IN THIS ISSUE

2 HONORS: Humboldt Award and Sloan Fellows; Memorial to Mr. Major
Next Steps in Benefits Redesign; Getty Grant for Landscape Series; NCAA Review in Final Stages; Sited on the Web: PNC, Black History

3 Deaths: Dr. George Koelle, Dr. Wm. Klein

4 The ‘Stanley Cup’ Teams; Funding for Interdisciplinary Courses, and for Faculty Seminars in Humanities
REMEDY: Recycling Medical Supplies

5 From the Vice Provost for Research: A Layman’s Guide to Conflict of Interest

COMPASS Features

7 Scholarship and Survival for Presses

8 Look Here: Best Art on Campus as Chosen by Drs. Brownlee and McCoubrey

10 Talking Point: Dr. Morlok on Conrail

11 Field Trip from the Moon

12 OPPORTUNITIES

15 Update, CrimeStats

16 TALK ABOUT TEACHING: Teaching Teachers at Penn (Larry Robbins and Herb Levine)

Pullout: Supplement to the University of Pennsylvania Faculty/Staff Telephone Directory for 1996-97

Two architectural favorites that turned up on lists of the best works of art on campus: Louis Kahn’s Richards Building (above) and Adele Naudé Santos’s Institute for Contemporary art (right). See the Compass feature, pp. 8-9.
**HONORS**

**Humboldt Award**

Dr. Burt Ovrut, professor of theoretical physics, has received the Humboldt Research Award for Senior U.S. Scientists, in recognition of his contributions in Super-symmetry, Supergravity and Superstrings—subjects that form the basis of physicists’ most recent attempts to understand the structure of the elementary particles that make up matter, and are now the focus of an intense international experimental effort to develop “a sensible theory of quantum gravitation.” A major contributor to Superstring theory, Dr. Ovrut was one of the first to introduce Supersymmetry and Supergravity into particle physics.

**Two Sloan Research Fellows**

Two Penn astrophysicists have been named Alfred P. Sloan Research Fellows in the highly competitive awards program that will support their research for two years in a flexible and largely unrestricted manner.

**Dr. Steven T. Myers** focuses on the use of astronomical observations to constrain and test cosmological models, among other things exploring the the “fossil record” of the early universe using the tools of radio astronomy.

**Dr. Jordi Miralda-Escudé** has similar interests, using observational data to form and test detailed models of the structure and evolution of galaxies and clusters. He is also a world expert on the analysis of the pattern of frequencies of light that are absorbed by hydrogen gas clouds in the intergalactic medium.

**Memorial Unveiling: February 25**

Friends and family of the late Elijah Major Sr. will gather at noon on Tuesday, February 25, for the unveiling of a plaque in his memory at the School of Veterinary Medicine, 3850 Spruce Street. Dean Alan Kelly and Dr. Jeffrey Linn, director of University Laboratory Animal Resources, will lead in the tribute to Mr. Major, who died in August 1995, at 56, after 20 years in animal care at Schools of Dental Medicine and Veterinary Medicine. All members of the University are welcome.

**Next Steps in Benefits Redesign**

At Council Wednesday, the Review and Recommendations of the Benefits Advisory Committee (Almanac Supplement February 11) were summarized and discussed briefly, then placed on the agenda for more detailed discussion at the March 5 meeting.

At the start of the meeting Dr. David Hackney, chair of the Council Committee on Personnel Benefits, said his Committee had received the report on Friday and had just begun its deliberations, and asked Council’s wishes on whether to give advice directly to the Benefits Advisory Committee, or to hold comment until a report can be brought to the Council. Hearing no strong views either way, Moderator David Hildebrand ruled that the Committee could make its own choice on routing its advice.

Dr. Barbara Lowery, the co-chair of the Benefits Advisory Committee who gave Council a summary of the recommendations, described an extensive consultation plan that will include meetings with the faculties of the schools.

Also, any member of the University may address questions or comment to the Benefits Advisory Committee by e-mail at benefits@pobox.

Provost Stanley Chodorow urged speed in deliberations, saying that the new packages must be ready for Open Enrollment in April.

At pretime, Almanac was advised that SAS will hold a special Faculty Meeting on Tuesday, February 25, at 4 p.m. in Room 200 College Hall. A summary of consultation plans by the faculty/staff governance groups includes:

**PPSA February 17:** At pretime Monday, Penn Professional Staff Assembly’s Marie Witt said her call for advance questions by e-mail had produced a heavy response, with the most common concerns (a) the increase in medical premiums and (b) elimination of graduate tuition without further “grandfathering” for existing or longer-term staff. “Many simply sought clarification such as what options replace the Comprehensive medical plan, why QualMed was dropped, and why the increase for PennCare was so substantial,” she said. Clarifications made at the meeting will appear online at Almanac Between Issues as well as in the February 25 print edition.

**SEC February 28:** The membership of the Senate Executive Committee will hold a special meeting with SEC’s Ad Hoc Committee on Benefits Redesign, to be held Friday, February 28, 9 to 10:30 a.m.

**A-3 Assembly TBA:** Plans are being completed for a general meeting within the next two weeks, according to Chair Karen E. Wheeler.

**NCAA Review: Report is Final, Visit Planned for April**

There were “no substantive changes” in the text of the NCAA Athletics Certification self-study report that was presented For Comment to the campus community in a supplement to Almanac on December 10, 1996, according to Stephen T. Golding, vice president for finance and chair of the NCAA Certification Committee. The self-study text was presented to the University Council on January 22, 1997, and to the Academic Policy Committee of the Board of Trustees on January 28, 1997.

Mr. Golding said that the final self-study report has been forwarded to the NCAA as preface to a visit by the peer review team, which is tentatively scheduled April 1-4, 1997. Copies of the final self-study report and its appendices are available for inspection at Van Pelt–Dietrich Library Center. The self-study without its appendices is at www.upenn.edu/pennnews.

**Getty Grant: A Landscape Series from the Press**

The University of Pennsylvania Press will use a new six-figure award from the Getty Grant Program, coupled with an earlier award from the Graham Foundation of Chicago, to publish the first eight books in an international series to be called Penn Studies in Landscape Architecture.

Dr. John Dixon Hunt, professor of landscape architecture and chair of Landscape Architecture & Regional Planning in the Graduate School of Fine Arts, is editor of the series, which will deal with wide-ranging aspects of landscape including Thomas Jefferson’s landscape thought as well as English and European traditions in horticulture and landscape architecture.

Penn’s is the only university press in the country with a focus on this subject area, according to the Press’s art and architecture editor Jo Joslyn. The series will be aimed not only at scholars and practitioners but at general readers with serious interest in landscape topics. (For more on the Press, see the Compass feature on page 7.)

**Sited on the Web: Penn National Commission; Black History**

At the Penn National Commission on Society, Culture and Community’s site, www.upenn.edu/pnc, browsers find a brief description of the Commission’s work, lists the Commission’s members and staff and links to additional information such as President Rodin’s keynote remarks to the Commission’s first meeting (Almanac 12/10/96) and press coverage. The site is to be updated frequently, according to Dr. Stephen Steinberg, Executive Director of the Commission.

For Black History Month, at www.upenn.edu/AR/Black_History/index.html, the University Archives highlights notable African American alumni of the University, with portraits and thumbnail biographies of nineteenth- and early twenty-century graduates of the College and of graduate and professional schools at Penn. It has links to other pages of interest including African American programs and resources at Penn.
DEATHS

Dr. George Koelle, Renowned Teacher/Scholar in Pharmacology

Dr. George B. Koelle, the Distinguished Professor Emeritus of Pharmacology who also held the Elmer Bobst Professorship in the School of Medicine, died suddenly on February 1 at the age of 78; the cause was believed to be a pulmonary embolism.

Dr. Koelle was a world figure in pharmacology, a Ph.D.-M.D. who in the earliest years of his career began to seek out new investigative techniques that were to influence the development of pharmacology as a research discipline. One of the best-known of these, the development of the Koelle stain as an indicator for localizing cholinesterase, established his reputation in research and led to his winning the prestigious John J. Abel Prize at the age of 32. Despite taking five years out of academia to serve in World War II, he was a full professor by the age of 33.

Dr. Koelle was to publish over 200 papers during his career, and to win numerous other honors including election to the National Academy of Sciences; a Lindback Award for Distinguished Teaching and the Outstanding Teaching Award of the Undergraduate Medical Association; honorary degrees from the University of Zurich and from his alma mater, the Philadelphia College of Pharmacy and Science; and medals from the University of Helsinki and the University of Turku. On becoming emeritus professor in 1989 he entered on a new round of honors for lifetime achievement including the Tora I Tallman Award and the creation of the Koelle Lectureship by the Mid-Atlantic Pharmacological Society.

George Brampton Koelle was born in Philadelphia and graduated from West Philadelphia High School. After taking his baccalaureate degree in biology at the College of Pharmacy in 1939, he served as an instructor there while studying toward his Ph.D. in pharmacology at Penn. In 1942 he set aside his degree plans to volunteer for service in the U.S. Army, where he rose through the ranks to lieutenant. Late in the War he was assigned to the Army Chemical Corps’ Edgewood Arsenal, in Maryland—an event that his wife and longtime research partner, Dr. Winifred Koelle, cites as a factor in his choice of neurohumeral transmission as his primary research interest.

At Johns Hopkins University he was a Chalfant Fellow in ophthalmology from 1946 to 1950, working with the late Dr. Jonas Friedenwald to develop the histochemical method for localizing acetylcholinesterase, the enzyme responsible for the destruction of neurohumeral liberated acetylcholine, which functions in the central nervous system and is also the transmitter of impulses between nerves and muscles. Eventually he was to develop a refined technique to demonstrate the enzyme by electron microscopy, and to apply similar techniques to other areas of investigation.

He left Johns Hopkins to spend two years as an assistant professor at Columbia’s College of Physicians and Surgeons, and in 1952 he joined the faculty at Penn as full professor in the Graduate School of Medicine. Serving as dean and department chairman of physiology and pharmacology in the Graduate School, 1957-59, he moved to the School of Medicine as chair of pharmacology in 1959 and continued in that post until 1981. He took the first of his two endowed chairs, the Elmer Holmes Bobst Professorship, in 1963 and was named also Distinguished Professor in 1981. On his retirement in 1989 he became Distinguished Professor Emeritus.

Active in over two dozen scholarly societies in the U.S. and abroad, and serving as an editor on some 20 journals or publishing projects, Dr. Koelle was a witty and lucid speaker who was in lifelong demand as a visiting lecturer throughout the world.

At home, he was also a Master Beech Smith in the Sons of the Copper Beeches—the Philadelphia scion society of New York’s Baker Street Irregulars, in which devotees of Sherlock Holmes meet periodically to ponder the “canon” from the special point of view of their specialties. In this capacity Dr. Koelle wrote “The Poisons of the Canon” for the society’s publication Leaves from the Copper Beeches. His analyses are also cited in the William S. Baring-Gould’s two-volume Annotated Sherlock Holmes.

Dr. Koelle is survived by his wife and colleague, Dr. Winifred Jean Angenent Koelle; three sons, Dr. Peter B., William A. and Dr. Jonathan S.; a brother, John, and two granddaughters. A memorial service is to be scheduled at a future date at the University.
“Stanley Cup” Players at Penn

The faculty/staff and student teams have been picked for the first Provost’s Cup in basketball (a.k.a. The Stanley Cup, in honor of Provost Stanley Chodorow). The teams, listed below, will take to the court at 5 p.m. Friday, February 21, at the Palestra before the 7 p.m. Women’s Basketball game vs. Dartmouth. DRIA Director Steve Bilsy will referee the game and Dr. Chodorow will present the trophy to the winning team. The first 100 people at the game will get souvenir cups.

Faculty/Staff Team
Larry Moneta, associate provost, U. Life, General Manager & Coach
Jere Behrman, prof. of economics
Clint Davidson, vice president, Human Resources
Chris Dennis, dir., Academic Programs in Res.
Katrina Dowidchuk, marketing director, Athletics
Richard Hendrix, associate dean, SAS
Bob Inman, prof. of finance and economics
Peter Linneman, prof. of real estate, finance
Ed Lusk, assoc. prof. of statistics
Betsy Morley, admin. assistant, bioengineering
Laurie Reed, asst. dir., Academic Support Programs
Michael Reisch, prof. of social work
Rodney Robinson, asst. dir., Programs for Upperclass Students in Residence
Lee Stetsen, dean of admissions
Howard Stevenson, asst. prof. of psych. in educ
Becky Taub, assoc. prof. of genetics
Ira Winston, exec. dir. SAS/SEAS Computing
Jennifer Wollman, asst. dir., Alumni Council on Admissions

Student Team
Christopher Melling, Co-captain
Katherine Minarik, Co-captain
Neil Sheth, General Manager
Jugdeep Bal
Tone Barr
Wendy Bass
Gil Beverly
Nathaniel Cortez
Andrei Dudek
Josh Gottheimer
Heather Herson
Scott Meklar
Eric Montagne
Charles Riddick
Yadin Shemmer
Jeff White

Dear Penn Staff and Faculty:

Each year in the United States $200 million worth of unused medical supplies are disposed of as costly, contaminated garbage. This waste represents much more than an unnecessary burden to our landfills or a financial loss incurred by our hospitals. When viewed in contrast to the severe shortages of medical and surgical supplies in developing nations, this excess illustrates the need for a nation-wide system of material recovery and reuse.

It is with this in mind that I am proud to announce the beginning of REMEDY at Penn. A volunteer organization consisting of students, hospital staff, and medical school administrators, our new program seeks to recover hospital supplies and lab equipment for distribution overseas to undersupplied medical centers.

Working within the Operating Room of the Hospital of the University of Pennsylvania, REMEDY volunteers collect non-grossly contaminated and undamaged items after each surgical procedure. Generally, these items have been readied for use (i.e. taken out of their sterile packaging) but, for whatever reason, were never used. Instead of being discarded along with contaminated garbage, the supplies are sterilized and shipped to hospitals which lack these life saving supplies. We estimate that, if adopted university-wide, REMEDY can recover close to $100,000 worth of such supplies in the first twelve months of operation!

Similarly, REMEDY recycles laboratory equipment. In collaboration with the School of Medicine’s Department of Facilities Management and the Department of Environmental Health and Safety, we have already collected over $20,000 worth of “old” equipment! Instead of taking up space in a landfill, the majority of this equipment is now destined for hospitals in countries like Romania, where some of our collected materials are helping to begin a much needed genetics lab.

As Philadelphia’s pilot-recovery program, we are looking to demonstrate to other local hospitals how easy implementing such a system can be. To maximize our recovery potential, however, we need your cooperation. Anyone with supplies or equipment to donate can contact me to pick them up. Also, if you know of a particular medical center overseas that could use our materials, please let me know so that I can add them to our “receiving” list.

We have a chance to accomplish something wonderful here, and I appreciate your cooperation. If you have any questions or suggestions to improve our program, please call me at 417-7566. We would love to hear from you.

— Andrew C. Krakowski
Post-Baccalaureate Pre-Health Program

Recycling Unused Medical Supplies: A New Penn REMEDY

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Each year in the United States $200 million worth of unused medical supplies are disposed of as costly, contaminated garbage. This waste represents much more than an unnecessary burden to our landfills or a financial loss incurred by our hospitals. When viewed in contrast to the severe shortages of medical and surgical supplies in developing nations, this excess illustrates the need for a nation-wide system of material recovery and reuse.

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Post-Baccalaureate Pre-Health Program

Funds for Interdisciplinary Seminar Design: March 21

The Provost announces a seminar fund to stimulate the creation of interdisciplinary discussions and connections that could grow into lasting cooperative intellectual efforts and perhaps programs.

This fund will provide financial support for up to three years for seminars based on new intellectual groupings. To be eligible for funding, seminars must draw on faculty Scholars from at least two schools. Seminars that include Penn graduate or undergraduate students will be particularly welcome as will seminars with participation from the non-academic community outside the University.

The fund will provide each seminar with a grant of $10,000 to $25,000 (depending on documented need) a year for up to three years. Funding in the second and third years is subject to success in the previous years. Success is defined as growing attendance, publications, general visibility and other evidence of intellectual progress. Each proposal must contain criteria by which its success can be judged.

Applications to the Provost’s Interdisciplinary Seminar Fund should contain (1) the seminar title; (2) a brief description (no more than five pages) of the intellectual area of the seminar and of how the suggested new connections will advance the subject (3) names and affiliations of the principal faculty (no more than four) proposing the seminar, with a two-page c.v. on each; (4) names and affiliations of others who will be major participants; (5) a suggested set of criteria or goals by which progress of the seminar can be established; and (6) the proposed budget for the first year of the seminar.

The Provost’s Interdisciplinary Seminar Fund is limited to 10 seminars. Two original and 10 copies of the completed application should be in at the office of the Vice Provost for Research, 212 College Hall/6381, by 5 p.m. on Friday, March 21, 1997. A committee will review the applications and funded proposals will be announced by mid May.

— Ralph D. Amado, Vice Provost for Research

Humanities Proposals: May 5

Each year the Humanities Coordinating Committee of the School of Arts and Sciences dispenses funds to make possible Faculty Seminars in the Humanities. Funding requests for 1997-98 are now invited. Preference will be given to University of Pennsylvania-based faculty seminars and groups that do not have access to other sources of funding. These funds are not meant to replace or supplement normal budgets for departmental colloquia.

To qualify, each application should include (1) a description of the seminar’s purpose and how it is both interdisciplinary and humanistic; (2) a list of faculty participants; (3) an outline of the proposed program for 1997-98; (4) a statement on any other funding sources (and amounts) available to the seminar; (5) a detailed outline of the seminar budget (required).

The available funds will be divided evenly among those seminars that are approved. Judging from past years, allocations are anticipated to fall in the range of $800 to $900 per seminar. Funds are normally for payment of honoraria and travel expenses for outside speakers, refreshments following lectures, and related publicity costs.

Proposals should be received in 16 College Hall/6378 (Graduate Division of Arts and Sciences) by Monday, May 5, 1997. For more information call: Tracey Turner, 898-8101.

— Lance Donaldson-Evans
Chair, Humanities Coordinating Committee

ALAMAC February 18, 1997
A Layman’s Guide to Conflict of Interest

Introduction
The University of Pennsylvania supports the translation of research results into practical applications for the public good. To this end, the University encourages faculty to patent and license inventions arising from their research, to participate in the establishment of industry partnerships designed to commercialize novel technologies, to accept company-sponsored research funding, and to consult for private companies. Faculty involvement in commercial activities carries many advantages, including the practical application of new technologies, the receipt of royalty income for the University and the faculty, and the provision of an additional source of research funding. Contemporary attitudes are best captured by the fact that the Federal government has mandated that universities seek to commercialize the results of federally supported research for the public good.

However, the increasing involvement of faculty with commercialization ventures carries with it certain intrinsic dangers, which have the potential for diverting the University and its faculty from their primary educational, research, and service missions. Conflicts of interest can arise when the interests of the commercial venture differ from the interests and primary obligations of the University and its faculty, or when the commercial ventures consume an undue share of the faculty members’ attention.

This primer describes commonly observed conflicts of interest. In addition, illustrations are provided of some approaches to manage potential conflicts so that faculty can pursue ventures in the commercial arena without compromising their academic responsibilities. The University has established policies that define potential conflicts and provide guidelines and procedures for limiting and managing them. Commercialization ventures and licenses of technology are negotiated by the Center for Technology Transfer (CTT) on behalf of both the faculty member and the University. CTT staff are alert to potential conflicts and refer them to the University Conflict of Interest Standing Committee (CISC) for review and advice. The CISC reviews potential conflicts and recommends management strategies to the Vice Provost for Research.

Individual Conflicts of Interest

Conflict of Commitment
Principle: Faculty owe their primary commitment and allegiance to the University.

Non-University activities include involvement with commercial ventures in roles such as serving on the board of directors or on the scientific advisory board, acting as a manager or scientific director, consulting, and the like. These activities create commitments with the potential to compete with the primary commitment to the University—teaching, research, and service during the academic year (which is 9 months for some faculty and 11 months for others).

Management strategy. Faculty may not engage in non-academic commitments that, in the aggregate, exceed one day in seven during the academic year. This is a limitation imposed by University policy. There is a good faith assumption that faculty will accurately estimate the time devoted to non-academic activities regardless of where they are conducted. This policy applies to time involved in extramural activities, and not to the dollar amount that is paid for such services.

If a faculty member is involved in founding a new company, he/she may be induced to dedicate excessive time to the myriad issues associated with new ventures. Under these circumstances, a potential conflict of commitment can be reduced by ensuring that qualified individuals are recruited to manage the business and scientific aspects of the company, so that the faculty member has limited fiduciary and other responsibilities, and is able to provide scientific consultation without getting immersed in the day-to-day supervision of research and development. Alternatively, the faculty member may take an unpaid leave of absence for a period of time to dedicate her/himself full time to the new company. Another strategy is to license a patent to an established company that then undertakes product development while paying royalties to the faculty member and the University, rather than attempt to establish a new company to develop a novel technology.

Conflict of Financial Interest
Principle. A faculty member has a responsibility to respect the financial well-being of the University.

Through various relationships with a commercial entity, a faculty member could assume responsibility for the financial well-being of that commercial entity that might produce a conflict of interest by competing with the financial interests of the University. Fiduciary responsibility for a company is created when a faculty member is appointed to the Board of Directors of the company or becomes an officer or manager in the company. If the company is a supplier to the University or holds a patent license from the University, the potential for conflict is augmented.

Management strategies. Faculty members must negotiate technology commercialization proposals through the Center for Technology Transfer. In most cases, contracts for research at the University must be administered through the Office of Research Administration (or other administrative branch) of the University. To protect the intellectual property rights of the University, discoveries made using University resources and facilities must be disclosed to the Center for Technology Transfer, which may file a patent for the University. Only if the University declines to protect the disclosed technology, may a faculty member apply for a patent without University involvement.

If a faculty member has a fiduciary responsibility or an equity interest in a company that does business with the University or holds patent licenses from the University, the faculty member must disclose these relationships (usually done as part of the required annual disclosure form described below). Faculty sign consulting agreements, involving intellectual property or the right to do work in certain areas, at their own risk. If not written properly, such agreements may unduly restrict the research activities of the faculty and the intellectual property rights of the University. Upon request, the Center for Technology Transfer will review consulting agreements.

Conflict of Research Integrity
Principle. Faculty should maintain the highest level of scientific integrity in the conduct of research. The complete, objective, and timely dissemination of new findings through publications and presentations, is essential for research integrity.

The potential for personal gain must not jeopardize or appear to jeopardize the integrity of the research process, including the choice of research, its design, the interpretation of results, and the reporting of results. If an investigator has a significant financial interest in a commercial venture, then there may be a temptation to dedicate research effort to development of saleable products or processes for that company. A faculty member is particularly at risk of conflict if he/she has a sponsored research agreement (SRA) from the company in which he/she has a financial interest. Furthermore, the possible conflict may increase in proportion to the impact the faculty-sponsored research could have upon the value of the faculty member’s financial interest.

Management strategies. A plan must be individually tailored to protect against potential conflicts of research integrity.

One troublesome problem encountered by the Conflict of Interest Standing Committee is the request for a sponsored research agreement from a company in which a faculty member has an equity interest or a fiduciary responsibility. One option is to identify another investigator, with no financial interest, to undertake the research project. Another option is to involve a disinterested faculty member as a co-investigator with control over the design and analysis of research projects, to certify integrity of all aspects of the research program. Finally, in rare cases, it may be justified to create an oversight committee of disinterested scientists who certify the integrity of the program by an appropriate review process. In some instances, a proposed sponsored research project is more appropriately performed at the company itself rather than at the University. In all instances, presentations or publications must clearly disclose the sources of funding and any financial interest that could influence the perception of research integrity.

Conflict of Educational Mission
Principle. Students and post-doctoral fellows must be assured of an educationally appropriate training program.

Education is a salient mission of the University, and training programs should be designed to give priority to the educational needs of students and research trainees, such as postdoctoral fellows. Sometimes the goals of a commercial entity that sponsors research at the University may be in conflict with the goals of an optimal training program.

Management strategies. Usually, it is inappropriate to support the stipends or research expenses of students or post-doctoral fellows through sponsored research funding from commercial entities in which the faculty member has a financial interest. In those cases where a student or postdoctoral fellow is involved in research that...
is supported by a company-funded SRA, the SRA should state that the presentation of results will not be controlled by the company.

Conflict of Interest
Standing Committee (CISC)

The Conflict of Interest Standing Committee (CISC) reviews and makes recommendations on the resolution of cases of potential or real conflict of interest which arise from technology transfer activities or from sponsored projects of the University or its faculty. The recommendations of the CISC are transmitted to the Vice Provost as advice on the disposition of cases involving potential conflicts of interest, including a determination whether a real or potential conflict exists, and proposals on how such conflicts should be eliminated, reduced, or managed.

Cases involving potential conflict of interest may be referred to the CISC by the Center for Technology Transfer (CTT), by the Office of Research Administration (ORA), by University or School administrators, Department Chairs, or individual faculty. The staff of the Center for Technology Transfer (CTT) is responsible for referring to the CISC cases which arise from commercialization efforts under consideration by the CTT. The ORA staff is responsible for referring to the CISC cases which arise from applications for sponsored research support.

In its deliberations, the CISC depends upon University policies for guidance since it acts in a regulatory and advisory rather than a policy making capacity. University policies are promulgated in several documents which are listed at far right.

Procedures

Cases referred from the CTT. Upon learning of a potential conflict of interest, a CTT staff member will present a brief descriptive memorandum which includes background, current status, proposed financial arrangements, and the nature of the potential conflict. After review by the individual who is the subject of the memorandum, it is distributed to members of the CISC, and to the appropriate Dean and departmental Chair, preferably at least one week in advance of the meeting of the CISC.

Cases referred from the ORA. The staff of ORA will review all grant and contract applications, identify those where the applicants have indicated a potential conflict, and screen these to determine which should be referred to the CISC. The staff will prepare a brief synopsis of the issues involved in each case referred to the CISC.

Cases from other sources. Deans, Department Chairs, or individual faculty may refer cases of potential conflict of interest to the Chair or staff of the CISC, who will review them, determine whether they are appropriate for consideration, and present them for review by the committee.

The CISC discusses the potential conflict and makes recommendations, including a determination whether a potential conflict of interest exists, and how it should be managed. A draft of these recommendations is circulated to all members of the CISC for comment. The final version is then circulated to the committee members for a mail/FAX/email ballot. After approval, the final recommendations are sent to the Vice Provost as advice. The Vice Provost may accept the recommendations or may return them to the CISC for further consideration, revision, or clarification. Once the recommendations have been accepted, the Vice Provost informs the faculty or staff member involved, with copies to the concerned Chair, Dean, and CISC.

The Department Chair and Dean are responsible for insuring that there is compliance with the recommendations of the Vice Provost. The Dean is responsible for reporting by letter to the Vice Provost, with a copy to the CISC, that compliance has been achieved.

If the conflict involves an application for sponsored research, the award will not be accepted until the Vice Provost for Research has conveyed a decision on compliance.

Confidentiality. The proceedings of the CISC are confidential, including all documents, drafts, and discussions.

Membership

The CISC consists of 10 members of the standing faculty appointed by the Vice Provost for Research. Faculty members serve as citizens of the University and not as advocates for specific schools or constituencies. There are three ex-officio members, the Executive Director, Sponsored Programs, the Managing Director, Center for Technology Transfer, and an attorney from the Office of the General Counsel. In addition, invitations to meetings are extended to professional staff of the Center for Technology Transfer and to selected professional staff from the Schools. The CISC is chaired by a faculty member appointed by the Vice Provost. Staff support for the CISC will be provided by the Office of Research Administration and/or the Center for Technology Transfer, which will designate an individual to serve as Secretary of the Committee.

All faculty members, plus the Director, Office of Research Administration, and the Director, Center for Technology Transfer have voting rights. Other attendees participate in discussion but do not vote. Voting membership implies a commitment to attend all meetings unless the member is out of town or has other overriding obligations.

Meetings

Attendance. Meetings are limited to CISC members, invited guests, and other invitees, and are not open to the public.

Quorum. A quorum consists of over half of all voting members. In general, an attempt will be made to insure that there is a quorum present at all meetings. The CISC Chair, at her/his discretion, may require that certain decisions be approved by a majority of all voting members, but not just a majority of those attending a specific meeting. Final versions of recommendations will usually be approved by mail/FAX in order to insure that all voting members have an opportunity to register their opinions.

Conflicts for Committee Members

A CISC member is recused from discussion of a particular case under the following conditions: (1) The case involves a member of the same department; (2) The CISC member has a personal interest because of inter-departmental relationships, such as collaboration with the faculty member whose case is under consideration; (3) The CISC member has a fiscal interest in the case under discussion. Special exceptions to these guidelines may be made only with the prior approval of a majority of the voting members.

Appeal Process

In the event of a disagreement between the responsible administrator(s) or investigator(s) and the Vice Provost regarding the management of a potential conflict, an appeal may be made to the Provost. The decision of the Provost is final.

University Policies

University policies relevant to conflict of interest are set forth in the sources listed below. A booklet which includes copies of these policies can be obtained from the Center for Technology Transfer, 3700 Market St, Suite 300, Philadelphia, PA 19104-3147, phone 215-573-4500; FAX 215-898-9519.

1. Policy for faculty members University of Pennsylvania: Conflict of Interest Policy for Faculty Members, Almanac March 8, 1983; and Handbook for Faculty and Academic Administrators, Section II.E.1.


3. Extramural activities: School of Medicine University of Pennsylvania: Medical Center and Health System: Guidelines for Extramural Activities of Faculty, revised, 1995.


Where Do I Find More Information?

Whom Do I Consult If I Have Questions?

The University has policies and procedures for reviewing and managing conflict of interest issues. A formal set of guidelines regarding conflict of interest and related matters appears in the University of Pennsylvania Handbook for Faculty and Administrators and in several other University documents. A booklet entitled Information on Conflict of Interest that brings these guidelines together in one place can be obtained from the Center for Technology Transfer.

At any time, faculty members may consult their department chairs and deans for advice about potential conflicts of interest. The University Conflict of Interest Standing Committee (CISC) reviews potential conflict of interest questions referred to it by the Center for Technology Transfer, by administrators, or by the faculty. The CISC can be contacted through the Center for Technology Transfer.

In addition, faculty members are required to disclose all external activities and financial interests on a form that is distributed annually by all departments. This regular disclosure of all potential conflicts of interest helps the University monitor possible conflicts, and helps the faculty by providing them with assurance that they are acting in conformity with the spirit and guidelines of the University.


(University directory for names and email addresses of CTT staff members.)
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APPLICATIONS REOPENED

University of Pennsylvania Job Application Center
Funderburg Information Center, 3rd Floor
Ground Floor
Phone: 215-898-7285

Application Hours: Monday through Friday, 9 a.m.-1 p.m.
Positions are posted on a daily basis, Monday through Friday, at the following locations:
Application Center—Funderburg Center, 3401 Walnut Street (Ground level) 9 a.m.-1 p.m.
Blockley Hall—418 Guardian Drive (1st floor) 9 a.m.-1 p.m.
Dental School—40th & Spruce St. (Basement across from B-30)
Houston Hall—34th & Spruce St. (Basement near the elevators)
West Philadelphia College Hall-Dietrich Hall (route to Room 303)
Job Opportunities and application forms are also accessed on the Human Resources web page (www.upenn.edu/hr). A position must be posted for seven (7) calendar days before an offer can be made. Full descriptions of jobs posted prior to this week can also be found on the H.R. web page.

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

WHERE THE QUALIFICATIONS FOR A POSITION ARE DESCRIBED IN TERMS OF FORMAL EDUCATION OR TRAINING, PRIORITY EXPERIENCE OR TRAINING IN THE SAME FIELD MAY BE SUBSTITUTED.

Positions with full descriptions are those most recently posted.

OPPORTUNITIES AT PENN

Statistics

Specialist: John Wilson

INFO. SYSTEMS SPECIALIST I (09151CSH) H.S. grad or equiv. with two yrs. computer & data entry exp.; demonstrated ability to type 40 wpm; excellent customer service skills; good working knowledge of word processing & computer & data entry; willing to work evenings & weekends. Grade: G9; Range: $16,311-21,679 1-9-97

Linguistics

Information Specialist I (96121068SH) P10; $29,664-38,677 2-7-97 Sociology

Dental School

Specialist: Clyde Peterson

DIRECTOR VI (02156CSH) Provide overall leadership and strategic direction for the Student Services Center; oversee student services including: graduate admissions, undergraduate recruitment, marketing, admissions, academic advising, counseling and registration; supervise & develop professional support staff; manage daily operations & ensure efficient, accurate, & professional service delivery; institute technological, personal, operational, & programming upgrades to improve student services to engineering students; interact with students, administrative staff members, faculty & personnel, both school and University-wide. Qualifications: Master's degree, Ph.D. preferred; seven to ten yrs. progressively responsible administrative exp.; exceptional interpersonal, organizational & time management skills; knowledge of desktop computer & software; excellent oral & written communication skills; broad knowledge of school & University policies & procedures; computer & data entry experience; demonstrated ability to work effectively with individuals at all levels; general understanding of academic issues, programs, & organizations. Grade: P9; Range: $43,569-57,217 2-11-97 Dean's Office

Executive Vice President

Specialist: Sue Hess

GRAPHIC DESIGNER II (02142CSH) Responsible for development & production of a wide range of communications materials using conventional methods as well as computer generated design & production techniques; design consultation with clients & publications staff; conceptual design development & production implementation of catalogues, brochures, advertisements, flyers, logos, newsletters & direct mail pieces. Qualifications: BA/BS in graphic design; minimum three yrs. exp. as a graphic designer; thorough knowledge of computer design & Macintosh equipment & programs; exp. with QuarkXpress, Aldus PageMaker, Aldus Firehand, Adobe Illustrator, Adobe Photoshop; ability to develop creative concepts, interact with clients in a consultative mode, handle multiple projects, maintain budgets & meet deadlines. Grade: P4; Range: $26,960-35,120 2-10-97 Publications

PUBLIC SAFETY DISPATCHER IV (02178CSH) P10; (to be commensurate with experience) 2-7-97 Training & Development

Graduate School of Education

Specialist: Clyde Peterson

COORDINATOR III (02156CSH) Collection coordination & electronic dissemination of educational materials in the field of teachers & families; develop coherent system to attain manuscript materials from non-profit agencies funded by the Institute. Graduates; edit all manuscripts to provide clear, accurate, consistent content in user-friendly electronic format; maintain & develop all content contained within the database; submit new or modified content to clients that is consistent with other similar entities in terms of style, design & content; provide strategic direction & analysis for the future development of the project. Qualifications: BA/BS in social science; MA preferred; knowledge of issues in field of teachers & families; two yrs. exp. working with manuscripts & computer software; excellent written & oral communication & interpersonal skills; proven ability to work well with people; technical ability; familiarity with on-line services & Internet; Mac-literate; some database development, network administration background a plus. (One year contingent on funding) Grade: P3; Range: $24,617-31,982 2-10-97 NCOFF

Graduate School of Fine Arts

Specialist: Clyde Peterson

COORDINATOR II (0183CP) End date: 7/99

Computer Systems

Specialist: Sue Hess

INFO. SYSTEMS SPECIALIST II (01132CSH) Install, maintain & consult with clients on operating systems (primarily NT & Windows), network access (primarily NT & UNIX with some Novell); statistical software on client computers; initial training on help desk, learn to support SAS clients; provide primary/distributed desktop support to SSC clients for training; Completion of H.S. or equival.; at least two yrs. clerical &/or secretarial exp. Range: $17,614-21,991 2-14-97 Annenberg School OFFICE SYS. TECH (02155CSH) Retrieve archived campaign mapping materials; digitize audio; handle FTP files; scan print materials into database; clean materials; assist in process of indexing archive & transferring to CDROM. Qualifications: H.S. grad, some college pref.; humanities/social science background in UNIX & Netware systems; exp. working with on-line database (incl. Lexis/ Nexus, Dialog, Medline, State & Federal, NewsBank, EPA databases); HTML & Web programming exp. (End date: 7/99) Grade: G10; Range: $19,261-23,999 2-10-97 ASC

FINANCE

DIRECTOR IV (01765CSH) Responsible for accounting & financial management for a large, multi-unit, multi-service, multi-site department which provides internal & external reporting information to management; control, analysis & presentation of all financial information; annual budget development; documentation & interpretation of financial policies & procedures; ensure compliance with all federal, state & institutional financial & regulatory guidelines; assist in the preparation & review of the University’s annual financial statements. Qualifications: Master’s degree or equivalent, with emphasis in accounting; at least two yrs. experience in a high level position in a large, multi-site, multi-service unit of an institutional setting. Grade: P10; (to be commensurate with experience) 2-7-97 Training & Development

Law School

Specialist: Sue Hess

DIRECTOR IV (02187CSH) Responsible for external communications to public media relations in support of Law School’s development & alumni relations programs; enhance public recognition for Law School & its role as a leader in American legal education; promote School’s faculty, programs & developments; design & implement strategic plan which positions Penn Law as a recognized national leader in the area of scholarship, research, teaching & expertise; serve as liaison to all segments of Law School to ensure that communications in connection with their publications & communications needs; design, create, implement, administer & manage all publications & communications that provide information, news & items of professional & personal interest Law School alumni, other Law School constituencies & the general public in support of Law School’s programs, policies, design & execute strategies initiatives that are consistent with University of Pennsylvania’s policies & procedures & which advance
RESEARCH SPECIALIST III (02182RS) Conduct advanced research projects related to somatic gene transfer; perform advanced techniques in virology, recombinant DNA, and molecular biology; design, conduct, and develop protocols for maximum efficiency and consistency of results; conduct research on development of new gene transfer technologies, including experimental/study design; develop and execute protocols; perform experiments and produce report findings; conduct research in various animal models, but animal manipulation; maintain rosters and rodents; interact with scientific collaborators in the discovery and use of gene transfer vectors; teach/train research assistant; assist in the planning and writing of documents; publications; Qualifications: BA/BS required; MS preferred in biological sciences; three-five yrs. experience or equivalent ability; ability to work independently; coordinate many projects and activities concurrently; strong writing, verbal & interpersonal skills are essential; highly organized & motivated to implement protocols and document findings. (End date: 2/28/99)

Grade: P4; Range: $26,986-35,123 2-12-97 IHTG

RESEARCH SPECIALIST IV (02197RS) Provide senior level technical support in the Cell Morphology Core; junior level technician; assist in the training of principal investigators; perform molecular biological techniques for processing of the RNA & DNA probes; both isotopic & non-isotopic; in situ hybridization; perform analyses by molecular biological, protein & immunological assays to include, but not limited to, DNA, RNA, fluorescence in situ hybridizing techniques associated with gene therapy. (End date: 2/28/99)

Grade: P4; Range: $32,857-42,591 2-13-97 Molec. Cellular Engineering

ADMIN. ASSISTANT III (0215473RS) Administer year long seminar series; contact speakers; arrange itinerary, travel, hotel, reimbursements, seminar set-up & catering; along with Assistant grant coordinator, go on recruiting; provide support for Admissions committee; set up recruiting interviews, itineraries, travel accommodations, catering, reimbursement, support neuroscience council meetings; coordinate moderate to small events such as conferences or student boxes; provide secretarial support to Director & Associate Directors. Qualifications: Completion of H.S. business administration or related associate degree; AA TA; typing at least 55 wpm; experience with word processing & database packages; ability to organize & prioritize; good at handling interactions with a large number of people. Grade: G10; Range: $19,261-23,999 2-10-97 Neuroscience

RESEARCH LAB TECH III (02193RS) Tissue culture, immune cell function assays; maintain written & computer databases of UPHF, NIH, and other institutions; including cell culture, immunology, serology, virology, drug testing, and related experiments. Qualifications: BS required; MS preferred in biological sciences; three-three yrs. research exp. &/or exp. in research lab; familiar with molecular bio. techniques, protein biochem., tissue culture & radioisotope handling; demonstrated communication skills; ability to work independently. Grade: P2; Range: $22,351-29,098 2-13-97 Medicine

RESEARCH SPECIALIST III (02182RS) Expertise in biochemical techniques (protein purification by column chromatography & HPLC, gel electrophoresis & Western blotting; responsible for new protocol development & supervision of technicians; lab; computer knowledge; ability to summarize experimental procedures & results for publication. Qual.: BA/BS in scientific field; MS pref.; experience in molecular techniques; oral & interpersonal communications. Grade: P4; Range: $26,986-35,123 Path. & Lab. Med.
VETERINARY MEDICINE

Specialist: Ronald Story

ASST DIR., FACILITIES/PLANNING & CONSTRUCTION

Position: (11142RS) Coordination definition of project scope; assist in selection of design professional; appoint, coordinate & support network cards & related software; advise & assist users in planning, selection & use of computing resources; lead users to use hardware & software; serve as liaison to integrate other IT services & resources; serve as necessary in internal & interdepartmental teams. Qualifications: H.S. grad; preferred; 5 yrs. experience at the AA level, office management & filing sensitivity to confidential materials; excellent telephone, interpersonal & communication skills; knowledge of event planning & management; strong computer skills in Microsoft Word & Excel; familiarity with data base programs; willingness & availability to work occasional evenings & weekends.

ADMINISTRATIVE ASSISTANT II

Position: (01092Z) Associate, administration & accounts payable; manage office & computer operations & support, including micro-computing & networking support for the student services department, including maintenance of equipment & software (including IPX & IP protocols) & related products; perform accounting, bookkeeping, purchasing & accounts payable services; assist in leadership; provide policy support & mentor other computing persons; act in leadership of computer labs that meet local needs & concurrence with University policy; manage all phases of computing environment at both the server & desktop level; manage conflicting priorities; demonstrated ability to manage multiple projects simultaneously; excellent organizational & interpersonal skills; proficient in use of Mac computers & related software; experience in installing & operating school’s lab & clinic equipment; oversee work done by maintenance contractor personnel on special equipment & systems; order parts & service for equipment & work done by himself &/or subordinates; supervise two or more maintenance mechanics; inspect buildings & equipment for repair & maintenance requirements & report to management; provide technical & engineering assistance from building & grounds department or others when required. Qual.: H.S. grad or equivalent; prev. accounting &/or training leading to degree in accounting &/or business administration, or equivalent;

INFORMATION SYSTEMS SPECIALIST I

Position: (82172CP) Assist in selection of design professional; manage office & computer operations & support, including micro-computing & networking support for the student services department, including maintenance of equipment & software (including IPX & IP protocols) & related products; provide technical & engineering assistance from building & grounds department or others when required. Qual.: H.S. grad or equivalent; prev. accounting &/or training leading to degree in accounting &/or business administration, or equivalent; prior experience in IT systems management.

SALES

Salesperson: Jan Zinser

INFORMATION SYSTEMS SPECIALIST I

Position: (82172CP) Assist in selection of design professional; manage office & computer operations & support, including micro-computing & networking support for the student services department, including maintenance of equipment & software (including IPX & IP protocols) & related products; perform accounting, bookkeeping, purchasing & accounts payable services; assist in leadership; provide policy support & mentor other computing persons; act in leadership of computer labs that meet local needs & concurrence with University policy; manage all phases of computing environment at both the server & desktop level; manage conflicting priorities; demonstrated ability to manage multiple projects simultaneously; excellent organizational & interpersonal skills; proficient in use of Mac computers & related software; experience in installing & operating school’s lab & clinic equipment; oversee work done by maintenance contractor personnel on special equipment & systems; order parts & service for equipment & work done by himself &/or subordinates; supervise two or more maintenance mechanics; inspect buildings & equipment for repair & maintenance requirements & report to management; provide technical & engineering assistance from building & grounds department or others when required. Qual.: H.S. grad or equivalent; prev. accounting &/or training leading to degree in accounting &/or business administration, or equivalent; prior experience in IT systems management.

IALANAC February 18, 1997

14

WHARTON HILL

Specialist: Janet Zinser

INFORMATION SYSTEMS SPECIALIST I

Position: (82172CP) Assist in selection of design professional; manage office & computer operations & support, including micro-computing & networking support for the student services department, including maintenance of equipment & software (including IPX & IP protocols) & related products; perform accounting, bookkeeping, purchasing & accounts payable services; assist in leadership; provide policy support & mentor other computing persons; act in leadership of computer labs that meet local needs & concurrence with University policy; manage all phases of computing environment at both the server & desktop level; manage conflicting priorities; demonstrated ability to manage multiple projects simultaneously; excellent organizational & interpersonal skills; proficient in use of Mac computers & related software; experience in installing & operating school’s lab & clinic equipment; oversee work done by maintenance contractor personnel on special equipment & systems; order parts & service for equipment & work done by himself &/or subordinates; supervise two or more maintenance mechanics; inspect buildings & equipment for repair & maintenance requirements & report to management; provide technical & engineering assistance from building & grounds department or others when required. Qual.: H.S. grad or equivalent; prev. accounting &/or training leading to degree in accounting &/or business administration, or equivalent; prior experience in IT systems management.

IALANAC February 18, 1997

14
Odadaa! A group of musicians and dancers from Ghana, led by the pioneering master-drummer, composer and choreographer Yacub Addy, will perform on February 22 at 8 p.m. at International House. The 11-member troupe’s repertoire includes traditional rhythms, songs and dances from Ghana’s many ethnic groups. Tickets: $15, $13 for students, and senior citizens, $10 for I-House members; call Upstages at 893-1145.

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 February 3 through February 9, 1997. Also reported were Crimes Against Property, including 39 thefts (including 1 burglary, 2 theft of auto, 2 thefts from auto, 3 of bicycles & parts, 4 incidents of criminal mischief & vandalism; 3 incidents of trespassing & loitering; 2 of forgery & fraud. Full crime reports are in this issue of Almanac on the Web (www.upenn.edu/almanac/v43/n22/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 February 3 and February 9, 1997. The University Police actively patrol 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: Threats & harassment-7

2/4/97 12:56 AM Brooks Dorm 4 unwanted calls received
2/4/97 1:03 AM Class of 28 Dorm Unwanted calls received
2/4/97 1:37 AM Class of 28 Dorm Unwanted call received
2/4/97 9:53 PM Nichols House Unknown person yelled at complainant
2/5/97 12:53AM Cleeman Dorm Unwanted calls received
2/6/97 3:26 AM Magee Dorm Unwanted calls received
2/7/97 1:41 AM Graduate Dorm Unwanted calls received

38th to 41st/Market to Baltimore: Robberies (& attempts)-1; Aggravated assaults-1; Threats & harassment-3

2/4/97 1:25 AM 4006 Spruce Complainant assaulted/2 arrests
2/5/97 2:07 PM Low Rise North Unwanted calls received
2/5/97 8:27 PM 3925 Walnut St. Store robbed by suspect w/ gun/no injury
2/7/97 11:04 PM Harrison House Unwanted calls received

30th to 34th/Market to University: Threats & harassment-1;

2/6/97 6:52 PM 3300 Blk Walnut Slurs shouted by passing motorist

Outside 30th 43rd/Market Baltimore: Threats & harassment-1

2/7/97 12:40 PM South St. Bridge Unknown male made threat

18th District Crimes Against Persons

10 Incidents, 3 Arrests reported between February 3 and 9, 1997, by the 18th District; covering Schuylkill River to 49th Street, Market Street to Woodland Avenue.

2/3/97 1:00 PM 4400 Market Robbery
2/3/97 4:28 PM 309 48th St. Robbery
2/5/97 6:35 PM 4400 Sansom Aggravated Assault
2/5/97 7:16 PM 4400 Sansom Robbery
2/5/97 9:30 PM 4207 Chester Rape/Arrest
2/5/97 3:15 PM 200 48th St. Aggravated Assault/Arrest
2/6/97 8:27 PM 3925 Walnut Robbery
2/7/97 7:00 PM 4800 Market Robbery/Arrest
2/7/97 11:20 PM 4900 Chester Robbery
2/9/97 1:05 AM 4700 Chestnut Robbery

Update
FEBRUARY AT PENN

TALKS

19 Neutrino Astronomy and Supernova 1987A: The Birth of a New Science; Alfred Mann, physics; 4 p.m.; Rm. A1, DRL (Physics).
20 The Kamiokande and Superkamiokande Neutrino Telescopes: Masa-Toshi Koshiba, University of Tokyo; 4 p.m.; Rm. A1, DRL (Physics).

The Bible’s Earliest Interpreters: James Kugel, Harvard/Bar Ilan University, Israel; 4 p.m.; B-26, Stieeler Hall (Jewish Studies).

Heart, Bones and Hormones: An Update in Women’s Health; J. A. Grasso, epidemiology & biostatistics; noon; Smith-Penniman Rm., Houston Hall (Women Fac. & Administrators).

21 What We Learned About Physics and Astrophysics from Supernova 1987A; Michael Turner, Chicago; 4 p.m.; Room A1, DRL (Physics).

24 Women-Only Learning Environments: A Dilemma for NGO’s; Niti Seth, Harvard; 3-5 p.m.; Rm. 103-105, Williams Hall (South Asia Regional Studies).

The Depth of Surfaces; David Leatherbarrow, architecture; 6 p.m.; Room B-3, Meyerson Hall (GSFA).

Deadline: The deadline for this weekly column is the Monday of the week prior to publication (e.g., February 17 for the February 25 issue).
Recent Almanac articles have described important efforts to improve teaching at Penn. The University is clearly interested in creating an environment that promotes effective teaching and learning. One such initiative involves the concept of mentoring.

A mentoring program has existed for over five years at Wharton and has subsequently been extended to SEAS and some departments in SAS. Two and half years ago, the chair of the Economics Department created a departmental mentoring program.

The basic aim of a mentoring program is to enable teachers to observe their own techniques of instruction and to make appropriate changes. The mentoring program has three components: 1) an exploratory conversation about teaching issues important to the instructor; 2) videotaping of a class; and 3) a discussion between mentor and teacher about the videotaped class.

Some of the individuals who participate in the mentoring program believe or have been told that they have some kind of problem. An effective mentoring relationship will certainly deal with problems but should also address some generic issues of teaching: for example, how to create a syllabus that encourages learning within a discipline and how to present intellectual material in a way that stimulates students to think analytically.

The thought of videotaping elicits a negative response from some teachers: “Not only will it be an intrusion in my class, but I’m afraid of what I’ll see, and it might be used against me.” To counter these fears, a truly effective mentoring program must be completely confidential. The videotape immediately becomes the property of the teacher and will be seen only in the follow-up consultation with the mentor. As for being an intrusion in the classroom, today’s students are generally used to the presence of a camera. Those who are aware of the camera usually appreciate the teacher’s efforts to improve the learning experience for the whole class. The videotape is a useful tool because it provides an accurate image. Most people are surprised that they “look as good as they do,” and if distractions are evident — nervous pacing, too many “uhhs” or “oks”—the remedy becomes easier when an individual can hear the “uhhs” and see the non-deliberate movement.

While the class is being videotaped by a cameraperson, the mentor takes notes on the process of teaching: how and how soon the class begins, interaction between teacher and class, cross-talk among students, general organization including summaries and transitions, the way the class ends and, of course, presentation skills. When viewing the tape, the teacher is asked to make similar notes, concentrating both on organization and presentation. The final part of the process is the interview with the mentor. At that meeting, teacher and mentor go over the notes each has made, referring to the videotape for verification. If problems show up, the mentor should directly and forthrightly discuss them and offer suggestions for improvement. A mentor who is too complimentary loses the confidence of the teacher, but one who only finds fault no doubt misses some of the positive attributes of a teacher. With the combination of the videotape record, the mentor’s analysis of the class and the teacher’s own observations, a plan for improvement should emerge. For maximum benefit, it is often a good idea to repeat the process, if not immediately then in succeeding semesters.

In this model, the mentor does not necessarily have to be an expert in the teacher’s discipline. However, departmentally based programs can provide the important dimension of dealing with issues specific to an academic subject. This presents certain advantages but also some disadvantages.

Knowing the field enhances the mentor’s ability to comment on how the material is being presented. For example, if the mentor observes that a new assistant professor is drawing too much on advanced techniques recently learned in graduate school, the message might be: “Keep it simple, go for the basics, try to develop an understandable, coherent picture, and then perhaps suggest more advanced problems and scientific disagreements.”

Although “speaking the same language” creates a comfortable environment, it also has its drawbacks. When the Economics Department announced its program, most junior faculty responded positively, grateful that someone within the department was interested in them and willing to help improve teaching quality. However, a few in the initial conversation with the mentor were uneasy about exposing their teaching to a member of their own department, worrying that this might have a negative effect on their chances for promotion. Even though the mentoring relationship is confidential, if a teacher is uncomfortable, arrangements should be made to work with someone outside the department.

Mentoring programs, whether internal or external, help teachers identify their own strengths and weaknesses. To be effective instruments of change, mentors themselves must be conscientious in learning how to assist their colleagues in the delicate process of improving teaching. A mentor who says or implies, “do it my way,” may do more harm than good because individuals need to develop their own style. Certainly, there are some constants in good teaching—organization and enthusiasm are essential—but each academic discipline has its own way of looking at the world, and each instructor should develop a unique method of communicating knowledge. A mentor, therefore, should concentrate on showing others how to observe their own skills and how to find ways to improve learning.

Our experience has shown that teaching effectiveness can be improved. Yet there are limits to the extent of improvement possible. Neither mentor nor teacher should have unrealistic expectations, for these may lead to feelings of frustration and even failure, preventing potentially good teachers from achieving the level of improvement that is attainable.

A mentor who says or implies, “do it my way,” may do more harm than good because individuals need to develop their own style.
ADAMS, THOMAS --------------- 8-6902
ASST DIR ENGLISH LANG PROG; INSTR EDUC
15 BEH /6274  [email:tomadams@SAS]
1818 PEMBERTON ST, PHILA, PA 19146
(215)35-9596

AMADO, RALPH D, DR ---------- 8-8147; 8-7236
PROF PHYSICS; VICE PROVOST FOR
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2N4 DRL /6396; 212 CH/6303
[email:lamado@WALET.PHYSICS]
(CAROL STEIN) 509 LATMER RD,
MERION STATION, PA 19066 (610)664-4317

ANDERSON, HARRY L, DR ---------- 662-7320
ASST PROF SURG & ANESTHESIA; MED
DIRECTOR SURGICAL ICU  
[Fax:349-5917] DIV TRAUMA/Critical CARE
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[email:hlanders@MAIL.MED]
2117 GREEN BRIER DR, VILLANOVA, PA 19085

ASHTON, JANICE  ------------------- 8-6323
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22 BEH /6274  [email:jmashton@SAS]

ASKEW, ANTHONY C  ---------------- 8-3913
ASST DIR CTR OF EXCELLENCE ON
MINORITY HEALTH
RM 249 3508 MARKET ST /3357

BALAMUTH, DAVID P, DR -------- 8-7320; 8-7320
ASSOC DEAN SAS; 3508 MARKET ST/3357
MINORITY HEALTH
ASSIST DIR CTR OF EXCELLENCE ON
ASKEW, ANTHONY C  ------------------- 8-3913
BUS ADM ENGLISH LANG PROG
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BENTON, DONALD, DR  ------------ 3-3230
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BERNEMAN, LOUIS  --------------- 3-3446
MANAGING DIR CTR TECH TRANSFER
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10630 SUMMERSWEET CT,
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BRENDEL, WALTER, DR  ------------ 8-6217
ASSOC PROF PHYSICS
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BOLINGER, LIZANN, DR  ---------- 8-8147
ASST PROF RADIOLOGIC PHYSICS
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(215)731-0954

BOLSCHER, SHARON  ------------ 8-6217
ASSOC RES PROF PHYSICS
8-8141
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BOLTON, KRISSE  ------------ 8-8445
DIR PARENTS PROG PENN FUND
615 FB /6285

BONGARTZ, ILARING T, DR  ---------- 8-6209
ASSOC PROF PEDiatrics CHOP
21 BEH /6274  [email:ibongartz@MAIL.SAS]
124 SPRUCE ST, PHILA, PA 19103 (215)35-5331

BORS, ROSE  ------------ 8-8809
INTENSIVE PROGRESS COORD ENGLISH LANG
PROG
21 BEH /6274  [email:rbors@MAIL.SAS]
124 SPRUCE ST, PHILA, PA 19103 (215)35-5331

BOSTICK, KATHARINE  ------------ 8-8975
PROF EMER BIOCHEM & BIOPHYSICS
COHN, MILDRED, DR  ------------------- 8-8404
[Email:bclevela@MAIL.SAS]

BOYD, ROBERT  ------------ 8-8875
ASST PROF PHYSICS & ASTRONOMY
16 F10/6274
[Email:cowen@DEPT.PHYSICS]

BRANDT, KERRY  ------------ 8-8099
ASSOC PROF PEDIATRICS CHOP
21 BEH /6274  [email:ibongartz@MAIL.SAS]
124 SPRUCE ST, PHILA, PA 19103 (215)35-5331

BREHM, DIANNE  ------------ 8-8440
ASST PROF PEDIATRICS CHOP
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124 SPRUCE ST, PHILA, PA 19103 (215)35-5331

BRENDEL, WALTER, DR  ------------ 8-6217
ASSOC RES PROF PHYSICS
8-8141
[Email:warren@DEPT.PHYSICS]

BRODL, KAREN  ------------ 8-7811
ASSOC DIR ALUM RELS
2ND FL SWEETEN CTR /6262

BRONDIAU, FRANZ  ------------ 8-7320
ASSOC DIR PARENTS PROG
615 FB /6285

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<td>Welsh, Theresa</td>
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<td>195 JOHN MORGAN / 6072</td>
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<td>Zumuhle, Robert, Dr</td>
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<td>Yodh, Arjun G, Dr</td>
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</tbody>
</table>

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Corrections to Yellow Pages

Arts and Sciences, School of (SAS)
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(correction of fax number)

Arts and Sciences, School of, Computing Facilities and Services
Customer Services and Planning
Help Desk
Coord.: T.B.A. (deletion)
Ofc. Syst. Adm.: T.B.A. (deletion)
Desktop Computing Support (DCS) 3E3 DRL/6396 (mail code)
Mgr.: T.B.A. (deletion)
   Email Support Spec.: Ed Gutierrez (addition)
Technology Integration Services (TIS)
Ofc. Syst. Adm.: T.B.A. (deletion)

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Software Mgr.: T.B.A. (deletion)
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Dynita S. Washington
Adm. Asst.: Faye J. McKoy 8-8935
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English Language Programs
21 BeH/6274 8-8681
Assoc. Dir.: Dr. Gay Washburn
23 BeH/6274 8-2849
Asst. Dir.: Thomas Adams
15 BeH/6274 8-6902
Asst. Dir.: Dr. Mary Ann Julian
15 BeH/6274 8-6199
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Bus. Adm.: Janice Ashton
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