

UNIVERSITY of PENNSYLVANIA *Almanac*

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Interim Vice President for Business Services Marie Witt

Marie D. Witt, associate vice president for business services since July 1997, has been named Interim Vice President for Business Services, Executive Vice President John Fry announced last week. Ms. Witt will fill the position left vacant by the recent death of Steven D. Murray, who had served as Vice President for Business Services since 1992.

A search for a permanent replacement will begin soon, Mr. Fry said.

"We are fortunate to have someone with Marie's breadth of service and commitment to the University to step in at this difficult time," Mr. Fry said. "Marie worked closely with Steve over the years on numerous key projects, and I have no doubt that the Division of Business Services is in good hands under her direction." Among the special projects she has handled are the campus food services study, planning for the new Bookstore, and the Faculty Club/Inn at Penn proposals.

Ms. Witt took her B.A. from Penn in 1981 with an individualized major in human resources and organizational psychology. She joined the staff that year as a personnel specialist in Human Resources, moving to Business Services in 1985 as a communications analyst for Telecommunications. Six years later she was named director of support services for the unit, providing support to the Penn's Children Center, Class of 1923 Ice Rink, PennTrex, and Computer Connection, as well as for human resources and marketing within Business Services.

From 1996-97, she served as chair of the Penn Professional Staff Assembly, and was a member of the Benefits Redesign Committee.

Note on a Memorial: Preparations are being made for a campus memorial service for Steve Murray. If the date set is prior to the publication of the next *Almanac*, information will be posted on the web at www.upenn.edu/almanac/. Posted there now is a note on the family's establishment of a foundation in his name.

Distributed Learning in Action: 'Wharton Direct'

The University of Pennsylvania and Caliber Learning Network, Inc., Baltimore, Md., have entered into an agreement that will offer a series of interactive business courses through the Aresty Institute of Executive Education at the Wharton School, according to Interim Provost Michael L. Wachter.

"Wharton Direct" will be delivered through Caliber Learning Network centers throughout the country, he said, representing the first time that a major business school has combined the effective elements of live classroom experience with the most advanced on-line and satellite learning technologies to create a highly-interactive, networked "classroom" that spans the country. The courses will incorporate real-time interaction between Wharton professors and students, as well as between students

in different locations, through the use of integrated satellite, video conferencing and PC networking.

The first group of programs offered will be the "Working Knowledge Series," a collection of applied foundational courses that will provide mid-level managers and technical professionals with concrete business tools needed to increase their effectiveness at work. The courses, which will begin in September 1998, will integrate the essentials of strategy, finance and marketing needed to develop an internal business plan as well as target other essential business skills such as analyzing financial statements, forecasting and understanding the drivers of competitive advantage.

Courses will combine live satellite instruction with team-based activities and on-line interaction, as well as customized courseware and network applications to provide a rich, learner-centered environment. Typically, courses will be held in three-hour sessions, once-a-week, for five to eight weeks. Students will be able to access the learning network between sessions to conduct research, complete projects and confer with both their peers and the faculty.

"Wharton Direct" was developed for organizations and individuals who face increasing de-

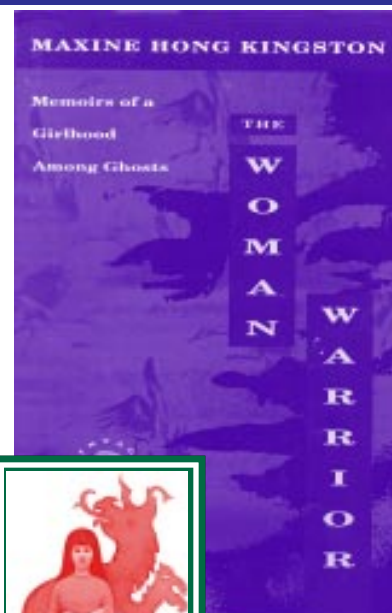
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Vending Ordinance Passed

Philadelphia City Council passed unanimously on Thursday, April 23, an ordinance to regulate street and sidewalk vending in University City. The new law bans vending in certain locations starting 90 days from its passage, and requires the elimination of electrical generators after one year. Details will appear next week.



*Lasting Impact:
Today's cover
(above) of the
Maxine Hong
Kingston prize-
winner and a
detail (left)
from the 1977
edition*

Penn Reading Project:

'A Woman Warrior'

The Penn Reading Project selection for this fall will be Maxine Hong Kingston's *The Woman Warrior* (subtitled "Memoirs of a Girlhood Among Ghosts"), which won the National Book Critics Circle Award for the best book of nonfiction in 1976.

Over the summer, the paperback will be mailed to more than 2000 entering freshmen, and some 200 faculty volunteers will prepare to lead small discussion groups in the fall before the start of classes.

"*The Woman Warrior* is a memoir constructed as a series of essays," said David Fox, associate director of Academic Programs and Residence Life.

With *The Woman Warrior*, the Penn Reading Project enters its eighth year of starting new students' college lives with a common experience. The selection of a prize-winning work by a leading woman writer/scholar also honors the 25th anniversary of the Penn Women's Studies Program, Mr. Fox said. Maxine Hong Kingston now teaches writing as a lecturer in English at UC Berkeley).

The book was chosen by a committee led by Dr. Al Filreis of Van Pelt House,
(continued on page 3)

Salary Guidelines for 1998-99

The principle guiding our salary planning for fiscal year 1999 is to pay faculty and staff competitively, in relationship to the markets for their positions and prevailing economic conditions, including an inflation rate below two percent. Salary increases should acknowledge the valuable contributions of faculty and staff to the University, and should help Penn remain a strong and financially viable institution. With this in mind, the following guidelines are recommended.

Faculty Increase Guidelines

Although individual faculty decisions are made at the school level, with Deans issuing to Department Chairs their own guidelines regarding available resources, certain standards have been established to which we ask all Deans to adhere:

- The minimum academic salary for new assistant professors will be \$40,000.
- Salary increases to continuing faculty are to be based on general merit, including recognition of outstanding teaching, scholarship, research, and service. As in previous years, there will be no minimum base increment for continuing faculty.
- The pool for merit increases for faculty shall not exceed 3.5 percent. In cases where schools wish to make faculty members' salaries more competitive to meet market standards, Deans may supplement the pool, but this supplement must not exceed 0.5 percent without prior approval of the Provost. Salary increases for merit should range from 1.0 to 6.0 percent. Recommendations to provide an increase lower than 1 percent for non-meritorious performance or more than 6 percent for extraordinary performance should be made in consultation with the Provost. We also ask that Deans pay particular attention to any faculty who meet standards of merit but whose salaries for various reasons may have lagged over the years.

The Provost will review the Deans' faculty salary recommendations prior to their release to insure that raises on average reflect market conditions in each discipline.

Staff Increase Guidelines

The University recently completed the Classification Redesign Project, implementing the project's recommendations on April 1, 1998. The salary structure has been realigned to reflect the competitive labor market in which the University competes for its staff. All departments have received the results of the classification study and copies of the new salary structure.

The following guidelines should be followed when making staff salary increase decisions for the next fiscal year:

- Monthly, weekly and hourly staff members (excluding bargaining units) are eligible for increases if they are in a full-time or part-time regular status, are not student workers, and were employed by the University on or before February 28, 1998. Due to revenue constraints, Schools and Responsibility Centers may find it necessary to generate funds for staff salary increases through administrative restructuring, managing staff vacancies and other cost-saving initiatives. Success in these initiatives will enhance a School or Center's flexibility in awarding competitive salary increases for high performance.
- Performance is the primary basis for all staff salary increases. Salary increases should support and confirm the feedback provided through the performance appraisal process. Other factors, including budget availability and internal equity, will also need to be considered in determining salary increases. Given all of these considerations, increases for solid performance may vary but should fall generally in the 1.0 to 3.0 percent range. Salary increases should not exceed 3.0 percent unless performance is exceptional; where performance substantially exceeds expectations salary increases may be awarded up to 6.0 percent. Where performance does not meet expectations, no increase will be awarded.

Salary decisions are among the most important that we make. We believe this year's salary guidelines will reward staff for their contributions to the overall accomplishment of the University's mission while helping it to remain a strong and financially viable institution.

Judith Rodin Michael Wachter John Fry
President Interim Provost Executive Vice President

GSE Teaching Award: Dr. McCaffree



Dr. Konstance McCaffree

The 1998 recipient of the Graduate School of Education's Excellence in Teaching Award is Dr. Konstance McCaffree, a lecturer in the Human Sexuality Education Program at GSE since 1985. The award will be presented at the school commencement ceremony on May 18.

The Graduate School of Education singles out for this award those who have "a strong commitment to teaching and learning," who demonstrates an interest and enthusiasm for both the course material and for the students, and who is intellectually challenging and stimulating. In addition to a cash award, the name of each winner is added to the Outstanding Teaching Award plaque in the entrance to GSE's building.

Dr. McCaffree is an alumna of the University of Wisconsin who took her M.S. at SUNY College at Cortland, and her Ph.D. at NYU in health education, specializing in human sexuality. She is a certified sexuality educator. Students who recommended her for this award said, among other things: "Her intellectual prowess, vast educational experience, creativity, energy, guidance and openness has made her one of the best instructors I have ever encountered in my 22 years as a student" ... "She challenges us to think critically and intellectually and proves a medium by which we may develop professionally and personally" ... "She will definitely be one of the teachers that I will remember for years to come. There has been little I have done that has not reflected and modeled the ultimate of this most excellent instructor" ... "She is always challenging, creative, and enlightening, with a complementary flair for support and flexibility" ... "She has not only taught me how to teach, but how to learn" and, "When I think of Konnie McCaffree, I know she is why I want to be an educator."

More Teaching Awards: The Wharton School, pp. 6-7

'Wharton Direct' from page 1

mands for high-quality business knowledge, but cannot afford the time and travel associated with traditional campus-based programs, according to Wharton's Vice Dean for Executive Education and External Affairs Robert E. Mittelstaedt. Students will be able to participate in the Wharton executive development program and benefit from exposure to the ideas and experiences of their peers around the country, without leaving their own areas.

"Collaborating with Caliber allows us to reach high-potential managers who do not have access to Wharton's on-campus offerings," said Vice Dean Mittelstaedt. "The courses will combine the best features of traditional education with the advantages of technological innovations."

A digital satellite network will deliver live Wharton instruction to participants in Caliber centers across the country. Room-based video conferencing systems will support real-time dialogue between Wharton faculty in Philadelphia and remote individual students, and a wide area PC network will distribute coursework to the desktop while connecting students to instructors and other students via e-mail approach facilitated by advanced audio, video and computer technology. Students will be able to speak and interact with Wharton faculty in Philadelphia by clicking a button on their multi-media workstations; a videoconferencing camera will focus on the student for face-to-face dialogue.

"Wharton Direct" is the first initiative announced since the completion of the report on distributed learning (*Almanac* April 21) that established policy and procedure for such ventures. Previous distance learning initiatives at Penn have included courses, seminars and programs that range from an advanced Latin course on the philosopher Augustine, in which more than 300 students and scholars around the world participated, to a 16-month master's program in nursing that leads to a certificate in nurse midwifery, offered by the School of Nursing to practitioners throughout Pennsylvania and using videoconferencing.

Faculty members in SEAS and the Dental School have also been involved in innovative uses of computer technology to deliver coursework to students and alumni, and Vice Provost James J. O'Donnell and Dr. Alan Filreis of English are engaged this spring in a non-credit e-mail course with 32 students who were accepted through the Early Decision process and have enrolled as members of the class of 2002. The course has enrolled students from as far away as Pakistan and Malaysia.

The Woman Warrior *from page 1*

with Professors James O'Donnell (Hill), Jan van der Spiegel (Ware), Jorge Santiago-Aviles (King's Court/English), Philip Nichols (Stouffer) as House members; Professors Julie Fairman of Nursing and Carol Deutsch of Medicine; students Nicole Baker and Jasmine Park; and staff members Dr. Kent Peterman of The College and Dr. Chris Dennis of Academic Programs in Residence Life.

Faculty who wish to volunteer for discussion groups can obtain the book and details of participation by calling Mr. Fox at 573-5636 or e-mailing him at dfox@sas.upenn.edu.

Council: Financial Aid, Gimbel and Other Topics

At Council on Wednesday, President Judith Rodin announced that to "ratchet up" the endowment of financial aid, the trustees plan to raise \$15 million among themselves over and above Penn's \$200 million fund-raising effort already in place.

She also announced that the first two floors of Gimbel Gym will be renovated over the summer, to create a top-of-the-line fitness center for students, faculty and staff on the first floor, and an enhanced weight room on the second. The \$1.2 million project is a short-term response to needs expressed by the UA and the Council Committee on Recreation and Intercollegiate Athletics, she said; the full follow-up to the Brailsford & Dunlavey report would run to \$100 million. She also described a new initiative for University City, to be called UC Green, in which Penn's Landscape Architecture and Planning unit will be involved along with others in the enhancement of parks and green spaces in the area.

A moment of silence was observed for three members of the University who died recently, GSFA's Vice Dean Susan Coslett, Professor Marvin Wolfgang and Vice President Steven D. Murray.

Distributed Learning: Interim Provost Michael Wachter summarized the Provost's Committee Report (*Almanac* April 21) and the steps recommended, which call for the creation of a venture fund for start-up of new programs, and specify academic oversight by the schools and Provost's Office. In response to query on the role of the Executive Vice President in new educational ventures, he noted that the monitoring done by the Executive Vice President will be limited to business aspects.

To Be Continued: Topics raised after reports on Consultation (*Almanac* April 14), Pluralism, Safety and Recreation (*April 21*) along with discussion in the special meeting on vending, will appear next week.

Death of Dr. Pollak, Sociologist of Aging

Dr. Otto Pollak, an emeritus professor of sociology known for his work on aging, died on April 18 at the age of 89.

Dr. Pollak, who left an established career in the law in Austria before the Nazi takeover in 1938, moved to the academic world when he came to America and enrolled at Bryn Mawr, where he received an M.S. in 1940. He joined Penn in 1942 and after interruption for government service in World War II he completed his Ph.D. here in 1947 and became assistant professor that year. He was promoted to associate professor in 1952 and to full professor in 1957. Teaching and writing on social adjustment and aging, he published more than 80 articles before he became an emeritus professor in 1978, and continued to teach into his retirement years.

Dr. Pollak is survived by his wife of 60 years, Trudi Pollak.

Faculty Club: Nominations to Board of Governors

Nominated for the four openings on the Faculty Club's Board of Governors are the following six members of the faculty and staff:

Dr. Elijah Anderson, Charles & William Day Professor of Social Science
Dr. Peter Freyd, professor of mathematics
Dr. Elsa Ramsden, associate professor emeritus of physical therapy
Ms. Patricia Rose, director of Career Planning and Placement
Dr. Edward Shils, G.W. Taylor Professor Emeritus of Entrepreneurial Studies
Dr. Albert Stunkard, professor emeritus of psychiatry

Nominating by Petition: Within two weeks of the posting, Nominating Petitions may be submitted to the Board Secretary (Chair of the Nominating Committee) on behalf of other individuals who are Regular Members. Each petition must be signed by at least five Regular Members and be accompanied by a written statement from the nominee indicating willingness to serve. These names shall be added to the posted list.

Nominations close *April 28*. Mail ballots will be sent out by May 1, for return by May 8. Results will be announced at the annual meeting on Thursday, *May 14, 1998*.



Do You Like To Sing?

Would you like to be a part of the impressive Penn Commencement Exercises on May 18th? Come join the Commencement Chorus. No audition is necessary—just a singing voice and real enthusiasm. Seniors are particularly welcome. (It's the best way you can be seen in that mob by your family.) There is one rehearsal to learn the music: Saturday, May 16, at 4:30 p.m. in the Annenberg Center. Then a rehearsal with the famous Allentown Band on Monday, May 18, at 8:30 a.m. on Franklin Field. Performance: 10 a.m.; ceremony will be over at noon. Please contact me at 898-4533.

— Bruce Montgomery, Glee Club Director

SENATE From the Senate Office

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Senate Chair Vivian Seltzer or Executive Assistant Carolyn Burdon, Box 12 College Hall/6303, 898-6943 or burdon@pobox.upenn.edu.

Actions Taken by the Senate Executive Committee Wednesday, April 21, 1998

A special meeting was called to discuss the following:

1. Senate Committee on Academic Freedom and Responsibility Chair Larry Gross noted that while SCAFR does not report to the Senate Executive Committee it is appropriate to apprise SEC of work of the committee. He reported that the committee's activity had been light this year. In the fall semester SCAFR members met with chairs of school committees on academic freedom and responsibility to explicate Procedural Principles for School Committees (*Almanac* February 25, 1997) developed by the 1996-97 SCAFR. Professor Gross stated the meeting was beneficial and recommended that it be an annual occurrence.

In relation to a SEC request to examine matters of post-tenure review from the perspective of academic freedom and responsibility SCAFR requested information from the deans. (*See SCAFR's annual report below.*)

2. Discussion continued on the draft report of the Committee on Students and Educational Policy that incorporated suggested changes made at the last SEC meeting. Following discussion and minor amendments SEC adopted the report (*see pp. 4-5*).

3. Committee on the Economic Status of the Faculty Chair Ed Boe presented various recommendations by the committee for its report. Several were approved by SEC. Discussion on final recommendation was postponed to the May 6, 1998 meeting.

Report of the Senate Committee on Academic Freedom and Responsibility

The Senate Committee on Academic Freedom and Responsibility (SCAFR) did not have any cases brought to it this year, although the chair did consult with members of the faculty and school committees on academic freedom and responsibility (CAFRs) on procedural matters relating to academic freedom concerns. SCAFR distributed to the school CAFRs the statement of Procedural Principles for School Committees (*Almanac* February 25, 1997) that was developed by the committee and approved by the Senate Executive Committee in April, 1997. Following the distribution of the statement, SCAFR held a meeting for members of the school CAFRs to discuss the procedural principles. The committee recommends that this practice be continued in future years.

At the request of SEC and at its own initiative, responding to concerns expressed by several members of the faculty, SCAFR undertook to ascertain what formal procedures for post-tenure review currently exist, or are being contemplated, by the various schools of the University. SCAFR undertook to consider whether any of these procedures might constitute grounds for concern, such as possible infringement on academic freedom. In February SCAFR wrote to each of the deans, requesting information on procedures currently employed, or contemplated, and we have now received replies from all but two of the schools. These materials will be examined and considered by next year's SCAFR.

— Larry Gross, Chair

Report of the Faculty Senate Committee on Students and Educational Policy

April 21, 1998

The charge to the Faculty Senate Committee on Students and Educational Policy was forward-looking: we were asked to examine the fit of “educational policy to current and foreseeable realities” brought about by fiscal and technological “pressures” that require “educational adjustment” in the highly competitive environment that faces us as an institution. We were asked to consider three sources of pressure: funding and pricing in a competitive environment, the distinction between “teaching” and “research” universities, and the arrival of information technology.

We divided ourselves into three subcommittees to examine topics in the three areas of our charge. The summary of specific findings is followed by some overall conclusions and recommendations based on our charge.

1. Subcommittee on Education Practices in a Research University

The subcommittee was charged with examining the growth of non-traditional instructional programs in the University and the role of the faculty in the development, governance and teaching of such programs. The subcommittee examined the implications of the new College House System, and the status of non-traditional degree and certificate programs.

The subcommittee found that considerable thought had been given to the educational aspect of the houses and that appropriate structures for faculty governance of house-based courses were being evolved, in full conformity with the traditional practices of schools and departments. There is every reason to believe that courses offered in the houses will be subject to at least as much review by standing faculty as other courses. While issues about priority of access to such courses, competition for resources with other departmental courses, and the like, may arise and need to be resolved, the current requirements for review assure that the standing faculty will be fully involved in the resolution of such issues.

The subcommittee also examined non-traditional degree and certificate programs, including some initiated quite recently. These programs have originated because of faculty interest, are governed by committees comprised largely of standing faculty, and are largely taught by members of the standing faculty. There are safeguards in place to ensure that faculty participation in such programs does not come at an inappropriate cost to primary faculty objectives of research and teaching in traditional degree programs. The subcommittee urges that present models be followed as new programs develop.

2. Subcommittee on Educational Perspectives on Information Technology

The subcommittee sought to find out what was actually happening about installing education-related information technology infrastructure on campus, and whether faculty were being involved.

There was much to applaud in the current instructional adjustments to the impact of information technology: in particular, major efforts to provide a comprehensive electronic infrastructure that effectively supports our educational mission, and to make its presence known to both faculty and students. The infrastructure is well-maintained and growing. A great deal of information about it is available through well-designed web pages that disseminate accurate, timely, and important information. Administrative support for faculty involvement is available and helpful. We have found partnerships involving administration and faculty in place and functioning well, as for example the Classroom Committee, residential support for assisting undergraduates with new technologies, and active outreach to faculty from library staff. However, the current process for reaching out to the faculty as a whole to inform them of possibilities and invite participation leaves gaps that need to be filled.

3. Subcommittee on Education Management and Reward

The subcommittee undertook to address the question of who is teaching our students. A number of faculty from several schools were polled informally about the involvement of non-standing faculty in teaching. The results informally compiled suggest the need for further systematic inquiry. This is not a simple task, because there are so many classifications of non-standing faculty with major teaching responsibilities—including but not limited to categories such as adjunct faculty, graduate-student lecturers, and practice professors—and so many reasons for engaging their services.

The problem of teaching by non-standing faculty is difficult to monitor under our current practices. The subcommittee found enough grounds for concern to recommend further study.

General Conclusions

While we were alert and sensitive to the possibility of abuses of customary academic roles, we did not encounter anything that we could tie to pressures of the competitive marketplace or technological challenge.

We do not believe the mix of roles and interests entailed by the concept of a “research university” is clearly understood. We believe faculty must have their voice in the evolution of this concept through the mechanism of the Faculty Senate.

It is useful to offer some illustrative examples of the kinds of pressures that suggest a need to assure the means by which faculty input is secured for the planning process. Our charge asked us to focus on “pressures”, not necessarily specific incidents of policy abuse.

Illustrative Example 1

The magnitude of the College House undertaking is such that it might, as a consequence of success, influence the balance between standing and non-standing faculty involvement in instruction. This undertaking provides a clear-cut case where reasonable, even excellent institutional decisions (stemming from adoption of the College House programs) may, in the process of implementation, tend to drive rather than follow important policy matters. College House teaching is unquestionably an attractive opportunity; at the present time, the number of courses is limited and well within the faculty’s capacity to meet them. Over time, however, a proliferation of specially designed courses, combined with the need to cover general topics in ways slanted towards house interests and members’ privilege, might suggest the need to secure instruction from other than standing faculty as a practical means of satisfying the intellectual demand we hope the house system will stimulate.

Illustrative Example 2

In the changing educational marketplace non-degree programs may develop into important and profitable instructional vehicles. We have a general concern that sufficient safeguards may not presently exist to guarantee that faculty have a decisive voice in every educational enterprise the University undertakes, as they do now in recommending regular degree candidates for graduation, and for establishing their own curricula. Non-degree programs that represent an educational alternative to the regular degree tracks should involve faculty at all levels of policy formulation, and accountability for educational programs should remain, undiminished, with the faculties of the schools.

Illustrative Example 3

Adjustment to the impact of new technologies is a third area where we find a pressure that needs greater faculty response. We find that at present

there is far more concern with establishing the informational resources than with anticipating and actively managing their educational impact. While this is readily understandable, our present balance may not be advantageous. Because a one-size-fits-all approach to the new technologies is neither desirable nor efficient, means must be found to bring faculty and technologists together to develop the variety of models needed. New policy questions will arise as the new technologies become commonplace: for example, are faculty in any way obligated to use them?

Implications for Proactive Response

These three illustrative examples, and the broader issues they represent, are matters to approach with caution but not alarm. The traditional mechanisms for ensuring faculty oversight of educational policy are currently honored and are working well for traditional educational adjustments. However, the Faculty Senate, with its dedication to academic perspectives and its cross-school purview, appears to be an underutilized source of information and advice for managing the growth and change brought about by the contemporary pressures we have considered. It is to the advantage of the University that an independent faculty voice be present at all stages of response to these pressures in order to ensure that faculty expertise and faculty values are represented in the solutions that are adopted.

Recommendation 1: That a mechanism be established through which Faculty Senate committees could, at the discretion of the chair and the committee itself, respond in a timely manner to requests for consultation and for faculty perspective.

We also recommend a bold step forward that would ensure consideration of the educational impact of all major University initiatives, from inception to adoption. Throughout our long history, Penn's faculty has provided the means by which the Trustees' intentions are interpreted and translated into accredited educational programs and activities. To ensure the continuation of this historically powerful and successful tradition, and to guarantee that Penn's educational goals remain sound, effective, efficient, and consistent with the Trustee's policies, we propose that the University create an Educational Impact Statement to serve as a part of every review process for major expenditures. Our recommendation is intended to ensure that the anticipated educational impact of major capital and/or operating investments and expenditures receives formal consideration by appropriate committees of the Faculty Senate. The Trustees would thus be assured that these impacts have been reviewed jointly by the President, Provost and the faculty from the viewpoint of educational policy.

The Educational Impact Statement would be a matter of public record, prepared by the group initiating the expenditure request. As part of the final review process the Committee on Students and Educational Policy, or in special circumstances another committee designated by the Faculty Senate Chair, would review the Educational Impact Statement and attach a reaction, giving reasons for favorable and unfavorable regard from the faculty committee's standpoint.

Our proposal is not intended to introduce another bureaucratic hurdle into the planning process, but to encourage awareness and reflection about the educational impact of all budgetary initiatives at every stage of the planning process. Planners would be welcome to consult, informally and collegially throughout all stages of the planning process, with the Senate leadership, members of Senate Committee on Students and Educational Policy and any other Senate committees. It is understood that any such consultation would not constrain a committee's final evaluation of an Educational Impact Statement in overall context. The final evaluation would be public and advisory.

Recommendation 2: Institutions of higher education, including the premier research universities, will continue to experience pressure to evolve and change in the years to come. Academic concerns must be at the heart of all response, and faculty must meet their responsibility to play a central part in the process. The Faculty Senate's role is pivotal. We recommend that the Senate Executive Committee appoint an ad hoc

committee to develop guidelines for an Educational Impact Statement, to become an integral part of every proposal for important initiatives. We believe this faculty initiative will contribute to goals that have been set forth in the *Agenda for Excellence*, and will further new developments. The faculty looks forward to carrying out its advisory role to the President and Provost in support of their initiatives (see suggested sketch—Attachment 1).

Submitted by the Senate Committee on Students and Educational Policy

Stephen N. Dunning (religious studies)
Stephen Gale (regional science)
Paul Guyer (philosophy)
Ann O'Sullivan (nursing)
Holly Pittman (history of art)
Jorge Santiago-Aviles (electrical engineering)
Neil Shubin (biology)
Mark Steedman (computer & info science)
David R. Williams (psychology), Chair
ex officio:
Senate Chair Vivian C. Seltzer (social work)
Senate Chair-elect John C. Keene (city & regional planning)

Subcommittees

Subcommittee on Education Practices in a Research University
Stephen N. Dunning (religious studies)
Paul Guyer (philosophy), Chair
Howard Kunreuther (operations & info management)
Subcommittee on Education Perspectives on Information Technology
Stephen Gale (regional science)
Mark Steedman (computer & info science), Chair
Ann O'Sullivan (nursing)
Subcommittee on Education, Management and Reward
Regina Bendix (folklore & folklife)
Howard Goldfine (microbiology/medicine)
Holly Pittman (history of art)
Jorge Santiago-Aviles (electrical engineering), Chair

Attachment 1: Sketch for an Educational Impact Statement

In order to make knowledgeable judgments, both the Faculty Senate Committee on Students and Educational Policy and the administration must have access to the same relevant information about, in addition to the rationale for, each proposed policy or program. The committee must also be given sufficient time to study the proposal and to engage in thoughtful exploration of its probable impact on the schools and the University as a whole.

An Educational Impact Statement should include the following information:

1. A proposal describing the action or investment under consideration and its purpose.
2. An analysis of the educational programs or activities that may be affected, with adequate information and data to permit the faculty and the administration to make a careful assessment of the educational impact.
3. The relationship of the proposed action or investment to existing educational plans, policies, and controls.
4. The probable impact of the proposal on each affected school and the University as a whole.
5. A review of the potential adverse educational impacts resulting from the proposal.
6. A statement of the relationship between the local short-term effects on educational programs and the maintenance and enhancement of long-term benefits.
7. A statement indicating the irreversible and/or irretrievable commitments of resources that would result from the proposal.
8. Consideration of alternatives to the proposal.



Patrick Harker



Kenneth Kavajecz



Thomas Donaldson



Philip Berger

Wharton: A Roster of Distinguished Teachers



H. Franklin Allen



Suleyman Basak

Twenty-four faculty members at the Wharton School received, among them, 31 awards for teaching undergraduate and graduate students this year. *Professors Harker and Kavajecz*, above left, won the David W. Hauck Award for Outstanding Teaching, the most prestigious award in the undergraduate division, for their ability to "lead, stimulate and challenge students" as well as knowledge of research and commitment to leadership. *Professors Donaldson and Berger*, above won the two highest honors in the graduate division—respectively, the Class of 1984 Award and the Helen Kardon Moss Anvil Award (*see p. 7*).

Excellence in Teaching (Undergraduate)

Ten faculty members received this award, given in recognition of outstanding teaching and exceptional commitment to students, based on student nominations and teaching evaluations:



Gordon Bodnar



David Croson



George Day



Stuart Diamond



Neil Doherty



Jamshed Ghandi



William Hamilton



Loren Hitt



Robert Inman



William Laufer



Philip Nichols



David Reibstein



Jeremy Siegel



Nicholas Souleles



Karl Ulrich



Michael Useem



Richard Waterman

Dr. Suleyman Basak, assistant professor of finance;

Dr. Gordon Bodnar, assistant professor of finance;

Dr. Jamshed Ghandi, associate professor of finance, director of the Huntsman program in international studies and business;

Dr. William Hamilton, Ralph Landau Professor of Management;

Dr. Patrick Harker, chair of operations and information management, UPS Professor;

Dr. Lorin Hitt, assistant professor of operations and information management;

Dr. Kenneth Kavajecz, assistant professor of finance;

Dr. Robert Inman, professor of finance;

Dr. William Laufer, associate professor of legal studies; and

Dr. Philip Nichols, assistant professor of legal studies.

Marc and Sheri Rapaport Undergraduate Core Teaching Award: *Dr. Nicholas Souleles*, assistant professor of finance.

Excellence in Teaching (Graduate)

These awards honor eight professors with the highest overall ratings in student course evaluations, among those who have taught at least two semesters' course hours during the last three semesters (fall 1996 through fall 1997). The professor with the highest rating also receives the Class of 1984 Award, seen by many as the most meaningful award at Wharton.

Wharton Evening School Outstanding Professor of the Year:
No photograph was available of *Francis LaMay*.

Class of 1984 Award: *Thomas Donaldson*, professor of legal studies, won this award along with the Excellence in Teaching Award for his ethics module of MGMT 652 (Foundations of Leadership).

The other seven winners of Graduate Division Excellence in Teaching Awards:

Dr. H. Franklin Allen, Nippon Life Professor of Finance and Economics, has won the Excellence in Teaching Award for five consecutive years for teaching FNCE 601 (Financial Analysis). He is a two-time past winner of the Class of 1984 Award, and was the 1993 recipient of the Anvil Award.

Dr. George Day, the Geoffrey T. Boisi Professor of Marketing, has been awarded an Excellence in Teaching Award for teaching Marketing 777 (Marketing Strategy).

Stuart Diamond, adjunct associate professor of legal studies, received his second consecutive Excellence in Teaching Award for the cross-listed course OPIM 691/MGMT 691/LGST 807 (Negotiations).

Dr. Jeremy Siegel has achieved his eighth consecutive Excellence in Teaching Award and his seventh consecutive Miller-Sherrerd Core Teaching Award for teaching FNCE 602 (Macroeconomics and Public Policy). He was the 1996 Anvil Award recipient.

Dr. Karl Ulrich, associate professor in the operations and information management, is a third-time recipient of the Excellence in Teaching Award, and winner of the Miller-Sherrerd MBA Core Teaching Award for the second time. He won the Excellence in Teaching Award for teaching OPIM 631 (Operations Management: Quality and Productivity), and OPIM 654 (Product Design and Development). He has been awarded the Miller-Sherrerd MBA Core Teaching Award for OPIM 631.

Dr. Michael Useem, professor of management, wins his third Excellence in Teaching Award—this year, for teaching both the ethics module of MGMT 652 (Foundations of Leadership), and MGMT 621 (Managing People at Work). He has also earned his sixth consecutive Miller-Sherrerd MBA Core Teaching Award, for MGMT 652 and MGMT 621. He was also the recipient of the 1992 Anvil Award.

Richard Waterman, assistant professor of statistics, wins his second Excellence in Teaching Award for teaching both STAT 621 (Statistical Analysis for Management), and STAT 701 (Advanced Statistics for Management). He is also a past recipient of the Anvil Award.

Helen Kardon Moss Anvil Award

This is the highest honor given to a teacher by MBA students, and garners great respect among the faculty and administration. This year it went to *Dr. Philip G. Berger*, assistant professor of accounting, known for his first-year MBA accounting courses. He has also been awarded the Miller-Sherrerd MBA Core Teaching Award for ACCT 621 (Financial Accounting).

Miller-Sherrerd MBA Core Teaching Awards:

These are given each year to the eight MBA faculty members who receive the highest teaching evaluations from students in core courses during the most recent two semesters (Spring 1997 Fall 1997). Established in 1992, they recognize the critical role core courses play in the Wharton MBA Program. The designation of these awards is the responsibility of the Office of the Vice Dean. The 1998 recipients are:

Dr. Berger (see Anvil Award).

Professor Donaldson (see Class of '84 Award).

Dr. David C. Croson, assistant professor in operations and information management, won his first Miller-Sherrerd Award for OPIM 621 (Management Science).

Dr. Neil A. Doherty, the Ronald Rosenfeld Professor and Professor of Insurance and Risk Management, earned his second Miller-Sherrerd, for MGMT 621 (Managerial Economics).

Dr. David J. Reibstein, the William Stewart Woodside Professor/Marketing, won his third Miller-Sherrerd, for MKTG 622 (Marketing Management). He is a past recipient of seven Excellence in Teaching Awards, the Anvil Award, and the Class of 1984 Award.

Dr. Siegel (see Excellence in Teaching).

Dr. Ulrich (see Excellence in Teaching).

Dr. Useem (see Excellence in Teaching).

Wharton Evening School Outstanding Professor of the Year: Francis LaMay, lecturer in finance is the winner of this award.

HONORS & Other Things

AWFA's Alice Paul, R.E. Davies and Leonore Williams Awards

Three women faculty and 11 students were honored at the 1998 awards breakfast of the Association of Women Faculty and Administrators this month:

Professor Lani Guinier of the Law School received the Robert E. Davies award for "...outstanding contributions to her profession, her university and her community for her special efforts to promote equal opportunities for women and for minority populations." Professor Guinier, an affiliate of the Women's Studies Program, is particularly well known in women's education for her studies of differences in the way women and men learn. At the end of this year, her ninth at Penn, Professor Guinier leaves to become Harvard's first woman law professor.

Two members of the faculty received Leonore Rowe Williams Awards for "promoting social change and social justice at Penn and beyond."

— *Dr. Mary Frances Berry*, the Geraldine R Segal Professor of American Social Thought and professor of history. The former Assistant Secretary for Education in the Carter adminis-

tration was also the first woman chancellor of the University of Colorado before joining Penn.

— *Dr. Linda P. Brown*, professor of nursing at the School of Nursing, an international leader in studies on breast feeding and infant development, and also a leader in mentoring programs.

The Alice Paul Awards, named for the late Penn Social Work alumna who wrote the original Equal Rights Amendment and founded The Women's Party, were made to four individual students and to one team of six.

— *Vincena Allen*, a second-year Social Work student and B-GAPSA chair who created new communications links for black grad students.

— *Janice Ferebee*, a second year student in SSW; a former editor of *Seventeen Magazine* who now writes and counsels young people in developing skills and self-awareness.

— *Karen Pasternack*, a senior, English major and *Daily Pennsylvanian* columnist cited particularly for independent writing including an interpretation of *Ulysses* done during an internship at Kings College, London.

— *Titi Yu*, a sophomore international relations major who chaired Penn NOW and served on the editorial board of *Voyage Out*.

— The team of *Rachel Goldfarb*, '99, *Debra Kurshan*, '00, *Emily Pollack*, '00, *Sara Shenkan*, '00, *Laura Schulman*, '98, and *Roshini Thaya-paran*, '99, whose exploration of group-centered leadership for women and men resulted in the series, "Women in Leadership" which sponsored notable speakers (including New Jersey Governor Christine Todd Whitman) and a dinner with the Trustees' Council of Penn Women.

Still Another Award for Book

Dr. Thomas J. Sugrue, associate professor of history, was one of three recipients of the 1998 Bancroft Prize, one the most prestigious awards in the field of history, presented by Columbia University on April 8, to recognize books of exceptional merit in history, biography, and diplomacy. This is the fourth award for Dr. Sugrue's *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* since it came out from Princeton's press in 1996.

To Lead Tech Management Body

Louis P. Berneman, who as Managing Director for the Center for Technology Transfer is the person Penn faculty turn to for help in obtaining patents and copyrights, has been elected President Elect of the Association of University Technology Managers. AUTM is a nonprofit professional organization of technology transfer professionals from universities, nonprofit research institutions and government and industry with more than 1,900 members representing some 250 academic institutions and an equal number of companies throughout the U.S. and Canada.

Ed. Note: Only the May 5, May 12 and May 26 issues remain before break, so any additional honors should be forwarded promptly.



Lani Guinier



Linda Brown



Mary Frances Berry

To the Faculty: A Bookstore Plea

Although the Penn Bookstore buys back textbooks from students year-round, many students wait until the week of finals or the week after finals to sell back their books.

We ask faculty to help us to better serve the students by letting us know which books are going to continue in use. Having course-material requests to the text department *before* finals enables the Bookstore to pay the students more for those books that have been readopted.

The Bookstore will buy back books from a tent on Locust Walk from April 27 through May 9, 8:30 a.m. to 6 p.m., with extended hours (to 7 p.m.) from May 4 to May 9.

If there are any questions, please call 898-7576, or e-mail coursebk@pobox.upenn.edu.

—James R. Edmunds,
Assistant General Manager

Books Overflowing?

Book donations are lagging for the Spruce Hill May Fair sale, run by the Friends of Walnut West Library as part of the larger white-elephant sale that takes place during the fair in Clark Park Saturday, May 9, 11 a.m.-4 p.m., rain or shine. The Spruce Hill Community Association Center (SPHA) at 257 S. 45th Street is open, 10 a.m.-noon on *Saturday morning, May 2*, to accept donations of books and other items for the sale. To arrange another drop-off time, call 349-7825. The book sale is run by the Friends of Walnut West Library, with 30% of the book proceeds benefiting the library and the remainder going to the SPHA.

—Beth Ann Johnson,
Electronic Technician, Psychology Dept.

Academic Career Advising: A Message to Faculty Members

The Tenth Annual Academic Career Conference, co-sponsored by Career Planning and Placement and the Vice Provost for Graduate Education, will be held in September 1998. Each year the Academic Career Conference faculty and academic administrators have participated in panel discussions on issues relating to careers in higher education. For the last three years, the Conference has been followed by a year-long series of "Faculty Conversations on the Academic Job Search and Academic Life." Doctoral students are very grateful for the chance to hear about these topics and ask questions. Faculty panelists have enjoyed discussing such concerns with other faculty members and students from different disciplines.

Over the years many faculty members and academic administrators have spoken at these programs and we very much appreciate their willingness to participate. As we plan for next year's programs, we invite you to suggest colleagues who would be good speakers on these topics. Below are some program titles from previous Academic Career Conferences and Faculty Conversations.

- Issues Facing Graduate Education
- Your Job Search: Taking the Long View
- What You and Your Department Can Expect from Each Other
- Assembling a Dissertation Committee and Finishing in a Timely Manner
- Writing a Strong Funding Application
- Maintaining Relationships with Advisors and Other Faculty Members
- What to Expect from a Convention Interview
- Preparing for a Campus Interview for an Academic Job
- Negotiating an Academic Job Offer
- Behind the Scenes with a Search Committee
- Interdisciplinary Options: When Your Ph.D. is in One Field and You Want a Job in Another
- Making the Most of Your First Job
- Behind the Scenes with a Tenure Committee
- Dual Career Couples and Academic Jobs
- Having a Life: Balancing Professional and Personal Responsibilities

This year graduate students have suggested additional program ideas:

- Starting a family: timing, maternity leave, etc. for scientists
- Being lesbian, gay, or bisexual and "being out" in the job hunt and in an academic career
- Dual career couples when one member of the couple is not an academic

Please send suggestions to us by e-mail to heiberg@pobox.upenn.edu or vick@pobox.upenn.edu. Thank you for your assistance.

—Janice Madden,
Vice Provost for Graduate Education

—Mary Morris Heiberger,
Associate Director, and

—Julia Miller Vick,
Graduate Career Counselor,
Career Planning and Placement Service

Speaking Out

Notes on Greenspan Note

The "Notes" on Honorary Degree Recipient Alan Greenspan (*Almanac Mar. 31*) neglect important episodes in his career.

Martin Mayer's *The Greatest Ever Bank Robbery, The Collapse of the Savings and Loan Industry* (1990), features Mr. Greenspan, with its Appendix C devoted to the flattering letter Mr. Greenspan wrote in 1985 on behalf of Charles Keating, head of Lincoln Savings and Loan. In that letter the authorities were urged to exempt Keating from restrictions on risky loans, given his exceptional character and soundness of his operation, with "no foreseeable risk to the Federal Savings and Loan Corporation." Mr. Greenspan was a paid consultant to Lincoln, which failed in 1989 at enormous expense to the FSLIC and taxpayer. Mr. Keating ended up in prison.

Mr. Greenspan was for many years a follower of Ayn Rand, contributing three chapters to her book *Capitalism: The Unknown Ideal* (1966), all reflecting her ultra *laissez-faire* ideology. In one, Mr. Greenspan castigates antitrust law and practice as not merely harmful, but with the "hidden intent" of injuring the "productive and efficient members of our society." In another, he argues forcefully that all government regulation represented "force and fraud" as the means of consumer protection, whereas it is "profit-seeking which is the unexcelled protector of the consumer." He argues that the market system itself is a "superlatively moral system that the welfare statist propose to improve upon by means of preventive law, snooping bureaucrats, and the chronic goad of fear."

This ultra *laissez-faire* spirit still animates Mr. Greenspan in 1998. He has already indicated his approval of the giant banking mergers now in process. And in a speech before the U.S. newspaper editors in Washington, D.C., on April 2, Mr. Greenspan noted that "It has become increasingly difficult for policy-makers who wish to practice, as they put it, a more 'caring' capitalism to

realize the full potential of their economies." Mr. Greenspan clearly opts for realizing the "full potential" of economies rather than following "welfare statist" in trying to improve on a "superlatively moral system."

—Edward S. Herman
Professor Emeritus of Finance

Every Litter Bit Helps

I wish to share some very good news with University people who live in the neighborhood, and to ask your help in making a success of a small but important new step in changing the quality of life.

The Philadelphia Streets Department and the University City District have agreed to a pilot program of new litter baskets for University City, installing two wire mesh litter receptacles per intersection along the following major commercial and transit streets in University City:

- Market Street, 38th to 50th Streets.
- 40th Street, Filbert to Walnut Streets.
- Baltimore Avenue, 40th to 50th Streets.

Installation will begin on Monday, May 4, and will be complete in a couple of weeks. The Streets Department has agreed to empty each basket at least once a day, Monday through Saturday.

Earlier this month, UCD Safety Ambassadors began distributing educational flyers to homes and businesses adjacent to the new litter basket locations. After the baskets are installed, the Ambassadors and Public Space Maintenance personnel will continually monitor the new baskets for misuse and abuse.

Please tell your neighbors and tenants about this enhancement to the quality of life of University City. It is important that we observe the proper use of these baskets so that they are not abused. We hope to expand this program in the future, so the success of this first round is very important. This is one of many ways in which the UCD is working with City government to improve services in the University City area.

—Paul Steinke, Executive Director,
University City District

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.

Summary Annual Reports

Faculty & Staff Scholarship, Position Discontinuation and Staff Transition Plan, Life Insurance Program, Long-Term Disability Plan for University Personnel, Pre-Tax Health Care Expense Account, Dental Plans, Pennsylvania Annuity Plan, Dental Plan of the University of Pennsylvania—Faculty Practice Retirement Allowance Plan, and Faculty Income Allowance Plan of the University of Pennsylvania for the Plan year ended June 30, 1997

This is a summary of the annual reports for the University of Pennsylvania Plans named above for the Plan year beginning July 1, 1996 and ending June 30, 1997. These Plans are sponsored by the Trustees of the University of Pennsylvania, whose Federal employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to Plan participants. To facilitate publication, the reports for the Plan year ended June 30, 1997 have been combined. Consequently, portions of this summary may refer to the Plans in which you are not currently participating.

Faculty & Staff Scholarship

The Trustees of the University of Pennsylvania maintain a Plan providing scholarships to full-time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Position Discontinuation and Staff Transition Plan

The Trustees of the University of Pennsylvania maintain a Plan to provide transitional support and to facilitate economic adjustment to eligible staff members whose employment is terminated involuntarily without fault. The University provides these benefits in accordance with the terms of the Plan.

Life Insurance Program

The Plan has a contract with Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA-CREF) to pay all life insurance claims incurred under the terms of the Plan. The total premiums paid for the Plan year ended June 30, 1997 were \$1,700,559.

Plan costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the Plan year ending June 30, 1997, the premiums paid under the experience rated contract during the Plan year were \$1,700,559, and the total of all benefit claims charged under the experience rated contract during the Plan year was \$1,642,407.

Long-Term Disability Plan for University Personnel

The Trustees of the University of Pennsylvania maintain a Plan providing long-term disability benefits for eligible employees. The University provides these benefits in accordance with the terms of the Plan.

Pre-Tax Health Care Expense Account

The Trustees of the University of Pennsylvania maintain a Plan providing reimbursement of health care expenses funded through salary reduction agreements for eligible faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Dental Plan—Prudential

The Plan is a prepaid Plan providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the Plan year ending June 30, 1997.

Dental Plan—Penn Faculty Practice Plan

The Plan is a prepaid Plan providing dental benefits. Since there is no insurance involved, no insurance premiums were paid during the Plan year ending June 30, 1997.

Pennsylvania Annuity Plan: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by the Equitable Life Assurance Society of the United States. Total premiums for the Plan year ending June 30, 1997 were \$109,780.

Faculty Income Allowance Plan

The Trustees of the University of Pennsylvania maintain a Plan providing for early retirement benefits for eligible faculty members. The University provides these benefits in accordance with the terms of the Plan.

Retirement Allowance Plan: Basic Financial Statement

Benefits under this Plan are provided through a trust with Bankers Trust Company. Plan expenses were \$4,382,297. These expenses include \$257,200 in administrative expenses and PBGC fees and \$4,125,097 in benefits paid to Plan participants and beneficiaries. A total of 5,910 individuals were participants or beneficiaries at the end of the Plan year, although not all of these persons had yet earned the right to receive benefits.

The value of Plan assets, after subtracting liabilities of the Plan, was \$124,000,743 as of June 30, 1997, compared to \$99,759,104 as of June 30, 1996. During the Plan year, the Plan experienced an increase in its net assets of \$24,241,639. This increase includes unrealized appreciation or depreciation in the value of plan assets; that is, the difference between the value of the Plan's assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year.

Minimum Funding Standards

An actuary's statement shows that the Plan was funded in accordance with the minimum funding standards of ERISA.

Additional Information

As described below, you have the right to receive a copy of the full annual report of the Retirement Allowance Plan, or any part thereof, on request. The items listed below are included in that report:

1. An accountant's report
2. Assets held for investment
3. Insurance information (including sales commissions paid by insurance carriers), and
4. Actuarial information regarding the funding of the plan

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the Plan and accompanying notes, or a statement of income and expenses of the Plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

Your Rights to Additional Information About These Plans

You have the right to receive a copy of the full annual report of any of these Plans, or any part thereof, on request.

To obtain a copy of the full annual report(s), or any part thereof, write or call the office of the Vice President of Human Resources who is the Plan Administrator, Room 538A, 3401 Walnut Street, Philadelphia, PA 19104, (215) 898-6884. The charge for the full annual report of the Retirement Allowance Plan is \$5.00. The charge for each other full annual report is \$2.50, and the charge for any single page is 25 cents.

In addition, you have the legally protected right to examine the annual reports at the University of Pennsylvania, Benefits Office, Room 527A, 3401 Walnut Street, Philadelphia, PA 19104. You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C., or obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department of Labor should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue NW, Washington, D.C. 20216.

— Human Resources

OPPORTUNITIES at PENN

Where to Find the Job Opportunities—Here and Elsewhere

Listed below are the new job opportunities at the University of Pennsylvania. Where the qualifications are described in terms of formal education or training, prior experience in the same field may be substituted.

How to Apply:

Current Employees can call 898-7284 to obtain the name of the hiring officer for the available position, (please provide your social security number for verification and the position reference number). Internal applications should forward a cover letter and resume directly to the hiring officer. A transfer application is no longer needed!

External Applicants should come to the Application Center to complete an application. Applicants interested in secretarial, administrative assistant, or other office support positions, will have an appointment scheduled for a technology assessment as part of the application process.

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.

A full listing of job opportunities is also on the Human Resource Services website: www.upenn.edu/hr/. 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.

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

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 20-24, 1998

SCHOOL OF ARTS & SCIENCES

ADMINISTRATIVE ASSISTANT A (040594AM) GRADE: 23; 4-22-98 Biology
ASSOCIATE DIRECTOR C (040582AM) *must reside in, or be willing to relocate to, Washington, DC, area; position is for 9 months/year.* GRADE: 25; 4-22-98 Political Science
IT SUPPORT SPECIALIST (040595AS) GRADE: A; 4-22-98 SAS Computing
RESEARCH LAB TECH C (040581AM) *end date 5-31-99.* GRADE: 23; 4-20-98 Sociology

DENTAL SCHOOL

RECEPTIONIST CLINICAL (040584AB) GRADE: 22; 4-21-98 Endodontics

ENGINEERING /APPLIED SCIENCE

SYSTEMS PROGRAMMER SR (111830DL) GRADE: D; 11-18-97 CIS

EXECUTIVE VICE PRESIDENT

ADMINISTRATIVE ASSISTANT B (N/E) (040589SH) GRADE: 24; 4-20-98 Executive Vice President
ASSISTANT COMPLIANCE OFFICER (071110SH) GRADE: 28; 4-20-98 Audit & Compliance
MANAGING DIRECTOR DINING SERVICES (040583SH) GRADE: 32; 4-20-98; Business Services
TEACHER (040593SH) GRADE: 24; 4-22-98 Penn Children's Center

GRADUATE SCHOOL/EDUCATION

RESEARCH SPECIALIST C (040600AM) GRADE: 26; 4-24-98 Education

MEDICAL SCHOOL

ADMINISTRATIVE ASSISTANT B (40 HRS) (040555AM) GRADE: 24; 4-20-98 School of Medicine Business Office
ADMINISTRATIVE ASSISTANT B (40 HRS) (040609AM) GRADE: 24; 4-24-98 Pharmacology
BUSINESS MANAGER C (40 HRS) (040590AM) GRADE: 28; 4-21-98 Clinical Research Center
IT SUPPORT SPECIALIST SR (40 HRS) (040592AM) GRADE: C; 4-23-98 Hypertension
MANAGER RESEARCH PROJECT, PART-TIME (26.5 HRS) (040578AM) GRADE: 28; 4-22-98 Medicine
OFFICE ADMINISTRATIVE ASSISTANT B (40 HRS) (030478AM) GRADE: 24; 4-20-98 Orthopaedic Surgery
RESEARCH COORDINATOR (040573LW) (040574LW) GRADE: 25; 4-20-98 Psychiatry
RESEARCH INVESTIGATOR SR (040510LW) GRADE: RES; 4-23-98 Pathology/Laboratory Medicine
RESEARCH LAB TECH C (040580LW) GRADE: 23;

4-20-98 Pathology
RESEARCH LAB TECH C (040585LW) GRADE: 23; 4-21-98 Pathology
RESEARCH SPECIALIST A (40 HRS) (040561LW) GRADE: 24; 4-20-98 Microbiology
RESEARCH SPECIALIST A (040591LW) GRADE: 24; 4-21-98 Pharmacology
RESEARCH SPECIALIST A (040608LW) *position contingent upon grant funding.* GRADE: 24; 4-24-98 Neurology
RESEARCH SPECIALIST B (40 HRS) (040575LW) GRADE: 25; 4-20-98 Biochemistry/Biophysics
RESEARCH SPECIALIST B (040579LW) GRADE: 25; 4-20-98 Genetics
RESEARCH SPECIALIST B (40 HRS) (040587LW) GRADE: 23; 4-23-98 Allergy & Immunology
RESEARCH SPECIALIST B (40 HRS) (040604LW) GRADE: 25; 4-23-98 Endocrine Section
RESEARCH SPECIALIST B (40 HRS) (040610LW) *position contingent upon grant funding.* GRADE: 25; 4-24-98 Surgery
TECH LAB ANIMAL (40 HRS) (040607LW) *position contingent upon grant funding.* GRADE: 23; 4-24-98 Institute for Human Gene Therapy
TECH SLEEP CENTER (40 HRS) (040577LW) *must be available to work nights; position contingent upon grant funding.* GRADE: 24; 4-20-98 Center for Sleep

NURSING

ACCOUNTANT C (040588SH) GRADE: 26; 4-22-98 Nursing Practice

PROVOST

COORDINATOR A (030350SH) GRADE: 25; 4-20-98 University Press
DATABASE ADMINISTRATOR (040616SH) GRADE: B; 4-24-98 ISC Systems Engineering
HEALTH & SAFETY TECH (40 HRS) (040596SH) *valid driver's license required.* GRADE: 24; 4-22-98 Environmental Health
LIBRARIAN B (040617SH) GRADE: 26; 4-24-98 Van Pelt Reference Department
PROGRAMMER ANALYST SR (040599SH) *end date 6-30-99 with possible extension.* GRADE: D; 4-24-98 ISC Support-On-Site

VETERINARY SCHOOL

RESEARCH LAB TECH C (040597LW) GRADE: 23; 4-23-98 Animal Biology

WHARTON SCHOOL

ASSOCIATE DIRECTOR D (040568AB) *ability to travel & work unconventional hours; travel may be international; must have valid driver's license.* GRADE: 28; 4-21-98 Alumni Affairs
SYSTEMS ANALYST (040569AB) GRADE: C; 4-21-98 CIT

Environmental Health & Radiation Safety Training

The following training programs are required by the Occupational Safety & Health Administration (OSHA), the Nuclear Regulatory Commission (NRC), and The Commonwealth of Pennsylvania (DEP), for all employees who work with hazardous substances including: chemicals, human blood, blood products, fluids, and human tissue specimens and radioactive materials. They are presented by the Office of Environmental Health & Radiation Safety (EHRS). Attendance is required at one or more session, depending upon the employee's potential exposures.

Introduction to Laboratory Safety at Penn (Chemical Hygiene Training): May 6

Laboratory Safety: May 8

Introduction to Occupational Exposure to Bloodborne Pathogens: May 11

Safety and Bloodborne Pathogens: May 13

Radiation Safety Training: May 13

Occupational Exposure to Bloodborne Pathogens (Clinical setting): May 20

Attendees are requested to bring their PENNCARDS. Additional programs are offered on a monthly basis during the fall (www.oehs.upenn.edu for dates and times). Information: Bob Leonzio at 898-4453.

Retirement Planning Seminars

How can you get a crash course in retirement planning without ever hitting the books? Through the following seminars, sponsored by Human Resources/Benefits. All sessions will be held in the Faculty Club, and refreshments will be served. Faculty and staff invited to attend as many as you want. If there are any questions, call 898-7282.

—Hillary Lopez, Benefits, HR

TIAA-CREF: Just Starting Out Primer for the Newer Participant

For: New faculty and staff currently in the plan Thursday, May 7, 11:30 a.m.-12:30 p.m., Rooms 1 & 2, 3rd Floor. Provides an overview of the primary retirement programs for faculty and staff.

TIAA-CREF: Understanding Investments

For: Early to mid-career faculty and staff Thursday, May 7, 1:30-2:30 p.m. & Friday, May 8, 1:30-2:30 p.m., Rooms 1 & 2, 3rd Floor.

TIAA-CREF: Looking Ahead to Retirement Customizing Retirement Income

For: Faculty and staff age 50+ who are considering retirement, Friday, May 8, 11:30 a.m.-12:30 p.m., Rooms 1 & 2, 3rd Floor. Directed toward participants who are approaching retirement or who are about to retire. The workshop addresses topics to assist in planning for retirement. Includes: *Is the Roth IRA an option for you?*

Vanguard: The Choice is Yours

For: New Faculty & Staff and those who are eligible but not participating in the Tax-Deferred Annuity Plan, May 13, 11:30 a.m.-12:30 p.m. & 1:30-2:30 p.m., Club Room. Focuses on topics of interest to individuals who are eligible but not enrolled in the Plan, or those who are considering whether to transfer/diversify their new or existing Plan assets to The Vanguard Group.

Vanguard: Planning for Your Retirement

For: Early to Mid-career Faculty and Staff, Friday, May 15, 11:30 a.m.-12:30 p.m. & 1:30-2:30 p.m., Club Room.

Salary Structure: for an explanation of the codes following the word GRADE: see the website.

Fulbright Awards for Graduate Students, Faculty and Others

The Office of International Programs has posted information on deadlines and details of two 1999-2000 Fulbright Awards competitions, one for faculty and administrators, the other for graduate students (see www.upenn.edu/oip). Following are some highlights:

Senior Scholar Awards for faculty and professionals offer opportunities for lecturing or advanced research in over 125 countries and are available to college and university faculty at ever rank from instructor to emeritus professor, to academic administrators, and to independent scholars, artists and professionals. About a quarter of its awards are for research and three-quarters lecturing, combined lecturing and research, or seminar participation. Funding is also given for seminars, distinguished lecturing grants, and Fulbright chair appointments, and other awards with special features. U.S. citizenship and Ph.D. or comparable qualifications are required; for lecturing awards, college or university teaching experience is expected; and foreign language skills are needed for some countries, but most lecturing assignments are in English. Deadlines are:

- *August 1, 1998*, for lecturing and research grants in academic year 1999-2000
- *May 1, 1998*, for distinguished Fulbright chairs in Western Europe and Canada
- *November 1, 1998*, for international education administrator awards

For more information: E-mail: apprquest@cies.iie.org (requests for application materials only)
Web: <http://www.cies.org>.

Graduate Student Award competition opens *May 1, 1998* for Fulbright Grants to cover graduate study or research abroad in academic fields and for professional training in the creative and performing arts. Among the requirements are U.S. citizenship, a bachelor's degree or its equivalent (M.D. or equivalent in some cases), and sufficient proficiency in the language of the host country to carry out the proposed study or research. For information on Fulbright Full Grants or on Fulbright Travel Grants, the Office of International Programs has a booklet, and the IIE has a website, www.iie.org/fulbright.

Countdown: As term's end approaches, *Almanac* expects to publish on May 5 and May 12; skip May 19 for budgetary reasons; and publish May 19 (including a Summer at Penn calendar). The calendar deadline 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 *April 13 through April 19, 1998*. Also reported were **Crimes Against Property: 26 total thefts & attempts (including 2 thefts from auto, 4 thefts of bicycles and parts), 9 incidents of criminal mischief & vandalism, 1 incident of burglaries & attempts, 2 incidents of trespassing & loitering, and 1 incident of forgery & fraud**. Full crime reports are in this issue of *Almanac* on the Web (www.upenn.edu/almanac/v44/n31/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 *April 13 through April 19, 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: Simple Assaults—1

04/16/98 7:57 PM HUP Security guard assaulted

38th to 41st/Market to Baltimore: Aggravated Assaults 1; Purse Snatches—1

04/19/98 2:36 AM Dining Commons Complainant assaulted/taken to HUP
04/19/98 1:47 PM 41st & Locust Backpack taken

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

Threats & Harassment —1
04/14/98 4:30 PM 200 Blk 43rd Robbery w/ simulated weapon
04/16/98 1:09 AM 4102 Walnut St Harassing call received

30th to 34th/Market to University: Threats & Harassment —2

04/13/98 11:34 PM Hill House Harassing call/E-mail received
04/14/98 9:14 AM Hill House Threats received on E-mail

Outside 30th/43rd/Market-Baltimore: Sexual Assaults—1

04/16/98 8:35 PM 45th & Osage Complainant reports being assaulted

Crimes Against Society

38th to 41st/Market to Baltimore: Disorderly Conduct — 4

04/18/98 10:11 PM 3900 Blk Sansom Disorderly male at party cited
04/19/98 1:41 AM 40th & Sansom Disorderly male cited
04/19/98 2:12 AM 3900 Blk Sansom Disorderly male cited
04/19/98 3:51 PM 3900 Blk Chstnt Disorderly male cited

30th to 34th/Market to University: Disorderly Conduct—1

04/17/98 4:42 PM 100 Blk 34th Disorderly male cited

18th District Crimes Against Persons

5 Incidents and 0 Arrests were reported between *April 13, 1998* and *April 19, 1998*, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

4/13/98	12:40 AM	4318 Chestnut	Aggravated Assault
4/13/98	10:45 PM	4600 Chester	Aggravated Assault
4/14/98	2:18 PM	4715 Walnut	Aggravated Assault
4/14/98	9:30 PM	4800 Chester	Robbery
4/15/98	10:00 PM	4700 Hazel	Rape

Classified

FOR RENT

One bedroom apt., large, near Vet. School, garage, balcony, sep. entrance, \$650. 222-6322.

HOUSE FOR SUBLET

University Mews; modern townhouse; 3 bedrooms; furnished; garden; near University; \$850 plus utilities; starting date flexible; 471-5343.

HOUSES FOR SALE

Modern house, near Vet. School; living/dining room, 2 bedrooms, 2 baths, rec room (or office), greenhouse, garage, patio, \$164,000. 222-4369.

Mews house, walking distance to campus, great condition, fresh paint and carpets, modern, 3+ bedrooms, garage, garden, air conditioning, wood fireplace. Available now. Motivated seller, only \$109,000; the property is eligible for Penn Enhanced Mortgage Program for Penn/Health System full-time employees. Contact Liz Campion 243-1004 or e-mail CampionEF@juno.com

PAID VOLUNTEERS WANTED

Research Studies: The Unit for Experimental Psychiatry, of the Department of Psychiatry, University of Pennsylvania, is in the process of recruiting volunteers interested in participating in sleep and sleep deprivation research studies. We are investigating the effects of sleep deprivation and shortened sleep on performance measures, including reaction time and memory function, and we are also measuring the effects of shortened sleep or absence of sleep on the way brain activity (EEG) appears as it "catches up" on lost sleep. We have several different research studies running concurrently and in some of these we are also investigating the response of the hormonal and immune systems to sleep loss and sleep reduction. Participation in an ongoing research study would involve between 3 and 21 days spent in our facility, depending on the particular research study design. Remuneration is dependent upon amount of time commitment involved. If you are interested in volunteering for one of our research studies please call 215-573-5855 for details on the particular research studies for which you might be suited. If you are interested in participating, you will be asked a series of questions over the phone to determine your initial eligibility for one of our research projects.

To place classifieds: (215) 898-5274.



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URL: www.upenn.edu/almanac/

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. 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 University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards; athletic, or other University administered programs or employment. Questions or complaints regarding this policy should be directed to Valerie Hayes, Executive Director, Office of Affirmative Action, 3600 Chestnut Street, 2nd floor, Philadelphia, PA 19104-6106 or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

Teaching and Learning in the 21st Century *by Richard R. Beeman*

A few weeks ago the undergraduate deans of the eight Ivy League universities gathered to discuss the question: "What will be the character of a liberal arts education in the 21st century?" None of us was so bold as to try even to imagine what the answer to that question might be a half century from now, but we all had been trying to look ahead ten or fifteen years. As the discussion unfolded, there was striking convergence among us respecting both the essential aims that should guide us in constructing the liberal arts education of the 21st century and the challenges that we were likely to face as we carried out that task.

We all agreed that the essential purposes of a liberal arts education have been and will continue to be timeless ones (at least since the mid-eighteenth century, when Franklin conceived of the University of Pennsylvania; if we go back to the early seventeenth century, to the founding of Harvard, we find a different, and narrower, spirit at work). Our all-encompassing goal will remain that of "education for life." The component parts of that goal are equally beyond dispute: to awaken and nourish intellectual curiosity; to help our students learn to think critically and analytically; to improve their ability to communicate their thoughts; and, more generally, to prepare our students to be informed and responsible citizens in their communities and in their larger society—a society in which the requirements of an informed citizenry are rapidly changing. While agreeing with all of these aims, one of our number, observing the increasingly practical, vocational orientation of so many of our students, joked that what we were really doing was "educating for middle age," for, he noted, it may be only at that stage, their careers successfully launched, that our students will be able to appreciate fully the values underlying the education they received many years before.

Within the context of those eternal verities, most of the Ivy deans were struck by two important but apparently contradictory facts. The first—one which I believe is notably the case in the College of Arts and Sciences at Penn—is that members of our faculties are now working harder and more self-consciously to live up to the ideal of a liberal arts education than at any time in recent memory. The list of our accomplishments at Penn within the past decade is impressive. We have created freshman seminars in order to awaken the intellectual curiosity of our students. We have steadily increased our commitment to undergraduate research in order to nourish their intellectual curiosity. In crafting a writing requirement and, more recently, a quantitative skills requirement, we have been ever more attentive to the importance of developing critical skills in reasoning and communication.

Yet in spite of our success in fulfilling the broad ideals of a liberal arts education, the attitudes of many of our students and of their parents toward the utility of those ideals is perhaps more skeptical than it has ever been in history. The eternal verities—based largely on the process of a liberal arts education rather than on the specific content and tangible and immediate results—are often seen as insufficient unto themselves. That skepticism is most crudely expressed in the oft-cited parental query: "Do you really expect me to pay \$30,000 a year to have my son/daughter major in History (or Classics or Sociology)?" There are, we know, some very good answers to that question, but the fact of the matter is that our rejoinders, however passionately articulated, have not always been convincing.

The extraordinary revolution that is occurring in the technology of information storage and delivery poses, along with obvious educational opportunities, serious challenges to any university which offers a residentially-based education founded on a methodology in which a professor

stands in front of a class and delivers knowledge. One of the deans present at our meeting predicted that the greatest challenge facing us would be to figure out what aspects of an undergraduate education the "virtual university" could not deliver and then to devote our energies to assuring that those services were sufficiently valued by the next generation of our students and their parents to allow us to stay in business. But here we encounter contradictory evidence. While it is nearly a cliché to say that the "information revolution" is changing the way we teach—the way we "deliver" knowledge—it is also clear that those educational experiences that students consistently find most valuable have little to do with the delivery of knowledge.

In exit interviews conducted with members of the College graduating class of 1995, virtually every student asked to identify an element in his or her Penn education that had been the most significant pointed to a direct, personal encounter with a professor which had opened their minds or changed the way they viewed the world. Direct encounters between students and faculty—in the contest of ideas, in the testing of hypotheses, in research, in the construction of knowledge—those encounters are, I think, the key to our ability to construct a successful liberal arts education for the 21st century.

If we are going to be successful as teachers in the 21st century we are going to have to spend less time polishing our skills as dispensers of knowledge and more time thinking about the ways in which we can facilitate the process by which our students learn. While the scholarly literature on what constitutes good "teaching" is fractious and inconclusive, there is a pretty solid consensus among those who have studied cognition that human beings—from early childhood through the full expanse of adulthood—learn most effectively not when knowledge is dispensed to them but, rather, when they are actively engaged in the construction of knowledge. The important implications of this well-known truth are, ironically, only becoming apparent and pressingly relevant to those of us in higher education in the present age, when the number and variety of competing dispensers of knowledge are growing exponentially and as we come to recognize that the only important edge that we have on our competition lies in our ability to create communities of faculty and students engaged collaboratively in the construction of knowledge.

Much of what we already offer in our curriculum in the College at Penn is well-suited to the creation of communities of learners. Freshman seminars, at their best, certainly approach that ideal; the growing slate of service-learning courses, precisely because they employ collaborative and problem-oriented approaches to learning, are among those our students esteem most highly; and most of us, I am sure, have felt the satisfaction of having directed a thesis or research project in which an undergraduate has discovered the joy of constructing knowledge. But as Larry Gladney has reminded us in his recent contribution to "Talk About Teaching," there are all too many of us, the technophobic Dean of the College included, who are content to be dispensers of knowledge rather than facilitators of learning. While schools of arts and sciences face many challenges as the 21st century nears—among them overcoming consumer skepticism about the "usefulness" of many of the subjects to which many of us have devoted our lives—our single greatest challenge lies not in changing the content of what we offer to undergraduates (although, indeed, we will need to do some of that), but rather in engaging our students more actively than ever before in individual and collective acts of discovery.

*One of the deans...
predicted that
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education the "virtual
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not deliver...*

Talk About Teaching is now completing its fourth year as a series co-sponsored by The College of Arts and Sciences and the Lindback Society for Distinguished Teaching. Dr. Beeman is professor of history and dean of The College.

May

AT PENN

ACADEMIC CALENDAR

16 Alumni Day
17 Baccalaureate
18 Commencement

CHILDREN'S ACTIVITIES

2 *Ancient Glass*; glassmaker Patty Dougherty demonstrates ancient techniques of glass-making; children 8-12 design their own glass beads; 10 a.m.-noon; Museum; \$5 fee; call Education Dept. for info: 898-4015 (University Museum).
20 *Philadelphia International Theatre Festival for Children*; five-day festival with a variety of indoor theatre stages, outdoor activities, entertainment, food and picnic areas. Info: 898-6791 or www.libertymuse.org/~events. *Through May 24* (Annenberg Center).
30 *ICA Family Workshop*; tour the current exhibition and create artworks inspired by the show; for ages 6-12 accompanied by adults; 11 a.m.; Institute of Contemporary Art; \$4/child; members, \$3/child; info: 898-7108 (ICA).

CONFERENCES

9 *Fourth Annual Writers' Conference at Penn*; Diane McKinney-Whetstone, English, keynote speaker; 9 a.m.; workshops on: *Writing for Theatre*, *Revising Your Fiction*, *Passion in Writing*, *Writing for Magazines*, *Writing for the Op-Ed Page*, *Breathe Life Into Your Writing*, and *From the Publisher's Viewpoint*. Local authors will read from their work, and workshop leaders will critique; \$95/two workshops and the keynote lecture; or \$5/lecture only; info: 898-6479 (CGS Special Programs).

EXHIBITS

Admission donations and hours

Arthur Ross Gallery, Fisher Fine Arts Library: free, Tues.-Fri., 10 a.m.-5 p.m., Sat. & Sun., noon-5 p.m.
Burrison Gallery, Faculty Club: free, Mon.-Fri., 9 a.m.-6 p.m.
Esther Klein Gallery, 3600 Market: free, Mon.-Fri., 9 a.m.-5 p.m.
Institute of Contemporary Art: \$3, \$2/students, artists, seniors, free/members, children under 12, with PENNCard, and on Sundays 10 a.m.-noon; Thurs., 10 a.m.-7 p.m.; Wed.-Sun., 10 a.m.-5 p.m.
Meyerson Hall Galleries: free, Mon.-Sat., 9 a.m.-5 p.m.
Morris Arboretum: \$4, \$3/seniors, \$2/students, free/with PENNCard, children under 6; Mon.-Fri., 10 a.m.-4 p.m.; Sat. & Sun., 10 a.m.-5 p.m.
University Museum: \$5, \$2.50/seniors and students w/ID, free/members, with PENNCard, children under 6; Tues.-Sat., 10 a.m.-4:30 p.m., Sunday (free), 1-5 p.m.

Upcoming

4 *Folio '98: Works from the Printmaking Studio*, GSFA: prints by student printmakers under the tutelage of Master Printmaker Hitoshi Nakazato; lithographs, etchings, wood blocks and mixed media. Opening reception: *May 7*; 4:30-6:30 p.m.; Burrison Gallery, Faculty Club. *Through May 29*.
14 *50th Anniversary of Israeli Independence Exhibition*; "The Spirit of Jerusalem"; Shai Ginott's photographs celebrate the various cultural groups living in Jerusalem; Esther Klein Art Gallery. Opening reception: *May 14*, 5-7 p.m. *Through June 10*.
15 *Sally Linder: 14 Paintings and 4 Sculptures*; inspired by the primates who died in the December, 1995 fire at the Philadelphia Zoo; on display among the trees at the Morris Arboretum. *Through May 16*.
16 *Stacy Levy: Urban Oldfield: Diagram of a Vacant Lot*; installation in metal, mylar, vinyl and leather creating an indoor, complex mosaic field of "unnatural" plant life; accompanied by a soundtrack blending city sounds with sounds of nature. Other works on display, such as *Where the Moon Is*, investigate commonplace phenomena which heighten the awareness of nature, bringing art and science together. Opening reception: *May 17*; 1-3 p.m. Institute of Contemporary Art. *Through July 3*.
17 *Stacy Levy: Wissahickon Food Web*; installation in cast glass and Pennsylvania bluestone set into the bank of the Wissahickon Creek as it flows along the boundary of the arboretum; on display at the Madeleine K. Butcher Sculpture Garden at the Morris Arboretum. *One day only*.

Now

Susan Hiller: Belshazzar's Feast; working with a wide range of media, including video, film and collage, Hiller creates installations using ephemeral, everyday objects which tell stories; ICA. *Through May 3*.

Emanuel Arntsis: Chromochemick & Black & White Photography; a graduate of the Moscow Institute of Cinematography, he creates custom color prints; Esther Klein Gallery. *Through May 8*
Dan Rose: A Retrospective of Books and Objects; 40 one-of-a-kind artists books and found and made objects, some of which parody anthropology, architecture, literary theory and philosophy. Reception celebrating Dan Rose's retirement: *May 16*, 1:30-3 p.m.; Architectural Archives, GSFA. Call 898-2539 for info. *Through July 3*.

Robert Slutzky: Color Structures Extending the Poetics of Neo-Plastic Painting; a faculty member and former chair of the Fine Arts department; Arthur Ross Gallery. *Through May 31*.
Egypt: Antiquities from Above; black and white photographs by Marilyn Bridges of the architectural achievements of nearly 4,000 years of Egyptian civilization; Sharpe Gallery; University Museum. *Through June 20*.
Leopold Stokowski: Making Music Matter; Kamin Gallery, 1st floor, Van Pelt-Dietrich Library. *Through June 26*.
Raised Aloft: The Issue of Tolerance; Rosenwald Gallery, 6th Floor, Van Pelt-Dietrich Library. *Through June 26*.
Roman Glass: Reflections on Cultural Change; more than 200 examples of Roman glass, pottery and bronze from the first century BC. through the sixth century AD.; second floor, Dietrich Gallery; University Museum. *Through November 29*.

Treasures of the Chinese Scholar; selections of "scholar art" from the Ji Zhen Zhai collection: calligraphy painting and artworks in wood, lacquer, ivory, stone, horn and metal; Changing Gallery; University Museum. *Through January 3*, 1999.

Ongoing

Ancient Greek World; Living in Balance: Universe of the Hopi, Zuni, Navajo and Apache; Ancient Mesopotamia: Royal Tombs of Ur; The Egyptian Mummy: Secrets and Science; Raven's Journey: World of Alaska's Native People; Buddhism: History and Diversity of a Great Tradition; University Museum.

Healing Plants: Medicine Across Time and Cultures; Works by Harry Gordon; massive sculpture in wood, small pieces in granite; Butcher Sculpture Garden, Morris Arboretum.

ICA Tours

Located at 118 S. 36th Street and Sansom; free with gallery admission.

15 *Alumni Weekend Tour*, preview the *Stacy Levy* exhibit with Judith Tannenbaum; 1 p.m.
27 *Curator's Perspective*; Judith Tannenbaum, ICA Associate Director, on *Stacy Levy* exhibit; 5:30 p.m.
28 *Gallery Tour*, 5:15 p.m.; *Stacy Levy* slide lecture, 6 p.m.

University Museum Tours

Meet at the main entrance; 1:30 p.m. Free with Museum admission donation. For information, visit www.upenn.edu/museum/.

2 Mesoamerica
3 Mesopotamia
9 Raven's Journey
10 China
16 Egypt
17 Highlights

FILM

Philadelphia Festival of World Cinema at International House and city-wide. For info on films, times, ticketing, and visiting artists/guest speakers call 1-800-969-7392 or visit www.libertymuse.org/shows. *Through May 10*.

FITNESS/LEARNING

CGS Special Programs; Registration required. For more info, call 898-6479, or visit: www.iat.upenn.edu/CGS/.

Jazzercise; 5:30-6:30 p.m.; Tues. and Thurs.; CHOP, call for directions; first class free; \$3.50/class, \$2.50 students; Carolyn Hamilton, 662-3293 (days), (610) 446-1983 (evenings).

Training and Development Opportunities; registration required. Info: call 898-3400 or e-mail training@postext.upenn.edu.

2 *The Rock Wall Garden*; add architectural and blossoms to your garden's landscape; learn about which plants thrive in dry wall garden; 10 a.m.-noon; \$18; members-\$15.50; Morris Arboretum; call 247-5777 (Arboretum).

4 *Penn and Pencil Club*; creative writing workshop for Penn and Health Systems staff; 5:15-7:15 p.m.; 3805 Locust Walk; info: 573-WRIT or www.english.upenn.edu/~wrl (Writers House).

13 *TOEFL Preparation*; registration ends the Friday before the class begins; 6-8:30 p.m.; \$305. *Mondays and Wednesdays through June 17*; phone 898-8681 or visit www.iat.upenn.edu/cfp for information (ELP).

14 *Speaking and Listening*; registration ends the Friday before the class begins; 6-8:30 p.m.; \$305. *Tuesdays and Thursdays through June 16*; phone 898-8681 or visit www.iat.upenn.edu/cfp for info (ELP).

20 *Language of Meetings*; registration ends the Friday before the class begins; 6-8:30 p.m.; \$155. *Wednesdays through June 17*; phone 898-8681 or visit www.iat.upenn.edu/cfp for info (ELP).

21 *Alumni Writers Series*; Sharon Glassman (C'84); conversation and a lunchtime performance of her biographical monologues; noon -2 p.m.; 3805 Locust Walk; info: 573-WRIT or www.english.upenn.edu/~wrl (Writers House).

21 *GMAT essay writing*; registration ends the Friday before the class begins; 6-8:30 p.m.; \$95. *Wednesdays through June 4*; phone 898-8681 or visit www.iat.upenn.edu/cfp for info (ELP).

Test of Written English; registration ends the Friday before the class begins; 6-8:30 p.m.; \$95. *Thursdays through April 9*; phone 898-8681 or visit www.iat.upenn.edu/cfp for info. (ELP).

28 *Cottage Gardening: Easy Perennials, Biennials and Roses*; two sessions; learn informal gardening style that uses easily cultivated and fragrant plants; 7-9 p.m.; \$45; members-\$38; Morris Arboretum; call 247-5777 for info. *Also May 30*, 9:30-12:30 p.m. (Morris Arboretum).

MUSIC

7 *The Virgin House Band*; jazz; 8-10 p.m.; Writers House. *Also May 14* (Writers House).

9 *7th Philadelphia Festival of World Film Closing Celebration: with The Savoy Smith Cajun Band*; 8 p.m.; \$16; \$15/ members; \$14/students and seniors; International House; info: 895-6588 (I-House Folklife Center).

ON STAGE

9 *Dystopia #2*; live radio show; 12 a.m.; WXPN 88.5 FM (Writers House).

Annenberg Center

Call Annenberg box office, 898-6791 for tickets and times. For more info., visit: www.libertymuse.org/~annctr.

10 *Dance Thatre of Harlem*; back for the 15th anniversary of the Dance Celebration series; 7 p.m. through May 9 Penn employees and seniors; \$39, \$34/ Penn employees and seniors; \$18 students; Zellerbach Theatre (Annenberg Center).

Montréal Festival Focus

20 *TUYO*; music on invented instruments; gigantic cones used as megaphones, a 40-foot horizontal harp and assorted percussion instruments designed to bring modern music to the audience and to create a new kind of musical theatre; 10 a.m.; International House. For 2nd grade and up. *Also May 21*, noon; *May 22*, 10 a.m.; and *May 23-24*, noon & 4 p.m.
Typhoon In The Kingdom Of Dragons; a play ; a girl and a writer meet a little dragon named Typhoon who spits water instead of fire; 10 a.m.; Prince Theatre. For 1st grade and up. *Also May 21 & 24*, noon; *May 22*, 10 a.m.; *May 23*, noon & 4 p.m. (Theatre des Confettis).

A Present From Isaac; a play; actors and puppets; comedy, colorful sets and original musical score; children learn about planets, stars and galaxies; noon; Prince Theatre. For 1st grade and up. *Also May 21*, 10 a.m.; *May 22*, noon; *May 23*, 10 a.m. & 2 p.m.; and *May 24*, 2 p.m. (Theatre Le petit Chaplin).

École Nationale De Cirque; world premiere, one-time only performance from a prestigious training school for circus performers; theatrical and athletic "new circus" style; clowning, trampoline, tightrope, slackrope and trapeze; 7:30 p.m.; Zellerbach Theatre. *Also May 21*, 10 a.m.; *May 22*, noon; *May 23*, 10 a.m. & 2 p.m.; and *May 24*, 2 p.m.

From The Netherlands

20 *Nicky, Somewhere Else*; a play with humor and sensitivity in an imaginative mix of actors, puppets and music; a child, Nicky, sets out to find his missing twin brother. 10 a.m.; Iron Gate Theatre. For 1st grade and up. *Also May 21*, noon; *May 22*, 10 a.m.; and *May 23-24*, noon & 4 p.m. (Speeltheater Holland).

From Germany

20 *Alchemilla Puppetworks*; Bernd Ogrodnik, master puppeteer, with storytelling, mime and musical entertainment.; 10 a.m.; Studio Theatre. For all ages. *Also May 21*, noon; *May 22*, 10 a.m. & noon; and *May 23-24*, noon & 4 p.m.

From the United States

20 *Red Grammar & David Parker*; Grammar, composer of six award-winning albums that have set the standard for excellence in music for families, and David Parker, a performer who utilizes movement and sign language, exchange ideas and share the stage; blending original music and audience participation; 10 a.m. & noon; Zellerbach Theatre. For all ages. *Also May 21*, noon; *May 22*, 10 a.m.; and *May 23-24*, noon & 4 p.m.

Guy Davis; expert in blues guitar and storytelling steeped in traditions of African-American culture and music; noon; Iron Gate Theatre. *Also May 21*, 10 a.m.; *May 22*, noon; *May 23*, 10 a.m. & 2 p.m.; and *May 24*, 2 p.m.

Kevin Locke; a Lakota dancer, indigenous flute player and skilled practitioner of the Native American hoop dance; his stories reflect a commitment to ecological conservation and cultural diversity; noon; International House. For all ages. *Also May 21*, 10 a.m.; *May 22*, noon; *May 23*, 10 a.m. & 2 p.m.; and *May 24*, 2 p.m.

RELIGION

Christian Association

The CA Chapel is open 9 a.m.-9:30 p.m. for private prayers and meditation.
Holy Communion.; noon-1 p.m., *Mondays*, Chapel,
Orthodox Christian Fellowship: Vespers and Discussion Series; 7-9 p.m.,
Tuesdays, 3rd floor, Chapel,
Early Morning Prayers; 8-8:55 a.m.,
Wednesdays, Conference Room,
Quaker Meetin' and Eatin'; noon-1 p.m., *Wednesdays*, Auditorium,
Sister Circle; noon-1 p.m., *Wednesdays and Thursdays*, Conference Room,
Unitarian Universalists; 7-9 p.m., *first and third Thurs.*, Lounge.

SPECIAL EVENTS

1 *Evening Wine Tasting: Vintage Roman*; discussing Roman Wine trade and the role of wine in ancient Roman social life; 6 p.m.; Upper Egypt Gallery; \$40; \$30/members; info: 898-4890 (University Museum).

5 *Star Gazing Nights*; open observatory night; 7-9:30 p.m.; DRL Observatory; call 898-5995 (Dept. of Physics & Astronomy).

8 *1998 Plant Sale*; Members' preview sale; *May 9*, Public Sale, 10 a.m.-4 p.m.; *May 10*, Mother's Day & Plant Sale, 10 a.m.-4 p.m.; and Morris Dancers, 1-3 p.m.; Morris Arboretum (Arboretum).

9 *From ICA With Love*; 35th anniversary benefit honoring artists Christo and Jeanne-Claude; live Jazz by Juanita Holiday and the Ernie Hopkins Quartet; *James Bond* trivia contest, prizes, martinis and silent auction; dance party with DJ Eric Marsh of *Club Egypt*; 7 p.m.-12 a.m.; fee; Institute of Contemporary Art; info: 898-7108 (ICA).

Faculty Club

Dinner seatings between 5:30-7:30 p.m.

5 *Chef's Showcase Dinner*; *Also May 13*.

10 *Mother's Day Luncheon*; 1-3 p.m.

15 *Alumni Dinner*

18 *Graduation Day Luncheon Buffet*; 11:30 a.m.-2 p.m.

SPORTS

For tickets and additional information call 898-4519 or visit: www.upenn.edu/sports.

10 *Burk Cup*: Men's Heavyweight Crew vs.Northeastern
Callow Cup: Men's Lightweight Crew vs.Navy

22 *Maderia Cup*: Men's Heavyweight Crew vs.Cornell

For info on Intermural and Club Sports, visit www.upenn.edu/recreation or call 898-6100.

Almanac

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E-MAIL ALMANAC@PCBOX.UPENN.EDU
URL: www.upenn.edu/almanac

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

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



Photo by Deborah Boardman

Philadanco: 28th Spring Concert Series Philadelphia dance company performs new works by coreographers Milton Myers and Ronald Brown; *May 28* at 10 a.m., noon & 2 p.m.; *Also May 29*, 10 a.m. & 7:30 p.m.and *May 30*, 2 & 8 p.m.; \$25; Zellerbach Theater. Info: 387-8200.

TALKS

1 *Mallerme: Translitterations Transatlantiques; 101st anniversary of 'un coup de ds';* 8 a.m.-7 p.m.; Room 1209, Steinberg-Dietrich (French Institute).

Research Equipment Instrumentation; Paul Malatesta, University of Medicine & Denistry of New Jersey; 10-noon; Medical Alumni Hall, Maloney Bldg. (Laboratory Animal Medicine).

Folding and Unfolding in Computational Geometry; Joseph O'Rourke, Smith College; 11 a.m.-12:30 p.m.; Alumni Hall, Towne Building (Saul Gorn Memorial Lecture Series; Computer and Information Science; Institute for Research in Cognitive Science).

A Finite-State Model of the Syntax-Semantics Lexical Interface; Annie Zaenen, Xerox Research Centre Europe; 12-1:45 p.m., Suite 400A, 3401 Walnut (IRCS).

The Complexities of the Roman Wine Trade and How it Changed from the Republican Era Through the Roman Empire; Stuart Fleming, MASCA; 6 p.m.; Rainey Auditorium, University Museum (Museum).

3 *Plants to Enhance Your Garden;* slide lecture; 2 p.m.; Morris Arboretum; call 247-5777, ext 109 for info (Arboretum).

4 *Use of Differential Display and Gene Chips to Monitor the Effect of Cytomegalovirus on Cellular Gene Expression;* Thomas Shenk, Princeton; 12:15 p.m.; Robert Austrian Auditorium, CRB (Genetics; Cell and Developmental Biology; Cell and Molecular Biology Graduate Group).

Dorsal-Ventral Patterning of Somites by Sonic Hedgehog and the Gli Transcription Factors; Anne-Gaelle Borycki, cell and developmental biology; 2 p.m.; Physiology Conference Room, 4th Floor Richards Bldg. (Pennsylvania Muscle Institute).

5 *Regulation of Adipocyte Differentiation;* Mitchell Lazar, medicine; noon; Austrian Auditorium, Clinical Research Bldg. (Biochemistry and Biophysics).

6 *Can Therapeutic Vaccines Truly Break Tolerance;* Drew Pardoll, Johns Hopkins School of Medicine; 4 p.m.; Joseph N. Grossman Auditorium, Wistar Institute (Wistar).

8 *Experimental Surgery and Intensive Care: Programs, Facilities, and Equipment in a Research Facility;* Dennis Burkett and Kenneth Sadanaga, Bristol-Myers Squibb, Pharmaceutical Research Institute; Medical Alumni Hall, Maloney Bldg. (Laboratory Animal

TALKS

Medicine).

Architecture of Language Learning Series; Anthony Kroch; linguistics, David Lightfoot, Anthony Waner; 1 p.m. (Provost's Interdisciplinary Seminar Fund; IRCS).

11 *Control of Cell Motility and Adhesion through Conformational Regulation of Ligand-Binding Sites on Vinculin;* Susan Craig, Johns Hopkins; 2 p.m.; Physiology Conference Room, Richard Bldg. (Pennsylvania Muscle Institute).

Regulation of Programmed Cell Death; Gabriel Nunez, University of Michigan Medical School; 12:15 p.m.; Robert Austrian Auditorium, Clinical Research Building (Genetics; Cell and Developmental Biology; The Cell and Molecular Biology Graduate Group).

12 *From Cadmium Resistance in Yeast to Herbicide Detoxification in Plants: The ABC of Vacuolar Xenobiotic Compartmentation;* Philip Rea, biology; 4 p.m.; Physiology Conference Room, 4th Floor Richards Bldg. (Physiology).

13 *The Control of Gene Expression During Preimplantation Mouse Development;* Davor Solter, Max Planck Institute of Immunology, Freiburg, FRG; 4 p.m.; Joseph N. Grossman Auditorium, Wistar Institute (Wistar).

Lukens Lecture: "The Once and Future Forest"; Leslie Jones Sauer, Andropogon Associates, Ltd., on her book; 3 & 7:30 p.m.; reservations necessary; Morris Arboretum; call 247-5777, ext 169 (Arboretum).

14 *The War Against Parents: What We Can Do For America's Beleaguered Moms and Dads;* Cornell West, Harvard, and Sylvia Ann Hewlett, founder and president of the National Parenting Association; 7 p.m.; B-1, Myerson Hall (Afro-American Studies).

15 *The Future of the State of Israel;* panel discussion to celebrate the 50th Anniversary of the Sate of Israel; 3-5 p.m.; Hillel Auditorium (SAS; CJS).

19 *Literacy and Women as Gatekeepers to Health Care;* Jane Lowe, social work, noon; Rhoads Conference Room, Rhoads Pavilion (FOCUS on Women's Health Research).

The World According to ETS: Characterization of Novel Members of the ETS Transcription Factor/Oncogene Family; Towia Libermann, Harvard Medical School; 4 p.m.; Joseph N. Grossman Auditorium (Wistar).

20 *Function and Regulated Activity of the Heat Shock Transcription Factors;* Hillary Nelson, medicine; 4 p.m.; Joseph N. Grossman Auditorium, Wistar Institute (Wistar).

Alumni/Faculty Exchanges and the Agenda for Excellence

Penn is pursuing a five-year strategic plan to position itself for the 21st century. The plan, the *Agenda for Excellence*, outlines six academic priorities that recognize that the acquisition, communication and use of knowledge in the future will be even less contained within the boundaries of a single discipline or school than is true today. The Alumni/Faculty Exchanges listed chronologically below are identified by the following academic priorities in the *Agenda*:

- *Life Sciences, Technology and Policy:* genetics; biological sciences; developmental biology; translational biomedical research; economics of health care.
- *American and Comparative, Democratic and Legal Institutions:* American and comparative analysis of politics, history, law and jurisprudence; media and democracy; the role of race, gender and ethnicity in democratic participation.
- *Management, Leadership and Organizations:* globalization; management and technology; public-private partnerships; entrepreneurship; public sector management.
- *The Urban Agenda:* issues in urban design and renewal such as regionalism, race relations, class and local responsibility; education; housing and community development; welfare reform; models for reducing crime and violence.
- *Information Sciences, Technology and Society:* globalization; communications, media and human behavior in the information age; natural languages and machines that are almost human; the evolution of university structures.
- *The Humanities-Meaning in the 21st Century:* ancient studies; area studies and globalization; philosophy and ethics; enriching connections between the humanities and the professions; new modes of teaching for the communications age; the nature of knowing in different disciplines.

Come listen and learn what the experts are saying about life sciences and genetic technology; what a diverse and uncertain world has to learn from American principles and institutions—and vice versa; the challenges to business leadership in a global economy; the way instant communication and leapfrogging technology are shaping our lives; and what role the humanities, ancient and modern, will play in the 21st century.

An updated list will be available at the Information Tent across from the Sweeten Alumni House; check the Penn

Link home page <http://alumni.dep.upenn.edu/alumni.htm> Unless otherwise specified, attendance is free of charge. In most cases, pre-registration is not mandatory, but you are advised to arrive early to be sure of a seat.

Friday, May 15

The Future of Our Communities: Proactive Responses for the Next Millennium; Lisbeth B. Schorr, Harvard Medical School, director, Harvard University Program on Effective Intervention. *Workshops:* Six ninety-minute workshops will be offered throughout the day on such topics as community development and urban renewal, a blueprint for the end of homelessness, a model for school reform that works, neighborhood coalitions, and religious congregations as the new social net. Please contact Dori Myers at 898-5526 or dmyers@ben.dep.upenn.edu for info. 8:15 a.m.-4 p.m., Penn Tower Hotel, (Social Work).

Stacy Levy: Works; this exhibition will include a site-specific installation as well as a number of past projects by Philadelphia artist Stacy Levy. Merging art and science, Levy's work explores such areas as wind patterns, tides, water quality and forest growth, revealing unseen aspects of the environment. Judith Tannenbaum, ICA associate director and curator of the exhibition, will lead a tour of the show, 1 p.m., ICA.

The Electronic Classroom: a hands-on Lab; see how technology is changing the University Library. 2-4 p.m., Patricia & Bernard Goldstein Electronic Classroom, Van Pelt-Dietrich Library Center.

The History of Wine; Patrick E. McGovern, senior research scientist and adjunct professor of archaeology; Scott Finaly of The Robert Mondavi Winery on the more recent history of Cabernet Savignon, accompanied by appropriate tastings. 2:30-4 p.m., E. Craig Sweeten Alumni House.

The Future of the State of Israel: two panel discussions will examine important issues facing Israel:

Politics and Israel; Ian Lustick, chair of political science; H. Michael Neiditch, C'68, president of the Jerusalem Foundation, Inc.; Denise Sondra Wolf, C'92

Jewish Identities in the Contemporary World; Rabbi Howard Alpert, Executive Director of Hillel; Beth Wenger, CJS'97, Katz Family Assistant Professor of American Jewish History; 3-5 p.m., Hillel Auditorium (SAS and Center for Judaic Studies).

Saturday, May 16

Too Much Science? At What Price? Ruth Clark Director of Regulatory Affairs, Administrator for all biomedical and behavioral research involving human and vertebrate animal subjects at Penn; Daniel A. Hammer, associate professor of chemical engineering and bioengineering, and director, master of biotechnology program, SEAS; Linda Knox, nurse manager, Clinical Research Center; Marla E. Salmon, associate dean and director of graduate studies, School of Nursing; 8:15- 9 a.m., Auditorium, Nursing Education Bldg. (Nursing; SEAS).

Admissions Seminar for Alumni Families; Harriet Joseph, director ACA; Jennifer Gordon, C'95, GED'96, ACA; Justin Ginnett, C'97, G'97, ACA; Cynthia Harvey, C'94, Undergraduate Admissions Office; 9-11 a.m., Steitler Hall, Rm. B6 (Alumni Council on Admissions).

Caregiver Stress: A Result of Managed Care? Sarah H. Kagan, assistant professor of gerontological nursing; Lenore Kurlowicz, clinical nurse specialist; Susan Krupnick, psychiatric consultant liaison nurse; 9:15-10 a.m., Auditorium, NEB (Nursing).

Leaders Under Fire; Michael Useem, Professor of Management; 9-10:20 a.m.; The Annenberg School Theater, (Wharton School).

Hong Kong: Yesterday, Today and Tomorrow; Jacques De Lisle, assistant professor of Law and faculty of the Center for East Asian Studies; Donald Morrison, editor, *Time Asia*; 9-10 a.m., The Class of 1955 Conference Room, Van Pelt-Dietrich Library.

When a President Goes on Trial; moderator: Colin S. Diver, dean and Bernard G. Segal Professor of Law; Panelists: Stephen B. Burbank, David Berger professor of Law; Michael Fitts, Robert G. Fuller, Jr. professor of Law; John Nields, Jr. partner, Howrey & Simon; Cheryl R. Saban L'85, partner, Paul, Hastings, Janofsky & Walker; Susan Sturm, associate professor of Law; 9:30-11 a.m.; Rm. 240B, The Law School (Law School).

Penn in West Philadelphia; Gary Hack, Dean, GSFA; John Fry, executive vice president, Penn; Paul Steinke, executive director, University City District; George Thomas, George E. Thomas Associates, GR'75; James Nelson Kise, Kise, Straw & Kolodner, AR'59, GAR'63, GCP'64; 10-11 a.m., Myerson Hall, Room B-3 (Graduate School of Fine Arts).

Fighting Quakers: From Battlefield to Classroom in 1940s America; Robert B. Hamilton, WH '48, author of *Quaker Sailors: U of P and the U.S. Navy*; Samuel Ballam, WEV'41, CCC'50, Emeritus Trustee of the University; presented and moderated by Thomas Childers, professor of history, author of the highly acclaimed 1996 book *Wings of Morning: The Story of the Last American Bomber Shot Down over Germany*. 10-10:45 a.m., Penniman Library, 2nd floor Bennett Hall (College of General Studies, the 50th Reunion Class and SEAS).

Gay at Penn—Then and Now; David Azzolina, C'78, G'91, GR'96, lecturer, Folklore and Folklife Department; Larry Gross, professor of communications, Annenberg School for Communication; Robert Schoenberg, SW'68, GRS'89, director, Lesbian Gay Bisexual Center; Rev. Robert Woods, W'48, clergyman, gay rights activist, published author; 10-11 a.m., Steinberg Hall-Dietrich Hall (Lesbian Gay Bisexual Center and Office of Alumni Relations).

Contemporary Takes on Traditional Tales: Snow White in the Big Apple; Larry Sipe, assistant professor, Reading, Writing and Literacy, Graduate School of Education; Jeff Bauer, kindergarten teacher, and student in the Reading, Writing and Literacy master's program; 10-11 a.m., Class of '55 Conference Room, Van Pelt Library (Graduate School of Education).

Designer Babies; Catherine S. Magid, bioethics'99, M'00; Glenn Mcgee, PhD, assistant professor of bioethics, author of *The Perfect Baby: A Pragmatic Approach to Genetics*; Joyce E. Thompson, director of the graduate program in Nurse-Midwifery; 10-11 a.m., Benjamin Franklin Room, Houston Hall (Arts and Sciences and Nursing).

Perspectives on the Market: Are Stocks Still a Buy? Wharton professor and best-selling author Jeremy J.Siegel; copies of his book, *Stocks for the Long Run*, will be on sale; 3-4:30 p.m., Room 350-351, Steinberg Hall-Dietrich Hall (Wharton School).

Children's Festival: May 20-24



Philadelphia International Theatre Festival for Children

Presented by Annenberg Center, for its 14th year. Nine different performances each run about 1 hour. All international productions are performed in English. Performing groups hail from [Germany](#), [the Netherlands](#), [Canada](#), and the [U.S.](#) Indoor performances are in the Zellerbach, Studio and Prince Theatres, in the Annenberg Center, as well as International House, and Iron Gate Theatre (formerly MTI). Admission: \$8 each for a single show. Tickets for additional shows cost \$4 each. The number of discounted tickets for each added performance cannot exceed the number purchased at full price. Call the Box Office at 898-6791; schools and groups call the Group Sales Office at 898-6683 or visit the web: www.libertynet.org/~annctr.

Clockwise from lower left:

Kevin Locke, a Lakota dancer, indigenous flute player and Native American hoop dancer;

Red Grammar, guitarist and singer along with *David Parker*, a performer who uses movement and sign language;

Ecole Nationale de Cirque, from Montreal, brings a theatrical and highly entertaining style of circus;

TUYO creates modern music from objects that don't look like musical instruments creating a new kind of musical theatre.



May
AT PENN