Houston Hall was named for a very young man—Henry Howard Houston, Jr., Class of 1878. His trustee father and his mother, Sallie S. Houston, set a high value on the extracurricular in college life, and when their son died in the spring of 1879 (in Rome, from complications associated with typhoid fever), their gift to his memory was to help create the nation’s first student union.

The young Houston’s portrait (detail above) now hangs in Bodek Lounge.

At right: a gargoyle from the north façade.

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Because of the Blizzard of ’96, documents promised for publication in this issue, the Charter of the Student Disciplinary System and the Code of Academic Integrity have been delayed to a future issue.
Expanding Celebrations of Dr. King

The life and work of Dr. Martin Luther King, Jr., will be celebrated at Penn not just for one day this year, but intensively for the period January 10 to 18—and beyond, into the spring. For the first time, in addition to the central memorial service, faculty, staff and students from several schools are sponsoring events with themes related to their academic missions. For example, U.S. Congressman Chaka Fattah (left) will be the keynote speaker at the Graduate School of Education’s MLK Commemorative, “Every American Can Make a Difference,” at 3 p.m. on Monday, January 15 in Room D-9-10. Congressman Fattah, whose district includes Penn, earned a master’s degree here in government administration in 1986. On Thursday, January 18, C. Michael Gooden, president and chairman of Integrated Systems Analysts, will speak at the School of Engineering and Applied Science at 4 p.m.

January 15 Keynote: The University’s special guest speaker for the campus-wide MLK Commemorative Evening Program on January 15 is Julius L. Chambers, chancellor of North Carolina Central University (see Compass feature on page 9). For more on the numerous other events at Penn commemorating Dr. Martin Luther King, Jr., see the January at Penn calendar available both in print (December 12 issue of Almanac) and electronically via Penn’s homepage at http://www.upenn.edu/almanac/issue/15/jan15.html. Also see http://www.upenn.edu/vpge/mlk.html for the schedule and for names of the MLK Planning Committee.

Release Time: All faculty and staff are encouraged to participate in the Martin Luther King Jr. Day commemorative programs, which will continue through April 23, 1996, according to the Office of the President. Release time has been authorized for staff to attend Martin Luther King Jr. Day commemorative programs, and supervisors are encouraged to be flexible in granting release time and making arrangements for coverage of responsibilities.

DEATHS

Memorial Services: Dr. Flower and Dr. Solomon

Services have been announced for two faculty members lost in the past year. The service for Dr. Elizabeth Flower of philosophy (Almanac July 18, 1995) will be Wednesday, January 18, 1996 at 5 p.m. in Grace Memorial Church on the University campus. Chaim Potok as the featured speaker. The service for Dr. Richard Solomon of psychology (Almanac October 17, 1995) will be held Wednesday, February 1, 1996 at 4 p.m. in the Faculty Club.

Clare Wofford, Managing Director of the 250th

Clare Wofford, whose numerous public service contributions included the leadership of two highly successful projects at the University of Pennsylvania, died on January 4 after a long struggle with acute leukemia. She was 69.

Well known in academia and government—in her own right as well as in her role as the wife of former Bryn Mawr President and later U.S. Senator Harris Wofford—Clare Wofford was praised by Penn’s Emeritus President Martin Meyerson especially for her work as director of the Wharton-SAS international business seminars that drew leading executives from around the world to Penn in 1978-80. Mrs. Wofford also chaired the Advisory Board for Integrated Systems Analysts, 25 years ago, and supervisors are encouraged to be flexible in granting release time and making arrangements for coverage of responsibilities.

“I am deeply saddened by the loss of Clare Wofford,” said President Judith Rodin. “For me personally and for the University, she was a tremendous friend and colleague. Clare Lindgren Wofford was graduated magna cum laude in 1948 from the University of Minnesota in 1948. She went on to research fellowships in England, India and Israel, co-authoring with her husband the book India Airfare (John Day, 1951). At various periods she served as a political analyst on the Middle East and South Asia for the U.S. Department of State and as director of the Washington Council of the African American Institute, as a trustee of Temple University, and as a member of the U.S. Corporation for UNICEF. Mrs. Wofford was director of the Katherine Gibbs School in Philadelphia, 1980-82; director of major gifts for Bryn Mawr’s Centennial Campaign, 1982-85; and assistant to the president for development at The American College in Bryn Mawr, 1983-88.

She is survived by her husband; their daughter, Professor Suzanne Wofford of Wisconsin/Madison; two sons, Daniel and David of Philadelphia; and four grandchildren.

At presstime, Almanac learned of two deaths which will be reported more fully: Dr. Israel Live, a distinguished microbiologist of the School of Veterinary Medicine who served on the faculty for some 40 years before becoming emeritus professor in 1981; his wife, Dr. Anna Harris Live, is the former director of English Study Programs here.

Fred Rocktashel, manager of accounts payable since 1986, who died December 31 at the age of 49.

Search: Vice Provost for Research

Nominations and applications for the position of Vice Provost for Research are now being solicited. The search will be national in scope and seeks candidates having a strong record of research and scholarship. Internal candidates must hold a position of full professor in an academic department of the University. External candidates will be expected to demonstrate qualifications to merit such an appointment.

The Vice Provost for Research is responsible to the Provost for the development and implementation of policies and procedures that promote excellence in research across the University. In this capacity the Vice Provost explores potential new areas for research and oversees long-range planning efforts with respect to research and to research facilities and support at the University. External candidates will be expected to demonstrate qualifications to merit such an appointment.

The position is available in July, 1996. Nominations and applications should include all relevant information which will help the search committee in evaluating the application. The review of applications will begin February 1, 1996. Nominations should be sent to my attention to the Office of the Provost, 110 College Hall/6303. Any questions should be directed to Mrs. Linda Koons (898-8669; koons@pobox) in the Provost’s Office, who is staffing the committee.

—Lee Peachey, Chair

Nominations: Women of Color

The National Institute of Women of Color has designated the first day of Women’s History Month (March) as National Women of Color Day. For the ninth consecutive year, the University will seek to increase the community’s awareness of the talents and achievements of women of color. As in past years, we will recognize people in our community who successful commitments and dedicated service to Penn, HUP and/or the Delaware Valley have made a difference in the lives of women of color. Our awards ceremony will be held Friday, March 1, 1996 from noon to 2 p.m. in the Penn Tower Hotel.

We need your assistance in identifying nominees for the 1996 awards. Honorees must be students, faculty or staff members at Penn or HUP. Please help us ensure that these talented and committed people receive the recognition that they deserve. Nominations will be accepted until February 2, 1996. For a nomination form describing the selection process, or for additional information, please contact me at 898-1446. Thank you for your assistance in this important effort.

—Sharon Smith, Chair, Awards Subcommittee
CELEBRATIONS

Houston Hall: The First 100 Years

Houston Hall reflects on its past with a Centennial Exhibit and celebrates both past and future with a series of events leading up to the big birthday bash on January 24. All events are open to the entire University community.

Thursday, January 18
Centennial Exhibit Opening Reception; pictures and artifacts of 100 years; refreshments, 4-7 p.m.; Bowl Room.
PARMESAN Night; Performances by Wood, Bliss on Bliss, and Cynthia Mason; 8-11:30 p.m.; Hall of Flags.

Friday, January 19
Brown Bag Lunch Lecture; Dr. David Brownlee, History of Art, on the architectural history of Houston Hall; beverages and dessert provided; noon-1:30 p.m., Bishop White Room.

Saturday, January 20
House Party; 16-table casino, DJ Roger Culture in Bodek Lounge; Spruce Street Revival and the Avalons in the Hall of Flags; co-sponsored with SPEC; 10 p.m.-2 a.m.

Sunday, January 21
PAC Performs; Full Measure, Penn Singers, Penn Pipers and SPARKS Dance Troupe; 8-11:30 p.m.; Auditorium.

Monday, January 22
Jazz Concert; Crosstown Traffic performs; co-sponsored with SPEC Jazz; 12:30-2 p.m.; Hall of Flags.

Centennial Tea; join students, faculty and staff in recreating one of Houston Hall’s original traditions; refreshments provided; co-sponsored with SCUE; 4-6 p.m.; Bodek Lounge.

Tuesday, January 23
Brown Bag Lunch Lecture; Dr. George Thomas, Historical Preservation, evokes the Houston Hall of 1896; beverages and dessert provided; noon-1:30 p.m.; Bishop White Room.

Still Standing Comedy Series; with comedian Robbie Printz; laughs and refreshments guaranteed; 8-9 p.m.; Hall of Flags.

Wednesday, January 24
The Big Day—Happy Birthday, Houston Hall!!; cake, ice cream, discounts, old-time photos, persona cards, and entertainment all day in the Lobby and Hall of Flags; 10 a.m.-6 p.m.
Centennial Flag and Plaque Dedication; cake cutting; performance by the Glee Club in the Hall of Flags; 12:30 p.m.; co-sponsored by Bagel Builders.

‘Walk’ on the Web
For a historic walking tour of Houston Hall, electronically guided on their Penn Web site, go to http://dolphin.upenn.edu/~oslaf/censched.html and follow the signs.

Collected Memories: Over the years, Houston Hall has become a repository of memorabilia such as the Grandfather clock in the main lobby outside the Bowl Room; the Class of 1901’s spoon and the freshman/sophomore “fight bowls” nearby; and, in the main lobby en route to Bodek Lounge, the bell that once rang the change of classes from College Hall’s clock tower.

Founder’s Weekend: Celebrating the Useful and the Ornamental

Annually the General Alumni Society celebrates the birthday of Benjamin Franklin. This year it also salutes the 100th Anniversary in a two-day Founder’s Weekend program taking its theme from Mr. Franklin’s philosophy of education.

Friday, January 19: The Ornamental
The Centennial Gala: President Judith Rodin and Trustees Chairman Dr. P. Roy Vagelos, along with alumni leaders and Emcee Melissa Rivers Rosenberg (C’89), honor recipients of class and alumni awards at a cocktail reception, 6 p.m., and dinner, 7 p.m. in Houston Hall; admission is $70 ($55 for classes of 1986-95 and the Old Guard). At the gala, the Alumni Award of Merit will be presented to Sylvia Campbell (CW ’66), Michel T. Huber (W ’53, ASC ’61), Leonard A. Lauder (W ’54), Bernard Lemonick (W ’51), Jerry A. Magnin (W ’60) and Harold B. Montgomery, Jr. (W ’39). The Class Award of Merit recipient goes to the Class of 1945 and the Class Newsletter Award to the Class of 1955.

Saturday, January 20: The Useful
Two morning sessions are Invitation to the Internet, by Bob Pallone of Development Information Services (10 a.m.) and Gene Therapy: The Promise and the Peril; presented jointly by Arthur Kaplan, director of the Center for Bioethics and James Wilson, director of the Institute for Human Gene Therapy (11:15 a.m.).
The day’s luncheon speaker is Dean Kathleen Hall Jamieson of the Annenberg School (12:30 p.m.) in the Class of 1920 Commons; $25 ($20 for the classes of 1986-95 and the Old Guard).
The Founder’s Weekend program was developed by the Organized Classes and Centennial Committee, led by Elsie Sterling Howard (CW ’68), Lee Shlifer (CGS ’74) and Hope R. Kessler (CW ’67 and ASC ’69).

For information on attending the events, and to make reservations for the gala or the luncheon, please contact the Alumni Relations Office, 898-7811.
The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the SEC and its representatives. Please communicate your comments to Senate Chair William Kissick or Executive Assistant Carolyn Burdon, 15 College Hall/6303, 898-6943 or burdon@pobox.upenn.edu.

**Actions Taken by the Senate Executive Committee Wednesday, December 13, 1995**

1. **Academic Planning and Budget Committee and Capital Council.** Past Senate Chair David Hildebrand reported that the main effort of the Academic Planning and Budget Committee this Fall has been refining the proposed University Strategic Plan. He pointed out the plan focusses heavily on external ratings of program and faculty quality. Each program is to strive to be rated in the top ten of its kind in the country; those that already are there are charged to sustain or improve their ratings. This commits Penn to measurable goals. There is concern about who will do the rating and ensuring that external reviews of programs and departments are meaningful.

2. **Senate Nominating Committee.** Professor Robert F. Giegengack was selected to chair the Senate Nominating Committee. [Ed. Note: see right column.]

3. **Committee Vacancies.** SEC voted on nominees to fill vacancies on the Senate Committee on Conduct and on the University Council Committee on Committees.

4. **Report of the Senate Committee on the Economic Status of the Faculty.** Committee Chair Robert Hornik presented the report. (To be published later in Almanac.) It considers the adequacy of the current salary structure and the history of salary raises relative to those of comparable institutions, and to the Philadelphia CPI. It describes existing inequalities among faculty, describes salary policy at Penn, and makes a number of recommendations for Provost action. The committee will submit this report to the Provost, and prepare an additional report during the Spring semester addressing the issue of inequalities of salary. A number of SEC members endorsed the report, while others either raised additional concerns, suggested directions for work in the next semester, or raised specific objections to recommendations.

5. **University Strategic Plan.** SEC reviewed the plan with the President, Provost, and Deputy Provost. The President outlined the basic themes of the document which had previously been distributed to SEC. She noted that it does not yet point to specific areas for emphasis or de-emphasis, although that will be in the final plan, as the school-specific plans are integrated. The final plan is unlikely to be presented to the trustees for formal endorsement until their Fall meeting in 1996. She noted that despite the emphasis on the strategic plan, she understood the triviality of many such rankings, and that the most important issue was how we judged ourselves. A subcommittee was working on developing procedures for this rating process.

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

To: Members of the Standing Faculty
From: William L. Kissick, Chair
Re: Nominations for Offices Requested

In accordance with the Rules of the Faculty Senate you are invited to suggest candidates for the posts and terms stated below, with supporting letters if desired. Candidates’ names should be submitted promptly to the Chair of the Faculty Senate, 15 College Hall/6303, or to the Chair of the Senate Nominating Committee by mail to 369 Hayden Hall/6316 or by email to rjiegeng@sas.upenn.edu.

The following posts are to be filled for 1996-97:
- Chair-elect of the Senate (1-yr term) ([Incumbent: Peter J. Kuriloff]
- Secretary-elect of the Senate (1-yr term) ([Incumbent: David B. Hackney]
- Four At-large Members of the Senate Executive Committee (3-yr term) ([Incumbents: Louis A. Girifalco, Mitchell Marcus, Martin Pring, Vivian Seltzer]
- One Assistant Professor Member of the Senate Executive Committee (2-yr term) ([Incumbent: Kathleen McCauley]
- Three Members of the Senate Committee on Academic Freedom and Responsibility (3-yr term) ([Incumbents: Frank I. Goodman, Robert F. Lucid, Iraj Zandi]
- Three Members of the Senate Committee on Conduct (2-yr term) ([Incumbents: John A. Lepore, Sally H. Zigmond, one to be named]
- Two Members of the Senate Committee on the Economic Status of the Faculty (3-yr term) ([Incumbents: Charles E. Dwyer, Jerry S. Rosenbloom]

**Senate Nominating Committee Elected**

The Senate Executive Committee’s slate of nominees for the Senate Nominating Committee was circulated to the Senate Membership on November 14, 1995. No additional nominations by petition have been received within the prescribed time. Therefore, according to the Senate Rules, the Executive Committee’s slate is declared elected. Those elected are:
- F. Gerard Adams (prof economics)
- Rebecca Barchell (prof English)
- Robert F. Giegengack (prof geology), Chair
- Louis A. Girifalco (prof mat sci & engr)
- Nancy Hornberger (assoc prof educ)
- Abba Krieger (prof statistics)
- Phoebe S. Leboy (prof biochem/dental)
- Margaret M. Mahon (asst prof nursing)
- Yvonne Paterson (prof microbiol/med)

The following statement was issued Tuesday afternoon, December 12, 1995, by the Department of Public Affairs of the University of Pennsylvania Health System. It was posted December 13 to Almanac’s Web Page along with the statement to which it responded (a news release by the U.S. Department of Justice, U.S. Attorney, Eastern District of Pennsylvania, also issued on December 12).

**Dean Kelley’s Statement on the $30 Million Settlement in Medicare Costs**

The Clinical Practices of the University of Pennsylvania, the physician faculty practice component of the University of Pennsylvania Health System, has agreed to pay the federal government $10 million to resolve alleged errors in bills submitted to the government, plus a treble damage penalty of $20 million. This $30 million settlement resolves complex billing issues raised in an audit of Medicare Part B professional fee payments.

The government audit reviewed a random sample of 100 medical records from 1993, and extrapolated the findings over a six-year time period from 1989 through 1994. The $10 million payment represents an average of about $1.7 million per year.

Known as CPUP, the Clinical Practices is made up of 19 different medical practices totaling some 600 physicians. CPUP’s finances and operations are distinct and separate from the Hospital of the University of Pennsylvania and other units of the Health System and University.

“We deeply regret any billing errors that may have occurred,” said William N. Kelley, M.D., CEO of the University of Pennsylvania Medical Center and Health System and Dean of the School of Medicine. “Even before the audit began, we had started an intensive program to enhance the reliability of CPUP’s billing systems to ensure compliance with billing requirements. Moreover, in other important steps, we are instituting one centralized billing system for all 19 CPUP practices, instead of 19 separate ones, as formerly existed.”

“We are committed to expanding our compliance program and to taking corrective action. Our goal is to make our billing systems function without error,” said Dr. Kelley. As the agreement indicates, CPUP denies any wrongdoing. However, the settlement agreement allows CPUP to avoid long and costly litigation and to focus on its primary mission of education, research and patient care.

Working cooperatively with the government, CPUP will continue to expand existing billing compliance measures including training for physicians and staff responsible for processing Part B Medicare claims, and strengthen its monitoring systems to identify billing issues that may arise.

“We provide the highest quality patient care, and that was never questioned,” said Dr. Kelley. “Our billing procedures must also be the best, and we will see to it that they are.”
A Progress Report on the 21st Century Project

From the vision sketched by President Judith Rodin at her October 1994 inauguration, the 21st Century Undergraduate Project is moving ahead. In her inaugural address, Dr. Rodin described a modern model for undergraduate education—one that would prepare students for the challenges of the next century. She pledged to implement this model at Penn.

Now in its second phase, the project has become the responsibility of the Council of Undergraduate Deans, a standing group under the provost’s chairmanship. In the first phase, the Provost’s Council on Undergraduate Education (PCUE) discussed issues with students and faculty members, and then made recommendations. “PCUE’s recommendations helped determine the shape and scope of our ambitious and tremendously exciting 21st Century Undergraduate Project,” Provost Stanley Chodorow said. The PCUE recommendations, he added, include:
- expansion of research opportunities for undergraduates,
- expansion of service-learning opportunities,
- internationalization of the curriculum and undergraduate life,
- improvement of advising through an increase in faculty-student interaction and the use of electronic technology,
- development of interschool curricular programs,
- and the possible creation of a collegiate organization to integrate the academic and social life of students.

The Council of Undergraduate Deans expects all of its committees to issue their final reports by Feb. 1. This early reporting date will permit the University “to start putting parts of the 21st Century Undergraduate Project into operation in fall of 1996, an ambitious yet realistic goal,” Dr. Chodorow said.

This past summer, the Council of Undergraduate Deans ranked PCUE’s recommendations and formed task forces to implement them.

One task force is looking at ways to involve freshmen in research. Chaired by Chemistry Professor Ponzy Lu, the committee quickly discovered that, when it comes to research, availability isn’t the issue. Awareness and preparation are. “We collected all the paper that freshmen get, from the acceptance letter onward, and it weighs about five pounds,” Dr. Lu said. “If you look through that, research opportunities are adequately described, but they are sort of lost in the sea of paper.”

Dr. Lu believes that freshmen should recognize that there is more to Penn than classes and exams. His committee wants to deliver the message that, through research, all Penn students can get involved in creating new knowledge. “We would like to...control the paper flow, so possibly the first thing that is mailed by Penn is something that describes what a research university is all about,” Dr. Lu said.

A mailing is just the first step. The emphasis on research must continue once freshmen reach campus. “We looked at the orientation week and again discovered that the mission of the University seems buried,” Dr. Lu said. “So we’re going to develop some suggestions to rise above that.”

Telling undergraduates about research isn’t enough. Students must be shown the benefits of doing research. “We’ve written to all of the undergraduate chairs and asked for specific examples of what their various departments consider outstanding undergraduate research projects,” Dr. Lu said. “If we had some specific examples in every department, it would give the students something concrete to shoot for.”

Many people think research implies scientists working in a lab. Not so, says Dr. Lu. In its final report, his committee will stress the research encompasses all disciplines. “Research is a funny word. A lot of people in the humanities feel that it really doesn’t quite describe their academic endeavor,” Dr. Lu noted. “The word research, itself, is a little restrictive. Part of our job is to find a set of words we can use to describe this academic endeavor.”

Like research, service-oriented learning—courses that tackle real-world problems and offer possible solutions—was a hot topic with the PCUE. The Council of Undergraduate Deans asked Bioengineering Professor Daniel Bogen to head a committee that would help faculty develop such courses.

Service learning is familiar territory for Dr. Bogen, who runs PennTOYS, a program in which engineering seniors design and manufacture toys for disabled children.

Dr. Bogen’s committee is working to establish standards for service-learning programs. The committee members also must decide how these programs should be organized within the university. “The major issue is to couple the academic content with practice and service, so it makes sense from an academic point of view and from a practitioner point of view,” Dr. Bogen explained.

In its report, PCUE admitted that “students were disappointed with advising at virtually all levels of the institution.” So the council has turned to the undergraduate schools for advice on advising.

Dr. Lawrence Friedman, associate director of the College of Arts and Sciences, and representatives from other undergraduate schools have spent years improving the quality of academic advising. Their efforts are essential to the project.

“The fact that the provost and the president have made undergraduate education very high on their priority list has certainly given us some stimulation to work harder, faster,” Dr. Friedman said.

To draw attention to advising, Dr. Friedman’s group has planned a series of articles, called “In Celebration of Advising.” (continued on page 6)
which will appear in Almanac. The first article, from the Nursing School, was published in the Nov. 21/28 issue.

“It gives some of the philosophy and background of the undergraduate advising program in nursing,” Dr. Friedman explained. “It tells of one student’s involvement with the advising process, then generalizes. Our hope is that we will have similar articles coming in from the other undergraduate schools.”

The group also hopes to use electronic technology to supplement the advising process. An on-line tool is already in the designing phase. Once finished, this tool will help students select courses. For example, by doing an on-line search, students can customize their curricula.

“If a student is interested in environmental issues, courses across the university ... with environmental topics could be sought,” Dr. Friedman said. “We could do this much better electronically than we could with human beings, because human beings have limitations to the number of courses they are familiar with.”

Dr. Friedman also leads a group that deals with curriculum and prepared a proposal for the National Science Foundation entitled “Computations Across the Curriculum” that would bring symbolic reasoning into many courses at Penn.

“We have been doing a lot of reform in our undergraduate math courses,” Dr. Friedman said. “We now believe that students are much more adept at mathematics, especially symbolic mathematics. We would like to encourage faculty in non-mathematics courses to use these techniques in their classes.”

If successful, Computations Across the Curriculum would have a profound effect on undergraduate education. And the Council of Undergraduate Deans is already considering a similar program in which foreign languages would be taught with other subjects. The Foreign Languages Across the Curriculum (FLAC) committee will be led by Roger Allen, professor of Arabic in the Department of Asian and Eastern Studies.

Of all the ideas PCUE presented, perhaps the most complex is the concept of a collegiate community. The idea of the colleges is to provide students—both those who live on and off campus—with human-scale communities that integrate educational and social experiences, and that are sites for the provision of some student services.

Because of the intricacies involved in creating collegiate communities, the Council of Undergraduate Deans decided to create four test models, which are scheduled to begin in the fall of 1996. The Collegiate Planning Board, chaired by Robert Lucid, professor of English, is coordinating their development.

“The four models are conceived of as four elements that might appear at any given college,” Dr. Lucid said. They are writing, research, technology and community service. The models test elements of a future, expanded collegiate system.

“What we are really pointing toward is the development of a college system within the University,” Dr. Lucid added. “These would include other elements besides these, of course; but we would regard these [four components] as fundamental to it.”

The Writer’s House, or “hub,” is going to serve a fairly complex purpose, according to Dr. Lucid. This collegiate house focuses on “the creative expression in the community in the form of writing,” he said.

The research house is called the Center for Advanced Undergraduate Study and Exploration (CAUSE). Research performed there—whether done individually or collectively—would not be subject specific. Students will be working in many academic disciplines. The idea is to see how students working on research projects can form a community and what sorts of activities such a community would support.

Dr. Lucid describes Civic College House, another pilot model, as a theme house: “The theme that holds it together is community outreach and community service. The students there won’t major in community outreach, but there will be a curricular dimension. They will get some college credit while they are there.”

The fourth pilot is being developed around an already existing program, the Science and Technology Wing of the King’s Court/English House. What makes the wing unique is that it has two communities—a residential one and a virtual one. Non-residential students’ membership is maintained through an electronic communications network, Dr. Lucid explained.

Critics of the collegiate communities argue that the houses would only benefit residential students. With communications systems similar to the one found at the Science and Technology Wing, however, collegiate houses would provide services and an opportunity to be part of the community to all undergraduates.

“That communication system has brought about an ongoing, tightly unified community of people who live on campus and off campus,” Dr. Lucid said.

“Given the sociology of Penn, if you are going to have colleges that comprehend the whole undergraduate population, you’ve got to have a communication system like that—not necessarily on the subject of science and technology, but on the subject of anything.”

To unify the Penn community further, the Council of Undergraduate Deans has taken steps to internationalize the undergraduate curriculum and student life. This spring, a new committee will explore ways to make Penn more global.

The provost chairs the Council of Undergraduate Deans as well as a curricular committee representing the educational policy committees of the four undergraduate schools. The committee also has a representative of SCUE on it.

“We are exploring the development of joint programs like the existing M&T and the Program in International Studies and Business. We are also looking at new interschool minors as well as minors that would include courses offered by professional schools,” Dr. Chodorow said. “The committee will also look at the obstacles that students face when they try to take courses outside of their home schools. We want to reduce or eliminate such obstacles, while recognizing that school faculties must still be the principal determiners of the curriculum for their students.

“The undergraduate experience at Penn will be dramatically altered as a result of the ambitious goals set out by President Rodin last year,” the provost continued. “But one thing will remain constant: our pledge of continued and improved excellence at all levels of a student’s academic experience.”
Early-Decision Applicants Among the Most Selective Ever

By Sandy Smith

The early returns are in, and they show that Penn’s Class of 2000 is on track to be the most selective ever. According to Dean of Admissions Willis J. Stetson, a record-high 2,046 students applied for admission for the fall of 1996 under Penn’s early-decision plan. Of those, 716 students, or about 35 percent of the applicant pool, were offered admission.

Both numbers continue a four-year trend of rising applications and increasing selectivity. The overall number of early-decision applicants rose by over 25 percent from last year; the acceptance rate dropped about 6 percent. More significantly, the actual number admitted under the early-decision plan fell 15 percent after four consecutive years of increases.

“We were more selective in early decision this year because our indicators point to higher selectivity in our regular admissions pool as well,” Dean Stetson said. The number of applications for regular admissions is projected to top last year’s record of 15,100. Dean Stetson estimated that about 30 percent of the Class of 2000 is being admitted through early decision, a figure in line with past years.

The trends at Penn are also reflective of increasing competition among students for slots at top schools, and of schools’ efforts to attract top students.

Of Penn’s early-decision pool, Dean Stetson said, “We saw a significant increase which reflects a broad-based increase across the country of students applying [to schools] because they think it will increase their chances of getting in by applying early.” The continuing rise at Penn, he said, also “shows the continuing rise of Penn as a school of first choice over the past six or seven years.”

Some other elite universities have also joined the early-decision bandwagon this year as a way to secure outstanding students. In the Ivy League, both Princeton and Yale Universities switched from an early-action program, in which students who apply early need not accept the offer of early admission, to an early-decision program, in which students commit to attending if offered admission, this year. Stanford University also implemented an early-admissions program this year for the first time in its history; it too went with the early-decision model.

Yale Dean of Admissions Richard Shaw explained that with early decision, “You don’t throw away extra admissions” on applicants who might not attend. Thus, he said, “in the spring, you will be able to

(continued on page 8)
The New Fleet Hits the Streets

By Jerry Janda

The Department of Transportation and Parking recently discovered that two buses are cheaper than one. And can raise more money through charters.

Last fall, the department was looking to replace its 14-year-old PENNBuses. Initially, the department planned on purchasing one new vehicle; but after finding that it could get a better deal on two, it doubled the order.

“We actually got a pretty deep dis-count,” said Ron Ward, manager, transportation services. “We believe we saved $3,000 to $4,000 by buying them both together.”

Mr. Ward expects even more savings in the long run. That’s because the new PENNBuses, unlike their gas-powered predecessors, use diesel. “We should get a longer life-span out of them,” he said, “and they should be cheaper and cleaner.”

Not that the former PENNBuses were exactly obsolete. One of the buses was given to Penn’s crew team. The other bus

Penn’s buses offer a comfortable ride.

Photograph by Jenny Friesenhahn

Early-Decision Applicants

(continued from page 8)

...actually admit others, instead of accepting students who collect admissions notices.” Yale admitted 415 of its 1,095 early-decision applicants this year, a ratio slightly higher than Penn’s. Stanford, which adopted a two-stage early-decision application process, accepted 301, or about 29 percent, of the 1,051 students who applied in the first round of early-decision admissions.

While all regions of the United States were represented in this year’s early-decision pool, over half of the applicants came from New York, New Jersey and Pennsylvania. “This shows that there is continuing interest in Penn on the Eastern Seaboard and that we continue to be strong in our core region,” Dean Stetson said. In addition, 129 students applied from abroad, an increase of over 21 percent from last year.

This year’s early-decision students are academically distinguished as well: On average, they rank in the top 3 percent of their class and had a combined score of 1,354 on the SAT. Both of these figures represent slight increases from last year.

Of the early-decision students, 159 of those admitted, or about 22 percent, belong to minority groups, a ratio unchanged from last year. The percentage of women admitted under early decision rose slightly: the 374 early-decision women this year account for just over 52 percent of the class.

Anyone with a valid PENNcard can ride the PENN-Bus. It runs Monday through Friday, from 4:50 p.m. to 12:00 a.m. The bus goes as far east as 20th Street, as far west as 48th Street.

“The first three runs go west, because most employees live in West Philadelphia,” Mr. Ward explained. “At 6:30, it goes east, then it starts alternating every half hour from that point on.”

Heading east, the bus picks up passengers at 37th and Spruce, Houston Hall and DRL. The westbound bus also stops at these locations, then swings around to 3401 Walnut, 37th and Walnut, Gimbel Gym, and 39th and Spruce.

Only one bus runs the route. The other bus acts a backup. Every other week, the buses switch.

If the main bus breaks down or needs repairs, the alternate bus is called into service. The alternate bus is also used for chartering.

“We have a charter service with the University, which I think a lot people and departments don’t know about,” Mr. Ward said. “There isn’t a great need for people to charter outside when they’re looking for transportation—unless it’s long distances.”

The old buses would travel anywhere in the Delaware Valley. The new diesel buses, however, may go even further—perhaps as far as the New Jersey shore or Baltimore.

By taking advantage of the charter service, Penn departments could save money, as could the University, according to Mr. Ward. “It’s a shame that a lot departments will charter outside before they even come to us, because of either past practices or they don’t realize we have a charter service,” he said. “We can generally accommodate most departments at a better rate.”

Last year, the charter business generated $50,000. This year, the transportation department hopes to increase that amount. By stepping up revenue, the buses could practically pay for themselves—and then some.

“That’s part of our attempt to make this department as self-sufficient as possible,” Mr. Ward said.

Anyone interested in chartering a bus should contact either Ron Ward at 898-2484 or the Transportation and Parking Department at 898-8667.
Civil-Rights Lawyer to Speak at MLK Celebration

By Martha Jablow

Julius L. Chambers has argued before the Supreme Court numerous times, but his appearance last month left Justice Antonin Scalia speechless. A rare response from Mr. Justice Scalia.

Arguing on behalf of the North Carolina redistricting plan that produced Congressional districts in which black voters are no longer a minority, Mr. Chambers was asked his objective by Justice Scalia. The goal, Mr. Chambers answered, was to give black voters a “real voice” in politics in response to the state’s history of discrimination.

“I don’t know what that means,” Justice Scalia remarked.

“It means, Your Honor, what it would mean to you, if you didn’t have a voice. We want the same thing you want,” Mr. Chambers replied instantly and evenly.

In relating the exchange, his long-time law partner, Adam Stein, observed, “It was the most exciting moment I’ve ever seen in the Supreme Court. Everybody in the courtroom appreciated the boldness of Julius’ response.

“Nobody else would have dared that answer. If anybody else had said that, it would have seemed wrong. But by the force of his stature, his personality and his character, he could. And it was exactly the right kind of thing to say at that moment because it embodied the claim for his cause.”

Justice Scalia responded with silence, but didn’t appear to take the answer as an affront, Mr. Stein reported. On the other hand, he doubts that Justice Scalia was won over to the civil-rights lawyers’ side.

The “force of his stature” to which Mr. Stein referred has grown steadily over the past three decades as Mr. Chambers became one of the country’s leading civil-rights attorneys. At age 59, Mr. Chambers is the same generation as Martin Luther King Jr. And like Dr. King, who would have turned 67 on Monday, Mr. Chambers’ life and career were fired in the kiln of the civil-rights movement of the 1960s.

Mr. Chambers’ car was dynamited while he spoke in a church, his home was hit by a predawn explosion, and his law office was firebombed. These events between 1965 and 1971 were part and parcel of being a civil-rights lawyer in the South.

After the car-bomb incident, he looked over his charred car, returned to the church and finished his speech. Friends and associates say unflappability and cool stoicism have long been his trademarks. But he is best known for significant legal victories in desegregating schools and voiding discriminatory employment practices.

Formerly a Penn trustee, overseer, adjunct law professor and honorary fellow of the Law School (1971), Mr. Chambers grew up in rural North Carolina where he attended an all-black elementary school with outdoor privies and without a library. To attend an all-black high school, he was bused 12 miles past a better-equipped white high school that was only a mile from his home.

But that didn’t keep the service-station operator’s son from higher education. It was, in fact, a truck repair that steered him toward a career in the law.

When Mr. Chambers was a teenager, his father repaired the truck of a powerful white member of the community. The man refused to pay for the job, but there was little point in taking him to court because lawyers in Mount Gilead, N.C., at that time, didn’t care to represent a black auto mechanic. The senior Mr. Chambers brought the truck home, but the white man arrived and drove the truck away. Struck by the injustice of the situation, young Julius Chambers decided to study law.

He graduated summa cum laude from predominantly black North Carolina Central (where he is now chancellor). He earned an M.A. degree in history from the University of Michigan, a J.D. degree with high honors from the University of North Carolina at Chapel Hill, where he edited the law review, and an LL.M. degree from Columbia University School of Law.

In the mid-1960s he began working for the NAACP Legal Defense and Educational Fund Inc. in Charlotte, N.C., where his best-known case became Swann v. Charlotte-Mecklenburg Board of Education.

That case produced the landmark decision in which the Supreme Court upheld busing of school children as a remedy for segregation. Lesser-known cases took him all over the state. “He probably had 50 desegregation cases going at once in North Carolina,” recalls Mr. Stein, who began working for Mr. Chambers as a summer law intern and later attended Dr. King’s funeral with him.

But school desegregation wasn’t Mr. Chambers’ only concern. Employment discrimination cases also began to grow out of mid-1960s civil-rights legislation. “The EEOC [Equal Employment Opportunity Commission] hadn’t even developed a charge form then, so Julius did. He didn’t just wait for cases to come through the door; he was very pro-active in pushing communities to become aware of new civil-rights law,” Mr. Stein recalls. “We identified [discrimination] in the tobacco factories, the trucking industries and the textile industries where blacks were relegated to the nastier jobs.”

In 1984, Mr. Chambers became the national director-counsel of the Legal Defense Fund, based in New York, until he returned to his home state as chancellor of North Carolina Central University in 1993. While the majority of his time now involves higher education, he occasionally steps before the bench on major civil-rights cases, as he did last month.
Where the qualifications for a position are described in terms of formal education, formal experience in the same field may be substituted. Positions with full descriptions are those most recently posted.
AUDIT SPEC. (10502NS) P9: $42,300-52,900 10-27-95 Internal Audit
DIRECTOR, FINANCE & INFO. SYS. (11614NS) P8: $38,500-48,800 Business & Legal Affairs
MGR., ACCOUNTING OPERATION II (11609NS) P8: $38,500-48,100 11-29-95 Comptroller’s Office
PROG. ANALYST II (11561SC) P6: $31,900-40,600 11-15-95
SR. COMPENSATION SPEC. (09332CP) P6; $31,900-40,600 9-11-95 Human Resource Services
ACCOUNTANT JR. (11529NS) G11: $19,900-25,300 11-29-95
ADMIN. ASS’L (40HRS) (09341NS) G11: $22,743-28,914 12-4-95 Executive Vice President
FINANCIAL SERVICES ASS’T II (11615NS) G10; $18,700-23,800 11-15-95
ADMINISTRATOR (10409CP) P4; $26,200-34,100 10-20-95
ADMIN. COORDINATOR (12683CP) Administra-
tive responsibilities for both the Center for Urban Ethnography and the Center for Diversity Research in Education; also responsible for administrative activities to support director in his role as Head of Educational, Culture and Society specializing in computing track of students’ official schoolwork; supervise secretary and other staff; work with multiple research associates and graduate assistants; monitor, manage, and coordinate budget transactions for both centers and research and action grants; liaison with business office and anti-
defamation league; oversee ordering of supplies (cleri-
cal, video and computer) and facilities for video re-
search laboratory; arrange for working conferences and visits by consultants and advisory board; oversee travel arrangements for staff; oversee student coordi-
nator of annual student conference and Annual Ethn-
ography Conference. From: proposals for research and action proposals, including Interactive Archive Project; coordinate payroll for
ADMIN. COORDINATOR III (12646ZJ) P3; $23,900-31,000 12-14-95 Biomedicine Graduate Studies
FINANCIAL SERVICES SPEC. (10490CP) P4; $26,200-34,100 10-20-95 GSE/Computing Resources
PROJECT COORDINATOR (08266CP) (On-going contingent upon funding grant) P4; $26,200-34,100 10-25-95 Center on Adult Literacy
TECH. PSYCH. I (09394CP) (On-going contingent upon funding) G10; $18,700-23,000 9-15-95 CHANGES/PED
ASSOC. DIRECTOR NCAL (80267CP) Blank 8-30-95
9-15-95 National Center on Adult Literacy
INFO., MANAGEMENT SPEC. (10409CP) P4; $26,200-34,100 10-20-95 GSE/Computing Resources
LAW SCHOOL
P-T. ADMIN., ASS’T III (28 HRS) (12637CP) G11; $10,934-13,901 12-8-95 Architecture Landscape
P-T. (OFFICE ADMIN., ASS’T II) (24HRS) (12631CP) G9; $9,396-11,758 12-7-95 Architecture
specialization including keeping track of students’
APPLICATIONS & ADMISSIONS
FACULTY: Clyde Peterson
 Admission Contact: (215) 898-4775
Grade: 9
Salary: $18,700-23,000

Classifieds
FOR RENT
Very pleasant one-bedroom apartment at Hopkinson House (Washington Square, 6th & Locust Sts.) furnished, for period of 6 months, beginning about March 10, 1996.
$625/month. Phone: 898-4775.
 Living Condo for Rent. The Academy House - 3 BR (3rd BR converted into DR), 2.5 baths, 1550 sq. ft. Very high wrap-around corner floor, panoramic view of Delaware and ben franklin bridge. Beach club/pool @ Jacuzzi/sauna, new appliances, central convenient location. $1,985 (including all utilities/month + s/d. Non-smokers preferred. (215) 790-9758.
VACATION
Pocono Chalet, 3 bedroom, one bath. Near Jack Frost/BB. Firewood incl. $350/weekend.
(215) 573-9048.
WANTED
Housemate wanted. Female, to share 3-story house in Manayunk. W/D, yard, storage space. Non-smoker, no pets. $275 including heat.
(215) 482-6769.
Note: Classifieds are accepted and compiled at all offices of The Pennsylvania Gazette. Please call 898-8721 for rates and procedures.
curriculum materials, conducts appropriate follow-up and maintains contact with various national committees for Principal Investigator; schedules meetings, types correspondence, prepares communications, conducts literature searches, maintains supplies and equip. Qualifications: Completion of h. s. business curriculum and related post h. s. training or equiv.; BA/BS in health-related field preferred; at least two yrs. work exp. at the AAI level or comparable background with two or more yrs. general work exp. with African American communities; thorough knowledge of office procedure, computers, and office equip.; excellent organizational skills with the ability to maintain a high standard of accuracy and attention to detail in processing and verifying research data; strong interpersonal skills in developing and maintaining relationships with research team and participants; self-starter with demonstrated initiative and responsibility; driver’s license and/or access to car, proficient skill with Macintosh computers preferred; understanding of African-American culture and experience with culturally diverse populations desired; both male and female minority candidates are encouraged to apply; ability to work some Saturdays (End date: 9/30/2000) Grade: G10; Range: $18,700-23,300 1-4-96 Nursing

RESEARCH LAB TECH. III (09311RS) G10; $18,700-23,300 9-11-95 Pathology

RESEARCH LAB TECH. III (09310RS) On-going contingent upon grant funding G10; $18,700-23,300 9-11-95 Pathology & Lab Medicine

RES. LAB TECH. III (11618RS) On-going pending funding G10; $18,700-23,300 12-1-95 Ctr. for Sleep SECY, SR. (05083JZ) G11; $19,900-25,300 10-26-95 Vice Dean for Ext. Affairs


P-T(COLLECTIONASST)(08276JZ)G10; $10,275-12,802 10-2-95 Clinical Research

P-T (RESEARCH LAB TECH. III) (20-25 HRS) (10443RS) G10; $10,274-12,802 10-10-95 Clinical Research

P-T (SCIENTIFIC EQUIPMENT STERILIZATION ATTENDANT) (20 HRS) (11622RS) GS; $6,686-8,407 12-15-95 Cancer Center

P-T (SUPERVISOR SOM SECURITY UNIT) (22 HRS) (11597JZ) Applicant preferred. Police back-ground security check position considered essential personnel) (Schedule: Sun.-Sat., 8 p.m.-8 a.m.) G10; $10,275-12,802 12-1-95 Chair. & Facilities Mgmt.

NURSING

Specialist: Ronald Story

ADMIN. ASS’T II (12685RS) Organizes the administrative aspects of the HIV Prevention Mothers and Sons research project; prepares coding, entering and verifying data, assisting with data collection, preparing, editing and administering questionnaires and materials using the Macintosh computer; develops, organizes, and maintains data filing systems both hard copy and electronic; interprets standard policies and procedures in response to questions; coordinates office work to ensure optimal administrative operation of the research office and its interface with other dept.s in the school and university and with the community; disseminates national HIV

be able to make sound professional judgments, be able to work independently while functioning as part of a team and be able to handle a high volume of work in a very fast-paced (and at times stressful) environment; excellent written and oral communication skills are essential, as are strong proofreading and typing skills; must be proficient with Macintosh computer systems and a variety of software packages; 2+ yrs. experience required; BA/BS pref.; four-six yrs. progressively responsible admin. ass’t exp. or equiv. required; knowledge of Penn and issues of higher ed. strongly pref.; must be able to maintain strict confidentiality; must display maturity, make sound professional judgments, be able to work independently while functioning as part of a team and be able to handle a high volume of work in a very fast-paced (and at times stressful) environment; excellent written and oral communication skills are essential, as are strong proofreading and typing skills; must be proficient with Macintosh computer systems and a variety of software packages; 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VETERINARY SCHOOL

Specialist: Nancy Salvatore

RESEARCH SPEC. I (12680 NS) Participate in an analysis of skeletal muscle and innervation structure and function in development and aging; involves delivery of retroviruses to mouse skeletal muscle to accomplish somatic gene transfer, tissue sectioning, preparation and culture of primary cells, working with animal technicians, participating in experiments as well as more routine laboratory tasks such as preparation of physiological solutions, ordering and monitoring of animal breeding. Qualifications: BA/BS in biology or related area, one to three years of laboratory experience in skeletal muscle biology or related area and ability to work independently. Grade: P2; Range: $21,700 - 28,200 1-3-96 (11422JZ)
Sn@wcare: Child Care for Penn Families on Snow Days

Penn is offering a new Quality of Worklife (QOWL) program, Snow Day Child Care, designed to provide Penn faculty and staff with a child care option when schools are closed due to inclement weather. This pilot program, which begins January 15 and runs through March 29, will provide high-quality child care for children between the ages of three months through 12 years. The program offers 60 spaces for school age children (5-12 years), and five spaces for infants to pre-school age children (3 months-4 years).

“We have focused the pilot program primarily on school-aged children, in the expectation that this is where the greatest need would be,” said Marilyn Kraut, Quality of Worklife Program Coordinator with Penn’s Division of Human Resources. “This could change later if we find through the pilot program that there is a need for more spaces for pre-school age children.”

The program, which is available to full- and part-time faculty and staff at Penn, will operate on days when Philadelphia County public schools are closed for the day due to inclement weather, unless the University has closed due to weather conditions. Parents do not have to be Philadelphia residents to participate.

School age children will be cared for at the Parent Infant Center. (PIC) a licensed day care center located at 4201 Spruce St. that already serves many Penn families through its full-time child care programs and after-school care.

Pre-school age children will attend Penn Children’s Center (PCC), a licensed full-time child care center accredited by the National Association for the Education of Young Children. PCC, located at 4201 Spruce St., is owned by Penn and operated by the Department of Business Services.

Parents are required to call the provider to register for a space between 6 a.m. and 8 a.m. on the morning the care is needed; spaces will be offered on a first-come, first-served basis. The cost per child is subsidized by the University on a sliding scale based on the parents’ Penn salary (see table below).

The impetus for the program, Ms. Kraut said, was the severe winter two years ago, in which schools were closed for days at a time. “That winter was so hard on everyone,” she said. “There was great interest in this kind of service on the part of our faculty and staff. We responded to this expressed interest by investigating options for snow day child care. The challenge for us in developing this program is that intermittent, mixed age child care is the most demanding, sophisticated care provided. It requires great expertise, and we’ve made sure that the people providing it are the most qualified.

The mission of Penn’s QOWL program is to assist faculty and staff with their efforts to manage the competing demands of work and personal life needs. These competing demands are magnified on bad weather days. We wanted to design a program that would address the extreme challenges of this situation. We feel that Snow Day Child Care meets this goal.” This winter proves that this service is needed.

Enrollment is required prior to registering for the first day of Snow Day Child Care use. Parents can receive an enrollment packet by returning an Enrollment Packet Request Form to Human Resources—Quality of Worklife, 3401 Walnut St., Suite 527A/6228, to the Job Information Center in the Penn Information Center, Funderberg, 3401 Walnut St., ground floor, between 9 a.m. and 1 p.m. weekdays. Brochures containing Enrollment Packet Request Forms are being sent via intramural mail to all eligible Penn faculty and staff.

For more information on the Snow Day Child Care, e-mail the Quality of Worklife Coordinator in Penn’s Division of Human Resources at kraut@al.benur.upenn.edu.

Fee Schedule

Everyone pays a $5 annual fee to enroll in the program (by check, made out to the Trustees of the University of Pennsylvania). The University has paid for all set-up costs and is subsidizing the cost of care on a sliding scale based on your Penn salary as follows:

<table>
<thead>
<tr>
<th>Type of Care</th>
<th>Faculty/Staff Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Actual Cost of Care—Per Child/day)</td>
<td>$25,000-$50,000</td>
</tr>
<tr>
<td>School Aged Care ($30/day)</td>
<td>$10 $15 $30</td>
</tr>
<tr>
<td>Pre-School Care* ($45/day)</td>
<td>$15 $30 $45</td>
</tr>
</tbody>
</table>

*Pre-school costs are more expensive due to the lower ratio of children to caregivers for this age group.

You identify the appropriate amount to pay for care (based on your Penn salary) and indicate this amount on your enrollment form. At the end of each day of care, you pay this amount directly to the Center by cash or check made out to the Center.

—Phyllis Holtzman, News & Public Affairs

Phonebook Corrections by January 23

Currently Business Services is working on the supplement to Penn’s Faculty/Staff 1995-96 Telephone Directory. Please send any additions and changes in the white pages (individual listings) and yellow pages (departmental listings) by Tuesday, January 23, 1996 to the address below. You may submit entries for the green pages, but they will not be in the supplement.

Banoo Karjania/Nichelle Davis, Telephone Directory Section, Business Services, Suite 440A, 3401 Walnut/6228, Fax: 898-0488.

If you have any questions, call 898-5227.

—Nichelle Davis, Business Services

PFSNI Listserver

Penn Faculty and Staff for Neighborhood Issues has a new way for people to let their voices be heard in community improvement efforts: a new listserver. To join: send e-mail to listerv @mec.sas.upenn.edu, leaving the subject heading blank, but include the message: subscribe pfsni. To send messages, e-mail pfsni@mec.sas.upenn.edu.

PFSNI is a network of Penn faculty and staff who live in zip-code areas 19104, 19143, 19131, 19139 and 19153, cooperate to improve the neighborhoods near Penn west of the Schuylkill River, and encourage the Penn administration and Board of Trustees to do the same.

—Lynn Lees, PFSNI Steering Committee

Update

January at Penn

Conference

20 Wharton Physician Leadership Program; Steinberg Conference Center; info: 898-4748 (Leonard Davis Institute-Aresty Institute Health Care Executive Management Program).

Exhibit

Now Landscape Transformation; works by Landscape Project Planner Kathryn Kester Lundgren (MLA ’83) and environmental designer and sculptor Adam Kuby (Col ’83); Burrison Art Gallery, Faculty Club. Through February 2.

Fitness/learning

17 Buddhist Meditation Practice; theme, Pranaparamita: Mother of the Buddhas; chairs and Zen benches provided; all faiths welcome; 1 p.m.; Christian Association Chapel. Meets Wednesdays through May 8.

Talks

15 Implications of Simple Optimal Design and Operation; Sten Byn Jørgensen, Technical University of Denmark; 3:30 p.m.; Room 337, Towne Building (Chemical Engineering).

16 The Social Utilization of the Relious Text in Late Antiquity and the Middle Ages; 10 a.m. and The Problem of Reading Within Jewish and Christian Civilizations; 12:45 p.m.; Brian Stock, University of Toronto, 420 Walnut St. (Center for Judaic Studies). For reservations: 238-1290.

17 Growth Factor and Neurotransmitter Regulation of Immediate Early Gene Transcription; Michael Greenberg, Children’s Hospital of Boston; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

18 Insulin-Regulated Vesicular Trafficking and the Control of Glucose Transport; Morris Birnbaum, medicine; 12:15 p.m.; Wood Room, John Morgan Building (Cell and Molecular Biology Graduate Group).

19 Environmental Protection in Pennsylvania: New Approaches, Attitudes, and Directions; Carol Collier, Pennsylvania Department of Environmental Protection; 12:15 p.m.; Steinberg Hall-Dietrich Hall (Institute for Environmental Studies).

Change of Endogenous and Exogenous Surfactant in the Airways; Machiko Ikegami, UCLA; 1:15 p.m.; Physiology Conference Room, Richards Bldg. (Respiratory Physiology Group).

23 No—A Radical View; Susan Silverston, dental school; 1:15 p.m.; Physiology Conference Room, Richards Building (Respiratory Physiology Group).

Cancellation

18 Managers’ Role in Improving Clinical Performance in Health Care Organizations; 12-1 p.m. (Leonard Davis Institute) Lecture cancelled.

Deadlines: The deadline for the weekly update is Monday, a week before the week of publication. The deadline for the February at Penn calendar is January 15. Deadlines for the full spring 1996 semester are on Almanac’s home page (http://www.upenn.edu/almanac).
Call for Participation in February: Safer Sex Awareness Month

February has traditionally been HIV/AIDS Awareness Month at Penn. This year, the Office of Health Education (a division of the Student Health Service) is broadening its focus to include other sexual health concerns related to HIV/AIDS. These include other sexually transmitted infections (STIs) such as Chlamydia, Herpes, Genital Warts, and Hepatitis-B. Students who have these STIs become more at risk for HIV due to the fact that the STI symptoms go untreated: blisters, sores, and other minor genital lesions present opportunities for infection by the virus which causes AIDS. In addition, many students are carriers of STIs without realizing it: nationally, only 50% of all males with STIs (and 25% of all females with STIs) report symptoms which would prompt them to seek treatment.

With the support of student peer health educators in FLASH (Facilitating Learning About Sexual Health), the Office of Health Education is planning a series of awareness-raising workshops, free condom giveaways, panel presentations, and video screenings. Free, anonymous HIV testing is available on campus as well. For more information on specific events, please contact the Office of Health Education at 573-3525 or via e-mail: she@pobox.upenn.edu.

If you represent a campus group or office which wants to cosponsor or co-sponsor an event for Safer Sex Awareness Month, your involvement is welcome and encouraged! Please use the above contact information to get involved in the planning.

—Kurt Conklin, FLASH Advisor, Office of Health Education

Emergency Closing Reminder

Penn’s special information number: 898-MELT (6358) indicates the University’s operating status. It is also announced on KYW News Radio (1060 AM), Philadelphia’s official storm emergency center. Penn’s emergency radio identification code numbers are “102” for day classes and schools/centers and “2102” for evening classes.

Free Cocaine Treatment at PennMed

Free, confidential help is available at PennMed for cocaine or crack users. The Alternatives in Treatment Program is an individualized, comprehensive outpatient program for adults with cocaine problems who have used the drug within the last month.

Open from 9 a.m. - 7 p.m., this program is located at 3000 Market Street and 3900 Chestnut Street. For more information or to arrange an appointment, call 662-2845 or 243-9959.

Quit Smoking Program

The Lung Center at the University of Pennsylvania Medical Center offers a comprehensive smoking cessation program. Held over several months, the eight sessions include behavioral and group therapy, as well as treatment options to help participants stop smoking immediately or in stages. For further information, call 662-3202.
On Penn’s Agenda for Excellence

Dear Colleagues:

Welcome back.

Almost too soon, the brief winter break for holidays and families brings us back to face the challenges and opportunities of a new semester. For most of us, the start of any new semester brings with it a special sense of opportunity, particularly, the chance to give new form and substance to our individual and collective futures.

This semester that special sense is particularly strong because the start of the new term coincides with the completion of work on Penn’s vision of our collective future, Agenda for Excellence, which was published for comment here in Almanac last November (see Almanac November 21, 1995, pp. S1-S8). We appreciate the many thought-provoking comments we have received, which are now being discussed by the Academic Planning and Budget Committee (which includes faculty, undergraduate, and graduate student representatives). After consideration by the University’s Trustees later this month, Agenda for Excellence will become the framework in which each of Penn’s School’s will either revise or develop its own strategic plan during the spring semester.

Thus, by the end of this academic year, Penn will have in place a coordinated series of strategic plans at both the School and University levels that will guide Penn to even greater eminence in the 21st century. No wonder the sense of formative possibility is particularly strong.

To some, the whole notion of strategic planning may seem to be merely a matter of imaging some ideal “self” we would like to be, but will never achieve. By contrast, I believe that good strategic planning requires much more than merely an exercise in articulating our most desirable institutional self-image. As in the major life choices of individuals, effective planning has also to be realistic and contextual. It must take full account of the internal resources and external conditions which inevitably define the choices and opportunities before us. Planning that simply compiles unrealistic wish lists, or merely identifies incremental improvements, defaults on the strategic opportunities and choices that will largely determine what Penn will look like ten, twenty, and fifty years from now.

Thus, Agenda for Excellence is an effort to identify the critical tasks that this University must undertake in the next five years to fulfill its most fundamental commitments—taking account of both our collective ambitions and desires and the resources and conditions that constrain our choices.

The consideration of an Agenda for Excellence and development of the School plans that will complete it mark a real and two-fold opportunity for Penn: first, to seize the strategic opportunity that exists for Penn as an institution to secure its role as one of the leading educational institutions of the 21st Century, and second, to resolve some of the most important challenges forced on all institutions of higher learning by the diminished economic resources available to us in the foreseeable future.

These opportunities cannot be successfully realized by any of us acting alone. Only the combined efforts of faculty, administrators, trustees, staff, and students can realize the vision of Agenda for Excellence and turn strategic possibilities into academic realities.

In each generation since World War II, Penn has successfully rallied to meet this sort of strategic challenge, going back all the way to the “Educational Survey” of the Harnwell years, the University Development Commission of the Meyerson administration, and “Choosing Penn’s Future” during Sheldon Hackney’s tenure. Remarkably, each of those strategic planning efforts shared a fundamental consistency of vision and direction which continues today with Agenda for Excellence. The Agenda builds on the foundations of the past to face a new and challenging future.

Central amongst its themes and strategic initiatives is the recognition that Penn can and should be an ambitious and aggressive institutional competitor. This has not always been the case and may be an uncomfortable emphasis for some whose vision of academic life is shaped by different values and expectations. Yet, it is becoming evident that institutions that are not willing to compete aggressively—for the best students, for the best faculty, for private and public resources, for strategic institutional advantage—may fail to attract the human and financial resources needed to successfully accomplish their fundamental academic missions in the era of diminished resources that is now upon us.

Our task is to see not only that Penn competes aggressively and successfully with its peers, but that Penn competes on the right basis—on the basis of academic excellence in research and teaching. That is why a commitment to comprehensive excellence in every area of academic activity that defines Penn strategically is one of the central imperatives of Agenda for Excellence.

Competing successfully also requires that Penn’s identity as an institution be more clearly defined and effectively presented than has sometimes been the case in the past. For many years, Penn has stressed the interaction of theory and practice as an essential and valuable feature of our academic programs, our campus life, and our intellectual style. Theory and practice are, as I said in my Inaugural Address, a part of Penn’s “genetic material.” Penn is deeply endowed with a commitment to education that is both intellectual and utilitarian. We desire to know and to teach, not only “why,” but also “how.”

As we all know, Penn has good and unique historical claim to the theme of theory and practice. From its very start, Franklin pushed for Penn to offer professional as well as scholarly studies. His famous statement, “learn everything that is useful, and everything that is ornamental,” has since become a familiar institutional theme.

It has been Penn’s willingness to acknowledge the claims of pragmatic considerations as well as to value the theoretical, the willingness to put our knowledge to work, and the willingness to learn new theoretical insights from practical experience, which have enabled Penn to be “first” in so many areas: the first American “university,” the first American medical school, the first business school, the first journalism curriculum, the first psychology clinic, the world’s first all-electronic digital computer, to cite only a few.

Today, as we move from the “modern,” industrial societies of the 19th and 20th centuries, to the “post-modern,” computer and information-based, global, society of the 21st century, this ability to span the continuum from fundamental to applied takes on even greater significance. The challenges of our “pragmatic” age cannot be adequately answered by pragmatism alone. Only theory and practice together can fully respond to the challenges of the 21st century.

Strategic commitments such as this, rooted in Penn’s unique institutional history, yet timely chosen to respond appropriately to the mandate imposed on us by an era of diminished resources and social support, demonstrate the critical importance of the strategic planning process at this particular moment in Penn’s history. Effective strategic planning requires us to make real commitments that will position Penn in relation to the external challenges and opportunities we face.

While profoundly consequential, such planning stimulates a powerful sense of direction, commitment, and identity from which we can all benefit. No wonder the sense of opportunity is so strongly felt.

I hope that each of you will feel a similar sense of propitiousness and possibility as you and your Schools engage in the next stage of setting out Penn’s Agenda for Excellence.

Judith Rodin