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David Brownlee

In the Houses

Interim Provost Michael Wachter has announced the selection of a Director of College Houses and Academic Services (Dr. Brownlee, above); of Faculty Masters for three College Houses (at right: Dr. Lucid for Gregory, Professor Nichols for Stouffer and Dr. Smith for Ware); and of a Faculty Fellow for DuBois College House (Dr. Franklin, below).
Please see page 3.



William Franklin



Robert Lucid



Philip Nichols



Kenwyn Smith

IN THIS ISSUE

- 2 Teaching Prizes for Five at Dental Med Transition at AACRC, Community Partnerships
- 3 Profiles of New College House Members
Reminder: Age Limit for Tax-Deferred Annuities
- 4 Deaths: Romeo Belonia and Dr. Ann Beuf
Election Results of Faculty Club, PPSA
OF RECORD: Research in the Community
- 5 Update on Faculty Club at the Inn
- 6 SENATE: Report of the Committee on the Economic Status of the Faculty
- 12 At Gimbel Gym: Moving the McKenzies and the Joe Browns for Fitness Space
- 13 PPSA: Overview of Work in Progress
- 14 OPPORTUNITIES and Schedule of Faculty/Staff Recognition Events for June 2-4
- 15 CrimeStats
- 16 OF RECORD: Three-Year Academic Calendar
Pullouts:
Commencement '98
Summer at Penn



R. Tait McKenzie

President of Lehigh: Dean Farrington

Lehigh University has announced the selection of Penn's Dr. Gregory C. Farrington, dean of the School of Engineering and Applied Science, as its 12th president, effective August 15.

"We set out to find a proven leader, an individual who could advance our fine institution into the 21st Century, and we have found that individual in Greg Farrington," said Ronald J. Ulrich, chair of the Lehigh board of trustees. At Penn, President Judith Rodin called Dr. Farrington "a catalyst for interdisciplinary teaching and research. His bold, innovative vision for the School will continue to guide us into the next century. He is a wonderful choice for Lehigh," she added, and we will miss him here."

As dean of SEAS since 1990, Dr. Farrington was prominent in the development of the Institute for Medicine and Engineering and of other collaborations with Annenberg, GSFA, Law, Medicine, Nursing, SAS and Wharton. He also led fund-raising efforts that doubled the number of fully endowed chairs and nearly tripled the School's endowment in six years.

Leaving with Dr. Farrington will be his wife, Jean, head of the materials acquisitions and current periodicals at Van Pelt-Dietrich, who will join Lehigh as a special projects librarian.



Dean Farrington

\$40 Million to Wharton: A Huntsman Gift Breaks a Record

The Wharton School has received a \$40 million unrestricted gift—the largest single donation ever made to a business school—from alumnus Jon M. Huntsman, founder, chairman and CEO of the Huntsman Corporation. "This is an extraordinary commitment and a real tribute to the tremendous generosity of Jon Huntsman and his family," said Dean Thomas P. Gerrity of the Wharton School. "Jon is one of the most exceptional business leaders of our time whose values, ideals, public service and philanthropy make him a shining example for all of our thousands of Wharton students that we send out each year into leadership positions around the world."

"The Huntsman Family is truly one of the great 'Penn' families," said University of Pennsylvania President Judith Rodin. "This family is a model of generosity and an inspiration to all of us. We are deeply grateful for their friendship and for this gift, which will have an enormous impact on the educational programs, the research, the faculty and students of the Wharton School. It will support Wharton's global vision, which is such an integral part of *Agenda for Excellence*, the University's strategic vision for the future."

The new gift brings the recent contributions of Jon Huntsman and his family to more than \$50 million, according to Dr. Gerrity. In January 1997, the family gave \$10 million to Wharton and the School of Arts and Sciences to endow for undergraduates the Huntsman Program in International Studies and Business, the first of its kind in the U.S. to integrate international studies, foreign language and business education.



Mr. Huntsman

Director of AIDS Research: Dr. Nathanson

Dr. Neal Nathanson, a PennMed microbiologist and world leader in viral pathogenesis who until last year was Vice Dean for Research and Research Training here, has been named director of the Office of AIDS Research of the National Institutes of Health, NIH Director Harold Varmus announced last week.

"Dr. Nathanson brings a powerful scientific intellect, great compassion, and long administrative experience to the task of leading the NIH AIDS research program at this critical time," said Dr. Varmus.

The OAR coordinates scientific, budgetary, legislative, and policy elements of the NIH AIDS research program, as well as promoting collaborative research here and abroad. A comprehensive evaluation of the NIH AIDS research program recently led to the restructuring of the research program to streamline it, strengthen high-quality programs, eliminate inadequate programs, and "ensure that the American people reap the full benefits of their substantial investment in AIDS



Dr. Nathanson

(continued on page 2)

Five Teaching Awards in Dental Medicine



Henry Chen



Bal Goyal



Nathan Kobrin



Jeffery Stewart



David Weinstock

Five faculty of the School of Dental Medicine were recently recognized by the Class of 1998 for their contributions to education. The awards and their recipients:

Dr. Henry Chen, clinical assistant professor of general restorative dentistry since 1997, was the recipient of the Earle Bank Hoyt award, presented each year to a graduate of the school who is a full-time junior clinical faculty member and who has exemplified the teaching spirit for which Dr. Hoyt was well-known. Dr. Hoyt, a member of the Class of 1918 at Penn Dental, was a distinguished clinician and educator. The Award was established by a grateful patient in honor of Dr. Hoyt's dedication and excellence in teaching.

The Joseph L.T. Appleton Award for a part-time faculty member was presented to *Dr. David Weinstock*, clinical assistant professor of general restorative dentistry since 1990. Named for Dr. Joseph Appleton, a 1914 Penn Dental alumnus who was Dean of the School from 1941 to 1951, the award is the students' way of saying "thank you" to the individual who most exemplifies the spirit and quality of teaching that Dr. Appleton represented in his 66 years' close relationship with the School—as a student, faculty member in bacterio-pathology, dean and as a full professor after the deanship. The award is given to a person whose excellence in clinical teaching has developed students' skills and enriched their lives.

Dr. Nathan Kobrin, clinical assistant professor of general restorative dentistry since 1993, who received the Robert E. DeRevere Award for pre-clinical teaching by a part-time faculty member in 1997, was honored with that award again this year. The award is named for Dr. DeRevere, a 1945 Dental alumnus, who as a faculty member at the School had charge of dental services at Children's Heart Hospital of Philadelphia and Philadelphia General Hospital, in addition to his usual teaching duties. The award, given annually since 1982, has come to be a coveted recognition of excellence.

Dr. Jeffery Stewart, assistant professor of pathology since 1991, was honored for the second time since 1995 with the Basic Science Award. The award recognizes faculty in the basic sciences, seen as an integral part of dental education, where "a sound understanding of the fundamentals is essential to the success of clinical teachings."

Dr. Bal Goyal, associate professor of restorative dentistry and director of removable prosthodontics and undergraduate pre-clinic lab since 1991, was the first recipient of the School's new Excellence in Teaching Award. Three of the past four graduating classes have given special recognition to Dr. Goyal for his contributions, including induction as an honorary member of OKU, the dental honor society, in 1996. Dr. Goyal has taught at the Dental School since 1975.

Dr. Nathanson from page 1

research," Dr. Varmus noted. Based on a key recommendation of that report, OAR has made HIV vaccine development a high priority, restructuring and revitalizing the program, and providing significantly increased resources.

The recruitment of Dr. Nathanson—who is also a member of the NIH AIDS Vaccine Research Committee headed by Dr. David Baltimore—marks NIH's commitment to "continuing efforts to develop an effective vaccine, improve treatments for HIV disease, and prevent transmission of HIV," Dr. Varmus said.

Dr. Nathanson took his B.S. and M.D. at Harvard, followed by clinical training in internal medicine at Chicago and postdoctoral training in virology at Johns Hopkins. Early in his career, he spent two years at the Centers for Disease Control where he headed the Polio Surveillance Unit. Later he joined the faculty of the Johns Hopkins School of Hygiene and Public Health where he became Professor and Head of the Division of Infectious Diseases in the Department of Epidemiology.

In 1979 he moved to PennMed, where he chaired the department of microbiology for 15 years, and served as vice dean for two. He became emeritus professor in 1995.

Dr. Nathanson rose to prominence for his definitive work on the epidemiology of polio. Among his important contributions have been the clear delineation of the two major routes by which poliovirus could be disseminated in its host, the introduction of immuno-suppression to understand the role of the immune response in recovery from primary viral infections, the demonstration that lymphocytic choriomeningitis could be prevented or enhanced by immune manipulation, and the detailed genetic analysis of bunyavirus virulence. He did some of the early studies of visna virus of sheep, the prototype of the lentiviruses, of which the AIDS virus is another member. In recent years, his NIH-sponsored work has included studies in the mechanisms by which HIV causes disease.

Transition at AARC, Community Partnerships

Jack Lewis, associate clinical director of HUP's Outpatient Psychiatry Clinic, has been named Associate Director of the African American Resource Center, succeeding Isabelle Sampson-Mapp, who has moved to the Center for Community Partnerships as Associate Director of the Penn Staff, Faculty and Alumni Volunteer Service.

"We are extremely fortunate to have found someone with a wealth of experience in both program administration and counseling," said AARC's director Jeanne Arnold in announcing the appointment of Mr. Lewis. "The fact that Jack is already familiar with the environment as a Penn alum and HUP professional is a plus" for AARC, which works to enhance the quality of life of African American faculty, staff and students at Penn.

Mr. Lewis, who took his B.A. in psychology at Johns Hopkins in 1979, came to Penn for his M.S.W., which he received in 1981. Since graduation he has been a psychiatric social worker with the Defender Association of Philadelphia, 1983-89; a social worker with HUP, 1989-93; and this past year has also been a psychotherapist in the University's EAP program, the Penn-Friends Behavioral Health System.

Ms. Sampson-Mapp, who holds a degree in early childhood education from Brooklyn's Medgar Evers College and an M.S.W. from Columbia along with a certificate from HERS, had been with AARC for eight years before joining CCP—where she coordinates numerous mentoring, tutoring and shadowing programs with community schools; conducts drives to assist children and others, and oversees PennVIPS, the widely known volunteer program initiated by Bonnie Ragsdale and continued on an acting basis by



Jack Lewis



Isabelle Sampson-Mapp

Winnie Smart-Mapp since Ms. Ragsdale joined the People's Emergency Center last year. Dr. Ira Harkavy, the CCP director who announced Ms. Sampson-Mapp's appointment, said "She has done a superb job at the African American Resource Center, and she will do a superb job in the Center for Community Partnerships."

"Winnie [Smart-Mapp] has been extraordinary, fulfilling the responsibilities of two very demanding positions with skill and professionalism. She could not have done a better job." Ms. Smart-Mapp continues in her original position as assistant director of CCP.

[More staff changes June 16.—Ed.]

College Houses: New Appointees in Profile

Last week Interim Provost Michael Wachter announced five more appointments to posts in the College Houses—three new faculty masters another Faculty Fellow, and the selection of a Director of College Houses and Academic Services. “These appointments, along with our other College House Faculty Masters and Fellows, reflect a depth of talented Penn faculty in residence that is truly impressive,” said Dr. Wachter. “I’d like to thank the many students, faculty and staff who generously contributed their time, energy and input to ensuring that our college houses will be led by the very best that Penn has to offer.” Faculty Masters are appointed by the Provost to three-year terms, renewable for a similar term or terms thereafter. Faculty Fellows are selected by Faculty Masters in consultation with students and staff within each College House and serve two-year terms.

Director of College Houses and Academic Services: Dr. Brownlee

Dr. David Brownlee, professor of art history in SAS and Faculty Master of Harnwell College House (*Almanac* March 24), has been the interim director of College House Implementation and was recently elected chair of the Residential Faculty Council (RFC). He has been integrally involved in the creation of the comprehensive College House system as chair of planning and working committees that led to its formation.

He will report directly to the Provost and indirectly to the Vice Provost for University Life (VPUL) and the Council of Undergraduate Deans (CUD). As Director, Professor Brownlee will have full administrative responsibility for the Department of Academic Programs and Residence Life (APRL) and other related academic service functions, including the “Wheel,” that reinforce the academic mission of the College Houses and provide them, in their diversity, with strong central support.

“Penn is at an important point in its history,” Dr. Brownlee said, “And this is a once-in-a-lifetime opportunity for me to give something back to the institution that has supported me throughout my career as a scholar and teacher. We have firmly attached the College Houses to Penn’s intellectual goals, we have appointed resident faculty and staff unprecedented numbers, and we have forged an extraordinary new partnership among the College Houses and all

four of the undergraduate schools. By doing those things we have also established a new paradigm for undergraduate education at Penn.

“I have worked for a long time with many wonderfully talented people to help create the College House system, and it will be tremendously rewarding to see the project come to life in the months ahead.”

Three Faculty Masters

The three new Faculty Masters are Dr. Robert Lucid of English, who is returning to the residential system after conducting off-campus research; Philip Nichols of legal studies at Wharton School; and Dr. Kenwyn Smith, who teaches organizational behavior at the School of Social Work, at Wharton’s Aresty Institute, and in the Fels Center of Government.

Gregory: Dr. Lucid. Dr. Lucid will be joined by his wife Joanne in Gregory College House, which comprises the Van Pelt and Modern Languages houses. Professor Lucid has a long, distinguished history with Penn’s College Houses, having served as Faculty Master of Hill College House from 1979 to 1996. From 1994 to 1996, Dr. Lucid was the chair of the Residential Faculty Council (RFC). He was also the Chairman of the Collegiate Planning Board, the planning board from which the idea for a comprehensive College House system at Penn originated.

A 1954 alumnus of the University of Washington, Dr. Lucid took his A.M. and his Ph.D. in English from Chicago (1958) and taught at Chicago and at Wesleyan before joining Penn in 1964 as an assistant professor of English. Promoted to associate professor four years later, he became full professor in 1975.

Long known among scholars for such work as *The Journals of Richard Henry Dana, Jr., 3 vols.* (Belknap/Harvard), he became a household name with *Norman Mailer, the Man and his Work* (Little, Brown). He is currently at work on Mailer’s authorized biography. His numerous honors include a Yaddo Fellowship, the Lindback Award, and the Ira Abrams Award for Distinguished Teaching given by SAS.

Dr. Lucid served as graduate chairman of the English department in 1974-76, and chair of the department in 1980-85. He also founded the Penn-in-London program.

Stouffer: Mr. Nichols. The new Faculty Master of Stouffer College House is Professor Philip Nichols, an assistant professor of legal studies at Wharton who has been a Faculty Fellow at Stouffer for the past two years. With him are his wife, Amy S. Nichols, and their three sons, Tanner, 5; Hilyard, 3; and Browning, 2.

Professor Nichols took his A. B. in anthropology at Harvard in 1982 and his J.D. and LL.M. in foreign and international law from Duke in 1988. He joined the Wharton faculty in 1992 and was the Ronald Koenig Term Assistant Professor from 1994 to 1997.

For his teaching in international business, the legal aspects of doing business with emerging economies, and other courses in law and business, he has won numerous teaching awards including the 1996 David W. Hauck Award for Outstanding Undergraduate Teaching; the 1996 Intergreek Council Award for Outstanding Professor and Wharton’s Undergraduate Teaching Award every year for the past five years.

He is the faculty advisor for Phi Alpha Delta, (Penn’s pre-law society); Alpha Kappa Psi (the undergraduate business society); and the University’s new mock trial team.

Ware: Dr. Smith. Joining Dr. Kenwyn Smith in Ware College House will be his wife, Dr. Sara Corse, and their three children, 10-year-olds Justin and Phillip, and 7-year-old Kalila. Dr. Corse is a clinical psychologist who is a research consultant and clinical assistant professor of psychology in psychiatry at PennMed.

Before arriving at Penn as associate professor of organizational behavior at Wharton School in 1983, Dr. Smith taught at the University of Maryland (1977-1983), the University of Melbourne (1975-77 and 1970-71) and the University of New Haven (1974).

An alumnus of the University of Queensland, where he took his B.A. (Honours) in 1967 and M.A. in 1970, Dr. Smith also holds an M.A. from Yale (1973) where he took his Ph.D. in organizational behavior in 1974.

He has won numerous teaching awards at Penn, including the Excellence in Teaching Award from Wharton MBA (1989 and 1990); the Anvil Award, Wharton, MBA (1990) and the Excellence in Teaching Award, SSW, MSW, 1994. His research focuses on organizational change, group dynamics and the management of conflict. He is particularly interested in the impact of organizational dynamics on the physical and emotional health of employees.

He has also been deeply committed to working with people living with AIDS. He is a co-founder of MANNA (Metropolitan AIDS Neighborhood Nutritional Alliance), which delivers meals free six days a week to homebound people living with AIDS in the Philadelphia area. Dr. Smith served as chair of MANNA’s Board of Directors from 1990 to 1996. MANNA’s first ten meals were donated by the Faculty Club at Penn and delivered by Penn employees.

A Faculty Fellow

DuBois: Dr. Franklin. Dr. William Franklin, who joins the University this year as a post-doctoral research specialist for GSE’s Center for Health Achievement, Neighborhood Growth and Ethnic Studies (CHANGES), will also become a Faculty Fellow at DuBois College House, where Dr. Howard C. Stevenson Jr. is Faculty Master.

Dr. Franklin, who specializes in child and adolescent development, took his B.A. in 1987 and M.A. in 1990 from California State University, winning the Outstanding Graduate Student Award at the Northridge campus. He earned his Ph.D. in psychological studies from Stanford in 1995. He has been an associate professor at California State/Monterey Bay, in the Center for Collaborative Education and Professional Studies where he has taught courses including child and adolescent development and the African-American child. He has also been the associate director of the Back on Track Research and Training Center there, focusing on building partnerships in underserved communities and assisting families and youth placed at risk.

During the past three years, he served also as co-director of a Teacher Recruitment/Diversity Project, as faculty advisor to the African-American Students’ Union, chair of the Academic Advising Task Force, chair of the First Annual African-American/Latino Youth Summit, and a member of the Student Affairs Committee.

A recipient of a Spencer Dissertation Fellowship and other awards, Dr. Franklin was a resident fellow at California State/Northridge from 1988-90, where he managed the day-to-day operations of a complex housing 760 undergraduates. Earlier he was a resident fellow with the Summer Bridge Program at California State where he managed the overall operations of a residence hall housing 200 freshmen.

Tax-Deferred Annuity Plan A Reminder:

As published in *Almanac* February 10, 1998 (For Comment) and March 17, 1998 (Approval of Recommendations: Benefits Redesign II), the eligibility requirements for participation in the Tax-Deferred Annuity (TDA) Plan have been changed in order for the Plan to pass the Internal Revenue Service’s nondiscrimination test.

Effective July 1, 1998, faculty and staff must be at least age 21 and will have to complete at least one year of service at Penn to be eligible to participate in the TDA Plan. The new requirements will affect only faculty and staff hired with a starting date of July 1, 1998 or later. *New hires prior to July 1, 1998 will not be affected by this change.*

— Human Resources/Benefits

DEATHS

Romeo Belonia, Comptroller's Staff

Romeo G. Belonia, a member of the Comptrollers Office since 1982, died of a heart attack on Saturday, May 2 at the age of 58. He had joined the University in July of 1980 as an accountant in Student Financial Services, moving to the Comptroller's Office in October 1982 as the Interfund Accountant.

A graduate of the University of the East in The Philippines, where he also obtained his CPA, Mr. Belonia was an accountant at Temple University before coming to Penn. He was also a licensed real estate agent.

Mr. Belonia is survived by his wife, Judith; a son, three daughters, and two grandchildren.

"Romeo will be sadly missed by all of his co-workers and also by many others who worked closely with him during his 18 years at Penn," said Maria Palermo, the business administrator in the Comptroller's Office.

Dr. Ann Beuf, a Leader in Women's Studies

Photo by Art Siegel



Dr. Ann Beuf

Dr. Ann Hill Beuf, an early leader of the Penn Women's Studies Program and the first to hold the title of director, died in Boulder, Colorado on May 9 at the age of 59, after a 25-year struggle with Parkinson's Disease.

Dr. Beuf joined Penn in 1972 as assistant professor of sociology, where she later served as undergraduate chair. She was named acting director and later director of Women's Studies in 1977, succeeding its founding coordinator, Dr. Elsa Greene. In 1981 she won the Lindback Award for Distinguished Teaching, cited as "generous and demanding" by her nominators. She also received a Fulbright Award and was a member of a 1982 Congressional Fact-finding Delegation to China.

Dr. Beuf was the author of *Biting Off the Bracelet: Red Children in White America*, and *Beauty is the Beast*, and many journal articles.

She is survived by her mother, Helen Harper Hill; two sons, Peter and Carlo; a daughter, Helen Beuf Kunik, and two grandchildren.

Wanted: Goods Stolen from Shannon Schieber's Apartment

In the continuing investigation of the death of Shannon Schieber, Philadelphia Police have sent flyers to film and camera shops in search of a Canon camera, model ELPH, believed to have been stolen from her Center City apartment on the night of May 6 when the 24-year-old Penn doctoral student was killed.

DNA testing has ruled out a fellow Wharton student questioned earlier, according to the *Philadelphia Daily News*, and police are now trying to track missing jewelry, a knapsack, and a large binder with plastic sleeves containing 100 CD's ranging from opera to Frank Sinatra.

Anyone who has information is asked to call (215) 686-3334, 3335 or 3336.

PPSA Officers Elected

At the May 20 annual meeting, Laurie Reed McCall, of Academic Support Programs, was chosen as chair-elect and Adam Sherr, of Dining Services, as vice chair-elect. The full roster of PPSA officers for 1998-99:

Chair: *Terri White*, director, Academic Support Programs/VPUL

Vice Chair: *Alicia Brill*, manager, Recruitment Services/HR

Chair-Elect: *Laurie Reed McCall*, associate director, Academic Support Programs/VPUL

Vice Chair-Elect: *Adam Sherr*, meal contract coordinator, Dining Services

Past Chair: *James Bean*, manager, Mail Services

Past Vice-Chair: *Thomas McCoy*, operations supervisor, Telecommunications

Members at Large: Newly elected

Trish De Pietrae, executive assistant to dean, Vet. Medicine

Nancy McCue, assistant director client services, Housing Services

Patricia Rose, director, Career Planning & Placement/VPUL

Members at Large: Continuing

Patricia Frederick Burns, office manager, School of Social Work

Anna Loh, director, Human Resources/Wharton School

Michele Taylor, coordinator, biochemistry/Dental Medicine

OF RECORD Effective July 1

Last year, a University wide committee appointed by Ralph D. Amado, Vice Provost for Research, and chaired by Ira Schwartz, Dean of the School of Social Work, developed *Guidelines for Research in the Community*. At Penn considerable work is done with community subjects. All research protocols for such work are reviewed by the Institutional Review Board, which does an excellent job of protecting the individuals involved in the research. There is, however, a broader institutional issue; the participants in the research need to be viewed not just as subjects but also as neighbors of a community that Penn shares. The *Guidelines for Research in the Community* are not intended to replace the Institutional Research Board but rather to supplement the Board's traditional concerns. The *Guidelines* have been approved by the Provost, the Council of Deans, the University Council Committee on Community Relations, and the Faculty Senate and are effective July 1, 1998.

— Michael Wachter, Interim Provost

— Ralph D. Amado, Vice Provost for Research

Guidelines for Research in the Community

A significant number of Penn faculty and students are engaged in research that involves the study of the Philadelphia community, and, in particular, West Philadelphia, or that involves community members as research subjects. As in all research conducted under the auspices of the University, such research should adhere to the appropriate protocols for the protection of human subjects and must be approved by the University's Institutional Review Board.

Although the Institutional Review Board does an excellent job of protecting individual subjects, community-based research raises additional questions about research protocols and approaches. The populations studied are often Penn's neighbors, and as such, the approaches undertaken should reflect the importance of that relationship to Penn, and the values of mutual respect and trust that should guide all of our collaborative activities with the community. The University also recognizes that mutual respect and trust are necessary preconditions for the honest and open exchange of ideas that is essential to genuine learning and the advancement of academic inquiry.

The University views its relationship with the Philadelphia community as a partnership. Accordingly, and to the extent possible, Penn faculty and students should engage the community in helping to plan research projects. Also, the findings should be shared with the community so that all parties can benefit.

1. As in all research involving human subjects, undertaken under University auspices, research in the community must be approved by the Institutional review Board, and meet all of the required protections of human subjects.

2. Whenever possible, researchers investigating community issues should work with community-based organizations to discuss all aspects of the research process, including problem definition, hypothesis generation, study design, data analysis, and dissemination.

3. Whenever possible, researchers should have a dissemination plan that includes distribution or presentation of results to community members and organizations, particularly those who participated in the research.

4. Researchers should determine if other projects are underway in a community, and whenever possible, coordinate efforts with other research projects to minimize disruption and maximize positive impacts on community members and organizations.

5. In the spirit of mutual learning and benefit, researchers should consider how study results could be used to the benefit of the community whenever possible, and should make extra efforts to communicate those recommendations to appropriate community members.

The information that follows is, in large part, very similar to a message published *For Comment* October 21, 1997, concerning the Club's projected move to the Inn at Penn. Notable changes have been made in the Club floor plans, which include a new private dining area, reconfigured art gallery space, and updated renderings that show the general types of interior finishes.—E.S.R.

Faculty Club Update: On the New Home in the Inn at Penn

Over the summer of 1997, an ad hoc committee of the Board met with Steven Murray and Marie Witt of the Office of Business Services regarding plans for the future relocation of the Faculty Club to facilities within the Inn at Penn, now under construction in the 3600 block of Walnut Street. The outcome of this consultative process was a set of plans which were reviewed and accepted by that committee and brought to the Board at a special meeting in mid August. The Board voted to accept the recommendation to move forward with the plan as presented. The Board members discussed the architectural plans with the membership at an October 6, 1997, meeting. Since that meeting, an *ad hoc* design committee of the Board has been meeting regularly with the designers on a series of revisions that have substantively improved the original plans for the Faculty Club. John Keene (City and Regional Planning, Chair-elect Faculty Senate) and Richard Wesley (Interim Chair, Architecture) have worked closely with this committee. A separate *ad hoc* committee of the Board continues to work on issues related to governance, finances, and terms of agreement.

Current Facilities

The Faculty Club currently provides a variety of functions for the University, its departments, faculty and staff. These include:

- The Hourglass, a moderately priced, 73-seat restaurant with table service open daily for lunch and Wednesdays for dinner during the year.
- The Cafeteria, a luncheon buffet open Monday through Friday to all members at the fixed price of \$6.25 per meal (\$6.75 effective July 1), it accommodates up to 200 users per day. Evening food services are provided for Hillel.
- A conference center with a Club Room in the basement, Alumni Hall on the second floor, and seven private dining rooms on the third floor. (Some 1,500 square feet on the third floor are rented by the Dynamics of Organization program)
- An informal meeting place for faculty and staff, including a bar/grill area seating 38 and a lounge space, both on the first floor of Skinner Hall. This space has a small art gallery where several exhibitions are held during the year.

Club Membership is currently about 18% of eligible faculty and 4% of eligible staff.

The University has been providing the Faculty Club with space on a rent-free basis under the terms of a 1959 agreement. In addition, the University has been covering the costs of operating the building (about \$300,000 per year) and Faculty Club operating deficits averaging \$350,000 per year.

Feedback from long-range planning discussions and recent surveys indicated that members were most concerned with retaining an environment that fosters collegial conversation, an informal lunchtime buffet to enable interaction between colleagues, an upscale dining room suitable for hosting guests, and a distinct identity.

In the Inn at Penn: Interior Design

The space planned for the Club at the Inn has been designed with direct input and collaboration from an ad hoc committee of the Board of Governors. Interior design features and other operational issues will continue to be discussed over the coming months. Preliminary renderings show the general atmosphere envisioned for the Club space. These renderings can be seen on the web at www.upenn.edu/bus-svcs/clubplans.html#Identification.

The entry to the Club will be via the Walnut Street entrance. Members will enter the Inn lower lobby and go directly to an elevator to the second floor or ascend the main stair case. Signage marking the entry to the Club will be prominent upon arrival.

Entry to the Club space will be immediately off the second floor lobby area and adjacent to the Inn's living room (see page 13 for a sketch). A reception area with a desk for the Club coordinator will be located at the entrance to the Club.

Just past the desk, an art gallery area leads to the buffet dining room, which in turn leads to the main dining room.

The buffet dining room (*right*) will have approximately 120 seats in its main area with an additional 30 seats arranged at three long tables designed to promote collegial and social gatherings. A separate, private dining room off of the gallery will seat up to an additional 14 guests. The buffet will feature salads, soups, sandwiches, a selection of entrees, beverage station, and dessert bar each day.

The main dining room will be at the western end of the Club. It features a lovely bow window overlooking Walnut Street and the Annenberg Center. This room will seat 80, with wait service and an *à la carte* menu.

The Inn will also operate a restaurant/bar on the first floor of the Walnut Street side of the complex. It will seat approximately 170. Bar service to the Faculty Club buffet and dining room will be provided by the Inn via the living room and the first floor restaurant/bar.

Food Service Management: The company hired to operate the Inn at Penn will provide food and beverage service, and maintenance and upkeep functions for the space designated for the Club. The Inn operator will be hired by Penn on a management contract. The operator will be paid a fee for services and be paid based on key performance milestones to include both financial and customer service requirements. Therefore, all revenues (other than membership dues) and expenses related to provision of meals and beverages associated with the Club will be borne by the Inn.

Meeting and Conference Rooms: The Inn at Penn will provide a large ballroom that may be subdivided into four smaller rooms as well as three smaller meeting rooms and a board room. Club members wishing to reserve meeting rooms may do so either through the Club Coordinator or directly through the Inn. Special rates will be established for the University, and extended to Club members for room rentals. Additionally, there are ten conference suites located throughout the building. The Inn will provide flexible scheduling options and preference for University faculty and staff.

Hours of Operation: While still under discussion, the Club would generally be open Monday through Friday from 8 a.m. to 6 p.m. with the Dining Room area available with coffee set-up each weekday morning. Lunch would be provided Monday through Friday, and the traditional Wednesday night dinners would continue.

Special functions and events such as pre-game brunches will continue to be hosted by the Club. Breakfast will be served daily by the Inn (for patrons of the Inn as well as any interested Club members) only in the space designated for the buffet. Club members will have access to the main dining room and Inn living room for morning coffee and conversation.

Club space may be scheduled for use for functions by the Inn during non-standard Club hours and by advance scheduling with the Club Coordinator.

Next Steps: Since the basic plans have been approved by the Faculty Club Board of Governors and shared with the Faculty Senate Executive Committee, the *ad hoc* committee of the Board is working with Business Services to finalize details such as operational, legal and related issues. (SEC discussed but took no position on the plans presented to it by Steve Murray and John Fry at its meeting October 8, 1997.) Please forward your comments and suggestions via e-mail to Dr. Elsa Ramsden (ramsden@mail.med) or Marie Witt (witt@pobox).

— Elsa Ramsden, President, Faculty Club Board of Governors



Report of the Faculty Senate Committee on the Economic Status of the Faculty

May 21, 1998

Contents

I. Introduction	6
II. Resources for Faculty Salaries	6
A. Responsibility Center Budgeting System	6
B. How Salary Increment Decisions Are Made	7
III. Penn Faculty Salaries: External Comparisons	7
A. Growth in the Consumer Price Index	7
B. Faculty Salary Levels at Other Research Universities	8
IV. Penn Faculty Salaries: Internal Comparisons	8
A. School Differences in Salary Increments in Comparison with CPI	9
B. Variability in Faculty Salaries by Rank	9
C. Variability in Professorial Salaries by Years of Service	9
D. Variability in Professorial Salary Levels	9
E. Variability of Average Salary Levels by School	9
F. Variability in Average Salary Increments	10
V. Discussion and Recommendations	10
A. Competitiveness of Penn Faculty Salary Levels	10
B. Inequity in Faculty Salaries	10
C. Establishing a Floor for Salary Increments	11
D. Subvention Pool Allocation Criteria	11
E. Comprehensive Policy on Faculty Compensation	11

I. Introduction

The Senate Committee on the Economic Status of the Faculty (SCESF) is charged by the "Rules of the Faculty Senate" to:

- Gather and organize data on faculty salaries and benefits,
- Represent the faculty in the determination of University policy on salary issues, and
- Issue an annual report on the economic status of the faculty.

In performing these responsibilities during the past year, SCESF has focused on three broad concerns:

- The salary setting process: how funds become available for faculty salaries and the how salary decisions are made.
- External comparisons: the overall levels of faculty salaries in comparison with external indicators.
- Internal comparisons: inequality of faculty salaries within the University, and sources of possible salary inequity that might occur within observed inequality.

Major sections of this Report are devoted to each of these three topics, while a concluding section contains SCESF's recommendations.

In performing its responsibilities, SCESF has been cognizant of Penn's current salary policy as stated by the President, Provost, and Executive Vice President (*Almanac* April 22, 1997, p. 2). Penn's guiding principle in salary planning for is to pay faculty and staff (a) competitively, (b) in relationship to the markets for their services, and (c) in order to acknowledge their contributions to the University and to help Penn remain a strong and financially viable institution.

We have also followed up on the single recommendation of the 1996-97 SCESF "to monitor the ongoing salary information carefully, and pay particular attention to any decline in the position of SAS faculty compared with peer institutions" (*Almanac* May 13, 1997, p. 8). This we have done, and can report that available evidence indicates that SAS faculty salary levels have maintained their competitive position with respect to salary levels of comparable groups at other major research universities. Furthermore, SAS salary increments for the current year have equaled or exceed

the growth in the consumer price index to the same high degree as have faculty salary increments elsewhere within Penn—a condition that represents a significant improvement since the prior reporting year.

In studying faculty salaries for this report, SCESF has benefited from detailed salary information that has been provided by Penn's administration (excluding, of course, individual faculty salaries). Our understanding of salary variability has been enhanced enormously by access to this information (a circumstance that has become University policy only in recent years) and by the assistance of those who have produced it. The SCESF acknowledges this cooperation with appreciation.

II. Resources for Faculty Salaries

Faculty salaries are the product of a two-step process. First, most of each School's resources are raised in accordance with the principles of Penn's Responsibility Center Budgeting System. In addition, subvention is distributed to Schools by Penn's central administration. Of these resources, each School makes a certain amount available for faculty salaries in three respects: (a) sustaining existing faculty appointments, (b) providing annual salary increments for continuing faculty members, and (c) creating salary funding for new faculty positions. In addition, Schools must provide funds for employee benefits that approximate 30% of all such faculty salary expenditures. Second, Deans of Schools make annual salary increment recommendations to the Provost for continuing faculty members by a different process. These two steps are described separately in the following sections.

A. Responsibility Center Budgeting System

In accordance with principles of the Responsibility Center Budgeting System (RCBS), each of Penn's 12 schools has available a certain amount of income annually. In turn, each School is obligated to establish a level of annual expenses that does not exceed the total of available income. Income and expenses are both classified into two major types: "General Operating Funds" (formerly termed "unrestricted"), the expenditure of which is not restricted by principles established by donors; and "Designated Funds" (formerly termed "restricted"), the expenditure of which is restricted by principles established by the donors of such funds. Because payment of the base academic year salaries of standing faculty members is *assured* from General Operating Funds (even though significant portions of such salaries are actually paid from Designated Funds), only principles of the RCBS as applied to General Operating Funds are described here.

In general, the income available to each School is of three types: earned income, gift income, and centrally-awarded subvention. These sources are shown in greater detail in [Table 1](#) for all of Penn's 12 Schools combined. Tuition is, by far, the greatest source of school income, with indirect cost recoveries from externally funded projects a distant second. With respect to faculty salaries, it is possible (at least in principle) that the amount of money available could be increased by augmenting a school's income from one or more of the nine specific sources listed in [Table 1](#). To the extent that it is possible to increase a school's income from sources that are based on the work of faculty (e.g., tuition), faculty members have some influence over the growth of income that is available for supporting faculty salaries.

Expenses for each school are of three general types: faculty compensation (i.e., salary plus benefits), operating expenses (including staff compensation and student aid), and costs allocated to Schools (e.g., facility expenses) by RCBS principles. These expenses are shown in greater detail in [Table 1](#) for all of Penn's 12 Schools combined. Faculty compensation and total allocated costs are the greatest (and equivalent)

sources of school expenses during FY 1998. With respect to faculty salaries, it is possible (at least in principle) that the amount of money available could be increased by reducing a school's "standard of living," i.e., by reducing the level of staff and other support, facilities used, and/or student aid.

In essence, the RCBS sends the message to Schools that each can spend as much as it can earn, and that each School has a great deal of latitude in how it's income is spent. More, or less, might be spent on faculty salaries at a school's discretion. A major exception to this message is that a significant component of income is subvention—an annual award of funds to each school by the University centrally. The amount of subvention awarded to each school is based on a number of considerations such as an adjustment for certain inequalities among Schools in the costs of providing instruction and supporting research. One of many such considerations can be the variation of average faculty salaries by rank among Schools. For this and other reasons, the percentage of school expenses provided by subvention income varied widely among Penn's Schools from a low of 4% to a high of 28% during FY 1998¹. These numbers suggest that considerable central judgment is used in allocating subvention to Schools.

B. How Annual Salary Increment Decisions Are Made

Annual salary increment recommendations for continuing faculty members are made by Department Chairs (in Schools with Departments) and by Deans, with review and oversight by the Provost (see *Almanac* 1997, April 22, p. 2 for a statement of the "Salary Guidelines For 1997-98" pertaining to salary planning for FY 1998). Penn's President, Provost, and Executive Vice President set an upper limit on a "pool percentage" for salary increments. For FY 1998, Schools were authorized to award, as increments, a pool of up to 3.5% of the FY 1997 salaries of continuing faculty members. The recommended salary increment range was 2% to

6%, with Deans being obligated to consult with the Provost about any increments outside this range. Deans could supplement the pool by 0.5% without the Provost's approval, and by more than this with the Provost's approval. To address possible inequity in faculty salaries, Deans were asked to "pay particular attention to those faculty who meet our standards of merit but whose salaries for various reasons have lagged over the years."

Within this framework of available funds, Department Chairs and Deans had the responsibility to recommend salary increments to the Provost for each continuing faculty member based on general merit, including recognition of outstanding teaching, scholarship, research, and service. In addition, the Provost reviews the Deans' faculty salary recommendations "to insure that raises on average reflect market conditions in each discipline."

III. Penn Faculty Salaries: External Comparisons

Average Penn Faculty Salaries (i.e., academic year base salaries) are compared with two external indicators in the following sections: growth in the Consumer Price Index (CPI) for Philadelphia, and a survey of faculty salaries at about 25 public and private research universities in the United States conducted annually by the Massachusetts Institute of Technology (MIT). As a methodological note, all faculty salary information discussed in this report refers to the aggregated "academic year base salary" of individual faculty members whether salaries are paid from General Operating Funds and/or from Designated Funds. In addition, all salary data reported exclude the School of Medicine.

A. Growth in the Consumer Price Index (CPI) for Philadelphia

Faculty salary increments by rank, averaged for all Schools except Medicine, for FY 1997, FY 1998, and compound cumulative for FY 1988-97, are shown in **Table 2** in comparison with comparable data for the CPI (Philadelphia and National) and Penn budget guidelines. It is heartening to observe that median faculty salary increments for all three ranks for FY 1997 exceeded the percentage growth in the CPI and Penn's budget guidelines in both years.

Most impressive, however, were the cumulative compound salary increments for the 10-year period from 1988-97 seen in **Table 2**. On the whole (all ranks combined), cumulative mean Penn faculty salary increments were almost double the growth in the CPI (National)—a welcome reversal of the substantial net loss of purchasing power of faculty salaries during the 1970s. Obviously, some of the ground lost then has been regained in recent years.

¹ In defining this range, the three schools receiving grants from the Commonwealth of Pennsylvania (Medicine, Veterinary Medicine, Dental Medicine) have been excluded.

Table 1

General Operating Funds Budget for All Schools Combined at the University of Pennsylvania for Fiscal Year 1998
Reported in Millions of Dollars
(Excludes the Designated Funds Budget)

	Dollars \$1,000,000s	Percentage
Income		
1. Tuition	\$294	48%
2. Indirect Cost Recovery	79	13%
3. Subvention	66	11%
4. Commonwealth*	36	6%
5. Sales and Services	28	5%
6. Special Fees	18	3%
7. Gifts	9	1%
8. Other	23	4%
9. Health Services Transfer for School of Medicine	53	9%
Total Income	\$606	100%
Expenses		
1. Faculty Compensation	\$163	27%
2. Staff Compensation	102	17%
3. Current Operating Expenses	98	16%
4. Student Aid	83	13%
5. Allocated Costs		
a. Library	30	5%
b. School Facilities etc.	81	13%
c. Central Administration	54	9%
Total Expenses	\$611	100%

* Grant from the Commonwealth of Pennsylvania is designated for three schools as follows: Veterinary Medicine: \$31M; Medicine: \$4M; Dental Medicine: \$1M.

Table 2

Average salary percentage increments of continuing Penn standing faculty members by rank in comparison with the Consumer Price Index (CPI) Penn Budget Guidelines

Group/ Condition	Average	Fiscal Year		Compound Cumulative 1988-97
		1997	1998	
Assistant Profs	Median	3.5%	4.3%	100.8%
	Mean	5.0%	6.0%	
Associate Profs	Median	3.5%	4.0%	87.2%
	Mean	4.3%	5.4%	
Full Professors	Median	3.1%	4.3%	84.6%
	Mean	3.8%	5.0%	
CPI for June: (Philadelphia)	— 2.3%	NA		45.6%
	(National)	—		
Budget Guidelines	Mean	3.0%	3.5%	59.2%

NOTE: Salary percentage increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

Furthermore, the mean compound cumulative growth in faculty salaries over the 10-year period exceeded Penn's budget guidelines by a wide margin. These guidelines refer to the centrally-recommended salary pool percentage. What has happened is that many (perhaps all) of the Deans of Penn's Schools have added considerable additional school resources to the recommended cumulative base pool for salary increments. If we estimate the compound cumulative increase over the 10-year period for all ranks combined to be 89% (the exact number is not available), the cumulative compound additional contribution of Schools to the salary pool must have approximated 30% (89% minus the recommended budget guideline of 59%). Thus, it is apparent that both Penn's central and school administrations have made substantial joint efforts to raise the level of faculty salaries well in excess of the rate of inflation in the CPI during the past 10 years.

B. Faculty Salary Levels at Other Research Universities

The best available salary data from other institutions of higher education is provided by the MIT annual survey of an elite group of approximately 25 private and public research universities (the sample size varies somewhat from year-to-year). The sample includes Ivy League and other major private universities, as well as a number of highly regarded public research universities. In short, it is a group of universities which Penn can consider to be peer institutions. Mean faculty salaries by rank (Professor, Associate Professor, Assistant Professor) by discipline have been made available to the SCESF for the Fall Semesters for the years 1982 through 1996. These salary data are reported for the following disciplinary areas:

- Science (at Penn, represented by SAS departments)
- Humanities and Social Sciences (at Penn, represented by SAS departments)
- Engineering (at Penn, represented by SEAS)
- Architecture (at Penn, represented by GSFA)
- Management (at Penn, represented by Wharton)

The most meaningful comparisons of Penn faculty salaries with those at other institutions in the sample are broken out by discipline by rank. However, as a broad overall generalization, it is fair to conclude that Penn faculty salaries (for the four Schools included in this analysis as weighted by faculty size) were at the 69th percentile rank as of the Fall Semester 1996—a slight improvement since 1982². By rank, full professor salaries were at the 71st percentile; associate professor salaries were at the 75th percentile, and assistant professor salaries were at the 59th percentile. Thus, Penn faculty salaries (for the four Schools included) in comparison with a substantial group of peer institutions are certainly at a competitive level. However, there is clearly room for improvement in Penn's competitive position, especially at the assistant professor level.

As in SCESF's 1997 report, we can provide some information about

² Modest improvement in the competitive standing of average faculty salary levels from 1982 through 1996 was observed in Penn's science, social science and humanities, architecture, and management areas, while a definite decline in the competitive standing of average engineering salaries was evident.

Table 3

Percentile Ranks of mean salary levels of Penn standing faculty members by selected academic disciplines in comparison with 26 public and private research universities as of the Fall Term 1996.

Academic Disciplines	Percentile Ranks by Prof. Level			Number of Institutions Sampled
	Full	Associate	Assistant	
Sciences	65	69	65	26
Soc Sci/Human	73	81	62	26
Engineering	61	70	35	23
Architecture	78	94	35	18
Management	79	68	58	19
Weighted Mean	71	75	59	26

NOTE: Salary percentile ranks pertain to Penn standing faculty members from the Sciences (of SAS) and Social Sciences and Humanities (of SAS), and the Schools of Engineering and Applied Science, Fine Arts (for architecture), and Wharton (for management).

salary levels for each disciplinary area included in the MIT survey. For example, Penn's SAS was represented by two disciplinary areas: sciences and social science/humanities. As shown in Table 3, the average salary levels of faculty members at each of the three professorial ranks in each of these SAS areas compared very favorably (in the 62nd to 81st percentile range) with salary levels of comparable groups at the other institutions as of the Fall Term 1996. However, the average salary levels of faculty members from Penn's SEAS were close to the 60th percentile of the engineering groups in other institutions surveyed. By contrast, the average salaries of faculty members in GSFA and Wharton were well above those in the MIT sample (68th to 94th percentile), except at the assistant professor level which were average or lower.

In sum, while none of Penn's four Schools ranked first or second within its relevant disciplinary group in the survey sample, none of Penn's Schools ranked below the average of the other institutions. Therefore, there is cause for satisfaction in Penn's level of salary competitiveness.

As reviewed in the previous section, the compound cumulative faculty salary increments at Penn were almost twice the growth in the national CPI from 1988-97. By contrast, the MIT data show only a slight gain in the relative standing of Penn's average faculty salaries during the period 1982-1996. It seems clear that our peer institutions in recent years have likewise increased faculty salaries well in excess of growth in the CPI. Therefore, the substantial increase in faculty salaries that has been attained at Penn during the past 10 years has been necessary just to maintain our reasonably strong competitive position.

IV. Penn Faculty Salaries: Internal Comparisons

As previous reports of the SCESF have highlighted, there is a great deal of inequality (e.g., variability) in faculty salaries at Penn attributable to several recognized factors: differences in individual merit, rank, time in rank, external labor market forces, the relative wealth of Schools, and perhaps differences among Schools in allocating salary increments.

One of SCESF's concerns has been that, among all the existing variability in faculty salaries, there might well be some significant element of inequity (i.e., salary setting based on incomplete or inaccurate information about merit, or bias that could be involved in the process of deciding

Table 4

Percentage of standing faculty members (excluding clinician educators) awarded percentage salary increments exceeding the percentage growth in the consumer price index (CPI) for Philadelphia.

Percentage of Faculty with Salary Increments Exceeding Growth in the CPI (Philadelphia)

Schools and Disciplinary Areas	All Standing Faculty For FY 1998	Continuing Full Profs: Cumulative For FYs 1992-98
Annenberg	78%	100%
Dental Medicine	100%	100%
Engineering & Applied Sci	93%	89%
Grad Education	100%	100%
Grad Fine Arts	85%	89%
Humanities (A&S)	99%	99%
Law	97%	93%
Natural Science (A&S)	92%	91%
Nursing	89%	100%
Social Science (A&S)	95%	81%
Social Work	94%	100%
Veterinary Med	95%	94%
Wharton	99%	95%

NOTE: Salary increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

salary increments). However, it is not possible for the SCESF to pinpoint any instance of individual, or group, inequity without individual faculty salaries and associated information about individual merit, labor market forces, etc. What we can do is review many facets of salary inequality and raise questions about the possibility that inequity might be responsible for some degree of the observed inequality. SCESF can then recommend that senior academic administrators (Department Chairs, Deans, and the Provost) review the dimension of inequality in question with a view to correcting inequities that might be identified.

We turn next to a review of several dimensions of inequality of faculty salaries at Penn. As with the external comparisons reviewed above, all salary data reported below exclude the School of Medicine.

A. School Differences in Salary Increments in Comparison with the CPI (Philadelphia)

As shown in **Table 4**, a high percentage of faculty members in all of Penn's Schools (including three disciplinary areas of SAS) were awarded salary increments for FY 1998 that exceeded the CPI (Philadelphia.). Except for the relatively low percentage for Annenberg (78%), variability among schools/areas on this indicator was quite low. The high percentages for most schools/areas (92% - 100%) should be reassuring to most faculty members.

Similarly, the vast majority of full professors of all Schools and disciplinary areas received cumulative salary increments that exceeded growth in the CPI (Philadelphia.) over the years from 1992 through 1998. On this indicator, Annenberg's percentage was very high (100%), while the social science area of SAS was relatively low. The high percentages (over 90%) for most school/areas indicate that only a small minority of full professors have fallen behind growth in the CPI over the most recent seven year period.

SCESF recognizes that there are legitimate reasons for individual faculty members to be awarded increments less than the growth in the CPI. For example, in a particular year, the salary increment pool may only approximate, or even be less than, the rate of growth in the CPI. Furthermore in a small department or school, a few promotions or market adjustments needed to retain a valued faculty member could obligate a disproportionate share of an existing increment pool, thereby leaving little to award to other faculty members in the unit. Finally, some faculty members may be sufficiently lacking in merit to justify an increment exceeding the CPI growth. However, when a salary increment pool is available well in excess of CPI growth (as it has been in recent years), it is difficult to imagine that circumstances such as these would limit salary increments to less than CPI growth for more than 10% of the faculty in a school/area. It therefore seems possible that the cumulative salary increments received by some of the full professors in the social science area have been inequitable, at least in part.

B. Variability in Faculty Salaries by Rank

Mean faculty salaries by rank are shown in **Table 5** for all Schools combined (except Medicine, of course). Such data give the crudest perspective on rank differences in salary, however, because of aggregation biases across Schools. For example, one might expect a considerably larger difference between mean assistant and associate professor salaries. The modest difference might be accounted for by the facts that the Law

School has no associate professors (which, if it did, could increase the associate professor mean) and the Wharton School has a considerably higher percentage of assistant professors than is typical of other Schools (a fact that could increase the assistant professor mean).

A more meaningful comparison of variation in faculty salaries is made by computing the ratios for continuing faculty members for each school and then computing a mean weighted ratio (weighted for the number of continuing faculty members at each rank in each school).³ The weighted ratios thus computed are also seen in **Table 5**. Viewed in this way, there is much greater variability in mean salary levels by rank. This is due, in part, to the base salary level of assistant professors used to compute the ratios. And as we have seen with respect to Penn's competitive position in the 26 peer institutions included in the MIT faculty salary survey, the weighted average of Penn assistant professor salaries were less competitive (59th percentile) than those of associate professors (75th percentile) and full professors (71st percentile).

C. Variability in Professorial Salaries by Years of Service

Sufficient information was available to the SCESF to compute, for each school except Nursing, the ratio of the mean salaries of full professors appointed to a Penn faculty during the past 20 years (i.e., since 1977) to the mean salary of professors appointed before 1978. Ordinarily, it might be expected that this ratio would be less than 1.00, which would mean that more years in service at Penn is associated with higher professorial salaries. However, in six of ten Schools for which data are available (Nursing has no professors predating 1978), the more recently appointed professors have higher salaries on the average (in three of these six Schools, over 10% higher). Professors in the SAS are the major exception, where the more recently appointed professors have average salaries about 10% less than those who have held appointments for 20 years or more.

While data such as these on a dimension of variability of faculty salaries do not demonstrate inequity, it is possible that more recently-appointed faculty members in some Schools have been placed on a higher salary scale, and justifiable upward adjustments in scale have not been made in the salaries of many of the more senior professors.

D. Variability in Professorial Salary Levels

As reported by the SCESF last year by school, the mean salary of the best paid 20% of full professors was 75% higher than the mean salary of the lowest paid 20% of full professors. This 75% figure was based on the weighted mean of professors from thirteen broad disciplinary areas—ten Schools (Annenberg, Dental, Education, Engineering, Fine Arts, Law, Nursing, Social Work, Veterinary Medicine and Wharton) and three disciplinary areas of SAS (humanities, natural sciences, and social sciences). We have monitored this index of inequality of professorial salaries and found no substantial difference for FY 1998 (the best paid 20% is now 72% higher than the 20% lowest paid). As previously, this percentage ranges from a low of 45% for one school to a high of 207% for another. As reported last year's SCESF, there continues to be considerable stability in these percentages (overall and by school) since FY 1993. For a fuller discussion of trends based on this indicator, the reader is referred SCESF's report of last year (*Almanac May 13, 1997, p. 7*).

As with other indicators of inequality, the wide differences between the salaries of the upper and lower 20% of full professors do not in themselves demonstrate inequity. However, it is possible that some of the gap between these two groups of professors is inequitable, and that the inequities become exacerbated over time as annual salary increment percentages are applied to the base salaries of these in the lowest quintile of professorial salaries.

E. Variability of Average Salary Levels by School

As reported by a previous SCESF (*Almanac Supplement April 11, 1995*), there is considerable variability of average faculty salaries by rank by school. During the current year (FY 1998), the median salary of faculty members continuing in the same rank at the highest paying school was more than that of the lowest paying school by the following percentages: full professors—58%; associate professor—65%; assistant professor—94%. As noted by the SCESF in 1995, variability among Schools is no doubt a product of market forces in the hiring of faculty members and in the relative wealth of Schools. The relative wealth of Schools is, in major part, a function of how much income a School is able to earn and the level

³ Weighted ratios were based on all Schools except Annenberg, Fine Arts, and Law (and Medicine, as usual) because each of these three Schools had no faculty members at one or more of the three professorial ranks.

Table 5

Mean salary levels of Penn standing faculty members by rank during FY 1998

Rank	Mean Salary	Ratio to Asst. Prof. Salary Level	
		Unweighted	Weighted
Full Professor	\$105,616	1.69	1.89
Associate Professor	69,585	1.11	1.26
Assistant Professor	62,527	1.00	1.00

NOTE: Mean salary levels are based on all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted effective FY 1998.

of non-faculty expenditures it regards as essential—all as discussed above in the section on the RCBS.

Whether the inequality of faculty salary levels among Schools represents some degree of inequity is controversial. Some argue that it is, while others argue that it is a natural outcome of the wealth inherent in various disciplines and professional fields that Schools represent. Any effort to reduce such inequality substantially would no doubt require fundamental changes in the RCBS—a system that is well entrenched and has served the University well for more than two decades.

F. Variability in Average Salary Increments

As reported in **Table 2**, median faculty salary increments by rank for FY 1997 and FY 1998 all exceeded the growth in the CPI for most recent full year available and exceeded Penn's budget guidelines. These salary increments are broken out by school in **Table 6** where it can be seen that all Schools awarded median salary increments that exceed the budget guideline in all three professorial ranks.

Table 6 reveals that there is considerable variability in median salary increment percentages both among Schools within ranks, and among ranks within Schools. Other than the most general University policy to base faculty salary increments on merit (including recognition of outstanding teaching, scholarship, research, and service), the SCESF is not aware of specific information about merit and market factors that is available to Department Heads and Deans, and how they weigh this information in deciding salary increments for individual faculty members. Without such information, it is not possible to determine whether any inequity is involved in the salary increments reported in **Table 6**. At the least, it is encouraging to see that faculty salary increment funds are distributed widely among the Schools and ranks within Schools, and at a level that exceeds, on average, budget guidelines pertaining thereto.

V. Discussion and Recommendations

A. Competitiveness of Penn Faculty Salary Levels

Evidence available from the MIT salary survey indicates that there is room for improvement in faculty salary levels in four of Penn's Schools for which salary data are available in comparison with similar disciplinary areas located at other leading research universities. Regrettably, no evidence is available about the competitiveness of faculty salaries for Penn's

other Schools. In view of the importance to retaining and recruiting the highest quality faculty members to maintain Penn's stature and competitiveness for students, research support, and giving, it is recommended that Penn's academic administrators at the central, school, and department levels:

1. continue to place a high priority on at least maintaining Penn's competitive position with respect to faculty salary levels at leading research universities,
2. make substantial efforts to allocate sufficient resources to improve Penn's competitive position with respect to faculty salary levels at leading research universities, and
3. seek, or compile, evidence about the competitiveness of faculty salary levels for Penn's Schools not included in the MIT survey, and make efforts to allocate sufficient resources to attain, or maintain, competitive salary levels in these Schools as well.

B. Inequity in Faculty Salaries

While SCESF has long recognized a variety of reasons (e.g., merit, rank, market forces) for inequality among faculty salaries within Departments, among Departments with Schools, and among Schools, there nonetheless exists some degree of salary inequity (i.e., unfair or unjustified inequality) among the large amount of salary inequity. Since there is no legitimate reason for intended salary inequity, it is assumed that, in the long run, such salary inequity that may exist is unintended. Ultimately, responsibility for identifying and correcting any inequity in faculty salaries must reside with academic administrators at the departmental, school, and central levels because there are no other individuals or groups within the University who have access to individual faculty salary and performance data which are vital to assessing whether particular faculty salary levels are fully justified, or are partly inequitable. Therefore it is recommended that Penn's academic administrators take the following actions to identify and correct inequity that may reside in the salaries of some faculty members:

1. By using both central and school data bases, identify faculty members by rank within Schools who have unusually *low* salary levels (the bottom 10%) and determine whether such low salary levels are justified by evidence of poor performance. *When such evidence is lacking*, such faculty members should be awarded an upward salary adjustment in accordance with merit and other relevant criteria.
2. By using both central and school data bases, identify faculty members by rank within Schools who have unusually *high* salary levels (the top 10%) and determine whether such high salary levels are justified by evidence of exceptional performance. *When such evidence is lacking*, salary increments awarded to such faculty members should be moderated, possibly over a period of years, by limiting future annual increments to growth in the CPI (Philadelphia) until the salary level is deemed to be equitable in accordance with merit and other relevant criteria. This recommendation is *not* intended to limit extraordinarily high salary levels for faculty members of exceptional merit. It is, instead, intended to limit annual increments to faculty members with very high salaries that are not justified by evidence of corresponding high performance.
3. For continuing associate and full professors not identified in V.B.1. above, academic administrators should also review the salary levels of these faculty members who have received cumulative salary increments less than the growth in the CPI (Philadelphia) during the years 1992-98 to determine whether such low salary levels are justified by evidence of poor performance. When such evidence is lacking, faculty members identified by this method should be awarded an upward salary adjustment in accordance with their merit and other relevant criteria so that their cumulative salary increment over the past seven years are at least as high as growth in the CPI.
4. Academic administrators should review the considerable variability in salary levels of full professors within Schools to identify evidence of inequity. For example, the average salary level of full professors in a number of Schools who entered Penn employment before 1978 is considerably lower than for their peers who entered Penn employment since 1977. Since it is quite possible, at least for some Schools, that average performance differences between these two groups of professors may not justify the different average salary levels. Instead, the more recently hired professors may have,

Table 6

**Median salary percentage increments
of Penn standing faculty members by rank during FY 1998**

**Median Salary Increments
Professorial Rank**

School	Full	Associate	Assistant
All Schools	4.3%	4.0%	4.3%
Annenberg	5.0%	—	—
Arts & Sciences	3.9%	3.7%	3.6%
Dental Medicine	4.3%	4.0%	3.9%
Eng & Applied Sci	4.6%	4.3%	5.2%
Grad Education	4.8%	5.1%	4.3%
Grad Fine Arts	4.1%	—	3.8%
Law	4.3%	—	7.0%
Nursing	4.2%	4.4%	3.4%
Social Work	4.8%	4.0%	4.2%
Veterinary Med	4.3%	4.0%	8.2%
Wharton	5.0%	4.9%	6.8%
Budget Guideline	3.5%	3.5%	3.5%

NOTE 1: The Budget Guideline shown under each rank is for comparison purposes. As per Penn policy, it is a guideline for a salary increment pool for all standing faculty in each School, but not specifically for each rank.

NOTE 2: Salary percentage increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

in effect, been hired in accordance with a higher salary scale for a school, while the salaries of other professors with many more years of experience at Penn may have never been increased to the more recent and higher salary scale. If so, this inequality of salary levels represents inequity. When such a condition is identified, faculty members in the disadvantaged group should be awarded an upward salary adjustment in accordance with their individual merit and other relevant criteria.

5. Academic administrators should also review the considerable variability in the salary levels of full professors within Schools with respect to another possible indicator of salary inequity: the ratio of the salary levels of the 20% of full professors with the lowest salaries to the salary levels of the 20% of full professors with the highest salaries. For Penn overall, the average salary level of the highest paid group is about 75% above the average salary of the lowest paid group. However, this percentage difference ranges by school from a low of below 50% to well over 100%. If such wide variability between the low and high salary groups is not justified by performance differences and other legitimate criteria, then these average differences contain a component of inequity. When such a condition is identified, faculty members in the disadvantaged group should be awarded an upward salary adjustment in accordance with their individual merit and other relevant criteria.

C. Establishing a Floor for Salary Increments

To prevent or minimize possible salary inequities, it is recommended that a policy be established whereby all faculty members who perform at a satisfactory level will be assured an annual salary increment equaling the growth in the CPI (Philadelphia) provided the salary increment pool is at least 1% greater than the growth in the CPI. As a minimum, it is recommended that a policy be established whereby all faculty members who perform at a satisfactory level will be assured a cumulative salary increment during the most recent five year period that equals the cumulative growth in the CPI provided sufficient salary increment funds have been available to make this possible.

D. Subvention Pool Allocation Criteria

Average salary levels by rank differ widely among Schools. While there are a number of recognized reasons for such inequality, it is not clear that all of this inequality is justified. Even if the inequality is justified, such wide disparities are a source of poor morale among many faculty members in the relatively low paying Schools. To reduce the variability among average salary levels by rank across Penn's Schools, it is recommended that efforts be made centrally to moderate some of the largest salary disparities by explicitly taking them into consideration in determining the amount of annual subvention allocations to Schools.

E. Comprehensive Policy on Faculty Compensation

It is recommended that Penn's Central Administration initiate steps to develop, in consultation with the Senate Executive Committee, a University-wide comprehensive faculty compensation policy based on a stated set of general principles, and that salary and benefits (and changes thereto) be administered in accordance with this policy. Without such a policy, the current approach treats salary and various benefits in piecemeal fashion resulting in problems such as: (a) tradeoffs between allocating resources to salary and benefits components of compensation are not guided by stated principles and often poorly understood, (b) changes in one benefit may impact on one or more other benefits not under review, and (c) reductions in benefits without offsetting adjustments to salary may well reduce total compensation. A comprehensive compensation policy should entail the following four general principles as a minimum:

1. Penn should be committed to maintaining high faculty salaries and benefits in comparison with peer universities as part of its efforts to attract and retain distinguished scholars for each of its Faculties,
2. While changes in the structure of faculty salary levels and the benefits program are constructive and inevitable, any changes should be made with regard to their possible impact on specific benefits and salary, and tradeoffs between amounts spent on salary and benefits should ensure that the level of total compensation is not reduced.
3. Though there are a number of recognized sources of salary inequality among individual faculty members, departments, and schools, continuing efforts should be made by academic administrators to identify and correct variability that is the product of inequity.

4. Since there are many individual differences in the needs of faculty members for particular components of a broad-based benefits program, considerable flexibility should be provided within the package of benefits for faculty members to tailor a set of benefits that is most responsive to personal needs.

In developing a comprehensive compensation policy, the following faculty salary issues should be considered, and specific policies should be developed to address them:

1. Sources of inequality of individual faculty salaries by rank within departments/schools as a function of factors such as merit, rank, market forces, relative wealth of Schools, and years of service (e.g., discrepancies between newly hired versus longer-term full professors)⁴; identification and correction of possible inequities in these respects.
2. Sources of inequality of average faculty salaries by rank among departments within schools, among schools, and between faculty and administrators; identification and correction of possible inequities in these respects.
3. Specification and publication of criteria (and their weighting) for salary increments, including the reporting to each faculty member (by their relevant department heads or deans) of information about the assessment of her/his performance in awarding a salary increment. In addition, individual faculty members should be made to feel welcome to provide further information, or to correct misinformation, relevant to established criteria for deciding her/his salary increment.
4. Review of salary increments over a multi-year period (e.g., over five-year blocks of time), as well as annual increments.
5. Weight given to outside offers of employment in deciding salary increments.
6. The linking of a salary increment floor (with the possibility of exceptions in special cases) to growth in the Consumer Price Index.
7. For Schools that are departmentalized, faculty members should be made aware of their option to seek redress of perceived salary inequity directly from their Dean when efforts to resolve such perceived inequity with the relevant Department Chair have failed. Likewise for Schools that are not departmentalized, faculty members should be made aware of their option to seek redress of perceived salary inequity directly from the Provost when efforts to resolve such perceived inequity with their Dean have failed. Under either of these circumstances, the faculty member should be advised of the rationale for the faculty member's salary level by the relevant Department Head/Dean before seeking redress at a higher administrative level. In turn, the Dean/Provost should also provide the reasons for her/his decision to the faculty member.

Members of the Senate Committee on the Economic Status of the Faculty

Roger Allen, Professor of Arabic
Jane Barnsteiner, Professor of Nursing
Erling E. Boe, Professor of Education, Chair
Joseph Gyourko, Professor of Real Estate and Finance
Rebecca Maynard, University Trustee Professor of Education
Bruce J. Shenker, Professor of Pathology/Dental Medicine
Ex officio
Vivian C. Seltzer, Professor of Social Work, Chair, Faculty Senate
John C. Keene, Professor of City and Regional Planning,
Chair-elect, Faculty Senate
Peter J. Kuriloff, Professor of Education, Past Chair,
Faculty Senate

⁴ The identification of these sources is *not* intended to imply that they are illegitimate sources of salary inequality. However, it is possible that the sources listed may also result in some degree of salary inequality. In addition, other possible sources of inequity may be involved in producing some of the inequality that exists.



Left to right, above, by Joe Brown
in the Harry Fields Gallery are:

Jesse Owens 1942, Bronze, 4.5 x 3.75 x 3 inches
Arthur Ashe 1966, Bronze, 23 x 8.5 x 9.25 inches
Fencer, Lunge 1956, Bronze, 14 x 2.5 x 22 inches

To Make Way for a Fitness Center, Sculpture Collections Will Move from Gimbel Gym

Among the almost-hidden treasures of Penn is a pair of side-by-side sculpture galleries in the Gimbel Gymnasium, displaying the work of the world-famous physician/sculptor R. Tait McKenzie and one of his best-known apprentices, Joseph Brown, who went on to become a major figure in sports sculpture in his own right. The work can be seen in their Gimbel locations for only a little longer, however, as the galleries are being dismantled on or about June 8 so that construction can start on a Fitness Center for faculty, staff and students.

The sculpture will go into storage for now, but will be displayed in Sansom Common when the Bookstore, Inn at Penn, and Faculty Club open, according to a spokesperson from the Office of the Executive Vice President.

The new Fitness Center, is scheduled to open in the fall, occupying two floors of Gimbel Gym and providing state-of-the-art equipment to meet needs that have been identified by a comprehensive study. As approved by the Trustees on May 1, the Center will cost approximately \$1.1 million and will be paid for from gifts pledged and received. "This initiative meets the need for a centrally located exercise facility to enrich the undergraduate experience, encourage wellness as a lifelong practice and to promote interaction among faculty, students and staff," reads the Trustees resolution in part. The scope of work includes the purchase and installation of athletic equipment, reconfiguration of selected areas, new finishes, lighting and improvements to the mechanical and electrical systems.

The Sculptors and the Galleries

R. Tait McKenzie's work—some 90 pieces of indoor and outdoor sculpture, medallions, and bas reliefs comprising the J. William White Collection—is in the Lloyd Peniston Jones Gallery, named for an 1907 engineering alumnus who had been one of Penn's great track champions—and whose performance at the 1908 Olympics in London reportedly inspired some of the McKenzie's work. Mr. Jones (1884-1971) became president and member of the board of the Federal-Mogul Corporation and retired to Bermuda in 1928. On his death his family created the gallery as his memorial.

A physician who made a lifelong study of the human body under stress, the Canadian-born Dr. McKenzie (1867-1938) was also one of the pioneers in sports medicine, serving on the Penn faculty from 1904 until 1931 as both Professor of Medicine and Professor of Physical Education. The J. William White Fund, created in honor of a physician colleague, established the J. William White Research Professorship as well as the supporting the purchase of the McKenzie sculptures now in this collection.

Joe Brown (1909-1985) was a South Philadelphian who a professional boxer, was an apprentice and studio assistant to Tait McKenzie for seven years who later joined Princeton University as a boxing instructor, Lecturer in Creative Arts (with the rank of professor) and Sculptor in Residence. In the Penn collection of his work are 49 pieces, which have been housed in a gallery dedicated to another Penn medical professor who had a lifelong athletic interest: Dr. Harry Fields (1911-1987), a champion wrestler from Haverford who took up the sport professionally to pay his way through medical school here, and who became one of Philadelphia's best-known obstetrician/gynecologists during his decades on the medical faculty here.



Three pieces by
R. Tait McKenzie
in the Lloyd
Peniston Jones
Gallery are:

(Above left)
*Elwood Charles
Rutschman* 1928,
Bronze Medallion,
33-inch diameter

(Above)
*Clarence S. Bayne
(Class of 1895)* 1913,
Plaster Plaque,
20 x 41 inches

(Left)
The Aviator 1920,
Plaster Sketch,
39 inches high

At PPSA: An Overview of Work in Progress

At the recent PPSA Meeting, Interim Vice President of Business Services Marie Witt gave an update on the Sansom Common project and some related changes that will become visible along Walnut Street over the summer as the University proceeds with the largest "mixed use development" in West Philadelphia. Some notes from her report:

Phase 1 of the Sansom Common Project, the \$80 million development stretching from 36th to 37 and from Walnut to Sansom, is on target. At that site the two-story bookstore is scheduled to open in mid-July, with nearby retailers opening around mid-August. Among the expected new retail outlets, whose leases are now in various stages of completion, are Urban Outfitters, City Sports, a XANDO bar and coffeehouse, and Parfumerie Douglas.

The Computer Connection, now entered through the Penn Bookstore, will be co-located with the new Bookstore but will have its own entrance on Sansom Street. While Barnes and Noble will operate the Bookstore, the Computer Connection will continue to be owned and operated by Penn.

The Bookstore, with a 60% increase in space from its current site, will have some 53,000 square feet and 190,000 title. There will also be a cafe in the store serving Starbucks coffee, with a capacity for 100 patrons.

West of the Bookstore, the Inn at Penn is scheduled to open in late 1999, with 260 guest rooms and a public restaurant and bar on the first floor. The Faculty Club is also scheduled to move into its new quarters on the second floor of

the Inn by the end of the semester. (See page 3 for an update on the Club's layout.) A highlight of the Inn will be what Ms. Witt described as Penn's new "living room" that will serve as a gathering place for Penn members and their guests. The library-like space with a bar and two fireplaces (below right) is one of many drawings Ms. Witt displayed at the meeting; all are accessible at www.upenn.edu/bus-svcs/clubplans.html#Identification.

This summer, a new street is to be built off of Chestnut Street, between the Graduate Towers, leading to the Inn's entrance. Parking for the Inn will be in two existing garages—one at 38th and Walnut and the other in the Sheraton Hotel.

In response to query, Ms. Witt said that the projected use of the space east of 36th Street—Franklin Building Annex and its parking lot—is part of Phase 2 and is still under discussion. She also said that no decision has been announced with respect to the use of Skinner Hall, where the Faculty Club is now located.

As Houston Hall Closes...

Auntie Anne's, the hot-pretzel shop in the Houston Hall arcade, is one of the few retail installations that has announced a new location as the building closes for construction in the Perelman Quad Project. It will move to 3401 Walnut, in the space vacated by Cinnabon.

The Houston Hall Card Shop, which will will close June 5, has a sale in progress, with gifts and most other goods 50% off.



The second-floor Living Room at the Inn at Penn

Summer Relocations: Some Permanent and Some Temporary

Some Computing Support Services

Some ISC computing support services moving are moving in July 1998, to the locations below and on the approximate dates shown:

ISC offices and services housed at the Computing Resource Center (CRC), 3732 Locust Walk, and High Rise East (Harnwell House) will be moving to the second and third floors of Graduate Tower B, 3650 Chestnut St., in the middle of July. These widely used end-user services will be moving:

- CRC walk-in facility and ISC help line (help@isc or 573-4778 (57-FIRST))
- Training services and training labs (Technology Training Group-ttg@isc or 573-3102)
- Site License and Volume Discount Program (licenses@isc or 573-3558)

Also moving are several ISC units and services that work primarily with local support providers or other University offices. These include:

- Classroom Technology Services (cts@isc or 898-9550)
- Client Services Group (help@isc, 573-4778 (57-FIRST))
- ISC Communications Group (898-1786 or katz@isc)
- Provider Support Services (573-4429 or aseltine@isc)
- Support-On-Site Services (898-1781 or onsite@isc)

By providing advance warning, we hope to minimize confusion for those who use these services or refer others to them.

—Michael Eleey, Associate Vice Provost,
Information Systems and Computing

Temporary Moves: Williams Hall Units

To facilitate construction on the Williams and Perelman Addition Projects, Williams Hall has been closed for the summer, and the SAS offices below will be temporarily relocated.

All mail should continue to be addressed to their Williams Hall addresses, and will be forwarded by the Mail Service, but their actual locations for visitors and hand deliveries will be on the 4th and 5th floors of 3440 Market Street during this period.

Suite 460, 3440 Market St./3325:

Williams Hall Business Services
African Studies Center
Department of South Asia Regional Studies
Center for East Asian Studies
SAS Computing Prep Center
Department of Asian & Middle Eastern Studies
Jewish Studies Program
Middle East Center
Department of German
Department of Slavic Languages

Suite 400, 3440 Market St./3325

Department of Linguistics

Suite 500, 3440 Market St./3325

Comparative Literature and Literary Theory Program
Department of Romance Languages
Hispanic Review
Center for Italian Studies

We will inform the campus when these offices return to Williams Hall.

—SAS Facilities Planning and Operations

Houston Hall: Student Life Units

By June 16, the following moves by student life units are expected to have been completed:

1. To the Carriage House at 3930 Irving Street/3708 (formerly the Public Safety Annex):
Student Life Activities
Student Life Facilities
Penn Student Agencies
Undergraduate student government:
Undergraduate Assembly (UA)
Class Boards
Nominations & Elections Committee (NEC)
Social Planning/Events Committee (SPEC)
Student Activities Council (SAC)
Student Committee on Undergraduate Education (SCUE)
2. To Civic House, 3914 Locust Walk (former Public Safety building) as a permanent move:
Program for Student-Community Involvement (PSCI—now Civic House)
Penn Volunteer Network organizations
3. To the 4th floor, 3611 Locust Walk (VPUL building):
Office of Health Education
Peer health education organizations
4. To the 1st floor of Grad Tower B, Room 115 and 128-130:
GAPSA, GSAC and associated groups
5. To the first floor of the Franklin Building:
Student Federal Credit Union

Other student groups currently housed in Houston Hall will be moving to various locations to be announced.

—Francine Walker, Director,
Student Life Activities & Facilities

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 May 18-22, 1998

Salary Structure: for an explanation of the codes following the word **GRADE:** see [the website](#).

SCHOOL OF ARTS & SCIENCES

ADMINISTRATOR FACULTY AFFAIRS (020158AM)

GRADE: 27; 5-22-98 SAS Dean's Office

SR BUDGET & FINANCIAL ANALYST (050755AM)

GRADE: 28; 5-22-98 SAS Administration

TECH RESEARCH LAB C (050750AM) GRADE: 23; 5-20-98; Biology

DENTAL SCHOOL

MANAGER A (050751AB) possible Saturdays; hours vary. GRADE: 25; 5-21-98 Dental Care Center

EXECUTIVE VICE PRESIDENT

ASSISTANT TEACHER (050759SH) GRADE: 22; 5-21-98 Penn Children's Center

UNIVERSITY POLICE OFFICER (40 HRS) (050758SH)

(050760SH) position requires extensive travel throughout city & on occasion will require unusual hours and/or overtime; position is contingent upon successful completion of background investigation & psychological & physical examination. **GRADE/RANGE:** U06; 5-21-98 Division of Public Safety

LAW SCHOOL

ANNUAL GIVING OFFICER (050785AM) extensive domestic travel required; valid driver's license required. GRADE: 25; 5-22-98 Law Development & Alumni Relations

LIBRARY STACK ATTENDANT/DOOR GUARD (050756AM) hours Sunday through Thursday, 4:15pm-12:15am. GRADE: UNION; 5-21-98 Biddle Law Library

MEDICAL SCHOOL

ADMINISTRATIVE ASSISTANT B (40 HRS) (050717AM) GRADE: 24; 5-20-98 Pulmonary

ADMINISTRATIVE ASSISTANT B (40 HRS) (050765AM) GRADE: 24; 5-21-98 Neuroscience

BIostatistician (030352AM) (030353AM) (030354AM) (030355AM) GRADE: 28; 5-20-98 CCEB

CLERK A (40 HRS) (050748AM) GRADE: 21; 5-20-98 Cancer Center

COORDINATOR A (050746AM) GRADE: 25; 5-18-98 Cellular & Developmental Biology

FINANCIAL SERVICES ASSISTANT (40 HRS) (050745AM) GRADE: 24; 5-18-98 Rehabilitation Medicine

HEALTH SYSTEM PHYSICIAN (050766LW) GRADE: MED; 5-22-98 Anesthesia

ITSUPPORTSPECIALIST (40 HRS) (121947MC) GRADE: A; 5-21-98 Medical School/Institute of Neurological Sciences

MEDICAL PHYSICIST/RADIATION ONCOLOGY (40 HRS) (050754LW) GRADE: 29; 5-20-98 Radiation Oncology

RECEPTIONIST CLINICAL (40 HRS) (050719AM) position contingent upon grant funding. GRADE: 22; 5-20-98 Radiology

RESEARCH COORDINATOR (40 HRS) (050775LW) GRADE: 25; 5-21-98 5-21-98 Neurology

RESEARCH SPECIALIST A (050736LW) (050737LW) GRADE: 24; 5-20-98 Pulmonary Vascular

RESEARCH SPECIALIST B (40 HRS) (050696LW) GRADE: 25; 5-18-98 Pharmacology

RESEARCH SPECIALIST B (40 HRS) (050699LW) end date June 1999. GRADE: 25; 5-18-98 Anesthesia

RESEARCH SPECIALIST B (40 HRS) (050700LW) position contingent upon grant funding. GRADE: 25; 5-20-98 Surgery

RESEARCH SPECIALIST B (050701LW) GRADE: 25; 5-20-98 Genetics

TECH PSYCHOLOGY (40 HRS) (050718LW) position contingent upon grant funding. GRADE: 23; 5-20-98 Psychiatry

TECH PSYCHOLOGY (40 HRS) (050768LW) (050769LW) (050770LW) must be available for evenings/weekends; position contingent upon grant funding. GRADE: 23; 5-22-98 Psychiatry/Addictions

TECH RESEARCH LAB C (40 HRS) (050744LW) GRADE: 23; 5-20-98 Biochemistry/Biophysics

TECH RESEARCH LAB C (050780LW) GRADE: 23; 5-21-98 Neuroscience

NURSING

CAREGIVER (40 HRS) (050723SH) (050724SH) GRADE: 22; 5-18-98 Nursing

CAREGIVER, PART-TIME (17.5 HRS) (050725SH) (050726SH) hours vary. GRADE: 22; 5-18-98 Nursing

PRESIDENT

ANNUAL GIVING OFFICER B (050753LW) travel & valid driver's license required. GRADE: 27; 5-20-98 Development & Alumni Relations

ASSOCIATE DIRECTOR C (050741LW) travel & valid driver's license required. GRADE: 27; 5-18-98 Development & Alumni Relations

ASSOCIATE DIRECTOR D (050740LW) travel & valid driver's license required. GRADE: 28; 5-18-98 Development & Alumni Relations

DIRECTOR ALUMNI RELATIONS (050752LW) position requires travel & work on evenings/weekends; valid driver's license required. GRADE: 31; 5-20-98 Development & Alumni Relations

PROVOST

COORDINATOR A (101753SH) GRADE: 25; 5-22-98 Fels Center of Government

COORDINATOR A (050749SH) some Saturdays required. GRADE: 25; 5-22-98 Fels Center of Government

COORDINATOR B (40 HRS) (050762SH) GRADE: 26; 5-21-98 Athletic Development

CUSTOMER SERVICE ASSISTANT B (050727SH) possible occasional non-standard hours. GRADE: 25; 5-22-98 Client Services Group

DIRECTOR FISCAL OPERATIONS (050716SH) GRADE: 30; 5-18-98 ISC

INTERN ATHLETICS (050763SH) (050764SH) must be available to work nights/weekends as required & to travel to away contests with teams as assigned; end date 6-30-2000. GRADE: INT; 5-21-98 Athletic Communications

VICE PROVOST/UNIVERSITY LIFE

ASSOCIATE DIRECTOR B (050729AB) some evenings & weekends. GRADE: 26; 5-20-98 Civic House

WHARTON SCHOOL

IT SUPPORT SPECIALIST (050692AB) GRADE: A; 5-18-98 WCIT

A Three-Day Celebration of Faculty and Staff: June 2-4

The President, Provost, and Executive Vice President invite faculty and staff to a series of events to celebrate and appreciate their contribution to Penn.

Tuesday, June 2, Party on the Green, 11 a.m.-2 p.m.; join Penn friends and colleagues for a complimentary lunch * on College Green and enjoy the smooth jazz of *Signature* with Glenn Bryan, director of City and Community Relations. Tables and blankets will be provided. (*Bring coupon from brochure.)

Wednesday, June 3, Health Promotion Day Health Run/Walk, 7:40-9 a.m.; meet at Hutchinson Gym for a 1.5 mile morning "wake-up" run/walk up Locust Walk. Start with a stretch and end with refreshments. Hutchinson Gym locker room and lockers will be available for changing.

Health Fair, 11 a.m.-3 p.m.; How healthy are you? How can you build wellness into your life? Come to the health fair and find out. Over 25 information tables, screenings, and workshops provided by Health Systems and other health service providers will be at The Faculty Club.

Sample Screenings:

Cholesterol
Vision
Blood Pressure
Oral Health
Sample Workshops:
Smoking Cessation
Stress Management
Cancer Signs
Lower Back Health

Please contact Marilyn Kraut for special needs or accommodations at 898-0380 or mkraut@pobox.upenn.edu

Thursday, June 4, Penn Museum Tour, 3-6 p.m.; take a tour of the University's museums. Penn buses will tour the campus to provide convenient access to participating museums (see route below). Refreshments will be served at each location. Museums/Galleries on Tour are: Arthur Ross Gallery, Fisher Fine Arts Library (formerly Furness Building) 220 South 34th Street (between Walnut & Spruce)

Institute of Contemporary Art, 36th and Sansom Streets

The Esther Klein Art Gallery, University City Science Center, 3600 Market Street

The University of Pennsylvania Museum of Archaeology and Anthropology, 33rd and Spruce Streets

Penn Bus Route: (at 15 minute intervals)

Use the back of your brochure to signal the bus to stop for you at a corner along the following route:

From 33rd Street, west on Walnut Street
North on 36th Street
West on Market Street
South on 40th Street
East on Spruce Street
North on 33rd Street

June Appreciation Days are sponsored by the Division of Human Resources with the assistance of Dining Services, the Department of Recreation within the Division of Recreation and Intercollegiate Athletics, the Department of Health and Disease Management of the UPHS Clinical departments of the University of Pennsylvania Medical Center, PENNCare, Independence Blue Cross and Blue Shield.

— Human Resources

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 *May 4 through 17, 1998*. Also reported were **Crimes Against Property: 57 total thefts & attempts (including 1 burglary, 4 thefts of auto, 7 thefts from auto, 8 thefts of bicycles and parts), 10 incidents of criminal mischief & vandalism, and 2 incidents of forgery & fraud**. Full crime reports are on the Web (www.upenn.edu/almanac/v44/n34/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 *May 4 through 17, 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.

Ed. Note: Print editions of *Almanac* are scheduled for June 16 and July 14, but weekly crime reports made available during the summer will be posted to "Almanac Between Issues," www.upenn.edu/almanac.

Crimes Against Persons

34th to 38th/Market to Civic Center: Simple Assaults—1; Threats & Harassment—5			
05/04/98	8:48 AM	Franklin Annex	Unwanted phone calls received
05/04/98	3:21 PM	Ralston House	Unwanted phone calls received
05/06/98	3:42 PM	3401 Walnut St	Unwanted e-mails received
05/07/98	3:23 PM	Van Pelt Library	Telephone threats to staff member
05/11/98	10:27 PM	3420 Moravian St	Report of assault by female with knife
05/12/98	9:09 AM	Vance Hall	Unwanted pictures received
38th to 41st /Market to Baltimore: Simple Assaults—1; Threats & Harassment —1			
05/11/98	10:59 PM	200 Blk Fels Walk	Complainant assaulted/Arrest
05/16/98	11:12 PM	4032 Spruce St	Complainant reports unwanted calls
41st to 43rd/Market to Baltimore: Robberies (& Attempts)—1			
05/10/98	8:31 PM	4100 Blk Market	Complainant robbed
30th to 34th/Market to University: Threats & Harassment—1			
05/07/98	8:05 AM	200 Blk 33rd	Complainant report male exposing himself
Outside 30th-43rd/Market-Baltimore: Robberies (& Attempts)—4; Aggravated Assaults— 1;			
Threats & Harassment—3			
05/04/98	12:19 AM	5200 Market St	Complainant reported threats received
05/11/98	6:28 PM	200 S 44th St	Complainant robbed by unknown suspect
05/12/98	3:15 PM	8th/Carpenter	Complainant reports receiving threat
05/13/98	9:09 AM	3501 Civic Center	Male assaulted female/Arrest
05/14/98	7:51 PM	4237 Walnut St	Complainant robbed with simulated weapon
05/15/98	2:53 PM	1426 Spruce St	Threatening e-mail received
05/17/98	11:35 PM	46th Chestnut	Complainant robbed by suspect with gun
05/17/98	11:42 PM	46th Market	Complainant robbed by 2 unknown suspects

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly Conduct —3			
05/04/98	1:01 AM	3744 Spruce St	Panhandler cited for disorderly conduct
05/17/98	8:57 AM	Univ Hospital	Security assaulted/Male arrested
05/17/98	6:22 PM	3400 Blk Sansom	Male arrested for disorderly conduct
38th to 41st/Market to Baltimore: Disorderly Conduct —4; Weapons Offenses—1			
05/04/98	3:13 PM	4000 Blk Walnut	Suspect cited for disorderly conduct
05/08/98	12:48 PM	32 S. 40th	Shots fired/PPD made apprehension
05/08/98	1:41 PM	3900 Blk Irving	Suspect cited for disorderly conduct
05/12/98	1:24 AM	Harnwell House	Person acting disorderly/Arrest
05/15/98	8:38 PM	3901 Walnut St	Person acting disorderly/Arrest
30th to 34th/Market to University: Disorderly Conduct —1			
05/06/98	7:36 PM	34th & Sansom	Suspect cited for disorderly conduct
Outside 30th-43rd/Market-Baltimore: Weapons Offenses—1			
05/04/98	5:27 PM	44/Market	Weapons offense via PPD

18th District Crimes Against Persons

22 Incidents and 5 Arrests were reported between *May 4, 1998* and *May 17, 1998*, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

05/4/98	12:03 AM	4400 Chestnut	Robbery
05/5/98	10:40 AM	4514 Baltimore	Robbery
05/6/98	2:36 AM	3800 Locust	Aggravated Assault
05/6/98	12:38 AM	497 Walnut	Robbery
05/6/98	9:42 PM	4400 Chestnut	Robbery/Arrest
05/7/98	12:05 AM	4500 Baltimore	Robbery
05/7/98	1:05 AM	719 52nd	Robbery
05/8/98	6:20 AM	4700 Baltimore	Aggravated Assault
05/8/98	12:47 PM	32 40th ST.	Aggravated Assault
05/9/98	12:00 PM	4500 Walnut ST.	Rape
05/9/98	8:40 AM	4800 Market	Robbery
05/11/98	6:25 PM	218 44th ST.	Robbery
05/12/98	5:47 AM	4619 Chester	Aggravated Assault/Arrest
05/12/98	10:44 PM	4318 Walnut	Aggravated Assault
05/12/98	5:15 PM	5114 Market	Robbery
05/14/98	8:36 PM	3200 Ludlow	Robbery
05/14/98	7:47 PM	4237 Walnut	Robbery
05/15/98	10:10 PM	4621 Hazel	Robbery/Arrest
05/17/98	8:30 AM	4000 Walnut	Robbery/Arrest
05/18/98	8:53 PM	5100 Walnut	Aggravated Assault
05/18/98	12:26 PM	3928 Market	Homicide/Arrest
05/18/98	6:45 AM	4400 Sansom	Robbery

Classifieds

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To place classifieds: (215) 898-5274.

Deadlines for Summer Issues

The next issues are scheduled for June 16 and July 14. The deadline for the June issue is *June 8*. The deadline for the July issue is *July 6*.



Almanac

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University of Pennsylvania

Three-Year Academic Calendar, 1998-1999 through 2000-2001

Fall	1998 Fall Term	1999 Fall Term	2000 Fall Term
Move-in and registration for Transfer Students Thursday-Friday	September 3-4	September 2-3	August 31-September 1
Center for University of Pennsylvania Identification (CUPID) opens Wednesday-Tuesday	September 2-8	September 1-7	August 30-September 5
Move-in for first-year students, New Student Orientation Saturday	September 5	September 4	September 2
Penn Reading Project Sunday	September 6	September 5	September 3
Labor Day; Community Building Day Monday	September 7	September 6	September 4
Opening Exercises and Freshman Convocation; Undergraduate Deans' Meeting; Placement Exams, Advising begins Tuesday	September 8	September 7	September 5
First day of classes Wednesday	September 9	September 8	September 6
Community Service Day Saturday	September 12	September 11	September 9
Add period ends Friday	September 25	September 24	September 22
Family Weekend Friday-Sunday	October 2-4	October 22-24	October 27-29
Drop period ends Friday	October 16	October 15	October 13
Fall Term Break	October 17-19 (Sat.-Mon.)	October 16-18 (Sat.-Mon.)	October 14-17 (Sat.-Tues.)
Homecoming Saturday	October 31	October 30	November 11
Advance registration, Spring Term Monday-Sunday	November 2-15	November 1-14	October 30-November 12
Thanksgiving recess begins at close of classes Wednesday	November 25	November 24	November 22
Thanksgiving recess ends 8 a.m. Monday	November 30	November 29	November 27
Fall term classes end	December 11 (Friday)	December 10 (Friday)	December 11 (Monday)
Reading days	December 12-14 (Sat.-Mon.)	December 11-14 (Sat.-Tues.)	December 12-14 (Tues.-Thurs.)
Final Examinations	December 15-22 (Tues.-Tues.)	December 15-22 (Wed.-Wed.)	December 15-22 (Fri.-Fri.)
Fall semester ends	December 22 (Tuesday)	December 22 (Wednesday)	December 22 (Friday)
Spring	1999 Spring Term	2000 Spring Term	2001 Spring Term
Registration for undergraduate Transfer Students Thursday-Friday	January 7-8	January 13-14	January 11-12
Spring semester classes begin Monday	January 11	January 17	January 15
Add period ends Friday	January 22	January 28	January 26
Drop period ends Friday	February 12	February 18	February 16
Spring recess begins at close of classes Friday	March 5	March 10	March 9
Classes resume at 8 a.m. Monday	March 15	March 20	March 19
Advance registration for fall and summer sessions Monday-Sunday	March 22-April 4	March 27-April 9	March 26-April 8
Spring term classes end Friday	April 23	April 28	April 27
Reading days Monday-Wednesday	April 26-28	May 1-3	April 30-May 2
Final Examinations Thursday-Friday	April 29-May 7	May 4-12	May 3-11
Alumni Day Saturday	May 15	May 20	May 19
Baccalaureate Sunday	May 16	May 21	May 20
Commencement Monday	May 17	May 22	May 21
Summer	1999 Summer Session	2000 Summer Session	2001 Summer Session
12-week Evening Session classes begin Tuesday	May 18	May 23	May 22
First Session classes begin Tuesday	May 18	May 23	May 22
First Session classes end Friday	June 25	June 30	June 29
Second Session classes begin Monday	June 28	July 3	July 2
Independence Day	July 4 Sunday (Monday obs.)	July 4 Tuesday	July 4 Wednesday
Second Session, 12-week Evening Session Classes end Friday	August 6	August 11	August 10

Sing a New Song *by Judith Rodin*

Good afternoon.

Members of the Class of 1998, we are together again, just as we were four years ago. Four years ago when we were freshmen together.

You were my first freshman class in my first year as president of this great University. Since our Convocation on a September day in 1994, we have grown together.

We have opened our minds and our hearts, and delighted in what we have let in. Inquiry and knowledge. Discovery and wonder. We have also had to let go. Let go of old orthodoxies. Let go of narrow thinking. Even, at times, let go of someone we love — a friend, a parent, a classmate. We have drawn lessons from the letting go and the letting in.

Today, the last before you graduate, let us take a moment to take “a backward glance,” in the words of the great Walt Whitman. When I take that “backward glance,” I see four years of young women and men full of possibility and promise. You have grown from freshmen just finding your way, to graduates who are making your way — a way for yourselves and for others.

What do I see as I look over my shoulder in that “backward glance”? I see budding scholars and young researchers who have won scholarships and fellowships and national awards—Mellon, Thouron, Truman, and others. I see students recognizing that their peers come to college not only for a degree, but for the sheer joy of learning, and then creating an imaginative set of preceptorials to meet this desire.

I see students wanting to better serve their community, and hosting a conference to broaden their knowledge about Penn in West Philadelphia. I see students identifying the need for mentors for our female students and developing a speaker series of Women in Leadership.

I see all of you — students who were leaders in academics, the arts, community service, athletics, and all manner of co-curricular activities. I see you honored by your peers. I see Rachel and Andy, Michelle and Tal, Marti and Jean-Pierre, Bethany and Jason: They were applauded yesterday for their achievements with Senior Honor Awards.

All of this—all of you—are in my mind’s eye as I take this “backward glance.” And now, even as we look back, let us look forward.

Whitman also said, “I celebrate myself and sing myself.” Just like Whitman, each of you has sung a song of yourself during your years here. Those songs will be long-cherished. They will be long-remembered.

But now you must sing a new song. You go forth prepared to lead. As our readings today suggest, you must also be ready to serve.

A colleague of mine who was on campus this term, Dr. Johnnetta Cole, president emerita of Spelman College, has said: “The ultimate expression of leadership is service to others.” That, my fellow Pennsylvanians, is your calling. That is your song.

It was Benjamin Franklin’s intention. It is my intention. And, I believe from all you have shown during your years here, that it is your

intention. The call of service is strong. And its song is beautiful.

You and I, we shared our freshman year together. Now, as we share one of the greatest moments of your senior year—indeed, your Penn career—I would like to share with you something from my senior year.

When I was where you are—when I was graduating from Penn in 1966—everyone was reading and considering the significance of a small book called *The Prophet* by Kahlil Gibran. Like many books that were intensely popular at one time, it has since gathered dust on a number of shelves, but certain of its passages retain real power for me.

I close with one such passage. It articulates the imprint you have left on this great University—and on me. It is a farewell, but also an invitation. Most significantly, this passage articulates my greatest hope and prayer for you. It reads:

Fare you well. . . This day has ended. . .
What was given us here we shall keep. . .
Farewell to you and the youth I have
spent with you.

It was but yesterday we met in a dream . . .
The noontide is upon us and our
half-waking has turned to fuller day,
and we must part. If in the twilight of
memory we should meet once more,
we shall speak again together and you
shall sing to me a deeper song.

Congratulations and may God bless you.

The Challenge to Invent a Better Way *by Andrea Mitchell*

President Rodin, Faculty, Trustees, Parents, Reverend Clergy, but most important, Members of the Class of 1998:

Preparing for this day, I have been thinking long and hard about the values I learned on this beautiful campus—values reflected again in today’s readings: love, peace, loyalty, service. They are the touchstones of our lives, the daily tests against which we measure character and true success.

For four years, you have been surrounded by examples of excellence in your teachers and your classmates. They’ve helped you learn how to shape a personal philosophy out of the everyday experiences of life. They’ve taught you how to think in conceptual terms. They’ve required you to process large amounts of information as you absorb principles and lessons about our culture.

The women of this class have had the good fortune to see many role models—including an important one in your President. The world is still imperfect, but it surely is more welcoming to women than in the past. Growing up as I did was a very different experience. Of course there were extraordinary women throughout history, but most of them were unknown outside a small circle. As Virginia Wolfe suggested, all those

poems in anthologies signed “anonymous” were almost surely written by women.

We didn’t learn about women in our history books, we didn’t see them in our political life, they were absent from our television screens, except in demeaning roles. Even today, women of my generation are in a stage of transition. We were told we could have it all. Many of us now realize that was an unreasonable burden. Those who chose to work inside the home were diminished, unfairly. Those who chose more public careers were often celebrated beyond recognition—while beating themselves with guilt for what they felt they were neglecting.

The challenge for you, both men and women, is to invent a better way—a more humane society that does not ask women to behave as if they were not mothers or spouses, nor ask men to forget that they are fathers—new social compacts that permit all of us to pursue careers, if we choose, without denying the nurturing sides of our natures.

I’ve been struggling a bit to think of what guideposts to offer you, a generation so smart, so quick, so ready to tackle a world infinitely more complex than ours.

Our generation wrestled with big questions, questions of war, and race. We thought the

answers were self-evident. We saw the world in clear, sharp contrasts. At first, literally, in black and white, on small television screens. A president shot. And then a civil rights leader assassinated. A child fleeing in terror from napalm. In those years, we rarely saw shades of gray. Every cause was a call to arms. We were not easily intimidated or persuaded to compromise. In retrospect, I think we sometimes raised the temperature so high that we created a kind of intransigence, which then produced a backlash as our country turned on itself.

Thirty years later, we are still suffering from some of the consequences. As you join our national conversation, we desperately need your idealism and energy. But instead of the rhetorical hyperbole of our current politics, you can contribute some much-needed balance. Be idealistic, but also be persistent, flexible, thoughtful. Bring more of what Yale Professor Steven Carter has called “civil listening” to our political discourse.

Be mediators, helping us rediscover our idealism, while also fashioning compromises just as the original American revolutionaries, Ben Franklin and his cohorts, did in this city more than two centuries ago. They legitimized the God-given right to challenge, to argue and dis-

sent. It is as American as the Fourth of July. In fact, it is a universal impulse, a thirst for freedom most strongly expressed by people your age—people not yet disillusioned by the system, students of all generations, in all parts of the world.

We see it today in Indonesia, where the first challenge to a corrupt regime and its overpowering military came from the campuses. In recent decades we saw it in Soweto, in Manila, in Tiananmen Square. And last month, I saw that same undying human spirit in one of the world's more repressive societies, Afghanistan, ruled for the past two years by a fanatic regime. In the rubble of Kabul, a capital city devastated by two decades of war, almost everyone is a victim. But the most painful testimony is without face or voice. It is from the women, floating ghostlike, shrouded from head to toe in the heavy robes mandated by the Taliban clerics. Still, occasionally you can glimpse a silent protest, a flash of color from beneath the traditional *burka*.

As we celebrate our blessings this weekend, especially a Penn education, consider a society—the only place in the world—where girls and women are banned, completely forbidden, to get any education or participate in any work. A society with no medical care that consigns female surgeons to virtual house arrest. A society desperate for food that stops female United Nations relief workers at the border. The punishment for violators is horrific: public whippings, or weekly amputations held in a large amphitheater—or even execution.

Yet, despite all the risk, and with bands of heavily armed militia roaming the streets, incredibly two young men still sought me out,

desperate to tell me their family story even though men are strictly forbidden even to talk to any woman who is not a blood relative. Eighteen-year-old Shaoib and his twenty-year-old brother Sharifi huddled on the floor of our car to avoid being detected. They told me how their mother had been headmistress of a school, their teenager sister an eager student. Now both are locked in a small mud house in this bombed-out city, becoming, like many Afghan women, increasingly suicidal. The young men also are beginning to lose hope of having any future.

But there still was a spark. As I left, the elder told me, "Someday we will be free. You will return, and by then I will also be a journalist." Even in a place forsaken by the rest of the world, he was holding tightly to a dream. He still thought of reporters as protectors of freedom.

How different in our society, where the news media are so disdained, although sometimes for good reason. When bombarded by self-important pundits and mindless cable chatter, it is easy to forget that journalism used to be thought of as a calling. When I started out in this field, we thought of ourselves as professionals. Our job then, and now, is to bear witness, to speak truth to power. Admittedly, these days, it is sometimes difficult to discern that mission. But in recent years, journalists around the world have sounded alarms about famine in Ethiopia, and genocide in Rwanda. In my line of work, there are still examples of courage, and service, and excellence. The New York-based Committee to Protect Journalists reports that in the past year alone there were 500 documented attacks on journalists or news organizations, in places as

remote as Algeria and Turkey—and as near as Mexico.

As you undertake more study, or begin your careers, that kind of courage will not likely be asked of you. But what will be asked is that you use your imagination, show a willingness to see beyond your immediate world. Try to be reflective about your lives. Ask yourselves—in the morning, at midday, and again at night: Why was I born? What am I doing here? What is my purpose? Enjoy the trivia of everyday life, but remember that in the end, it is just that—delightful trivia.

In the years since I first tasted the joy of political reporting here at Penn, the people I have met who are truly happy are those who find meaning in work done well, and in service to their community. On this campus, I was taught that giving is a true pathway to knowledge, and growth. Reaching out to a neighbor is to discover the world at large, and our own true natures within.

For all of my travels, and the privilege of witnessing great moments of history, the real truths of life often come on a much smaller stage. When you leave this campus, be relentless in your search for knowledge. As you grow older, remain curious, because curiosity is the hallmark of real intelligence. It will keep you young in spirit, and enrich you in ways not possible from material success.

Even more than mine, your lives will change in countless new directions in the coming century. That is the mystery about to unfold—an adventure that will be your greatest gift, and most profound source of joy.

SENATE The Chair 's Message at Commencement

'I Had No Inkling of the Upheavals...' by John Keene

I am John Keene, professor of city and regional planning, and chair of the Faculty Senate.

Graduates of the Class of 1998, on behalf of the faculty of the University of Pennsylvania, I salute you. I salute your parents and loved ones who have helped you reach this point in your lives.

You are a member of a small elite, whether you are an undergraduate or a graduate student. You have used your intelligence and your passion to empower yourself, to expand your understanding of life and the world so that you can better set your course and influence those around you. You are about to graduate from one of the best universities in a country with one of the best systems of higher education in the world. Think of the billions of people on this earth for whom such good fortune is literally inconceivable.

As I stand here looking out at all of you, my thoughts flash back to my own Penn graduation in 1966, when I received my Master's in City Planning. When I sat in Convention Hall, I had no inkling of the upheavals that would take place at Penn and on campuses across the nation in a few short

years, as your parents' generation cried out against the injustices and inequities they saw around them. I certainly had no inkling of the technological and political changes that would occur around the world in the 30-odd years that have intervened since then.

How will your world be transformed by the grinding pressures of population growth, especially in developing countries? How will your world be affected by global warming, with its aftermath of climate change, sea level rise, and crop devastation? What ecosystems will collapse and what miraculous cures will elude you because of the loss of biodiversity? How will your world be affected by political strife at home and in the rest of the world? How will your lives be remade by developments in transportation, information systems, medical science, work arrangements, and education? We can only guess.

You are the first set of graduates of whom it can confidently be said: More than half of you will be alive in 2050, when the world's population may have reached ten million people. Most of your grandchildren will be here to welcome in the 22nd century.

How do these three elements relate to

each other: that you are uniquely fortunate, that you cannot know what the future holds, and that most of you will live for half a century?

As you prepare to start your careers and to establish or continue families, I urge three critically important propositions on you: First, the unique opportunities your Penn education opens to you impose on you a corresponding moral obligation to use your education to make the world a better place. Second, your Penn education has prepared you to deal with uncertainty and change and to meet difficult and unexpected challenges as they present themselves to you. Third, and most important, there are environmental and social imperatives that will dominate your world for the next fifty years. As you build your career and family, you must also take individual responsibility for protecting the global ecosystem, for controlling environmental pollution, and for reducing social injustice in the world, or human society as we know it will not continue.

On behalf of your professors, I wish you God speed and good luck in all aspects of your life.

The 1998 Commencement Address

In brief remarks at Commencement, President Judith Rodin gave a tribute to the 39th President of the United States for his continued service to his fellow citizens, and to men, women, and children around the globe. "The images of President Carter wielding a hammer in an American inner city, or monitoring elections in a struggling democracy are powerful, indelible. They speak to his abiding commitment to bettering the lot of those less fortunate than we are. Doing so much for so many, President Carter is a public servant in the truest sense.

"Graduates," she added, "I am proud that many of you walk with President Carter on this path. Penn strives to provide the resources and opportunities to enable you to make a real difference in the larger community, and many of you have answered the call to public service. As mentors; as tutors; as volunteers at Habitat for Humanity, Christmas in April, and dozens, maybe hundreds, of other community-based programs; as members of Penn's Civic House; as students in our service-learning programs, you have turned outward, stretched your hearts, and committed yourselves to joining and sustaining community in West Philadelphia and beyond. And the lessons you have learned in service to others are every bit as important as those learned in the classroom."

Following an introduction by Interim Provost Michael Wachter, President Carter then gave the address transcribed here.

The Things You Cannot See by Jimmy Carter

Thank you very much. Thank you.

As a matter of fact, my wife Rosalynn and I build houses for Habitat for Humanity one week a year. The other 51 weeks we work at The Carter Center in Atlanta, which is not so well known.

We have programs, for instance, in 35 African nations. And not too long ago, just last month, we visited South Africa, where our oldest grandson, Jason, who finished college last May, is serving in the Peace Corps. I told Jason that I was going to give the commencement address at the University of Pennsylvania, and asked him for his advice. He said, "Remember four things: Be brief, tell a joke, speak to the students, the graduates, and remember that they're not going to remember anything you say."

After visiting Jason, we were going to go see Nelson Mandela. He learned about this visit, and he asked to go with us, because Jason said he wanted to visit the politician who was in office before he went to jail.

So I'm going to try to combine those four elements of advice from my grandson with my commencement talk to you. I'm very proud of this great university, and I've been filled with admiration for what has been done here in the various fields that you represent as graduates.

I grew up in the South, in southern Georgia, during a time that is now a source of embarrassment for me and many others, not only in our region of the nation, but also in other states of America, a time when racial discrimination was accepted not only by the bar association and the Supreme Court, but also by the Congress and the people of the United States. We bore a millstone of racial prejudice around our necks, both the white people and those of African descent.

My wife and I, on this last trip, visited our 125th nation since I left the White House, and we've been able to judge the problems that exist in many parts of the world. Racial discrimination is not the worst kind we've seen.

We have major projects in Sudan, a country in which 1.5 million people have been killed in a war based on ethnic strife, with a fundamentalist Muslim government and a Christian, basically a Christian revolutionary force. Ethnic and religious discrimination is not the worst.

The worst discrimination on earth is rich people against poor people. This is not a deliberate discrimination. It's not filled with hatred or animosity, but it permeates the human race.

Who are the rich people? I would say that everyone in this stadium, by my definition, is a rich person. A rich person is someone who has a decent home, who has a modicum of education, a reasonable level of health care, at least a prospect for a job, not afraid to go out of our house, at least in the daytime, feel that the police and judicial system are on our side. I think that if we make a decision, it will make a difference, at least in our own lives. Those are the rich people.

There are a lot of poor people around the world, and even next door to where we live, and it's very rare that we break down the chasm between us who have everything, and others whom we ignore and fail to get to know. How many of us actually know a poor family, even our maid's family or the guy who mows our lawn, well enough to go to his house or her house, have a cup of coffee and learn the names of their teenage kids? Or, God forbid, invite them to our house, and let their children get to know our children. Not very many.

I want you to remember this, and I will use Jason's advice, so maybe you will remember it, and I'm going to tell a joke. I'm an author, I've written 12 books. My wife wanted me to announce that all our books are still on sale.

A book that I wrote year before last is called *Living Faith*, and I included in it a joke about a man who died very proud of himself, went to

heaven and was met by St. Peter at the pearly gates. And St. Peter said, "Tell me why you think you're qualified to go to heaven." And the man said, "Well, I made a lot of money on Earth, I had a beautiful home, I was excelling in every degree. I had my name in the paper often, I was a regular attendee at church, I gave heavily to my church. I attended services regularly."

And St. Peter said, "Yes, but what did you do for other people?" There was a pause, and then the guy said, "Well, I remember back in the depression years, a hobo's family came by my house, and I told my wife to fix up some sandwiches for them. And she fixed a big paper sack, and the family really enjoyed those sandwiches. I guess, in those years, it was worth at least 50 cents."

And St. Peter said, "Well, that's nice, but anything more recent?" And the guy said, "Well, as a matter of fact, St. Peter, last year our neighbor's house burned down, down the street, and my wife and I looked on our back porch and found a little table that we were no longer using, and we gave it to him." St. Peter said, "How much was it worth?" And he said, "Well, I want to be honest in heaven: 50 cents."

St. Peter said to the angel, "Go down to Earth and see if this is an accurate story." So in a few minutes the angel came back and said, "Yes, he told the truth. What shall we do about it?" St. Peter said, "Give him his dollar back, and tell him to go to hell."

Well, as we rest on our laurels, if you don't remember about rich vs. poor, remember about the dollar being given back.

Another thing I want to caution you about, or encourage you to remember, is an encapsulated environment. There is an inclination in all of us to build around ourselves a secure place to live, where we are surrounded by people whom we can trust, whom we know, who are almost just like us, look like us, dress like us, drive in the same kinds of automobiles, go to the same places. And quite often, we have a tendency to be very proud of what we do. I'm proud of the University of Pennsylvania, I'm proud of Emory University, where I've been a professor for 15 years. But my work mostly is in Africa. And a few years ago, I was asked to make a speech to the Southeastern Region presidents of universities, and I happened to be in Africa, and I had to come back to New Orleans to make the speech.

So I was at a table that evening at the last final banquet with a group of African leaders, and I had a little tape recorder, and I asked them a question: "How much do American universities mean to you?" And I wrote down their answers. And I'll read, they're very brief, I'll read them. But these are actual transcripts of what was said.

One minister from the Seychelles, who happened to be the minister of finance, said, "American universities are rarely relevant." A woman who still serves in office from Uganda, she's the agriculture minister and also now the vice president, says, "What is known is not shared with those needing to know. Information is just exchanged among academics who never witness hunger or have personal knowledge of torture or see a denuded landscape. How many university presidents have ever been in a village where river blindness is prevalent or guinea worm a constant plague? We cannot even get our agricultural research scientists to go out into the fields because they look on extension workers and farmers as inferiors."

The prime minister of Ghana was there, and he said, "We know that almost everything is connected—health, nutrition, environmental quality, political stability, human rights. Some leading educators understand this, but the information is not even shared with our government ministers, whose decisions control the lives of our people." A minister of health from

Zambia said, "Universities should be where the highest ideals are preserved, but we witness little interest in our problems."

On the way back home, I rode with a scientist who is well known maybe to some of you. His name is Bill Foege, perhaps one of the greatest public-health servants in history. I asked him the question as well, and he quoted to me, "In the education of my own children, I would want them to acquire three things:

- "First of all, an inquisitive mind, always exploring new ideas, questioning old ones, not afraid to challenge the status quo.
- "Second, I would want them to know that there is a cause and effect relationship. This is not a fatalistic world, inhabited by people whose suffering is inevitable, and whose problems cannot be solved.
- "And third, I would want my children to know that they are world citizens. Their lives are inextricably tied to those in other nations. I would want them eager to learn foreign languages, forced to, if necessary."

That's the second point I want to make. Don't believe that we live in an encapsulated or parochial world where our own interests are paramount and our own beliefs are necessarily accurate. I tried to think of a story to illustrate this.

I was born in 1924. And in that same year, Texas had a woman governor whose husband had been governor before her. They called her Ma Ferguson. In Texas that year, there was a hot debate, which is still going on in California, Texas and other places, about whether you should use English only, or Spanish, in the elementary-school grades where the kids don't really speak good English. It was a hot debate. Ma Ferguson finally ended the debate. She held up a King James version of the Bible, and she said, "If English was good enough for Jesus Christ, it's good enough for Texas." So, you remember what Ma Ferguson said, and don't think that we know all the answers.

The last point I want to make is that we should continually stretch our minds. In the modern, fast-changing, technological world, we're inclined to think that maybe all the major discoveries have been made. Some of the honorees behind me have proven that that's not so. There is a need for an individual human being, including every one of the Penn graduates, to remember this. Let's stretch our minds, try new ideas, not put a limit on ourselves.

Following Jason's advice again—Jason's going to be famous after this speech—I tried to think of a story to illustrate this. As a professor at Emory, I come across some kind of wise students who think they know more than the professors. I can't deny that quite often they're right in my class.

But, there was this student, a freshman, who had the reputation of proving that he knew more than the professor did. One of the final examinations in a physics class was, How do you use a barometer to measure the height of a building? And the student, instead of answering the question, said, "There are a lot of ways, Professor. I don't know which way you want it."

The professor called him in, and said, "Look, wise guy, you said you could use a lot of ways to have a barometer determine the height of a building. I want to know one way." And the student said, "Well, I know a lot of ways." And the professor said, "Tell me." He said, "Well one way is you take the barometer on the ground, you measure the air pressure, you go up to the top of the building, you measure the air pressure changes, you can compute the height of the building."

The professor said, "That's right. How about the other ways?" He said, "Well, you take the barometer, you put it on the ground, you measure the height of the barometer, you measure the height of its shadow, you measure the length of the building's shadow and you can compute the height of the building." And the professor didn't say anything.

"Anything else?" And the student said, "Yes, Sir. You can take the barometer to the roof, tie a string on it, lower it to the ground, measure the length of the string, and that gives you the height of the building." The professor said, "I'm getting tired of this. What else?"

The student said, "Well, take the barometer to the top of the building again, get a stop watch and drop it. Measure how long it takes to hit the ground; you got the height of the building."

By that time, the business dean came by, saw how things were going bad and said, "If you can tell me a way to measure the height of a building using business principles, we'll give you an A." And the student said, "That's easy. You take this nice barometer, go to the building superintendent on campus and say, 'If you tell me the height of the building, I'll give you this barometer.'"

So the point is, you can see, always try new ways to resolve difficult or

intransigent problems.

Well, this is a great country. And I would like to close my remarks by talking about one word that's my favorite. And that is, transcendence. Transcendence: Doing more than is expected, above and beyond the call of duty or whatever.

We now live in the greatest nation on Earth, an unchallenged superpower. When I was President, it was also the greatest nation, but there were two superpowers, because of the nuclear arsenals. Now the Soviet Union is basically dissipating.

What are the characteristics of a superpower? The optimum transcendent characteristics of a superpower? I would say they're shaped by the combined or conglomerate desires, hopes, dreams, aspirations, moral standards and ideals of the American people. I think the United States should be the unquestioned champion of peace—not just for ourselves, but for others around the world, and not just in nations that have oil that we can use or things that we can benefit from, but in the smallest and most isolated countries.

In those nations that I visit around the world, our country is not looked upon as a champion of peace. We're looked upon as a nation with great military power and sometimes eager to use it. I think our nation should be the champion of freedom and democracy.

The Carter Center, for instance, has held elections 15 times in this hemisphere to bring about a change from a totalitarian government to a democratic government. Sometimes we hold elections to resolve disputes.

I think environmental quality. And I would say, finally, human rights and the alleviation of suffering. And speaking of suffering and the alleviation of it, I want to refer to the reason I came to Penn University today, and that's Roy Vagelos, the chairman of your board.

The Carter Center, working with Bill Foege, whom I quoted a few minutes ago, tries to alleviate suffering around the world. About 10 years or so ago, Roy Vagelos, then the chief executive officer of Merck and Company, came to our center, and he said, "We found that one of our veterinary medicines that we sell profitably will also prevent a terrible disease called onchocerciasis, or river blindness, and if The Carter Center will develop a system for distribution of this medicine—ivermectin, or Mectizan, as they call it—we'll give you the medicine." So we did so.

Later, Roy Vagelos and I went with my wife Rosalynn and his wife, to a little village in southern Chad, where everybody in the village had river blindness. But one tablet developed under Roy Vagelos' leadership will prevent river blindness. The person will never become blind. Last year, we treated with Merck's medicine, given free of charge to every village in the world in perpetuity, 21.5 million people who will never be blind. And I want to thank Roy Vagelos for that.

And I also would like to say that our country should set an example, even including the most recent news from India and potentially from Pakistan. I know India quite well. My mother served in India in the Peace Corps when she was 70 years old. And I think I'm the last president to visit India, the greatest, biggest democracy on Earth.

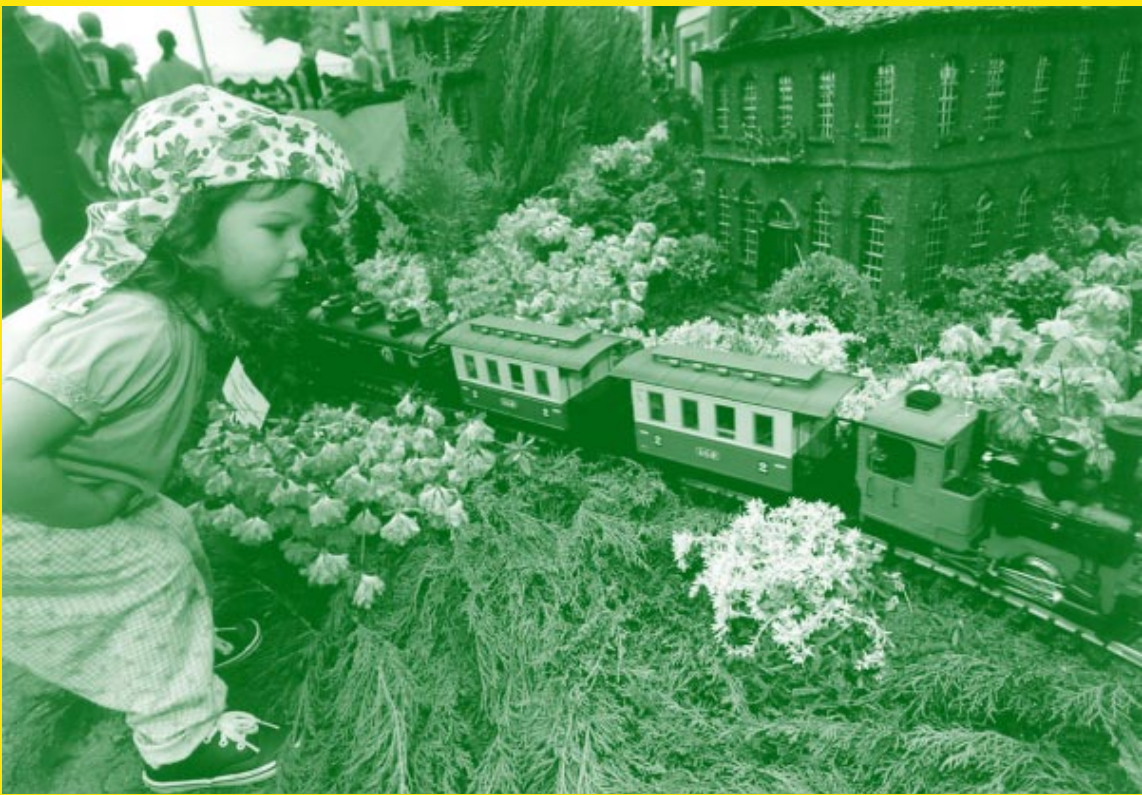
People look toward the United States with great admiration, but also guidance, and we have not been fair, I think, in trying to keep people from developing nuclear weapons. We have about—it's secret—but about 8,000 nuclear weapons. We insist that India not have one. We have failed to ratify the Comprehensive Test Ban Treaty. We insist on India doing this.

We have ignored the opportunity and even contravened the overwhelming attitude of the world in insisting that we still plant land mines, the most devastating weapon against innocent, non-participating civilians. I would hope that our country could see that our example is the greatest deterrent to the spread of death, destruction and war.

And finally, I want to say just a word to you about transcendence. I think that all of us look upon ourselves as being blessed by God with one existence on earth. We want to make something of it. If you hadn't, you wouldn't have come to Penn.

But what kind of priorities do we set? It's not a matter of how much money we make, how secure we are in our old age, how many times our names get in the news media. There are other things. This has been a question that has been on the minds of people for many centuries.

Two thousand years ago, the people of Corinth asked St. Paul this question: "What is the most important thing of all?" The way they expressed it was, "What are the things in human life that never change?" And Paul gave a strange answer. He said, "They're the things you cannot see." You can see money, you can see a house, you can see your name in the paper. What are the things you cannot see that should be paramount in our lives? You can't see justice, peace, service, humility. You can't see forgiveness, compassion and, if you will excuse the expression, love.



All Aboard for the Arboretum: The **Garden Railway**, designed by award-winning landscape architect Paul Busse, will chug into the Morris Arboretum July 4 through October 4. Large-gauge model trains will wend their way over 550 feet of track through beautiful, intricate scale-models of historic buildings and landscapes, recreating Philadelphia’s past as the cradle of American independence. The display combines living plants and other elements including water, bark, leaves, twigs, hollow logs, mosses, acorns, flowers, seeds and stones to recreate historic Philadelphia landmarks in the setting of a summer garden.

ACADEMIC CALENDAR

6/26 *First Summer Session classes end.*
6/29 *Second Summer Session classes begin.*
8/7 *Second Summer Session and 12-Week Summer classes end.*

CHILDREN’S ACTIVITIES

Summer Camp: Archaeologists in the Making Summer Adventure; children ages 7-12 can take a one or two week “vacation” through time and across continents. Four “Summer Adventures” will run in July and August (*see below*); 9 a.m.-3 p.m., Mon.-Fri.; University Museum; call 898-4016 to register; full payment is required two weeks prior to camp session; fee includes a mid-morning snack, art materials and a t-shirt; \$125/one week session, \$100/ea. additional week; members: \$115/one week session, \$90/ea. additional week (Museum’s Education Department).

- 7/6** *Ancient Egypt and Africa*; through July 17
- 7/20** *Ancient Greece and Rome*; through July 31
- 8/3** *China and Southeast Asia*; through August 14
- 8/17** *Mesoamerica and Native North America*; through August 28

Summer Magic at the Museum
7/8 For curious kids summer fun is coming to the University Museum. This exciting series of programs will introduce children to the wonders of cultures from around the world. Summer Magic programs, designed for children ages 6-12, run Wednesdays and Thursdays, 10 to 11 a.m., in July. All programs, held in the Museum’s galleries, the inner gardens or the Rainey Auditorium, are free with Museum admission donation (\$5 adults; \$2.50 students and senior citizens; free for PENNCard holders and children under 6). Pre-registration for groups (only) is required, call 898-4015. *Through July 30.*

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.; Special Evening Hours: Wed. & Thurs., until 8:30 p.m., *Through September 3.*
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
6/6 *Scottish Spirit*; works by 21 members of the Society of Scottish Artists, a progressive group that explores changing ideas of modern art and supports emerging artists; the exhibition bridges the gap between traditional media and new genres including video, computers and performance art alongside works in traditional media; Opening reception:

June 5, 4:30-7:30 p.m.; Arthur Ross Gallery. *Through August 2.*
6/17 *All the Symptoms of an Artist: Working form Medicine*; OATH—Organization of Artists Trained in Health Care; artworks by doctors, nurses and other healthcare providers on display. Opening reception: 5-7 p.m.; Esther Klein Art Gallery. *Through July 10.*
7/4 *Garden Railway*; designed by landscape architect Paul Busse; large-gauge model trains will wind their way over 550 feet of track through intricate scale models of historic Philadelphia buildings including a large centerpiece replica of Independence Hall. The display uses natural materials throughout. Opening gala reception: *July 5*; call 247-0557 for details; Morris Arboretum. *Through October 4.*
7/27 *II Annual GSFA Staff Exhibit*, featuring various works from members of GSFA staff including jewelry, sculpture, paintings, photography, installation and mixed media. Opening reception: *TBA*; Meyerson Hall Galleries. *Through August 21.*
8/20 *Shouts from the Wall: Posters and Photographs from the Spanish Civil War*; posters, lithographs and photographs brought home by American volunteers. Curated by Peter Carroll and Cary Nelson for the Abraham Lincoln Brigade Archives, Brandeis University. Presented at Penn with cooperation from SAS and faculty of individual departments, the Kelley Writers House, and the College Houses and Residential Academic Programs; Arthur Ross Gallery. *Through October 4.*
Now
50th Anniversary of Israeli Independence Exhibition; “The Spirit of Jerusalem”; Shai Ginnott’s photographs celebrate the various cultural groups living in Jerusalem; Esther Klein Art Gallery. *Through June 10.*
Egypt: Antiquities from Above; 52 black and white photographs by Marilyn Bridges providing an aerial exploration of the architectural achievements of nearly 4,000 years of Egyptian civilization along the Nile. First floor, 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 Question of Tolerance; bookworks by Joe Nicastri and Sherri Tan; Rosenwald Gallery, 6th Fl., Van Pelt-Dietrich Library. *Through August 1.*
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. Institute of Contemporary Art. *Through July 3.*
Dan Rose: A Retrospective of Books and Objects; forty one-of-a-kind artists books and found and made objects, some of which parody anthropology, architecture, literary theory and philosophy. Architectural Archives, GSFA. Call 898-2539 for info. *Through July 3.*
Roman Glass: Reflections on Cultural Change; over 200 examples of Roman glass and associated materials such as 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 from the Zhou Dynasty (1770-250 BC) through the Quing Dynasty (1644-1911 AD); second floor, 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
118 S. 36th Street & Sansom; free with gallery admission.
6/4 *Gallery Tour*, 5:15 p.m.; Paul Meyer, director of Morris Arboretum leads walking tour of campus , 6 p.m.
6/11 *Gallery Tour*, 5:15 p.m.; art historian Rebecca Butterfield on Stacy Levy exhibit and humankind’s relationship to the land; 6 p.m.
6/18 *Gallery Tour*, 5:15 p.m.; preview the Stacy Levy exhibit with Susan Maxman, of Susan Maxman Architects; 6 p.m.

FILMS

International House
Films, film series and events at International House, 3701 Chestnut St.; full descriptions on-line: www.libertynet.org/~ihouse; tickets: \$6.50, \$5.50/members, students, seniors, \$3.50/kids 12 & under; foreign language films with subtitles (unless noted); info/tickets: 895-6542. Repeat dates and times in italics.
Crime Jazz Series
6/12 *Sweet Smell of Success* (A. MacKendrick; USA; 1957; 96 min.); 7 p.m. *Also June 16.*
James Ellroy (R. Jud; USA; 1993; 90 min.); 9:30 p.m. *Also June 13, 5 p.m.; June 16&18, 9 p.m.; and June 17, 7 p.m.*
6/13 *Mickey One* (A. Penn; USA; 1965; 93 min.); 7:15 p.m. *Also June 14, 8 p.m. and June 18, 7 p.m.*
The Wild One (L. Benedek; USA; 1954; 79 min.); 9:30 p.m. *Also June 17, 9 p.m.*
6/14 *Boyz N The Hood* (J. Singleton; USA; 1991; 107 min.); 5 p.m.

Neighborhood Film/Video Project
6/9 *Rachel’s Daughters* (A. Light & I. Saraf; USA; 1997; 107 min.); 7:30 p.m.
6/19 *Frozen* (W. Ming; China/Hong Kong; 1997; 95 min.); 7&9 p.m. *Also June 20, 22-23; and June 21, 4, 6&8 p.m.*
6/24 *General Chaos: Uncensored Animation* (Manga Entertainment; 90 min.); 7&9 p.m. *Also June 25, June 29 through July 3 and July 5; June 26&27, 10 p.m.; and June 28, 8 p.m.*
7/8 *Who the Hell is Juliette?* (C. Marcovich; Mexico; 1997; 91 min.); 7&9 p.m. *Also July 9 &13; July 10, 9:30 p.m.; July 11 & 12, 8:30 p.m.; and July 14, 7 p.m.*
7/10 *Race to Save 100 Years* (S. Benson; USA; 1997; 57 min.); 6 p.m. *Also July 11 & 12, 5 p.m.*
The Big Sleep (H. Hawks; USA; 1945; 116 min.); 7:15 p.m. *Also July 11 & 12, 6:15 p.m.*
7/11 *PhillyHoverground Via Media*; eight programs of features and shorts including *The Spirit of Christmas, Gummo* and *Tromeo and Juliet*; 10:15 p.m. & midnight. *Also July 14, 9&11 p.m.; July 17, 11:30 p.m.; July 18, 11:45 p.m.; and July 21, 7:30&9:30 p.m.* info: 505-5655.
7/24 *The Kingdom II* (L. Von Trier & M. Arnfred; Denmark; 1997; 300 min.; Danish w/ English subtitles);
Part One: 2 & 7:45 p.m. *Also July 25, 4 p.m.; July 26, 1 p.m.; July 27, 4:30&7:15 p.m.; and July 28, 7:15 p.m.*

Summer AT PENN

Part Two: 4:45 & 10:30 p.m. *Also July 25, 7 p.m.; July 26, 3:45 p.m.; July 27, 10 p.m.; and July 28, 4:30 & 10 p.m.*
Paul Robeson Film Tribute
6/26 *Big Fella* (J.E. Willis; 1937; 75 min.); 7:30 p.m.
6/27 *Proud Valley* (P. Tennyson; 1940; 75 min.); 7:30 p.m.
6/28 *Ballad for Americans* (J. Martin, B. Levit, American Music Theatre Festival and Big Picture Alliance; USA; 1998; 55 min.); 4 p.m.

FITNESS/LEARNING

CGS Special Programs; registration required. For more info: call 898-6479, or visit: www.sas.upenn.edu/CGS/.
Department of Recreation Summer Classes; offering: *Unlimited Aerobics, Scuba Class, Beginner and Intermediate Tennis, Recreational Boxing, Adult and Children’s Swimming Lessons and Beginner’s Golf*; for more info: 898-6100 or www.upenn.edu/recreation (Recreation).

English Language Programs Evening Course Registration; classes meet 6-8:30 p.m.; *TOEFL Prep*, Mon. and Wed., 7/20-8/19, \$305; *Speaking and Listening*, Tues. and Thurs., 7/21-8/20, \$305; *Oral Presentation*, Wed., 7/22-8/19, \$155; *Test of Written English*, Thurs., 7/23-8/6, \$95; late registration fee: \$10; phone 898-8681 or visit www.sas.upenn.edu/elp for info (ELP).

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. For info: 898-3400 or hrtrng@pobox.upenn.edu.

6/1 *Penn & Pencil Club*; creative writing workshop for Penn and Health Systems staff; 5:15-7:15 p.m.; info: 573-WRIT or www.english.upenn.edu/~wh. *Also August 17* (Writers House).

6/3 *New Horizons on Contemporary Art: Continuing Education*; tour of *Stacy Levy exhibit*, brown-bag lunch, short studio project and discussion with Judith Tannenbaum 10:30 a.m.; ICA; \$1 + gallery admission fee (*see Exhibits*).

6/11 *Orientation to Animal Research*; training session for all Penn investigators; 1:30-3:30 p.m.; Room 402, Logan Hall; info: 898-6466 (University Laboratory Animal Resources).

7/13 *Phase I: Milken Young Entrepreneurs Program at Wharton*; year-long program for students who live in or attend a high school in West Philadelphia; students learn basics of business and how to perform a feasibility assessment; includes guest speakers, field trips and hands-on experience; info: contact Nioka Biggs, 898-9993. *Through July 24* (MYEP).

MEETING

6/18 *Trustees Full Board Meeting; Faculty Club*; information: 898-7005. *Through June 19.*

MUSIC

See Special Events
6/15 *Jesus Chucho Valdes*; classically-trained Cuban jazz pianist; part of Mellon Jazz Festival; 7:30 p.m.; \$15; International House; info: 895-6542 (International House).



North South East West, silkscreen on canvas by Susie Paterson at the Arthur Ross Gallery’s exhibit of *Scottish Spirit*.

ON STAGE

6/19 *Jimey*; drama by August Wilson set at a gypsy cab station in Pittsburgh in the late ‘70s; 8 p.m.; Zellerbach Theatre Annenberg Center; Call 978-8296 for info. *Through July 5* (Freedom Theater).

RELIGION

Christian Association
The CA Chapel is open 9 a.m.-5:30 p.m. for private prayers and meditation.
Holy Communion; noon-1 p.m., Mondays, 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

SPECIAL EVENTS

6/7 *Philadelphia Rose Show*; annual indoor show displays prize-winning cut roses; also visit the Morris Arboretum’s Rose Garden and talk to rose exhibitors and experts; 1-5 p.m.; Morris Arboretum (Philadelphia Rose Society).

6/12 *Moonlight and Roses*; annual gala fundraising event with cocktails in the Rose Garden, followed by dinner and dancing; 6 p.m.; Morris Arboretum; info: 247-5777 ext. 109 (Morris Arboretum).

Faculty & Staff Appreciation Days
Sponsored by Division of Human Resources. Info: 898-0380 or kraut@pobox.upenn.edu.
6/2 *Party on the Green*; picnic; jazz music by *Signature*; 11 a.m.-2 p.m.; College Green.

6/3 *Health Promotion Day; Health Run/Walk*, 7:40-.9 a.m., Hutchinson Gym; *Health Fair*, 11 a.m.-3 p.m., Faculty Club.
6/4 *Penn Museum Tour*; Penn buses will tour the campus to provide access to participating museums/galleries; 3-6 p.m.

CGS SummerFest
Contact Jean Labriola Scholz at 898-3109 or jeanl@sas.upenn.edu for details.

7/7 *Music on the Green*; noon-2 p.m.; College Green
7/14 *Film Screening*; title/time *TBA*; International House
7/21 *Highlights*; tour University Museum; noon-1 p.m.; Museum
7/28 *SportsFest*; 4-6 p.m.; Hamilton Village

TALKS

6/1 *The Role of Zeste White 3 Kinase in Wg signaling in Drosophila*; Esther Siegfried, Penn State University; 3:30 p.m.; Austrian Auditorium, Clinical Research Building (Genetics).
6/3 *Designing Engineered Vaccines for HIV*; Jay Berzofsky, NCI, NIH, Bethesda, MD; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar; Cancer Training Prgm.).
6/8 *Genetic Basis of Colorectal Cancer*; Bert Vogelstein, Johns Hopkins University; 11th Annual Bernard Cohen Memorial Lecture ; noon; Dunlop Auditorium, Stemmler Hall (Genetics).
6/11 *Genetic Analysis of Breast and Ovarian Cancer*; Mary-Claire King, Univ. of Washington; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).
6/16 *New Investigations of Anchoring Effects of Liquid Crystals*; Philippe Poulin, Centre de Recherches Paul Pascal, France; 4 p.m.; Rm. 2N36, DRL (French Institute for Culture & Technology).
Sex Differences in Brain Functions in Health and Disease; Raquel Gur, psychiatry; noon; Rhoads Conference Rm; Rhoads Pavillion (Genetics).
6/22 *The Nature of Genetic Variation Underlying Human Disease*; Aravinda Chakravarti, Case Western Reserve University; 12:15 p.m.; Austrian Auditorium, CRB (Genetics).
6/23 *Molecular Genetics of Muscle Cell Diversity*; Nadia Rosenthal, Mass. General Hospital, Charlestown, MA; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar; Hassel Foundation).

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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 Summer 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 *September at Penn* calendar.

Perennial Summer Programs at Penn—People of All Ages, Playing, Practicing, Perfecting and Preparing

KIDS

Junior Fencing Camp: 35 14-17 year-olds; David Micahnik; *July 26-August 1 and August 2-8.*

Levy Junior Tennis Program*: 500 students ages 6-16; Hal Mackin, 898-4741; *June 8-August 15.*

NCAA National Youth Sports Program: 325 Philadelphia-area students, ages 10-16, learn sports skills, take physicals and attend counseling sessions; Mike Diorka; *June 22-July 24.*

Philadelphia International Theatre Festival for Children: theatre performances and activities for 25,000 kids of all ages; Brian Joyce; May 20-24.

Quaker Basketball Camp*: 100 8-18 year olds; Fran Dunphy, 898-6141; June 22-26 and June 29-July 2.

Summer Gymnastics Camp*: weekly sessions for 25 children ages 5-12; Tom Kovic, 898-5316; June 8-July 24.

* These programs geared for children may still accept applications. Call phone numbers listed for information.

HIGH SCHOOL

AFNA National Education and Research Fund: 200 11th and 12th graders attend classes to help them meet their schools' academic requirements; Samuel Evans; dates to be determined.

High School Research Apprentice Program: 9 students ages 16-18; Britton Chance; July 17-August 17.

LEAD Program in Business: 35 students ages 16-17; introduction to business principles for minority students; Harold Haskins; *June 28-July 31.*

Penn Summer Science Academy: 170-190 students ages 16-17; an intensive program taught by Penn scientists consisting of both guided and independent lab and field projects, math workshops, computer labs, seminars and site visits; Jean L. Scholz; *July 5-31.*

Precollege Program: 110-130 students ages 16-17 take beginning-level courses and live in the dorms; Jean L. Scholz; *June 28-August 7.*

Upward Bound Program: 55 9th-12th graders; program to increase students' academic proficiency, promote self-esteem, and motivate students to plan their educational and career goals; Francenia Jenkins; *June 30-August 8.*

UNDERGRADS

Afro-American Studies Program Summer Institute for Pre-Freshmen: 30 pre-freshmen; introduction to major intellectual and cultural themes and currents in 19th and 20th Century African-American experience; Herman Beavers and Gale Ellison; July 26-31.

Freshman Orientation Program for the NROTC: 45 freshmen; Col. P.F.

Pugh; August 31 to September 5.

Kanda University Program in English & US Culture: 15 undergrads from Japan; English language study and sociocultural experiences for university undergrads majoring in English and applied linguistics; Jill Gladstein; August 21-September 11.

Leadership Alliance Interns: 10 undergrads; research experience; Karen Lawrence; dates vary.

Penn Program for Public Service Interns: 22 undergraduates; work as tutors and mentors and help develop and teach the curriculum at one of several Summer Institutes in West Philadelphia schools; interns live together in a University residence; instructor *TBA*; both academic summer sessions, *May 20- August 7.*

Penn Summer Abroad: 250-300 students study in programs in the Czech Republic, England, France, Germany, India, Italy, Korea, Poland, and Spain; Elizabeth Sachs; Dates vary.

Philadelphia Alliance for Minority Participation in MSE Scholars Program: 10 undergraduates; Cora Ingram; May 25-August 7.

Pre-Freshman Program: 110 Penn freshmen; preview of life at the University; Delores Hill; August 1-30.

Research Careers for Minority Scholars: 6-8 undergrads; Larry Gladney and Janice Curington; dates to be determined.

Summer Institute for Demographic Research (SIDR): 11 undergraduates; program to improve the human resource base in demography and to reinforce the ethnic diversity of that resource base; Antonio McDaniel; July 6-August 14.

Summer Internships in Biological Sciences: 40 undergraduates; hands-on experience in a biomedical laboratory; Glen Gaulton and Judy Jackson; July 1-August 7.

Summer Pre-Med Enrichment Program for Minority Undergraduates: 10 students; students are required to have completed at least two years of undergraduate study; Jerry Johnson; May 18-July 24.

SUNFEST (Summer Undergraduate Fellowship in Sensor Technologies): 10 undergrads; research with faculty and grad students; Jan Van der Spiegel; May 26-August 6.

GRAD STUDENTS

International Teaching Assistant Fluency Training Program: 50 graduate students; Mary Ann Julian; July 3-August 27.

Lauder Institute Program in English and U.S. Cultural Perspectives: 5-8 graduate students; prepares speakers of English as a second language for the demands of graduate eduaction in Wharton and SAS; Tom



Adams; *May 6-July 31.*

Pre-Academic Training for Freedom Support Act Grantees: 30 grantees of Freedom Support Act scholarships; Thomas Adams; *August 10-21.*

Summer Institute for International Business Students (SIIBS): 30-40 graduate students; Nora Lewis; *July 6-August 14.*

Summer Medical Institute: 40-50 med students; Scott Moreau; *June 15-July 29.*

ADULTS/PROFESSIONALS

Conversation and Culture: 45 adults; language study and sociocultural experiences for nonnative speakers of English; Felicia Porter; *July 2-29 and Aug. 3-28.*

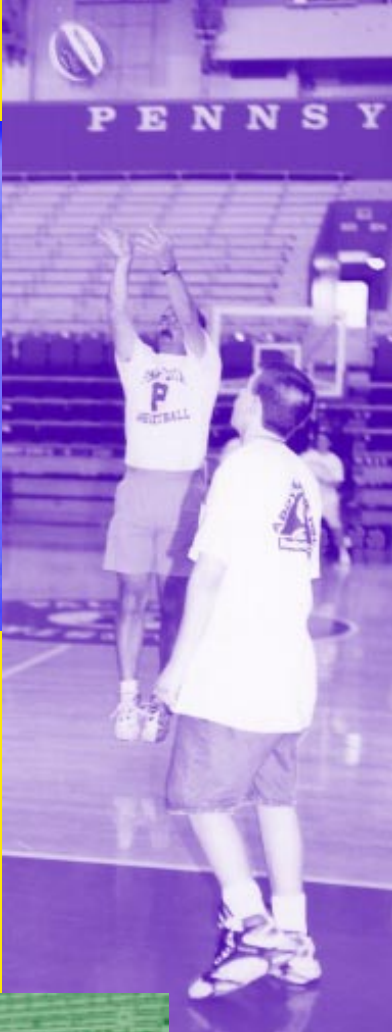
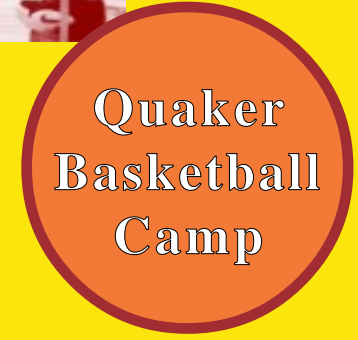
English Language and US Culture for Japanese Teachers of English: 5 professionals; Ross Bender; *July 20-August 13.*

International Teaching Assistants (ITA) Fluency Training Program: 60 adults; prepares prospective TAs for teaching assignments by increasing their ability to become more intelligible speakers of English; Mary Ann Julian; *June 29-August 27.*

Penn-Merck Summer Institute: *1st Session:* 64 professionals; teachers of grades K-6 engage in hands-on learning in University labs and classrooms; Jane Horowitz; July 6-24. *2nd Session runs concurrently;* 54 professionals.

Teaching Patient-Centered Communication: 20 professionals; Marjorie Bowman; June 11-15.

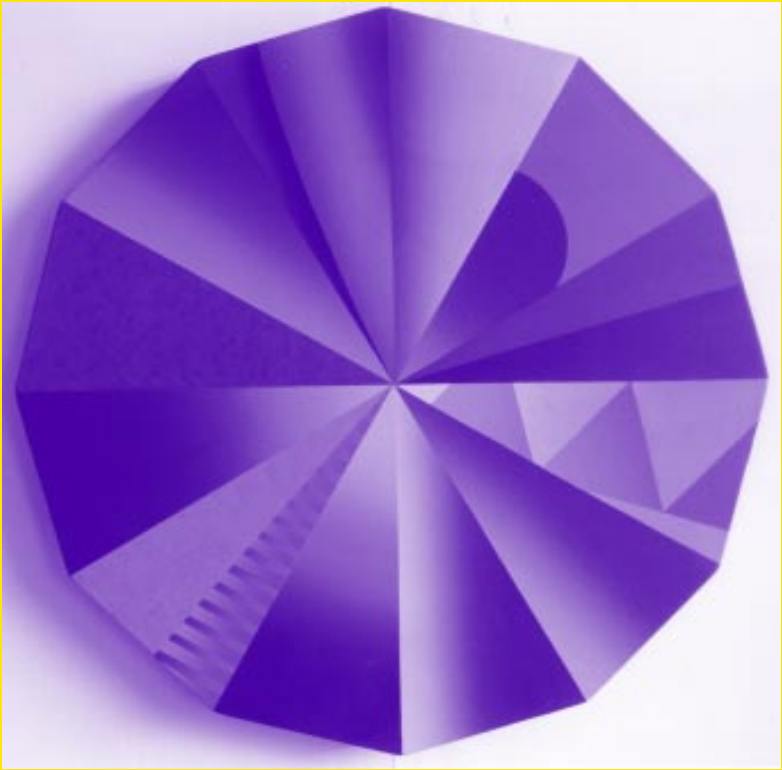
Veteran's Upward Bound: 45 adults; Department of Education-sponsored program to earn a GED or prepare for college; Annette Hampton; May 4-August 28.



Playful participants in the Palestra: basically boys and girls, bouncing balls, learning basics, dunking, dribbling, doing drills, defense, offense, as well as shooting, scoring, sometimes sitting, and certainly slamming—at the eighth annual Quaker Basketball Camp, directed by Steve Donahue, with two sessions, June 22-26 and June 29-July 2. For information call 898-0280.



Summer Hours for University Services and Facilities



Segments, acrylic on canvas, 25" x 25", by Jim Pattison, one of 21 members of the Society of Scottish Artists, from *Scottish Spirit* at the Arthur Ross Gallery June 6 through August 2. [See Exhibits.](#)

Summer
AT PENN

- ◊ **Annenberg Center Box Office** Closed: through September 7. Regular schedule returns on September 8.
- ◊ **Arthur Ross Galleries** Open: June 1- August 2, Tuesday-Friday, 10 a.m.-5 p.m., Saturday and Sundays, noon-5 p.m. (closed Mondays). Closed: August 3-19. Regular schedule returns on August 20.
- ◊ **The Book Store** Open: Monday-Friday, 8:30 a.m.-5 p.m. and Saturdays, 10 a.m.-5 p.m.; call 898-7595 for more information.
- ◊ **Cashier's Office** Open: Monday and Wednesday-Friday, 9 a.m.-4:30 p.m.; Tuesday, 10 a.m.-4:30 p.m.
- ◊ **Christian Association** Open: Monday-Friday, May 26-September 4, 8:30 a.m.-6 p.m. Closed: Saturdays and Sundays.
- ◊ **Class of 1923 Ice Rink** Closed for the summer; ice skating resumes September 18. Call 898-1923 to receive a brochure in August for the 98-99 ice skating season.
- ◊ **Faculty Club** Open: Monday-Friday, 8 a.m.-6 p.m.; Cafeteria and Hourglass, 11:30 a.m.-2 p.m.; evenings and weekends for special events.
- ◊ **Gimbel and Hutchinson Gyms** Open: Monday-Friday, 7 a.m.-8 p.m. (pools open 7-8:30 a.m.-H&G, 11 a.m.-1:30 p.m.-H, noon-7:15-G, an 3:30-6:45-H); weekends, noon-6 p.m. (pools open noon-4:45 p.m.-H&G) Closed: July 4.
- ◊ **Hillel** Open: Monday-Friday, 9 a.m.- 5 p.m.; call 898-7391 for more information.
- ◊ **Housing Services** Open: Harnwell House (HRE), Graduate Tower B and Mayer Hall. Closed: all other residences.
- ◊ **Houston Hall** Open: Monday-Friday, 7:30 a.m.-7 p.m.; closed weekends. Last day of business for Houston Hall Mall is June 5. Closed: June 13 for an 18 month renovation period.
- ◊ **Institute of Contemporary Art** Open: through July 3, Thursday, 10 a.m.-7 p.m. and Wednesday-Sunday, 10 a.m.-5 p.m. Regular hours resume September 12.
- ◊ **Jazzercise** Open: Tuesdays and Thursdays, 5:30-6:30 p.m.; Stokes Auditorium, CHOP.

- ◊ **Levy Tennis Pavilion** Open: Monday and Friday, 9 a.m.-8 p.m.; Tuesday-Thursday, 9 a.m.-9 p.m.; Saturday, 9 a.m.-2 p.m. Closed: Sundays (year-round); Saturdays (only for July and August).
- ◊ **Morris Arboretum** Open: Mondays, Tuesdays and Fridays, 10 a.m.-4 p.m.; Wednesdays and Thursdays, 10 a.m.-8:30 p.m.; weekends, 10 a.m.-5 p.m.
- ◊ **Newman Center** Open: Monday-Thursday, 9 a.m-4:30 p.m.; Friday, 9 a.m.-1 p.m. Closed: July 3-September 7 and weekends (until Sept.).
- ◊ **Penn Women's Center** Open: Monday-Friday, 9 a.m.-5 p.m.
- ◊ **Registrar's Office (Transcripts/Verifications/Certifications)** Open: Monday, 10 a.m.-5 p.m., Tuesday-Friday, 9 a.m.-5 p.m.
- ◊ **Student Financial Services** Open: Monday, Wednesday, Thursday and Friday, 9 a.m.-4:45 p.m.; Tuesdays, 10 a.m.-4:45 p.m.
- ◊ **Student Health Service** Open: June, Monday-Friday, 8 a.m.-5 p.m., Saturdays, 9 a.m.-noon; July & August, Monday-Friday, 9 a.m.-5 p.m., Saturdays, 9 a.m.-noon.
- ◊ **Transportation** Open: Escort Van, Monday-Sunday, 6 p.m.-3 a.m.; PennBus West, Monday-Friday, 4:50 p.m.-12:30 a.m. (express runs 4:50-6:30 p.m., then runs every half-hour); PennBus East, Monday-Friday, 6 p.m.-12:30 a.m. (every half-hour) Closed: shopping shuttle, May-August.
- ◊ **University Museum** Open: Tuesday-Saturday, 10 a.m.-4:30 p.m.; Sundays, 1-5 p.m. Closed: Sundays and Mondays, May 31 through September 6
- ◊ **Van Pelt-Dietrich Library Center** Open: Monday-Thursday, 8:30 a.m.-9 p.m.; Fridays, 8:30 a.m.-5 p.m. Saturdays, 10 a.m.-6 p.m. Closed: June 27-28, July 3, Labor Day and Sundays.
- ◊ **Rosengarten Reserve** Open: Mondays-Thursdays, 8:30 a.m.-10 p.m.; Fridays, 8:30 a.m.-5 p.m.; Saturdays, 10 a.m.-6 p.m.; Sundays, 1-9 p.m. Closed: June 27-28, July 3 and Labor Day. See library hours on the web: www.library.upenn.edu/library/info/hours.html.
- ◊ **The Writers House** is closed from June 15 through July 1. Contact the House at wh@english.upenn.edu