

Almanac

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SAS Abrams Awards to Dr. DeLaura, Dr. Mele

Dr. David DeLaura of English and Dr. Eugene Mele of Physics are the 1998 winners of the Ira Abrams Memorial Award for Distinguished Teaching, given annually for teaching that is "intellectually challenging and exceptionally coherent..." to faculty who "are expected to embody high standards of integrity and fairness, to have a strong commitment to learning, and to be open to new ideas."

Dean Samuel Preston will give a reception later this month in honor of the Abrams Award winners and those (below right) who won the School's first Kahn Awards.

Dr. DeLaura, who came to Penn in 1974 as the Avalon Professor of English, is an influential scholar of Victorian literature with four books and over 75 papers and monographs who, in the words of one of his nominators, has "excelled in both undergraduate and graduate teaching..." and "still deeply committed to intellectual questioning" after 38 years in teaching. (A graduate of Boston College with his Ph.D. from Wisconsin, he began as an instructor at the University of Texas in 1960 and rose through the ranks to full professor there in 1968.)

Along with his classroom teaching, conducting independent studies and directing dissertations, he also served as the department's Placement Officer during most of the 'eighties—before that role had the computerized support since created by Career Planning and Placement. As department chair in 1985-90 he was regarded as a builder of a "new balance" of excellence in scholarship with excellence in teaching. From 1993-1997 Dr. DeLaura also served as the University Ombudsman.

Dr. Eugene Mele, professor of physics, was an NSF Foundation Graduate Fellow at MIT, where he took his Ph.D. in 1978. After three years with the Xerox Webster Research Center in Webster, NY, he joined Penn as assistant professor of in 1981, became an Alfred P. Sloan Foundation Fellow in 1983, and was promoted to associate professor in 1985.

A full professor since 1989, he has worked on electronic and structural properties of condensed matter, on theory of organic conductors and synthetic metals, and on collective electronic effects, magnetism and superconductivity in novel materials. Most recently he has been working on the physics of carbon nanotubes.

While publishing continuously, a nominator notes that he has for some time given special



David DeLaura



Eugene Mele

attention to undergraduate courses, where he wins consistently high ratings. Students ranked his General Honors (170-71) at an average of 3.9 for the four years he taught it. Undergraduates and graduates alike praise his efforts, and he is especially associated with conveying well the kind of material that could leave many "overwhelmed...lost, frustrated"—but instead earns him commendations for "the thorough preparation, the high standards, the clarity of the lectures, the difficulty and challenge, and how much the learned and benefited from the courses." The summation: "a truly outstanding teacher...dedicated...inspires his students, and in many cases turns them on to a subject that they otherwise considered enormously difficult."

The Kahn Award: Music and Psychology

Last year when the new Kahn Professorship for Faculty Excellence was established at SAS, in honor of the late Edmund J. and Louise W. Kahn, Mrs. Kahn's bequest also created a new kind of prize for the School: a \$6000 annual award for a department, undergraduate program, graduate group or center that demonstrates "extraordinary collective faculty commitment to teaching, curriculum innovation, and service to students."

This year, Dean Samuel Preston announces two undergraduate programs as winners of the first Kahn Awards for Educational Excellence:

Music, chaired by Dr. James Primosch with Dr. Norman Smith as undergraduate chair—for first-rate teaching, a rich curriculum, and flexibility in meeting the needs of students—not only of its majors but of the many undergraduates who embrace music en route to careers in medicine, law and other fields.

Psychology, chaired by Dr. Robert Seyfarth with Dr. Michael Kelly as undergraduate chair: Along with praise for teaching and advising, the psychology department was cited in student and alumni letters for the solid research opportunity given to undergraduates, and for such innovations in faculty/student interaction as the Undergraduate Psychology Research Fair and a departmental graduation ceremony.



Above, Julie Sochalski;
Left, Diane Spatz

Nursing Awards: Dr. Spatz, Dr. Sochalski

Dr. Diane Spatz is the winner of the School of Nursing's Faculty Teaching Award for 1998, and Dr. Julie Sochalski has won the School's Undergraduate Advisors Award.

Dr. Spatz, assistant professor of nursing here since 1995, teaches in the Health Care of Women and Childbearing Family division, with a primary focus on undergraduate education. She is a co-investigator on a National Institutes for Health research project, *Breastfeeding Services for Low Birth Weight Infants—Outcomes and Costs*, currently being conducted at the School.

In nominating Dr. Spatz, students acknowledged her "relentless encouragement and her genuine dedication to undergraduate education and nursing research," and described her as an "extraordinary role model with a passion for teaching nursing students." She is the author of numerous articles focusing on the delivery of health services to high-risk, vulnerable populations, and has also been honored by several professional organizations for outstanding nursing practice, research and teaching.

The Advising Award winner, Dr. Sochalski, is associate professor of health services research and assistant director of the Center for Health Services and Policy Research. She is also faculty advisor for the School of Nursing's new Nursing and Health Care Management Joint Degree Program with the Wharton School.

In nominations she was cited for her "willingness to go above and beyond to make sure that I have an enriched, challenging experience here at Penn," and praised for "the respect, understanding and encouragement she provides each and every one of her advisees."

Dr. Sochalski's extensive research portfolio and publications cover issues on the implications of health systems reform for nursing workforce and patient outcomes in both domestic and international arenas. She came to Penn in 1997, and was a Robert Wood Johnson Health Policy Fellow in the Office of Senator Bill Bradley from 1992-93.

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HONORS & Other Things

NEH Grants and Fellowships

The National Endowment for the Humanities awarded grants to 131 scholars and 27 universities, including three from Penn:

Warren G. Breckman, assistant professor of history, research on *Foundations and Justice: Political Thought in Contemporary France*.

Michael T. Ryan, director of Special Collections at Van Pelt-Dietrich Library, a project on *The English Renaissance in Historical Context: Teaching Shakespeare with the World Wide Web*.

Dr. Ake W. Sjöberg, professor emeritus of Assyrian and curator of the Museum's Tablet Collection, the *Pennsylvania Sumerian Dictionary*.

City Planning: AICP President's Award

Penn's Department of City and Regional Planning has received the first President's Award of the American Institute of Certified Planners based on an AICP panel's commendation after site visits to the several nominated schools.

Twenty-two students and 25 alumni of the program were in a Penn delegation with the department's chair, Dr. Anthony Tomazinis, at the April 7 gathering in Boston where some 4400 members of the AICP gave them a standing ovation. "For rallying its resources in the fact of extinction a few years ago, Penn's city planning department is a model for protection and advancement of the profession," said the organization's statement. "With this exemplary effort, the department has not only preserved its role as a distinguished planning institution, but renewed its quest to be a leader in redefining and advancing the field." The department's six standing faculty members are Professors Eugenie Birch, Gary Hack, John Keene, Seymour Mandelbaum, Stephen Putman, and Dr. Tomazinis.



Web Winners

African Studies: Million Mark in March

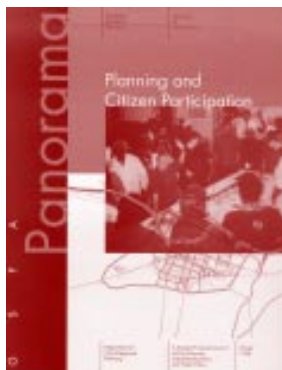
The African Studies Center at Penn celebrated the passing of the million mark in March 1998 when the total reached 1,005,534 for the number of monthly hits received by their web site, www.sas.upenn.edu/African_Studies/AS.html. The Million Hits Party featured a journey through the history of the Penn Africa Web site, from its rudimentary beginnings on PennInfo to its current status as one of the "best sources of information about Africa on the Internet."

The site has been described by the Library of Congress as the "...most comprehensive on-line source for information about Africa" and by the National Endowment for the Humanities as "...one of the best sites on the Internet for education in the humanities." From a modest start of 18,000 hits in October 1994, the Penn Africa web site has grown exponentially, not only in numbers of requests for documents but also in the quality and breadth of the on-line resources made available to readers worldwide.

Death of Dr. Wolfgang

At presstime news was received of the death of Dr. Marvin E. Wolfgang, the world famous criminologist who headed the Sellin Center for Studies in Criminology and Criminal Law at the Wharton School.

Details of his life will be published next week.



Panorama, a new journal created by students, was one of the pluses in Penn's dossier for the first AICP President's Award.

University Museum: In the Top Six

The University Museum's web site, www.upenn.edu/museum, was selected by *USA Today Weekend* (December 12-14, 1997) as one of the six best American museum web pages. It was the only archaeology/anthropology web site selected. "Even Indiana Jones would feel at home at Penn's museum Web page," said Cesar G. Soriano, who compiled *USA Today's Guide to the Standout Sites* after sorting through some 8,000 museum pages on the web—some from galleries around the world and "some existing solely in cyberspace."

The University Museum's site features a "What in the World" mystery object game, virtual exhibitions information, and graphics about Museum research conducted around the world. Virtual visitors can "fly by" ancient Corinth in Greece, visit a Museum gallery or offer their own definitions of "archaeology" and "anthropology." The University Museum was joined by the Museum of Contemporary Art, Chicago; Museum of Modern Art, New York; University of California Museum of Paleontology, Berkeley; Franklin Institute Science Museum, Philadelphia; and the Rock and Roll Hall of Fame and Museum, Cleveland.

Last summer the University Museum's web site was also featured as a "Web Winner" in *The Philadelphia Inquirer's* Tech Info section which noted that the "collections of this Philadelphia gem are on virtual display here."



Countdown for Open Enrollment

To change a benefit or enroll for a new one, faculty and staff *must* call BEN (the Benefits Enrollment Network) by *mid-night Friday, April 17*. That is also the cut-off for CNA Insurance, the provider for the new Long Term Care program, for which two more lunchtime information sessions remain, April 16. For details and a summary of options see the back page of *Almanac* April 7 (www.upenn.edu/almanac/v44/n28/hropen.html).

Speaking Out

Vending: Part of Penn's Culture

I find it both distressing and sad that the University feels a need to limit or eliminate the presence of lunch trucks on campus. The lunch truck culture in Philadelphia, and most notably on the Penn campus, is a unique *positive* feature of this city and of my school.

The trucks provide students, staff, and patients with not only culinary diversity at affordable prices, but also convenience and longer hours of operations than places such as those in Houston Hall or the food court on Walnut Street. Furthermore, they offer a level of personal service that is lacking in many other places on campus and elsewhere. The owners and operators of the food trucks are, for the most part, friendly and know their customers. As a student at this university for many years myself, I know personally how important it is to have this sort of relationship to feel more connected with life in Philadelphia. Being able to eat well on \$4.00 is also something I have not found in the food court. (The Mexican Connection on Spruce Street was even mentioned in this year's "Best of..." issue of *Philadelphia Magazine*.)

It appears that Penn is not interested in the quality of life of its students and employees, given the emphasis on money that pervades the "response" to every question. As a result many students have vowed to reduce their spending with University-affiliated merchants in protest.

I am now completing my M.D./Ph.D. program here, so the impact of my altering my spending at such places is unlikely to be of moment. However, I know I will soon be hearing from the Alumni Office regarding dues and possible donations. I have written to that office already voicing my intention to *not* give any monies to Penn at any time in the future if the University insists on destroying the lunch trucks' business. In contrast, I have already given to my undergraduate institution, and only last week pledged a new donation to that school, as the money will be used to improve students' quality of life. Perhaps Penn could take a lesson.

— Alice I. Sato, MDP '98

Speaking Out welcomes reader contributions.

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

The following report is on the agenda of the University Council meeting April 22 meeting (see the complete agenda on page 6 of this issue). Comments may be sent to the chair of the Committee, Professor Howard Lesnick, by email to hlesnick@oyez.law.upenn.edu, or to the Chair of the Steering Committee c/o the Office of the Secretary. Members of the University may also forward their views to their Council constituency representatives (see the list in Almanac January 20, 1998, online at www.upenn.edu/almanac/v44/n18/committeeinsert.html). Letters for publication in Speaking Out on April 21 should be sent by noon April 16, by e-mail to gaines@pobox, and will be published as space permits.—Ed.

Report of the University Council Ad Hoc Committee on Consultation

March 31, 1998

I. The Committee's Charge

Drs. Judith Rodin, University President, and Vivian Seltzer, Chair of the Steering Committee, University Council, appointed the members of this Committee by letters dated February 2, 1998, charging us to report our recommendations by April 1, so that the Steering Committee might place our report on the agenda of the Council for its April 22 meeting.

We have met weekly since February 16, guided by the following charge:

Consultation is a central dimension of the life of the University and critical to the well-being of our community. To maintain a consultation policy which is both dynamic and functional, it is necessary to assess current practices and to design additional initiatives. Within this framework the charge to the University Council Ad Hoc Committee on Consultation is to:

1. Identify the current vehicles for consultation. Could they be more effectively deployed?
2. Develop a continuum of consultation models in different contexts broad enough to encompass the major kinds of issues and circumstances the University is facing.
Anchoring one extreme of the continuum of consultation is information by an authorized decision maker to the authorized head of one or more other constituencies so that person or persons is not "blind-sided." Anchoring the other extreme of the continuum is genuine collaborative work from the beginning for which effective problem solving requires hearing a wide-range of voices.
3. Develop specific models of consultation appropriate for each location on the continuum.
4. Identify the appropriate officers/persons from the relevant constituencies to participate in the consultation process.

The first sentence of the first charge presents essentially a factual question, to which we respond in Section III. The remainder of our charge, however, implicates normative premises, by which past (No. 1) and future (Nos. 2, 3, and 4) actions may be evaluated and guided. We have deemed it important to begin by making explicit our proposed articulation of those premises. Terms like "effectively deployed" and "appropriate" should not be taken to pose only technical questions. An explicit focus on norms can serve several purposes: (1) it provides a basis for deciding what consultation is, and is not, and what the source of its importance is; (2) it can bring to light divergent assumptions about norms, and subject them to discussion and resolution; and (3) it can inform application of the guidelines that emerge from our report to questions that inevitably will arise in the future. We therefore begin with a proposed articulation of what we call "primary principles," by which we contend the meaning and value of consultation should be judged. Our remaining charges are addressed in context in the body of this report: the second sentence of Charge 1 throughout the report, Charges 2 and 3 in Section IV, and Charge 4 in Section V, A.

II. What Consultation Is (and Is Not):

Primary Principles

The first principle of consultation is that its contours should be shaped to the greatest extent possible by the nature and mission of the University.

A University is a special kind of place. First, it is a non-profit organization, in which fiscal responsibility and revenue generation are means toward the end of pursuit of educational, research and charitable endeavors in the public interest. As such, its decisions and activities are gauged in a broad social context, by standards that are different from those applied to for-profit firms. Moreover, the mission of an educational institution commits it to open expression, the pursuit of knowledge, the free interchange of ideas, and the structuring of the work and educational activities of students, staff, faculty and administrators so as to sustain a campus community. The University must strive to provide opportunities for all who live, teach, carry on research, work, and study here to be full participants in that community. Finally, as the largest private employer in Philadelphia, making its home in West Philadelphia, the University is an integral part of both the West Philadelphia community and the city as a whole, and has an important responsibility to take account of the effect of its decisions on those larger communities.

The University should recognize that the practice of confidentiality, and narrowness in the scope and quality of consultation, while justified when they are in fact necessary, are in serious tension with the nature of the University's mission. All reasonable steps should be taken to consult as openly, as broadly, and as deeply as possible. Consulters and those consulted should take genuine account of the importance of explaining and justifying, to the campus and neighboring communities, the contours and limits of confidential or proprietary decision-making that is thought necessary. Cases of doubt should be resolved in favor of consultation; consultation should be frequent and thorough.

The second principle of consultation is that members of the campus and neighboring communities, both as individuals and as constituency groups, have a stake in the welfare of the community as a whole. Successful consultation avails itself of the expertise and interest of individuals and constituencies in order to make decisions and craft policies that improve the quality of life at the University and in the surrounding community. Successful consultation goes beyond the model in which constituencies are seen merely as "special interests" with narrow agendas; it rather acknowledges fully the skills, resources and perspectives they often can bring to the decision-making process. Students, faculty and staff are not simply buying a degree or earning a living. They typically make a major commitment of time and devotion to the enterprise, the spirit and consciousness of which have always reflected in large measure the dedication of many employees and students to the common enterprise. The term "stakeholder" more adequately perhaps than "constituent" describes the attitude with which their interests should be taken into account.

The third principle of consultation is mutual accountability. Consultation is a two-way process that can work only if consulters and consultees

make themselves accountable to each other and to the process itself. Consultation by the University administration should be understood as conferring on those who are consulted an invitation to respond, an invitation that those consulted have a correlative responsibility to take up. All parties to consultation—students, staff, faculty, administrators—have a responsibility to apply our norms of consultation in good faith, to respect confidentiality when it is promised, and to report and represent accurately the views of constituents and superiors.

Accountability entails too the recognition, incumbent upon members of both the campus and neighboring communities, that ultimate decisional authority rests with the Trustees and the President, in order that they may fulfill their responsibility to ensure the overall health of the University. The administration of the University is responsible for taking established goals, however they may have been developed, and formulating overall strategies and specific sequences of actions for meeting those goals. This is a complicated, often difficult, process, plagued by considerable uncertainty and serious limitations in the financial and other resources available to carry it out. Strategic concerns may reasonably be thought at times to counsel secrecy or, at least, as little public knowledge or awareness as possible. If, for example, the University is contemplating purchasing a piece of real estate, it is usually in its interest to keep that possibility confidential so as not to distort the market price. Decisions involving the participation of outside organizations, such as may have been the case in the outsourcing of the facilities department, might require that they be given time to decide whether to sign on before the proposed collaboration is made public. Premature announcement of contemplated decisions concerning closing or significant down-sizing of departments may damage the ability of the department to carry out its mission effectively during the transition.

By contrast, the level of confidentiality posited as necessary in these examples is at times not required. In such cases, it is the administration's responsibility to allow for fuller and more open discussion. The irreducible power differential injected into the consultative process by the administration's special responsibility and authority gives rise to a structural tension between the organizational hierarchy of the University as an institution and the democratic aspirations of the University as a community. It is a central task of the administration to keep that tension as compatible as may be with the underlying normative stance appropriate for a University.

In this context, it is especially important that consultation by the administration should embody the spirit of give-and-take whereby information of all types—specific questions, concerns and methods, but also broader strategies, principles and frameworks—is exchanged and incorporated into the consultative process. While the views of members of the University community may not be embodied in specific decisions or policies, the decision-making process should clearly reflect the fact that those views have been heard and taken into account in a meaningful way. For the consultative process is distinct from the outcomes of that process. A democratic, substantive, two-way process of consultation may be expected significantly to enhance consensus and therefore to strengthen communities, but it cannot resolve all conflicts. Neither the administration nor the other members of the campus community (or of the neighboring community) should misunderstand the consultative process: It is neither a mechanism for ensuring specific outcomes nor one for suppressing disagreement on substantive issues.

III. Existing Vehicles for Consultation

The *codified* vehicles for consultation, though relatively few, are important in the areas of their applicability. *The Handbook for Faculty and Academic Administrators* spells out consultative models for use in the appointment (and in some cases, the reappointment or removal) of a president, provost, dean, or other academic administrators. It contemplates consultation with the *University Committee on Consultation*—the three Senate Chairs and the Chairs of the Undergraduate Assembly (UA) and the Graduate and Professional Schools Assembly (GAPSA)—on the resolution of cases of doubt as to the proper method of consultation.

The Handbook says almost nothing about the consultative roles of the *University Council* or *Faculty Senate*. The president, provost, and other administrators are to report to the Council annually, and “may be questioned” by its members on any topic. The Council may “request informa-

tion” from any member of the administration.

A few Council committees are given some explicit consultative functions. For example, the chair of the Community Relations Committee is to meet quarterly, or more often if needed, with a senior officer for real estate “to be informed of pending real estate activities that affect the community.” The entire committee “shall, with discretion, discuss relevant cases,” and “may inform the community as the need arises.” The Academic Planning and Budget Committee is charged with giving “informed advice” on resource allocation issues.

More important, perhaps, are a number of *uncodified practices*. We set forth here those of which we have become aware. There are doubtless others.

— The three *Senate Chairs* normally meet twice monthly, and the *Senate Executive Committee (SEC)* meets periodically, with the President and the Provost. *Senate committees* often meet with administration representatives in connection with their ongoing work. Committees with overlapping interests in a matter at times meet together.

— The *UA Executive Board* and the *Chair and one Executive Board member of GAPSA* each meet monthly with the President.

— The Chair of the *Penn Professional Staff Assembly (PPSA)* meets monthly, and the Chair of the *A-3 Assembly Executive Board* meets quarterly, with the Executive Vice-President, the Vice-President for Human Resources, or both.

— *Senior and mid-level administrators* meet periodically with groups of students, faculty, and staff. Some of these are informal and situational, while others are institutionalized. Those of which we have become aware include: The Graduate Deans and the Graduate Council of the Faculty meet regularly with the Vice-Provost for Graduate Education; the President and the Provost meet regularly with the Council of Deans, the President's Advisory Group, and, in the case of the Provost, the Council of Undergraduate Deans; the Vice-President for Government and Community Relations meets monthly with West Philadelphia community advisory boards. Administrators meet with the *University Council*, and with specific *Council committees*, in a variety of ad hoc settings.

— *Almanac* is an actual and potential vehicle for consultation between the administration and others, and between constituency representatives and their constituencies (and others as well). The “For Comment” tradition provides a flexible source of consultative opportunities for individuals and groups. *The Daily Pennsylvanian* and *Current* provide additional vehicles for communication.

— *Emergent technology* has given rise to new avenues of communication, such as newsgroups, e-mail, and the World Wide Web, in which are embedded possibilities of consultation.

IV. Articulating the Scope and Timing of Consultation

The policies and decisions facing the University as an institution range along a continuum, from major “developmental” decisions, on one end, to narrower “operational” decisions, on the other.

Developmental decisions are those that affect many people, have a long-term impact, involve major commitments or expenditures of money, and generally influence in an important way the quality of life on campus. Examples of developmental decisions would be to move the campus to the suburbs, to abolish or create a school, to mount a major development campaign, to adopt a long-term strategic plan for a school or the University, to out-source a major component of the University's activities, or to build a new hospital or school building. Decisions involving major cost-cutting steps and major changes in compensation design, benefit plans, or other matters implicating significant quality of work life issues for employees, may fall into the developmental category.

Intermediate decisions include making marginal changes in the benefits package, deciding that TV surveillance cameras should be installed throughout the campus, moving the headquarters of the Public Safety Department to a new site (because of the significant perceived impact on student life and concerns), and channeling the location and operations of campus-area vendors (because a large percentage of University personnel and students patronize vendors).

Examples of *operational decisions* are the steps taken to carry out an already approved budget, to construct a building already agreed upon, and the day-to-day decisions that concern all sectors of the community.

Broad consultation is needed most in the case of developmental decisions, and least with respect to operational decisions. Yet, it is often the case that a specific decision partakes of each of these three characteristics over the course of its gestation. The critical question is, At what point or points in the decision making process should consultation be sought? We have found it useful to approach this question by noting how any decision-making process contains a number of steps, which may be described as follows:

1. Gather data
2. Formulate Goals
3. Develop major alternatives
4. Provisionally evaluate each alternative
5. Provisionally select the most desirable alternative or set of alternatives
6. Implement the decision made
7. Monitor and adjust the action to be taken

The process is often sequential, but may be cyclical rather than linear. Decision makers often revisit some or all of the steps as they move toward a decision, refining and understanding it better with each cycle. Moreover, it is important to recognize that, while adjoining steps (for example, steps 4 and 5) may tend to merge in a decision maker's mind, they are analytically distinct.

We propose the following norms to guide the administration in applying the "steps" model to the question of the appropriate timing of consultation:

(a) Consultation is presumptively obligatory no later than the conclusion of Step 3. Evaluation will often carry a decision maker into at least the beginnings of preliminary selection, and it is important for a decision maker to remain aware of that process, and respond by seriously considering prompt consultation.

(b) Earlier consultation is presumptively obligatory in a particular case if, in the considered judgment of a reasonable person in the position of the decision maker, the momentum inherent in moving through steps 1-3 would be recognized as sufficient to significantly inhibit—even though not preventing entirely—genuine consultation at the conclusion of Step 3.

(c) Earlier consultation should be considered in all cases, and engaged in where the decision maker in fact believes it feasible or perceives its utility.

(d) Consultation may be deferred, notwithstanding it being presumptively obligatory under paragraphs (a) or (b), where and only to the extent that, for concrete and specific reasons, the need for confidentiality is reasonably believed clearly and strongly to counsel against it; *provided*, that in such event the procedures specified in Section IV (B) shall be followed.

(e) Because a specific matter may, as noted, cycle through the process of decision making more than once—perhaps beginning, for example, as a developmental decision, but then returning to an earlier step in the sequence described above as an intermediate or operational decision—the scope of consultation required in the succeeding stage may take account of what has been done previously.

V. Identifying the Participants in Consultation

One need not decide on an optimal scope and timing of consultation without having in mind the persons or bodies with which consultation is to be carried on. This is partly true for normative reasons: A specific requirement of consultation may be appropriate with one consultee in mind, but not another. Beyond that, it is unrealistic to expect the administration to take the entire laboring oar in identifying consultation partners in each new situation. By specifying guidelines for participation, we hope to facilitate a system of shared responsibility between administration and consulting partners.

(A) One forum for consultation is the *University Council* through its *Officers and Standing and ad hoc Committees*. Initially formed to facilitate faculty participation in governance, the Council for many years has had membership from every constituency (other than the political communities, West Philadelphia and the City); indeed, the "open forum" practice enables it to hear directly the concerns of those not members of the body. It meets monthly, with the President as its president. As noted in Section III, senior administrators are to report to Council sessions, and may be

questioned on any topic of concern to the membership. Its deliberations are reported, in summary form, in *Almanac*.

The Council has a mature and flourishing committee structure, similarly broad-based in its representativeness, to which the administration should turn naturally for consultation. Indeed, we believe that the practice should be institutionalized whereby mid-level and to some extent senior administrators meet at stated regular intervals with the chair of the relevant Council committee—at least quarterly, and whether a specific agenda is in contemplation or not. In that connection, we suggest that the Steering Committee consider whether to propose revision of the current committee structure of Council, so that there will be, as there may not be now, readily identifiable committees to whom administrators and others may turn for consultation. (We note, for example, that Council has no committee on administration, as the Senate does).

The several "*independent committees*" listed in the Council by-laws (e.g., the Committee on Open Expression and the Academic Planning and Budget Committee) are a second logical place to which the administration might turn for consultation. In some cases, however, these committees do not include representatives of each constituency, and the administration should take this into account as it decides what group to consult.

The *Committees of the Faculty Senate* represent yet another alternative avenue of consultation. While they have only faculty representation, they can provide advice to the administration on certain strategic concerns prior to the seeking of broader input from the wider community.

While we encourage the use of these committees for consultation when appropriate, we recognize that there will be concerns that will not fit within any existing committees. If ad hoc committees are to be used in such cases, the relevant constituencies should be consulted on their membership.

(B) One of the constraints affecting the willingness of senior administrators to engage in timely and open consultation is a concern over confidentiality of nascent and controversial ideas. We believe that this question need not be viewed in a wholly "either/or" manner: Either the matter will "go public" or it must be kept "in house." A body now exists, which has the potential, in our view, for bringing much-needed flexibility into the process of sharing emergent plans and thoughts.

We have in mind the *three Senate Chairs*. This is a unique group in the University. The Chairs are not only faculty—and as such have a degree of ambiguity in their status, neither administrators nor employees in any traditional sense—they are typically teachers who have been at the University for many years, have served it in several capacities, and have been selected (by a nominating committee itself containing many seasoned colleagues, and broadly representative of the faculty) with the qualities of judgment, fair mindedness, and devotion in mind. Their acceptance of the job of Chair-elect begins a three-year undertaking. If there is any group on campus (not selected by the administration) whose judgment, discretion, and loyalty it can trust, it is this one.

Our proposal is that the practice of semi-monthly meetings between the Senate Chairs and the President not only be codified, but that it be the administration's responsibility, in applying the guidelines proposed in Section IV, to turn to the Chairs in doubtful cases, under a pledge of confidentiality, to advise them of the matter in question, and to seek and take seriously their counsel whether, how and when any consultation, going beyond them, should take place. It would in turn be the responsibility of the Chairs to advise the administration if they believed that the sharing of information should be broadened, for the Chairs should not forget that their role is ambiguous, and that consultation with them is not equivalent to consultation with the faculty, let alone other constituencies. In that connection, one specific responsibility of the Senate Chairs should be to consider whether to suggest to the President that, in light of the specific issue at hand, it would be appropriate, still on a confidential basis, to bring the UA and GAPSA Chairs, the PPSA and A-3 Assembly Chairs, or both groups, into the discussion of a matter.

It would also be the Chairs' responsibility to advise the President, during a regular meeting or outside it, of any concerns abroad regarding a matter that has not been disclosed to them, and to invite the President to consider the question of the timing and manner of consultation.

In all of these cases, there is a certain awkwardness for those consulted, who are after all accountable to their constituencies, to agree to consult with the administration in confidence. But the solution is not for the administration, nor even for the Senate Chairs, to presume more or less

reflexively that the question should not even be broached. Officers representing each of the constituencies in the University community are members of our Committee, and believe that the proposal is feasible.

One safeguard that occurs to us is to specify that, when a constituency representative has been consulted in confidence about a matter not thought by the administration to be ripe for broader disclosure, the representative shall, at an appropriate later date, report the fact of confidential consultation to his or her constituency. In that way, constituency representatives may derive future benefit from the responses post hoc of their constituents to specific applications of the practice.

VI. Additional Responsibilities of Those Consulted

Confidentiality apart, there are several respects in which the consultation process can be improved through the assumption of specific additional responsibilities by those with whom the administration does or might consult.

(A) Students involved or wishing to be involved in campus life are often especially in need of a full orientation to emergent questions. Undergraduates are here in most cases for only four years, and not infrequently come to campus with no knowledge of the history of a matter. Graduate students may span a somewhat longer period, but in both cases student members of committees often come to an issue "cold." Informal methods of orienting members of a committee exist, and are useful, but sole reliance should not be placed on them. We believe that it should be the responsibility of the leadership of student constituencies to take the necessary steps to orient the relevant student committees to the background and origin of a timely question, perhaps inviting faculty or others to play a role in this work. Student leaders need also to monitor the work of student committees, to assure that their membership is active and increasingly informed and sophisticated about important issues. Membership on a student committee is more than a resume enhancement; it is an exercise in citizenship, and entails obligations accordingly, but members sometimes need the guidance and attention of more seasoned colleagues to enable them to carry out their responsibilities.

(B) When a person, group of people, or committee or other body is consulted by the administration on a matter, it is natural for the administration to presume that by that act it has to that extent met any need for consultation. The person or body consulted "represents" the constituency. While we believe that the administration should not take refuge in a narrowly legalistic application of this idea, our proposal is that primary responsibility should be lodged with those consulted to consider whether that act suffices as consultation with the constituency itself. It too should not seek refuge in legalisms. Whether the body is the three Chairs, the Senate Executive Committee, a Council Committee, staff- or student-organization officers, or (to take a recent example) the Faculty Club Executive Board, those consulted should feel obligated to consider on their own motion whether they should share the information, seek administration approval to share it (where the information has been given in

confidence), or suggest that the administration itself share it, with a broader range of the relevant constituencies at an appropriate time and in a sufficiently public fashion.

We note too that, where there is a need for consultation with a committee of Council or the Senate, or with officers of constituency bodies, the need is ordinarily not satisfied by consultation with an administrative committee that contains faculty, staff or student members among it. Those members, of course, serve a useful function, and can provide important consultative input, but they cannot be thought to represent their constituency. We suggest in the preceding paragraph that designation as a representative by a constituency body may not be a sufficient warrant of representativeness in a particular context; it is, however, certainly a necessary condition.

VII. Proposed University Council Resolution

We believe that, in establishing our committee, the Council had in mind, not only the articulation of recommended principles, but their embodiment in a form enabling it to expect that their adoption by the Council, and acceptance by the President, would affect future practices. Accordingly, we here include an implementing recommendation in our proposed resolution.

Resolved, that the University Council:

1. Accepts the Report of the ad hoc Committee on Consultation;
2. Endorses the statement of primary principles governing consultation, as set forth in Section II of the Report;
3. Adopts the recommendations contained in the succeeding sections of the Report; and
4. Suggests that the Senate Executive Committee consider drafting and adopting specific language codifying, so far as feasible, the recommendations contained in the Report, for submission to the administration for adoption.

Respectfully submitted,

University Council Ad Hoc Committee on Consultation

Donna Arthur (career planning & placement, law)

James Bean (mail service)

Bill Conway (College '00)

William Gipson (chaplain)(ex officio)

John J. Heuer (human resources)

John Keene (city & regional planning)

Lynn H. Lees (history)

Howard Lesnick (law)(chair)

Barbara J. Lowery (provost's office)

Matthew Ruben (GAS '99)

Note: *The Committee appreciates the high level of professionalism with which our work was aided by the staff support of Ms. Robin Shepard of the Office of the Secretary.*

COUNCIL Agenda of Regular and Special Meeting

**University Council Meeting Wednesday, April 22, 1998, 4 to 5:45 p.m.
and Special Meeting, 5:45 to 6:30 p.m., McClelland Hall, The Quadrangle**

Agenda for University Council Meeting

- I. Approval of the minutes of March 4, 1998, meeting (1 minute)
- II. Status Reports of the President; Interim Provost; and Chairs of Steering Committee; Graduate and Professional Student Assembly; Undergraduate Assembly; Penn Professional Staff Assembly; A-3 Assembly (25 minutes)
- III. Year-end committee reports on Recreation & Intercollegiate Athletics; Pluralism; Safety & Security (8 minutes each, including discussion)
- IV. Report of the University Council Ad Hoc Committee on Consultation (30 minutes)
- V. Discussion of University Council's role as proposed in City vending ordinance (15 minutes)
- VI. Preliminary discussion of issues to be discussed next year (10 minutes)
- VII. Shift to *Special Meeting* in response to petition from Council members "to give University Council the opportunity to exercise its deliberative and advisory role in reference to the vending ordinance."

Agenda for Special Meeting

- I. Presentations by three representatives: 5 minutes each
- II. Discussion: 30 minutes
- III. Adjournment by 6:30 p.m.

Correction: In *Almanac's* March 31 coverage of the March 4 Council meeting, a sentence at the end of the passage on procurement projects, which lists "lab supplies \$18 million," should have said that *supplies for the medical school are included in the figure* (and thus in present joint procurement objectives). What the \$18 million does not include is *health system* lab supplies.—Ed.

OPPORTUNITIES at PENN

Where to Find the Job Opportunities—Here and Elsewhere

Listed below are the *new* job opportunities at the University of Pennsylvania.

There are many additional openings for examination at the Job Application Center, Funderburg Information Center, 3401 Walnut Street, (215-898-7284). Hours of operation are Monday through Friday, 9 a.m.-1 p.m. New openings are also posted at the following locations: Blockley Hall, The Wharton School and the Dental School.

Full descriptions of job opportunities are on the Human Resource Services website: www.upenn.edu/hr/. Where the qualifications

are described in terms of formal education or training, prior experience in the same field may be substituted. Current employees needing access to the web may go to the Computer Resource Center at 3732 Locust Walk with your PENNCARD to obtain a list of computer labs on campus available for your use.

In addition, almost every public library in the Delaware Valley now provides web access.

Please note: *Faculty positions and positions at the Hospital and Health Systems are not included in these listings.* For Hospital and Health System openings, contact 662-2999.

New Jobs for the week of April 6-10, 1998

SCHOOL OF ARTS & SCIENCES

ADMINISTRATIVE ASSISTANT A (040518SH) GRADE: 23; 4-6-98 Research Services

ASSISTANT DEAN FOR ACADEMIC ADVISING (040519AM) GRADE: 27; 4-9-98 College Office

GARDENER (030501SH) GRADE: UNION; 4-6-98 Physical Plant

OFFICE ADMINISTRATIVE ASSISTANT A/B (121993AM) GRADE: 23/24; 4-6-98 Biology

PROGRAMMER ANALYST (040529AM) GRADE: B; 4-10-98 Linguistic Data Consortium

RESEARCH SPECIALIST A/B (040528AM) GRADE: 24/25; 4-10-98 Biology

ENGINEERING/APPLIED SCIENCE

COORDINATOR A (040514DL) GRADE: 25; 4-8-98 Institute for Research in Cognitive Science

EXECUTIVE VICE PRESIDENT

IT STAFFING & RECRUITMENT CONSULTANT (040542AB) application deadline 4-17-98. GRADE: 26; 4-10-98 Human Resources - Employment

UNIVERSITY POLICE (040538SH) GRADE/RANGE: UNION; 4-10-98 Division of Public Safety

GRAD SCHOOL OF EDUCATION

ADMINISTRATIVE ASSISTANT A (101584AM) GRADE: 23; 4-7-98 SYTE

ASSOCIATE DIRECTOR C (030499AM) GRADE: 27; 4-8-98 International Programs

COORDINATOR B (030500AM) GRADE: 26; 4-8-98 International Programs

MEDICAL SCHOOL

ADMINISTRATIVE ASSISTANT B (040511AM) GRADE: 24; 4-6-98 Institute for Environmental Medicine

ADMINISTRATIVE ASSISTANT B (40 HRS) (040512AM) GRADE: 24; 4-6-98 Endocrine Section

ADMINISTRATIVE ASSISTANT B, PART-TIME (21 HRS) (040507AM) GRADE: 24; 4-6-98 Institute for Environmental Medicine

ADMINISTRATIVE & FINANCIAL OFFICER (0304-88AM) GRADE: 29; 4-6-98 Microbiology

EXECUTIVE SECRETARY (37.5 HRS) (030392AM) GRADE: 25; 4-6-98 Psychiatry

IT SUPPORT SPECIALIST (040508AM) GRADE: A; 4-9-98 Family Medicine

MANAGER RESEARCH PROJECT A (030486AM) GRADE: 27; 4-6-98 CCEB

MANAGER RESEARCH PROJECT B (030487AM) GRADE: 28; 4-6-98 CCEB

RESEARCH COORDINATOR SR (040509LW) GRADE: 26; 4-9-98 General Medicine

RESEARCH LAB TECH C (040505LW) GRADE: 23; 4-6-98 Microbiology

RESEARCH LAB TECH C (020269LW) GRADE: 23;

RESEARCH SPECIALIST B (040506LW) GRADE: 25;

4-6-98 Surgery

RESEARCH SPECIALIST C (030493LW) GRADE: 26;

4-6-98 Physiology

TECH PSYCHOLOGY (40 HRS) (040520LW) GRADE:

23; 4-10-98 Psychiatry

TECH PSYCHOLOGY (40 HRS) (040525LW) GRADE:

23; 4-10-98 Psychiatry/Addictions

NURSING

ADMINISTRATIVE ASSISTANT B (40 HRS) (040515SH) GRADE: 24; 4-7-98 Nursing

COORDINATOR A (040516SH) GRADE: 25; 4-9-98 Nursing

PRESIDENT

ADMINISTRATIVE ASSISTANT A (040527LW) GRADE: 23; 4-10-98 Development & Alumni Relations

PROVOST

IT SUPPORT SPECIALIST (030485) GRADE: A; 4-6-98 ULAR

PROGRAMMER ANALYST SR (020237SH) GRADE: D; 4-9-98 ULAR

RECEPTIONIST B (040535SH) GRADE: 22; 4-9-98 Undergraduate Admissions

VETERINARY SCHOOL

FINANCIAL COORDINATOR (040534LW) GRADE: 25; 4-10-98 Small Animal Hospital

LAB SERVICES ASSISTANT A, PART-TIME (20 HRS) (030472LW) GRADE: 21; RANGE: \$7.07-8.68; 4-6-98 Clinical Studies

RESEARCH LAB TECH B (040533LW) GRADE: 22; 4-10-98 Pathobiology

SECRETARY TECH MED (40 HRS) (030475LW) GRADE: 23; 4-6-98 Clinical Studies

TECH CLINICAL A, PART-TIME (21 HRS) (040530LW) GRADE: 23; 4-10-98; Clinical Studies-Philadelphia

Penn's Salary Structure (Effective 4/1/98)

Grade	Minimum	Top of First Third	Top of Second Third	Maximum
32	81,200	104,207	127,214	150,220
31	66,025	84,738	103,453	122,165
30	56,700	71,833	86,968	102,100
29	48,650	61,617	74,584	87,550
28	39,700	50,292	60,884	71,475
27	34,100	42,625	51,150	59,675
26	28,600	35,750	42,900	50,050
25	24,000	30,000	36,000	42,000
24	20,400	25,167	29,934	34,700
23	17,900	22,075	26,251	30,425
22	16,000	19,467	22,935	26,400
21	14,025	17,067	20,110	23,150

Note: Non-exempt (weekly-paid) staff members' hourly rates can be determined by dividing the annual salary in the above scale by 1820 (example: \$20,400 divided by 1820 = \$11.209 hourly). Next, to calculate the annual salary for varying work schedules, follow the formula below:

Annual Salary Calculation Example

40-hour schedule	2080 x hourly rate	(2080 x 11.209 = 23,315)
37.5-hour schedule	1950 x hourly rate	(1950 x 11.209 = 21,858)
35-hour schedule	1820 x hourly rate	(1820 x 11.209 = 20,400)

Penn's Information Technology Broadband Salary Structure

Band	Minimum	Top of First Third	Top of Second Third	Maximum
H	81,200	104,207	127,214	150,220
G	66,025	94,090	122,155	150,220
F	56,700	80,205	103,710	127,214
E	48,650	73,155	97,660	122,165
D	39,700	60,500	81,300	102,100
C	34,100	51,917	69,734	87,550
B	28,600	42,892	57,184	71,475
A	24,000	35,892	47,784	59,675

The Information Technology (IT) broadband salary structure has been developed in order to respond to current market pressures and will be monitored carefully. The Compensation Office will regularly measure the external market value for comparable jobs and adjust the salary structure accordingly.

Update

APRIL AT PENN

CONFERENCE

18 *Ancient Worlds: Structures of Inquiry*; Center for Ancient Studies' inaugural symposium; case studies of various ancient cultures followed by panel discussion; 10 a.m.-5 p.m.; Rainey Auditorium, University Museum; for full schedule and more info visit www.sas.upenn.edu/ancstud (Center for Ancient Studies).

SPECIAL EVENT

20 *Dance Celebration 15th Anniversary Gala: Building Philadelphia Through Culture*; champagne reception, silent auction, performances, dinner by La Pantiere Caterers and music by Brazilian party band MINAS; 5:30-10:30 p.m.; Zellerbach Theatre, Annenberg Center; tickets (\$50, \$125 or \$175) at Annenberg Center Box Office, 898-6791. For more info call 636-9000, ext. 102 or 110 (Dance Celebration; NextMove Festival).

TALKS

16 *Meditational Performance, Traditionalization, and the Authorization of Discourse*;



Richard Bauman, Indiana University; 4:30-6:30 p.m.; 3rd floor, History Lounge, 3401 Walnut; for a copy of Dr. Bauman's paper, e-mail ethno@ccat.sas.upenn.edu (SAS; Folklore & Folklife; Ethnohistory Program).

22 *Byzantine Hieratic Art Versus Renaissance Representational Art*; Paul Watson, art history;

7:30 p.m.; Tea Room, Faculty Club (Orthodox Christian Fellowship).

Deadlines: The deadline for the May at Penn calendar is *April 14*. The deadline for the Summer at Penn calendar is *May 12*. The deadline for the weekly update is the Monday preceding the week of publication.

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 **March 30, 1998 through April 5, 1998**. Also reported were **Crimes Against Property: 30 total thefts & attempts (including 8 thefts from auto, 6 incidents of criminal mischief & vandalism, 3 thefts of bicycles or parts, 3 incidents of burglaries & attempts, 3 thefts of auto & attempts, and 1 incident of trespassing & loitering)**. Full crime reports are in this issue of *Almanac* on the Web (www.upenn.edu/almanac/v44/n29/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 **March 30, 1998 through April 5, 1998**. The University Police actively patrols from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Aggravated Assaults—1; Simple Assaults—2

03/30/98	7:59 PM	University Hospital	Vehicle involved in shooting found
03/31/98	11:12 AM	38th & Walnut	Complainant assaulted by spouse
04/03/98	12:52 PM	Leidy Lab	Complainant assaulted by known person

38th to 41st/Market to Baltimore: Robberies (& Attempts)—4; Simple Assaults—1; Threats & Harassment—1

03/31/98	11:00 PM	4015 Baltimore	Complainant robbed by unknown suspect
04/02/98	5:25 PM	Low Rise North	Complainant reports being harassed
04/03/98	4:06 AM	106 S. 38th St.	Complainant robbed of prescription
04/03/98	10:22 AM	40th & Chestnut	Complainant struck in face/taken to HUP
04/04/98	10:42 PM	4040 Spruce St.	Complainant robbed/Arrest
04/04/98	10:49 PM	4018 Pine St.	Complainant robbed/Arrest

41st to 43rd/Market to Baltimore: Robberies (& Attempts)—2
Threats & Harassment—1

03/30/98	12:18 AM	42nd & Walnut	Complainant reports being harassed
03/30/98	2:26 AM	43rd & Spruce	Complainant/s robbed by suspects in vehicle
03/30/98	2:32 AM	43rd & Spruce	Complainant/s robbed by suspects in vehicle

Outside 30th to 43rd/Market to Baltimore: Robberies (& Attempts)—1; Threats & Harassment—1

04/02/98	6:33 AM	42nd & Brown	Radio and wallet taken from complainant
04/02/98	8:35 AM	1801 Buttonwood St.	Harassing calls received

Crimes Against Society

34th to 38th/Market to Civic Center: Alcohol & Drug Offenses—1

03/30/98	7:48 AM	38th & Walnut	Suspect arrested for drugs after vehicle accident
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18th District Crimes Against Persons

4 Incidents and 2 Arrests were reported between **March 30, 1998 and April 5, 1998**, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

03/30/98	2:05 AM	4600 Market	Robbery
04/01/98	12:36 AM	3908 Spruce	Robbery/Arrest
04/02/98	6:15 PM	5100 Market	Robbery
04/04/98	12:33 AM	4000 Walnut	Robbery/Arrest

Flamenco: April 18

Blending flamenco's Arabic roots and guitar with a more contemporary sound, *Amanecer flamenco* *progressivo* stretches the boundaries of traditional flamenco with innovative instrumentation and improvisation. The group is led by Pedro Cortes, a Spanish Gypsy, and features a Russian classical violinist and a guitarist with roots in jazz and rock. The 8 p.m. show is at I-House's Folklife Center. Tickets: \$14-\$16. Info: 895-6588.

Classified

POSITION AVAILABLE

Research Lab Technician, starting May or June 1998. Salary Range: \$20,000-\$23,000 plus benefits. Applicants with lab experience in biochemistry and/or molecular biology preferred. We use molecular biological tools to study hematopoiesis and its disorders. Please send CV to: Gerd Blobel, M.D., Ph.D., Abramson Research Center, #316A, Children's Hospital of Philadelphia; 324 S. 34th Street, Phila., PA 19104.

To place classifieds: (215) 898-5274.



Almanac

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