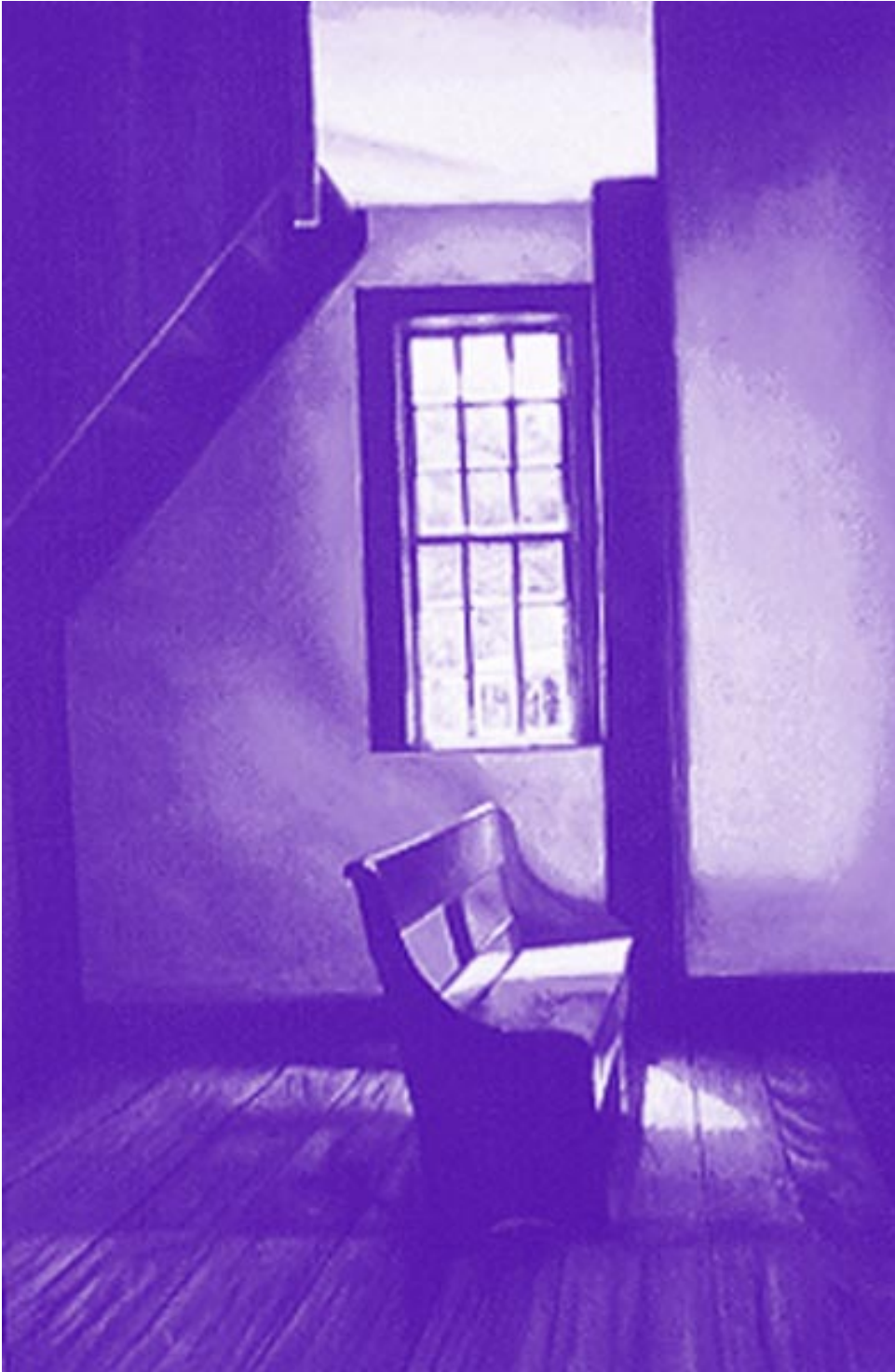


# UNIVERSITY of PENNSYLVANIA *Almanac*

Tuesday,  
December 9, 1997  
Volume 44 Number 15



Sometimes he wins teaching awards, like this year's Lindback Award, and other times first prizes in art shows, like the recent AMA's. He is Dr. Bennett L. Johnson, Jr. (right), professor of dermatology and vice chair of his department; associate dean of graduate medical education and minority affairs at PennMed; and since his residency days a highly praised painter who can evoke the human condition not only in his portraits and street scenes but in quiet interiors like *The Meeting-house*, above. His one-man show is at the Faculty Club's Burrison Gallery, through December 30.

## Interim Provost: Dr. Wachter

Dr. Michael Wachter, Deputy Provost since 1995, has been named Interim Provost effective January 1.

"Before the holidays I will announce the formation of a committee to conduct a nationwide search for a permanent replacement for Stan Chodorow, who will step down as Provost at the end of this month," said President Judith Rodin. "While the search is underway, I know Michael will do an outstanding job as Interim Provost."

(More on Dr. Wachter: page 3).

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## News in Brief

### After *Compass*: *Pennsylvania Current*

A special preview issue of *Pennsylvania Current*, a new publication from the Office of University Relations, will debut December 10, and it will commence a bi-weekly publishing cycle January 14.

The new tabloid-size, eight-page newspaper evolved from *The Compass* features, which will no longer appear in *Almanac*. *Pennsylvania Current* will feature the latest in news and information, personality profiles, calendar highlights, and guest opinion and perspectives, according to Libby Rosof, the *Compass* managing editor who will edit the new *Current*. The *Current* will become a weekly publication in September 1998.

— Kenneth J. Wildes, Director of University Communications

### From the Almanac Advisory Board

The Administration informed the Advisory Board over the summer that they intended to cease publishing *The Compass* features section and to launch a new stand-alone publication. The Board assented upon receiving assurances that

(1) *Almanac* will continue to be the source of record, news and opinion for the University community, and will be supported in that role; and

(2) Unless and until some other vehicle for its widespread publication becomes available, the Job Opportunities section, perhaps in a somewhat more concise format, will continue in *Almanac*.

(That section is presently scheduled to continue at least through the January 13 issue.)

— Martin Pring, Chair

### Trustees: December 12

The December Stated Meeting of the Trustees' Executive Committee will be held Friday, December 12, from 2:30-3 p.m. in the Rhoads Conference Room, First Floor, Jonathan E. Rhoads Pavilion (36th Street below Spruce). Observers may indicate their plans to attend by calling Jason Horger in the Office of the Secretary, 898-0412.

### Composition of Special Consultation Committee

The Steering Committee of University Council has decided on the composition of the Special Committee on Consultation called for in the November 5 special meeting of Council, President Judith Rodin announced at Council Wednesday.

Each Council constituency will make its own appointments—one member each by the UA, GAPSA, PPSA and A-3 Assembly; two by the Administration; and three by SEC. Two of the three Senate appointments have been made (Professors John Keene and Lynn Lees). The A-3 Assembly will be represented by its chair, Donna Arthur, and the UA has chosen Bill Conway, C '00. The full committee will be announced on selection of the remaining members.

## 21st Century Project: Dr. Steinberg as Interim Director

As Interim Director of the 21st Century Project, Provost Stanley Chodorow has appointed—effective immediately—Dr. Stephen Steinberg, a longtime member of the President's Office who is also executive director of the Penn National Commission on Society, Culture and Community.

While the search continues for a permanent director—with a target of filling the position within the next six months—Dr. Steinberg will coordinate the projects, individuals and groups relevant to the project, which is a major academic initiative of the *Agenda for Excellence* touching on all aspects of the undergraduate experience at Penn. He will also serve as the representative on the Council of Undergraduate Deans and work closely with students who are directly involved with 21st Century initiatives.

Dr. Steinberg will continue as executive director of the PNC.

"As Penn continues to implement the 21st Century Project, it's essential that we have a committed and experienced administrator lead the project," said Provost Stanley Chodorow. "Dr. Steinberg has rich experience and expertise with undergraduate education. He has a love of higher education, in general and of Penn, in particular. During this interim period he will work closely with the undergraduate deans and schools, the Residential Advisory Board, and 21st Century Project Undergraduate Advisory Board, to make sure the 21st Century initiatives will thrive."

A specialist in 20th century European philosophy, Dr. Steinberg was awarded the bachelor's degree with distinction at the University of Michigan. He earned his Ph.D. from Penn in 1989 after receiving master's degrees from the New School for Social Research (in philosophy) and Columbia University (in journalism). He is now an adjunct faculty member in philosophy, with teaching and research interests in the philosophy of nationalism; phenomenology, existentialism and postmodernist thought; psychoanalysis; and contemporary issues in higher education.

As an administrator and teacher at Penn since 1978, Dr. Steinberg has worked with faculty, students and administrators on a wide range of matters, including undergraduate education, doctoral education, campus issues and policies, and national educational issues. He also has broad experience in curriculum development and student advising. "I'm delighted to have the opportunity to renew my long-standing work relationship with the Provost's office and the undergraduate schools," Dr. Steinberg said. "I am particularly looking forward to working with students, which has always been one of my greatest pleasures as an administrator. Working with students on undergraduate education only doubles the excitement."

## Review of Student's Athletic Eligibility

A four-member committee at the University of Pennsylvania will "investigate all relevant facts and circumstances concerning the alleged academic ineligibility" of a Penn football player who participated in the 1997 season, according to an announcement made December 3 by Provost Stanley Chodorow.

Dr. Chodorow named Dr. Peter J. Hand, professor of anatomy in the department of animal biology in the School of Veterinary Medicine, to chair the committee with Dr. Bernard Lentz, director of institutional research and analysis, and Dr. Wayne L. Worrell, professor of materials science and engineering, as members. Debra F. Fickler, associate general counsel, will serve as an *ex officio* member of the committee.

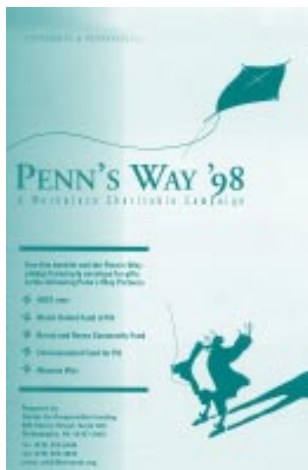
Provost Chodorow said that the committee also has been asked to review the Department of Recreation and Intercollegiate Athletics' systems for monitoring student eligibility, its practices in dealing with eligibility issues, and its specific actions in this case.

The committee began its investigation on December 3 and is expected to complete its work in seven to 10 days.

**Ed. Note:** Coverage of the matter described above began in the *Philadelphia Inquirer* November 27, 1997, and continued there and in other media including the *Daily Pennsylvanian* of December 2-5. An exchange of letters on the topic appears in Speaking Out on page 6 of this issue.—K.C.G.



Dr. Steinberg



## Penn's Way '98

By now, faculty and staff should have received their materials for this year's Penn's Way campaign: booklets from both the United Way of Southeastern Pennsylvania and the Center for Responsible Funding with pledge forms and return envelopes. Those who still need forms or who have questions may call Barbara Murray at 898-1733. Responses are requested by December 19.





### Interim Provost: Dr. Michael Wachter

Dr. Michael Wachter, who takes office January 1 as Interim Provost, is a nationally known scholar in law and economics who joined Penn as assistant professor in 1969 with his B.S. from Cornell and M.A. and Ph.D. from Harvard. Since that time he has become Professor of Economics, Management and Law; Director of the Institute for Law and Economics (since 1984); and Deputy Provost (since 1995).

He is the author or co-author of scores of articles, papers and books in his field, and has held numerous noteworthy research positions including Senior Advisor to the Brookings Panel on Economic Activity and member of the National Council on Employment Policy, and Research Associate for the National Bureau of Economic Research.

## Trammell Crow: Offers to 80%...Some Jobs Return to Penn

Trammell Crow has offered positions to 83 members of the Facilities Management and Residential Operations staff, Executive Vice President John Fry said Sunday. In addition, 39 positions were offered to University City Associates staff, bringing the total number of Trammell Crow job offers to 122, or 80% of the 152 people who interviewed. The actual percentage of jobs offered well exceeded the 70% target to which Trammell Crow was contractually obligated, Mr. Fry added. The offers were sent to staff members' homes as part of a schedule Mr. Fry had announced at the University Council last Wednesday, where checkpoints were:

- December 5, all affected staff to be given notices of discontinuation of position.
- December 6, those receiving job offers to be notified of the offers at their homes.
- December 8, Human Resources to begin individual meetings with those not offered positions, to counsel them on pay continuation, available inplacement and outplacement services, and benefits under the Position Discontinuation policy adopted in 1995\*.
- By December 12, those who received offers to accept or decline the positions offered.
- December 17 and 18, individual meetings to be facilitated by HR for any staff who elect not to accept the Trammell Crow offer; again, they will be counseled on pay continuation, inplacement/outplacement services, and Position Discontinuation benefits.

In a refinement of numbers announced in October—which had indicated a total of 175 to 180 would be affected—Mr. Fry said the total affected is now 160, of whom 126 came under facilities management and residential operations and the remainder under University City Associates, which is already administered by Trammell Crow. The change in total numbers of staff impacted was the result of removing about 20 functions in housing services from the Trammell Crow contract, he said, because they were deemed to be more student service functions (e.g., room assignment).

Of the 126 University positions impacted, 104 people were interviewed. The remaining 22 included some chose not to interview, but in other cases included posts for which a decision had been made to keep the function within the University. Such ongoing functions include:

- A small organization of 12 to 15 people will carry out strategic facilities planning in certain areas, such as the campus master plan, and will oversee and administer the Trammell Crow contract. For this organization a senior officer to be named, along with a capital planning position, and contract management and financial administrative posts along with various support positions. Four present University members have so far been named to positions in this new unit. *Titus Hewryk*, former director of facilities planning, becomes University Architect, with *James R. Mann* providing graphic design and support. *Juan Suarez*, who has been associate director of utilities and engineering, becomes University Engineer, with responsibility for planning of the long-term utilities infrastructure, establish University-wide standards and interface with Trammell Crow on conformity with those standards; and *Nanette McAdams*, who has been office manager of facilities management, continues in her present role with the new organization.
- Fire and Occupational Safety, which had been part of Physical Plant, will continue in its entirety as University sub-unit, though its reporting lines are still to be determined.

**Revised Turnover Date is April 1:** At Council, Mr. Fry said the transfer of Facilities Management has been moved from March 1 to April 1 “for a smoother transfer of services and staff,” and that a new structure for delivery of services is being developed. “Right now,” he said, “services are delivered through functional departments—a maintenance department, a housekeeping department, a grounds department. We’re rethinking that and organizing services basically around the clients—the schools, the centers and the residences—and we’re designing physical geographies or zones in which to deploy people.” Facilities managers will be assigned responsibility and accountability for groups of buildings, and will be increasingly housed in the field for closer client contact and teamwork, he said.

Mr. Fry also described a comprehensive set of monitoring operations for Trammell Crow performance, including the monitoring of staff turnover. He then presented information on other University operations that are now in progress—including food services, research administration support, purchasing, telecommunications, and staff skills development. A report on these initiatives is scheduled for publication.

**State of the University:** Also being prepared for publication is Council’s December 3 highlight, the Provost’s State of the University report, which drew prolonged applause as Dr. Chodorow sketched plans and progress in undergraduate living and learning. The President and leaders of Faculty Senate and staff and student constituencies praised Dr. Chodorow at his final Council meeting as he leaves the University December 31.

\* Last published in *Almanac* 12/5/95, this document was revised effective October 17, 1997, and is on PennNet at [http://www.upenn.edu/hr/penninfo-new/Position\\_Discontinuation\\_and\\_Staff\\_Transition\\_628.html](http://www.upenn.edu/hr/penninfo-new/Position_Discontinuation_and_Staff_Transition_628.html).

## Revisions in Benefits Tax Data

Recently, some changes in data regarding Penn faculty and staff benefits taxation came into effect. Please note the following revisions as they affect you. For additional information, contact your individual benefits administrator.

### A. To Participants in the Basic and/or Supplemental Tax-Deferred Annuity Plans

The maximum deferral limit of \$9,500 in 1997 will be raised to \$10,000 effective January 1, 1998. This limit refers to the maximum amount of pretax salary that you may legally defer into your Tax-Deferred Annuity Plan(s) in a given calendar year. This does not take into account any individual maximum exclusion allowance or catch-up provision that may apply to some participants.

Please contact your benefits counselor if you have any questions regarding this change.

### B. To Participants in the Pre-Tax Health Care and Dependent Care Expense Accounts

A notice was issued late this year by the state of Pennsylvania exempting the following from state income tax retroactive to January 1, 1997:

- (1) Contributions to pre-tax health care spending accounts; and
- (2) Medical and dental premiums.

This change does not affect dependent care account contributions which remain taxable.

Any state taxes overwithheld as a result of this change may be claimed as a refund when you file your 1997 personal income tax return. The 1997 W-2 information, which will be released by the Payroll Department at the end of January, 1998, will reflect your appropriate taxable compensation for Pennsylvania personal income tax purposes as well as the actual tax withheld.

### C. To Group Life Participants Affected by the IRS Imputed Income

The December payroll (for monthly paid employees) or the December 12 payroll (for weekly paid employees) will reflect the IRS imputed income on the following life insurance coverage:

Prior to June 30, 1997—Your coverage over \$50,000 or Dependent Life insurance on your spouse or children.

July 1, 1997 and later—Your basic coverage over \$50,000.

Applicable city and FICA/Medicare taxes will also be withheld.

—Division of Human Resources

## Reminder: Holiday Break

After the December 16 *Almanac*, the next regularly scheduled issue is January 13. Staff will be on duty to assist contributors except during the closing December 25 through January 2.—Ed.

## More on the Intellectual Property Issue: Questions and Answers About Copyright

In my column in the [October 7 issue of \*Almanac\*](#) I brought to your attention the matter of ownership of intellectual property. I attempted to provide you with a brief history of the matter here at Penn, and to present some of the issues and dilemmas on ownership of various forms of intellectual property which will form a good part of the debate during the course of this academic year. You will recall reading that in March of 1997 Provost Chodorow asked that deans of each of the twelve schools submit to him their considered judgment on matters pursuant to the development of an updated University policy on intellectual property. (Since the original date on which school reports were due at the Provost's Office was adjusted forward from April 1997 to November 1, 1997, and then further extended to December 1, 1997, reports are just now beginning to reach the Provost's Office.)

I have requested copies of the school reports from the Provost, and the subcommittee on intellectual property of the Senate Committee on the Faculty is charged with examining them. They expect to forward a recommended faculty response to the Senate Executive Committee (which I hope will be ready for publication in *Almanac* in April).

In the interim, constituency members of SEC at the November meeting informally reviewed miscellaneous faculty reactions to my column. The range of responses came from those who were well informed on the issues to those who became aware of the intellectual property matter for the first time. Since a goodly number of individuals were from the latter group it was a concern of the SEC that more specific information be communicated so as to promote a well informed faculty. Toward that end, they requested that I frame a number of questions and answers. Today, I focus questions on the matter of copyrights, an area less familiar to most than are patents and trademarks. Robert Gorman, Kenneth W. Gemmill Professor of Law, most graciously agreed to take the more difficult role of respondent, for which I thank him enormously—grateful for our “in-house” expert. (He is also chair of the Intellectual Property Committee of the AAUP.)

I trust my questions and Professor Gorman's answers which appear below will offer us a beginning common base from which to proceed with further inquiry, individually and collectively.

### Questions and Answers on Intellectual Property

#### 1. *Q. What is intellectual property?*

A. Intellectual property is the short-hand term that is used to denote legal rights in products of the mind. This embraces the fields of copyright, patent, trademark, trade secrets, unfair competition, and other legal labels. Each field is quite distinct in many important respects.

#### 2. *Q. What is copyright?*

A. Copyright is the term for the bundle of rights given initially to the author of a work of literature, music, or art. Included are rights of reproduction; translation, abridgment and revision; the right of public distribution; and public performance and display.

#### 3. *Q. Is there a range of covered works?*

A. Yes, and it is very wide. It embraces not only scholarly books but also private letters, computer programs, information and directories, motion pictures and other audiovisual works in a variety of tangible forms in which the work assumes shape, e.g. print, canvas, and even probably electronic impulses coursing through a computer.

#### 4. *Q. Do I need to register a copyright?*

A. Contrary to popular belief, copyright protection comes into existence as soon as a work is fixed in such a tangible medium. Thus, while there are some benefits, there is no need to use a copyright notice or to register the work with the copyright office.

#### 5. *Q. Why has a casual interest in copyright changed into a strong interest taken by universities in the last decade or two?*

A. This interest is a direct by-product of high technology, in particular the digital computer. While it has been 207 years since our first national

Copyright Act was enacted by the first Congress, there exist fewer than a handful of reported court decisions on the question as it relates to the professor or the university. When, however, science faculty created computer programs that often had some significant economic value, university interest peaked since economic rewards might no longer be meager.

#### 6. *Q. Just how did the computer program change the operating assumptions?*

A. In two respects. First, a more sizable proportion of them were potentially remunerative; and second, they looked very much like “inventions” which traditionally resulted in some form of shared ownership by the university and the faculty inventors.

#### 7. *Q. Is this what spurred the University interest in developing new intellectual property policies that might assimilate computer programs to patented inventions?*

A. I believe so. Computer programs are eligible today—with respect to different elements—to both copyright and patent protection. Thus, in an assimilated policy, the University can more comfortably lay claim to a share of the economic reward.

#### 8. *Q. Clearly, multimedia work appears to hold unlimited potential. Yet, its creative fusing of the traditional media of text, sound, and still images and moving images needs financial support. Do not universities sometimes play this entrepreneurial role investing in development and marketing in order to become “bit hitters”?*

A. This fairly recent technological development has frequently led to increased university participation in both technical production and resulting royalties. It has therefore emboldened the University even further in their claims of intellectual property ownership more generally. Thus, because of this pedagogical and remunerative potential of multimedia, many universities have engaged their faculties in deliberations that go to the root of copyright policy and ownership. Once this is the case for multimedia, it is almost inevitable that universities will apply their logic to other individual media.

#### 9. *Q. What is “work for hire”?*

A. If a marketing director for an automobile manufacturer writes text and takes photographs and combines them in an advertising brochure, copyright is owned by the company. It is said that the brochure was prepared by an “employee” within the “scope of employment”. Thus, the company can discard the brochure, can edit, revise or translate it, and can decide when and how to release it to the public.

#### 10. *Q. Does “work for hire” apply to university faculty?*

A. Some universities assert copyright ownership in faculty works that are authored with the use of university facilities or materials, such as books and computers. But such a claim has no tenable basis in law.

#### 11. *Q. What is the position of the courts on faculty scholarship or teaching materials as “works made for hire”?*

A. There have been very few court decisions on this matter.

#### 12. *Q. The assumptions and practices of the academic community hold that faculty authors own copyright in their works. What is the position of the courts?*

A. Almost all state clearly that these traditional practices control, and that none of the Congressional revisions in the Federal Copyright Act (most recent and comprehensively in 1976) were meant to abrogate those practices.

#### 13. *Q. Professor Gorman, do you hold a professional view on this question?*

A. It is important to understand that the “work made for hire” situation involves a work that is meant to advance the interest of the employer and to be viewed as representing the views of the employer, and therefore to be accountable to the higher-ups in the corporate hierarchy. Therefore, to treat faculty writings as “works for hire” would affront in the most

fundamental way the very basic tenets of academic freedom. Professors in their writing and teaching are understood to be espousing their own views. Professors are dedicated to the public interest in the spread of knowledge and understanding. University ownership of works that an individual is specifically directed to create, e.g. report of a dean or department head, or chair of a faculty committee, are exceptions to what must clearly be a rule of faculty ownership.

14. *Q. If the University were to be deemed "owner" of the "work for hire", would faculty still be in an exclusive position to e.g. determine what book publisher or scholarly journal to place the work with, freely edit and revise it, decide upon a translator or popularizer, decide whether and how to adapt it for television?*

A. No.

15. *Q. If the University were to moderate its claim so as to be a "joint" copyright owner along with the faculty member, would that result in any significant limitations upon the rights of the faculty member?*

A. Both University and faculty would have non-exclusive rights as co-owners. They might act cooperatively or competitively. For example, either one could rush into print first, decide when and where to publish, and award to all sorts of people permission to prepare translations, abridgments, new editions and the like.

16. *Q. This sounds like we may be addressing issues of academic freedom. Is this the case?*

A. Obviously. These examples demonstrate we are at the very heart of the concept of academic freedom.

17. *Q. Do you believe the above observations concerning faculty ownership of intellectual property to be as pertinent in the age of the computer as in the age of the quill pen?*

A. I believe that there must be thoughtful adaptation, but wholesale departures are not warranted. The adaptation should probably be in connection with certain new kinds of educational products developed principally by the university—but at university instigation and with exceptional university resources. For example, the Wharton School could recruit and pay separately for the services of its faculty members to develop a CD-ROM package to sell to corporations. They would also market and sell it and pay for auxiliary services. Faculty would be participating outside the scope of their designated employment.

18. *Q. Can faculty assign a copyright to the University?*

A. Authors are always able, by explicit contract, to convey their copyright. The University in the CD-ROM situation just described could also claim to own the copyright under a second branch of the "work for hire"—when a person has commissioned another to prepare a work, when the work falls within certain statutory categories (including audio-visual works and instructional texts), and when the parties enter into a signed agreement that stipulates that the work is one that is made for hire.

19. *Q. Do we need to revisit the copyright doctrine?*

A. Yes. But only to the extent that the new multimedia technologies, allied with new approaches to pedagogy, have afforded the University the opportunity to play an unaccustomed role in the copyright marketplace—as a producer, director, coordinator and publisher of the creative product. In these extraordinary circumstances, and in others in which contracts are made and rights expressly transferred (such as with corporate or government-sponsored research), the University has a legitimate claim to a piece of the copyright pie.

20. *Q. Professor Gorman, apart from the situations described in the response to the question just above, do you believe there is a governing principle on copyrights?*

A. The governing principle underlying copyright is that society will be enriched by the production of creative works, for which ownership and financial rights must be given to authors. In the academic world, this principle is reinforced by that of academic freedom, as explained above. Both of these principles point toward giving to faculty members the copyright in their scholarly works and in their works prepared for the classroom.

In closing, as we begin the process of updating University policy on intellectual policy it is important to bear in mind that the issues are complex and need serious deliberation. A number of issues must be considered from several of points of view. Tradition has held that ownership of intellectual property is an assumed condition at a University as is the right to academic freedom in carrying out the faculty post. Yet research and inquiry bring advances in developments and with it new wrinkles in addressing old categories. For example, with the development of new and different types of software, the traditional dichotomy between patents and copyrights began to break down heralding a new period of necessary sophisticated analysis. At present, we approach this new inquiry. As we do so, while admittedly we cannot envision the extent of the financial rewards new technologies can bring, it may be helpful to keep in mind findings from a 1980 study by Louis Girifalco, University Professor of Materials Science and Engineering, which disclosed that revenues from patents brought relatively little income. (Of course, as Professor Girifalco reminds us, there can be some "big hitters.")

Now we approach a period of inquiry. The Faculty Senate looks forward to a consultation process where our most knowledgeable faculty will join in the deliberations and in developing recommendations for the new policy.

Vivian Center Seltzer, Chair of the Faculty Senate

## SENATE From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules. Questions may be directed to Carolyn Burdon either by telephone at 898-6943 or by e-mail at [burdon@pobox.upenn.edu](mailto:burdon@pobox.upenn.edu).

### Agenda of Senate Executive Committee Meeting Wednesday, December 10, 1997, 3-5:30 p.m.

1. Approval of the minutes of October 29, 1997
2. Chair's Report
3. Past Chair's Report on activities of the Academic Planning and Budget Committee and on the Capital Council
4. Informal discussion with President Rodin
5. Faculty liaisons to the Trustee Committees on External Affairs, Ted Hershberg and Rebecca Maynard; and Student Affairs, Helen Davies and James Laing
6. Selection of chair of Senate Nominating Committee
7. Selection of the Senate Committee on Committees
8. Informal discussion with Provost Chodorow
9. Open discussion on criteria for new Provost
10. Selection of five faculty members to serve on the University Council Committee on Committees. The Faculty Senate chair-elect serves as a voting *ex-officio* member.
11. Subcommittee on Retirement & Benefits of Committee on the Faculty. Request for discussion and possible action.
12. Other new business and general questions
13. Adjournment by 5:40 p.m.

## SEC Session with Ernst Benjamin

On December 16 Dr. Ernst Benjamin, associate secretary of the National AAUP, will give a talk on the *Changing Nature of the Academic Profession: Consequences for Academic Tenure & Governance*, at 2 p.m. in Ben Franklin Room, Houston Hall, sponsored by the Senate Executive Committee.

Members of the University are invited to the talk, which will be followed by a reception for SEC members; for information telephone the Senate Office at 898-6943.

## Death of Dr. Wallace Clark

At presstime *Almanac* was advised of the death of Dr. Wallace H. Clark Jr., the world-renowned skin pathologist who devised the first widely used method for assessment of melanoma.

Dr. Clark, who was a professor here from 1978 until he retired in 1991, died on November 28 at the age of 73, at his home in Kennebunk, Maine. He is survived by his wife, Patricia; two sons, Wallace H. 3rd and James M; four daughters, Anne Richeson, Carol V. Clark, Kristin Vaccaro and Kate Cassorla; a brother, a sister and nine grandchildren.



# Speaking Out

## On the Athletic Eligibility Issue

*The letter below was sent last week to President Judith Rodin with copies to Dr. Robert Rescorla and Dr. Kenneth Shropshire, and to Almanac for publication. Below right, the Provost responds on the President's behalf, and at far right Dean Rescorla comments.—Ed.*

Dear President Rodin:

We are writing to convey our concern and disappointment over the University's handling of the events which gave rise to the news stories, *Bid to Keep Penn Star Eligible is Blasted* and *Penn Cancels Special Class for Athlete*, which appeared in the November 27 and November 28 issues of *The Philadelphia Inquirer*. We are concerned that certain members of the University community chose to take a matter involving a student into the public arena before there was a University hearing about the issues of the case. We are disappointed that once the matter became public no representative of the University's administration went on record to say that Professor Kenneth Shropshire's decision was a proper exercise of his discretion as a faculty member, given the facts known to him at the time of his decision to offer the independent study.

Our first concern—that the privacy of the student, Mitch Marrow, was undermined by the University and faculty—is based upon our understanding of our role as mentors and our responsibility to protect students' rights and ensure their intellectual development. The University's decision to make a matter regarding the conduct of a student public violates this fundamental responsibility of faculty members to students and in this case puts an academically vulnerable student at great risk for public humiliation.

Our disappointment about the University's actions also houses a concern. As faculty members, many of us have on numerous occasions allowed students to take independent study courses, a matter generally within the discretion of the faculty member who is willing to assume the responsibility for providing academic guidance. So far, the University has not acted definitively to support and vindicate Professor Shropshire.

Dean Rescorla's disallowing the course and his decision to launch an investigation leaves open the inference that Professor Shropshire acted improperly and outside his discretion as a faculty member. The University had an obligation, we believe, to state in

a timely and public manner that Professor Shropshire acted appropriately and properly.

We choose to write now because unless the administration steps in, it is possible that this incident could have far-reaching implications for students and faculty throughout the University. It could lead to a double standard in which some faculty members are considered "more equal" than others. It is also unfortunate in that the handling of the situation gives the impression that the University is willing to expose students and colleagues to the glare of public approbation before the issues are examined fully within University guidelines.

— Howard Arnold, *Social Work*  
— Houston Baker, *English*  
— Herman Beavers, *English*  
— Helen Davies, *Medicine*  
— Vivian Gadsden, *Education*  
— Antonio McDaniel, *Sociology*  
— Howard Stevenson, *Education*  
— Peter Vaughan, *Social Work*

## Response from the Provost

President Rodin asked me to respond to your letter regarding Professor Kenneth Shropshire's role in the establishment of a Penn student's eligibility to play varsity football. I have appointed the committee investigating this matter and I am responsible for seeing that the investigation of the eligibility issue is carried out properly.

First, let me say that I agree with you that the public statements about this matter have been unfortunate, because they have distorted the story and revealed confidential information about the academic record of a student. The University administration has spoken publicly only to state that it is carrying out a proper investigation of the matter. We will not speak about the substance until we have received the report of the investigative committee and prepared a report to the Ivy League and the NCAA. At that time, I will report to the University, within the limits of what I am permitted to say about an individual student.

Second, you defend Professor Shropshire's right to offer an independent study course and question the right of the Dean of the College to cancel it. I recognize both the faculty member's right to offer independent study courses and the dean's right to disallow the course in a particular semester because of administrative rules. I will not make a judgment about how those rights were exercised in this case until I have re-

ceived the report of the investigative committee.

I have a great deal of confidence in the probity of the committee and, with everyone else, await its report. I expect to receive it within one week.

—Stanley Chodorow, *Provost*

## Comment by Dean Rescorla

Since the authors generously shared their letter with me, I would like to comment on several issues that they raise about my involvement in this case.

First, I am not aware that anyone in my office has ever implied that Professor Shropshire behaved improperly. He supported a request to the College Office that one of our students be permitted to enroll in an independent study course well after the add deadline had passed. Although Dr. Frey originally approved that request, she also asked that I review her decision. I was uncomfortable enough with the level of detail provided in Dr. Shropshire's letter to phone him about the request. On the basis of that conversation, I decided that there was not sufficient academic justification for the College to waive its deadline for adding a course. I told Professor Shropshire that I intended to deny the request and suggested that instead the student enroll for the independent study for the Spring Term. He indicated that he was comfortable with that decision. This process of a faculty member's supporting a student request, followed by a review in the College office, is precisely how the decision about whether or not to waive a College rule should operate and does operate regularly.

Second, no further investigation of the matter was initiated by my office. The academic aspects of the case were clear and settled. As is proper in such cases, the decision to investigate the consequences for academic eligibility was made by the Provost.

Third, I am concerned that some readers may interpret my colleagues' letter as hinting that the racial identities of the parties influenced my decision to deny the request. I feel absolutely no need to defend my decision against such an interpretation. But it would be unfortunate if every decision that involves people of different racial groups becomes an occasion for third parties to infer racial bias. This would be sure to destroy the collegial atmosphere that is essential to the functioning of this and every university.

— Robert A. Rescorla  
*Dean, The College*

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

## Corrections to November 18 and 25 Issues

**November 18:** In discussion of the Bookstore Report, Dr. David Ludden was incorrectly called former chair of Southeast Asian studies but, he notes, "the fact is that I chaired the *Department of South Asia Regional Studies* from 1992 to 1995, when Rosemary Stevens was SAS Dean and we had an exchange concerning her claim that the University 'is a business, after all'." *In Compass that week:* The correct address of the LGB Center is 3537 Locust Walk, not 3539 as printed, and the program is for *Sexual Identity Issues*, and not Gender Issues as stated in the headline.

**November 25:** Houston Hall's holiday hours as listed in *Almanac's* December at PENN calendar (November 25) were incorrect. The correct schedule for Houston Hall's hours of operation are as follows:

Closed December 20, 21, December 25-January 4, and January 10.  
December 10-18, *Open 24 Hours for Studying.*  
December 12, 13 building closes at 12 a.m.  
December 19, 22, 23 and January 5-9, 7:30 a.m. - 7 p.m.;  
December 24 TBA call 898-5552. Resume normal hours January 11.

## Fellow Members of the Penn Community,

After a series of productive discussions with the various interested parties (including the Penn Consumers Alliance and the University City Vendors Association), the University has drafted a revised vending ordinance (*complete text below, followed by map*) to City Councilwoman Jannie Blackwell for her review and consideration.

We are extremely grateful to all those who participated in the recent six-month-long process of revising this draft legislation, and would particularly like to acknowledge the valuable input provided to us by the leadership of the Penn Professional Staff Assembly; the A-3 Assembly; the Undergraduate Assembly; the Graduate and Professional Student Association; the Penn Faculty and Staff for Neighborhood Improvement; and the Senior Executive Council.

Sometime after the beginning of next year, it is expected that City Council will consider this proposed legislation in conjunction with a process that will include public hearings, at which time interested individuals will have the opportunity to comment on the specifics of this bill.

Over the years, vending has played an important and valued role in campus life here, and we believe that the proposed legislation strikes the proper set of balances that will allow vending to remain a vital presence in the midst of our other efforts to improve the educational, residential, business, and retail environments here in University City.

—Carol A. Scheman

Vice President, Government, Community and Public Affairs

## An Ordinance (Draft of the Proposed 'Vending Ordinance')

Amending Section 9-206 of The Philadelphia Code, entitled "Sidewalk Vendors in Neighborhood Business Districts," by designating University City (the area in the general vicinity of the campus of the University of Pennsylvania in West Philadelphia) as a neighborhood business district in which sidewalk vending is regulated pursuant to Section 9-206; and enacting special provisions regulating vending (both sidewalk vendors and street vendors) in University City; all under certain terms and conditions.

### THE COUNCIL OF THE CITY OF PHILADELPHIA HEREBY ORDAINS:

**SECTION 1.** Section 9-206 of The Philadelphia Code is hereby amended to read as follows:

#### **Section 9-206. Sidewalk Vendors in Neighborhood Business Districts.**

##### **(1) Definitions.**

(a) *Blockface.* One side of a segment of a street that does not extend beyond any intersection with another street, or portion thereof;

(b) *Neighborhood Business District.* An area within which sidewalk vending is regulated pursuant to this Section, which is designated pursuant to Subsection 9-206(10);

(c) *Sidewalk.* All that area legally open to public use as a pedestrian public way between the curb line and the legal house line of the abutting property;

(d) *Stand.* Any showcase, table, bench, rack, handcart, pushcart, stall or any other fixture, device or thing whatever which is used to display, exhibit, carry, transport, store, offer for sale, or sell any food, beverages, goods, wares or merchandise upon the sidewalk;

(e) *Sidewalk Vendor.* Any person who exhibits, displays, offers for sale or sells any food, beverages, goods, wares or merchandise from any stand while on the sidewalk;

(f) *Street Vendor.* Any person vending as defined under 9-203(1)(a);

(g) *Sidewalk Vendor Location.* A specified location within a permitted blockface that is designated and marked by the Department where sidewalk vending may occur;

(h) *Street Vendor Location.* A specified location within a permitted blockface that is designated and marked by the Department where street vending may occur;

(i) *University City Vendor Advisory Board.* The Board created pursuant to subsection 9-206(10);

(j) *Department.* Department of Licenses and Inspections.

(2) *Exceptions.* The provisions of this Section shall not apply to:

(a) The temporary placement of goods, wares, or merchandise on the sidewalk in the ordinary course of delivery, shipment or transfer;

(b) The placing and maintenance of stands and other display or sales devices for the sale, display or offering for sale of newspapers, magazines, periodicals, paperbound books, and the maintenance of lottery machines for the sale of the State Lottery as provided for by the State

Lottery Law;

(c) The display and sale of Christmas trees pursuant to a permit issued by the Department during the three (3) weeks prior to December 25;

(d) Sidewalk vending in Center City, which is regulated pursuant to Section 9-204 or sidewalk vending outside of a Neighborhood Business District, which is regulated pursuant to Section 9-205;

(e) Sidewalk vending by the owner or tenant of the abutting building that takes place within three feet of said building.

(3) *License.* It shall be unlawful for any person to engage in the business of a sidewalk vendor or a street vendor within a neighborhood business district without first obtaining a license pursuant to regulations established by the Department.

(a) All licenses issued under this Section shall permit the licensee to conduct licensed operations only at the vendor site designated in the license and assigned by the Department.

(b) Every license shall be non-assignable and non-transferable.

(4) *Identification and License Tags.* Each person or his or her employee shall, while engaged in the business of vending under this Section, carry a license on his or her person. In addition to the license, the Department shall issue a neighborhood vending tag for the specific Neighborhood Business District in which sidewalk vending may take place.

(5) *License Issuance and Renewal.* Licenses shall be issued and renewed upon payment of an annual fee of two hundred fifty (250) dollars and pursuant to regulations established by the Department.

(a) Licenses that are renewed shall permit the licensee to continue to vend from the same vendor site as designated in the license being renewed.

(b) Issuance of a license for a particular vendor site is not a guarantee that such vendor site will remain a permitted vending location for the duration of the license or any renewal periods. City Council may by ordinance remove a blockface from the list of designated blockfaces or reduce the number of vendor sites permitted on such blockface. If City Council removes a blockface from the list of designated blockfaces, vendors licenses from such blockface must apply to the Department for a new blockface. If

City Council reduces the number of vendors permitted on a blockface, the Department shall determine which vendor or vendors may no longer vend on such blockface, pursuant to the criteria set forth in subsection 9-206(6).

##### **(6) Vendor Site Selection Process.**

(a) Unless otherwise provided with respect to a particular Neighborhood Business District, applicants for vendor sites within a Neighborhood Business District shall be selected according to the number of years the applicant has conducted licensed vending operations within the Neighborhood Business District. The Department shall detail this process by regulation, including provision for lotteries to choose among applicants with equal seniority, and provisions for waiting lists.

##### **(7) Trash Removal and Clean Up.**

(a) Licensees are responsible for keeping the sidewalk within fifteen feet of their stands clean of all trash generated by their vending operations, and for washing the sidewalk in the area occupied by their stand in the manner and at frequencies specified by the Department by regulation.

(b) Licensees must take with them at the end of each day all trash, litter, garbage, refuse and waste, including but not limited to greasy cooking water, generated by their vending operations. No licensee may place or deposit any trash, litter, garbage, refuse or any other wastes generated by his or her licensed operations on the sidewalk, in any public receptacle, or on any private property without the express permission of the property owner.

##### **(8) Permitted Stand Designs and Required Stand Maintenance.**

(a) Licensed sidewalk vendors may only use stands that have been inspected and approved by the Department and in conformance with design regulations promulgated by the Department. Such regulations shall address the dimensions, structural materials, mobility, and other design aspects of the stands, with the purpose of protecting public safety and ensuring that stands are placed on the public rights-of-way and maintained in a neat, clean and orderly fashion, and ensure that all stands:

(.1) not exceed four feet in width, eight feet in length, or eight feet in height, such dimensions including all merchandise exten-

sions and coverings (provided that the regulations may create exceptions permitting merchandise extensions and coverings to be outside the dimensions of the stand if the public safety and pedestrian right-of-way are protected), but excluding trailer hitches and enclosed propane tanks located above the area occupied by such hitches;

(.2) have storage areas not visible to the public;

(.3) be capable of transporting all vendor's wares such that vendor can set up and break down the stand without placing any objects on the sidewalk or street beyond the four feet by eight feet allowable space;

(.4) be of materials that are durable and easy to clean;

(.5) have advertising and other signage limited to the name of the stand or items sold and listing of items sold and price; in lettering not to exceed prescribed size;

(.6) be readily movable by vendor;

(.7) for stands from which are sold prepared food, produce, flowers, or any other item or items which the Department by regulation designates as generating trash, provide, within the four feet by eight feet by eight feet permitted dimensions of the stand, or above the area occupied by a trailer hitch, at least a twenty (20) gallon capacity trash storage area; and

(.8) not be propelled by an internal combustion engine.

(b) The regulations promulgated pursuant to subsection 9-206(8)(a) shall include specific approved designs. If a licensee wishes to use a design other than one of those specifically approved by regulations, the licensee must submit the proposed stand design, in detail required by the Department, for the Department's approval under the criteria listed in subsection 9-206(8)(a).

(c) Once a licensee's stand design is approved, the Department will photograph the approved stand and no alterations or additions may be made without the Department's approval of the new stand design in accordance with subsection 9-206(8)(b).

(d) The Department shall also promulgate regulations requiring licensees to maintain their cart in clean and good working order so as to fulfill the purpose of this subsection, 9-206(8).

(e) Stands from which food or beverages are sold must also be in compliance with all applicable provisions of the Health and Fire Codes, including but not limited to Section 6- 301 of the Health Code ("Food Safety Certification").

(9) *Prohibited Conduct.* No vendor shall:

(a) conduct him/herself or his/her business in such a way as would restrict or interfere with the ingress or egress of the abutting owner or tenant, or in such a way as would create or become a nuisance or hazard to public health, safety or welfare, or increase traffic congestion or delay, or constitute an obstruction to adequate access to fire, police, or sanitation vehicles;

(b) leave any stand unattended on a sidewalk at any time;

(c) load or unload merchandise for a period exceeding twenty minutes;

(d) conduct licensed operations between eleven p.m. and six a.m.; and

(e) conduct sidewalk sales from a truck or park or maintain any truck in parking spaces adjacent to vendor site.

(10) *Designated Business Districts.*

(a) *Central Germantown Business District.* The area bounded by the east side of Baynton street, the west side of Wissahickon avenue, the

south side of Queen lane and the north side of High street. Within this district there shall be a maximum of fifty-five vendor sites permitted on the following blockfaces allocated as per regulations established by the Department.

(b) *University City District.* The area bounded by the north side of Lancaster avenue from 34th street to Powelton avenue and the north side of Powelton avenue from Lancaster avenue to 40th street, the west side of 40th street from Powelton avenue to Filbert street, the north side of Filbert street from 40th to 41st streets, the west side of 41st street from Filbert street to Baltimore avenue, the south side of Baltimore avenue from 41st to 38th streets, the west side of University avenue from Baltimore avenue to Civic Center Boulevard, the south side of Civic Center Boulevard, the south side of Convention avenue, the north side of South street from Convention avenue to 33rd street, the east side of 33rd street from South street to Walnut street, the south side of Walnut street from 33rd street to 3 1st street, the east side of 3 1st street from Walnut street to Chestnut street, the south side of Chestnut street from 31st street to 32nd street, the east side of 32nd street from Walnut street to Sansom street (vacated), the south side of Sansom street (vacated) from 32nd street to 33rd street, the east side of 33rd street from Sansom street (vacated) to Chestnut street, the north side of Chestnut street from 33rd to 34th streets, and the east side of 34th street from Chestnut street to Lancaster avenue.

(.1) Within the University City District a combined maximum of up to one hundred (100) locations, including locations for both sidewalk vendors (as defined in 9-206) and street vendors (as defined in 9-203), shall be designated for vending in the public right-of-way.

Vending shall be permitted on the following block faces subject to the limits specified below:

(A) the eastern side of 40th street between Locust and Spruce streets (up to five [5] street vending locations);

(B) the northern side of Market street between 39th and 40th streets (up to three [3] street vending locations and up to three [3] sidewalk vending locations);

(C) the western side of 39th street between Market and Filbert streets (up to two [2] sidewalk vending locations);

(D) the eastern side of 39th street between Market and Filbert streets (up to two [2] sidewalk vending locations);

(E) the northern side of Market street between 36th and 38th streets (up to three [3] sidewalk vending locations);

(F) the southern side of Market street between 36th and 38th streets (up to three [3] sidewalk vending locations);

(G) the northern side of Market street between 34th and 36th streets (up to five [5] street vending locations and up to three [3] sidewalk vending locations);

(H) the southern side of Market street between 34th and 36th streets (up to five [5] street vending locations and up three [3] sidewalk vending locations);

(I) the western side of 38th street between Sansom and Walnut streets (up to two [2] street vending locations and up to three [3] sidewalk vending locations);

(J) the western side of 38th street between Walnut and Locust streets (up to three [3] street vending locations and up to three [3] sidewalk vending locations);

(K) the western side of 38th street between Locust and Spruce streets (up to three

[3] street vending locations and up to three [3] sidewalk vending locations);

(L) the western side of 38th street between Spruce street and Baltimore avenue (up to two [2] street vending locations and up to three [3] sidewalk vending locations);

(M) the northern side of University Boulevard between Woodland avenue and 38th street (up to five [5] sidewalk vending locations);

(N) the northern side of Spruce street between 37th (vacated) and 38th street (up to seven [7] sidewalk vending locations);

(O) the northern side of Spruce street between 36th street (vacated) and 37th street (vacated) (up to seven [7] sidewalk vending locations);

(P) the southern side of Spruce street between 36th street (vacated) and 37th street (vacated) (up to six [6] sidewalk vending locations);

(Q) the public plaza area in front of the Civic Center Museum Building located at Civic Center Boulevard and Convention Center avenue (up to ten (10) sidewalk vending locations);

(R) the western side of Convention Center avenue between South street and the access road to the University Museum garage (up to three [3] sidewalk vending locations); and,

(S) the eastern side of 33rd street between a point located two hundred-and-fifty (250) feet south of the southeastern corner of 33rd and Walnut streets and another point located three-hundred-and-seventy-five feet south of the aforementioned corner (up to three [3] sidewalk vending locations).

Vending locations on the permitted block faces shall be designated by the Department, taking into account the restrictions set forth in (F) and (G) as well as the recommendations of the University City Vending Advisory Board.

Street and sidewalk vending shall be prohibited on all other block faces contained within the University City District.

(.2) The following special provisions shall apply only within the University City District, and these provisions shall supersede any conflicting general provisions set forth in this Section 9-206 or elsewhere:

(A) *Advisory Vending Board;*

(i) A University City Vending Advisory Board shall be created consisting of nine (9) members. The Mayor, in consultation with the District Councilperson, shall appoint as members two representatives of the vendor community; two representatives of non-profit institutions having at least 50 employees and whose principal offices are located in University City; three other persons who are members of the University of Pennsylvania's faculty, staff and student populations, as recommended by the University's President with suggestions made by the University Council; a representative of the business community; and a representative of neighborhood resident organizations. Neither of these last two members shall be formally associated with any of the non-profit institutions operating in University City, nor shall any of them be engaged in the business of vending. Members shall serve one (1) year terms.

(ii) In developing its recommendations to the Department, the University City Vending Advisory Board shall offer an opportunity for review and public



comment by any interested party.

(iii) The University City Vending Advisory Board shall have the powers and duties set forth in this Section, and any additional powers and duties conferred by the Mayor.

(B) The University City Vending Advisory Board shall develop and submit to the Department for its approval regulations devising procedures to choose among applicants for a particular block face or location, including, but not limited to, preference based on seniority. Applicants for vendor sites in the University City District shall be selected by the Department in accordance with such regulations.

(C) Vendors licensed pursuant to 9-206 (10) may only use conveyances and stands that have been inspected and approved by the Department of Licenses & Inspections and are in conformance with design regulations, promulgated by the Department, after review and comment by the University City Vending Advisory Board. Such regulations shall require at a minimum that vending stands conform to the requirements of 9-206 (9), but may establish additional requirements. Regulations for street vendor conveyances shall be promulgated by the Department after review and comment by the University City Vending Advisory Board. Such regulations shall be consistent with 9-203 and shall address the dimensions, appearance and other design aspects of street vendor conveyances with the purpose of protecting public safety and ensuring that conveyances placed on the public right-of-way are maintained in a neat, clean and orderly fashion.

(D) The use of electrical generators employing internal combustion shall not be permitted within one hundred (100) feet of any building or structure containing classroom, office, or housing space or activities. Furthermore, the use of any such generators shall require (i) the prior written approval of the Department of Licenses & Inspections and (ii) the relevant vendor first taking a mandatory "fire and safety hazard" course approved by the Department.

(E) Vendors shall not park vending conveyances or stands at the vendor sites between the hours of 10:30 p.m. and 5:30 a.m. daily.

(F) No licensee shall:

(i) conduct him/herself or his/her business in such a way as would restrict or interfere with the ingress or egress of the abutting owner or tenant, or in such a way as would create or become a nuisance or hazard to public health, safety or welfare, or increase traffic congestion or delay, or constitute an obstruction to adequate access to fire police, sanitation or emergency vehicles;

(ii) leave any stand or conveyance unattended at any time;

(iii) load or unload merchandise for a period exceeding twenty minutes;

(iv) conducted licensed operations between the hours of 10:00 p.m. and 6:00 a.m.;

(v) vend within ten (10) feet of the extension of legal building lines;

(vi) vend on the medians of divided highways;

(vii) vend within twenty-five (25) feet upstream (in the direction from which vehicular traffic in the nearest curbside lane approaches of any bus stop sign);

(viii) vend within ten (10) feet of

subway entrances or exits;

(ix) vend within three (3) feet of mailboxes, telephones; benches, planters and trees;

(x) vend, within fifteen (15) feet in the case of sidewalk vendors and thirty (30) feet in the case of street vendors, upstream of any pedestrian street crossing;

(xi) vend, within fifteen (15) feet in the case of sidewalk vendors and thirty (30) feet in the case of street vendors, of any alley or driveway;

(xii) vend, within five (5) feet in the case of sidewalk vendors and thirty (30) feet in the case of street vendors, of where curbs have been depressed to facilitate pedestrian or vehicular movement;

(xiii) vend in front of any loading dock or loading ramp;

(xiv) vend in a location other than their assigned location; or

(xv) conduct any commercial activity other than the sale of goods, wares and merchandise.

(G) No sidewalk vendor shall

(i) conduct sidewalk sales from a motor vehicle, or park or maintain any motor vehicle in parking spaces adjacent to the vendor site;

(ii) vend at any location which would reduce the unobstructed pedestrian right-of-way to less than six and one-half (6½) feet, such width not to include the width of any grate;

(iii) vend on any portion of a sidewalk directly in front of any building entrance;

(iv) vend within ten (10) feet of a fire hydrant; or

(v) vend more than eighteen (18) inches from the curb line, except that with the express, written consent of the abutting owner, a sidewalk vendor may place a stand at the building line.

(H) Street vendors shall be subject to all provisions and restrictions applicable to street vendors generally, as provided in Section 9-203 or other applicable law, except that the specific provisions of this Section 9-206 shall control if they conflict with other provisions applicable to street vendors.

(I) Street vendors shall remove all conveyances from the public right-of-way within thirty minutes of ceasing business operations each day.

(J) Upon the discontinuance of business by a specific vendor at a designated location, the relevant license will be deemed to have been extinguished. However, in the event of a sale of the vending conveyance or vehicle by the duly licensed party, to another previously unlicensed party, the Department shall issue a commensurate license to the latter party, provided that, (i) the type of vending activity to be undertaken by the new party is the same as that conducted by the prior vendor; (ii) the Department has determined that the conveyance continues to comply with its regulations and any applicable public health and safety standards; and (iii) the new party formally agrees to comply with the applicable public health and safety standards in its operations at the location. This provision shall not be construed in derogation of Section (12) of Chapter 9-207.

(11) *Consultation with neighborhood organizations.* In implementing and enforcing the provisions of this section, the Department shall consult with any organization(s) representing merchants, vendors and/or residents within the effected Neighborhood Business District.

(12) *Penalties; License Suspension, Revocation, and Loss of Assigned Location.*

(a) The penalty for violation of any provision of this section, in addition to the penalties contained in Section 9-105 and any other sanctions provided, a fine not exceeding three hundred (\$300) dollars for each offense. Each day of violation shall be deemed a separate offense. Violations may result in a license suspension of up to thirty (30) days, or license revocation. Violations of subsection 9-206(7) shall result in a license suspension of up to one (1) week. An order of the Department revoking a license shall also specify when the licensee may reapply for a license, which shall be not less than ninety (90) days nor more than one (1) year from the date of revocation. Persons reapplying for licenses after having their licenses revoked shall be assigned locations pursuant to subsection 9-206(6) as if they were new applicants not previously licensed.

(b) In addition to the penalties provided above, the Department is hereby authorized, when a uniformed police officer is present, or a campus police officer, as defined under Section 2416 of the Administrative Code of 1929 (P.L. 177 No. 175), as amended, are authorized to remove any stand, equipment, goods, wares, merchandise or any other article or thing held for sale by any licensee who uses the sidewalk or streets in violation of this Section and refuses to comply immediately with this Section upon written notice of violation and an order to vacate the sidewalk or streets. The licensee shall be immediately notified of the place where his/her property can be reclaimed and shall be entitled to claim said property immediately upon payment of the cost of removal.

(c) Any license issued under this Section may also be revoked for any of the following reasons:

(1) fraud, misrepresentation or knowingly false statement contained in the application for the license; or

(2) fraud, misrepresentation or knowingly false statement in the course of carrying on licensed operations.

(d) Whenever a licensee's license is revoked under this subsection, the location to which the licensee had been assigned shall be reassigned in accordance with the procedures established pursuant to subsection 9-206(6)(a).

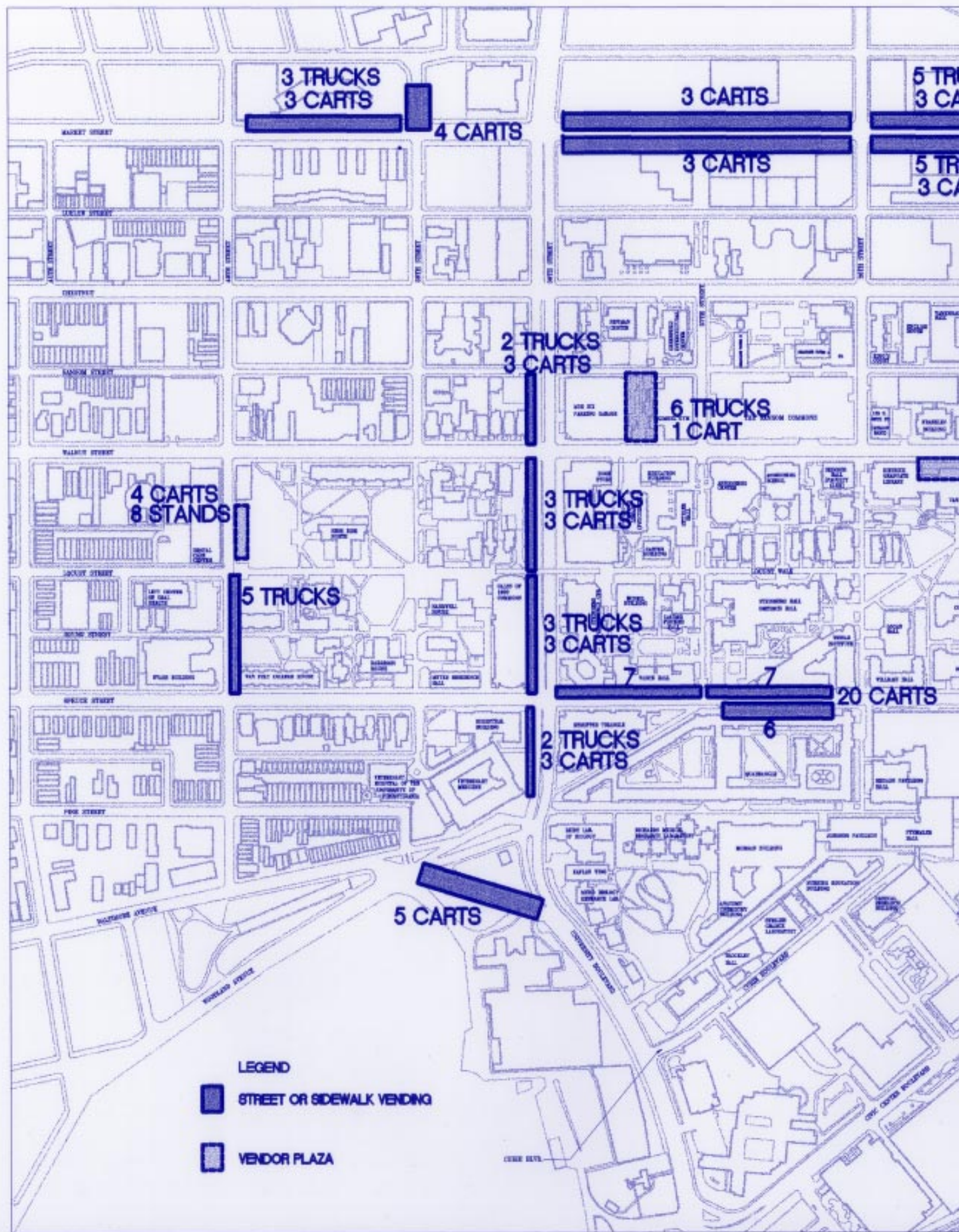
(13) *Construction.*

(a) No part of this Section or the Section itself shall be construed to be in amplification or derogation of the rights or responsibilities of abutting property owners. Any remedy, right or obligation provided to such owners of property or their successors in interest under the law of real property or the laws of the Commonwealth of Pennsylvania shall be in addition to the remedies, rights, obligations or penalties provided hereunder.

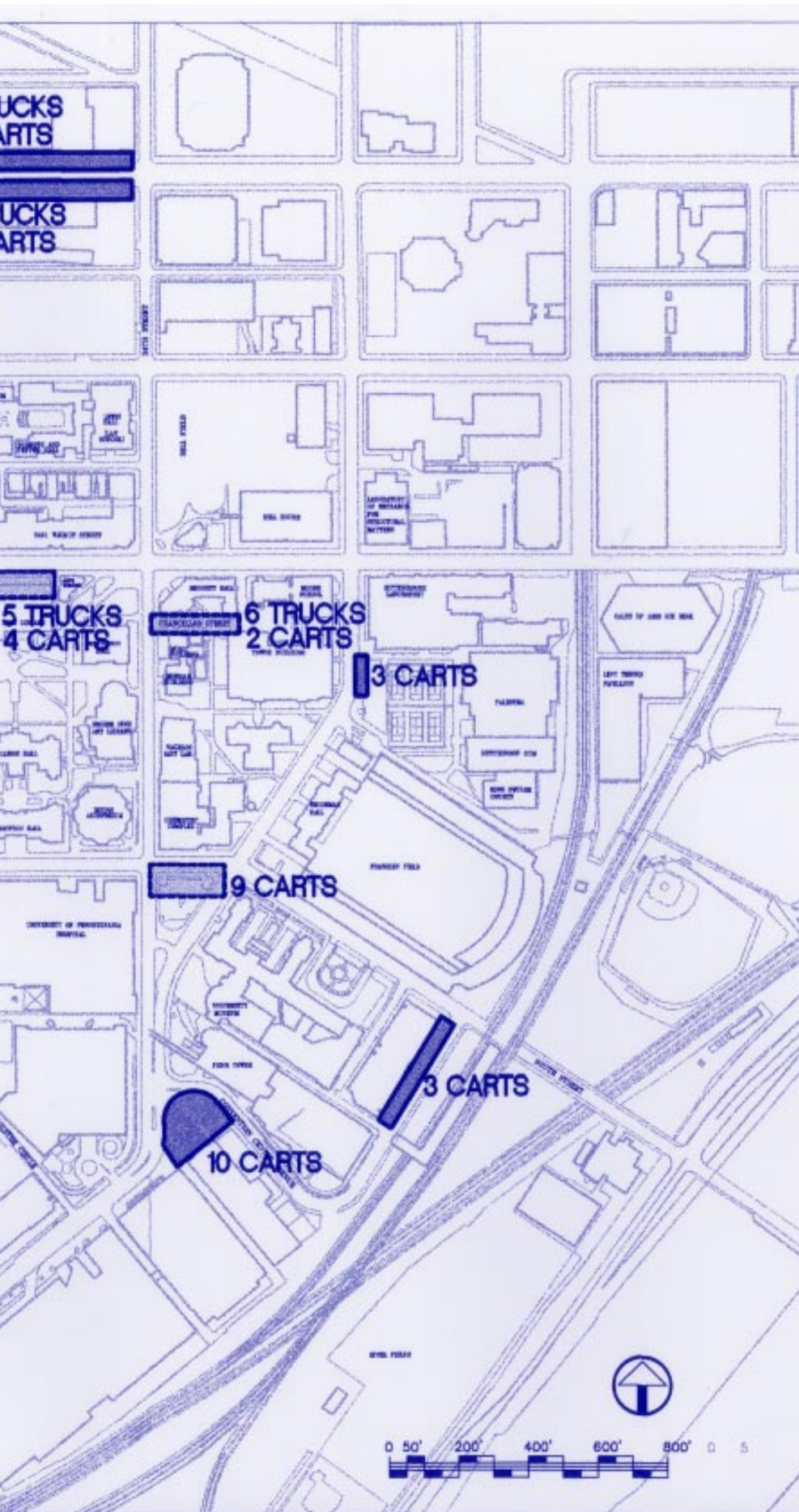
(b) This Section supersedes any prohibitions against sidewalk vending set forth in Section 9-205 that are inconsistent with the permitted blockfaces specified herein.

**SECTION 2.** Severability. Each of the provisions of this Ordinance is severable, and if any provision is held invalid, the remaining provisions shall not be affected, but shall remain in full force and effect.

**SECTION 3.** Effective Date. This Ordinance shall take effect on April 30, 1998.







## TOTALS

### STREET + SIDEWALK VENDING

TRUCKS	28
CARTS	72

100

### VENDOR PLAZA

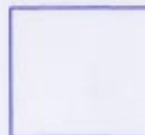
TRUCKS	17
CARTS	20
STANDS	8

45

### GRAND TOTAL

145

DATE	REVISION	BY



**Synterra Ltd**  
 SITE DESIGN  
 300 N. 10TH ST., SUITE 200  
 PHILADELPHIA, PA 19107  
 TEL: 215-595-1234  
 FAX: 215-595-1235  
 WWW: WWW.SYNTERRA.COM

PROPOSED VENDOR LOCATIONS

University of Pennsylvania  
 Division of Facilities Management  
 DESIGN OF STREET  
 VENDOR MALLS

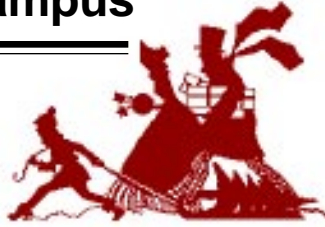
DATE: 11/12/97  
 DESIGNED BY:  
 DRAWN BY: PPC/TH  
 CHECKED BY: BM  
 SCALE: 1"=100'-0"  
 SHEET:  
 FILE NAME:  
 VENDMAP.DWG

DRAWING NO.



# Holiday Shopping Around Campus

*Almanac staff and students took the annual trek around the block, up the street and down the walk to see what was waiting to be bought and wrapped for the holidays. So much was found, that is is the first of two installments, with the remainder to be brought by reindeer for next week's issue. This section contains several time-sensitive events like the Bookstore's Sale-A-Bration, the Museum's Surprise Discount Days, the A-3 Assembly Holiday Bazaar, Amazulu at I-House next weekend and the nearby Bazaar Shop's Sale days, with PENNCard.*



## University Museum

*The Museum Shop* at the University Museum offers a large selection of quality, unique gift items from around the world. Hand-blown glass paperweights of various sizes from Josh Simpson's "Planets" series are one-of-a-kind (\$30 to \$1000), and an accompanying stand adds emphasis (\$16). Necklaces of hand-made, multi-colored glass beads from Italy (\$37 to \$58) will accentuate any wardrobe. Bracelets of the same style are also available (\$18).

For the gentlemen, a selection of internationally-themed neckware (\$32) and ties featuring a unique hieroglyphic design (\$46) will surely have a worldly appeal.

A number of CD's containing music of Chinese, Celtic, African, and Latin origin (\$15-\$17) can be previewed before purchase and are guaranteed to be enjoyed by any music lover.

Also available are stone paperweights featuring significant symbols from around the world (\$19-\$39), including the popular Kokopeli (\$39).

A 5" replica of the head and shoulders of King Tut's Sarcophagus on a marble stand will thrill any fan of ancient Egypt (\$129), and a full-size aluminum and steel skeleton chair will interest any admirer of the off-beat (\$450).

Personalized Egyptian cartouch pendants display a loved one's name in the ancient language of hieroglyphics, and are available in silver (\$60), gold (\$215 - \$325), and a combination of the two (\$95).

A large selection of pendants and pins modeled after artifacts of the ancient world can be found, and will become an interesting piece for any jewelry lover's collection. Any of the amazing variety of books available (ranging in topic from Korean-style cooking to the lives of Ancient Sumerians) will surely help quench your gift recipient's thirst for knowledge as well.

A replica of the Dead Sea Scrolls (\$28) makes for an excellent conversation piece, and one of a large variety of University Museum coffee mugs (\$6.75) will further prove that one can never have enough coffee mugs.

*The Pyramid Shop* at the University Museum is home to a large number of colorful and unique items that are sure to please any gift recipient. A large number of craft kits, games, books, and toys with a global theme will be suitable action figure alternatives for any child, and replicas of ancient Egyptian scarabs (\$1.40 - \$1.87) make wonderful stocking stuffers. Other possible stocking stuffers include world culture sticker and activity books (\$1) and Mayan Oracle pendants (\$4.67) that consist of significant Mayan symbols and explanations in English.

A sizeable hand-crafted clay sculpture of a Peruvian storyteller surrounded by eager listeners (\$50) will make an interesting centerpiece on any coffee table, and a sturdy replica of a Native American totem (\$12.95-\$50) is sure to do the same. Unique 1000-piece puzzles featuring fantastic artwork of Noah's Ark, the lost city of Atlantis, and the Great Pyramid at Giza (\$15 each) will challenge any puzzle aficionado while

their children wrestle with a 165-piece variety of the same (\$10).

Children are also sure to love the toy and book adventures (\$17.95) featuring the Great Pyramid and life in the Arctic.

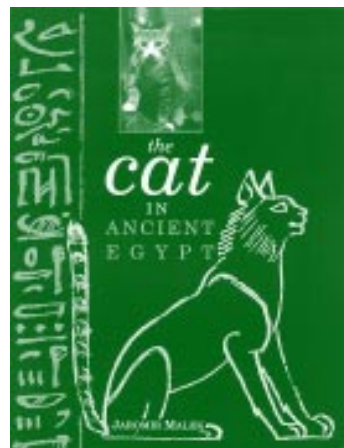
Incense fragrances (25 cents) will please any lover of interesting scents, and a unique pyramid holder (\$5.95) will add a bit of ancient Egyptian style to incense burning.

For those who want to shop around the world without leaving their seat, it is now possible to shop for gifts from the Museum's homepage, <http://www.upenn.edu/museum>, where color photos depict some of the options.

In addition, both *the Museum Shop* and *the Pyramid Shop* are currently having a special sale of sorts. Any holder of a University I.D. is entitled to a "surprise discount" of between 10 and 100 percent on any single visit to either of these shops from December 9 through 14. Interested shoppers can receive a blue scratch-off card at the museum shops; the discount becomes revealed upon purchase. Don't bother trying to peek—we've tried, it can't be done. — G. K.

## Penn Press Books

Penn Press offers an assortment of titles for this holiday season: *Aeschylus, I* and *Euripides, 2* from the Penn Greek Drama Series, the first comprehensive series of Classical Greek drama in translation for nearly 50 years; *ABC of Architecture*, sold-out of its second printing; *The Cat in Ancient Egypt*, for cat lovers and history buffs alike; *Captain Watson's Travels in America*, the *Sketchbooks* and *Diary of Joshua Rowley Watson, 1772-1818*; *Ms. Mentor's Impeccable Advice for Women in Academia*, practical and irreverent advice in a Q and A format. These titles from the Press are on view at the Funderburg Information Center, 3401 Walnut St. for those who want to see the life-size versions. Meanwhile, for those who want to purchase these or other books from the Press, head to the Penn Bookstore or the Penn Book Center. — M.F.M.



*Just a few of the Penn Press titles (see above).*

## Westward

If you are the type to wait for the last minute to do your holiday shopping, then here are a few places that may help you in your quest.

*Amazulu*, 7th annual Holiday Crafts Market Place will be held on Saturday & Sunday, December 13-14, noon-8 p.m. at International House. Arts and crafts by African-American artists and entrepreneurs will include hand-crafted jewelry, cultural clothing, African artifacts, jewelry-making classes, massage therapy, books and many other Afrocentric gift items. Cultural & commerce workshops will be held and special guest speaker, Dr. Asa Hillard will appear on Saturday. (All workshops are free with Admission) Admission \$1, Children Free (12 and under).

*The Bazaar Shop* at International House is a great place to visit if you're looking for that special item. They feature gifts from around the world: vests from Guatemala, flowerpots from Portugal, and glassware from Egypt and Mexico. The Bazaar Shop even has a wide range of stocking stuffers. Stop in from December 15-21 and receive a 15% discount when you present your PENNCard.

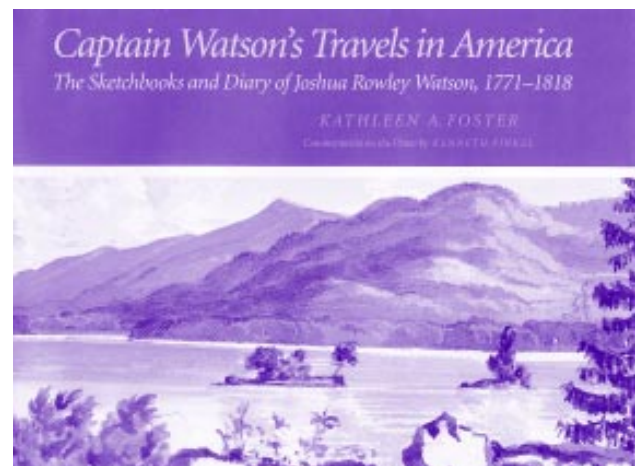
*Eckerd* on the 3700 block of Walnut Street is a cozy place with some holiday-oriented items. Their selection of gifts is limited to small trinkets and ornaments; but they do have a wider selection of gift wrap and greeting cards. For bargains, check their weekly circular for sale items.

Going a block and a half more, you will find CVS. Offering everything from a photo shop to tree ornaments, the last minute shopper may find every essential last minute item all in one place. CVS has an entire aisle devoted to the holiday season. They have a wide variety of lights, candy, and even toys for the kids. Did you forget someone on your card list? Fret not. CVS has a wide selection of boxed and individual cards in stock. Look in their circular for weekly specials and sales.

If you need to ship something across the city or to points beyond, stop in *Mailboxes, Etc.* Located near Eckerd, they can help you pack, seal, and send your holiday gift to that special someone. Don't worry if you don't have packaging material because they have that too. Oh, MBE—that's their nickname—is also the place to go if you want to drop off your UPS or FedEx package. — T. L.

## Spruce Street

Are you looking for holiday gifts? Look no further than Spruce Street. You can find a gift for practically everyone on your shopping list:



Steve and Barry's, on the 3700 block of Spruce Street, offers a great selection of everything with Penn on it. Their ongoing "buy one get one free" deal offers you tremendous savings on T-shirts (\$12.98, \$17.98 long sleeved) for kids and adults, printed sweatshirts (\$39.98), embroidered sweatshirts (\$51.98), and adjustable hats (\$15.98). If you are interested in buying one printed sweatshirt and receiving a "free" embroidered sweatshirt, it will cost you \$45.98. Steve and Barry's has Penn mugs starting from \$3.98 and a Ben Franklin tree ornament for \$9.98. These items, however, are not buy one get one free.

A few yards down from Steve and Barry's is the *Grand Shoe Store*. There you will find an assortment of women's and men's shoes. Designers include Bass, Dr. Martens, Nine West, and Dexter. Prices begin at around \$36.95, but do vary. If you need to have shoes repaired or just need items for shoe care, the Grand Shoe Store has you covered.

Closer to the Quad is *Dolbey's*. Though they specialize in medical-related products, you'll find some interesting gifts there. Take, for instance, the Anatomy Coloring Book for \$16. Adults and children alike will find this book helpful in learning about the human body. For the kids who like to play doctor, Dolbey's features the McCoy Econotone Stethoscope for \$23.95. Do you think your doctor speaks in a strange language? Armed with a copy of *Stedman's Medical Dictionary* (\$44.95), the *Physician's Desk Reference* (\$71.95), or the *Nurse's Hand Book* version of the *Physician's Desk Reference* (\$32.95), you can decipher exactly what your doctor actually said. Of course, the best gift that Dolbey's offers is a gift certificate. —L.J.

If you're looking for a quality, unique book for the eager-to-read gift recipient, look no further than the *House of Our Own* bookstore. A quaint, down-to-Earth shop, House of Our Own features a large selection of new and used books that are topically organized into such sections as European Fiction, Latin American Fiction, and Native American Fiction, as well as non-fiction sections with similar themes. You'll find a section that contains books exclusively about the city of Philadelphia, as well as one containing books written by Penn faculty. One can find many selections of popular literature, ranging from James Joyce's *Ulysses* (trade paperback, \$17) to David Foster Wallace's popular and comical *Infinite Jest* (trade paperback, \$14.95). House of Our Own features a ten percent discount on all hardcovers, as well as a number of used books that are priced at approximately one-half their original prices. Also especially well-stocked are contemporary non-fiction books and novels that are reviewed in national publications. —G.K.

### 3700 Block of Walnut

Know any book worms? Stop by the *Penn Book Center*. The Penn Book Center has an extraordinary collection of works of non-fiction and fiction for the book lover on your shopping list this season. They specialize in many subjects such as history, race, politics, war, religion, love and biographies. This season's hot sellers include: *Conspiracy* by Donald Pipes, *Badland* by Jonathan Raban, and *Che Guevara* by Jon Lee Anderson. They also feature the latest books by Penn faculty authors. If you can't find just the right book for that scholarly reader in your life, the Penn Book Center is the place for you.

For the health nut and tea connoisseur, the perfect gift can be found at *The Seed*. They feature a wide range of health foods including nuts and cookies as well as herbal shampoo and soap. The Seed features a most extensive variety of teas, perfect for you and yours this holiday season.

One gift that never fails to please is jewelry, and you need not go far to find that perfect gift for that special someone this year. *University Jewelers* has a 60-year tradition of providing this university with all its jewelry needs. They sell all kinds of jewelry, but perhaps the most unique aspect of University Jewelers is their large assortment of items which carry the Penn insignia. These include watches, rings, pendants, pens, mugs, cufflinks and card cases, all in stock and all of which can be engraved right on the premises. They can even engrave their beautiful clocks, yet another option for gift giving. They also offer gift certificates and perhaps you would like to surprise a loved one by repairing or restoring an old family heirloom for that sentimental touch. With free gift wrapping and everyday discounts, what more could you ask for in a jeweler?

'Tis the season for music and you can find all the latest jazz, blues, and classical releases at *Classical Choice*. Gift giving is a snap here if you know that your loved ones value the classics. With gift certificates and internet access at email: [cdchoice@pobox.com](mailto:cdchoice@pobox.com) and on the web at <http://www.cdchoice.com>, they are more than convenient. For the holidays, their sale on box sets of CDs will get you a big thank you and appreciation for years to come. If that's not enough, well how about buying a membership for a gift? With names like Billie Holiday, Miles Davis, and John Coltrane in stock, you are bound to make someone very happy after a stop to Classical Choice.

Shopping for kids? Shopping for grownups who would like to be kids? Stop at *Out of Time Comics*. They have all types of comic books with a good representation of Marvel, DC Comics, Vertigo and Magna publishers, among others. They also have an array of t-shirts featuring such popular super heroes as Spiderman, Superman and Spawn for only \$15 (\$16 for XXL), as well as the new trend for today's youth, role playing card games such as *Magic: The Gathering* and the *Legend of the Five Rings*. Other gift-giving options include subscriptions and gift certificates, and for the really young at heart there are the season's latest action figures.

Struggling to find that perfect gift? Well struggle no longer, because music is the one thing almost everyone needs and enjoys and you can find almost every type of music at *Vibes*. With largest selection of pop/rock CDs on campus, you are sure to please. But perhaps you're

just not sure what CDs will please the most, never fear, gift certificates are here! There's also a variety of different types of CD holders as well as posters, video cassettes, t-shirts and headphones. Stocking stuffers include various rock decals and incense. Such convenience and variety coupled with one to two dollar savings makes Vibes a great option for shopping this season.

*The Flower Emporium* is making this holiday season easier for its customers with such gifts as fruit, gourmet, and silk baskets that can be customized for men, women or children. They feature special holiday floral arrangements and they even have a special holiday hotline at (215) 386-3845. They even have an assortment of adorable stuffed animals that would make wonderful gifts for this season. —L.J.

### Hamilton Village Shops

One finds myriad electronics and electronic accessories at *Radio Shack*, ranging from radio controlled toy vehicles to stereo equipment and microphones. Accessory controllers for your favorite video game systems are available (\$10 - \$20), as well as are Sprint pre-paid phone cards (\$10, \$20, \$50) for giving the gift of contact to a loved one.

*The Natural Shoe Store* is home to a wide variety of footwear for young and old. Timberland men's (\$85-\$108) and women's (\$88-\$90) waterproof leather boots will keep anyone's feet warm and dry this winter, and Thinsulate men's leather boots (\$65) will help to do the same. Also available are Timberland moccasin-style leather boots (\$59), a welcome alternative for the winter shoe shopper with an eye for the unique.

*Bucks County Coffee Co.* is offering a wonderful stocking stuffer for any coffee lover - a coupon book containing twelve vouchers which entitle the bearer to one 12 oz. cup of coffee each (\$12.50). Also available are T-shirts of contemporary design (\$20).

*Video Library* is home to an assortment of new and pre-viewed video tapes that represent a wide range of genres. Any fan of *Star Wars* would be ecstatic to receive the *Star Wars Trilogy: Special Edition*, consisting of all three sci-fi classics in either widescreen or normal format (\$49.95). Disney classics are available to satisfy the appetite of your favorite animation fan (\$19.99), and most other recent, popular films can also be purchased (\$19-\$20). For the Japanese animation fan, an Akira film is available (\$30), along with a range of previously viewed videos of various genres (\$4.95 - \$9.95).

*My Favorite Muffin* invites you to purchase from a range of gift baskets that are available to satisfy any appetite. Items range from the two dozen mini muffins basket (\$14.50) to the immense six dozen mini muffins treasure chest (\$39.95). Baskets and chests can also be enhanced with 10 packs of gourmet tea (\$4.95), 4 packs of gourmet hot chocolate (\$4.95), as well as a number of other delights (\$2.50-\$4.95). These items are also available to order over the phone at 1-888-4-A-MUFFIN.

Why not give the gift of personal fitness to a friend or loved one? *University City Nautilus* Gift certificates are available in any amount, entitling the bearer to one month (\$69), three months (\$169), six months (\$275), or one year (\$479) on the road to good health.

(Continued next page)





*Bike Line* is still setting the pace for fitness with a wide variety of bicycles and accessories. Want to keep your favorite cyclist safe on the road? High quality Bell bike helmets should help you to that end (\$24.99). If you're interested in keeping a bicycle in one place on campus, an assortment of Kryptonite locks (\$10-\$80) will help to keep thieves away. If you'd like to keep your cycle in use during the cold winter months but aren't particularly interested in the cold, try a Blackburn RX-6 magnetic Trakstand—it'll turn your ordinarily fully-mobile two-wheeler into a comfortable, stationary exercise bike (\$209.99). If you want to convert an adult bike into a tandem so that your favorite young rider can tag along, look into purchasing the Alley Cat Instant Tandem (\$159.99). Of course, actual bikes of all sizes, shapes, and colors are also available.

Look no further than *The Camera Shop* for the satisfaction of all your imaging and photography needs. Traditional cameras are available, ranging from the Kodak FunSaver Daylight disposable camera (\$6.99) to the highly advanced Nikon N90S (\$999.99). For those interested in the 'next wave' of technology, digital cameras that connect to your computer might be the way to go. A wide assortment of these cameras and accessories are also available (\$189.99-\$4999.99). If you'd like to chat with loved ones over the Internet and be able to see whom you're speaking with, a pair of Connectix QuickCam VC computer video cameras (\$99.99 ea.) might be of interest to you. A pair of binoculars (\$29.99-\$199.99) will bring you closer to birds, wildlife, the stage, or the stars. In addition, a number of video cameras (\$450-\$900) and picture frames (\$1.99 and up) can be purchased. —G.K.

## Gift Shop Shopping

During this holiday season, let's not forget the places where gifts can be found in abundance, the gift shop. There are three good gift shops south of Spruce St. in the Penn Tower Hotel, Children's Hospital, and HUP. These shops have more gift ideas than you probably thought. They have great stocking stuffers, knick knacks and ornaments and for the kids they have all kinds of games including hand held video games. Probably the best attractions are the stuffed animals, which will be sure to brighten any gift giving celebration. —L.J.

## The House Tour: December 14

Victorian and post-Victorian houses—including two homes of Penn people—will be featured in the University City Historical Society's annual house tour Sunday, December 14, from 1 to 5 p.m. While boughs of holly deck the halls, the seasonal decorations share the festive spotlight with recent renovation work, including a just-completed kitchen and a unique reddecorated carriage house. Everything from sentimental Victorian Christmas heirlooms to contemporary decor will be on view, showcasing the University City's diversity and eclectic style.

Tickets are \$10 per person, available in advance by mail. Send a check, made payable to UCHS, to UCHS, P.O. Box 331927, Philadelphia, PA 19104. Children under 12 are free when accompanied by an adult.

On the day of the tour, space permitting, tickets will also be available, after 12:30 p.m., at The Gables Bed & Breakfast, 4520 Chester Ave., where tickets ordered in advance may also be picked up. For more information: 387-3019.

## Penn Bookstore

*The Bookstore* is holding its 22nd Annual Sale-a-Bration from December 10 through 12. Don't miss this opportunity to receive 20% off purchases store-wide! (With the exception of *NY Times* bestsellers, textbooks, special orders, out-of-print searches, Josten ring orders, phone cards, My Favorite Muffin and Clinique). For the art or travel lover, many interesting books priced between \$40 and \$75 may be the perfect addition to your friend's library, whether their interest lies in the artwork of Andy Warhol or the architecture of Cuba. For the chef in your life, the Bookstore offers a variety of ethnic and holiday culinary treats, and for the history buff there are biographies on the likes of Napoleon Bonaparte, as well as works on cartography, reasonably priced between \$20 and \$30. Memoirs are popular this season, as are the psychology books dealing with the topics of dreams and spiritually healing. All are priced between \$15 and \$30. Children will beg you to read them "just one more" of the stories that are found in the Bookstore. From the Brothers Grimm fairytales to Disney's Little Mermaid, books for the young are priced between \$12.95 and \$24.95.

The Bookstore doesn't sell just books. The University of Pennsylvania Insignia Collection offers a clothing line for him, her and children. Among athletic wear, ties, hats, and baby clothes ranging in price (depending on size) from \$20 to \$100, the Bookstore also offers mugs, stationary, picture frames and other fine to fun memorabilia priced from \$5 to \$120.

The Clinique counter located in the Bookstore offers three holiday packages for him/her.

"Holiday Treats" (for her) is an assorted makeup collection that includes Rinse-Off Foaming Cleanser; Daily Eye Benefits; Rinse-Off Eye Makeup Solvent; Aloe Body Balm; Blended Face Powder-Transparency 3; Long Handle Brush; and Travel Bag. This \$25 collection comes wrapped in a purple box.

"Holiday Colours" (for her) is an assorted makeup collection that includes Different Lipstick-Guava Stain; Lip-Shaping Pencil-Port; Eye Shadow Quad, Ivory Bisque, Moonglow, Pink Chocolates (Highlight Shade), Crushed Velvet; Skin-Calming Moisture Mask; Full Potential Mascara-Black; Blusher Brush; and Travel Bag. This \$23.50 collection comes wrapped in a pink box.

"3-Step Orange Twist Skin Types I/II" (for him) is an assorted skin care collection that includes Facial Soap Mild with Dish; Clarifying Lotion; Dramatically Different Moisturizing Lotion; and Travel Bag. This \$29.50 collection comes wrapped in an orange box.

In addition, Clinique offers a perfume, CliniqueHappy, priced at \$35 for 1.7 oz and \$47.50 for 3.4 oz., and a cologne, Chemistry, priced at \$30 for 3.4oz.

*The Computer Connection* offers gifts for the computer lover of every age. Software games include Star Trek: Starfleet Academy (Mac/Win95) where players take the helm of a Federation or enemy starship (\$58) and Creatures (Mac/Win95/Win 3.1) which generates "virtual pets," cute, fuzzy Norns to care for and teach (\$36). For those keeping in time with technology, Color QuickCam 2 is the easiest way to get video into your Mac or PC (\$229 plus a \$50 manufacturer's rebate). For the youngster, Dinosaur disks are five dinos imprinted on high-quality floppy diskettes (\$7.95 for a box of ten—Mac or PC). Accessories include mousepads of a variety of themes bound to please, from fine art to Smiley Faces to "Riven." (\$5.95-\$9.95). A Coca-Cola CD tray is perfect for those who love nostalgia.

The tray resembles an old-time Coke shipping crate and holds twenty CDs (\$9.95). —M.S.

## Houston Hall Mall

Go to Houston Hall any day (the corrected Holiday Hours are on page 6) but don't miss Friday, December 12, when the A-3 Assembly has its annual *Holiday Bazaar*, 10 a.m. to 4 p.m. in Bodek Lounge. Shopping there not only puts unusual jewelry, woven goods and other crafts under the tree, but supports the budget of the A-3 Assembly.

Downstairs where the shopping is daily, this is the *Card Shop's* last ho-ho-ho. Houston Hall closes next May for renovation as part of the Perelman Quad project, and when it reopens there won't be shops in the basement. Vendors may or may not find new locations but the University-operated Card Shop doesn't have the option. Thus Tom, Loretta, Theresa and all their smiling helpers are wishing customers a last happy holiday. (More selfishly speaking, sales are already starting, because no holiday goods go into storage after *this* holiday season).

What's hot this year in the tiny shop with the heart as big as all outdoors? Pooh—the bear, that is—and his playmates come stuffed for cuddling, on the printed page for chuckling out loud, and in tiny paperweights that let it snow in a golden drift. Candy's still dandy—chocs in boxes (Whitman's is now 20% off) or individually wrapped like a red, red rose (\$2.25). Gifts are fancy painted tins, ornaments, flavored teas, and more stuffed toys from Teddy bears to duck-billed platypi (up to \$20). A special trinket is the "friendship ball," a hollow silver-plated ornament that can be filled with something special (\$10). There are miniature trees (\$5); wraps and cards for Christmas, Chanukah and Kwanza—and this is *the* place for party plates and napkins.

Westward is *Rose's*, displaying poinsettias, evergreens, and flowering cacti, and filling orders galore for flowers here and elsewhere.

To the east, three shopping spots: At the Campus Connection—now *Jackie's Campus Connection*—the scarves, bags and jewelry have more flair than ever before, especially for those who favor black and white with just a dash of an earth-tone). Campus T-Shirts has a sale on, with kid stuff starting at \$5, other bargains sweats, tees and hats for all sizes. *CDs to Go* is just that: a place to browse before collapsing one last holiday time in the Food Court. —K.C.G.

## Collecting Toys for Children

Penn Tower Hotel and its restaurant *PT's* are collecting gifts to be distributed on Christmas Eve to children at the Children's Seashore House. Now through December 23, they are accepting donations and displaying them under the Christmas tree in *PT's*. Gifts do not have to be wrapped. Contact Thomas Keiper at 387-8333 for more info or bring your gift to the restaurant.





# 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, Funderberg 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 locations: 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/](http://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.

**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 from November 24-December 5, 1997

### ANNENBERG SCHOOL

Contact: Ronald Story

**EXECUTIVE SECRETARY (N/E)** (40 HRS) (111917RS) Under limited supervision, provide executive secretarial & administrative support to Dean's office; handle & maintain Dean's schedule; set up on campus and/or out of town appointments, meetings & conferences; arrange travel, transportation & lodging for out of town speaking engagements or meetings; type & proofread standard & complex/confidential material; open & screen mail; act as liaison between University staff, students & faculty; collect & organize information for meetings & reports. **QUALIFICATIONS:** HS diploma, some college preferred; 3 to 5 years relevant experience or background in higher education; ability to work independently & maintain high level of confidentiality; excellent organizational skills & attention to detail; personable telephone & verbal skills essential. **GRADE:** G12; **RANGE:** \$26,133-33,725; 12-2-97 Annenberg School for Communication

### SCHOOL OF ARTS & SCIENCES

Contact: Anna Marcotte

**ADMINISTRATIVE ASSISTANT II, PART-TIME** (28 HRS) (101693AM) Manage program office; organize events, including publicity, invitations & mailings; prepare meetings & receptions; organize & maintain office records/files; maintain web page & databases; prepare financial documents; create/edit newsletter; maintain office supplies. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; 2 years relevant experience; strong organizational skills & ability to handle many projects; ability to prioritize & work independently; excellent writing skills; computer proficiency in WordPerfect, MS Word, Excel, FileMaker Pro. **GRADE:** G10; **RANGE:** \$11,26-14,29; 12-4-97 Jewish Studies Program (Asian & Middle Eastern Studies)

**ADMINISTRATIVE ASSISTANT III** (111882AM) Serve as receptionist; supervise work-study students; maintain department database & Web pages; handle mail; handle reservations for rooms & equipment; maintain course rosters & staff directories; process book orders; process course evaluations & change of grade forms; process updates on student registrar system; maintain supplies. **QUALIFICATIONS:** HS diploma; related post-HS training; 2 years experience at AA II level; excellent working knowledge of FileMaker Pro, Word & WordPerfect; excellent customer service skills; ability to work independently. **GRADE:** G11; **RANGE:** \$20,497-26,008; 11-24-97 Romance Languages

**RESEARCH SPECIALIST JR** (111848AM) Assist in procedures, assays & manipulations relevant to experimental research; maintain mammalian cell lines in culture; prepare cell suspensions for fluorescence-activated cell sorting; analyze cellular & humoral responses to reovirus; prepare hybridomas; carry out ELISA & radioimmuno-assays; maintain liquid nitrogen facility & assist with general lab maintenance. **QUALIFICATIONS:** BA/BS in biology related field; 1 year of laboratory experience highly desired. **GRADE:** P1; **RANGE:** \$20,291-26,368; 12-4-97 Biology

### DENTAL SCHOOL

Contact: Ronald Story

**RESEARCH SPECIALIST JR** (121921RS) Assist in design & execution of experiments in field of cellular & molecular immunology; techniques include tissue culture, gene cloning, plasmid preparation & transfection; maintain logs; prepare lab reports; use computers; supervise students. **QUALIFICATIONS:** BA/BS degree in scientific or related field & 2 years experience in research lab desirable; experience in immunology is required. **GRADE:** P1; **RANGE:** \$20,291-26,368; 12-4-97 Pathology

### ENGINEERING/APPLIED SCIENCE

Contact: Ronald Story

**COORDINATOR III** (111898RS) Administer General Robotics & Active Sensory Perception (GRASP) Lab; write & edit proposal, technical papers & progress reports; monitor research grant budgets; prepare budgets for proposals & reports; coordinate allocation of funds; perform major equipment & supplies purchases; organize workshops, site visits & general lab visits; research funding opportunities; maintain technical report/publication library. **QUALIFICATIONS:** BA/BS or equivalent related experience; 3 to 5 years progressively responsible administrative/managerial experience; technical typing & editing experience; LaTeX experience desired; excellent editorial & organizational skills; knowledge of University policies & procedures; strong verbal & written communication skills. **GRADE:** P3; **RANGE:** \$24,617-31,982; 11-25-97 CIS

### EXECUTIVE VICE PRESIDENT

Contact: Sue Hess

**ACCOUNTANT II** (111915SH) Under general supervision within sponsored programs accounting area, prepare working papers, financial statements, Federal Cash Transaction Reports, cash requests & journal entries; examine financial statements for accuracy, completion & compliance with accounting standards & sponsor requirements; create & maintain general ledger funds, establish procedures & answer inquiries regarding established accounting practices & procedures relating to grants & contracts;

### 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.

assist auditors and/or special examiners; supervise small group of accounting personnel. **QUALIFICATIONS:** BA/BS in Accounting or equivalent; 2 to 4 years experience as accountant; strong verbal & written communication skills. **GRADE:** P4; **RANGE:** \$26,986-35,123; 12-2-97 Comptroller

**ADMINISTRATIVE ASSISTANT III** (121925SH) Monitor scheduling of calendar & meeting activities to ensure that appointments & commitments are effectively communicated to & coordinated with departments, registrants & trainers; communicate upcoming training programs to financial areas; maintain database of all financial training registrants & attendees; make necessary arrangements for reproduction & binding of materials & for training rooms; answer related E-mail & phone inquiries. **QUALIFICATIONS:** HS diploma; ability to handle variety of tasks simultaneously; good organizational skills; attention to detail highly desired; ability to work independently; experience with word processing, E-mail & database software; strong interpersonal & communication skills. **GRADE:** G11; **RANGE:** \$20,497-26,008; 12-5-97

**COORDINATOR IV** (111822SH) Establish & implement comprehensive marketing plan with primary objective of increasing awareness & utilization of all Housing Services offerings; promote & market residences utilizing various communication media (radio, ResNet, WWW, print, video) to attract students, individual guest & conference groups; work with other departments in team approach in marketing residences; promote positive image of residences; develop & update major departmental publications; prepare & give presentations; perform outreach functions. **QUALIFICATIONS:** BA/BS in Marketing, Communications, English or related discipline; 3 to 5 years experience assisting with or managing comprehensive marketing plans; excellent verbal, interpersonal & written communication skills; strong computer skills with HTML/WWW proficiency; proficiency in Microsoft Word, Power Point & desktop publishing. **GRADE:** P4; **RANGE:** \$26,986-35,123; 11-26-97 Housing Services

**DIRECTOR V** (121923SH) Identify, evaluate & develop opportunities for community quality-of-life improvements in West Philadelphia; improvements include development of community-based systems & technologies for residential & commercial code & license compliance & enforcement; improve & coordinate recycling & trash management; parking, transportation & traffic management issues & community-based systems for improvement; improve & develop public green spaces, gardens, etc. **QUALIFICATIONS:** BA/BS required, advanced degree preferred; 6 to 10 years work experience; community organization & project management experience essential; strong familiarity with urban neighborhood setting; demonstrated leadership abilities in consensus building & alliance development; proven ability to achieve consistently tangible, measurable results in diverse work setting; utilize in productive & efficient manner the resources of major educational institution, particularly technical resources, to achieve outcomes; ability to manage & raise resources in a self-starting, entrepreneurial manner. **GRADE:** P8; **RANGE:** \$39,655-52,015; 12-5-97 Institutional Real Estate

**FINANCIAL SERVICES ASSISTANT II** (111913SH) Coordinate timely flow of documents & files in Financial Counseling Office of Student Financial Services; supervise, hire & train work-study students; develop, organize & maintain Office/Records filing systems; oversee & coordinate microfilming process; compile & distribute weekly audit & statistical reports; act as back-up receptionist. **QUALIFICATIONS:** HS diploma, AA/AS or some college preferred; minimum 1 year experience in high-volume office setting; file/record experience; computer literate; ability to lift & carry up to 25 lbs. required; ability to interact in high volume, fast-paced office. **GRADE:** G10; **RANGE:** \$19,261-23,999; 12-2-97 Student Financial Services

**MANAGER IV** (111821SH) Manage daily operations; coordinate & implement room assignment & billing processes; assist

students with housing assignments & charges; supervise processing of rent adjustments & related fees & respond to billing inquiries. **QUALIFICATIONS:** BA/BS degree or equivalent; minimum 5 years related experience, preferably in college/university setting (housing experience desired); some supervisory experience helpful; proficiency with PC applications & on-line information; strong computer service, organizational, analytical & problem solving skills; ability to handle multiple tasks & meet deadlines. **GRADE:** P5; **RANGE:** \$29,664-38,677; 11-26-97 Housing Services

**STAFF RECRUITER** (111886AB) Consult with University departments & hiring offices to accurately ascertain hiring needs of schools & centers; develop relationships in order to understand dynamically changing environments & related recruitment needs; identify & develop high quality applicant pools to be referred for existing employment openings using start-of-the-art assessment tools & interviewing techniques; discuss & interpret University human resource policies, ensuring compliance; coordinate job requisition, posting, recruitment & hire processes for assigned group of jobs; develop & conduct training sessions & prepare related materials; counsel existing employees on job opportunities; represent University to outside organizations; prepare statistical reports; assist with special projects. **QUALIFICATIONS:** BA/BS degree required; 2 to 3 years progressively responsible experience; computer literacy required, experience with WordPerfect, PowerPoint, Lotus 123, Access & WWW research & navigation preferred; excellent customer service record; exposure to marketing & interviewing highly desired; demonstrated consultation & problem solving skills; strong verbal & written communication skills; ability to prioritize, handle multiple responsibilities & high volume of work; *willingness & flexibility to consistently work beyond 40 hour work week.* **GRADE:** P4; **RANGE:** \$26,986-35,123; 12-2-97 Human Resources/Employment

**TRAINING SPECIALIST SR** (121924SH) Deliver financial training programs including FinMIS training; assist in development of overall training program, curriculum & training materials; produce quarterly newsletter titled *The Bottom Line*; assist in scheduling of training; answer phone inquiries regarding training & FinMIS; assist in updating reference, policy, procedure & reference manuals; assist in updating departmental website. **QUALIFICATIONS:** BA/BS in Accounting or related field required; 2 years hands-on training experience required; ability to work in multi-faceted environment; strong interpersonal & communication skills; proficiency with E-mail, database, word processing & presentation software; ability to work independently; University FinMIS experience preferred. **GRADE:** P7; **RANGE:** \$36,050-46,814; Vice President for Finance

## GRAD SCHOOL OF EDUCATION

Contact: Ronald Story

**COORDINATOR I** (111888RS) Serve as University contact person for teams of volunteers; help link departments & initiatives with science programming at Philadelphia elementary & middle schools; work closely with teachers & administrators in 3 selected elementary schools to establish model school-wide science programs; establish electronic network; help monitor use of science materials; assist with development of summer technology institute & seminar/mentoring program; support other Penn-Merck seasonal staff functions. **QUALIFICATIONS:** BA/BS preferably in education and/or scientific discipline; prior experience with children in group setting (e.g., student teacher, camp counselor, youth group leader, museum), as well as prior experience in development & administration of complex educational programs; experience developing & maintaining WWW homepages highly desired; computer literacy is essential including familiarity with Word, Excel, FileMaker & E-mail using Macintosh platform; self-starter; well-organized; attentive to detail; possess leadership ability & good team skills. **GRADE:** P1; **RANGE:** \$20,291-26,368; 12-2-97 Penn-Merck

**COORDINATOR III** (111801RS) Monitor student, volunteer & staff schedules & activities; manage on-going research activities; oversee use of office equipment & space; coordinate staff & small project meetings; assist in report writing for Center supports; assist in infrastructure changes to support Center & related programs; coordinate in-service training; will work closely with Center Director. **QUALIFICATIONS:** BA/BS degree in Education, Business or related field (MA/MS in social science field can substitute for required research experience; minimum 2 to 3 years progressively responsible & relevant work experience related to social science research including at least 1 year in supervisory capacity; knowledge of empirical research activities & evaluation methodologies are essential; evidence of successfully managing & directing operations & development of program or project; *position contingent upon grant funding; end date 9-30-2000.* **GRADE:** P3; **RANGE:** \$24,617-31,982; 11-25-97 CHANGES Research Facility

**SECRETARY IV** (111887RS) Provide general & sophisticated secretarial support to CPRE's research projects; make travel arrangements, arrange on-site meetings; enter & manipulate data in research database; provide high-level word processing; interact with faculty & staff at the University & other universities as well as with CPRE; delegate work to student workers. **QUALIFICATIONS:** HS diploma; 2 to 3 years office experience; advanced word processing skills; experience with databases highly desired; ability to prioritize assignments & respond to conflicting demands; excellent communication skills; *position contingent*

*upon grant funding.* **GRADE:** G9; **RANGE:** \$17,614-21,991; 12-3-97 CPRE

## MEDICAL SCHOOL

Contact: Anna Marcotte/Lynn Nash-Wexler

**ADMINISTRATIVE ASSISTANT I** (40 HRS) (111884AM) Assist in producing & maintaining databases of lectures, weekly conferences, monthly schedules & other related activities; organize/coordinate meetings & lectures; prepare reports; answer phones; compose correspondence; develop & implement office procedures; handle complex documents using various software packages; must use variety of database packages with proficiency. **QUALIFICATIONS:** HS diploma with related post-secondary or other business training; 2 to 3 years of administrative/secretarial experience required, database experience in medical setting preferred; must have strong computer skills; proficiency in Microsoft Word, Excel, Access & E-Mail; type 55 wpm; highly organized & accurate. **GRADE:** G9; **RANGE:** \$20,130-25,133; 11-24-97 Anesthesia

**ADMINISTRATIVE ASSISTANT II** (121927AM) Support general office activities; type complex documents; handle inquiries; schedule meetings; maintain computer-based & hard copy files. **QUALIFICATIONS:** HS diploma, business curriculum; minimum 1 year relevant experience; experience with word processing, calendar & database programs, especially Microsoft Word; knowledge of office procedures. **GRADE:** G10; **RANGE:** \$19,261-23,999; 12-4-97 Sponsored Program Services

**ADMINISTRATIVE ASSISTANT II** (40 HRS) (121929AM) Receive, distribute & process information; compile & summarize data; perform preliminary report analysis; interpret office/departmental policies & procedures; organize & maintain records & files; create new systems; arrange events & meetings; develop, modify & implement procedures; coordinate office work flow; type & proofread; compose correspondence & forms; may maintain financial records & train clerical staff. **QUALIFICATIONS:** HS diploma & related post-HS training or equivalent; minimum 2 years experience at AA I level or equivalent; extensive experience with research grants; Macintosh proficiency with Lotus 1-2-3 and/or Excel & Microsoft Word is required; thorough knowledge of office procedures, practices & methods; type 45 wpm. **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-4-97 Hematology

**ADMINISTRATIVE ASSISTANT III** (111885AM) Format, compile & route grant proposals; compose & edit correspondence; transcribe & edit technical writing; maintain lab & office supplies & equipment; respond to inquiries; maintain files & office; handle scheduling. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; 2 years experience at AAII level; type 45 wpm; Macintosh experience with Microsoft Word highly desired; knowledge of office procedures. **GRADE:** G11; **RANGE:** \$20,497-26,008; 11-25-97 Pathology

**ADMINISTRATIVE ASSISTANT III** (40 HRS) (111894AM) Provide administrative support to Director; type & proofread; transcribe dictated material; draft correspondence/forms; handle scheduling; handle itineraries of fellows & faculty recruits; prepare graphic materials. **QUALIFICATIONS:** HS diploma required; BA/BS preferred; 4 years' administrative experience required or equivalent combination of education & experience; experience with word processing & database systems required; excellent typing skills required; experience transcribing dictations necessary; strong communication skills; ability to handle multiple tasks simultaneously; excellent organizational skills; *position contingent upon grant funding.* **GRADE:** G11; **RANGE:** \$23,425-29,723; 11-25-97 Institute for Human Gene Therapy

**ADMINISTRATIVE COORDINATOR** (40 HRS) (111852AM) Under limited supervision, manage weekly Institute for Human Gene Therapy (IHGT) seminar series, production of IHGT newsletter & other special projects; use judgement & initiative to ensure objectives of supervisor and/or IHGT Director are met through these projects; assist in development of marketing tools for Institute, including brochures & IHGT website; provide administrative support to IHGT Director & to supervisor; manage calendars for both supervisor & IHGT Director; schedule & reschedule appointments, meetings & other activities for supervisor & IHGT Director; schedule large programmatic meetings; plan & execute public relations functions on behalf of Director & IHGT; act as discrete liaison with various external & internal offices/agencies on behalf supervisor & IHGT Director; follow up as necessary to ensure items are finalized; provide primary back-up to office manager in her absence to include managing daily operations of office. **QUALIFICATIONS:** BA/BS; minimum 2 years in senior administrative assistant position or equivalent required; must have experience with word processing & database systems; strong verbal & written communication skills; excellent interpersonal skills; must have ability to handle multiple tasks simultaneously; excellent organizational skills necessary, in addition to ability to work under tight time frames; must possess initiative & independent judgment; capacity to relate to people in manner to win confidence & establish support; ability to exercise discretion with highly confidential & sensitive matters; must have capacity to positively interact with diverse constituencies; *position contingent upon grant funding.* **GRADE:** G12; **RANGE:** \$26,133-33,725; 12-3-97 Institute for Human Gene Therapy

**AUDIO VISUAL TECH I** (40 HRS) (121926AM) (121928AM) Provide audio-visual services; troubleshoot problems on a/v &

computer equipment; set up & test equipment; break down & properly store equipment; assist with audio-visual projects. **QUALIFICATIONS:** HS diploma or equivalent required, some post-HS audio/visual or related training preferred; 1 to 2 years experience in related position; ability to operate, maintain & troubleshoot audio-visual and/or computer equipment; ability to work under high levels of stress & pressure; highly organized; superior verbal communication & interpersonal skills; ability to work overtime; must be customer-oriented; ability to lift equipment up to 50 lbs, move about actively & utilizing tools requiring manual dexterity; *must be available for frequent overtime, often on short notice, for early mornings, evenings & weekends; hours 7:30 am to 4:30 pm.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-5-97 Architecture & Facilities Management

**AUDIO VISUAL TECH I** (40 HRS) (121931AM) Provide audio-visual services; troubleshoot problems on a/v & computer equipment; set up & test equipment; break down & properly store equipment; assist with audio-visual projects. **QUALIFICATIONS:** HS diploma or equivalent required, some post-HS audio/visual or related training preferred; 1 to 2 years experience in related position; ability to operate, maintain & troubleshoot audio-visual and/or computer equipment; ability to work under high levels of stress & pressure; highly organized; superior verbal communication & interpersonal skills; ability to work overtime; must be customer-oriented; ability to lift equipment up to 50 lbs, move about actively & utilizing tools requiring manual dexterity; *must be available for frequent overtime, often on short notice, for early mornings, evenings & weekends; hours 8:30 am to 5:30 pm.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-5-97 Architecture & Facilities Management

**CLERK IV** (118744AM) Deliver campus mail; perform special errands; setup/breakdown conference room; perform heavy lifting; handle audio-visual equipment; perform library research. **QUALIFICATIONS:** HS diploma or equivalent; 1 to 2 years clerical experience required, experience in academic setting preferred; ability to work with diverse group of people; ability to work under pressure; proven record of punctuality & dependability; ability to lift & carry 50 lbs. **GRADE:** G7; **RANGE:** \$14,935-18,592; 11-24-97 CCEB

**CLINICAL RESEARCH COORDINATOR** (111910AM) Provide data management support for clinical trials; participate in projects, including protocol development & IRB approvals; coordinate data collection; disseminate patient protocol information; ensure consistency of data collected; monitor patient accrual, protocol adherence & data quality; coordinate data review; code & analyze data; participate in audits; prepare progress reports; maintain computer files; prepare & distribute correspondence; maintain protocol progress; assist with preparation of grants. **QUALIFICATIONS:** BA/BS in scientific or related field required, RN preferred; 5 to 7 years experience; knowledge of research methodology, study design & data analysis; prior experience with clinical trials required; PC proficiency required; data management experience on microcomputer database required; ability to focus in busy environment with frequent interruptions; excellent oral & written skills; strong organizational & interpersonal skills. **Grade:** P5; **RANGE:** \$29,664-38,677; 12-2-97 Cancer Center

**NURSE PRACTITIONER** (111902LW) Perform intake health histories & physical exams; plan & deliver outpatient detoxification & address clients' primary care needs; perform, order & interpret results of laboratory & diagnostic tests; share administrative duties; order supplies; perform inventory & med counts; follow patients in substance abuse treatment research protocols. **QUALIFICATIONS:** BA/BS required, MSN degree preferred; PA certified nurse practitioner licensed registered nurse by PA Board of Nursing required; adult or family nurse practitioner; 1 year clinical nursing experience; psychiatric nursing experience desirable; *possible evenings/weekends; position contingent upon grant funding.* **GRADE:** P6; **RANGE:** \$32,857-42,591; 12-2-97 Psychiatry/Addictions

**OFFICE ADMINISTRATIVE ASSISTANT II** (40 HRS) (121935AM) Process orders & reimbursements; resolve issues related to ordering & accounts payable; obtain bids; confirm pricing commitments; help orient personnel to purchasing, ordering & reimbursement policies & procedures; assist in preparation & submission of journal entries. **QUALIFICATIONS:** HS diploma required, some college preferred; 2 years as OAA I or 4 years in office setting, preferably in academic environment; IBM experienced needed; strong typing skills & accuracy in data entry; FinMIS training & knowledge of University financial policies/procedures highly desired; strong organizational & communication skills; *position contingent upon grant funding.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-5-97 Institute for Human Gene Therapy

**PROGRAMMER ANALYST III/IV** (111870AM) 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 knowledge of current technology & literature on bioinformatics & computational biology; participate in evaluation of technical competence of prospective employees; PA III: participate in writing grants & scientific papers & technical documentation; PA IV: participate in planning development & training of programming staff; participate in writing grants & scientific papers & technical documentation. **QUALIFICATIONS:** 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 & knowledge of machine

learning methods & representation; 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; 11-24-97 Center for Bioinformatics

**PROJECT MANAGER I** (091455AM) Provide project management for multi-center, multi-protocol clinical trials; provide technical leadership & consultation to project managers in development of clinical trials; participate in development of proposals, programs, grants & projects. **QUALIFICATIONS:** MA/MS in health related discipline, 2 years or more relevant experience in clinical research, clinical center operations & project planning activities; 2 years or more significant knowledge of Project Management business practices, principals, standards & procedures. **GRADE:** P5; **RANGE:** \$29,664-38,677; 11-26-97 CCEB

**PROJECT MANAGER III** (111905AM) Manage behavioral health care project to develop policy & research initiatives that determine impact of managed care on mental health & substance abuse programs; develop & implement strategic plan; develop research agenda; manage implementation of research protocols; evaluate project; write grant & contract proposals; write policy & research articles; convene national policy/research meetings; provide training/consultation & technical assistance; supervise employees; manage budget. **QUALIFICATIONS:** MA/MS degree in human sciences required, Doctoral degree in human sciences preferred; 7 years experience in behavioral health field, 5 of which must be concentrated on project development, implementation & evaluation; direct supervisory experience; experience working with national policy groups; demonstrated ability to write grant proposals & develop funding for projects; *position contingent upon grant funding.* **GRADE:** P8; **RANGE:** \$39,655-52,015; 12-2-97 Psychiatry

**PROJECT MANAGER III** (111907AM) Provide technical leadership & supervision to clinical data management, staff & infrastructure development; provide strategic planning; manage project activities; supervise research on new technologies & methodologies; participate in development of proposals, programs & grants. **QUALIFICATIONS:** MA/MS; minimum 7 years relevant experience involving research, research operations or health related research planning activities; experience in budgets, grants & development of research data; knowledge of data management, health research business practices & principals, health care research & data management standards & procedures is required; ability to interact effectively with staff; excellent communication skills. **GRADE:** P8; **RANGE:** \$39,655-52,015; 12-4-97 CCEB

**PSYCH TECH I** (40 HRS) (111770LW) Assist with subject recruitment, in compliance with multiple research protocols; administer interviews, questionnaires & assessment instruments; score test batteries; ensure data completeness; monitor subject compliance to protocol; collect/enter data into established database; maintain research files; provide information to clients regarding research protocols/procedures; draw blood using Korvac Infusion Pump; process plasma specimens & assays; conduct radioimmunoassays for hormone levels and/or naltrexone levels. **QUALIFICATIONS:** BA/BS required; attention to detail/accuracy in data collection required; interviewing skills desired; *must be available for evenings & weekends; position contingent upon grant funding.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-4-97 Psychiatry

**RESEARCH COORDINATOR** (40 HRS) (111919LW) Plan & execute implementation of research design; collaborate with investigators in multi-site research planning; coordinate planning with field site health & social service agencies; assist in recruiting & hiring field interviews; supervise field work; conduct field work as needed; maintain confidential records; assist in data analysis & reporting. **QUALIFICATIONS:** BA/BS with course work in social sciences or health & human service professions (Nursing, Social Work, Public Health, etc.) required; graduate degree with course work in research methods preferred; *position contingent upon grant funding.* **Grade:** P3; **RANGE:** \$24,617-31,982; 12-2-97 Psychiatry

**RESEARCH LAB TECH III** (40 HRS) (081392RS) Assist in molecular biological research focusing on the response of the liver & lung; assist & independently perform experiments; handle all aspects of laboratory, including record keeping & inventory; work with other members of research team both HUP & CHOP. **QUALIFICATIONS:** BA/BS in Biology, Chemistry, Molecular Biology or Biochemistry; 3 to 5 years laboratory experience preferred; basic knowledge of some of the following: isolation & manipulation of DNA & RNA, agarose & SDS-polyacrylamide gel electrophoresis, plasmid transformation, Riboprobe & DNA probe isolation & labeling, protein extraction; *end date 10-31-98.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-3-97 Anesthesia

**RESEARCH LAB TECH III** (40 HRS) (111911LW) Under general supervision, assist principal investigator in conducting neuropathologic & tissue culture investigations of psychiatric & neurodegenerative disorders; perform tissue processing, maintenance of tissue cultures, staining, immunohistochemistry, *in situ* hybridization, microscopy & computer-assisted image analysis; perform data entry & assist with data analysis; maintain logs, lab equipment & supplies; assist in planning protocols & experimental designs. **QUALIFICATIONS:** BA/BS in scientific or related field or equivalent combination of college level course work & related experience; exposure to lab work required; *position contingent upon grant funding.* **GRADE:** G10; **RANGE:** \$22,013-27,427; 12-4-97 Psychiatry

**RESEARCH SPECIALIST JR** (40 HRS) (111903LW) (111904LW) Travel locally to correctional facilities to obtain study subjects & interview clients; oversee research field work; manage confidentiality files & track cohort of subjects; develop tracking system consistent with study design & protocol; write & review reports & papers. **QUALIFICATIONS:** BA/BS in Psychology, Sociology or related field; experience in health & social service delivery in correctional institutions desired; experience with statistical analysis (SAS, SPSS) highly desired; experience with Word & Excel required, experience with Access preferred; *position contingent upon grant funding.* **GRADE:** P1; **RANGE:** \$20,291-26,368; 12-2-97 Psychiatry

**RESEARCH SPECIALIST JR** (111908LW) Follow established protocols; assist in research of neuronal cytoskeleton in health & diseases using biochemical immunological hybridoma technology & histological methods; other procedures include microscopy & photography; responsible for data collection using PC; input data; perform library bibliographic searches; demonstrate techniques to students; keep logs; write lab reports; maintain equipment; order supplies. **QUALIFICATIONS:** BA/BS in scientific or related field; exposure to lab work; prior lab experience highly desired. **GRADE:** P1; **RANGE:** \$20,291-26,368; 12-2-97 Pathology

**RESEARCH SPECIALIST I** (111872LW) Manage & execute research project involving mailed survey of physicians & telephone interviews with their patients; responsible for data collection & entry, as well as coordination of data collection with another study site. **QUALIFICATIONS:** BA/BS required, MA/MS preferred; minimum 1 to 3 years research experience; interview, word processing, database & project management skills; *start date 2-1-98; end date 7-31-2000.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 11-24-97 Center for Bioethics

**RESEARCH SPECIALIST I** (111892LW) Plan, carry out & document focus groups; schedule & hold interviews with patients; run pilot & implementation phases of 3-year study of informed consent; responsible for data collection, coding, entry & cleaning; manage literature & files; handle coordination with clinical & research staff. **QUALIFICATIONS:** BA/BS required, MA/MS preferred, Social Science or health-related major; 1 to 2 years research experience; interviewing, word processing, database & project management skills; *end date 6-30-2000.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 11-25-97 Center for Bioethics

**RESEARCH SPECIALIST I** (111909LW) Perform routine to complex procedures in research of neuronal cytoskeleton in health & diseases; perform immunological (hybridoma technology) & histological methods; other procedures include microscopy, photography, etc.; responsible for data collection using PC; perform library bibliographic searches; write methods section of manuscripts; demonstrate techniques to lower grade techs & students; evaluate & maintain equipment; order supplies. **QUALIFICATIONS:** BA/BS in scientific or related field; 1 to 3 years experience in experimental neurobiology & neuropathology; ability to analyze structure/protein in normal & diseased brains; *position contingent upon grant funding.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 12-2-97 Pathology

**RESEARCH SPECIALIST I** (111873LW) Manage & execute research project involving observations & interviews with patients & physicians in clinical setting; responsible for data collection with another study site. **QUALIFICATIONS:** BA/BS required; MA/MS preferred in Social Sciences; 1 to 2 years work experience in qualitative database management, observations & interviews; *start date 2-10-98; end date 12-15-98.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 12-3-97 Bioethics Center

**RESEARCH SPECIALIST I** (121936LW) Provide DNA sequence support for Institute for Human Gene Therapy; operate & maintain automated DNA sequencer; determine sequences of newly developed gene transfer vectors; prepare reports/documents which accompany completed runs; calibrate instruments; order reagent; provide general & preventive maintenance; develop & maintain extensive database for management & archiving of large inventory of DNA sequences which will be generated in IHGT. **QUALIFICATIONS:** BA/BS degree in Chemistry or Biochemistry; 2 years experience in automated DNA sequencing or synthesis or related instrumentation (i.e., peptide synthesis); molecular biology experience including plasmid cloning, restriction analysis & blot hybridization required; must have personal computer experience in developing & manipulating DNA databases; working or theoretical knowledge of column chromatography (low pressure, FPLC or HPLC) highly desirable; must be able to work independently & with little supervision; excellent organizational & interpersonal skills essential; *position contingent upon grant funding.* **GRADE:** P2; **RANGE:** \$22,351-29,098; 12-5-97 Molecular & Cellular Engineering

**SCIENTIFIC EQUIPMENT STERILIZATION ATTENDANT** (111893LW) Collect dirty glassware from several labs & return when clean; load, operate & unload glasswashing machine & drying ovens; use autoclave to sterilize clean glassware; wash some glassware by hand; use razor on some glassware to remove labels; prepare sterile pasteur (cotton-stuffed) pipettes. **QUALIFICATIONS:** Some high school; time management skills required; ability to avoid as much breakage as possible. **GRADE:** G5; **RANGE:** \$12,875-15,811; 11-25-97 Pharmacology

**SECRETARY V** (40 HRS) (111871AM) Maintain records & manage filing systems; handle scheduling; coordinate meetings; prepare agendas & reports; maintain databases; answer telephones; process mail; compose correspondence. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; 4 years related experience; type 60-70 wpm; experience with NIH grant pro-

cessing system highly desired; Macintosh computer proficiency with word processing, spreadsheets, databases & scheduling. **GRADE:** G10; **RANGE:** \$22,013-27,427; 11-24-97 Center for Bioethics

**SECRETARY V** (40 HRS) (111891AM) Maintain records, reports & organizing systems; type & proofread; assist in grant preparation; arrange calendars; handle mail; compose correspondence & forms; organize information for meetings & special reports; prepare meeting agendas & take minutes. **QUALIFICATIONS:** HS diploma; some college preferred; 4 years experience; type 60 wpm required, type 70 wpm preferred; experience with NIH grant processing system highly desired; Macintosh computer proficiency in Internet, scheduling, database & spreadsheets. **GRADE:** G10; **RANGE:** \$22,013-27,427; 11-25-97 Center for Bioethics

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## NURSING

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Contact: Sue Hess

**ADMINISTRATIVE ASSISTANT II** (40 HRS) (111878SH) Provide administrative clerical support to faculty as part of Division Service group team combining administrative & financial staff; respond to inquiries from prospective students about graduate programs & application/admission process; coordinate follow-up in liaison with Program Directors; schedule & coordinate meetings; make travel arrangements; compose, type & proofread routine correspondence, materials for presentation & course related materials; coordinate grant proposal process; recommend innovative improvements in policies & procedures & in use of technology; participate in cross-training within the team. **QUALIFICATIONS:** HS diploma in business curriculum or equivalent; minimum 3 years of office administrative experience; strong problem solving skills in high volume, high quality customer service environment; ability to work productively as part of team; strong interpersonal, organizational, verbal & written communication skills; thorough knowledge of office procedures, practices & methods; type 55 wpm; demonstrated advanced personal computer skills in Windows environment, MS Office & WordPerfect; familiarity with SRS system & grant proposal process desired. **GRADE:** G10; **RANGE:** \$22,013-27,427; 11-24-97 Nursing

**MARKETING MANAGER** (111896SH) Manage development & implementation of marketing/outreach plan targeting potential enrollees & community gatekeepers; implement external relations campaign to enhance public awareness in order to meet enrollment needs; initiate & maintain ongoing campaign to educate referral sources & provide opportunities for feedback; direct intake process including response to referrals & inquiries; intake interviews & follow-up & expedited enrollment; manage development of marketing materials; maintain liaison with Catholic Health Initiatives' & Pittsburgh's LIFE marketing programs; supervise Intake Worker. **QUALIFICATIONS:** BA/BS required, MA/MS preferred; minimum 5 years marketing, referral development, community outreach and/or intake experience; work experience in healthcare and/or aging services; demonstrated track record of producing results; ability to work effectively with culturally, economically & educationally diverse populations essential; ability to form interpersonal relations in dealing with wide range of staff as well as external contacts; self-starter with strong organizational & time management skills; knowledge of catchment area communities (primarily West Philadelphia, Southwest Philadelphia, Fairmount & Upper Darby); supervisory experience. **GRADE:** P5; **RANGE:** \$29,664-38,677; 11-26-97 Nursing

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## PRESIDENT

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Contact: Sue Hess

**ADMINISTRATIVE ASSISTANT II** (111880SH) Perform administrative secretarial duties unique to Office of General Counsel; exercise good judgment; perform word processing; answer phones & direct calls; transcribe dictation tapes; organize & maintain office records & files; create new systems as needed; arrange meetings & conference calls; type & proofread confidential materials; compose correspondence & complete forms; participate in planning & development of routine to complex computerized office systems. **QUALIFICATIONS:** HS diploma, some college preferred; minimum 3 years general office experience, 2 years University experience preferred; computer literate; proficiency in Macintosh Microsoft Word; ability to handle complex & highly confidential materials; good telephone, communication & interpersonal skills. **GRADE:** G10; **RANGE:** \$19,261-23,999; 11-24-97 Office of General Counsel

**OFFICE SYSTEMS COORDINATOR** (111881SH) Perform word processing & secretarial duties for 7 attorneys & paralegal; type & proofread confidential materials; answer phones & direct calls; install & configure new hardware & software for office computer system; troubleshoot hardware & software problems & implement solutions; maintain network of 11 users; assist/train staff in use of software & applications; responsible for file transfer/converting documents; create & maintain database for monitoring matters & office budgets; at request of BA prepare accounts payable forms, budget & journal entries manually & via FinMIS; enter data on database & reconcile against budget printout. **QUALIFICATIONS:** HS diploma, some college preferred; minimum 5 years general office experience, 2 years



University experience preferred; database experience required, FinMIS & budget support experience preferred; computer literate; proficiency in Macintosh Microsoft Word; knowledge of software & applications; broad base computer skills; ability to troubleshoot software & hardware problems; ability to handle complex & highly confidential materials; good telephone, communication & interpersonal skills. **GRADE:**G11; **RANGE:**\$20,497-26,008; 11-24-97 Office of General Counsel

## PROVOST

Contact: Ronald Story

**ADMINISTRATIVE ASSISTANT I** (111906RS) Perform receptionist duties for administrative area of athletic department; greet constituents; answer phones; direct visitors; provide clerical support to senior administrative staff; report to & assist Staff assistant; assist in supervision of work study students; maintain calendars & schedule meetings; assist in distribution & processing of daily US/Intramural mail. **QUALIFICATIONS:** HS diploma required; minimum 2 years admin/clerical experience; working knowledge of Windows 95 & Word 7 for Windows 95; ability to deal calmly & effectively with wide variety of constituents; strong verbal & written communication skills; excellent organizational skills; interest in athletics highly desired. **GRADE:**G9; **RANGE:**\$17,614-21,991; 12-2-97 Athletic Administration

**ADMINISTRATIVE ASSISTANT II** (111918RS) Provide secretarial, clerical & receptionist support relating to Office of Associate Provost & faculty appointments & promotions; perform typing, proofreading & maintenance of faculty files; prepare correspondence & approvals; compile reports on appointments & promotions; maintain small office databases; update Personnel/Payroll information; use Macintosh computer extensively. **QUALIFICATIONS:** Business training or college background; 3 to 5 years experience in office environment; ability to type at least 55 wpm; computer proficiency required, proficiency with Macintosh preferred; familiarity with Microsoft Word & FileMaker Pro database software; knowledge of UMIS Personnel/Payroll system desired; demonstrated communication & organizational skills; ability to work independently. **GRADE:**G10; **RANGE:**\$19,261-23,999; 12-3-97 Assoc. Provost's Office

**HEAD COACH B** (40 HRS) (111897RS) Manage, direct & coach men's soccer program; recruit, train & counsel student athletes & actively participate in alumni relations & fund raising for men's soccer; receive general supervision & report to Associate Director of Athletics. **QUALIFICATIONS:** BA/BS degree required; minimum 3 to 5 years coaching experience in successfully & highly competitive soccer program required, preferably on college level; demonstrated ability to recruit & counsel student athletes in highly competitive academic environment; familiarity with Ivy League philosophy & need-based financial aid; must possess strong communication, public relations & management skills. **GRADE:** P6; **RANGE:**\$32,857-42,591; 12-2-97 Athletics/Mens Soccer

**LAB ANIMAL AIDE** (40 HRS) (111856RS) (111876RS) (111877RS) Perform lab animal care, adhering to Federal, State & University regulations & policies; clean & sanitize cages & equipment; perform routine maintenance on sanitation equipment; operate autoclave for sterilizing cages; feed, water & change cages for variety of lab animals; clean & sanitize animal rooms & support areas; receive & handle feed, bedding & other supplies; observe & report unsafe or unusual conditions; perform other duties as assigned. **QUALIFICATIONS:** HS diploma or equivalent; ability to lift & carry up to 50 lbs.; ability to follow written & verbal instructions; may include shifts other than Monday-Friday & 7:30 - 4:30; includes overtime, weekends & holidays. **GRADE:**G5; **RANGE:**\$14,714-18,069; 11-25-97 ULAR

**LEAD, CONSOLE SUPPORT** (121951RS) Operate MVS or support consoles; respond to MVS-AIX-JES2 messages & conditions; monitor execution of MVX & AIX system consoles; follow problem determination procedures which include documentation & notification of appropriate personnel; perform orderly startup & shutdown procedures; perform power on reset for MVS environment; responsible for completion of shift reports for all failures; maintain inventory; maintain working knowledge of all environmental systems, all equipment, preventative maintenance, etc. **QUALIFICATIONS:** HS diploma, computer tech training; 5 years experience MVS & JES2; 2 years experience AIX-UNIX console support; working knowledge of auto process control software to monitor MVS, RS6000 environment & determine failures on processes or connectivity & take corrective action; knowledge of IBM PCS in LAN environment; familiarity w/ common PC software; understanding of environmental monitoring; good supervisory skills; **varied shifts.** **GRADE:**G13; **RANGE:**\$25,132-33,270; 12-8-97 ISC Operations

**MANAGER PRODUCTION CONTROL** (121949RS) Manage ISC Production support; oversee completion of all MVS/AIX processing; establish & maintain operational standards/procedures; represent group with respect to system development methodology; confer with & advise subordinates on administrative policies, technical problems & priorities; responsible for production scheduling; provide DASD conversion support & DASD space management; establish project plans; enforce ISC Operations standards/quality control; supervise & train staff. **QUALIFICATIONS:** BA/BS; 5 to 8 years management experience of 10 employees in MVS environment; previous project/management experience; AIX experience highly desired; excellent planning & organizational skills; capable of supervising multiplatform/multi-operating systems; ability to analyze production systems; in-depth knowledge of MVS job control, systems

utilities & procedures; working knowledge of JES2, CICS, ZEKE & Jobscan. **GRADE:**P8; **RANGE:**\$39,655-52,015; 12-8-97 ISC Operations

**PRODUCTION CONTROL LEAD TECH** (121950RS) Ensure timely completion of MVS & UNIX production batch applications; provide first level support for resolving any system or job application failure; analyze newly developed systems; recommend & implement most effective data flow; directly accountable for reviewing AIX scripts, MVS JCL/PROCs that are pending production implementation; enforce production standards; fully understand MVS turnover process; maintain high level of proficiency with IBM utilities, JCL & third party software. **QUALIFICATIONS:** HS diploma; 3 to 5 years diversified data processing experience; 2 years production control experience; experience with TSO/ISPF panels & functions; knowledge of AIX tech processes & procedures required; strong knowledge of MVS job control language, system utilities & procedures; working knowledge of IDCAMS, JES2, CICS, MVS functions; PC skills; familiarity with Microsoft Office; knowledge of auto scheduling; **varied shifts.** **GRADE:**P4; **RANGE:**\$26,986-35,123; 12-8-97 ISC Operations

**SENIOR LIBRARY CLERK** (111912RS) Open library; prepare newspapers; interfile circulation; record statistics; resolve circulation problems; handle overdue notices; prepare circulation records for New Bolton Center; open & sort mail; work on circulation desk; provide directional & procedural information; maintain copy machines; process new books & journals; process withdrawals; re-file pamphlets & reserve materials; type correspondence & required reports. **QUALIFICATIONS:** HS diploma required, some college preferred; previous library experience highly desired; knowledge of library automated system desired. **Grade/RANGE:** UNION; 12-2-97 Veterinary Library

## VETERINARY SCHOOL

Contact: Ronald Story

**FISCAL COORDINATOR I** (101712RS) Provide administrative support to the Associate Director of the Pennsylvania Animal Diagnostic Lab System (PADLS); support laboratory personnel associated with PADLS system (microbiology, toxicology, pathology); manage data & prepare reports; prepare presentations, financial analysis & projects; develop, modify & implement office policies & procedures; write correspondence & minutes; manage reception area; perform purchasing actions; oversee security & maintenance of equipment; organize & maintain records & files; monitor expenses & budgets; schedule meetings & travel. **QUALIFICATIONS:** BA/BS or equivalent; at least 1 to 3 years related experience; thorough knowledge of clerical accounting & office procedures; strong organizational & communication skills; thorough knowledge of computer software for financial spreadsheets & word processing. **GRADE:**P1; **RANGE:**\$20,291-26,368; 11-25-97 Pathobiology

**SECRETARY TECH/MED SR, PART-TIME** (17.5 HRS) (111890RS) Perform secretarial duties related to both teaching & research requiring use of specialized technical and/or medical terminology; duties include processing of course materials, correspondence, grant proposals, manuscripts & other materials in word processing (Word for Mac 6.01) & spreadsheet (Excel) programs; copy & distribute course materials; calculate student grades; schedule 2 core courses; process paperwork for various financial transactions; order supplies through FinMIS; organize seminars & schedule speakers; make travel arrangements; process honorariums & travel expenses; schedule department & committee meetings. **QUALIFICATIONS:** HS diploma or equivalent; minimum 3 years secretarial experience including 2 as technical secretary; must be computer literate (including use of Word, Excel, Netscape, Eudora, Reference Manager & Omnipage software for Macintosh); ability to communicate effectively; understanding of punctuation & grammar; organizational skills; ability to prioritize & handle multiple projects; flexibility. **GRADE:**G10; **RANGE:**\$10,58-13,18; 12-2-97 Animal Biology

## WHARTON SCHOOL

Contact: Anna Marcotte

**ASSISTANT DIRECTOR, PART-TIME** (21 HRS) (111900AM) Coordinate & oversee activities of WCQF; serve as primary contact for Center; responsible for financial management, budgeting & reporting; plan & execute conferences & activities; perform administrative duties; coordinate Director's interaction; supervise work-study students. **QUALIFICATIONS:** BA/BS; minimum 2 years administrative or coordinative experience; supervisory experience; excellent interpersonal & organizational skills; strong verbal & written communication skills; working knowledge of word processing, spreadsheet & database management software, preferably Microsoft Word, Excel & Access; understanding if FinMIS highly desired. **GRADE:**P4; **RANGE:**\$16,191-20,880; 12-2-97 Finance Department

**ASSOCIATE DIRECTOR IV/V** (40 HRS) (111895AM) Market Annual Fund; manage direct mail; oversee telemarketing effort; manage 2 to 3 reunion gift programs; supervise & manage annual fund database systems & personnel. **QUALIFICATIONS:** BA/BS; AD IV: 3 years fund-raising or related experience, preferably in education environment; AD V: 4 to 6 years fund-raising or related experience, preferably in education environment; excellent organizational, communication & interpersonal skills are critical; proven ability to work well independently & as team

player; computer proficiency; must be available to work occasional weekends; must have travel-valid driver's license. **GRADE:**P6/P7; **RANGE:**\$32,857-42,591/\$36,050-46,814; 11-25-97 External Affairs

**COMMUNICATIONS PROGRAM SPECIALIST** (111914AM) Assist in designing, teaching & coordination of courses & activities of Wharton Communication Program; teach in MBA & WEMBA programs; administer communication component of WEMBA program; other administrative & teaching duties will be developed according to programmatic needs. **QUALIFICATIONS:** MA/MS in Communications or related field, with evidence toward higher degree; minimum 3 years teaching experience at college level or equivalent; research background in communication theory & skills, with demonstrated interest in particular fields; experience in curriculum & program planning; **application deadline 12-10-97.** **GRADE:**P5; **RANGE:**\$29,664-38,677; 12-3-97 Wharton Communication Program

**COORDINATOR II** (111883AM) Provide writing support; serve as news media contact; gather information; manage & plan events; assist in management of media/faculty databases; manage surveys & college guides. **QUALIFICATIONS:** BA/BS; 1 to 3 years experience in contacting media, developing news stories, or equivalent required; experience in event planning & management highly desired; experience with MS Word required, MS Office & database experience highly desired; strong verbal & written communication skills; ability to work well in deadline-oriented environment; knowledge of news media/public relations. **GRADE:**P2; **RANGE:**\$22,351-29,098; 11-24-97 Public Affairs

**DIRECTOR VII** (111901AM) Provide strategic vision in research database support; manage financial research databases providing integrated access across multiple platforms; provide database expertise & assistance; plan & direct information & access strategies; manage external research database services; represent school; provide research database support & services; enhance future revenue receipts; manage relationships with vendors. **QUALIFICATIONS:** BA/BS required, MA/MS in Finance, Information Management or Computer Science preferred; 7 to 10 years work experience with financial data & computing; excellent client management skills. **GRADE:**P10; **RANGE:**\$48,822-64,066; 12-2-97 WCIT

## Classified

### FOR SALE

**Nissan Stanza '83**, 4-dr. hatchback, 5 speed, stereo, 77K miles, 10/98 inspection. Original owner, impeccably maintained. Avail. mid-Dec. \$1,100. (215) 387-5520 or 898-0653.

### VACATION

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

### VOLUNTEERS WANTED

#### Genetic Research Studies

- Healthy African American men and women 18 years of age and older are sought to participate as matched controls in a multiethnic research study. Eligible volunteers will be paid \$50. For more information about this study please contact Nancy at (215) 573-4583. University of Pennsylvania Health System.

- Volunteers are sought who have had Anorexia or Bulimia and who have a sibling, cousin, or other relative who also has had an eating disorder. Eligible participants will be compensated \$100. For further information about this study please contact Nancy or Chris at (215) 573-4583.

### LAB EQUIPMENT AVAILABLE

#### REMEDY at Penn

([www.med.upenn.edu/remedy](http://www.med.upenn.edu/remedy)) has lab equipment for donation to any Penn/CHOP research lab in need of them. If a receiver cannot be found within Penn, will donate to area educational organizations (e.g., local high schools). Suggestions for such organizations welcome.

- 1) 2-chambered, water-jacketed, tissue culture incubator from National Application Company.
- 2) chromatography cabinet
- 3) beta-scintillation counter

Inquiries : Andrew Krakowski, 573-3308 or evenings 563-1695; e-mail

[krakowsk@mail.sas.upenn.edu](mailto:krakowsk@mail.sas.upenn.edu).

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

## Holiday Schedule for PennTransit Services

- *Escort Shuttle Service, Campus Loop:* Closes 12/24 (Wed.) to 1/2 (Fri.); begins again 1/3 (Sat)
  - *PennBUS East, PennBUS West, Shopping Shuttle:* Closes 12/24 (Wed.) to 1/4 (Sun.); PennBUSES begin again 1/5 (Mon.), Shopping Shuttle 1/6.
  - *Handivan:* Closes 12/25 (Thur.) to 1/4 (Sun.); begins again - 1/5 (Mon)
  - *Parking Shuttle (Lot #33):* Closes 12/25 (Thur) to 1/4 (Sun.); begins again 1/5 (Mon.)
- Ronald C. Ward, Manager, Transportation Services

## 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 17, 1997 through November 30, 1997**. Also reported were **Crimes Against Property**, including **74 total thefts (including 18 thefts from autos, 12 criminal mischief & vandalism, 7 thefts of bicycles & parts, 3 burglaries & attempts, 3 trespassing & loitering, 2 theft of auto, and 1 forgery & fraud )**. Full crime reports are in this issue of *Almanac* on the Web ([www.upenn.edu/almanac/v44/n15/crimes.html](http://www.upenn.edu/almanac/v44/n15/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 17, 1997 through November 30, 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:** Simple Assaults—2; Threats & Harassment—2

11/17/97	5:01 PM	Nichols House	Dispute between roommates
11/20/97	1:17 AM	3420 Moravian St.	Disturbance between two persons
11/23/97	7:39 AM	Hopkinson Dorm	Unwanted calls received
11/25/97	8:40 PM	University Hospital	Employee threatened

**38th to 41st/Market to Baltimore:** Simple Assaults—1; Threats & Harassment—4

11/17/97	3:47 PM	Low Rise North	Unwanted calls received
11/17/97	8:19 PM	4058 Irving	Unwanted calls received
11/20/97	2:38 PM	3935 Walnut St.	Manager assaulted by male/Arrest
11/25/97	11:48 AM	3900 Pine St.	Unwanted phone calls received
11/25/97	1:29 PM	Low Rise North	Unwanted phone calls received

**41st to 43rd/Market to Baltimore:** Robberies (& Attempts)—1; Aggravated Assaults—1

11/17/97	9:35 PM	4200 Blk. Pine	Complainant shot during robbery attempt
11/18/97	7:17 PM	4111 Walnut St.	Complainant struck in face/Arrest

**30th to 34th/Market to University:** Sexual Assaults—1

11/22/97	9:45 AM	300 Blk. 34th	Suspect arrested for indecent assault
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**Outside 30th to 43rd/Market to Baltimore:** Robberies (& Attempts)—1;

Threats & Harassment—2			
11/24/97	11:45 AM	2101 Chestnut	Unwanted phone calls received
11/25/97	11:27 AM	Swarthmore, PA	Unwanted phone calls received
11/26/97	10:28 AM	Westchester Park	Off-duty arrest by #123 in Upper Darby

### Crimes Against Society

**34th to 38th/Market to Civic Center:** Disorderly Conduct—1

11/21/97	9:51 PM	3744 Spruce St.	2 males stopped who were undressed/Arrest
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**38th to 41st/Market to Baltimore:** Alcohol & Drug Offenses—3

11/17/97	4:15 AM	3900 Blk. Spruce	Intoxicated person arrested
11/25/97	8:05 PM	4000 Blk. Spruce	Suspects arrested for drug possession
11/28/97	1:09 PM	40th & Spruce	Suspect arrested for drug possession

**Outside 30th to 43rd/Market to Baltimore:** Disorderly Conduct—1

11/29/97	11:06 PM	3800 Blk. Locust	Actors shooting pedestrians w/sling shot Cited
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## 18th District Crimes Against Persons

23 Incidents and 3 Arrests were reported between **November 17, 1997**, and **November 30, 1997**, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

11/17/97	5:00 PM	4400 Chestnut	Robbery
11/17/97	9:35 PM	4213 Pine	Robbery
11/18/97	2:40 PM	3901 Chestnut	Aggravated Assault/Arrest
11/20/97	10:43 PM	813 49th St.	Robbery
11/20/97	11:20 PM	328 46th St.	Robbery
11/21/97	7:30 PM	4804 Chester	Aggravated Assault
11/21/97	9:19 PM	4814 Spruce	Robbery
11/23/97	12:01 AM	4000 Spruce	Aggravated Assault
11/23/97	7:45 PM	816 48th St.	Robbery
11/24/97	1:50 AM	4800 Kingessing	Aggravated Assault
11/24/97	8:50 PM	4704 Chester	Carjacking
11/24/97	9:37 PM	4600 Pine	Robbery
11/26/97	8:30 AM	241 49th St.	Aggravated Assault
11/26/97	5:50 PM	4800 Springfield	Robbery/Arrest
11/28/97	3:39 PM	4700 Warrington	Robbery
11/29/97	2:44 AM	4601 Walnut	Robbery/Arrest
11/29/97	3:55 PM	4827 Kingessing	Robbery
11/29/97	5:21 PM	4740 Chestnut	Robbery
11/30/97	5:45 PM	3400 Market	Robbery
11/30/97	6:28 PM	4800 Baltimore	Robbery
11/30/97	6:50 PM	1004 Farragut	Robbery
11/30/97	7:00 PM	4500 Baltimore	Robbery
11/30/97	9:35 PM	4800 Locust	Robbery

# Update

## DECEMBER AT PENN

### FITNESS/LEARNING

**9** *Active Yoga*; for those who need to move; followed by relaxation, some experience preferred; noon-1 p.m., Hutchinson Gym. *Also December 11* (Recreation).

**10** *Gentle Yoga*; for relaxation, no experience necessary; noon-1 p.m.; Hutchinson Gym. *Also December 17* (Recreation).

*Discount Medical Book Sale*; 11 a.m.-6 p.m.; Harrison Room, Penn Tower Hotel. *Through December 12* (National Book Exchange).

### TALKS

**9** *Environmental Impact of Off-Shore Petroleum Exploration and Development*; Patrick Cole, Nigeria, International Business and Finance; Barbara Lawrence, Shell International Limited; Michael D. Cochran, Anadarko Petroleum Corp.; Roger Prince, Exxon Research and Engineering; 1-4 p.m., 109 Steinberg Hall-Dietrich Hall (African Studies Center; Institute for Environmental Studies).

**12** *Environmental Characterization Study of South and Southwest Philadelphia: A Progress Report*; Thomas Burke, Johns Hopkins University; 12:15-1:45 p.m., 1203 Steinberg Hall-Dietrich Hall (Institute for Environmental Studies).

**16** *Inorganic Phosphate: Why, Where and How is It Transported?*; Hartmut Wohlrab, Boston Biomedical Research Institute; noon; Austrian Auditorium, CRB (Biochemistry and Biophysics).

**Deadlines:** The deadline for the February at Penn calendar is *January 13*; the deadline for the update is the Monday prior to the week of publication.



*Almanac*

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## Learning in Style *by Myrna L. Cohen*

An intellect is someone whose mind watches itself.—*Albert Camus*

Our individual learning styles have been compared to our fingerprints, a representation of our unique selves. Learning styles play an important role in directing the ways we structure our teaching and the ways our students read an assigned text, synthesize information, solve problems, and demonstrate knowledge on a test. An understanding of learning styles and their congruent learning strategies has the potential to transform passive students into actively involved learners. The more information students have about their learning preferences, the more responsibility they can take for their own learning.

Learning to learn in the '90s goes well beyond the isolated study skills lessons represented by workbook pages and first attempts at an outline. Today's postsecondary representation emphasizes self-reflection, self-knowledge, and the building of the self-efficacy needed to experience active learning and the actual enjoyment of studying. The understanding of learning styles and approaches to learning is a vital component of building the most satisfying path to scholarship.

### Classifications of Learning Styles

Learning styles can be classified and defined along a variety of dimensions; generally, they address cognitive, affective or physiological elements. These varied categorizations provide perspectives for understanding the multitude of factors that comprise learning for each individual student. As they describe and categorize, these theories attempt to bring order to the complexities of teaching and learning. They are not meant to create additional labels or to compartmentalize students. Rather, they may help us realize the varied paths to understanding that our students choose to travel. And with our more complete knowledge of the diversity of learning styles and strategies, we may be able to assume the role of guide, encouraging students to reflect and discover their particular strengths.

*Cognitive learning styles* (the most pertinent to our discussion) describe the ways individuals approach an academic task, structure study sessions, analyze and remember information, and solve problems. For example, impulsive students may respond quickly, motivated by a refreshing curiosity; but they may also become easily bored, frustrated or distracted. Their reflective peers, on the other hand, proceed more cautiously and with attention to details. Described from another perspective, the social learners among our students prefer to work in study groups and interact during office hours, while those identified as independent are self-directed and usually choose to study alone. Perhaps the perspective that provides the widest range of identities is derived from theories of multiple intelligences--the Howard Gardner theory receiving much current attention. Broadly defining and redefining *intelligence* allows us to recognize that differently, but equally, talented students may absorb and express knowledge according to an assortment of styles. Viewing our classrooms from this perspective, we realize that they are filled with communicators, discoverers, problem-solvers, and dreamers--all contributing to the excitement and challenge of teaching.

Discussions of learning style most often describe sensory modalities through which individuals receive, process, store, and communicate information. They categorize students as visual, auditory, or haptic (or kinesthetic) learners, while acknowledging that these labels indicate preferences and strengths rather than absolute descriptors. For example, university students, studying the same challenging backpack article, might use color to highlight and separate main ideas (visual), explain the main concepts to a friend (auditory), or manipulate ideas written on notecards to show relationships (kinesthetic). While these students approach the reading assignment differently, they share the experience of being actively engaged in the task. The underlying, but most important, message in all these learning style classifications is that students' knowledge of their particular learning styles can lead to more productive studying. Conversely, difficulties arise when there is a lack of self-understanding and appropriate study strategy development.

### Reflective Learning

At Tutoring and Learning Resources, the learning instructors and I, recognizing self-reflection as the key to understanding personal learning styles and strategies, use the dynamic assessment methods of a self-evaluation questionnaire and an interview to focus on learning processes. This informal assessment encourages cogitation and provides the opportunity for the learning instructor to encourage the use of more strategic and less fragmented study methods. Students experiencing academic difficulty or those who simply want to incorporate additional or more efficient methods into their study repertoire have both internal resources (personal learning strengths) and external resources (office hours, review sessions) available to them. Initially, this assessment process provides a window for carefully observing each student's awareness and use of those resources. Subsequently, it allows us to intervene in the development of specific tactics or skills compatible with the student's learning style and academic tasks. For some of the undergraduate, graduate, and professional students who seek our assistance, responding to the one-page self-evaluation initiates a pivotal experience in thinking about their own thinking. It is a first step toward thinking about *how* they are studying, as well as *what* they are studying.

An example is provided by a student who recently expressed a need to improve both concentration and text comprehension. He also cautiously revealed an additional concern--a tendency to subvocalize as he studies difficult material. As our conversation continued, he described his preference for learning from a lecture or discussion rather than from reading. Even before completing a learning style inventory, it was apparent that this undergraduate was a strong auditory learner. Reading difficult portions of his text aloud reinforced his comprehension by drawing upon his auditory preference. Additional suggested strategies included talking through course material with a study group or partner and previewing and reviewing aloud when reading portions of a text assignment. Incorporating these study methods, he could address his concerns through his particular learning style and strengths.

### Implications for Teaching

With its roots in the Graduate School of Education and the Division of University Life, our Learning Resources program has a strong history in collaborative design of learning strategies that respond both to the academic challenges of our students and to the wide array of learning characteristics they bring to bear on these challenges. But conversations about ways of learning need not be restricted to this context. Dialogues can also take place outside of and in conjunction with University reading and learning centers. Just recognizing the diverse learning styles of our students and the nature of expertise within a field of study can provide the foundation for rich discussions between instructors and students about approaches to studying particular course material. During this semester, I have had the opportunity to participate in several classroom discussions which intersected studying for a specific course with particular learning strategies. Through personal and professional examples, the instructors demonstrated a variety of valuable approaches to studying within their particular disciplines.

While the implication from much of the research on learning styles--both stated and implied--is that instructors should teach to the individual styles of their students, at the postsecondary level this suggestion cannot translate to separate lessons for individual students. We can, however, make meaningful pedagogical changes such as incorporating additional visuals into lectures or providing handouts with ample margins for notetaking. Also, with increased sensitivity to the variety of learning styles in our classrooms, we can lead our students toward self-understanding. And we can share the lessons of scholarship that we have learned on our own academic journeys. The result will be increased numbers of students who are actively engaged participants in our intellectual community.

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*Talk About Teaching* is in its fourth year as a series co-sponsored by the College of Arts and Sciences and the Lindback Society for Distinguished Teaching. Dr. Cohen is Associate Director for Learning Resources in the Department of Academic Support Programs (VPUL Division of University Life) and Adjunct Assistant Professor of Education at the Graduate School of Education.



# Area Kids Flip for Penn Gymnastics

By Meghan Leary



John Tilgman hit the springboard, gracefully somersaulted through the air and landed face first in the mat. As he peeled himself off the mat, he turned to members of the Penn women's gymnastics team for some pointers. After listening he tried again. This time he nailed the landing and was congratulated with a high five. Tilgman, proud of his achievement, walked over to senior Carin Kaplan and the floor mat to try his new-found knowledge in a new arena. "I like doing the floors the best. It's fun," he said.

Tilgman was one of about 25 area kids benefiting from the wisdom of the gymnastics team. The free clinic at Hutchinson Gym, offered twice a semester, attempts to introduce the children to gymnastics. The children at the Nov. 15 program ranged in age from four to 14.

"So many [of the kids] have natural ability and haven't had the chance to use it," said junior Shannon Stafford.

But teaching them complex tricks is difficult because the time is so limited. "It takes us hours of practice to learn a new move," Kaplan said. But "we suggest new things they can try and we spot them."

The kids learned to walk the balance beam, straddle the horse, and do cartwheels. But the majority of kids listed the mini-trampoline as their favorite task of the day. They loved that the mini-trampoline was made into a game. They would run, jump on the trampoline and land on the other side. If they stuck the landing,

they received a point. Whoever had the most points when it was time to change stations was the winner. Four-year-old Louie Dickson said that jumping on the mini-tramp "was like being a Power Ranger."

The clinic was also a fun experience for the gymnasts who laughed and joked with the kids as they flipped through the air. And even though they often failed to perfectly execute a move and landed on the ground, they would always stand up with a smile and run to try something else.

It was also a chance for the kids to show the gymnasts a thing or two. Clifford Reed, 14, who recently won first place in a city tumbling championship, amazed all with his cartwheels and back-flip combinations. "He's really talented," Kovic said.

The clinic did not just concentrate on gymnastics. The kids were rewarded with a Penn Gymnastics Ivy League Champion T-shirt and then they headed to Training House, where they were treated to a lunch of hoagies, chips and Coke. Over lunch

the kids talked about the clinic and Kianna Singleton, 8, proudly declared that she had "learned how to do a handstand straight up."

However, the kids didn't just learn how to do handstands; they also learned a little about math and English. The clinic ended with a tutorial session in which each gymnast took one or two kids and helped them with their addition or, for the older kids, multiplication.

The gymnasts worked hard to make sure that the kids weren't bored. Kaplan helped Reed with his spelling by first finding out what his favorite sport was, and once she found out that

it was football she had him spell words pertaining to it. "It's really about forming a mentor relationship," Kaplan said.

The day ended with praise all around. A grandmother who had six grandchildren participating said that the "teachers deserve a big round of applause." And Kovic echoed this sentiment. "I am so proud of my team volunteering their time and energy for this program working with kids. They deserve all the credit."



Photograph by Dwight Lucky

*Neighborhood children try the balance beam under the watchful eyes of Penn's women's gymnastics team.*

"They want to do everything at once," said Tom Kovic, the head coach of the gymnastics team, comparing the experience to being in a candy store.

The result? Stafford referred to it as "a big flipping mess."

But the clinic also "gives us a new perspective on things," Stafford said. "It is usually us working out. This lets us loosen up and share our talent with the kids."

# Health Care Breaches Ivy Walls

By Susan Perloff

What do homeless mothers, overweight kids and people with dental cavities have to do with Penn? They all receive health care services from the University. Several programs in the School of Nursing, the School of Dental Medicine and the University of Pennsylvania Health System (UPHS) reach out to adjacent communities to look after the health and well-being of neighbors. Here's a synopsis.

If you live in Southwest Philadelphia, you can sign up for workshops on cardiovascular health for women or on condom education, or you can send kids to a wellness programs for overweight elementary school students. These activities are programs of the Health Annex at Francis J. Myers Recreation Center, 58th and Kingsessing Avenue, where the School of Nursing operates a primary health care practice.

At the Health Annex, West Philadelphia residents receive their care from nurse practitioners who work in collaboration with physicians, social workers, nutritionists and other health providers.

Arthurine Foy and her two children, ages 11 and 9, all receive primary health care services at the Health Annex. She said it all in her patient satisfaction survey: "It's nice to know that in this day and time, people still care about the families that live in the community you serve. May God keep on blessing you all."

Key to the success of the Health Annex are the community residents who serve on its advisory board and help determine the services the Health Annex provides.

Some patients are covered by insurance, and some pay what they can on their own. "Nobody is ever turned away," says Lois K. Evans, DNSc, FAAN, professor and director of academic nursing practices.

The nursing approach focuses on health promotion and wellness, on families, on community-based health care.

The School of Nursing's eight academic

nursing practices, including Myers, provide primary health care, nurse midwifery, well-child care, preteen and adolescent care and family planning, among other services, to clients of all ages. "We're the only nursing school in the country that has eight academic nursing practices," Evans says.

"These practices are the labs and classrooms in which our undergraduate and graduate nursing students learn," says Evans. "Granted, they learn in hospitals, but they also learn here."



*At the Health Annex, Amy Levi, director of nursing's Community Midwifery practice, and nursing student Cecilia Gallagher discuss with a client the importance of breast self-examination.*

The practices offer clients several advantages.

One need is cultural sensitivity to the religious, social and family values of a community, and the nurses provide health care that responds to the community's needs, Evans says. For instance, at the Health Annex, the community advisory board recognized the need for a cardiovascular fitness program specifically for African-American women. The nurses responded with Sweat'n' with the Sisters, an exercise program that also teaches the participants ways to reduce their risk for cardiovascular disease.

The practices also meet community needs by making health care more accessible. "These practices are conveniently located in the neighborhood. And they pro-

vide students a place to learn which offers best-practice models of nursing," Evans says.

Each practice is open five days a week, with nurses on call evenings and weekends.

Another such program helps chronically ill older adults stay at home and out of nursing homes. At Ralston House, 3615 Chestnut Street, the School of Nursing runs the Collaborative Assessment and Rehabilitation for Elders (CARE), a day-hospital for frail older adults with multiple health problems.

Clients visit CARE several times a week, undergoing physical, occupational and speech therapy and other rehab services, all coordinated by advanced-practice nurses. CARE handled 13,000 patient visits last year.

Meanwhile, the office of community relations at the School of Dental Medicine is also making inroads into outreach by requiring students to perform dental work for people in the community. The 1997 graduating class has donated more than 4,300 hours of service.

Between July 1996 and July 1997, dental students screened more than 3,800 people for oral health and provided education about dental health for another 2,300 people, according to Herman Segal, D.D.S., clinical assistant professor and associate dean for community relations.

The Health System is also reaching out to the community. UPHS defines the immediate community-service area as nine zip codes in west and southwest Philadelphia with 355,000 residents. "My job is to increase access and improve the quality of care — improve the relationship between us and our neighbors from the health-system perspective," says Wesley McGavock, executive director, Office of Network Development, Philadelphia Division.

McGavock says UPHS is positioning Presbyterian Medical Center as a community hospital, "a hospital at which people can feel comfortable, a welcoming place that's



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# Chomsky Dissects "Economic Miracle"

By Henri Tetrault



Noam Chomsky views the world with no illusions.

To accept reports by popular media and government is to believe the United States presently enjoys an "economic miracle," said the renowned linguist and political analyst at a recent talk on campus. Chomsky does not believe in the miracle; he calls it a "technical term" that translates, "Rich people are doing quite nicely."

For the majority of the American population, however, Chomsky said conditions generally have stagnated or worsened the past two decades, while the top few percentiles have gained astronomically.

Attacking the sacred cows of the American economic system at his presentation, "Today's Threats and Tomorrow's Hopes," Chomsky questioned the present success of the free market system, painting a picture of growing corporate wealth at the expense of the lower classes.

The Penn alum ranted November 18 to a packed house of over 250 in Meyerson Hall. His presentation served as the Public Lecture of Appreciation honoring the late Zellig Harris, author of the recent posthumously published text, "The Transformation of Capitalist Society," and one of the owners of House of Our Own Books, near the Penn campus.

Harris, who was a Penn professor, believed the world's economic systems needed serious reform to operate efficiently while creating a more equitable distribution of wealth. Chomsky studied under Harris and shares many of his beliefs.

Chomsky's provocative talk sprang from topic to topic, beginning by examining a

local issue that would have been near and dear to his mentor's heart — the threat to independent bookstores by large chains. Chomsky described the bookstore battle as part of "a powerful and highly self-conscious attack against democracy ... attempting to narrow and restrict the spectrum of thought and opinion."

Drawing examples from movies to magazine articles, Chomsky asserted that the "establishment" brainwashes the masses, so they won't question the system, or their place in it. He also noted that multi-national firms are dominating the information market, heading toward a future where a handful of giant corporations will control newspapers, magazines, books, television, and the Internet.

Domination of public information by corporations could not be possible without the cooperation of academic institutions and the government, which create mainstream intellectual opinion and find it necessary to control the public mind, he said.

Marketing (or "manipulation and control" methods as he refers to them) constitutes over one-sixth of the United States' gross national product, according to Chomsky. And this figure does not include the entertainment, news or opinion media (the "manufacturing of consent" marketing segment).

Chomsky, noting that mainstream democratic principles date back hundreds of years, said it was the corporatization of America at the turn of the century that led to the repression of fundamental democratic principles. Wage labor may be a staple of our economy, he said, but the concept of selling a worker's

time to a boss is a form of slavery.

"Those who work in the mills should own and run them."

However, Chomsky is not a one-sided analyst; he sympathizes with the wealthy, as well, pointing to a Businessweek headline that he said sums up the problems of the rich: "The problem now: What to do with all that cash?"

Despite the problems of overflowing corporate profits in America, we must "tolerate the highest poverty level in the industrial world ... ranking next to Cuba in the UNICEF Human Development Report, which measures the typical maladies of third world countries," Chomsky said.

The basis for the aforementioned "economic miracle" are these social ills that pervade America, Chomsky said. Inflation is low, he added, because "American workers are intimidated by the radical shift in economic power between management and workers since the early 1980s."

It is a mistake, however, to label Chomsky a pessimist. He happily described the macro-historical progress of freedom in the world over the past 200 years, beginning with 17th-century England, where the radical publishers and workers rose up for a larger piece of the pie. The resistant public, or "ignorant meddling outsiders," as Chomsky deemed them, "are constantly fighting back, and over the centuries have won plenty of victories and the realm of freedom and justice has expanded, and will continue to."

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responsive to their needs."

The pastoral care department continues to forge relationships with community clergy and churches. It's designing a parish nursing program, for instance, that will put registered nurses in churches to identify and manage the care of people with health care needs. "By providing convenient services for parishioners," says McGavock,

"we're tying those referrals to our hospitals and our services."

Homeless women and children in West Philadelphia would benefit from new transitional and emergency housing that UPHS is investigating. Existing services in the community provide temporary housing for 74 women and children in two large dormitory rooms with two bathrooms — not

nearly enough to serve the homeless population. UPHS's planned project, which it is researching in collaboration with Holy Redeemer Health System, Episcopal Community Services and the City of Philadelphia, could furnish space for 100 additional people. "It's something for which we receive no tangible, direct benefit," says McGavock.



## To Test or Not to Test (Here Are Our Questions)

*President Bill Clinton's efforts to create a national testing program to standardize achievement across the nation led us to ask Tom Corcoran, senior research investigator for the Center for Policy Research in Education at the Graduate School of Education, for his opinion. Nathaniel Glasser asked the questions.*

**Q.** How will Clinton's plan to institute national standardized testing in English and mathematics affect the current curricula of public schools in states that comply?  
**A.** I think it will have very little effect.

**Q.** And for what reason?  
**A.** Most states already test reading and mathematics, and states' curricula are already aligned with those tests. I don't think this will have much impact.

**Q.** Would the testing affect how and what teachers teach?  
**A.** Well, I suppose it's possible that some people would have to change. In states where there's not now public reporting of state assessment or where the state assessment standards are not as high as the national test — in those cases, teachers might have to change their lessons in order to make sure kids can meet the standard that's on the federal test.

But I think that's going to be much less of a change than either the advocates or the critics of the testing program suggest. Because I think, in general, everybody teaches reading K-4, and there's already reading tests used widely around the country; and many of the states already have eighth-grade mathematics assessment. So I just don't see this as having nearly as much impact as either the advocates or the critics worry about.

**Q.** Will poor minority children suffer as a result of these tests?

**A.** No more than they suffer as a result of any other test.

If you're asking are their scores are going to be lower than majority children, the answer to that is predictably, probably, yes. But that happens all the time; such scores are reported all the time in the media.

You would hope that poor results would build a case for the public to realize that we need equal funding for schools regardless of who attends them. It doesn't seem to have that effect, though.

**Q.** The testing results will be made public. You don't feel that national testing would be any more worthwhile than a state's test?

**A.** The only thing that this adds to the existing testing structure is the possibility of comparing results across states; that's all it adds. That possibility already exists with the use of NAEP (the National Assessment of Educational Progress). That's a fairly high-standard testing program — also funded by the federal government — which is given to samples of children in participating states; actually most states participate, or a large number of them do. It's given in mathematics, science, and language arts, but it's not given every year; it's given every couple of years.

Those results allow comparisons to be drawn across states already. The only thing that this adds is the possibility of comparisons across states on an annual basis. And of course, it only provides comparisons for those states who choose to participate. Other than that, in my judgment, it adds very little of value.

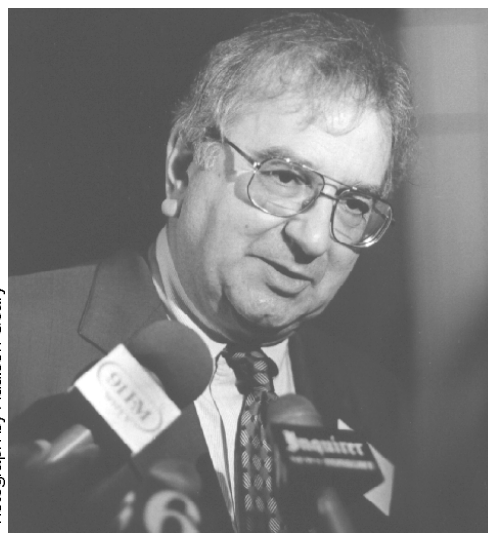
I would much rather see the federal government help states improve their assessment programs than to launch another one.

The trouble with [the proposed new testing] is, it is also only in one subject in each of two grades.

One of the things that could have happened if you did reading and math both in the fourth grade and in the eighth grade, states could have adopted the federal test as their state assessment. In other words, they could have integrated it into what they are already doing. That could have the effect of upgrading state assessment programs where they were not strong, and, of course, it

would have also reduced the redundancy, the duplication of testing.

But since they are not choosing to do that, all they are doing is adding additional tests into a structure in which there is already multiple tests given. I think it creates more confusion than it brings any kind of clarity or any kind of real help to the system.



Photograph by Addison Geary

Tom Corcoran