. Sending back the processed information in the form of pictures or maps adds to those costs. Receiving and sending astronomic amounts of data has been a bottleneck."

Now all that is about to change. The National Science Foundation has invited Hollebeek and his physics computing group, and a dozen groups from other U.S. universities, to test drive the next super-fast generation of the information highway.

In return, Hollebeek's group is competing with the others to figure out how to connect data intensive sites like his into a backbone of a network already in place that until now has consisted of only four supercomputing centers in New York, Colorado, California and Illinois. This backbone of a network can send and receive information about five times faster than the commercial Internet, and the research connection to the backbone will run 30 times faster than

the previous connection. But the backbone must grow now into a larger network. Penn's group will be one of the first sites to join.

Data mining with these big, super-fast computers is a hot topic in business, medicine and research, because data mining means creating new knowledge from vast quantities of information, just like searching for tiny bits of gold in a stream bed.

— Robert Hollebeek

NSF expects the resulting network to produce breakthroughs in multimedia communications, in remote access to very large data collections, and in cooperative experiments in science.

"Data mining with these big, super-fast computers is a hot topic in business, medicine and research, because data mining means creating new knowledge from vast quantities of information, just like searching for tiny bits of gold in a stream bed," says Hollebeek. Penn's

group won the SUPERCOMPUTING '95 Data Mining Award.

The users selected to join the new network, like Penn's group, use and process large amounts of data. Hollebeek's supercomputer originally was built to exchange instant results of physics experiments between Penn, the University of Illinois in Chicago, and the University of Maryland. By allowing Penn to be one of the newer sites in this super-super information highway, Hollebeek's group will be able to look for new uses and features of this super-fast technology.

In a separate development, Hollebeek's group also received a grant to double the size of its current supercomputer hardware, one from IBM, and one from the National Scalable Cluster Project, which will work with research groups from Penn in high speed networks, linguistics, robotics, cognitive sciences, medicine, human genome data bases, chemistry, astronomy, and physics, as well as with other researchers from the University of Illinois, the University of Maryland, and Drexel University.

A WINNER!

A bronze medal in rowing wasn't all that Jeffrey Pfaendtner (SEAS '90) brought back from the Atlanta Olympics. Pfaendtner (pronounced FENT-ner), brought back the Olympic robe, two Olympic watches, an Olympic beeper, and an Olympic cap. Not in the picture are his official Olympic medals jacket, Olympic t-shirts, Olympic shorts, Olympic sneakers, Olympic towel, three pairs of Olympic sunglasses, and, of course, his over-sized Olympic duffle bag, barely large enough to carry the loot. He gave away the stars-and-stripes-



decorated hair dryer. Pfaendtner, who won his medal in the lightweight straight four, is working on his doctorate in materials science at Penn.

On Saturday, September 7, nearly 1,000 Penn freshmen went “Into the Streets” for a hands-on introduction to Philadelphia and its neighborhoods. The annual community-service day, coordinated by the Program for Student-Community Involvement, also exposes new students to the wide range of community-service opportunities offered by local organizations. “Into the Streets” participants worked at 50 sites

throughout the city, including parks, homes for the elderly, social-service agencies, schools, day-care centers and neighborhood associations. The projects ranged from social activities, such as an ice-cream social for residents of the Bala Nursing and Retirement Home, to hard-hat work rebuilding houses with Habitat for Humanity on Stiles Street in West Philadelphia. After the day-long projects, the students returned to the Quadrangle for a

picnic and speeches from Mayor Ed Rendell, City Councilwoman Jannie Blackwell and other dignitaries.



“America: Who Stole the Dream?” Redux

Penn faculty comment about some of the issues raised in the Philadelphia Inquirer series, “America: Who Stole the Dream?”

Professor of Sociology Douglas S. Massey—

- **“Immigrants did not cause the mess we’re in.** Immigration is a symptom rather than an underlying cause.”
- **“If we’re in a global economy, one way or another, we’re competing globally.** If we don’t bring the immigrants here, business will close plants here and send them overseas to take advantage of the cheaper labor. So it’s better if we bring the immigrants here and keep the jobs here.”
- **“International corporations and financiers operate on a global scale, but countries that regulate them have to deal with them on a national scale.** So the corporations have an upper hand. They will move to where conditions are best. They can play countries off of each other.”

Associate Professor of Economics Patrick Kehoe—

• “Three things are going on:

“One, there’s a long-term movement out of manufacturing toward services. The trend in the United States is people losing manufacturing jobs in the last 50 years and getting into services.

“Two, you see a big shift in income distribution. People without higher education are not doing so well, and the wage differential is growing.

“Three, you see skill-biased technical change, with computers helping productivity, but really they help the high-skilled people more. Computers do not help a janitor’s productivity. But they do help my productivity. Therefore, technology shifts my wages up, but not the janitor’s.”

• **“We (the United States) need to help people with low skills get more skills.** We need better education, job training, and ways to move people from closed mills and to help them find new jobs throughout the country. We should have discussions about this on the national level — ways to help with the painful transitions that low-skilled workers are currently going through.

• **Blaming global issues on NAFTA**

is ridiculous.

“The United States has to compete with the rest of the world — Taiwan, South Korea, Singapore, China in the future. We’ve got to concentrate on what we’re good at.”

• **“NAFTA has a big effect on Mexico;** it has a tiny effect on the United States.”

Wharton Assistant Professor of Management Larry Hunter

• **“We have some really serious problems in the United States.** And if we paid attention to them—in particular, increasing inequality and the failure to generate good, high-paying stable jobs to replace the manufacturing jobs that we are losing—we’d be better off.

“We need to increase productivity growth in services and we need to do better on redeploying manufacturing workers into services.

“A lot of people who are being bounced from manufacturing jobs to service jobs are getting clobbered and we’re not doing right by them. What are we going to do as a country to make these lower-level service jobs better jobs?”

Restaurant/Retail Survey: Report on the Responses

University City Associates, Inc. (UCA) leases and manages six retail shopping centers on or near the Penn campus. From time to time, UCA sponsors retail/restaurant surveys for the purpose of understanding customers' needs to better serve the Penn community. Information gathered from the surveys is useful in the retail planning process.

UCA's most recent survey was conducted electronically on the World Wide Web. The survey ran for three weeks, from January 22 to February 9, 1996, and was advertised daily in *The Daily Pennsylvanian*. Announcements about how to access the survey were also made in *Almanac*, including information about how to get a paper survey for those unable to access the survey by computer. Anyone who viewed "What's New" on the Penn Home Page could access the survey via the [Department of Real Estate Home Page](#).

As an incentive to fill out the survey, prizes in the form of eight gift certificates were awarded in a drawing at the end of the survey. In keeping with the flavor of the survey, UCA purchased these gift certificates from local restaurants and retail stores. The reaction was fantastic! We received 959 responses by computer and 41 responses by paper for a total of 1,000 responses.

Most of the information has been tallied electronically. The answers to the text questions had to be tallied by hand. Of the 1,000 responses, 14 of the paper surveys were received too late to input into the computer, so the results in this report are based on the responses from 986 surveys. The breakdown of the 1,000 respondents is as follows:

624	Undergraduate Students	(62%)
169	Faculty/Staff	(17%)
136	Graduate Students	(14%)
43	Other	(4%)
20	Medical Center Employees	(2%)
8	HUP Employees	(1%)
1,000		(100%)

As of November 1995, approximately 22,000 students (including 4,000 part-time) were enrolled at Penn. Of these, 10,000 are undergraduates, 10,000 are graduate/professionals, and 2,000 are other. 4% of the student population responded to the survey.

This report contains each survey question followed by the tally results and pertinent statistics. There are four sections to the tally:

Section 1. Questions 1 through 6—*Restaurant* portion;

Section 2. Questions 7 through 11—*Retail and shopping* portion;

Section 3. Questions 12 through 15—"Comment" portion;

Section 4. Comment quotes.

(Except for Question 6, Questions 1 through 11 were multiple choice, and respondents could answer in as much detail as they desired.)

— Helen Walker, Project Manager, Real Estate

Restaurant Section

1. Where do you go to eat?

(Respondents could pick more than one destination.)

Respondents	Destination	Breakdown
869 (88%)	University City	136 faculty/staff 571 undergrads 111 grads 51 other
713 (72%)	Center City	110 faculty/staff 450 undergrads 103 grads 50 other
437 (44%)	South Street	60 faculty/staff 311 undergrads 43 grads 23 other
188 (19%)	Suburbs	73 faculty/staff 62 undergrads 27 grads 26 other
125 (13%)	Malls	27 faculty/staff 74 undergrads 13 grads 11 other
120 (12%)	Manayunk	38 faculty/staff 45 undergrads 19 grads 18 other
113 (12%)	Other	40 faculty/staff 48 undergrads 13 grads 12 other

2. How many times a month do you eat out for breakfast, lunch and dinner?

Times Per Month For	Breakfast	Lunch	Dinner
0	497 (51%)	46 (5%)	23 (2%)
1-3	283 (28%)	126 (13%)	125 (13%)
3-5	98 (10%)	173 (18%)	198 (20%)
5-10	57 (6%)	279 (28%)	329 (33%)
10-15	26 (3%)	129 (13%)	182 (19%)
15-20	11 (1%)	129 (13%)	82 (8%)
20-30	13 (1%)	104 (10%)	47 (5%)
	986 (100%)	986 (100%)	986 (100%)

The breakdown of each underlined number above for undergraduate students, faculty/staff and graduate students is:

- Of the 283 people who eat *breakfast* out 1-3 times a month:
178 (63%) are undergraduates—29% of UG
47 (17%) are faculty/staff—28% of FS
36 (13%) are graduate students—26% of GS
- Of the 279 people who eat *lunch* out 5-10 times a month:
192 (69%) are undergraduates—31% of UG
41 (15%) are faculty/staff—25% of FS
31 (11%) are graduate students—23% of GS
- Of the 329 people who eat *dinner* out 5-10 times a month:
225 (68%) are undergraduates—36% of UG
43 (13%) are faculty/staff—26% of FS
36 (11%) are graduate students—26% of GS

3. When you eat breakfast, lunch and dinner out, how many of these meals are in University City?

Amount For	Breakfast	Lunch	Dinner
None	551 (55%)	65 (7%)	120 (12%)
Some	105 (11%)	101 (10%)	414 (42%)
Most	104 (11%)	434 (44%)	399 (41%)
All	226 (23%)	386 (39%)	53 (5%)
	986 (100%)	986 (100%)	986 (100%)

The breakdown of each underlined number above for undergraduate students, faculty/staff and graduate students is:

- Of the 551 people who eat *none* of their breakfast meals out in University City:
349 (63%) are undergraduates—56% of UG
86 (16%) are faculty/staff—14% of FS
80 (15%) are graduate students—59% of GS
- Of the 434 people who eat *most* of their lunch meals out in University City:
273 (63%) are undergraduates—44% of UG
87 (20%) are faculty/staff—52% of FS
48 (11%) are graduate students—35% of GS
- Of the 399 people who eat *some* of their dinner meals out in University City:
337 (84%) are undergraduates—54% of UG
16 (4%) are faculty/staff—10% of FS
37 (9%) are graduate students—27% of GS

4. When you eat out, how much do you typically spend per person for breakfast, lunch and dinner?

For breakfast:	\$ 5.00
For lunch:	\$ 5.00
For dinner:	\$10.00

5. Which restaurants in University City do you frequent most?

Top Ten Choices	Other Choices
666 (68%) 3401 Food Court	White Dog Cafe
542 (55%) Houston Hall	Salad Alley/Boccie
449 (46%) Chili's	Cavanaugh's
443 (45%) LeBus	Won's Oriental
423 (43%) Beijing	Fiesta Pizza
330 (34%) Allegro Pizza	Han Wool
315 (32%) Burger King	Smokey Joe's
296 (30%) Boston Market	College Pizza
291 (30%) Other	O'Hara's Fish House
247 (25%) McDonald's	

The breakdown of the above for undergraduate students, faculty/staff and graduate students is:

Destination	Undergrads	Faculty/Staff	Grad Students
3401 Food Court	430 (69%)	120 (72%)	82 (60%)
Houston Hall	368 (59%)	71 (43%)	68 (50%)
Chili's	325 (52%)	59 (36%)	44 (32%)
LeBus	247 (40%)	98 (59%)	64 (47%)
Beijing	265 (43%)	79 (48%)	42 (31%)
Allegro Pizza	239 (38%)	41 (25%)	38 (28%)
Burger King	234 (38%)	31 (19%)	37 (27%)
Boston Market	204 (33%)	47 (28%)	29 (21%)
Other	162 (26%)	52 (31%)	56 (41%)
McDonald's	187 (30%)	23 (14%)	27 (20%)

(Restaurant responses continue next page)

6. What restaurants/types would you like in University City?

(This was a comment question with no multiple choice options.)

Top Ten Restaurants

110	TGI Friday's
47	Olive Garden
33	Pizzeria Uno
29	Denny's
29	Wendy's
25	Bennigan's
24	Pizza Hut
22	IHOP
17	Taco Bell
16	Au Bon Pain

Top Ten Types of Restaurants

175	Italian
86	Mexican
46	Chinese
33	American
26	Japanese
25	Seafood
24	Thai
14	Greek
14	Middle East
12	Vietnamese

Additional Suggestions

(Each of the following suggestions was made by 20 or more people):

- a 24-hour diner, especially for late-night hanging out and breakfast
- a less expensive, nice, sit-down restaurant
- a restaurant which serves healthy food
- a vegetarian restaurant
- another upscale restaurant besides White Dog
- a deli-type restaurant
- 24-hour coffee cafes

Retail and Shopping Section

7. What percent of your shopping is done in University City for goods, services and food?

Percent of Shopping for	Goods	Services	Food
0%	50 (5%)	103 (10%)	40 (4%)
10%	285 (29%)	248 (25%)	126 (13%)
25%	248 (25%)	179 (18%)	154 (16%)
50%	186 (19%)	123 (13%)	158 (16%)
75%	181 (18%)	228 (23%)	319 (32%)
100%	36 (4%)	105 (11%)	189 (19%)
	986 (100%)	986 (100%)	986 (100%)

The breakdown of each underlined number above for undergraduate students, faculty/staff and graduate students is:

- Of the 285 people who do 10% of their shopping for *goods* in University City:
 - 107 (38%) are undergraduates—17% of UG
 - 88 (31%) are faculty/staff—53% of FS
 - 49 (17%) are graduate students—36% of GS
- Of the 228 people who do 75% of their shopping for *services* in University City:
 - 190 (83%) are undergraduates—31% of UG
 - 9 (4%) are faculty/staff—5% of FS
 - 26 (11%) are graduate students—19% of GS
- Of the 319 people who do 75% of their shopping for *food* in University City:
 - 269 (82%) are undergraduates—43% of UG
 - 21 (7%) are faculty/staff—13% of FS
 - 35 (11%) are graduate students—26% of GS

8. Which University City Shopping Center do you frequent most, and which has the best mix?

Most Frequented

No. 1:	34th & Walnut—Shops at Penn
No. 2:	38th & Walnut—University Plaza
No. 3:	38th & Spruce—Stouffer Triangle
No. 4:	39th & Walnut—Walnut Mall
No. 5:	38th & Walnut—New Garage
No. 6:	40th & Walnut—University City Shopping Center
No. 7:	36th & Chestnut—Blue Corner Stores

The breakdown of the above for undergraduate students, faculty/staff and graduate students is:

Destination	Undergrads	Faculty/Staff	Grad Students
34th & Walnut (Shops at Penn)	451 (73%)	132 (80%)	81 (60%)
38th & Walnut (University Plaza)	371 (60%)	113 (68%)	78 (57%)
38th & Spruce (Stouffer Triangle)	339 (55%)	62 (37%)	48 (35%)
3900 Walnut (Walnut Mall)	320 (51%)	31 (19%)	43 (32%)
38th & Walnut (Parking garage)	143 (23%)	46 (28%)	29 (21%)
40th & Walnut (UC Shop. Ctr.)	110 (18%)	35 (21%)	38 (30%)
36th & Chestnut (Blue Cor. Stores)	71 (22%)	29 (17%)	31 (23%)

(Response to #8 continues next column)

Best Mix

No. 1:	34th & Walnut - Shops at Penn
No. 2:	39th & Walnut - Walnut Mall
No. 3:	38th & Spruce - Stouffer Triangle
No. 4:	40th & Walnut - Univ. City Shopping Center
No. 5:	38th & Walnut - New Garage
No. 6:	38th & Walnut - University Plaza
No. 7:	36th & Chestnut - Blue Corner Stores

Most Frequented

No. 1
No. 4
No. 3
No. 6
No. 5
No. 2
No. 7

The breakdown of the above for undergraduate students, faculty/staff and graduate students is:

Destination	Undergrads	Faculty/Staff	Grad Students
34th & Walnut (Shops at Penn)	424 (68%)	101 (61%)	83 (61%)
3900 Walnut (Walnut Mall)	55 (9%)	8 (5%)	9 (7%)
38th & Spruce (Stouffer Triangle)	54 (9%)	18 (11%)	7 (5%)
40th & Walnut (UC Shop. Ctr.)	49 (8%)	11 (7%)	12 (9%)
38th & Walnut (Parking garage)	11 (2%)	1 (1%)	2 (1%)
38th & Walnut (University Plaza)	10 (2%)	8 (5%)	9 (7%)
36th & Chestnut (Blue Cor. Stores)	2 (1%)	1 (1%)	2 (1%)

9. How much shopping do you do in the following areas?

Location	None	Some	Most	All
University City	76 (8%)	627 (64%)	265 (27%)	18 (2%)
Center City	125 (13%)	621 (63%)	233 (24%)	7 (1%)
South Street	610 (62%)	368 (37%)	7 (1%)	1 (1%)
Suburbs	618 (63%)	221 (22%)	140 (14%)	7 (1%)
Malls	345 (35%)	474 (48%)	160 (16%)	7 (1%)
Other	666 (68%)	270 (27%)	48 (5%)	2 (1%)

The breakdown of each underlined number above for undergraduate students, faculty/staff and graduate students is:

- Of the 627 people who do *some* of their shopping in *University City*:
 - 347 (55%) are undergraduates—56% of UG
 - 139 (22%) are faculty/staff—84% of FS
 - 93 (15%) are graduate students—68% of GS
- Of the 621 people who do *some* of their shopping in *Center City*:
 - 415 (67%) are undergraduates—67% of UG
 - 91 (15%) are faculty/staff—55% of FS
 - 77 (12%) are graduate students—57% of GS
- Of the 265 people who do *most* of their shopping in *University City*:
 - 222 (84%) are undergraduates—36% of UG
 - 10 (4%) are faculty/staff—6% of FS
 - 29 (11%) are graduate students—21% of GS
- Of the 233 people who do *most* of their shopping in *Center City*:
 - 146 (63%) are undergraduates—23% of UG
 - 32 (14%) are faculty/staff—19% of FS
 - 40 (17%) are graduate students—29% of GS

10. Are you a brand name buyer?

80% of the respondents indicate they are brand name buyers.

11. In which type of store and where do you do most of your shopping for the following items?

Item	Type of Store	Location
Books	Specialty stores 78%	University City 60% Center City 22%
Clothing	Specialty stores 48% Department stores 34%	Center City 45% Other 25% University City 9%
Electronics	Specialty stores 65% Discount stores 14%	Other 39% Center City 25% University City 18%
Housewares	Department stores 34% Discount stores 29% Specialty stores 24%	Other 33% Center City 30% University City 11%
Shoes	Specialty stores 61% Department stores 22%	Center City 41% Other 31% University City 11%
Sporting goods	Specialty stores 68% Department stores 11%	Center City 33% Other 31% University City 11%
Video retail/sales	Specialty stores 73%	University City 47% Other 25%

(Report continues with Comment section, next page)

Comment Section

The following questions had no parameters and no multiple choice options. Respondants could answer in as much detail as they wished.

12. What retailers would you like to see in the University City area?

- 185 (19%) would like more clothing stores.
- 132 (13%) would like a good supermarket.
- 110 (11%) would like another shoe store.
- 88 (9%) would like a hardware/housewares/variety store.
- 79 (8%) would like a sporting goods store.
- 60 or more would like the following chains:
 - Banana Republic
 - J. Crew
 - The Limited.

13. Would you patronize the above retailers if they were located at the Western end of campus (39th to 41st Streets, Chestnut to Spruce)?

- 84% would (or currently do) patronize the Western end of campus.

If no, why?

- 16% do not patronize the Western end of campus for the following reasons:
 - 6% feel it is unsafe
 - 10% feel it is too far, or prefer Center City.

14. What restaurants, services and retail are needed within the medical complex (south side of campus—34th and Spruce, Civic Center Boulevard area)?

- 30% would like more restaurants and eateries in the area.
- 8% would like a full service drugstore such as CVS, Thrift Drug, etc.

The balance of the replies were divided among the following:

- Clothing store
- Supermarket
- Bookstore
- Coffee cafes
- Convenience store
- Post office/magazines/newspaper establishment

15. What do you think are the strengths and weaknesses of the retail and restaurants in and around the Penn campus area?

Strengths

- Some respondents feel the best aspects of the retail and restaurants are convenience and variety.
- Of those who responded to this question, 11% like the convenience and 9.8% think there is good variety.
- Others commented on the good restaurant mix and diversity of the retail.

Weaknesses

- 19.8% of the respondents think that most of the retail stores and some of the restaurants are "too expensive." They think there are not enough sales and feel they can get better deals elsewhere.
- 12.9% of the respondents think there is not enough "selection" or "variety," particularly in the retail stores. They think that merchandise does not change often enough.
- Other weaknesses mentioned in the survey:
 - Not enough retail
 - No good grocery store/supermarket
 - Not enough clothing stores
 - Not enough good, reasonably priced, sit-down restaurants
 - Retail and food establishments are not open late enough; not enough places to "hang out" in at night
 - Poor service

Some Quotes From Survey Respondants

- "Unimart could keep regular hours, and be open when it says it will be open."
- "The donuts at Dunkin Donuts are more expensive than they are only 6 blocks away . . ."
- "The food court is crowded and plagued by the homeless at night."
- "Wawa on Spruce Street . . . has no competition so items are quite expensive and employees are rude."
- "We finally have a decent drugstore (Thrift) within a few blocks of Vance Hall."
- "People are so sick of the food court and Houston Hall that a Friday's or Houlihan's would make a fortune here . . ."
- "I am very new to Penn's campus and unfamiliar with the area. I have limited knowledge of what stores/restaurants exist in the area and I'm not sure how to find out."
- "The most sorely lacking area is around Houston Hall. That vendors offer the best food clearly says something."
- "Bookstore should be open on Sundays. CVS is in a good location and always open which makes it easy."
- "CVS is always stocked and clean."
- "Not enough free parking."
- "The best improvement has been the addition of Bucks County and Chimes."
- "All in all, I think the campus has done a fairly decent job in the retail and restaurant business around campus."
- "It would be nice to move another restaurant into the space left vacant by Italian Bistro."
- "The Gap and Software, Etc. are really useful and handy."
- "Good job on getting the movie theatre back."
- "I would like to see some stores which sell fresh produce, at a reasonable price."
- "Something like Woolworth's, which has absolutely everything, including a food counter, all for reasonable prices. I can't see a store like this being anything but a goldmine for the owner, and a huge convenience for everyone on campus."
- "More clothing/department store types of shops—it's a hassle to go to center city, especially on public transportation."
- "I would like a replacement for the Italian Bistro and La Terrasse."
- "Maybe a really nice Italian restaurant."

Discounted Fitness/Health Memberships: An Update

Human Resources' Quality of Worklife Program is offering all Penn faculty and staff, and their families, access to the GlobalFit Discount Health Club membership program. Available for new memberships (existing memberships cannot be converted), this plan offers month-to-month billing and the flexibility to freeze and/or transfer your membership. Most monthly dues are \$19.95. A one-time affiliation fee—two payments ranging from \$29.50 to \$49—must be paid during the first two months of participation.

Watch your mail this month for a brochure describing the GlobalFit program. The brochure provides a directory of the GlobalFit Health Club options and a free guest pass to take advantage of a free club tour and workout. Choices are available from a network of over 75 of Delaware Valley's top rated clubs, including clubs in New Jersey and Delaware, as well as Pennsylvania.

Call GlobalFit at (215) 790-7859 or (800)

294-1500 for more details. For information about Penn's Quality of Worklife Programs, call Marilyn Kraut, Quality of Worklife Program Coordinator at 898-0380.

Disclaimer: While the University of Pennsylvania encourages faculty and staff to become healthier and stay fit, none of the specific clubs or fitness programs offered by the GlobalFit Network or Global Affiliates, Inc. are endorsed by the University. The University does not warrant or assume any liability for any products or services offered by the GlobalFit Network or Global Affiliates, Inc.

All financial obligations arising from membership with the GlobalFit program are solely the responsibility of participating faculty or staff.

Reminder: The University offers the Penn Community a fitness club option on campus at the Hutchinson Gym Complex during Complex hours. Instructors are available to assist with the

development and implementation of a personal workout plan (by appointment) on any or all of the wide range of equipment, including a Stairmaster, treadmill, Versa-climber, NordicTrack, plus rowing ergs, Lifecycles, and two Nautilus circuits. The faculty/staff fee is \$190 annually. Additionally, recreation classes are offered in Swimming, Aerobics, Squash, Tennis, Self-Defense, Scuba, Jazz, Modern, Latin and Ballroom Dance. Please call 898-6100 for more details.

Watch your mail for a brochure offering GlobalFit Discount Health Club memberships. As announced in July through *Almanac*, detailed information about the program is being sent to all regular full- and part-time Penn faculty and staff now that the school year has started.

— Marilyn Kraut

Quality of Worklife Program Coordinator
Office of Human Resources

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 on the Human Resources web page (www.upenn.edu/hr/). A position must be posted for seven (7) calendar days before an offer can be made. The Job Opportunities Hotline is a 24-hour interactive telephone system. By dialing 898-J-O-B-S and following the instructions, you can hear descriptions for positions posted during the last three weeks. You must, however, have a push-button phone to use this line.

The University of Pennsylvania is an equal opportunity employer and does not discriminate on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin, disability or veteran status.

WHERE THE QUALIFICATIONS FOR A POSITION ARE DESCRIBED IN TERMS OF FORMAL EDUCATION OR TRAINING, PRIOR EXPERIENCE IN THE SAME FIELD MAY BE SUBSTITUTED. POSITIONS WITH FULL DESCRIPTIONS ARE THOSE MOST RECENTLY POSTED.

ARTS AND SCIENCES

Specialist: Susan Curran

RESEARCH COORDINATOR, SR. (091077SC) Coordinate planning & implementation of large scale linguistic research projects in multiple languages; design systems for transcription of recorded speech, for morphosyntactic analysis & synthesis & for specification of word & phrase pronunciation; supervise research staff; evaluate & report on progress; research & write proposals. **Qualifications:** PhD in linguistics; minimum two yrs. exp. in linguistic research management. **Grade:** P4; **Range:** \$26,986-35,123 9-12-96 Linguistics

OFFICE ADMINISTRATIVE ASSISTANT III (091081SC) Perform clerical & accounting duties; coordinate order & billing process for all research & teaching laboratory supplies; oversee accounting/purchasing clerk; verify financial transactions on monthly reports, research erroneous entries & solve problems; process travel & miscellaneous reimbursements/payments; perform key operator duties & record keeping /billing for photocopiers; respond to inquiries regarding policies & procedures. **Qualifications:** High school graduate & related business/clerical training or equivalent; two yrs. experience at OAAII level or comparable background; familiarity with University administrative procedures & FinMis desirable; well organized with demonstrated ability to take initiative & work independently. **Grade:** G11; **Range:** \$20,497-26,008 9-12-96 Biology

SECRETARY IV (091068SC) Provide secretarial services for Center Director, Graduate Group Chair & other faculty; edit & format word processed material; fill application requests; sort mail; assist in McNeil Copy Center; run errands on campus; order supplies & monitor phone reimbursements. **Qualifications:** Completion of h.s. & some post-h.s. training or equiv.; minimum two yrs. secretarial exp.; type at least 55 wpm.; word processing skills (WordPerfect 6.0); able to follow directions, make sound judgment decisions, provide competent information; familiar with University setting pref. **Grade:** G9; **Range:** \$17,614-21,991 9-13-96 Sociology

INFORMATION SYSTEMS SPECIALIST I (08957SC) P3; \$24,617-31,982 8-22-96 The College

LANGUAGE ANALYST (08937SC) (End date: 8/31/97) P2; \$22,351-29,098 8-21-96 Linguistics

RESEARCH COORDINATOR SR (03203SC) P4; \$26,000-34,100 8-29-96 Linguistics/LDC

ADMINISTRATIVE ASSISTANT II (081025SC) G10; \$19,261-23,999 9-4-96 Penn Language Center

DENTAL SCHOOL

Specialist: Clyde Peterson

RESEARCH SPECIALIST I (091089CP) Grow bacterial cultures, make plasmid preps, isolate DNA, carry out DNA sequencing & PCR studies; perform routine biochemical types of experiments incl. spectrophotometry, electrophoresis & protein assays; keep data logs, maintain lab equipment/supplies; assist PI in planning research protocols, instruct work study students. **Qualifications:** BA/BS in biology or chemistry or equivalent; one-three yrs experience in related research & lab experience; computer skills, WP/Sigma Plot. **Grade:** P2; **Range:** \$22,351-29,098 9-13-96 Biochemistry

CLERK III (40 HRS) (091069CP) Maintain patient records, filing, purging charts, recording charges & payments; light typing, data entry & telephone. **Qualifications:** High school graduate; minimum one yr. related clerical/dental experience; knowledge of third party insurance; good telephone & interpersonal skills required. **Grade:** G6; **Range:** \$16,010-19,658 9-11-96 Dental Care

CLERK V (40 HRS) (091067CP) Dispense dental materials to dental students; act as cashier; receive & record payments; reconcile cash; verify checks & credit cards; wipe down counters & containers; set out disposable supplies; dispense & receive instrument cassettes; keep inventory & order supplies, send out equipment for repair; work for Northeast Regional Board once a year. **Qualifications:** High school graduate; two yrs. related clinical experience; demonstrated ability to use computer; dental knowledge helpful; demonstrated accuracy with handling money required; strong customer service skills required. **Grade:** G8; **Range:** \$18,481-23,132 9-11-96 Clinic Management

RESEARCH LAB TECHNICIAN III (091087CP) Perform laboratory analysis using a variety of techniques which include tissue cultures; growing cells; biochemical or immunology assays test; data collection & analysis; write lab reports, document procedures; maintain logs & journals; prepare cell cultures & solutions; set up & maintain or calibrate experimental equipment. **Qualifications:** BA/BS in biological sciences or equivalent; previous lab experience required; clear knowledge & understanding of fundamental biological principles & processes. **Grade:** G10; **Range:** \$19,261-23,999 9-13-96 Anatomy/Histology

OFFICE MANAGER II (08946CP) P2; \$22,351-29,098 8-21-96 Periodontics

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

RESEARCH SPECIALIST JR./I (08962RS) P1/P2; \$20,291-26,368/\$22,351-29,098 8-22-96 IME

PART-TIME PROFESSIONAL (COORDINATOR V) (17.5 HRS)(08958CP) P5; \$14,833-19,338 8-28-96 Mechanical Engineering & Applied Mechanics

SECRETARY IV (081003CP) G9; \$17,617-21,991 9-6-96 Mechanical Engineering

LIMITED SERVICE (ADMINISTRATIVE ASSISTANT II) (081004CP) G10; \$14,446-17,999 9-6-96 Systems Engineering

EXECUTIVE VICE PRESIDENT

Specialist: David Smith/Susan Curran

ASSOCIATE DIRECTOR VI (091054SC) Insure timely & effective delivery of Penn's student financial assistance program for new students; coordinate activities with the Undergraduate Office of Admission to insure University recruitment goals are met; lead & guide staff in providing efficient & responsive financial counseling to students & parents on need based financial aid & wide range of payment & financing options; provide clear, concise, innovative publications; liaison to University schools, athletic office & other University departments. **Qualifications:** BA/BS; demonstrated experience & knowledge of need based financial aid program preferably from a private 4 yr. college; skill, knowledge & experience in administrative & supervisory responsibilities; demonstrated experience in customer service environment, preferably in a financial aid office; excellent written & oral skills; PC skill & systems aptitude; ability to manage a hectic, fast paced office. **Grade:** P8; **Range:** \$39,655-52,015 9-9-96 Student Financial Services

ASST MGR., ACCOUNTS PAYABLE (08979SC) P2; \$22,351-29,098 8-28-96 Comptroller's Office

FINANCIAL ANALYST (081037SC) P5; \$29,664-38,677 9-4-96 Comptroller's Office

MANAGER, FINANCIAL REPORTING/BUDGET ANALYSIS (081038SC) P9; \$43,569-57,217 9-4-96 Comptroller's Office

ADMINISTRATIVE ASSISTANT I (0288SC)(Hours: 7:30 a.m.-3:30 p.m.) G9; \$17,614-21,991 8-26-96 Penn Children's Center

CUSTOMER SERVICE REPRESENTATIVE (37.5 HRS) (081024SC) G8; \$17,326-21,686 9-4-96 Human Resources

DISPATCHER SENIOR (40 HRS)(08997SC) (Hours: 5 p.m.-3 a.m.) G8; \$18,481-23,132 8-28-96 Transportation & Parking

TELECOMMUNICATIONS SERVICES ASSISTANT II (08991SC) G10; \$19,261-23,999 8-27-96 Penntrax

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

DIRECTOR II (081007CP) Develop programs of work integrating research & development of learning & instruction with assessment & measurement; analyze existing instructional assessment material; develop instructional/training models for use in adult learning/literacy programs; conduct field tests of new materials developed; develop assessment/instructional materials in electronic format for on-line learning/assessment & participate in disseminate activities related to the Center's projects which include workshops, on-line activities, round tables, seminars & publications. **Qualifications:** MA in education, psychology, linguistics, anthropology, sociology or computer science required; PhD preferred; three-five yrs. related experience; demonstrated R & D expertise that blends research skills with appropriate methodologies; prior publications experience is an asset; experience with grant writing, computer & HTML authoring preferred; some travel required. (End date: 9/30/01) **Grade:** P5; **Range:** \$29,664-38,677 9-9-96 NCAL

PROGRAMMER ANALYST I (081006CP) Develop & manage Internet WEB sites; develop Java Applets, databases & cgi scripts; develop electronic on-line instrur

tional models for use in adult learning/literacy programs; participate in dissemination activities related to the Center's projects, including workshops, on-line activities, round tables, seminars & publications. **Qualifications:** BA/BS; demonstrated experience that combines educational technology & computer programming with Internet WEB design &/or database development; strong backgrounds in educational technology, computer programming (C & C++), Java, Java scripting, networking protocols & a combination of experience programming in Windows NT, MacOS &/or UNIX; some travel is required; experience using more of the following software program is preferred: Symantec Cafe, Authorware, MacroMedia Director, Shockwave & related Internet plug-ins technologies such as RealAudio. (End date: 9/30/01) **Grade:** P4; **Range:** \$29,986-35,123 9-9-96 NCAL

PROJECT COORDINATOR (081008CP) Develop instructional materials, database & resources for electronic on-line adult learning & literacy; analyze existing instructional materials; develop electronic on-line models for use in adult learning/literacy programs; conduct field test of new materials developed & participate in dissemination activities related to the Center's project, including workshops, on-line activities, round tables, seminars & publications. **Qualifications:** BA/BS; MA is preferred; two-four years related experience; strong background in adult education/literacy, basic education, education technology &/or training; exp. in both adult literacy instruction &/or education in one of the following fields: education, sociology &/or reading, writing & literacy; experience with one or more of the following: grant writing, educational technology, computers, HTML, GED instruction; some travel required. (End date: 9/30/01) **Grade:** P4; **Range:** \$29,986-35,123 9-9-96 NCAL

PART-TIME (COORDINATOR III) (20 HRS) (07847CP) Coordinate activities for the International Literacy Institute; handle follow-through connected with international activities of Literacy Research Center including correspondence planning & reports as required; coordinate related grant projects; draft, edit & prepare brochures & other printed material; perform administrative duties in support of project; exercise judgement, creativity & analysis in maintaining complex computerized records & report systems; plan activities, handle correspondence, plan conferences, generate reports, edit materials for publications & perform administrative duties as required. **Qualifications:** BA/BS; advanced graduate work highly preferred; working knowledge of Macintosh computer & software; excellent organizational, interpersonal & communication skills required; familiarity with educational research procedures & international experience preferred; foreign language facility preferred. (On-going contingent on grant funding) **Grade:** P3; **Range:** \$14,067-18,275 9-9-96 NCAL

P-T (DESIGNER GRAPHICS I) (17.5 HRS) (07846CP) Assist in the development & implementation of technology related dissemination activities; responsible for layout & formatting of publications, proofreading & production of a variety of publications, incl. research reports; prepare layout & design of NCAL/ILI/LRC publications, including newsletters, reports & on-line documents under specific deadlines; ensure existing documents consistently formatted; design logos, stationery & business cards; update & re-design existing documents including technical reports, invitations, brochures, announcements & brief. **Qualifications:** BA/BS in desktop publishing or equiv. work exp.; expert in PageMaker, Adobe & other print applications as applicable; expert in graphic, word processing for MAC; some IBM exp. a plus. (On-going contingent on grant funding) **Grade:** P3; **Range:** \$12,308-15,991 9-9-96 NCAL

LAW SCHOOL

Specialist: Clyde Peterson

ADMINISTRATIVE ASSISTANT III (08870CP) g11; \$20,497-26,008 8-7-96 Law School

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

BUSINESS ADMINISTRATOR III (08952JZ) Develop budget for department/unit; review, analyze, summarize & interpret data; develop alternatives & recommendations; prepare complex reports &/or presentations; prepare or assist in the preparation of financial section of grant proposals; advise supervisor of best alternative in

making decisions regarding complex/unusual problems; assist in the assessment of building/equipment needs; solicit bids & recommend course of action; answer non-standard inquiries involving explanation, persuasion & interpretation of policies; coordinate safety & security procedures; oversee activities of at least one employee; assist & train staff; act as a departmental liaison & interface with the Comptroller's Office, Budget Office, Office of Human Resources & Business Services; represent area/department on committees & task forces; administer & coordinate academic related & administrative programs; may coordinate academic related duties e.g. faculty appointments & promotions. **Qualifications:** BA/BS preferably in business or equivalent; three yrs. experience in accounting, business administration or equivalent; thorough knowledge of area /department & University policies & procedures preferred; knowledge & experience with computerized accounting & managerial administrative software packages; understanding of academic issues, programs & organizations. **Grade:** P4; **Range:** \$26,986-35,123 9-10-96 Psychiatry

CLINICAL SPECIALIST (08912RS) Coordinate protocols involving HIV infected IV drug users; maintain research compliance; schedule appointments in a computerized ClientFile; visit clients in their homes; complete follow-up activities & clinical interviews; perform physical exams with HIV infected IV drug users; refer client to primary/clinical protocols as required; liaison with area providers & clinical trial organizations. **Qualifications:** Master's degree in nursing preferred; minimum three yrs. experience working with drug using population; experience with HIV infected patients, experience in administration of clinical research desired; computer literate; must be willing to visit clients in their homes; must have car available. (May involve evenings & weekends) (On-going contingent upon grant funding) **Grade:** P6; **Range:** \$32,857-42,591 9-10-96 Psychiatry

RESEARCH SPECIALIST, JR. (08935RS) Carry out PCR amplifications & electrophoresis of PCR products; prepare & radioactively label DNA primers; extract DNA from blood samples; catalogue, organize & maintain DNA stocks; carry out standard statistical analysis; input computer data; develop protocols; supervise work-study students; carry-out general lab techniques. **Qualifications:** BA/BS in scientific field; exposure to lab work. **Grade:** P1; **Range:** \$20,291-26,368 9-10-96 Genetics

RESEARCH SPECIALIST, JR. (091082RS) Perform immunological techniques, including peripheral blood mononuclear cell (PBMC) separation & T cell proliferation & cytotoxic T cell assays; perform immortalizations of lymphoblastoid cells (LBC's), growth & maintenance of vaccinia stocks, tissue culture of EBV cultures, LBC & PBMC cultures; preparation of media & stock buffer & reagents for various assays & tissue culture; maintain equipment; keep accurate documentation. **Qualification:** BA/BS in biology, chemistry or related field; basic understanding of immunology; some lab exp.; basic understanding of computers, Macintosh preferable. (End date: 9/30/98) **Grade:** P1; **Range:** \$20,291-26,368 IHGT

RESEARCH SPECIALIST, JR. (091083RS) Perform polymerase chain reaction (PCR) & gel electrophoresis, isolate DNA from blood, radioactively label PCR primers & order necessary supplies. **Qualifications:** BA/BS in biology & genetics; good organizational skills; ability to work semi-independently; previous lab experience helpful but not necessary. **Grade:** P1; **Range:** \$20,291-26,368 9-13-96 Genetics

RESEARCH SPECIALIST I (091090RS) Research involving evaluation of the upper airway with magnetic resonance imaging (MRI) in patients with sleep disorders; coordinate MR Imaging studies, analyze data & participate in research presentations & publications; assist in plan for protocol. **Qualifications:** BA/BS required (engineering degree preferred); image processing skills; one-three yrs. engineering & medical experience required; must be computer literate. (On-going contingent upon grant funding) **Grade:** P2; **Range:** \$22,351-29,098 9-13-96 Center for Sleep

STAFF ASSISTANT II (091076JZ) Manage the central office (Research Administration); organize & manage office records, reports, files & other systems of information; oversee clerical staff; maintain files; provide administrative support to the Associate Director & to IHGT Director; assist with calendar management; make & confirm travel arrangements; work closely with supervisor to coordinate the Director's travel schedule. **Qualifications:** BA/BS; one-two yrs. previous experience in office administration with increasing responsibilities

required; excellent oral & written communication skill; strong organizational skills; ability to deal effectively with diverse constituencies; experience on word processor & excellent typing skills; knowledge of Macintosh, Microsoft Word, Microsoft Excel & MacGraw, preferred; familiarity with an academic medical environment desirable; ability to exercise discretion with highly confidential matters. (End date: 9/30/98) **Grade:** P2; **Range:** \$22,351-29,098 9-11-96 IHGT

LAB ANIMAL TECHNOLOGIST (40 HRS) (091073RS) Provide care to laboratory animals including husbandry (feeding, cage cleaning & record maintenance) & enrichment of various species; provide technical assistance to investigators, including venipuncture, surgery & molecular techniques; knowledge of working with bio-safety level 2 (BSL2+) agents; maintain knowledge of & compliance with USDA, AAALAC & GLP regulations. **Qualifications:** High school diploma required; AALAS certification at Lab Animal Technologist level highly desirable; minimum three yrs. experience working with laboratory animals, incl. non-human primates, knowledge of & experience with BSL2+ agents also required; experience with technical procedures as described; must be able to lift 50 lbs. above the shoulders, catch & restrain lab animals; an exceptional commitment to research programs & sensitivity to the needs of animals is essential, along with energy & willingness to meet tight & aggressive deadlines; excellent interpersonal & communication skills required. (End date: 9/30/98) **Grade:** G11; **Range:** \$23,425-29,723 9-11-96 IHGT

LAB ANIMAL TECHNICIAN (40 HRS) (091074RS) Provide all aspects of care to laboratory animals including husbandry (feeding, cage cleaning & record maintenance) & enrichment of various species; help maintain rodent breeding colonies & inventories of colonies; provide technical assistance to investigators who use the Animal Services Unit, including venipuncture; maintain knowledge of & compliance with USDA, AAALAC regulations & FDA's Good Laboratory Practices. **Qualifications:** High school graduate required; AALAS certification at the Technician (LAT level highly desirable; at least one-two yrs. experience working with laboratory animals, including non-human primates, necessary; knowledge of & experience with BSL2+ agents also required; experience with technical procedures as described; must be able to lift heavy objects above the shoulders & catch & restrain lab animals; an exceptional commitment to research programs & sensitivity to the needs of animals is essential, along with energy & willingness to meet tight & aggressive deadlines; excellent interpersonal skills & communication skills required. (End date: 9/30/98) **Grade:** G9; **Range:** \$20,130-25,133 9-11-96 IHGT

OPHTHALMIC TECHNICIAN (40 HRS) (091075RS) Proficient in ocular & systemic history taking; familiarity with medications, allergies & drug reactions; accurate measurement & recording of visual acuities, color vision, lensometry, external examination & tension with applanation. **Qualifications:** Completion of basic JRCOMP approved home-study course for Ophthalmic Assistants plus two yrs. of satisfactory, full-time work experience under ophthalmic or optometric supervision or graduation from an accredited program for Ophthalmic Technicians plus one yr. work experience; JCAHPO certification at COT level preferred; knowledge of instrument maintenance, pupillary evaluation, general medical knowledge in reference to anatomy & physiology & ocular & systemic diseases; knowledge of ocular emergencies & ability to perform Humphrey Visual Field testing; ability to perform refractometry, keratometry, corneal topography & biometric measurements, slit lamp examination & contact lens instructions. **Grade:** G11; **Range:** \$23,425-29,732 9-11-96 Ophthalmology

RECEPTIONIST III (40 HRS) (091072JZ) Answer the main telephone, including calls for Director, supervisor & other faculty members; screen incoming telephone calls & determine routing; greet guests & visitors; direct visitors to appropriate personnel; assist with escorting visitors & recruits around the University campus; perform data entry in database programs & spreadsheet; type standard form letters; assist with filing & create files. **Qualifications:** High school graduate or equivalent required; BA/BS preferred; solid phone experience & a professional phone manner required; two yrs. receptionist or general clerical experience required; experience with word processing & database systems; knowledge of Macintosh software/hardware; ability to handle multiple tasks simultaneously; good typing & organiza-

tional skills & flexibility. (End date: 9/30/98) **Grade:** G8; **Range:** \$18,481-23,132 9-11-96 IHGT

RESEARCH LAB TECHNICIAN III (091057RS) Run biochemical assays; perform experiments utilizing NMR & strength testing device; calibrate & test experiments equipment; optimize experimental procedures; data collection & analysis including computer analysis; research studies will involve human subjects. **Qualifications:** BA/BS or equivalent with science concentration. **Grade:** G10; **Range:** \$19,261-23,999 9-11-96 Rehab Medicine

ASSISTANT DIRECTOR II (08977JZ) (End date: 8/31/99) P3; \$24,617-31,982 8-26-96 Geriatric Medicine

ASSOCIATE DIRECTOR VI (06551JZ) P8; \$39,655-52,015 8-22-96 Cancer Center

ASSOCIATE DIRECTOR IV (08992JZ) P6; 32,857-42,591 8-30-96 Combined Degree Programs

BUSINESS ADMINISTRATOR I (08952JZ) P2; \$22,351-29,098 8-21-96 Psychiatry

BUSINESS MANAGER I (081028JZ) P4; \$26,986-35,123 9-3-96 Gastroenterology

CLINICAL SPECIALIST (081012RS) P6; \$32,857-42,591 9-4-96 Radiology

COORDINATOR IV/V (08949JZ) P4/P5; \$26,986-35,123/\$29,664-38,677 8-21-96 CEO/Dean

CYTOGENETICS TECHNOLOGIST, JR. (091044RS) P4; \$26,986-35,123 9-6-96 Pathology & Lab Medicine

DIRECTOR VIII (08961JZ) P11; \$56,135-70,246 8-30-96 Psychiatry

FISCAL COORDINATOR I (08918JZ) P1; \$20,291-26,368 8-19-96 Neurology

NURSE II (07840RS) P4; \$26,986-35,123 9-6-96 Psychiatry

PROGRAMMER ANALYST I/III (0120JZ) P6/P7; \$32,857-42,591/\$36,050-46,814 8-27-96 Psychiatry

PROJECT MANAGER III (081001RS) P8; \$39,655-52,015 8-29-96 Infectious Diseases

RESEARCH SPECIALIST, JR. (08934RS) P1; \$20,291-26,368 8-19-96 Genetics

RESEARCH SPECIALIST, JR. (08925RS) (08926RS) (End date: one year) P1; \$20,291-26,368 8-20-96 Medicine/Cardiology

RESEARCH SPECIALIST, JR. (08933RS) P1; \$20,291-26,368 8-20-96 Radiology

RESEARCH SPECIALIST, JR. (08936RS) P1; \$20,291-26,368 8-20-96 Genetics

RESEARCH SPECIALIST, JR. (08953RS); P1; \$20,291-26,368 8-21-96 Center for Research on Reproductive & Women's Health

RESEARCH SPECIALIST JR/I (08995RS) P1/P2; \$20,291-26,368/\$22,351-29,098 8-27-96 Medicine/Hematology-Oncology

RESEARCH SPECIALIST I (08927RS) (On-going contingent upon grant funding) P2; \$22,351-29,098 8-19-96 Medicine/Gastroenterology

RESEARCH SPECIALIST I (06690RS) (End date: 6/30/98) P2; \$22,351-29,098 8-22-96 IHGT

RESEARCH SPECIALIST I (08932RS) P2; \$22,351-29,098 8-22-96 Radiology

RESEARCH SPECIALIST I (08996RS) (On-going contingent upon funding) P2; \$22,351-29,098 8-28-96 Surgery/HDSR

RESEARCH SPECIALIST I (081030RS) (End date: 9/30/98) P2; \$22,351-29,098 9-4-96 IHGT

RESEARCH SPECIALIST IV (08905RS) (On-going contingent upon funding) P6; \$32,857-42,591 8-29-96 Center for Experimental Therapeutics

ACCOUNTING CLERK II (40 HRS) (08950JZ) (On-going contingent upon funding) G8; \$18,481-23,132 8-21-96 Psychiatry

ADMINISTRATIVE ASSISTANT II (37.5 HRS) (08976JZ) G10; \$20,637-25,713 8-26-96 Psychiatry

BUILDING SERVICES ASST (40 HRS) (08931JZ) G8; \$18,481-23,132 8-19-96 Arch. & Fac. Mgmt.

CLERK IV (081039JZ) (081040JZ) G7; \$14,935-18,592 9-4-96 Genetics

EXECUTIVE SECRETARY (N/E) (40 HRS) (08964JZ) G12; \$26,133-33,725 8-23-96 Government Relations

OFFICE SYSTEMS COORDINATOR (081041JZ) G11; \$20,497-26,008 9-4-96 CCEB

PSYCH TECHNICIAN I (40 HRS) (081042RS) (Some weekends, evenings) (On-going contingent upon funding) G10; \$22,013-27,427 9-4-96 Psychiatry

RESEARCH LAB TECHNICIAN II (40 HRS) (08935RS) G8; \$18,481-23,132 8-19-96 Genetics

RESEARCH LAB TECHNICIAN II (081029RS) G8; \$16,171-20,240 9-4-96 Biochemistry & Biophysics

RESEARCH LAB TECH II (081009RS) (On-going contingent upon funding) G8; \$16,171-20,240 9-4-96 Pathology & Lab Medicine

RESEARCH LAB TECH III (08960RS) G10; \$19,261-23,999 8-22-96 Cell & Developmental Biology

RESEARCH LAB TECH III (08963RS) G10; \$19,261-23,999 8-22-96 Cell & Developmental Biology

RESEARCH LAB TECH III (08986RS) G10; \$19,261-23,999 8-28-96 Pathology & Lab Medicine

RESEARCH LAB TECH III (08993RS) (On-going contingent upon funding) G10; \$19,261-23,999 8-28-96 Infectious Diseases

RESEARCH LAB TECH III (40 HRS) (081011RS) (End date: 10/1/97) G10; \$22,013-27,427 9-4-96 Anesthesia

RESEARCH LAB TECHNICIAN III (40 HRS) (091046RS) (On-going contingent upon grant funding) G10; \$22,130-25,133 9-6-96 Center for Sleep

SECRETARY SR. (081010JZ) G11; \$20,497-26,008 9-4-96 Genetics

PART TIME (SECURITY OFFICER-SOM) (22HRS) (08965JZ) (Position considered "essential" personnel) (Candidate must pass police background security check) (Hours: Sat-Sun 9 a.m.-9 p.m.) G8; \$8,885-11,121 8-26-96 Architecture & Facilities Management

NURSING

Specialist: Ronald Story

ADMINISTRATIVE ASSISTANT II (08984RS) (Ability to work some Saturdays required) (Both male & female minority candidates are encouraged to apply.) (End date: 9/30/00) G10; \$19,261-23,999 8-27-96 Nursing

ADMINISTRATIVE ASSISTANT II (40 HRS) (08985RS) G10; \$22,013-27,427 8-27-96 Nursing

PRESIDENT

Specialists: Susan Curran/Janet Zinser

ASSISTANT DIRECTOR IV/ ASSOCIATE DIRECTOR V (091070JZ) **ASST. DIR. IV:** With Director, coordinate & implement fundraising activities in Mid-Atlantic United States; cultivate & solicit alumni & friends for major gifts (\$25,000 more); manage prospects pool in region; recruit, manage & motivate volunteers. **ASSOC. DIR. V:** Manage his/her own prospect pool in region above; work with Director to set priorities & devise cultivation & solicitation strategies. **Qualifications:** BA/BS; excellent organizational & interpersonal skills; excellent oral & written communication skills; willingness to travel frequently; valid driver's license; familiarity with University & its constituents helpful. **ASST. DIR. IV:** three or more yrs. progressively responsible development experience. **ASSOC. DIR. V:** five or more yrs. development experience, preferably in higher education major gifts fundraising. **Grade:** P5/P7; **Range:** \$29,664-38,677/\$36,050-46,814 9-11-96 Development & Alumni Relations

PROGRAMMER ANALYST I (091051JZ) Write reports from Ingres database using SQL & C language; create parameterized report programs for use of staff, using in-house report management software, SQL, "C" language & Ingres report writer; analyze reporting needs, design, code document test & debug programs; write programs to extract data from mainframe; interact with staff to determine department's needs; write on-time ad hoc reports & programs. **Qualifications:** BA/BS; preferably in computer science or management information systems; one-two yrs. experience using relational database management systems (Ingres); two-three yrs. experience in coding software programs; experience in using SQL required, "C" language helpful; strong analytical skills; UNIX experience preferred; familiarity with desktop computing; experience in fundraising information systems desirable; demonstrated ability to design & execute programs with minimal technical supervision under deadlines; good interpersonal & communication skills. **Grade:** P4; **Range:** \$29,986-35,123 9-9-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (091050JZ) Research, track, verify, correct & process matching gift forms; mail donor forms to companies; record & maintain all matching gift statistics; act as liaison between matching gift coordinator & Central Gift Processing; open, stamp & track checks; review, research, edit daily receipts & acknowledgments; word process non-VIP treasurer's receipts; coordinate paper & envelope stock; track account balance with US Postal Service; prepare correspondence, labels & mailing of pledge reminders; pick up & distribute mail; in absences of mail clerk, retrieve daily gift reports; respond to standard donor inquiries; order general office supplies; serve as back-up

for others. **Qualifications:** High school graduate with post high school training; two yrs. secretarial or administrative clerical experience; proficiency in the use of the Macintosh computer using Microsoft Word, Microsoft Excel, FileMaker Pro; experience with integrated database systems desirable. **Grade:** G9; **Range:** \$17,614-21,991 9-6-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (091052JZ) Support Director & Assistant Director; maintain calendars; assist with correspondence, schedule meetings; perform basic research functions; assist with management of complex projects & reports; utilize & maintain department databases; deliver/distribute research documents; assist other departments. **Qualifications:** High school graduate; college preferred; two-three yrs. related work experience; proficiency with Macintosh computer & Microsoft Word, Excel & FileMaker Pro software; excellent organizational & interpersonal skills; ability to manage multiple projects under tight deadlines; detail oriented; demonstrated ability handle confidential material. **Grade:** G9; **Range:** \$17,614-21,991 9-9-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (091071JZ) Prepare direct mail solicitations for 25th reunion; maintain gift records & prepare stewardship correspondence; develop & maintain record & filing systems; compile & summarize data for reports; organize & maintain financial records; schedule & coordinate appointments & conferences; respond to inquiries from alumni & volunteers including interpretation of policies/procedures; receive, distribute & process information; work with student & alumni volunteers; operate standard office equipment. **Qualifications:** High school graduate; two yrs. related experience; excellent interpersonal & clerical skills; experience with office automation equipment & word processing packages, preferably WordPerfect; strong organizational skills & good communication skills. **Grade:** G9; **Range:** \$17,614-21,991 9-10-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT II (091080SC) Assist staff in preparation of news releases, mailing lists, internal & external mailings; maintain databases of above contacts; prepare reports as requested; answer phones & perform other secretarial tasks; act as equipment administrator; compile & summarize data, participate in detailed analysis & formulation of reports. **Qualifications:** High school graduate; some college preferred; two yrs. secretarial or editorial experience performing highly responsible duties or equivalent; strong organizational skills, writing & communication skills; demonstrated ability to gather information & compile reports; strong knowledge of Macintosh computers required. **Grade:** \$19,261-23,999 9-11-96 News & Public Affairs

ASSISTANT DIRECTOR IV (091053JZ) P5; \$29,664-38,677 9-6-96 Development & Alumni Relations

ASSISTANT DIRECTOR IV / ASSOCIATE DIRECTOR V (12653JZ) P5/P7 \$29,664 - 38,677 \$36,050 - 46,814 9-3-96 Development & Alumni Relations

ASSISTANT DIRECTOR INDIVIDUAL GIFTS (06672JZ) P5; \$29,664-38,677 8-23-96 Development & Alumni Relations

STAFF WRITER II (08938JZ) P3; \$24,617-31,982 8-21-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (08939JZ) G9; \$17,614-21,991 8-21-96 Development & Alumni Relations

PROVOST

Specialist: Clyde Peterson

DIRECTOR, MARKETING (091065CP) Direct the University Press's promotional & sales effort worldwide; set & achieve annual goals for Press; forecast annual sales income based on historical patterns, books in process of publication, current market conditions & opportunities; formulate & administer domestic & foreign marketing plans, policies, activities & budget for frontlist & backlist publications; oversee the work of marketing staff, sales representatives, overseas sales agents & literary agents worldwide & arrange sale of foreign rights; administer review copy & examination copy distribution; represent the Press at book trade conventions & professional meetings; assess sales potential of new book projects & advise on publishing decisions; participate in internal committee review of editorial projects & provide recommendations on publishing strategies & on price & print run decisions; **Qualifications:** BA/BS; five years related book-pub

OPPORTUNITIES at PENN

lishing experience, including experience in management positions; must have broad working knowledge of academic disciplines; familiarity with Macintosh & IBM computer systems; demonstrated ability to assess commercial graphic art, evaluate & select vendors, purchase outside services, manage printing & distribution systems & coordinate knowledgeably with customer service; outstanding communication & interpersonal skills. **Grade:** P7; **Range:** \$36,050-46,814 9-13-96 University Press

LIBRARIAN III/IV (091059CP) Develop & manage the collections & services of the University Museum Library; design operating policies & oversee daily operation; supervise full-time staff & provide general direction in supervising student assistants; provide reference & bibliographic assistance; provide orientation & instruction in the use of print & electronic resources; review material for preservation & for transfer to off-site storage facility; manage the University Museum Library's gift & exchange program; serve as the University Library's resource person in anthropology, archaeology & related areas; participate in library-wide committees & task forces. **Qualifications:** BA/BS; ALA-accredited MLS or equivalent in theory & practice; advanced degree essential; good reading knowledge of foreign languages appropriate to the study of anthropology & archaeology essential; knowledge of print & developing electronic information resources & their library application required; strong desktop computing skills desirable; excellent organizational & interpersonal skills required; demonstrated ability to work effectively, independently & cooperatively with faculty, student & library staff. **LIBRARIAN III:** three to five professional library experience. **LIBRARIAN IV:** Minimum of five years professional library exp. **Grade:** P6/P7; **Range:** \$32,857-42,591/\$36,050-46,814 9-12-96 University Libraries

ADMINISTRATIVE ASSISTANT II (091064CP) Process routine correspondence; answer telephones; process permission requests & establish charging fees; organize & maintain Press archives; maintain copyright & contact files; obtain Library of Congress catalogue information & registering copyright; secure work-study student & intern assistants in execution of clerical duties; assist with Press fundraising activities; prepare manuscript acquired by the director for transmittal; analyze editorial, typographical & copyright complexities in book manuscript; communicate with authors, readers, agents & other under differing degrees of supervision. **Qualifications:** High school graduate; two years Administrative Assistant I or related experience (additional education may substitute for some experience); excellent oral, written & interpersonal skills; strong computer aptitude & knowledge of IBM-PC hardware & word processing software essential; must be highly organized, able & willing to handle a large variety of tasks & details. **Grade:** G10; **Range:** \$19,261-23,999 9-12-96 University Press

DIRECTOR, UNDERGRADUATE ADMISSION OPERATIONS (06588CP) P9; \$43,569-57,217 8-22-96 Undergraduate Admissions

PROGRAMMER ANALYST I (081027CP) P4; \$26,986-35,123 9-6-96 University Libraries

SYSTEMS PROGRAMMER III (03273CP) P8; \$39,655-52,015 9-6-96 DCCS

OFFICE ADMINISTRATIVE ASSISTANT I (08947CP) G9; \$17,614-21,991 8-21-96 Museum

NETWORK OPERATOR (08940CP) (Work schedule: 2nd shift, 3-11 p.m.; occasional overtime may be necessary) G11; \$20,497-26,008 8-22-96 ISC

STACK ATTENDANT (091043CP) Union 9-6-96 University Libraries

LIMITED SERVICE (SALES CLERK) (081018CP) (081019CP) (Work schedule: 12-6 p.m.; evenings & weekends) G5; \$9,656-11,858 9-6-96 Annenberg Center

VETERINARY SCHOOL

Specialist: Ronald Story

CLERK ACCOUNTING II (40 HRS) (091079RS) Process hospital purchase orders on the FinMis system; redistribution of procards; process accounts payable C-forms; send invoices for payment; route incoming pur-

chase orders; maintain office supplies; place supply orders & resolve invoice problems; phone in procard orders; follow-up response with vendors, open & distribute incoming mail; screen & answer calls; maintain files.

Qualifications: High school grad with business curriculum; one-more yrs. experience in purchasing or accounts payable; thorough knowledge of standard office procedures & University procedures; ability to interact with varied levels of personnel, students & vendors; ability to organize time; experience with standard office equipment including University accounting system (FinMis) & general computer knowledge pref. (Position in Kennett Square; no public transportation); **Grade:** G8; **Range:** \$18,481-23,132 9-11-96 Large Animal Hospital

RESEARCH LAB TECH III (40 HRS) (091078RS) Assist in Salmonella research laboratory; conduct Necropsy of poultry; assist in the serology lab (will perform plate agglutination test, Agar gel precipitin test & ELISA tests) & in the virology lab; perform data input; decontaminate & dispose of materials used; answer phone & greet clients. **Qualifications:** BA/BS in animal science or biology &/or equivalent experience; demonstrated ability to work well with others; lab experience preferred. (Position in Kennett Square; no public transportation) **Grade:** G10; **Range:** \$22,013-27,427 9-11-96 Pathobiology

RESEARCH SPECIALIST JR (081015RS) P1; \$20,291-26,268 9-4-96 Pathobiology

TECH, VET I (40 HRS) (08972RS) (Schedule may incl. rotating shifts, weekends, holidays, over-time & on-call) (Position in Kennett Square; no public transportation) G8; \$18,481-23,132 8-28-96 Large Animal Hospital-NBC

TECHNICIAN, VET ANESTHIA TRAINEE I (40 HRS) (081016SC) (Hours: 7:30 a.m.-4 p.m.) G8/G11; \$18,481-23,132/\$23,425-29,723 9-4-96 VHUP

TECHNICIAN, VET IMAGING III (40 HRS) (081014RS) (081017RS) (Assigned to emergency call evenings, weekends, & holidays; may be assigned to weekends) G8/G10; \$18,481-23,132/\$22,013-27,427 9-4-96 VHUP

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

COORDINATOR II (08923CP) P2; \$22,351-29,098 8-19-96 OSIS

INFORMATION MANAGEMENT SPECIALIST II (08922CP) P6; \$32,857-42,591 8-19-96 OSIS

PART TIME PROFESSIONAL (STAFF PSYCHIATRIST) (15 HRS) (08999CP) (End date: 6/30/97) Blank 8-29-96 Counseling & Psychiatric Services

OFFICE SYSTEMS COORDINATOR (08983CP) G11; \$20,497-26,008 8-27-96 OSIS

REGISTRATION ASSISTANT (081000CP) G9; \$17,614-21,991 8-28-96 OSIS

WHARTON SCHOOL

Specialist: Janet Zinser

COORDINATOR I (091062JZ) Organize & manage Director's calendar & Center's program calendar; extensive phone communication with executives, faculty & students; development of presentation for student/executives education courses; develop documents for all Center activities; overall support for management of administration data & files; work with other coordinators to ensure effective operations of all activities; manage work study & temporary employees; compose correspondence regarding activities of Center; develop & oversee changes in Center's workspace & equipment. **Qualifications:** BA/BS required & related professional exp. in exec. office management; excellent word processing skills; expertise in Word, WordPerfect, Excel, PowerPoint & working knowledge of database management software; excellent communication & organizational skills. (On-going contingent upon grant funding) **Grade:** P1; **Range:** \$20,291-26,368 9-11-96 Finance

COORDINATOR, ENVIRONMENTAL PROGRAMS (SBDC) (081033JZ) Design & implement marketing & outreach program on environmental compliance & regulatory issues; provide on-site assistance to PA small business; develop synergistic partnership with other state

population prevention/compliance service providers; coordinate & conduct pollution prevention assessments & educational seminars for small businesses; provide environmental compliance consulting to small business; develop & maintain an environmental resources library.

Qualifications: BA/BS in Environmental Engineering, Environmental Science or related field; MA desired; two yrs. exp. in environmental & occupational health & safety management & consulting; knowledge of environmental management regulations incl. applicable current federal & state laws & population prevention techniques applicable to small business; strong communication & tech writing skills & public speaking exp. pref.; valid driver's license required. (On-going contingent upon grant funding) **Grade:** P5; **Range:** \$29,664-38,677 9-11-96 Wharton Snider Entrepreneurial Center/Pennsylvania SBDC

MANAGER, INSTRUCTIONAL COMPUTING (091088JZ) Manage staff in Instructional Technology division of Wharton Computing & Instructional Technology; assist & train faculty in the use of computing systems, software & hardware used in classroom instruction including personal computers, Local Area Networks, Novell, UNIX & NT workstations; purchase & maintain computing & multimedia classroom technology throughout the Wharton complex; manage Behavioral Lab for consumer marketing & other business experiments; work closely with distributed representatives & members of the central WCIT staff. **Qualifications:** BA/BS or equivalent; five years experience in many facets of computing support; excellent interpersonal skills; strong customer service orientation; ability to work & communicate well with users with a wide range of technical expertise; ability to deliver consistently high level of service; familiarity with end-user computing requirements in a teaching & research environment; extensive experience with many PC applications: exceed/W or other X-server software; extensive knowledge of the following: MS-DOS, UNIX, MacOS, Windows, TCP/IP, IPX, X-windows & Ethernet. **Grade:** P8; **Range:** \$39,655-52,015 9-13-96 WCIT

SPECIALIST, ENVIRONMENTAL PROGRAMS (SBDC) (081032JZ) Design & implement energy efficient pollution prevention marketing & outreach programs; provide on-site energy efficiency assistance to PA small businesses; develop synergistic partnership with other state pollution prevention service providers; conduct pollution prevention assessments for PA small businesses; conduct energy efficiency educational seminars provide pollution prevention consulting to small businesses. **Qualifications:** BA/BS in Environmental Engineering, Environmental Science or related field; MA desired; five yrs. exp. in environmental & occupational health & safety management & consulting; knowledge of environmental management regulations including current relevant Federal & state laws; training on conducting energy assessment audits; strong communication & technical writing skills & public speaking experience a plus; valid driver's license required. **Grade:** P6; **Range:** \$32,857-42,591 9-11-96 Wharton Snider Entrepreneurial Center/Pennsylvania SBDC

ASSISTANT DIRECTOR IV/ASSOCIATE DIRECTOR V (08942JZ) P5/P7; \$29,664-38,677/\$36,050-46,814 8-22-96 MBA Admissions

ASSOCIATE DIRECTOR V (08978JZ) P7; \$36,050-46,814 8-26-96 External Affairs

COORDINATOR II (08980JZ) P2; \$22,351-29,098 8-27-96 External Affairs

MANAGING DIRECTOR, WHARTON FINANCIAL INSTITUTE CENTER (08955JZ) P11; \$56,135-70,246 8-22-96 Financial Institute Center

PLACEMENT COUNSELOR II/ASSISTANT DIRECTOR IV (08941JZ) P4/P5; \$26,986-35,123/\$29,664-38,677 8-21-96 Career Development & Placement

STAFF RESEARCHER I (081035JZ) IP2; \$22,351-29,098 9-6-96 External Affairs

STAFF WRITER II (081034JZ) P3; \$24,617-31,982 9-6-96 External Affairs

SYSTEMS PROGRAMMER I/II (08954JZ) P6/P7; \$32,857-42,591/\$36,050-46,814 8-23-96 WCIT

ADMINISTRATIVE ASSISTANT II (40 HRS) (08982JZ) G10; \$22,013-27,427 8-27-96 External Affairs

Crime Alert: Assault in Van Pelt Library

On Tuesday, September 10, at approximately 7:30 p.m., a female student was assaulted inside the Van Pelt Library on the third floor. The woman reports that while seated inside a study carrel, a man approached her from the rear, and placed one hand around her waist and his other hand over her eyes. A brief struggle ensued and the woman freed herself. She began to scream and he fled.

He is described as an African-American, 25 to 35 years old; 6'0"-6'3" tall; medium build; medium complexion; clean shaven; short black hair; last seen wearing dark blue dress pants and a light blue long-sleeved dress shirt with a white band collar. In particular, the male pronounced words very distinctly, clearly and carefully as if English is not his primary language.

If you have any information concerning this incident, please contact one of the following:

Penn Police 898-7297	Penn Investigators 898-4485	Special Services 898-4481 / 6600
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Safety Tips:

- * Always try to be aware of your surroundings and trust your instincts.
- * Use the "Buddy" system. Avoid working or studying alone in remote sections of any building.
- * Report anyone who behaves suspiciously to the Penn Police Department. Try to remember details about the person's appearance and where the person was last seen. Relay all information about the person to the dispatcher.
- * Know the locations of the red emergency campus telephones inside University library facilities.

—Lt. Susan M. Holmes

On Apartment Building Fires in West Philadelphia

A Bulletin from the Philadelphia Fire Department:

Fire Commissioner Harold B. Hairston is concerned about the recent apartment building fires occurring in West Philadelphia. He is directing fire companies to immediately meet with owners/managers of the apartment buildings, which are in the area from 43rd Street (both sides) and from Chestnut Street (both sides) to Pine Street (both sides). Company officers will discuss and place emphasis on the following items.

- **Building security**—Management will inform all tenants of the need to maintain the security of all buildings. They will not admit strangers or non-residents. Residents are encouraged to contact the Police whenever any suspicious persons/activities are encountered. Exterior doors should not be left unlocked or propped open for the convenience of residents. Utility rooms and storage areas should be kept locked at all times.

- **Housekeeping**—Rubbish and other combustibles should be stored in proper containers and disposed of promptly. Particular attention should be given to tenant storage areas/bins.

These fires have occurred during the late night and early morning hours when most people are at home asleep. Many of these fires have involved apartment buildings where a fire in the middle of the night can place a large number of residents in great peril.

—Division of Public Safety

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **September 2 through September 8**. Also reported were **Crimes Against Property**, including 52 thefts (including 11 burglaries, 7 thefts of auto, 4 thefts from autos, 16 of bikes and parts); 7 of criminal mischief and vandalism. Full crime reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v43/n04/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 September 2, 1996 and September 8, 1996. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

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

Threats & harassment—2

09/03/96	6:45 AM	300 Blk. 38th	Backpack & contents taken during robbery
09/05/96	12:45 AM	Warwick Dorm	Harassing phone calls received
09/05/96	3:14 PM	3700 Blk. Chestnut	Complainant assaulted by unknown person
09/07/96	5:35 AM	36th & Spruce	Complainant assaulted by peers

38th to 41st/Market to Baltimore: Robberies (& attempts)—3, Simple assaults—1,

Threats & harassment—4

09/02/96	4:53 PM	309 S. 40th St.	Tenant harassed by employee
09/04/96	2:55 AM	4048 Baltimore	Complainant robbed by two males
09/04/96	5:19 PM	High Rise North	Note defaced on room door
09/06/96	1:35 AM	3901 Chestnut St	Store robbed by unknown male
09/07/96	9:05 PM	High Rise North	Unwanted calls received
09/09/96	3:53 AM	4000 Blk. Spruce	Complainant assaulted/taken to HUP
09/09/96	4:05 AM	4000 Blk. Pine	Wallet & contents taken by 2 unknown males
09/09/96	5:06 PM	High Rise North	Unwanted calls received

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

09/08/96	11:40 PM	4200 Blk. Spruce	3 complainants robbed by 2 unknown males
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30th to 34th/Market to University: Robberies (& attempts)—1

09/05/96	9:12 PM	Smith Walk	Purse taken by 2 unknown female suspects
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Update

SEPTEMBER AT PENN

FITNESS/LEARNING

18 *Four Noble Truths and the Eightfold Path*; 1-2 p.m.; Christian Association Chapel (Buddhist Meditation Group). *Wednesdays through December 4.*

TALKS

18 *Drosophila CaM kinase II: From Molecules to Behavior*; Leslie Griffith, Brandeis; 4:15 p.m.; Room 140 John Morgan Bldg. (Mahoney Institute).

19 *Insider/Outsider Academic: Anthropological Perspective on East Asian Studies*; Barbara Hall, anthropology; 12-1 p.m.; Room 421, Williams Hall (Center East Asian Studies).

20 *Conserving Biodiversity at the Continental Scale and The Approach of the Nature Conservancy*; Jim Thorne & Phil Wallis, Nature Conservancy; 12:15-1:45 p.m.; Room 109, SH-DH (Environmental Studies).

The Riddle of Vision: Johannes Kepler and the Medieval Tradition; David Lindberg, Wisconsin; 2-3 p.m.; B-21, Stiteler Hall, ("The Power of Sight"; Medieval-Renaissance-Early Modern discussion group).

Dreams of Metallized Flesh: Futurism and the Masculine Body; Christine Poggi, art history; 3-5 p.m.; Rich Rm., Jaffe Bldg. (Art History). PENNcardholders only.

23 *Jo Jin's Travels in Song China*; Robert Borgen, UC-Davis; 4:30 p.m.; Rm. 421, Williams (CEAS).

24 *Molecular Basis of Voltage Dependence of Sodium Channels*; Richard Horn, Jefferson Med College; 4 p.m.; Physiology Conf. Rm., Richards Bldg. (Medicine).

25 *Development of the Mouse Egg's Ability to Signal Early Fertilization Events...*; Thomas Ducibella, Tufts; noon; Hirst Auditorium, Dulles (Center for Research on Reproduction & Women's Health).



Almanac

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

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

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