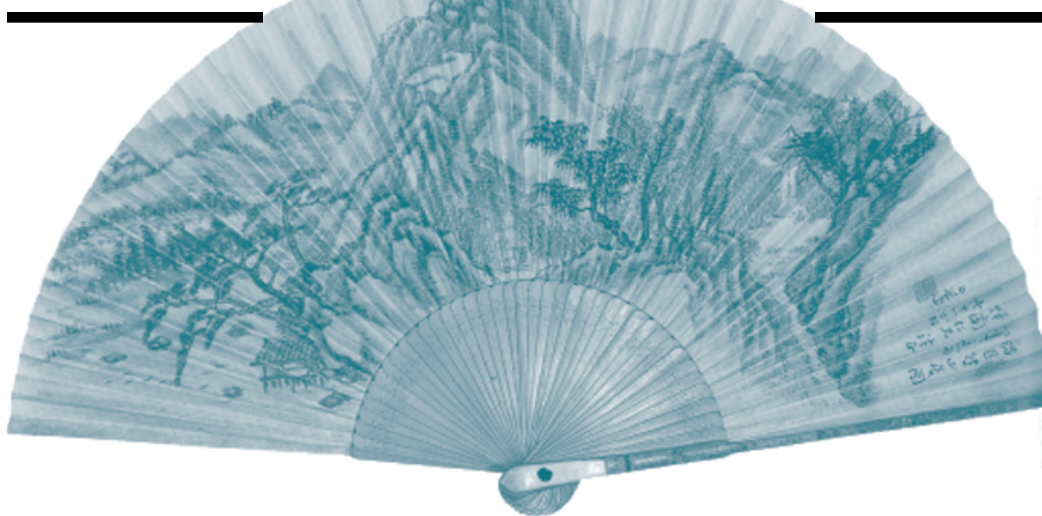


Almanac

Tuesday,
November 18, 1997
Volume 44 Number 13



The 1922 fan with landscape, above, is by Chi Un-yong (1852-1935), in ink and colors on paper, 30.5 x 55 cm, at the University Museum.

Immortal Playing the Saenghwang under a Pine Tree is a framed hanging scroll, in ink and light colors on paper by Kim Hong-do (1745-ca.1806) at the Arthur Ross Gallery.



Korean Art, Old and New

Only partly by design, the art of Korea is on display in three of Penn's main venues just now.

The Arthur Ross Gallery and the University Museum of Archaeology and Anthropology knew they would collaborate when an opportunity came for the first U.S. showing of *The Fragrance of Ink: Korean Literati Paintings of the Choson Dynasty (1392-1910)*. A special traveling exhibition on loan from the Korea University Museum, it is one of the most important collections in Korea. Fifteen exquisitely painted fans are at the Museum and a wide variety of hanging screens, scrolls, and albums are at the Arthur Ross Gallery.

Talks: The Museum's Korean Arts and Culture Series presents two on Saturday, December 6, 1-3 p.m. in the Rainey Auditorium: *Korea's Ceramic Tradition*, by Robert D. Mowry of Harvard University, and *Korea's Shamans and the Spirits of Capitalism*, by Laural Kendall of the American Museum of Natural History.

Meanwhile the ICA, in collaboration with the National Museum of Contemporary Art in Seoul, conveys a contemporary view of this culture in *Inside Out: Four Artists from Korea*. The four are Lim Young Sun, Kim Young Jin, Bae Bien-U and Park Kwa Young—all chosen for their use of international artistic styles that deal with specific cultural issues of their homeland.

Talk: On Thursday, November 20, at 6 p.m., the ICA will present Junmo Chung, senior curator from the National Museum of Contemporary Art, on the *Contemporary Art Scene in Korea*.

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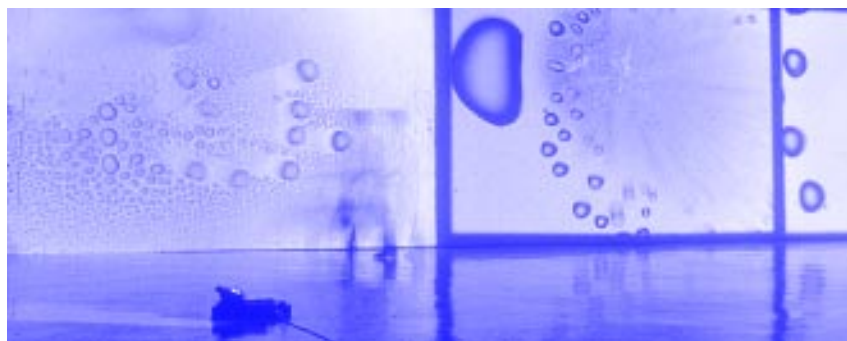
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To create *Fluids* (1995), Kim Young Jin combines invented projectors, sound sensor, compressor and timer; it's at the ICA.



News in Brief

Lindback Nominations: December 10

Nominations for Lindback Awards for members of the standing faculty, and for Provost's Awards for full- and part-time associated faculty and academic support staff are now being accepted by the Office of the Vice Provost for University Life. The deadline is *December 10*. Send to Terri Conn at 3611 Locust Walk/6222 or conn@pobox.upenn.edu.

Who Has a Lindback? A roster of all Penn faculty who have won Lindback Awards since the program's inception in 1961 can be found on the Web via the University Archives home page, <http://www.upenn.edu/AR/> or go directly to <http://www.upenn.edu/AR/men/awards/index.html>.

Internat'l Programs Fund: January 20

Applications are due on or before January 20 for consideration under Penn's endowment fund for international programs, which provides support for area and international studies within the context of Penn's *Agenda for Excellence*.

The International Programs Fund will seed new projects or experimental programs on a short-term basis, and faculty are encouraged to conduct collaborative research with colleagues abroad—especially at institutions with which Penn has formal cooperative agreements.

Awards in the \$10,000-\$15,000 range will be made on a competitive basis by the provost, with the advice of a faculty committee, using criteria given in an announcement available from Dr. Joyce Randolph, Office of International Programs, 133 Bennett Hall/6275 (or phone 898-4665; fax 898-2622; or e-mail randolph@pobox.upenn.edu).

Death of Mr. McNear, Stouffer Dining

Stouffer Dining's Lee "Flyman" McNear, a food service worker known for his geniality to students, died of a heart attack on Tuesday, November 12 at the age of 41.

Mr. McNear—who began as a part-time, temporary worker in the Training House before he was hired for permanent duty at Stouffer Dining Commons in October 1989—was the oldest of 11 children and is survived by his mother, nine sisters, one brother, and two children. Friday, in an editorial titled "You know you can, baby doll Friday," *The Daily Pennsylvanian* gave this tribute to Mr. McNear:

The spirit of Stouffer Dining Commons has disappeared with the death of Lee "Flyman" McNear.

For students who lived in the Quadrangle and Stouffer College House or frequented the dining hall, McNear was one of the few joys of eating at Stouffer besides the frozen yogurt. McNear was also many students' first experience with college dining food.

Terms of endearment such as "baby doll" and "my main man" made standing in the serving line waiting for the food bearable. And students knew when they asked if they could have some macaroni and cheese McNear would say, "You know you can."

It was McNear's personal touch in everything he did that made him popular, whether he was putting chicken wings on a plate or calling downstairs to the kitchen for another tray of shepherd's pie. With his unexpected death, future students won't experience the essence of Stouffer that was McNear.

McNear and his charm will be missed. But the Flyman will always be remembered by the students he served for the past five years.

Death of Ms. Scheinfeld, GSFA

At presstime, *Almanac* learned of the death of *Laura Scheinfeld*, the former registrar at the Graduate School of Fine Arts, who died November 12 at the age of 79. Mrs. Scheinfeld had worked at GSFA from 1964 until her retirement in 1989.

She is survived by two daughters, Paula Fox and Ellen Scheinfeld; a son-in-law, Lowell Fox, Med '73; and three grandchildren.

VP/Human Resources: Jack Heuer of HR

John J. Heuer, a member of the human resources division for almost 15 years and director of staff and labor relations for the past two, has been named Vice President for Human Resources, effectively immediately, according to an announcement by Executive Vice President John A. Fry.

"Jack brings a unique combination of background and experience to this position," Mr. Fry said, adding that "it is with a great deal of pleasure that we have been able to conclude our national search by recognizing one of the truly talented and extraordinarily dedicated professionals we have within our organization."

Mr. Heuer, who holds a master's degree from Penn's Organizational Dynamics Program, received his bachelor's degree in business administration, industrial relations and organization behavior from Temple University in 1983. He then joined Penn Human Resources, where he held positions in personnel and benefits, and became a staff-labor relations specialist in 1985. In 1988 moved up to manager of labor relations, and over the next six years he was responsible for establishing and maintaining labor-management relations in the administration of six collective bargaining agreements for more than 1,100 staff. Director of staff and labor relations since 1995, he has been a key member of the internal team managing Human Resources since the resignation of Clint Davidson as vice president in June 1996.

He has participated in professional certification programs at the Community Dispute Settlement Program of Delaware County (1997), the Center for Creative Leadership (1996) and the New York State School of Industrial and Labor Relations at Cornell University (1988). He is also a member of the College and University Personnel Association, the Industrial Relations Research Association and the Society for Human Resource Management.



Jack Heuer, 1991

\$10 Million for Vagelos Scholars

Trustees Chairman P. Roy Vagelos and his wife Diana have pledged a gift of \$10 million to fund the Vagelos Scholars Program, which President Judith Rodin described as "a rigorous new program in molecular life sciences for undergraduate scholars" when she announced it last week.

Dr. Rodin made the announcement at a luncheon during dedication ceremonies for the Roy and Diana Vagelos laboratories of the Institute for Advanced Science and Technology, the \$52 million biomedical research facilities that will serve SAS, SEAS and PennMed researchers.

Dr. Vagelos cited as models of Penn's pioneering interdisciplinary programs the Jerome Fisher Program in Management and Technology and the Huntsman Program in International Studies and Business. The Vagelos Program is "built on the recognition that all aspects of modern day medicine or biological research are focused on the properties of the molecule, which is chemistry. Thus, whether it be the human genome project, the latest approaches to understanding the brain works, the discovery of a new treatment for disease, or the provision for an adequate food supply, the science of chemistry plays an irreplaceable role in these endeavors."

The former chairman and CEO of Merck & Co. added, "Future drug discovery will be based upon understanding things on a molecular level. Modern life sciences research is extremely interactive. The University of Pennsylvania has more interdisciplinary teaching and research than any institution I know."

Beginning in the fall of 1998, ten undergraduates a year will be chosen to work on "frontier problems in molecular life sciences" as Vagelos Scholars, with stipends for all summer research projects and financial aid for those in need. They will pursue a coherent course of study that supplements existing majors in chemistry or biochemistry with additional physics, biology and mathematics. Faculty in SAS, PennMed, and the Veterinary and Dental Schools are expected to provide some of the research experiences.

Human Resources: Hiring Deadline in December

A University hiring deadline of Friday, December 6, 1997 has been established to avoid the hiring of regular external candidates before the special winter vacation. New employees who have not begun work by Friday, December 5, 1997, will need to start on, or after, Friday, January 2, 1998.

Job Postings Over the Holidays: Daily and Weekly posting of *Opportunities at Penn* on the Web will continue uninterrupted, except on November 26th through December 1st, and December 26th through January 2nd, 1998. Printed *Opportunities at Penn* will follow the holiday schedule of *Almanac*:

HR-1s posted by	Will be printed . . .
Friday, 11/21	11/25/97
11/24-12/5	12/9/97
12/8-12/12	12/16/97
12/15-12/19	12/23/97-in a special 4-page <i>Opportunities</i> supplement
12/22/97-1/9/98	1/13/98

— Alicia Brill, Manager, Recruitment Services, Human Resource Services

SENATE From the Senate Office

Under the Faculty Senate rules, formal notification to members may be accomplished by publication in Almanac. The following is published under that rule.

Election of Secretary-elect

No nominations were received by petition and the Senate Nominating Committee's nominee Martin Pring, associate professor physiology/medicine, is declared elected Secretary-elect of the Faculty Senate, effective immediately.

Proposed Revision: Employment of More Than One Family Member

*(Adopted by the Senate Executive Committee
October 29, 1997 and forwarded to the Provost)*

University policy permits the employment of more than one member of a family (defined as being related by blood, marriage, or adoption, or defined as partners recognized under University benefits policy), whether or not the persons concerned are in the same academic or administrative department. The University's primary concern in such cases of appointment, as in all others, is that faculty or staff members are the best candidates with respect to the requisite qualifications for employment. The University has a parallel concern, however, in the avoidance of a conflict of interest or the appearance of such conflict, where an employee's professional decisions or actions pertaining to the performance of his or her job would be colored by considerations arising from a family relationship with another employee. The University also recognizes that the appointment of two or more family members, especially within the same department, could generate pressures and prejudice among colleagues. To guard against such conflicts and abuses, the following rules must be observed:

A. Family Members Appointed to the Faculty

1. No faculty member shall participate in any way whatsoever in the decision to employ, promote, reappoint, or terminate the appointment of a member of his or her family on the Standing Faculty or the Associated Faculty.

2. Any proposal to employ as a faculty member a person who is related to a member of the faculty or administration must be brought to the attention of the dean before an offer of appointment is made. In cases where there is a potential conflict of interest in the professional relationships of family members or with respect to other employees of the University arising from the family relationship, the department chair must outline in writing the steps being taken to avoid or manage conflicts of interest or the appearance of such conflicts, subject to approval by the dean. Deans will report such arrangements to the provost in the course of normal administrative oversight.

3. No faculty member shall participate in any other decision, including determining the salary, teaching and/or administrative assignments, and space assignments, directly and individually affecting a member of his or her family on the Standing Faculty or Associated Faculty.

B. Family Members Appointed to Non-faculty Positions

Faculty members should take care to avoid conflicts of interest or the appearance of such conflicts in the employment of, and in any ongoing University-related professional relationship with, a family member in a non-faculty position. All decisions regarding such employment should be conducted in strict conformance with the Human Resources Policy.

C. Reporting

In the course of normal administrative oversight, department chairs or other heads of department will report periodically to deans, and deans will report to the provost, on steps that have been taken to avoid or manage conflicts of interest or the appearance of such conflicts among faculty members and/or academic administrators who are related as family. In each case, the faculty members and/or academic administrators who are subject to such reports shall receive copies of such reports on a timely basis.

These requirements extend to part-time faculty appointments whenever such a person may exercise decision-making power over the employment and/or administration of a family member employed by the University.

Relocating Affirmative Action

As of December 1, 1997, the address for the Office of Affirmative Action will be:

Office of Affirmative Action
3600 Chestnut Street, 2nd Floor
Nichols House (Grad Tower A)/6106

The fax, phone numbers and staff e-mail addresses will remain the same for Executive Director Valerie O. Hayes and the staff, who include Assistant Director Harry Payne; Coordinator, Program for People with Disabilities, Alice Nagle; Staff Assistant, Melvis M. Williams; and Secretary, Joan Bauer.

Finding Physics/Astronomy

In the new Penn phonebook, none of the faculty and staff of the Physics and Astronomy Department are listed in the white pages. On page 17 of this issue are the names of the 128 people involved, and information on steps being taken to recover from the oversight.

AAUP A Letter to the President

The following letter was sent to the President and to Almanac for publication on November 5, and was held for response.

On Collegiality and Consultation

Dear Dr. Rodin:

The Board of Directors of the American Association of University Professors at the University of Pennsylvania is deeply concerned about recent lapses in the long history of broad consultation and consensus building between the administration and the faculty of the University in decisions that affect the academic community. The Board has directed me to convey its concern directly to you as President and to the entire administration.

For many years, the President and Provost have included at a minimum the three Senate chairs in discussions of University problems and potential solutions. The tradition of consultation, even when confidentiality is required, creates a sense of mutual collegiality and respect. Moreover, the perspectives of the faculty leadership, who have had a lifetime invested in this University, are extremely valuable input to the decision-making process. The faculty leadership understand the need for and respect confidentiality when it is appropriate. The principles of prior consultation and participative decision making are preserved in this manner.

In this administration, on the other hand, this practice and tradition have been disregarded. The failure of this administration to include faculty in consultation, problem solving, and decision making has ruptured collegiality and the sense of community at this University. Faculty leadership includes many who are prominent in establishing interdisciplinary programs for which Penn is highly regarded around the world. Disaffecting these people risks Penn's future.

Many faculty feel victimized by College Hall and the Franklin Building. The decline in morale among senior faculty is palpable.

As President of this University, you have a key role in setting the style and tone of your administration. We bring our concerns to your attention with the hope that you will reverse the recent practice that has led to the perception among the faculty that you neither care about nor want their participation in University decision making.

Sincerely yours,
Elsa L. Ramsden, Chair (Penn AAUP Board)

Response to Professor Ramsden

We regret that Professor Ramsden appears to be unaware of the many ways in which we consult with the University community in the administration of Penn's affairs. This is especially surprising, considering that Professor Ramsden, as chair of the Faculty Club, knows first-hand the depth and extent of the consultation process, with regard to the Club.

We believe that consultation is vitally important to the life of the University, and it is particularly important to us that our faculty have ample information on the range of issues facing Penn. In an effort to enhance consultation at Penn, we announced at last week's University Council meeting that a special committee on consultation will be appointed to provide advice and counsel for the future. We hope that Professor Ramsden was pleased to learn of this plan. The committee will make recommendations to Council by April 1, 1998 on further improvements in Penn's consultative processes.

We look forward to the committee's report.

Judith Rodin
President

Stanley Chodorow
Provost

At University Council's regular meeting on November 12, Moderator Sam Preston asked Council if minutes of the November 5 Special Meeting were needed in view of Almanac's near-verbatim transcription published November 11. GAPSA's Alex Welte asked that minutes be entered for the record; later clarifying with Council Secretary Constance Goodman that the minutes could be a memorandum with the published transcript attached. The transcript will now include the material lost in the taping, below—reconstructions made by GAPSA members Matthew Ruben, Victoria Tredinnick and Mr. Welte, and an expansion of notes on the remarks of the A-3 Assembly's Donna Arthur. Note that in Almanac Nov. 11, the comments attributed to the two women speakers were transposed; they more nearly said what is given here.—K.C.G.

November 5 Statements

Matthew Ruben: As to the first resolution* before us: The community here is broken. That's a fact. It's a fact whose evidence is the widespread negative reaction to the administration's announcement of this proposed arrangement with Trammell Crow. This is not a reaction that has been voiced just by the facilities workers directly affected by this deal. It's been voiced all over the campus, in resolutions and public statements, by a wide variety of constituencies including the BSL, the Triple-A, GAPSA, the UA, the PPSA, the A-3s and the Faculty Senate. People are concerned. They're afraid. In some cases they're outraged. There is an atmosphere of distrust. This is a fact, just as much of a fact as any of the numbers and figures that are used to justify the Trammell Crow deal itself. It's not a number, but it is a fact just the same.

Now one thing everyone knows about this administration is that it has dedicated itself to excellence, to innovation, to ingenuity. It has shown that it will do whatever is necessary to fix problems and get things done. If you presented this administration with a problem in any other area of the campus—any area except this area of communication and consultation—they would start with the assumption of this fact that there is a problem, and they would then say, "Okay, we've got this problem; now what do we have to do to fix it?"

And that is why I find it alarming that the administrators here today have instead responded by insisting they did consult us on this matter. They have pointed to a meeting or statement here and there from three years ago or two years ago and therefore maintained that they did consult with us. Pointing out times when something was said about this situation doesn't change the

fact that people are scared and upset with good reason, and I'm sure those administrators, if asked directly, would agree that simply pointing to these instances is not sufficient to allay the fears and negative feelings, or to fix the problem with this community.

Rich Cipollone just stated that when Trammell Crow takes over it will be a public corporation beholden to stockholders, and that like any real estate management company it will be accountable to the landlord, which is the administration, and that the rest of us will be tenants. Now I'm sure most people here are not used to our community being described in these kinds of terms. And I'm sure the administration would say, "No, Trammell Crow will be accountable to the community, and the Penn administration will be accountable." And they're right, but not in the way they think they're right. The administration is accountable to you—but only if you fight. Only if you stand up and protest and say, "This is wrong." Every graduate student here knows what we went through with our health insurance. Every faculty and staff member knows what you went through with the benefits redesign process. And indications are that the undergrads are going through this themselves again with residential facilities. You don't get a hearing unless you fight.

These willy-nilly, last-minute meetings the administration has with as many people as it can only happen as a result of people protesting whatever is going on. Protest becomes the only way to get the democracy and the accountability that are supposed to be part of this community. Everyone knows this. Everyone on this campus has a story. A lesson learned with vending is a lesson not learned with health insurance, is a lesson not learned with benefits, is a lesson not learned with residential facilities. There has got to be a structural problem if these lessons learned do not transfer from one office to another, or even in some cases from one agenda item to another on the desk of the same administrator.

So that's what this resolution is about. It's about what kind of a place you want this to be. We know what the administration has done and how it's acted. It's a fact that's a part of the experience of everyone here. The question for you today is, what do you want to do about it? The resolution asks you to tell the administration to fix this problem. It says, empower a committee to look specifically and only at the consultative process. It says, fix this problem. Or, you can say that everything's fine, that the problems we all know exist are not really problems at all. It's up to you. It's your choice. This is your meeting. You get to decide. What are you going to do?

As for the second resolution,** I'll be brief. This resolution is also about what kind of place you want this to be. The fact is that 175 people's lives are thrown into disarray by this proposed arrangement. Regardless of whether they get jobs with Trammell Crow, they're not sleeping well. They have to look over their shoulders. They have to wonder how long Penn will protect them from getting transferred off the Penn account and losing tuition benefits for their chil-

dren. Benefits which, along with the sense of community, were the reason they took below-market salaries for all these years to work here in the first place.

And it's not just those 175 people. The fact is—and still no one wants to talk about this—that in two or three years there will be hundreds of others laid off when the contracts of the unionized physical plant workers run out. And no one should think for a minute that this Dallas-based company is going to pick up the union contracts of those Philadelphia locals.

Now, the Trustees will do whatever they deem to be in the best interests of the University's fiscal health as they interpret it. But that's not the point. The question is, what are *you* going to do? What are *you* going to say to the Trustees about how you and this community feel about this? How are you going to reconcile your conscience with the fact—and it is a fact—that 175 people now and hundreds more later are having their security undermined, their livelihoods undermined. You have to go home tonight and you have to have an answer when you ask yourself, "What did I do? What did I say to the Trustees? What was my role in this?" So I put it to you: what are you going to do? What are you going to do?

The Three Final Speakers

Victorial Tredinnick: I think the point is clear, but maybe it has to be said again, that the question is not whether there is a problem with facilities management, but what happens once a problem has been identified. There are certain very highly paid members of the administration whose job it is to provide leadership and management. For example, Residential Facilities was left without top leadership for 18 months, and in that case I'm not surprised there are management problems. These highly paid members of the administration are presumably there to provide leadership and management to the university, not to sell off parts of it once problems have been identified.

Alex Welte: I would like to appeal to a natural justice notion of burden of proof. We have before us a significant proposal for restructuring in a particular way. That facilities management needs to be improved, I think, is not under dispute, but there has been no clear statement made about what the problems actually are, or what the options are for dealing with them. We have not heard one word about what exactly it is that Trammell Crow brings to Penn that we do not already have. In fact, the opposite seems to be the case, since Trammell Crow is paying \$32 million to get what we have.

For a proposal to solve facilities management problems by outsourcing, the case just hasn't been made.

It was **Donna Arthur** whose short speech said [paraphrasing from *Almanac* notes] that she did not feel the proposal had been researched as much as it should have been—that there were not enough answers for solving the problems stated, and that not enough consideration had been given to the proposal for it to go to the Trustees now.

* calling upon the Administration to take steps "...to rehabilitate the culture of consultation...by appointing a committee of faculty, students, administrators, and support staff, which is charged to examine the problems that have been raised about the consultative process..."

** calling upon the trustees to act by "...withholding approval of the proposed outsourcing of facilities management at this time..."

Dr. Rodin on Consultation

Consultation is important in the life of a university. Penn is full of wonderfully bright people who are potentially interested in a wide range of issues, including almost anything having to do with the University itself.

But consultation cannot be focused on every aspect of University life. The goal is to strike the right balance that moves the University forward. You—our faculty, our students, and our staff—have demonstrated repeatedly that you can—and do—make real contributions to University policy and decision-making. We need your input on a wide range of issues. At the same time, realistically, it is impossible to consult with every member or even every constituency of the community on every issue that arises in the course of an academic year.

In an effort to deal with this fact constructively, members of the administration frequently consult with elected and other representatives of the Penn community. Often this “representative consultation” may proceed over a lengthy period and lead to resolution of a particular matter. The risk in doing this is that our constituents may not agree with that resolution, or the adequacy or timing of the consultation. And some will be disappointed. Changes that affect all of us are inevitable. My administration and I want and need your continued input into those changes. At the same time, we also need to be able to be decisive. During my first year as President, in fact, I heard over and over again that decisiveness was badly needed at Penn. We will have to wrestle together with the right balance between consultation and decisiveness, not with rancor but constructively for a University we all care deeply about.

To those ends, I will work with University Council Steering to appoint a special Committee on Consultation that will submit its report to Council on April 1, as recommended in last week’s resolution. This will be a temporary committee: I would expect it to disband after the submission of its report.

There is, of course, a standing University Committee on Consultation, but it exists to advise on appointments. I will discuss with Steering whether it may be appropriate to build on that committee. I look forward to talking with the members of Steering about the composition and charge of the Committee on Consultation at our upcoming meeting next week, and to consulting regularly on a wide range of issues.

Council: A Seat for UMC; Rejection of Booklist Recommendation

At Council November 12, all of the proposed bylaws changes (*Almanac* November 4) were passed, with extensive debate only on the motion to add a seat on Council for the United Minorities Council. Although Undergraduate Assembly Chair Noah Bilenker and several others spoke or wrote in opposition to the seating of UMC, Mr. Bilenker said a recent D.P. report of that the UA as a whole had “denounced” the proposal was not true. “Despite what my personal views might be, we decided that it wasn’t like an electoral college system and that we should let the 15 UC representatives vote as they wished. But the UA as a whole did not vote against UMC getting a seat.”

UA statements of opposition cited partly the principle that only students should choose who represents students on the University Council, and partly an anticipated problem of “drawing the line” if other groups also ask to be represented.

Positions that carried the motion included those of Senate Chair-elect John Keene and others who underscored the advisory nature of Council and the advantages of greater breadth of representation—to the extent that Dr. Larry Gross said, “I see no reason why future requests to further guarantee the appropriate representativeness of these discussions would not be seriously considered.”

The Rev. Will Gipson said, “For a university as large and as complex as Penn, it seems to me that we want to position ourselves to hear as many voices as possible, so that *our* voice of opinion to the president and provost is as comprehensive, nuanced, and textured as is the University itself....The UA is very important to the University, because it is one important source of what student concerns are on any number of issues and I think in many ways it’s a great tribute to great American tradition of acknowledging the role of students in governance at the University. However, I don’t believe that any one student site of governance really can represent to the Council all of the kinds of concerns of students here at Penn. And I do believe that because of the kind of historical realities that are represented and embodied in students of color here, it’s probably to our real advantage to pull up one more chair to the table and ask a member of the UMC to take a seat.” As Council resumed its agenda following the favorable vote, President Rodin asked literally that a chair be pulled up to the table for Topé Koledoye, current chair of the UMC. She was seated, to applause.

Bookstore Recommendation: Although the Steering Committee did not bring to the floor a recommendation to enact the proposal that all faculty post their textbook lists to the web (see the Bookstore Committee Report, *Almanac* October 14), a motion was made from the floor to reject the proposal. Passed on a hand vote was the resolution:

The University Council rejects the recommendation of the 1996-97 Bookstore Committee that “University Council urge the Provost to ensure that all departments place their course descriptions and titles and ISBN number of all texts on their PennNet home pages well in advance of the commencement of preregistration and that enrollment numbers be made available to all booksellers who may desire them.”

Reports: Learning Disability . . . SATU in Pilot Phase . . . Alcohol

Provost Stanley Chodorow reported on the evolution of a new committee on students with learning disabilities, to be headed by Dr. John Richetti of English. Its membership and charge will be published next week. Dr. Chodorow also described a new pilot project in Speaking Across the University—SATU, a companion to WATU, which works to improve Writing Across the University. Training is in progress this fall for those who will work with students to improve their speaking abilities, and students are to be involved in a pilot in the spring.

Alcohol & Civility: President Judith Rodin said she will follow up on the October Council meeting on binge-drinking and alcohol-related assault by appointing a small, high-level committee in the near future “to review and make recommendations on the very helpful suggestions that came out of those conversations.”

Following is the presentation of James Bean, the director of PennMail who chairs the Penn Professional Staff Assembly. Note that discussion on the Bookstore is on pages 7-8 and 13.—Ed.

PPSA Statement on Bookstore/Facilities Employees

During the past three or four months many members of Council have called for a more lively and interactive forum at our meetings. To that end I’d like to digress from our usual reporting format and pass along some of the thoughts and feelings expressed to me by members of the A-1 community on a couple of recent hot topics.

I have been following the ongoing debate in *Almanac* with respect to the Bookstore Committee report. While I do not profess to know all of the issues involved, it is interesting that on one side are faculty members who cherish their ability and right to use alternative sources for their courses texts; on the other hand there has been sentiment expressed by some student groups of the desire for one stop shopping due to the convenience it presents. I do not pretend to have some magic solution to resolve this debate. Nor do I wish to pass judgment.

However, one disturbing inference I have read in some of the exchanges indicates a dissatisfaction with the level of service provided by the employees of our University Bookstore, and the anticipation of a continual decline in these services levels with the opening of our new bookstore. I’d like to remind all that approximately one-half the current bookstore employees were in fact employees of the Bookstore prior to the Barnes & Noble agreement. These employees see themselves as important members of the University community first and foremost. These employees, and the store in which they work, are still very much Penn-oriented. The signature on their paycheck is the only thing about them that has changed. They do not deserve to be treated, implicitly or otherwise, as outsiders. The B&N contract is a management one; the culture of the store remains Penn.

I mention this because we now have another group of employees facing the same situation, specifically those employees in Facilities Management. Much of the fear and uncertainty that has been expressed to me concerns these employees losing their Penn identity. It is important for all of us to remember that whoever cuts our paychecks, we are all still members of this Penn community. The support of this community mindset can be a significant step in the healing process we now must undergo. I ask that individuals on both sides of these issues remember those employees within the affected areas are dedicated first and foremost to supporting the mission of our university. Thank you.

Progress Toward the Goals of *Agenda for Excellence*

by Judith Rodin

Since the University community adopted *Agenda for Excellence* as its strategic plan for the 21st century, there has been remarkable progress toward all of its goals, most significantly in academic areas. While much attention has been given in recent months to the physical development of the campus, that development is only important as a means to an end—the creation of an optimal environment in which the scholarship and research that are Penn's life-blood can best take place. We are here to teach and to learn; to conduct research and to make new knowledge.

Every step, every campus development, every piece of our strategic plan supports this academic mission directly or indirectly. I would like to use my remaining time to focus on the striking progress we have made over the past year in enhancing Penn's academic excellence.

The *superordinate* goal of *Agenda for Excellence* is for Penn to solidify its position as one of the world's leading research universities—a place of choice for the world's best students and faculty. To attract world-class faculty and students, as we must, we will need superior research capabilities, for certainly research is the parent of new knowledge. We also need to be the leader in the development of new and better methods of teaching and learning. And to be truly excellent in the 21st century, our university needs to move toward becoming really global.

The number of successes I have to report today amounts to quite a list. It is a list that would be considered a "wish list" at some universities, but one that is quickly becoming a reality here at Penn thanks to our extraordinary University community.

Students and Programs

We have welcomed the most academically accomplished class ever to attend Penn, and these are but a few of the markers: The SAT scores of the Class of 2001 were higher than ever; 306 of our entering students were valedictorian or salutatorian of their high school class; 130 were president of their high school class or council; 182 entered Penn as Benjamin Franklin Scholars. The class is also richly diverse: 35% are members of minority groups. The trend continues for 1998: Our early-decision numbers for next year's entering class are at an all-time high. And the quality of these early applicants—who are ready now to commit to attending Penn over any other school—is truly extraordinary.

Penn is a hot school. *U.S. News & World Report* ranked Penn 7th in its September survey of the best universities. Penn students reported high levels of satisfaction in an April 1997 survey of nearly 400 undergraduates by the Department of Sociology:

- 88% were satisfied with their classes.
- 88% were satisfied with extracurricular activities.
- 84% were satisfied with their living situations.
- 84% would come to Penn if they had to make the decision again.

When I was a student living at home and got a 97, my father used to ask me what happened to the other three points; so I want you to know that we will be working on the other 15 percentage points and hope to report next year that all are over 90 and moving.

I think this is a better time than ever to be a student at Penn, though certainly we will let that hyperbole be expressed by the students. But there are a number of exciting new programs. Most recently, announced just on Monday, the Vagelos Scholars Program in the molecular life sciences will integrate for outstanding undergraduate science majors work in chemistry, biology, physics, mathematics, with an extraordinary support system both financial and otherwise, modeled after the Fisher M & T Program and the Huntsman International Studies and Business Program, and other premier "niche-building" programs. The Provost has talked about Foreign Languages across the curriculum, and rhetoric across the curriculum. Last year we announced a six-year sub-matriculation program, Wharton to Law, and this year by the end of the year we'll announce similar programs both in the College and in Engineering to Law School, again leveraging some of Penn's unique strengths.

There's tremendous excitement in so many areas of the 21st Century Project, but one of the things that I think has had an extraordinary impact—it's hard to believe it's only two years old—Kelly Writer's House and other such physical structures that provide hubs for community-building around substantive areas of academic and intellectual interest. There's a

lot of planning going on for the community hub and for other hubs, and I know the Provost will have more to report on that at the next Council meeting.

We think it's better than ever to be a graduate or professional student at Penn. Part of the strategic plan is to keep moving the Ph.D. programs and professional programs upward both in rankings and in productivity. Part of the plan, which is now well under way, is to reduce the size of Ph.D. programs in order to better fund doctoral students. I know we will continue working in this area so that we will have highly supported Ph.D. students in our programs.

A number of exciting new master's programs are being established as leading-edge programs that position our students for a variety of opportunities: Telecommunications in SEAS; environmental studies in SAS; and the joint programs such as biotechnology in SAS and SEAS; bioengineering in SAS and SEAS; and bioethics in SAS and Medicine.

Campus Life

Campus life is becoming markedly richer. The new College House system and "Wheel" project will roll out in Fall 1998. Progress advances on Perelman Quad and Sansom Common, with the new Bookstore on track to open next fall. ResNet wiring is completed. GreekNet is moving along. Penn is a participant in the Internet II research program, and as that moves forward Penn will become one of the leading centers, and will be indeed the regional center for the highest-speed connectivity over the Internet; we are contributing both intellectual and financial resources to that aspiration.

There's been a comprehensive review of athletic and recreational facilities, a great deal of consultation, a lot of interview processes, and that will be evaluated and reported on, and much discussed, this semester. Planning and fundraising are already under way. You know that residential facilities have been evaluated again; this will be a year in which there will be considerable discussion both about residential facility construction and progress and also dining halls; and we certainly will deliberate broadly and consult with you on all of those important issues. The design for the Wharton building is moving, and there are already designs underway for a new biology building—and much discussion for other academic projects.

Faculty and Research

Penn's excellence is so widely recognized in large part due to our faculty, who are always being recognized as an outstanding research faculty: the Kyoto Prize to Dan Janzen, the McArthur Award to Susan Stewart, the Bower Award and now the Scott Award to Ralph Brinster represent only a few of the many important and distinguished accolades that our faculty continues to receive.

Last year was an astonishing year with regard to faculty recruitment and retention. There were many intense competitions with peer universities—often the larger community doesn't hear about that; it's known at the department level or the school level; we try to play a very direct role, sometimes it's financial but more often than not it isn't; it's really supporting the efforts of the schools and the departments. There have been just extraordinary appointments in SAS and Engineering; many outstanding appointments in Medicine; I could take the full 25 minutes to talk about the extraordinary faculty that we have hired and retained, and the wonderful colleagues that we have here who continue to make Penn the best research university in the country.

The committee that is focusing on one of the Six Strategic Initiatives, the democratic and comparative legal institutions, is searching now for Americanist political scientists, putting a tremendous effort on building great strength in the political science department. There has been tremendous progress—lots of outside consultants brought in last year, and the committee is moving toward making several appointments. We believe again that one of the opportunities that the *Agenda for Excellence* provides for us is to really do some bold and unusual things; so in this case we would be recruiting a cohort of four or five senior faculty members all at once, to really make a statement about where Penn is and where Penn wants to go in political science. I understand from my colleagues in political science that people around the country are talking about Penn and what is going on there—and that was very much our intent.

COUNCIL Discussion on Bookstore Committee Report

Obviously and importantly, the Roy and Diana Vagelos Laboratories were dedicated Monday. We all know that research facilities involve more than just scientific research facilities, although BRB II and III are going up, and I've mentioned the work on Biology. But scholarship and research facilities are needed throughout the University and we are very mindful of those that have been signaled in the Strategic Plan as especially important for first attention: Planning and fundraising underway for the Humanities Center; Logan Hall renovations moving back the many critical SAS departments and the College to the center of the campus and providing the kinds of classrooms and facilities that enhance research and scholarship.

Again, just some highlights of very substantial progress: The Vagelos Labs began 18 months ago and were dedicated Monday, and we are continuing to drive aggressively towards completing programs and projects on time and to deliver the best opportunities for scholarship and research that can be found anywhere in the country.

A second feature of the Strategic Plan was to create the infrastructure of support that would allow our faculty to increase research funding. It is one thing to say "Try to get more funding," and it's another thing to create the kind of environment and support that enables this to happen. The growth in research support from 1993 to 1997 is about 8%; that's particularly remarkable. The faculty will understand the extraordinary nature of this, but to our students and staff: this was a time of diminishing NIH and NSF funding; certainly we all know the assault on the arts and the humanities, leading to a significant decrease in funding; and for the Penn faculty to be—with a diminishing pot—accelerating the level of research funding that they are bringing to their programs is really quite noteworthy and I think again is another marker of where the faculty is and how they are regarded and therefore how Penn is regarded.

For the University as a whole, there has been steady growth in research support from 1993 to 1997 at an annualized rate of 7.8 percent. Of particular note are GSE's \$8 million in new external research awards in FY97; Medicine's grants, up 12% last year, now in fifth place nationally in federal research funding; and Nursing's continuation in the national ranking of second place in federal research funding. Social Work's external research funding rose by 6% last year, despite an increasingly competitive environment, and the Annenberg School won a \$750,000 grant from Pew Charitable Trusts for the Candidate Free Time Project.

Globalization

Globalization is certainly very important to us both as a university and also in many schools and programs the highlight of the strategic planning process. We continue to recruit from a wonderful pool of undergraduate students: The Class of 2001 includes 216 outstanding examples, an increase of 5 percent over last year. Our graduate and professional pool has always been larger and deeper, and the number of outstanding international students in the graduate and professional groups continues to climb.

We are also beginning to see an increasingly globalized curriculum. Recall that we believe that the strategic plan moves us to another generation of our globalization aspirations—more than merely collaborating with institutions around the world, more than merely having Penn Abroad programs in a variety of areas, we need here in Philadelphia to have a really global mindset as we move towards the 21st Century. That will mean more comparative courses, and a variety of other activities, including some

accomplished this year: Wharton established a Chinese Business and Entrepreneurship Initiative; I have been active recently in one on India that is moving forward. GSE has been doing much in the Shanghai Education Project and received a substantial award for its support. The Korea Foundation gave over \$2 million to enhance Korean Studies at Penn, supplemented by \$2 million from Korean alumni. Certainly the recent visit of the Chinese president, while appropriately controversial and certainly serious with regard to any concern that we must have with China's position on human rights issues, represents that we need as people and as institutions to continue to engage the Chinese—because their relations to us represent one of the mechanisms by which some of these issues may change.

We have a very broad base of international alumni—now 15,780—and one of the interesting challenges is reaching them. We have done a much better job over the last year or two in reaching them, hearing from them, listening to them.

Conclusion

I think we've made wonderful progress; these were just highlights and examples. Marvelous things are going on here, and working together we are solidifying Penn's position as one of the world's leading research universities. This is surely a place of choice for the world's best students and faculty and staff—people like so many of you in this room. We must keep it so and continue to make it even better. I value enormously the chance I've been given to work with the Penn community to shape this university. It's a university that I care deeply about, as do all of you.

One of my particular rewards has been the opportunity to teach some of you in a couple of different settings—an experience, more than any other, that has shown me the extraordinary quality of Penn students today. I'd like to say a final word about this experience before I close. Earlier this term I taught a preceptorial on leadership. The preceptorial had 15 students, chosen by SCUE leaders for what they wrote in short essays setting forth their views on leadership. Among the students were aspiring artists and engineers, psychologists and historians, economists, even the editor of a certain campus newspaper. All of the essays were wonderful. But there is a phrase from one essay in particular that I'd like to share with you: "I believe that leadership should never stop evolving within oneself..."

I think that's worth thinking about for all of us, because we sit here as campus leaders, elected to represent broader constituencies; and to really think about the role of leadership. I think that Penn is about the business of educating the leaders of today and tomorrow, and that we take that very seriously. All of us take our leadership role very seriously, and that is one of the great activities of this council, to serve not only as a deliberative body but also to serve as the leaders of this campus and to help us move forward. Together we are leading this university to a new plane of excellence in a new century, and again I am delighted to report on how much has been accomplished.

I also want to report to you, those of you who don't have contact with alumni: This was Homecoming Weekend, and there were thousands of alumni on campus. They are extraordinarily pleased with Penn and with what is going on, enthusiastic about all that has been accomplished and all that they see as possible to be accomplished. So their thanks to you, as well, as campus leaders for working together to move the *Agenda for Excellence* forward and help Penn to realize its full potential and all of our ambitions.

Bookstore Committee Report: Debate and Action on Posting Text Lists

Dr. Robert Regan: We were asked as chairs of committees to highlight three important things we did last year. Well, some of you who passed the windows of the Bookstore may have noticed that the lipsticks and the powder puffs are gone, and books are there; and you may have seen some changes inside in the stocks; and we can take some credit for that.

But the issue that I really ought to discuss today is the one that has raised a great deal of anxiety in the community. What is going to happen when we have the Barnes & Noble superstore, across the street from today's Faculty Club? It's a question we spent a good deal of time looking into last year.

Barnes & Noble assured us that across the country, in places they have opened university

bookstores—come to manage university bookstores—other bookstores have not been hurt. I pressed them for details and I got some details on the closest example. When Penn State turned to Barnes & Noble to manage its bookstore, in '93, there were seven bookstores in town. Today, an Encore superstore, the Barnes & Noble superstore, Seven Mountains Books, and the State College Discount Book Company have joined all the survivors. Nobody has gone under. It is not necessary, we conclude, to believe that the presence of Barnes & Noble will hurt other bookstores. We think it may increase, indeed, the awareness of books and the market itself.

We then addressed another issue—an issue that I think we *ought* to focus on, not on book-sellers but on students. We have proposed an

open and competitive market, and we think that this cannot but produce results that our students will welcome. I look forward particularly to the reappearance of something that disappeared from the University of Pennsylvania community two decades ago—price competition in the sales of textbooks.

How can we accomplish this? Our notion is that if all departments would, along with their descriptions of courses on their web pages, include the textbooks which are required for next year, life will improve for students. Students who are coming as freshmen will be able to discover what the books that their courses are using next year will be; they'll be able to buy them and read them during the summer. Students who are here will know what next year's

COUNCIL Discussion and Action on Bookstore Committee Report

books are; they might arrange some very, very low-cost economical swaps with their fellow students before they go home for the summer break. I think all of us will be advantaged by this system because it will get *full* information—something we don't have yet—about *all* our courses on the web at a very early date. It's going to make us all plan ahead a little more than we have in the past. And these are among the reasons that we think that this is going to be a good program for Penn students and incidentally, perhaps a good program for those who compete with the University Bookstore. Thank you.

Discussion of Bookstore Report

Dr. Larry Gross: I hadn't planned to focus on the issue of the web page as much as I think I may have to now, having heard this oral report, because I thought the issue had been appropriately discussed in the pages of *Almanac*, and some of the very serious concerns that I and other members of the faculty had, had been aired. When I read the report I was, I think I have to say chilled by a wind from the 'fifties: the phrase "favoring friends or ideological comrades," injected a wholly inappropriate and in some ways offensive note and ascribed motivation that I think has already been clarified in the letters that have been written....

My motivation in thinking about these issues has to do with *an* ideology, and the ideology is the richness and diversity of the bookstore environment, the opportunity to encourage the success of a number of bookstores. I know the Penn State situation, and it may be close but it is not comparable: Penn State had an unusually and rather wonderfully diverse range of very good bookstores including some excellent bookstores before Barnes & Noble came in. What Penn has is...one of the most limited and impoverished bookstore environments of any major university, and I... think the University needs to carefully and thoughtfully invest resources in order to not only help the existing bookstores survive, but for others to open, to create the kind of environment [found] on Telegraph Avenue or in Madison or in Cambridge, or the places we keep talking about.... It doesn't happen without institutional support, and I don't think the institution in the decades that I've been here has been at all responsible in this regard and I hope that will change. I have had conversations with Tom Lussenhop and with John Fry and will continue to urge this along with colleagues on the faculty.

The question of an equal playing field is, quite frankly, a joke—because there is no equality between the bookstores that have struggled to survive on campus for these decades under difficult circumstances and an organization with the deep pockets and space that the superstore will have, that can simply, outflank any bookstore that is trying to compete.

I am also amused by the notion that it is in our institutional and pedagogical interest to encourage students to be reading textbooks before they take a course. I happen to think that textbook-reading is part of the problem, not part of the solution, to education.

I would hope that students would be going into bookstores like House of Our Own and Penn Book Center and discovering books that are neither assigned nor textbooks. The problem with the focus on the textbooks, which are a financial issue here more than anything else, is that they divert attention from the issue of the depth of inventory and the possibility of discovering books that one wasn't looking for and that weren't assigned and picking them up and maybe even reading them. I have noticed a decline in the quality and the depth of the

inventory in the University Bookstore since it was taken over by Barnes & Noble, and when I raised this with Paul Korshin last year (he was a member of the Bookstore Committee) was told that that's what happens when Barnes & Noble takes over, they sort of filter out the old inventory, and then refill it. Well, they filtered it out—they had a whole little sale operation going on but they haven't refilled it. Now this may happen and I have no doubt will happen when they have the size and scope of the new bookstore. But we are damaging the community, the intellectual, academic, scholarly community, in a very serious way if we do not actively seek out mechanisms by which to maintain and expand the range of small, independent book-sellers in our community. I hope it will increase when Barnes & Noble opens, but it *won't* increase by a mechanism that will weaken them in one of the very few areas that they depend upon to survive.

Let me just make one other quick point here. Businesses around universities are a special kind of business, compared to other retailers. They don't have summer business, and they don't have a Christmas season. So in terms of what retailers depend upon: retailers depend upon year-round sales with some fluctuations but they don't generally have their clients disappear for four months; and they count on Christmas season as we know. But both of those are not the case for independent businesses around the university, and therefore in my view it is incumbent on the university to help them survive, because we want them to be there. And they won't be there if we don't take seriously our responsibility to helping them.

Dr. Thomas Sugrue: I'm going to speak as someone who is deeply committed to undergraduate and graduate teaching, which is really the at the heart of the life of the University, and focus on the element of the bookstore report that deals with the proposed impact of competition on the convenience of our undergraduates.

I'd like to do that by thinking about a scenario which is my class. I teach about 200 undergraduates on average every fall in a large lecture course. Under the bookstore committee's proposal, three bookstores—House of Our Own, Penn Book Center and Barnes & Noble affiliate on campus—could access my reading list and decide to order my books. In that competitive scenario, there are two possible outcomes.

The first, if each bookstore orders 200 sets of books all hoping to get my students' business, there will be 400 sets of unpurchased books out there. The bookstores stuck with the overstock will have to pay the increasingly high price of shipping and the penalties that many publishers now assess on bookstores for returning stock to the publishers' warehouses. Those costs will have to be borne somewhere in the system, and they could very well be passed on to our students. Another possible consequence of this scenario of bookstores overstocking or ordering too many books is that the smallest of our bookstores will not be able to bear the cost of overstock books and of shipping and returning books and publishers penalties—giving a competitive advantage to the most well-funded of those three bookstores. Again, this will not necessarily lead to a reduction in prices for our students; in fact, if it creates a one-store monopoly, it could very well lead to an increase in prices.

There's another scenario, and this is perhaps a more likely scenario: All three bookstores would act in their self-interest, and they would make a guesstimate; they would order the number of books they expected to sell because they don't want to bear the cost of shipping books back and all those additional costs. They don't want to face that financial hardship. And they know they'll get some but

not all of my students' business. The result in this scenario [words lost to tape turnover: from notes, it is suggested that there may not be enough books, or...] that students have to run around from bookstore to bookstore, dealing with the randomness of the situation, hence causing them enormous inconvenience.

Neither of these scenarios is in the best interests of our students, and it is for that reason as well as for reasons that I and my colleagues have outlined in *Almanac*, I encourage a rejection of the bookstore committee's report.

Dr. Lynn Lees: I would like to begin by calling everyone's attention to a document that most of us received in the mail today, the *Agenda for Excellence*, by the Executive Vice President of the University, John Fry, in which he was outlining the principles by which administrative restructuring would take place. What he says is that the first priority that has been established to guide University restructuring is "to enhance the quality of life on campus and in our neighboring communities." I think that says it all *vis-a-vis* the bookstore report. Houses do not a community make. You need stores, destinations, and places to congregate; and at this point West Philadelphia and University City is extremely under-provided with precisely the kinds of places that make Harvard Square exciting, the areas around Berkeley and the University of Chicago such fun places to visit. We have very few of those kinds of things. At a time when many in this university are working on the revitalization of 40th street, expanding the foot traffic in areas around the campus, increasing new areas of retail, it makes sense to give independent bookstores *encouragement* rather than *discouragement*.

I want to argue that these independent book centers are vital to the quality of life in West Philadelphia, and they're currently fighting to stay alive. At the end of this year the Penn Book Center is going to have to give up its lease, and at best it will move farther away from the campus; it will have higher rent; it will have to re-establish a business in an area where there is less foot traffic going by its front windows. If at the same time it is facing a curtailment of its revenues from some of the course orders that are given to it, can it survive? My guess is that it cannot.

And it seems to me that this is precisely the outcome that people do not want. As a resident of West Philadelphia I want to have fun places to go, within walking distance of my home and of my office. The bookstores are some of the few places around here that one can go. Faculty and students for years have been benefiting from the book-signings and poetry readings at the House of Our Own, from being able to walk into the Penn Book Center and just browse and look at good titles. And Barnes & Noble—no one is attacking Barnes & Noble, it's there, it has a lot of good stuff, but it hasn't nearly as many good books as these other places, and it's not nearly the sort of place where you want students to walk around and look at titles and decide what to read.

If the independent stores fold, it's not easy to re-establish them. What it does is simply give one more reason for graduate students to move into Center City, for faculty to move out of the area; and it just makes it that much less interesting. For all those reasons, I oppose the report as it stands.

Dr. Eric Cheyfitz: I'll wax more theoretical—since this is a university I guess I can afford to do that...

Barnes & Noble's Horatio Alger history of competition aside, we should not confuse the free market with intellectual freedom, or for that matter

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They Like Us, They Really Like Us

By Libby Rosof

In a survey of 393 Penn undergraduates conducted in April, students reported high levels of satisfaction with Penn, but the most satisfied students were those with good social lives. And while students expressed dissatisfaction with safety, their concern about safety did not correlate with overall satisfaction.

The figures are based on telephone interviews conducted by students in Sociology 100, a class on social research methods, taught by Professor Paul Allison. The class selected a random sample of 550 students from the student records of all Penn undergraduates with telephone numbers in the Philadelphia area. Valid interviews were obtained from 71 percent of these students.

Using a scale of 1 to 10 (with 10 being the best), the students' average rating of overall satisfaction with Penn was 7.1. And 84 percent said they would still come to Penn if they had a chance to decide again.

Students generally liked their life at Penn: 88 percent were satisfied with their classes, 75 percent were satisfied with their professors, 76 percent were satisfied with the social life, 88 percent were satisfied with extracurricular activities, and 84 percent were satisfied with their living situation.

If you were given the chance to decide again whether or not to come to Penn, would you still come?



uation. However, only 52 percent were satisfied with the level of public safety and only 46 percent were satisfied with academic advising.

Not surprisingly, some areas had a strong impact on the overall level of satisfaction, while others had little impact, according to the study. Statistical analysis showed that the factors with the strongest impact on overall satisfaction were social life and extracurricular activities, with somewhat weaker impacts from satisfaction with classes, the quality of advising and the students' living situation.

When these factors were controlled, satisfaction with professors had no discernible impact on overall satisfaction. Satisfaction

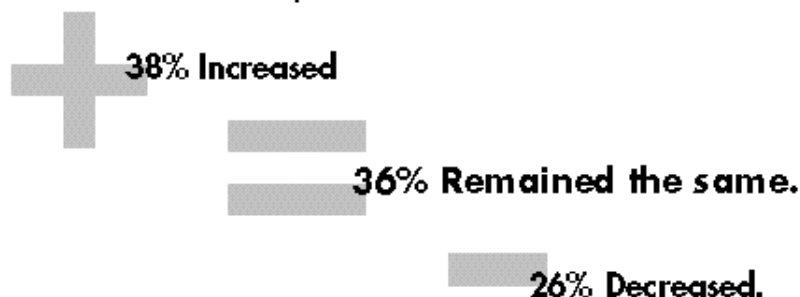
with public safety showed no significant relationship with overall satisfaction under any conditions or analysis.

Students with high GPAs reported higher overall satisfaction than others, and students who worked many hours for pay showed some evidence of lower satisfaction.

But there was no relationship between overall satisfaction and school, class level, gender, Greek membership or living situation.

The study further examined factors related to social satisfaction because satisfaction with social life appeared to be the strongest determinant of overall satisfaction. Members of fraternities or sororities were significantly more satisfied with social life, as were those who reported that they had a girlfriend or boyfriend on campus, Allison reported.

Since you came to Penn, has your level of satisfaction increased, decreased or remained the same?



How satisfied are you with the quality of your classes at Penn?



Students Link Professors to HTML

By Gabriel Aherne

Are you a member of Penn's faculty or staff who sees the need for a class or departmental World Wide Web homepage, but can't tell a METAtag from a Java applet? Are you afraid that an old dog — or even a not-yet-old dog — cannot be taught new tricks? There may be an answer for you. It's a student organization called Web Support Services (WSS).

WSS was first conceived of last year by SEAS then-junior Chris Hyzer. As a member of Penn's electronic advising committee, Hyzer identified a need for more Web pages for classes. Given that professors frequently lacked the time, inclination or training to create pages independently, an impetus was necessary.

"It became clear to me that the largest resource at Penn is students," writes Hyzer. "The logical conclusion: create an organization

sophomore Scott Raven, who joined Hyzer in running the project.

Hyzer then got help from the provost's 21st Century Project, which is dedicated, among other goals, to breaking down barriers in undergraduate education. One of these barriers is the assumption that learning flows one way, from the professor to the student.

implement of the project.

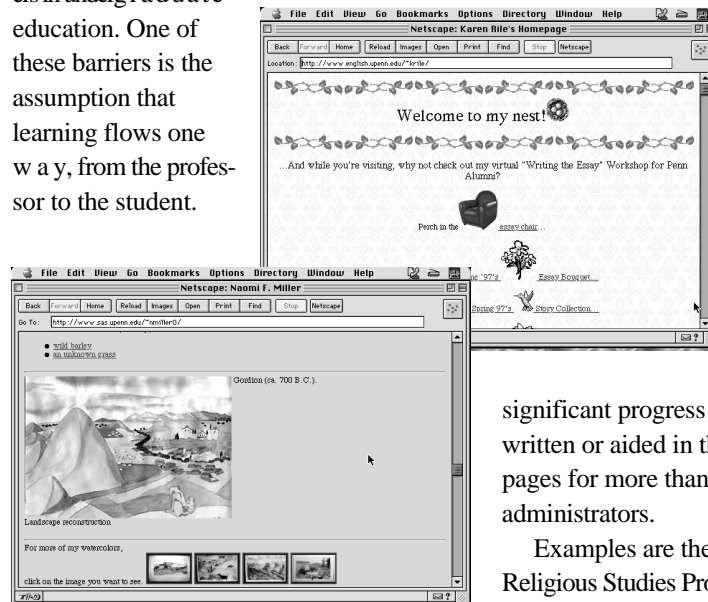
Hyzer also searched through Penn student Web pages one by one for potential Web tutors. "I did a lot of recruiting by looking at students' homepages and seeing which ones showed HTML proficiency, and e-mailed them, inviting them to participate," he says.

In its short history, WSS has made significant progress in its mission. WSS has written or aided in the creation of homepages for more than 40 Penn faculty and administrators.

Examples are the homepages of Religious Studies Professor Jeffrey Tigay (<http://www.sas.upenn.edu/~jtigay/>) and Professor of Mechanical Engineering and Applied Mechanics Gondi Kondiah Ananthasuresh (<http://www.seas.upenn.edu/~gksuresh/>). These pages include not only biographical and career information, but also links to particular classes and other information useful to students.

WSS, however, has done more than helping to create Web pages. Thus far it has worked with two College of Arts & Sciences classes, and they weren't classes about computing, either. In English 283 and Latin 228, WSS members taught students how to write and turn in assignments in

(Continued on page 11)



Two examples of Web pages done by Web Support Services

At WSS learning flows the other way. By providing an example of how undergraduate students can aid and teach any member of the Penn community—professors, administrators, and students alike—WSS helps to create a university atmosphere in which it's clear that learning can flow in any direction.

Administrators throughout the University, from Information Systems and Computing to the School of Arts and Sciences, offered Hyzer advice on how to

Web Support Services is a beautiful example of the learning community at work, where students and faculty learn from each other. It happens all the time in the classroom; WSS just makes it more formal.

— James O'Donnell

zation through which students could teach professors HTML (Hyper-Text Markup Language, the stuff of which Web pages are made.)

Hyzer discussed the idea with the other members of the Dining Philosophers (<http://www.seas.upenn.edu/~dpexec/>), a student organization that promotes the use and understanding of computers among the Penn population. He received an enthusiastic response, especially from Engineering

How to reach Web Support Services

If you are a professor or administrator and would like advice or assistance in setting up a homepage, you can e-mail Web Support Services at webinfo@dolphin.upenn.edu. The Web page is at <http://dolphin.upenn.edu/~webinfo>, or you can fill out a request form directly at <http://www.stwing.upenn.edu/~marcus/webinfo/prof>. Additionally, the Web Support Services Usenet newsgroup, upenn.web-tutor, is accessible throughout the Penn domain.

— Gabriel Aherne

Politicians to Voters: Stifle

A group of ordinary New Jerseyites deliberated for six months to determine which issues were most important to them in this election as part of the Philadelphia Inquirer's Citizen Voices Project. Their lead moderator was Penn's Harris Sokoloff, director of the School Study Council at the Graduate School of Education. Following the debate of the New Jersey candidates for governor, Sokoloff had some thoughts about what ails the election process and wrote this piece which ran in the Sunday, Nov. 2, New Jersey edition of the Inquirer.

Reactions to Citizen Voices project: Where does the blame really lie?

It's so easy to blame others.

The common wisdom is that the American voter is uninterested, uninformed and apathetic. And those who believe the common wisdom can provide chapter and verse to back it up. They point to minimal attendance at candidate events and political rallies. But mostly, they point to dismally low voter turnout on Election Day. Voting, they claim, is the single most important act of citizenship, and yet so few turn out.

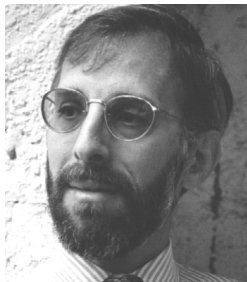
Political leaders and analysts argue in voices that sound like those of biblical prophets. The voters are sinners, whose dis-

engagement and apathy will be democracy's downfall.

Yes, it is so easy to blame others.

But there is another, also prophet-like, voice that tells our leaders to look internally for the behavior of the masses. For this voice, the low participation at political rallies and the declining voter turnout is not the result of citizen apathy. No. It is a response to political leaders who distance themselves from citizens; who belittle the voters' knowledge as shallow and interests as narrow; and who want to remove or minimize the risk, challenge and a sense of exploration of the unknown or unpredictable. So the candidates hire consultants to make sure the crowds at political events are full of friendly faces and voices and to make sure that debates with opponents are as safe as possible, with predictable questions and little opportunity for surprising interactions.

However, democracy is, at its core, an adventure. An activity that has no risk or challenge, and in which there is no unknown or unpredictable to explore is a spectator activity. And the Citizen Voices project has taught us time and again that voters do not want to be couch potatoes. They are willing to give the time to participate in the adventure of democracy.



Photograph by Addison Geary

The Citizen Voices project drew on more than 170 volunteers from across southern New Jersey. They faced the challenge of grappling with tough issues. And they explored the unknown and the unpredictable, deliberating with and arguing with each other — some of whom they often disagreed with vociferously. They worked hard to identify common ground and to explore their disagreements to better understand them. Unfortunately, the candidates did not reply in kind. They worked hard to make the citizens spectators to the adventure of democracy by limiting citizen involvement in the debates. Citizens were not permitted to ask follow-up questions, ostensibly because this might lead one candidate to get more attention than another. The result was that the candidates were able to respond in generalities.

Citizens — the voters — were not permitted to use their voice to demand answers to their questions. And the citizens were not able to use their voices to see whether or how the candidates would address their legitimate concerns.

One message the candidates delivered to the citizens was: "We like you apathetic, or at least voiceless."

But, after this experience, this group of citizens is unlikely to settle for that role. Can you blame them?

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(Continued from page 10)

HTML. This format permits work to be posted easily on the Web for the benefit of other students.

The professor of Latin 228, James O'Donnell, who is not quite coincidentally vice provost for information systems and computing, says: "Web Support Services is

a beautiful example of the learning community at work, where students and faculty learn from each other. It happens all the time in the classroom; WSS just makes it more formal. They've also been very helpful to me in my classes, getting my students up and running and making their own Web pages with efficient and well-run sessions in the Hill computer lab."

WSS has also found employment for students skilled in computer use; examples of jobs assigned through the project are 10 students hired for the redoing of the University of Pennsylvania homepage (<http://www.upenn.edu/>) and the summer employment of a student by the International Clinical Epidemiology Network (<http://www.inclen.org/>).

WELL SAID

The following quotes from Penn professors and others appeared in publications across the country and around the world.

"I don't see a problem, especially given that these bodies were buried only about 80 years ago."

— **Michael Zimmerman**, adjunct professor of anthropology, on whether full autopsies were possible on victims of the Spanish flu pandemic of 1918 buried in Norway, in an article about an attempt to recover the live virus or its genetic footprint (The New Yorker, Monday, Sept. 29).

"Will the HMOs allow them the time they need to do a different kind of care?"

— **Claire Fagin**, former dean of nursing and former acting president of the University, in a story about the growing trend of nurses doing more work without doctors (New York Times, Tuesday, Sept. 30).

"But if I were a superintendent in a public school considering the effects of the program, I would certainly be confident enough to try this approach."

— **Frank Furstenberg**, professor of sociology, on programs that offer condoms to high school students and research that shows the practice does not increase sexual activity but does increase safe sex among sexually active students (New York Times and Rocky Mountain News, Tuesday, Sept. 30).

"It's the next best thing to having a cop go a round with the staff."

— **Maryanne McGuckin**, senior researcher and infection control specialist, on the need for patients to ask doctors and other health care workers to wash their hands (Washington Post, Tuesday, Sept. 30).

"Think about where you want to live and the network. When you buy a University of Illinois as opposed to a Penn degree, what are you buying?"

— **Ted Hershberg**, director of the Center

for Greater Philadelphia, in an article (by alumnus Dan Rottenberg '64) on the value of one college degree over another in opening doors for career and friendships (Philadelphia Magazine, October).

"It's one reason students go to an elite college or university — to become part of an illustrious body of people."

— **Patricia Rose**, director of career planning and placement, in an article (by alumnus Dan Rottenberg '64) on the value of one college degree over another in opening doors for career and friendships (Philadelphia Magazine, October).

"Every time you fix five bugs, you create two more."

— **David Farber**, professor of telecommunications, in an article on why software companies release test software to broad audiences (Philadelphia Inquirer, Thursday, Oct. 2).

"The dream of limitless progress through government-sponsored R&D began to fade even before astronauts first stepped on the moon."

— **Walter A. McDougall**, professor of history, in a column he wrote entitled "The Death of Technocracy" (Wall Street Journal, Friday, Oct. 3).

"Once you cross that semi-invisible line [and are assigned as a regular news beat], you become defined as a standard part of the news routine, and you don't have to justify coverage anymore."

— **Larry Gross**, professor of communications, on increased media visibility for gays (Philadelphia Gay News, Oct. 3-9).

"It was heresy to anyone who believed that DNA is the only material that would cause replication."

— **Britton Chance**, professor emeritus of biochemistry and biophysics, on the theory

of his former student, Stanley Prusiner, who recently won the Nobel Prize for medicine (The Associated Press, Oct. 6).

"It mostly plays itself out on a daily or even intraday basis. It's very hard to interpret."

— **Jerry Siegel**, professor of finance, quoted in a column suggesting recent stock market volatility is not significant (Business Week, Monday, Oct. 6).

"It involves any mammalian gene including any human gene. It involves the administration of that gene to any mammalian host, including a human. It involves any tissue or cell in that human."

— **Dr. William Kelley**, dean of the School of Medicine, on the patent awarded for in-vivo gene therapy to the University of Michigan for work done there by Kelley and two others (New York Times, Monday, Oct. 6).

"It's a no-brainer. [Anyplace other than Shibe Park would be] historically dubious."

— **Bruce Kuclick**, professor of history, weighing in on whether a historical marker for Shibe Park, later renamed Connie Mack Stadium, belongs at the site of the old ball park in North Philadelphia, or near the statue of Connie Mack at Veterans Stadium in South Philadelphia (Philadelphia Inquirer, Monday, Oct. 6).

"A system that depends on health workers, patients or hospitals to notice and report adverse reactions to drugs is inadequate and out of date."

— **Dr. Brian Strom**, epidemiologist, in a story about the FDA's systems for monitoring adverse reactions to approved drugs, which have fallen very short of their purpose in recent years (Health Line, Oct. 7).

— assembled by Sunil Kumar

with any kind of freedom. They are not the same. The so-called free market has been structured historically by unequal competition based on unequal capitalization. Indeed, the free market to the extent that it moves toward corporatization, homogenization, threatens the diversity that makes intellectual freedom—a diversity based on an irreducible heterogeneity of institutions, which we're in danger of losing here....

The University should be about supporting this heterogeneity and diversity. Supporting diversity of local bookstores is crucial to intellectual freedom. Having diversity on display, not on order through a single bookstore; having diversity accessible on the floor where students can get to it and where faculty can get to it and where they can learn. Bookstores are not simply commercial emporia, they are meetingplaces for the exchange of ideas, a crucial part of the public sphere—something that we know about from the 18th century on, at least from the 18th century on, and that is crucial to something called democracy. You can't have a healthy public sphere without a diversity of intellectual institutions such as bookstores.

Lastly, *commanding* faculty—a pretty odious notion anyway, I must say, in what is supposed to be a democratic institution—commanding faculty to publish course lists, in a way that further advantages already exceptionally advantaged bookstores, works against this diversity by skewing competitive advantages even further—not to mention that it is also a form of institutionally totalitarianism to make such commands. So I urge the Council to vote against this resolution for forcing faculty to make these course lists available on the web.

David Goldberger: I want to touch on something that has been missed here, and that is an undergraduate student perspective. Quite frankly, the bookstore situation on campus right now is terrible. At the beginning of the semester the University Bookstore is often badly under-stocked, very crowded and hard to get into to get your books for class. On the other hand, a store such as House of Our Own is a model of inefficiency; I don't think I've ever seen lines in such a small place as long as the lines inside House of Our Own.

Therefore from a student's perspective I would like to flat out tell you that I don't *care* where I buy my books; I just want to be able to *get* my books, and get a good selection of books.

I believe that the Barnes & Noble stores that I've seen, both in Philadelphia and all over the country, have a good selection of books. I live in New York City and in New York City near Lincoln Square there's a giant Barnes & Noble, six stories high or something like that, which has an enormous selection to choose from. From my understanding the Barnes & Noble that is coming here is going to be a similar structure, which will have books of all different sorts, that'll allow me to read on my own whatever I want to read, and also purchase the textbooks I need for my classes. So from a student's perspective, I don't *care* what the revenues are, of any of the little bookstores within West Philadelphia. I don't *care* how much the school gets in kickbacks or whatever from whatever bookstore that we might buy these books from. I just want to be able to get my books. If Barnes & Noble can get me that, if this proposal can do that for me, I am firmly in support of it.

Dr. Robin Leidner: I think *which* books one gets matters, and will boldly say that I order my books from the place I consider my *intellectual* comrades. It isn't true that the large chain bookstores carry a full selection of the latest scholarship in all of the areas that many of us work in. I assume other faculty like me hear about new books from publishers' announcements, think they look inter-

esting, maybe see a book review, I can order the book sight unseen I don't care to do that in the case of books I'm going to have in class. I can check in the library, they're on order, they're in process, they're not going to be available right away; I go to House of Our Own and in the some of the areas I work in and teach in, they automatically get in stock the latest works of scholarship. I can browse there, I can look at the books, I can pick them up for myself and I think this benefits me as a scholar and certainly benefits students for some of the courses that I teach. So I will just add that I found the report of the Bookstore Committee singularly unpersuasive.

Matthew Ruben: I would like to commend Mr. Bean on his report [page 5]. When we had last week's special meeting, the kind of perspective he brought about how the employees feel about this debate is exactly the kind of opening up that we need, and the more people like Mr. Bean feel entitled to say the kinds of things he said today the better for all of us. We should keep in mind that these people do have to work at this Bookstore and in many cases want to work at this Bookstore regardless of what happens with this debate.

One of the reasons I was glad about last week was that it showed people who are not staff would go to the wall for something we believed in that concerned staff, and as someone who is a graduate student I'm ready here today to go to the wall for the academic freedom that the faculty enjoy. I also speak as someone who was an undergraduate and who does teach students at this point. Let me say that we may only have two major bookstores in this area; it's not clear what will happen with the Penn Book Center. The way we even figure out what books we want to order is incredibly influenced by the kinds of independent bookstores that are around here that allow us to browse and look at books.

More important, if you wanted to put all the other bookstores out of business, I can't imagine a better way than the proposal of the Bookstore Committee.

The proposal I got as a member of Steering contained one and only one item and one and only one recommendation, and that was what we're discussing today. I view this recommendation as based, as others have said, on a fiction of what a market competition is like. Everyone here knows what the competitive advantage is of the independent booksellers in the area. That is customer service, the ability to fulfill orders on a last-minute basis if necessary, to provide personalized service and to go the extra mile, which in many cases—and I wouldn't expect many undergraduates to know this—in many cases results in their being able to buy certain books at all and not having to wait.

I am sure that the employees of the University Bookstore will continue in the tradition of doing their best to be of service to everyone in the University who needs them, but there are policies that will be made by Barnes & Noble, and they will have to work very hard to make personal exceptions for if they can. The independent booksellers are not constrained by these sorts of policies, and can craft their policies and the way that they act, in a micro way, to accommodate the needs of everyone here.

When I was a freshman in college I certainly would have been a little bit annoyed at having to go to more than one bookstore; by the time I was a senior, I was *glad* that I could go to more than one bookstore and that there were other bookstores around. I'm sure others have different stories to relate about that.... But the undergraduate experiences varied, and one of the things that helped you grow as an undergraduate is having these kinds of bookstores in the area.

This proposal in my opinion also violates the spirit of academic freedom and the tradition of

faculty governance of the University. I will state here publicly that as an instructor I for one would never comply with this recommendation even if it became the policy of the University. I think it's an affront to academic freedom; I think the arguments made to support it mask and paper over the benefits that accrue to undergraduate students as well as to faculty and graduate students through the presence of independent bookstores; and I think it's incumbent upon all of us as a community to strongly reject the recommendation of this committee, on the basis of the reality that we know and we experience every day. I am prepared to introduce a resolution at the next meeting [to the effect that faculty shall not be coerced into placing textbook lists on the web].

Noah Bilenker: Another undergraduate perspective on the notion that we buy our books ahead of time: I like to survey a few classes and then I don't buy my books until I know which class I'm in. As a history major I have to read a couple of hundred pages a week; so the summer is my opportunity to a) sleep a lot or b) read what I want to read. That's not to say I don't want to read what I have for my classes....

I for one didn't even comprehend the true worth of all the bookstores in the neighborhood; maybe it's a consequence of not having that plentiful a number; but I did purchase the books for Professor Sugrue's class walking into House of Our Own at the beginning of the semester. [Something being worked on in UA] is discussing ways of utilizing the bookstores more, and maybe publicizing and setting up student coffeehouses or poetry readings at those bookstores, things that don't really occur now that we could do at Barnes & Noble also but I think would be of a different nature, than at a smaller independent bookstore; it's less private. Having the variety of bookstores could enhance the undergraduate experience in other ways too.

Dr. David Ludden: [When] I was chair of Southeast Asia Studies I had an exchange with Rosemary Stevens about whether or not the University is a business; the exchange was along the lines of "At what point does the University not become a business, and become an institution that's different from business?"

I think this is one of those situations. The University controls an awful lot of the real estate around here, including *all* of the real estate that would be relevant to the nurturing of the kind of environments that we're talking about. The University needs to figure out on what grounds is it going to make decisions about the quality of life, not only for the students—and I think the students should definitely come first—but in a sense the students are part of a wider community where a lot of other issues to be taken into consideration.

The only thing I'd like to add is we perhaps underestimate the value of specialized book collections. In the library the University pays good money to very, very highly skilled people to develop specialized collections which no commercial publisher, no commercial interest, would ever be able to generate. This is a countercommercial operational library. Medieval History would be under the water right now if it were dependent upon commercial operations. Both the Penn Book Center and the House of Our Own are run by very dedicated, extremely talented, and very skilled specialized book collection people who produce a product that will not be replicated at Barnes & Noble.

[Alex Welte moves to reject the recommendation of the Bookstore Committee Report; the motion passes [please see page 5].

[The Moderator acknowledges Dr. Anthony Tomazinis's Facilities Committee Report with the hope that it will be heard at the next meeting.]

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.

There are approximately 280 additional open positions for examination at the Job Application Center, Funderburg Information Center, 3401 Walnut St. (215-898-7285). Hours of operation are Monday through Friday, 9 a.m.-1 p.m. New openings are also posted daily at the following loca-

tions: Blockley Hall, the Wharton School and the Dental School.

A full listing of job opportunities is at 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. In the near future, as our office remodels

the Job Application Center, we hope to have computers available for current employees and others to peruse the current job openings. Openings are also mailed to approximately 50 community sites weekly.

— *Employment, H.R.*

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 November 10-14, 1997

SCHOOL OF ARTS & SCIENCES

Contact: Anna Marcotte

FISCAL COORDINATOR I/II (37.5 HRS) (101694AM) Manage weekly payroll; monitor & verify budget & expense transactions for departmental & grant funding; maintain & run systems for monthly billings; assist research professors with pre-award process to include budgets & current & pending support; run, analyze & distribute monthly expenditure reports; create & maintain spreadsheets & databases. **QUALIFICATIONS:** BA/BS in Accounting or Business or equivalent work experience; FC I: 1 year experience; FC II: 2 to 5 years experience in fiscal operations or equivalent; strong computer skills, knowledge of FinMIS preferred; proficiency with spreadsheet environment; familiarity with pre-award research process; strong communication, interpersonal & organizational skills; ability to work in high volume, fast paced environment with strong commitment to customer service; working knowledge of University policies & procedures preferred. **GRADE:** P1/P2; **RANGE:** \$20,291-26,368/\$22,351-29,098; 11-11-97 Chemistry

PROGRAMMER ANALYST II (111838AM) Determine client application systems requirements; design, code, test, implement & maintain database applications; assist SAS clients in use of databases & database access products; participate in investigation & recommendation of database, groupware & workflow products; work with database administrator to move applications into production; provide guidance to other developers to move applications to production mode. **QUALIFICATIONS:** BA/BS; 2 years relevant experience in computer support & relational database development; knowledge of SQL highly desired; excellent interpersonal & communication skills; ability to determine user needs & consult with users & programmers. **GRADE:** P6; **RANGE:** \$32,857-42,591; 11-14-97 SAS Computing

EXECUTIVE VICE PRESIDENT

Contact: Sue Hess

CONTRACTS ADMINISTRATOR II (111794SH) Provide pre & post-award administration of grants & contracts for assigned departments within School of Medicine; assist departmental staff & faculty in preparation of proposals; review proposals for compliance with University & sponsor requirements; negotiate terms & con-

ditions of awards & contracts; train departmental personnel in research administration; prepare subcontracts for execution; provide post-award oversight. **QUALIFICATIONS:** BA/BS or equivalent experience; 3 years experience in research administration at university or other non-profit organization involved in scientific research; detailed knowledge of Federal regulations, University policies & NIH guidelines; ability to negotiate complex agreements; willingness to work independently & as team member. **GRADE:** P5; **RANGE:** \$29,664-38,677; 11-11-97 Research Administration

MEDICAL SCHOOL

Contact: Anna Marcotte/Lynn Nash-Wexler

ADMINISTRATIVE ASSISTANT II (081417AM) Format & compile syllabi materials; insure publication of documents; distribute documents to students; provide secretarial support for Associate Dean for Basic Sciences; maintain electronic & paper files of all syllabi materials. **QUALIFICA-**

TIONS: HS diploma or equivalent, AS degree preferred; 2 years experience at AAI level or comparable experience; some knowledge of editing or desktop publishing; good customer service skills; computer proficiency, preferably Macintosh; ability to meet deadlines; detail-oriented. **GRADE:** G10; **RANGE:** \$19,261-23,999; 11-13-97 Academic Programs

ADMINISTRATIVE ASSISTANT III (091463AM) Perform administrative duties for scientific journal; process information in medical/scientific area; handle research lab activities; handle purchasing, filing, inquiries, travel plans, reimbursement; perform proofreading; provide editorial assistance; maintain database; maintain & organize data for research grants. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; 5 to 6 years experience in database management including at least 2 years experience in scientific/medical area; Macintosh word processing & database experience; experienced in writing, editing & presentation of data; familiarity with office procedures & purchasing of lab supplies; *position contingent upon grant funding.* **GRADE:** G11; **RANGE:** \$20,497-26,008; 11-14-97 Pathology

BUSINESS ADMINISTRATOR II (111811AM) Monitor grant expenses & departmental accounts & assurance of federal compliance; prepare monthly reports; assist in development of salary & budget planning; coordinate grant submission including budgets, protocols, transmittal forms, approvals, etc.; prepare closeouts on grants & contracts & ensure accuracy; review expenditures; participate in departmental projects & research portion of departmental budget development. **QUALIFICATIONS:** BA/BS, preferably in Business or equivalent; 2 to 4 years experience in grants administration, accounting or business administration; knowledge of school, university & federal grant policies; knowledge of FinMIS highly desired; must be highly proficient in use of spreadsheets, databases & word processors (Excel/Lotus, MS Word, FileMaker); excellent interpersonal skills; attention to detail required; ability to meet deadlines & to work with minimal supervision. **GRADE:** P3; **RANGE:** \$24,617-31,982; 11-13-97 Genetics

OFFICE SYSTEMS COORDINATOR (40 HRS) (111795AM) Provide general computing support to faculty & staff, including software installation, training & troubleshooting; coordinate hardware repairs & other services as needed; expand use of databases; maintain Web pages &

How to Apply

- **Current Employees** can call 898-7285 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 applicants 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.

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.

Schools and Centers

Penn is a large community made up of many schools and centers which have their own character and environment. The openings listed here are arranged by School or Center.

train support for use of Web authoring tools; advise on purchase decisions & contribute to departmental computing strategy. **QUALIFICATIONS:** HS diploma with 3 years related experience or AS degree with 1 to 2 years related experience; prior experience with customer service or training highly desired; familiarity with Macintosh OS essential; experience with Windows 95 & Windows NT strongly preferred; *end date 12-31-98. GRADE: G11; RANGE: \$23,425-29,723; 11-13-97 Genetics*

PROGRAMMER ANALYST III/IV (111796AM) PA III/IV: Analyze & design technical implementation of specified data management, analysis & visualization systems for bioinformatics & computational biology; develop programming specification & effort estimates; prepare technical documentation & user guides; maintain up-to-date knowledge of current technology & literature on bioinformatics & computational biology as it relates to genomic, gene expression & molecular cellular biology; participate in evaluation of technical competence of prospective employees; participate in writing grants, scientific papers & technical documentation; PA IV: Additional duty of plan development & training of staff. **QUALIFICATIONS:** MA/MS in Computer Science, Mathematics or related field or equivalent; PA III: 3 to 4 years programming experience; PA IV: 5 to 6 years programming experience; detailed knowledge of UNIX, Sybase, Prolog, Java, Perl, C, C++ desirable; *must be available for limited travel. GRADE: P7/P8; RANGE: \$36,050-46,814/\$39,655-52,015; 11-11-97 Center for Bioinformatics*

RESEARCH LAB TECH III (111803LW) Prepare sterile supplies; carry out various experiments, handling radioactive chemicals & using various lab equipment such as high-speed centrifuge & ultracentrifuge; perform gamma & scintillation counting; order lab supplies. **QUALIFICATIONS:** BA/BS in Biology, Biochemistry or Chemistry required; prior laboratory experience is required. **GRADE: G10; RANGE: \$19,261-23,999; 11-12-97 Cardiology Section**

RESEARCH SPECIALIST JR (111808LW) perform general maintenance of cell culture unit, including isolation & maintenance of primary & established cell lines; prepare media & solutions; prepare/maintain frozen stocks; perform routine & complex lab procedures following established protocols; perform operation & maintenance of lab equipment; perform library bibliographic searches; keep logs; manage inventory & cell culture supplies. **QUALIFICATIONS:** BA/BS in scientific field; experience in tissue culture; strong organizational skills. **GRADE: P1; RANGE: \$20,291-26,368; 11-13-97 Institute for Medicine & Engineering**

RESEARCH SPECIALIST I (40 HRS) (101744LW) Perform routine & complex laboratory experiments in investigation of genetics of behavior; follow recombinant DNA protocols, PCR, RT/PCR; perform Northern analysis, *in situ* hybridization, Western analysis, histology, immuno-histochemistry & cell culture; test new procedures; perform isotope safety monitoring; assist in protocol design & suggest design changes; maintain laboratory equipment; maintain logs; write lab reports; perform data analysis; perform literature searches & assist in preparation of scholarly papers as co-author; train lower level techs. **QUALIFICATIONS:** BA/BS in scientific or related field; 1 to 3 years experience or experience in similar project; must be familiar with molecular biology techniques, including recombinant DNA protocols, PCR, RT/PCR, Northern analysis, *in situ* hybridization,

Western analysis, histology, immuno-histochemistry & cell culture. **GRADE: P2; RANGE: \$22,351-29,098; 11-11-97 Psychiatry**

RESEARCH SPECIALIST I (111813LW) Maintain lab equipment & supplies; assist in planning protocols; perform experiments designed to understand patho-disease in central nervous system; keep laboratory notebooks & write reports; input computer data & perform library bibliographic searches; assist in writing methods section for publications; demonstrate techniques to students; attend & describe results at group meetings; assign tasks as necessary. **QUALIFICATIONS:** BA/BS; 1 to 3 years laboratory experience including molecular techniques; virology experience preferred; *position contingent upon grant funding. GRADE: P2; RANGE: \$22,351-29,098; 11-13-97 Neurology*

RESEARCH SPECIALIST II (40 HRS) (101725LW) Perform molecular biology techniques, data acquisition & analysis, cell culture work & electronic cell counting; assist with preparation, design & implementation of experimental protocols; demonstrate for & train lower-level employees; use spectrophotometer; perform fluorescent probe measurement of intracellular ion homeostasis; assist with presentations & publications. **QUALIFICATIONS:** BS required; 1 to 3 years experience in basic molecular biology techniques & vascular pharmacology. **GRADE: P2; RANGE: \$22,351-29,098; 11-14-97 Pulmonary Vascular**

STAFF ASSISTANT III (101654AM) Manage office of Senior Vice Dean including scheduling, communicating issues & actions; serve as primary liaison to external, University & Health System offices; review & maintain confidential correspondence & documents; monitor office expenses; supervise office equipment operation; collect & compile data; solve problems; process & route documents. **QUALIFICATIONS:** BA/BS or equivalent; 3-5 years relevant experience required; previous experience editing documents highly desired; excellent organizational skills and demonstrated communications skills; ability to deal effectively with diverse constituencies & to work independently under constantly changing deadlines & priorities; knowledge of Microsoft Word, WordPerfect, spreadsheet, presentation & calendaring software preferred; strong typing skills necessary; familiarity with

health system environment highly desired. **GRADE: P3; RANGE: \$24,617-31,982; 11-14-97 Office of the Senior Vice Dean**

NURSING

Contact: Sue Hess

ADMINISTRATIVE ASSISTANT III (40 HRS) (111791SH) Provide overall administrative clerical support for Executive Director & senior staff; maintain calendar; screen calls; provide follow-up & respond to inquiries; arrange travel & prepare expense reports; compose, type & proofread correspondence, memos, forms & reports; coordinate meetings & prepare agendas; coordinate & monitor status of special projects ensuring timely completion; design & implement system for identifying & monitoring status of employee & student files in relation to current policy for licensure, certification, CPR status health requirements & in-service; maintain related database & facilitate employee & student compliance with these policies; provide back-up support as part of LIFE team. **QUALIFICATIONS:** HS diploma, business curriculum, required, BA/BS preferred; post-HS related training or equivalent; *position contingent upon viability of practice. GRADE: G11; RANGE: \$23,425-29,723; 11-11-97 Nursing*

PRESIDENT

Contact: Sue Hess

COORDINATOR II/III (40 HRS) (111792SH) Responsible for accuracy & integrity of WXPn's membership database; maintain, manage & resolve any problems with Memsys software, network system & printers in Development Office; supervise & train Administrative Assistant & work-study staff; design & implement quality customer service procedures; design & implement accurate & timely billing system, gift fulfillment procedures & direct mail campaigns; generate reports to monitor progress of fund raising activities. **QUALIFICATIONS:** BA/BS or equivalent required; Coordinator II: 1 to 3 years of experience including supervisory experience; Coordinator III: 2 to 3 years experience, including 1 year supervisory experience; must be able to accurately handle large volume of work using complex computer system; strong organizational skills & attention to detail required; must be proficient in Microsoft Windows, word processing & Excel or equivalent; understanding of & interest in non-commercial radio is helpful. **GRADE: P2/P3; RANGE: \$22,351-29,098/\$24,617-31,982; 11-13-97 WXPn**

CUSTOMER SERVICES ASSISTANT I (40 HRS) (111767SH) Act as primary front desk receptionist for WXPn; answer phones & route calls; greet visitors; provide administrative support including copying, faxing, E-mailing, collating & filing; perform word processing; assist with mailings, correspondence & completion of staff expense reports; sort mail; ship parcels. **QUALIFICATIONS:** 1 year experience as receptionist or administrative support person in customer service environment required; pleasant phone manner & ability to function in busy office required; familiarity with computer software required, Microsoft Windows & Microsoft Office preferred. **GRADE: G8; RANGE: \$18,481-23,132; 11-10-97 WXPn**

MARKETING COORDINATOR I (40 HRS) (111793SH) Organize & coordinate WXPn's promotional activities; act as public relations liaison between WXPn & Philadelphia concert venues, promoters, business supporters, indus-

Human Resources Q & A

- *Do you have a question about employment at Penn?*

You can e-mail your question to askhr@pobox.upenn.edu. We hope to answer the most frequently asked questions in this space soon in order to keep you up-to-date about Employment at Penn!

- *Interested in temporary employment? Or, temporary employment while you look for a full-time position at Penn?*

Contact Today's Penn Temps, the sole-source provider of temporary services at Penn. Contact Today's Penn Temps at 573-9600, or stop by their office in the Funderburg Information Center.

OPPORTUNITIES at PENN

try trade magazines, local media & other non-profit organizations; help create, maintain & update WXPB Website; work with membership & event coordinators to plan & coordinate promotions that will benefit members of WXPB. **QUALIFICATIONS:** BA/BS; 1 year of marketing promotions experience required; additional experience with product marketing preferred; ability to represent station at promotional events scheduled on weekends & evenings is required; good interpersonal skills & excellent communication skills required; excellent writing skills are required; *must be available for evenings & weekends.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 11-11-97 WXPB

OFFICE ADMINISTRATIVE ASSISTANT II (40 HRS) (111765SH) Provide Assistant General Manager for Business Affairs with administrative support in day-to-day operations of Business Office; process member contributions & input into database; process vendor invoices; maintain internal record of revenue; prepare monthly reports & perform light clerical duties. **QUALIFICATIONS:** HS diploma, 2 years administrative clerical experience, including experience in clerical accounting & working knowledge of office procedures; prior database experience preferred; working knowledge of Microsoft Excel & Word a must; strong verbal & written communication skills; strong organizational & time-management skills required. **GRADE:** G10; **RANGE:** \$22,013-27,427; 11-10-97 WXPB

PROFESSIONAL COORDINATOR I, PART-TIME (20 HRS) (111766SH) Recruit & supervise volunteers for WXPB fund drives, special events & assist on-air hosts; recruit & serve as initial contact for work-studies & interns. **QUALIFICATIONS:** AA/AS required; 2 to 3 years related experience required; 1 year of supervisory experience preferred; knowledge of Microsoft Windows & word processing required; strong organizational, verbal & written communication skills required; must have ability to work well with diverse group of people. **GRADE:** P1; **RANGE:** \$11,595-15,067; 11-10-97 WXPB

STAFF ASSISTANT III (111768SH) Under limited supervision, provide high level administrative & project management support to General Manager; organize offices & supervise administrative staff; represent General Manager; exercise discretion in confidential matters; act as

liaison between General Manager, staff & policy board; conduct research; obtain information; write reports; design administrative & office systems; establish & enforce customer service standards. **QUALIFICATIONS:** BA/BS or equivalent; 2 to 3 years progressively responsible experience as Office Manager or Administrative Assistant; experience as supervisor in customer service environment required; experience with Microsoft Windows & Microsoft Office or equivalent required; ability to work productively with minimal supervision; ability to function in creative environment required. **GRADE:** P3; **RANGE:** \$24,617-31,982; 11-10-97 WXPB

PROVOST

Contact: Ronald Story

ADMINISTRATIVE ASSISTANT II, PART-TIME (111797RS) Provide secretarial & administrative support to Director; use variety of software necessary for efficient management of office & gallery; draft routine correspondence; maintain Web site; answer phones & respond to inquiries; schedule meetings; organize & maintain filing system & databases; maintain office supplies & equipment; type & proofread correspondence & other materials. **QUALIFICATIONS:** HS diploma; 2 to 4 years clerical experience; proficiency with Macintosh computer systems & software (Microsoft Word, Excel, FileMaker Pro); must know HTML. **GRADE:** G11 (25 HRS); **RANGE:** \$11.26-14.29; 11-12-97 Arthur Ross Gallery

SCHOOL OF SOCIAL WORK

Contact: Ronald Story

ADMINISTRATIVE ASSISTANT I (091542RS) Provide secretarial & administrative support; type, proofread & copy correspondence, reports & classroom materials; schedule meetings & provide meeting support; maintain database for alumni events; prepare grant proposals; provide back-up to Dean's Office & Office Manager; maintain filing systems for course syllabi. **QUALIFICATIONS:** HS diploma or equivalent; minimum 2 years related work experience; experience with grant preparation & word-processing software (MS Word); some knowledge of databases; excellent communication skills & phone manner; ability to work in team atmosphere. **GRADE:** G9; **RANGE:** \$17,614-21,991; 9-26-97 Social Work

VICE PROVOST / UNIVERSITY LIFE

Contact: Ronald Story

ASSISTANT REGISTRAR (111790RS) Responsible for direction & management of all aspects of Scheduling & Computer Operations related functions for Office of the University Registrar; oversee operation of areas & provide leadership in administration of services to students, faculty, administrators & external community; prepare student & course summary statistical reports for office, University Community & for internal/external agencies; interpret University policies & establish goals & objectives of area; work with schools, divisions & administrative departments to attain stated goals & objectives. **QUALIFICATIONS:** BA/BS required, some graduate work preferred; minimum 4 years progressively responsible experience in University administration; direct experience in Registrar's setting is beneficial;

strong background in data processing techniques including knowledge of mainframe computer systems on-line techniques & file structure concepts are needed; must have ability to program in fourth-generation programming packages, such as Business Objects, SAS & NATURAL as well as ability to use MVS, JCL & TSO; experience in use of planning & scheduling techniques is important as well as experience with staff administration, recruiting, hiring & supervision; ability to communicate effectively at all levels of academic institution & to organize resources to meet specific objectives is necessary; must be self-motivated, well organized & must possess excellent communication skills. **GRADE:** P6; **RANGE:** \$32,857-42,591; 11-10-97 Registrar

WHARTON SCHOOL

Contact: Anna Marcotte

ADMINISTRATIVE ASSISTANT II (111804AM) Provide general administrative & clerical support, following standard procedures while using judgment & initiative; implement database; create, organize & maintain records/files; compose correspondence, forms & reports; maintain on-line student information; respond to inquiries that require understanding of academic policies & regulations; answer phones; handle inquiries & mail. **QUALIFICATIONS:** HS diploma; 2 to 4 years of experience as AAI or equivalent; experience in university setting highly desired; type 65 wpm; strong verbal & written communication skills; strong computer skills, including working knowledge of PC Windows platforms utilizing Microsoft Office environment (including Word, Excel & access), LAN, & mainframe workstation concepts. **GRADE:** G10; **RANGE:** \$19,261-23,999; 11-13-97 Undergraduate Division

ASSISTANT DIRECTOR III, PART-TIME (21 HRS) (111805AM) Oversee contributions program; prepare publications, annual report & materials for board of trustees meetings; manage budgets & track income/expenditures. **QUALIFICATIONS:** BA/BS required; knowledge of Word, WordPerfect & Excel; familiarity with University systems highly desired; ability to work independently. **GRADE:** P4; **RANGE:** \$16,191-21,074; 11-14-97 S.S. Huebner Insurance & Risk Management

ASSOCIATE DIRECTOR II (111806AM) Develop & maintain tracking system for prospect management of leadership projects; plan strategy for campaign prospects; direct External Affairs staff to follow through with appropriate action/ update staff on prospect information; manage Prospect Manager meetings; ensure accuracy & timeliness of campaign communication materials; meet with prospects & donors to cultivate & solicit information; produce necessary reports. **QUALIFICATIONS:** BA/BS required; knowledge of current fund raising & operations priorities throughout Wharton & External Affairs; minimum 3 years progressively responsible Development experience; proven knowledge of & ability with computerized program(s) for developing & maintaining prospect tracking system; ability to strategize for future fund raising, based on knowledge of prior cultivation with prospects; ability to communicate effectively; *application deadline 11-20-97.* **GRADE:** P7; **RANGE:** \$36,050-46,814; 11-13-97 External Affairs

Classifieds

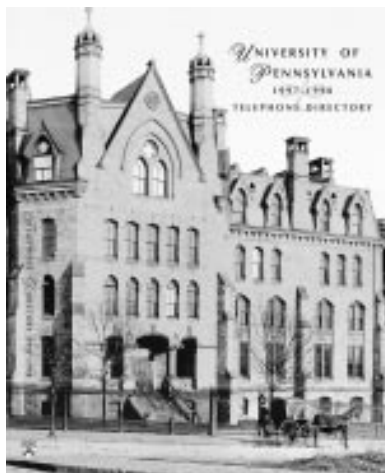
FOR RENT

Beautiful, one bedroom, modern apt., 10 min. walk to Penn. Must see. \$325+/per month. South Phila. 735-4647 (evenings).

VACATION

Pocono Chalet, 3BDR/1B, Near Jack Frost/BB. Firewood incl. \$375/weekend, (215) 898-9928.

Note: To place classifieds call:
(215) 898-5274.



Penn Faculty/Staff Telephone Directory:

The Physics & Astronomy Department was erroneously omitted from the 1997-98 Telephone Directory's white pages (although the department is included on page 64 of the yellow pages).

An insert to the directory will be distributed to each person who received a *Perfect Bound* directory. When you receive the insert, please insert it between pages 2 & 3 of the white section of the telephone directory.

This insert has already been incorporated into the *Spiral Bound* Directories which will be delivered the week of December 1.

For the online version of the white pages, already complete:
www.upenn.edu/computing/directory.

Thank you for your cooperation. Our sincerest apologies go out to the Physics & Astronomy Department.

— Corinne Bui,
Business Services

Ed. Note:

The Business Services mailing noted above is a four-page presentation containing all of the usual "white pages" information (titles, addresses, and email addresses; home and spouse information if provided).

At right is a brief guide to the missing 128 faculty and staff, which can be taped or stapled in the "notes" space provided in the back of the directory.

Addendum to the 1997-98 Telephone Directory

Physics and Astronomy: Faculty and Staff Phone Numbers

AJZENBERG-SELOVE, FAY, DR	8-5645	KLEIN, JOSHUA	8-1399; 8-1705
ALEXANDER, CHUCK	8-6831	KOCH, ROBERT H, DR	8-7882
BALAMUTH, DAVID P, DR	8-7320; 8-8144	KONONENKO, WALTER I	8-7572
BEIER, EUGENE W, DR	8-5960	KROLL, JOSEPH, DR	3-6380
BENTON, DONALD, DR	3-3230	KUKLINSKI, MARCELYN	8-8181
BLITZSTEIN, WILLIAM, DR	8-7899	KULYNYCH, PAULINE	8-2471
BLUDMAN, SIDNEY A, DR	8-8151	LANDE, KENNETH, DR	8-8176
BODE, PAUL, DR	3-6251	LANGACKER, PAUL, DR	8-8152; 8-5943
BOKHARI, WASIQ M, DR	8-4588	LARSEN, FINN, DR	3-5820
BORDERS, HAROLD W	8-8591	LAWN, BARBARA	8-4373
BRODY, HOWARD, DR	8-8430	LEE, CHUAN-KUO, DR	8-5111; 8-8168
BURSTEIN, ELIAS	8-8160	LEFEBVRE, JACQUES, DR	3-0990
CAI, YONG-MING, DR	8-5944	LOCKYER, NIGEL, DR	8-5806; 8-7572
CALDWELL, ROBERT, DR	3-6251	LOOMIS, GEORGE	8-8593
CHAN, KWAN-LEUNG, DR	8-2947	LU, YANG	8-8148
CHEUNG, CECIL, DR	8-8422; 8-7978	LUBENSKY, TOM C, DR	8-7002
CIPELLETTI, LUCA, DR	8-9388; 3-4079	LUKAS, ANDRE, DR	8-5150
CLAUSS, WILFRIED, DR	8-2541	MA, CHUNG-PEI	3-6252
CLEAVER, GERALD, DR	3-0982	MANN, ALFRED K, DR	8-8155
CLEVELAND, BRUCE T, DR	8-8141	MASCIOCCHI, AUDREY	8-8593
COHEN, JEFFREY, DR	8-8141	MAYERS, GODWIN	8-6809
COHEN, MICHAEL, DR	8-8161	MCKENNA, THOMAS J	8-8181
COWEN, DOUGLAS F	3-3599; 8-8558	MELE, EUGENE, DR	8-3135
CRETSINGER, CATHY, DR	8-8141	MESSMER, RICHARD	8-8491
CROCKER, JOHN, DR	8-7978	MIDDLETON, ROY, DR	8-3658
CULVER, JOSEPH, DR	8-8422	MIRALDA-ESCUDE, JORDI, DR	3-5330
CVETIC, MIRJAM, DR	8-8153	MITCHELL, RICHARD J	8-8192
DANEN, ROBERT, DR	387-6784	MYERS, STEVEN	8-5942
DAVIS, RAYMOND, JR	8-8746	NELSON, PHILIP, DR	8-7001
DENENSTEIN, ARNOLD M, DR	8-8174	NEWCOMER, MITCH	8-4456
DEVLIN, MARK	3-7521; 3-7558	NISATO, GIOVANNI, DR	8-8141
DRESSNANDT, NANDOR	3-3380	O'BOYLE, JEAN	8-8558
ERLER, JENS, DR	8-6481	O'DELL, PATRICIA S	8-8141
ERMI, BRETT D, DR	8-8141	OVROUT, BURT, DR	8-3594
FISCHER, SUSAN M, DR	8-8832	PANACKAL, ANNA A, DR	8-5135
FORTUNE, H T, DR	8-6024	PEARCE, RONALD J	8-8906
FRANK, EDWARD D	8-4683	PROTOPAPAS, PAVLOS, DR	8-8148
FRANKEL, SHERMAN, DR	8-8146	PUCHALLA, JASON, DR	8-8746
FRATI, WILLIAM, DR	8-6108	RAMOS, LAURENCE, DR	3-5426
FREDERIC, JAMES	8-9596	SEGRE, GINO, DR	8-6105
FREI, ZSOLT	8-2043	SEGRE, PHILIP N, DR	3-5426
GALLINARO, MICHELE, DR	8-5966	SELOVE, WALTER, DR	8-8159
GARITO, ANTHONY F, DR	8-5810	SHEN, BENJAMIN S, DR	8-7199
GISLER, THOMAS, DR	3-7775; 8-9388	SHI, RUI-FANG	8-3690; 8-8639
GLADNEY, LARRY D, DR	8-4683	SLOGOFF, HARRIET	8-6972
GOLDADER, DEBORAH L	8-9597	SMITH, ROBERT E	8-1591
GOLLUB, JERRY	896-1196	SOVEN, PAUL, DR	8-5952
GUERRERO, JOSEPH	8-5634	STEINHARDT, PAUL, DR	8-5949
HARRIS, A B, DR	8-8557	STERNER, KEVIN	8-5806
HASIUK, VIVIAN L	8-5954	TRAPPE, VERONIQUE, DR	3-7774
HEE, ROBERT J	8-8591	UKEGAWA, FUMIHIKO	8-8141
HEINEY, PAUL A, DR	8-7918	UMBANHOWAR, PAUL, DR	3-4078
HEINRICH, JOEL, DR	3-3652	VAN BERG, RICHARD	8-5977
HILTON, SALLY J	8-5923	VAN DE WATER, RICHARD	8-5979
HOBBIE, ERIK K, DR	8-8141	VITHAYATHIL, JOSE	8-3173
HOLLEBEEK, ROBERT J, DR	8-9248; 8-8558	WALES, WALTER D, DR	8-7942
ISIK, RAMAZAN	3-4182	WALTER, KAREN R	8-3125
JOHNSON, ALAN T, JR	8-9325; 3-7152	WEITZ, DAVID A	8-7522
KAMIEN, RANDALL, DR	8-5940	WILDENHAIN, PAUL	8-5111
KANE, CHARLES L, DR	8-8149	WILLIAMS, HUGH H, DR	8-6284
KAPLAN, PETER, DR	3-7773	YODH, ARJUN G, DR	8-6354
KEENER, PAUL T	8-0135	ZAMANI'KHAMIRI, OMMEHANI	8-9569
KLEIN, ABRAHAM, DR	8-8150	ZAPOTOCKY, MARTIN, DR	8-1975
KLEIN, JEFFREY	8-8513; 8-8832	ZURMUHLE, ROBERT, DR	8-8141

A Thanksgiving Advisory from the University of Pennsylvania Division of Public Safety

Dear Faculty, Staff and Students,

Thanksgiving Break 1997 (11/27/97 to 11/30/97) is just around the corner. Traditionally, this is a time of lower occupancy and greater opportunity for crime. Therefore, in order to reduce the opportunity for crime (burglaries, criminal mischief, etc.), the Division of Public Safety is offering to conduct Special Checks of Residential Properties during the following time period:

5 p.m. on Wednesday, November 26, 1997 to 7 p.m. on Monday, December 1, 1997

Faculty, staff and students who live in the following geographical boundaries—the Schuylkill River to 43rd Street and Baltimore Avenue to Market Street—may list their residence with the Penn Police Department for Special Checks during the period it will be vacant.

Penn Police officers will periodically check the exterior of the property for signs of criminal activity or security breaches. If any problems are discovered, the officers will take appropriate action ranging from arresting the perpetrator to conducting an interior check of the property with subsequent notifications to the listed occupant.

If you would like to list your residence for Special Checks during Thanksgiving Break 1997, please pick up an application at the Penn Police Headquarters, 3914 Locust Walk or the Special Services Unit, 206 S. 40th Street. You need to complete and return the application to either location *prior* to vacating the premise. Below you will find safety tips and security tips to help keep your time away from Penn a safe and happy one.

Wishing you good food and quiet moments with family and friends.

— Susan A. Hawkins, Director, Special Services

Safety and Security Tips for Thanksgiving Break 1997

Thanksgiving Break 1997 is almost here! Along with eating lots of turkey, cranberry sauce and sweet potato pie, let's also think about *safety*! To keep this time away from Penn restful and fun, here are some safety tips to keep in mind:

If you are leaving Penn for Thanksgiving Break:

- Secure or remove all valuables (i.e., jewelry, computers, stereos, televisions, etc.). All valuables should already be engraved with your Social Security or other identifying number. Engravers are available at the Special Services Unit office (206 S. 40th Street, 898-4481).
- Close and lock all windows; close all shades, drapes and blinds. Lock and bolt entrance doors to rooms or apartments.
- Use timers on lights and on a radio or television to give your residence the appearance of being occupied.
- Register your residence with Public Safety for Special Checks during the Break.
- Your answering device message should *never* indicate that you are not at home. Always use plural nouns even if you live alone (e.g., "we're not available to take your call right now"). Don't use your name(s).
- Make sure that your exterior lighting works and turn all lights on. Preferably, exterior lights should be on a timer or photoelectric cell. If not, contact your landlord with regards to installing these security devices *before* you leave for Break!

If you are remaining at Penn during Thanksgiving Break:

- Use one of the ten automated teller machines (ATMs) located inside University buildings and avoid withdrawing money at night. Check the amount withdrawn only after you are safely inside your office or residence. Never display money in a crowd.
- Carry only necessary credit cards and money.
- Carry your wallet in an inside coat pocket or side trouser pocket. Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle.
- Keep your wallet or handbag closed and with you at all times. Never place it on the seat beside you, on the counter next to you or under a seat when dining.
- Be aware of your surroundings and the people around you. Trust your instincts. Stay in well-lighted and well-travelled areas.
- Walk with your head up, shoulders back and your eyes scanning the people around you.
- Use the "buddy" system or the Penn Transit System when travelling at night. From non-University exchanges, dial 898-RIDE for the vehicular escort service or 898-WALK for the walking escort service between the hours of 6 p.m. and 3 a.m. daily.

Please note: The Penn Transit System will be *not* be operating on Thanksgiving Day (11/27/97). However, full vehicular escort services will resume on Friday, 11/28/97, for the remainder of Thanksgiving Break. (PennBus will resume service, Monday, 12/1/97).

- If you are expecting guests or workers, do not open your door until you know it is the right person(s). Always ask to see identification of callers you don't know.
- If accosted, don't resist! Don't panic! Stay calm and get a good description of the assailant (i.e., race, sex, approximate age, height, weight, clothing description, direction travelled, etc.) and report the incident to the *police* as soon as possible.
- Know the locations of Penn's Blue Light Emergency phones. Open the box, lift the receiver or push the button to talk.
- Report any suspicious behavior or activities *as soon as you can*: where, what, who, when and how.
- Know your Emergency Telephone Numbers (listed at the top of the next column).

Key Numbers for Safety

Division of Public Safety
Penn Police Department,
3914 Locust Walk

Emergencies On Campus (Penn Exchanges 898, 573, 417):	511
Emergencies Off Campus:	573-3333
Non-Emergencies	898-7297/7298
Special Services Unit:	898-4481
24-hour line	898-6600
Penn Investigators:	898-4485

Philadelphia Police Department
18th Police District 5510 Pine Street

Emergency Telephone Number:	911
General Business Number:	686-3180

SEPTA Police Department

Emergency Telephone :	580-4131
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John Cook, safety training specialist, of Fire and Occupational Safety, provides the following information from The Hospital Fire Marshals Association—HFMA NEWS, for those planning on purchasing decorations for use at home or at work.

Potentially Hazardous Icicle Lights

With the holiday season fast approaching, the safety experts at Underwriters Laboratories Inc. (UL) are notifying consumers and merchandisers that certain "icicle," "curtain" or "Wonder Lights" light strings manufactured in China may present a fire or shock hazard. Sold under various names, these holiday light strings do not comply with UL's safety requirements for such products and are not authorized to bear the UL Mark.

UL's investigation has revealed that these light strings have been available to consumers through retail outlets, department stores, home centers, hobby and craft stores, drugstores, hardware stores, catalogs, and shopping clubs. UL's evaluation of sample light strings indicates the possibilities that live electrical parts could be exposed, which may cause either a fire or shock hazard.

Sold individually in a string of 100 or 150 lights or as a set of three or more light strings, these products can be identified by a "splicing" connector. Located at the point where the individual groups of lights hang down from the main wires, the splicing connector looks similar to one of the light bulb sockets, with wires protruding from both ends. Holographic UL Marks with "E127358", "E127901", "E48723", "E64444", "E97593", "E115759", "E65770" or "E127522", can be found on the products.

As these products do not meet UL's requirements, the use of UL Marks on these products is not authorized. UL is concerned that consumers may be misled into purchasing these light strings because of the UL reference on the product.

While its investigation into other potential hazards associated with these light strings continues, UL encourages consumers to immediately discontinue using these products and return them to the place of purchase. UL has established a toll-free number to help consumers verify the validity of the UL Mark on products manufactured in China. Consumers can call 1-888-UL4-MARK (1-888-854-6275), Monday through Friday, between the hours of 9 a.m. and 5:30 p.m., CDT.

Underwriters Laboratories Inc. (UL) is an independent, not-for-profit product safety testing and certification organization that has tested products for public safety for more than a century. Each year, more than 14 billion UL Marks are applied to products worldwide. To obtain further safety information, visit UL's Web site at www.ul.com.

Update

NOVEMBER AT PENN

FILMS

International House

For information and tickets call 895-6542.

20 *Burroughs*; (H. Brookner; 1984; 86 min.); documentary about novelist William S. Burroughs; 7 p.m.; also *November 23* at 4 p.m.

Naked Lunch; (D. Cronenberg; 1991; 115 min.); based on the 1959 William S. Burroughs novel; 9 p.m.; also *November 22*, 6 p.m. and *November 23*, 8 p.m.

21 *Three by Robert Frank*; (86 min.); a classic look at the soul of the Beat Generation featuring: *Pull My Daisy* (1959; 28 min.); *Energy and How to Get It* (1981; 28 min.); and *This Song for Jack* (1983; 30 min.); 7 p.m.; also *November 22*, 8:30 p.m. and *November 23*, 6 p.m.

Kerouac; (J. Antonelli; 1986; 72 min.); pastiche of documentary footage and dramatic reenactment about Beat poet and author Jack Kerouac; 9 p.m.; also *November 22* at 10:30 p.m.

ON STAGE

20 *Totally Organic*; modern dance concert featuring 10 new works by student choreographers; Annenberg School Theater; call Annenberg box office at 898-6791 for details. *Through November 22* (Penn Dance).

TALKS

24 *RNA-Binding Proteins that Regulate Transcription, Translation, and mRNA Localization*; Norman Hecht, center for research on reproduction on women's health; 12:15 p.m.; Austrian Auditorium, CRB (Cell & Developmental Biology; Genetics).

Autocrine Growth Factor Signaling and Apoptosis in Vascular Smooth Muscle; Jonathan Fox, medicine; 2 p.m.; 4th floor, Richards Building (Pennsylvania Muscle Institute).

Phase Transitions in Thin Polymer Films; Sanat Kumar, Penn State; 3:30 p.m.; Room 337, Towne Building (Chemical Engineering, SEAS).

26 *Kinase Cascades in Cell Growth and Death*; Michael Weber, University of Virginia; 12-1:30 p.m.; Class of '62 Auditorium, John Morgan Building (Cancer Center).

Deadlines: The deadline for the January at Penn calendar is December 2; the deadline for the update is the Monday prior to the week of publication.

Safeguarding Computers

November 25 is Computer Security Awareness Day at Penn, sponsored by Information Systems and Computing, to assist the University community with anti-virus software and hints about how to keep computers and data safe from accidental or intentional harm. Bring your questions about theft, backups and risks to the CRC on Locust Walk, between 9-11 a.m., and Information Security Officer David Millar will provide answers. Handouts detailing safety tips will also be available. Rain date: December 2.



Ancient Voices, directed by William Parberry, will be presenting Christmas music of the Middle Ages and Renaissance on November 23 at 3 p.m. in the Cathedral Church of the Saviour, 38th and Chestnut Streets. *Ancient Voices* is an a cappella chorus of 16-20 voices modeled on the chapel choirs of the Renaissance. They have performed for the American Chaucer Society, the Medieval Academy of America, and at the Walters Art Gallery. Programs have been devoted to the music of Dufay, Desprez, Gibbons, Byrd, and Lassus, among others. Tickets: \$8; \$4 for students/seniors.

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 **November 3, 1997 through November 9, 1997**. Also reported were **Crimes Against Property**, including **42 total thefts (including 10 thefts of bicycles & parts, 9 thefts from autos, 5 criminal mischief & vandalism, 4 forgery & fraud, 3 burglaries & attempts, 1 possession of stolen property, and 1 theft of auto)**. Full crime reports are in this issue of *Almanac* on the Web (www.upenn.edu/almanac/v44/n13/crimes.html).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **November 3, 1997 through November 9, 1997**. The University Police actively patrols from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& Attempts)—1; Simple Assaults—1; Threats & Harassment—3

11/03/97	7:00 PM	Stouffer Triangle	Dispute between employee and supervisor
11/04/97	9:35 AM	Faculty Club	Terminated employee made threats
11/05/97	11:59 AM	Grad B Tower	Unwanted phone calls received
11/05/97	4:06 PM	Nursing Ed Bldg.	Unwanted calls received
11/06/97	2:17 PM	100 Blk. 36th	Male took currency and fled

30th to 34th/Market to University: Simple Assaults—1

11/08/97	3:12 PM	Franklin Field	Spectaguard struck by male
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Outside 30th to 43rd/Market to Baltimore: Robberies (& Attempts)—1

11/08/97	6:22 PM	44th & Market	Complainant robbed by unknown suspect
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Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly Conduct—4

11/03/97	7:51 PM	Stouffer Triangle	Person refusing to leave area/cited for disorderly conduct
11/03/97	8:39 PM	300 Blk. Sansom	Male stopped/became abusive with police/cited
11/09/97	6:05 AM	Warwick Dorm	Males in building knocking on doors/apprehended
11/09/97	3:00 PM	Children's Hospital	Male arrested after assaulting security sgt.

18th District Crimes Against Persons

6 Incidents and 1 Arrest were reported between **November 3, 1997**, and **November 9, 1997**, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

11/03/97	1:20 AM	3600 Market	Aggravated Assault
11/03/97	2:30 PM	400 48th St	Aggravated Assault
11/03/97	9:00 PM	4539 Sansom	Aggravated Assault
11/04/97	2:00 AM	4800 Spruce	Robbery
11/07/97	8:10 PM	4807 Chester	Robbery
11/08/97	7:00 AM	4220 Baltimore	Aggravated Assault/Arrest

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Almanac

Suite 211 Nichols House
3600 Chestnut Street, Philadelphia, PA 19104-6106
Phone: (215) 898-5274 or 5275 FAX: 898-9137
E-Mail: almanac@pobox.upenn.edu
URL: www.upenn.edu/almanac/

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ACTING MANAGING EDITOR	Libby Rosof
DESIGNER	Annette Earling
NEWS STAFF	Phyllis Holtzman, Kirby F. Smith, Sandy Smith

The Compass, Suite 210 Nichols House,
3600 Chestnut Street, Philadelphia, PA 19104-6106
Phone: (215) 898-1426 or 898-1427 FAX: 898-1203
E-mail: rosf@pobox.upenn.edu
URL: www.upenn.edu/pennnews/

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Participant-Observation in the Washington Semester

by Russell Riley and Jack Nagel

A time-honored principle of pedagogy holds that learning is enhanced when students engage in an unfiltered encounter with the natural or social world. This premise justifies laboratory research and field work as powerful complements to classroom interaction and library study. Since 1994, the College's Washington Semester Program (WSP) has offered experiential learning to students of politics. Undergraduates enrolled in the WSP spend an entire term in the nation's capital, devoting three days a week to an unpaid, government-related work assignment, and taking a common set of courses offered by Penn faculty residing in or traveling to Washington.

The core course in the Washington curriculum is largely devoted to training students to become participant-observers. Applying this anthropological technique to domestic political settings is less odd than it may seem, because in many ways the culture of Washington is exotic, with its own peculiar folkways and rituals, hierarchies, and incentive structures, as well as a unique language impenetrable to the outsider. Immersion holds promise of revealing to our students the mysteries of a culture at once alien and familiar.

Penn's WSP students have proved remarkably adept in getting themselves placed in prominent and interesting work sites, including committee and personal staffs on Capitol Hill, the White House, the Dole for President campaign, CNN, *Nightline*, the Children's Defense Fund, the Pentagon, and a host of other federal agencies. Participation at the workplace in itself serves an educative function, conveying valuable skills ranging from how to compose a professional memorandum to management of intra-office conflict. We do not, however, believe that advanced vocational training is a sufficient reason for the University to sponsor the temporary movement of our students into the political arena. Although the internship is required of WSP students, the program gives no academic credit for workplace participation *per se*. Instead, it requires that students demonstrate the intellectual value of their experiences. WSP teachers must therefore help them become informed, critical, and insightful observers of American political life.

Accomplishing these objectives is no mean feat, because we are usually working against a powerful countervailing force: workplace partisanship—not in the narrow sense of commitment to Republican or Democratic advantage, but rather the tendency we all have to become partisans of the institutions with which we are affiliated, to make biased judgments based on where we sit. Such impulses are especially strong in young, enthusiastic workers, who want to make a favorable impression on supervisors who might provide paid jobs or crucial letters of recommendation after the term ends.

The program counters such impulses in two main ways. First, the shared classroom experience helps students achieve a measure of critical distance from the workplace. Here we actually aspire to offer an ivory tower, a refuge of rationality in a setting not always

hospitable to it. (Of course, the usual ivory-tower dangers of hyper-abstractness do not obtain when the student's real-world anxieties are just a Metro ride away.) Those who import workplace biases into the classroom are subject to gentle correctives, not only from professors but also from fellow students who have been alerted to both the benefits and hazards of immersion in the political world. We know we have established the appropriate classroom culture when a student begins her comments with the disclaimer, "I may be 'going native' here, but..."

Second, the Washington Semester features an array of original research options that require our students to exploit primary sources not readily available in Philadelphia. Some pursue interview-based research, questioning people at the workplace or using connections developed there. One such student interviewed representatives of competing Cuban-American interest groups in order to develop an insightful analysis of their influence on American policy. Others take advantage of written resources at the workplace, such as internal records or confidential studies unavailable to outsiders. For example, a student content-analyzed incoming White House correspondence in search of patterns in popular perceptions of the presidency. Still others find useful material in Washington's mountains of archives. This semester, history Professor Marc Trachtenberg is sending his students into such sources as the National Archives and the records of the Holocaust Memorial, to awaken them to the complexities of historical research. In each case, the writing project imposes on the student the need to

reflect carefully on the evidence Washington affords, and to analyze it according to high standards of research under close faculty scrutiny.

The results have been gratifying. In each of the last two years, prize-winning senior honors theses in American politics originated in their authors' Washington semesters, as did four articles published in *Sound Politicks*, the journal of the political science honor society. Moreover, the work of some WSP students has been published by in-house organs in Washington, testifying to the value their contributions have for employers. Program alumni have developed an enviable record of subsequent performance, which many attribute to their experience in the Washington Semester.

In part, these successes are a function of scale. WSP enrollment is limited to no more than twenty students per semester, so our students receive the kind of one-on-one attention that is not always possible on campus. Nevertheless, direct experience within the capital community remains the central distinguishing feature of the Washington Semester. What students can discover there about the nation's political life is no more replaceable than what their undergraduate colleagues in biology or astronomy are discovering through microscopes and telescopes. It is the thrill of the direct encounter that, we hope, will spark in these students the intense, enduring enthusiasm for learning that ought to be at the center of a Penn education.

We know we have established the appropriate culture when a student begins, "I may be 'going native' here, but..."

The Talk About Teaching series is a joint project of the College of Arts and Sciences and the Lindback Society. Dr. Riley, a lecturer in political science, teaches the core seminar of the Washington Semester Program and is its on-site associate director. Dr. Nagel, a professor of political science, is director of the program.