During Friday’s meetings of the University Trustees, President Judith Rodin announced a $10 million gift from the Annenberg Foundation of St. Davids, Pa., made possible by the Hon. Walter H. Annenberg and his wife, the Hon. Leonore Annenberg.

The gift is evenly divided as—A $5 million challenge grant for undergraduate scholarships and related recruitment activities, under which the University will establish an Annenberg Scholars Program for “truly outstanding young men and women with demonstrated leadership abilities and financial need”; and—A $5 million grant to endow a chair in political science and fund the creation of a new institute relating to one of the Agenda for Excellence’s six priorities, American and Comparative Democratic and Legal Institutions.

Under the latter portion, Penn will recruit a distinguished scholar who will hold a primary appointment in the School of Arts and Sciences as a member of the Political Science Department, and a secondary appointment in the Annenberg School for Communication as a member of the Annenberg Public Policy Center, Dr. Rodin’s announcement said. This grant will also be used to establish a new Institute for the Study of Democratic Institutions and Government under the auspices of the Annenberg Public Policy Center, and the scholar recruited to fill the endowed chair will also head the Institute.

The challenge grant for the scholarship program is contingent upon the University’s raising matching funds by July 1, 2002, under the terms and conditions of the grant agreement. “This challenge to us is a marvelous affirmation of the confidence the Annenberg Foundation has in Penn and its students,” said Dr. Rodin. “Walter and Lee Annenberg have made, and continue to make, an enormous contribution to advance the teaching mission of this institution, and it is no surprise that he, and Lee, understand how vital it is that we have the resources to continue to attract the nation’s most able students to our undergraduate programs of study.”

Dr. Rodin said that Annenberg Scholars will receive “strong, competitive financial aid packages” from Penn, including the maximum direct scholarship possible, depending on each student’s individual need. “We expect that Annenberg Scholars will be the leaders of tomorrow,” she said. Penn expects to initiate the Annenberg Scholars Program by identifying, recruiting and supporting outstanding students who will enter Penn next fall as members of the class of 2003, and by identifying Annenberg Scholars from among “the very best” student applicants to succeeding classes.

“The Foundation and the University have had a long and very productive relationship,” said Gail Levin, executive director of the Annenberg Foundation, adding that “demonstrated leadership abilities” among Annenberg Scholars might well be evidenced by extraordinary academic, athletic or musical abilities, political or entrepreneurial talent or demonstrated ability to rise above adversity.

She said that the Foundation believes that providing “quality educational opportunity” for students who are from poor or disadvantaged families has proven to be of great benefit to the University in particular and society in general. The Annenberg Tradition: Both of the Ambassadors Annenberg are Penn trustees emeriti. He is the former Ambassador to the United Kingdom and chairman and president of the Annenberg Foundation, and she is the former Chief of Protocol of the United States.

The Annenberg Foundation has made numerous gifts to the University of Pennsylvania, including a grant of $120 million five years ago, then the largest ever made to a college or university by a foundation. Those funds were used to permanently endow the Annenberg School for Communication, which Ambassador Annenberg established at Penn in 1958, and to establish the Annenberg Public Policy Center.

Plant Genome Project: $4 Million to Penn’s Dr. Joseph Ecker

Dr. Joseph Ecker, professor of biology and a member of Penn’s Plant Science Institute, has been awarded a $4 million grant to continue his work on the large-scale genome sequencing of the flowering plant named Arabidopsis thaliana.

His work is part of a major national push to sequence the entire Arabidopsis genome by the end of the year 2000 and then determine the structure and function of every gene. The National Science Foundation and U.S. Departments of Energy and Agriculture are jointly funding the project at some $28.3 million is three-year grants—$13 million of it will go to a consortium of researchers at Penn, Stanford and Berkeley which includes the Plant Science Institute. The other $15.3 million goes to the Institute for Genomic Research in Maryland.

Arabidopsis thaliana, a member of the mustard family, is a common garden weed. Dr. Ecker explained: Just as the fruit fly is a research model for animals, Arabidopsis, with five chromosomes and a small genome—roughly 100 million base pairs, about 1/3 of the human genome—has become established worldwide as the species of choice for molecular genetic studies of plant biology. Like the succession of fruit fly generations, the plant grows fast—from seed to seed in six weeks.

“Since Arabidopsis does everything that most plants do,” said Dr. Ecker, “we can probably take the information we’re getting and apply it to tomatoes or soybeans or anything else. But the real power of genetic engineering in plants will be in modifying them so that they do novel things, for example plants can now make biodegradable plastic.” Completion of the Arabidopsis project will help advance research efforts toward engineering green plants for disease and pest resistance, producing of energy-rich fuels and facilitating environmental remediation.

Penn/CHOP on Civic Center Site?

Mayor Ed Rendell announced press conference Thursday that the City plans to sell portions of the vacated Civic Center site to the University and Children’s Hospital for $8 million, and that the institutions would build a $450 million research and treatment complex there. At preствиеtion no University-released details were available, but the City’s fact sheet and map indicated that the portion west of the auditorium (known as the Center Hall and the Exhibition Hall) would be demolished for the project.

Dr. Filreis, Dr. Gorte, and Sansom Common

Search Committees for ICA and Fels

IN THIS ISSUE

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Trustees: Actions of October 30

At the Stated Meeting of the full board on Friday, October 30, the University Trustees passed a resolution to establish a Master of Medical Physics degree in the School of Arts and Sciences (see the Provost's report, right).

They also passed a series of Finance Committee resolutions including one to consolidate the various budgets involved in Perelman Quadrangle projects—some renovations, some new construction—and to add about $401 million in funding to the total of $42.5 million involved in the consolidation. The additional appropriation will fund the start of construction of Wynn Commons, Houston Hall renovations, and Williams Hall renovations and additions. Its scope includes “...interior renovation within Houston Hall, construction of a food service facility, access tunnels, loading dock facility, installation of brick and granite walkways, amphitheater, and rostrum in and around Wynn Commons. The scope also includes the construction of the two-story glass Sillen Study Center that will connect the newly constructed activity rooms on the lower levels of Williams Hall.”

Another resolution authorizes the formation of Hamilton Square, Inc., as a for-profit corporation to develop the mixed-use commercial project at 40th and Walnut announced last month with Robert Redford—the Sundance Cinema and related amenities including a cafe and parking.

Under another, the Wharton School will “expand the definition of eligible students for financial aid” to include MBAs; a 1996 action that provided guarantees of $30 million for undergraduate loans was raised to $100 million for this purpose.

Still others authorize a chilled water plant for new research and academic buildings coming on line by the year 2000; renovations to the Law School’s historic home, now renamed Silverman Hall; the purchase of a property at 741–43 Spruce Street for Pennsylvania Hospital; and borrowing to develop the mixed-use commercial project at 40th and Walnut announced last month.

A resolution authorizing the sale of the Wharton Sinkler Estate in Montgomery County, with authority to subdivide the property into three to seven lots, was followed by a statement of appreciation by Trustee Susan Catherwood for the important ties between the University and the Elkins and Sinkler families.

Appreciation: A memorial resolution for the late Trustee Charles S. Wolf was passed and given to his widow and son; and resolutions of appreciation were presented also to three who have been term trustees, Edwin Krawitz, William Schawbel and George A. Weiss. Two resolutions of appreciation, to PennMed and its Professor Peter Nowell, appear on page 3.

Reports: A series of information reports to and by Trustees will be summarized in a future issue.—Ed.

Correction: In the transcription of President Rodin’s State of the University message to Council (Almanac October 27), the last name of Professor Kim Lane Scheppelle was spelled incorrectly. She is the professor of law, political science and sociology who has succeeded Dr. Rick Beeman as Senior Fellow of the National Constitution Center.

Provost’s Report: Concluding the 21st Century Project...Other Topics

At the Stated Meeting of the Trustees Friday, October 30, Interim Provost Michael Wachter’s report included, in addition to the traditional presentation of new appointments, promotions and leaves, the following update on recent activities in the Provost’s office.

Social Work Dean’s Review

As part of our strategic planning process, each of the deans comes up for review during the sixth year of their seven-year term. This year, School of Social Work Dean Ira Schwartz is currently up for review. The Dean Review Committee has now been established and will be chaired by Dr. Sankey Williams, the Sol Katz Professor of General Internal Medicine. Dean reviews include eight faculty members, four elected by the school’s faculty and four chosen by the University, primarily from outside of the school. There are also two student members and an alumni/overseer representative.

21st Century Project

I am pleased to report that the 21st Century Project, as a central, organizing entity, has come to its natural conclusion. Although we are formally “ending” this chapter of the 21st Century Project, the initiatives that it has launched will endure. The project began with President Rodin’s 1994 inaugural address, in which she described a vision for the future of undergraduate education at Penn. This vision included core goals such as:

— Educating leaders for the next century, and

— Creating an intellectually dynamic and varied living experience for undergraduates.

We have had a number of successful projects emerge from the academic “incubator” the 21st Century provided. I would like to highlight just a few of them today.

21st Century College House: As some of you heard yesterday, the first major success story is our 21st Century College Houses. I can’t imagine a more concrete or dramatic example of meeting the Project’s goal of “creating an intellectually dynamic and varied living experience” than our new comprehensive College House system.

Hubs: Another very exciting and enduring initiative is the development of our hubs—the Kelly Writers House and the Civic House. Like our college houses, these non-residential communities allow us to meet our 21st Century Project goals.

Research: Finally, the Undergraduate Research Resource Center is another terrific success story. The Resource Center is a means to furthering undergraduate research opportunities. We intend to build on that success. In the coming months you will hear more about our continued commitment to expanding our research opportunities for undergraduates, not just in faculty research but in internships as well.

I am very pleased to report that the vision articulated four years ago by President Rodin is well on its way to being met.

ICA/Fels Director Searches

We are also vigorously working to fill the director positions at two of our resource centers—the Institute for Contemporary Art and the Fels Center of Government. I have just announced search committees for each. The ICA search committee will be chaired by GSFA Dean Gary Hack. The Fels Center search committee will be chaired by Political Science professor Jack Nagel. [See below.]

Resolution to Establish a Master of Medical Physics in SAS

The Faculty of the School of Arts and Sciences has approved a proposal to establish a new Master of Medical Physics degree program that will be administered through the Department of Physics and Astronomy. The new degree program has been endorsed by the University’s Academic Planning and Budget Committee and was approved earlier today by the Academic Policy Committee.

This program will meet the needs of students who wish to apply rigorous graduate-level training in physics to problems of medical research and diagnosis. There is an increasing demand in medical fields for specially-trained physicists to aid in research, help develop new technologies, and maintain existing high-technology clinical equipment.

I am now pleased to present for your approval the Resolution to establish a Master of Medical Physics in the School of Arts and Sciences.

Search Committees: Institute for Contemporary Art and Fels Center

Following the Trustees Stated Meeting, Interim Provost Michael Wachter announced the full membership of the search committees named for ICA and the Fels Center:

ICA: Dr. Gary Hack, Dean of the Graduate School of Fine Arts, chair
Dr. Rebecca Bushnell, SAS
Bonnie Gibson, Provost’s Office
Diane Karp, ICA Board Member
Larry Reichlin, ICA Board Member
Kathy Sachs, ICA Board Member

Fels: Dr. Jack Nagel, Professor of Political Science, chair
Dr. W. Bruce Allen, Vice Dean, Wharton Graduate Division
Margaret E. Goertz, Director, Consortium for Policy Research in Education, GSE
Dr. Janice Madden, Vice Provost for Graduate Education
Michael Masch, Budget and Management Analysis, ex officio
Dr. Henry Teune, Professor of Political Science
Gregory Rost, Alummi, GSFA ‘89 Master’s in government administration
**Lifetime Mentor: Dr. Davies**

Dr. Helen C. Davies, professor of microbiology in PennMed and Faculty Master of Spruce House, has been chosen for the 1998 Lifetime Mentor Award of the American Association for the Advancement of Science. The $5000 prize, given annually to one who has “guided significant numbers of members of underrepresented groups to the completion of doctoral studies, and/or has affected the climate of a department, college or institution in such a way as to do so,” will be awarded at the AAAS annual meeting in Anaheim in January. Dr. Davies, a member of the faculty since 1965, has won the Lindback Award in 1977, the Medical School’s Distinguished Educator Award in 1989, and numerous teaching prizes given by the School and by the students.

**The Commonwealth’s Professor of the Year: Dr. Filreis**

Dr. Alan Filreis, professor of English and former undergraduate chair, has been named the “Professor of the Year” for the Commonwealth of Pennsylvania in the national Professor of the Year program conducted by CASE (the Council for Advancement and Support of Education) in conjunction with the Carnegie Foundation for the Advancement of Teaching. The award recognizes “extraordinary dedication to teaching, commitment to students and innovative teaching methods,” the CASE announcement said. Dr. Filreis, who until going on leave this year was Faculty Master of Van Pelt College House and chair of the Residential Faculty Council, was a prime mover in the development of the Wheel project that provides on-site peer assistance in the College Houses, and in the creation of Kelly Writers House, the first of Penn’s “Hubs”—nonresidential houses organized around common interests. He is now Faculty Director of Kelly Writers House.

**Catalytic Phenomena: Dr. Gorte**

Dr. Ray Gorte, the Carl V.S. Patterson Professor of Chemical Engineering and chair of the department in the School of Engineering and Applied Science, will be the 1999 recipient of the highest scientific recognition in the field of catalysis, the Paul H. Emmett Award in Fundamental Catalysis of the North American Catalysis Society. The award, sponsored by Grace Division, is given biennially for contributions that emphasize “discovery and understanding of catalytic phenomena,” a field in which Dr. Gorte is one of the world’s leading scholars. Dr. Gorte also won the 1998 Catalysis Club of Philadelphia Award, and last year’s Giuseppe Parravano Memorial Award of the Michigan Catalysis Society.

**Sansom Common: ‘Part of New Era’**

As more than 4000 city-wide revelers celebrated the Beaux Arts Ball last week in and around the in-progress Inn at Penn, the Foundation for Architecture’s Executive Director John Higgins cited Sansom Common for personifying “the continuation of the exciting new era for the University of Pennsylvania begun under President Judith Rodin’s leadership. Gala events, exciting retail shops, the beautiful new Penn Bookstore and the new Inn At Penn are just a small part of the many changes and developments at Penn aimed at integrating the University and residential communities in West Philadelphia. Penn’s commitment to create an integrated center of commerce and education are key elements in both the University and Philadelphia’s leap forward to the new millennium. The Foundation for Architecture is honored to have the Beaux Arts Ball be a part of this new era.”

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**Hosting Thanksgiving**

Do you have room at your Thanksgiving table for an extra person or two? Would you like to share your Thanksgiving tradition with a student or scholar this year?

The Office of International Programs is seeking hosts for the international student and scholar community at Penn.

If you are interested, please contact the International Student and Scholar Advisor, DeeYinn Leong at deeyinn@pobox.upenn.edu by November 16.

—Joyce M. Randolph, Director, Office of International Programs

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**At Friday’s Stated Meeting, the Trustees voted these two resolutions of appreciation.**

**Dr. Nowell for the Lasker Award**

Dr. Peter C. Nowell (M’52), Professor of Pathology and Laboratory Medicine, has spent his entire professional career at the University of Pennsylvania, earning his MD, from the School of Medicine in 1952 and beginning his faculty career at Penn in 1956. For over 40 years, he has contributed to the well-being of the Medical Center and Health System, the University, and the community, and his constant efforts and extraordinary commitment have enhanced science and medicine with local, national, and international impact.

Dr. Nowell has made many significant contributions to science through his long and distinguished career, most notably in his discovery of the “Philadelphia Chromosome,” the first human gene linked to cancer.

As a result of his distinguished career, Dr. Nowell has been selected to receive the 1998 Albert Lasker Award for Clinical Medical Research from the Albert and Mary Lasker Foundation. The Lasker Awards, chosen by a jury of the world’s top scientists, are the nation’s most prestigious honor for medical research and represent the highest possible recognition for a career of exceptional work—they are, indeed, considered “America’s Nobels.”

Resolved, that the Members of the University of Pennsylvania Health System Trustee Board Executive Committee, together with the University of Pennsylvania Board of Trustees, on behalf of themselves, and the entire Medical Center, Health System, and University, express to Dr. Peter C. Nowell their utmost congratulations and their admiration for all of his outstanding efforts in advancing scientific inquiry in the interests of society.

**PennMed for the ‘Triple Crown’**

The University of Pennsylvania Health System has been honored in 1998 as the recipient of three major national quality health care awards: the National Quality Health Care Award from the National Committee for Quality Health Care; the Excellence in Healthcare Award from Modern Healthcare and MMI Companies, Inc.; and, most recently, the Ernest A. Codman Award from the Joint Commission for Accreditation of Healthcare Organizations (JCAHO) awarded to the Hospital of the University of Pennsylvania. These outstanding awards represent the nation’s “triple crown” of quality and reflect the superb quality of care received by patients who have selected the Health System for their health care needs.

The faculty and staff of the University of Pennsylvania Health System and the Hospital of the University of Pennsylvania have been recognized by these three national awards for their competence, commitment, and excellence in meeting the needs of our patients.

Resolved, that the University of Pennsylvania System Trustee Board Executive Committee, together with the University of Pennsylvania Board of Trustees, on behalf of themselves and the entire Medical Center, Health System, and University, express to the faculty and staff of the University of Pennsylvania Health System their deep appreciation and admiration for their outstanding efforts in consistently exceeding industry standards on behalf of our patients.
BULLETINS

This Year’s Mayor’s Scholars

Forty-three new Mayor’s Scholars—graduates of public, parochial and private Philadelphia high schools—who receive scholarships from Penn in an arrangement with the City, joined Penn this fall. These students bring Penn’s total number of Mayor’s Scholars in the four undergraduate classes to 145, who share approximately $3.1 million in grant aid from Penn. The 43 joined 81 other freshmen from the City who chose Penn (from a total of 198 Philadelphians offered admission this year). Of the Philadelphia freshmen matriculated, 62 who were not selected as Mayor’s Scholars will receive $794,000 in grant aid.

Of the 43 new Mayor’s Scholars, 28 graduated from 7 Philadelphia public high schools, 12 graduated from archdiocesan schools, and three graduated from private secondary schools. They reside in 23 different zip codes in the city, representing many neighborhoods. Their average aid package is about $27,500 consisting entirely of grants and work study, and do not include any student loans.

Penn now has some 515 Philadelphia undergraduates, not counting those enrolled in part-time and evening programs.

—Office of City and Community Relations
—Office of Student Financial Services

Lower Rate for 10Base-T Connections

Information Systems and Computing (ISC) lowered its monthly rate for ISC-supported 10Base-T Ethernet connections on October 1, 1998. The rate reduction is part of a program to encourage the University community to complete the transition from 10Base2 (coax) to 10Base-T (twisted-pair) Ethernet wiring and connections. The newer unshielded, twisted-pair cable (called Category 5), coupled with switched electronics, allows for greater bandwidth, faster speeds, and quicker problem resolution.

The new rate is $19.25 a month per 10Base-T connection, a $3.00 per month decrease. A further rate reduction is expected on July 1, 1999. By comparison, the 10Base2 rate is currently $26.00 a month per connection and is expected to go up to $30.00 a month per connection on July 1, 1999.

ISC Networking will also continue to convert existing 10Base2 connections to 10Base-T free of charge between now and June 30, 1999. The $91.00 fee per 10Base-T connection will be waived for clients who ask ISC to disconnect an existing 10Base2 connection and simultaneously activate a new 10Base-T connection in the same wall plate or room. The free conversion offer is applicable only on ISC-supported 10Base2 connections and excludes new wiring charges that may be needed.

In addition, since 10Base2 connections are no longer strategic and are not likely to be supported for more than two or three years, ISC will no longer install coax cables for new 10Base2 connections as of January 5, 1999.

Conversion timetables and more detailed information are on the web at www.upenn.edu/comp/printing/news/1998/10baset.html. For new installations or to schedule a conversion, please call 898-9654 or send e-mail to installs@isc.upenn.edu.

—Michael Palladino, Executive Director
ISC Networking

Counterfeit Alert: Even the New $50

The following memorandum was received October 28, from the University of Pennsylvania Cashier’s Office:

Please be advised of the recent widespread usage of counterfeit money throughout the campus, including the newly issued $50 bill.

The Office of the Cashier advises all departments accepting cash to use the counterfeit marking pens on all denominations.

Please contact the Cashier’s Office at 898-7258 or e-mail depoter@pobox.upenn.edu to obtain a pen and further information.

Ed. Note: In response to a query, Lynn DePorter said the old $20 bill and the $5 bill are turning up in the counterfeit being received—and although the new $20 has not been spotted, the speed with which the $50 was counterfeited indicates caution with all bills.

SENATE

From the Senate Of fice

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

Agenda of Senate Executive Committee Meeting
Wednesday, November 4, 1998

1. Approval of the minutes of October 7, 1998
2. Chair’s Report
3. Past Chair’s Report on activities of the Academic Planning and Budget Committee and on the Capital Council
4. Selection of the chair of the Senate Nominating Committee Nominees
5. Faculty Club Draft Agreement
6. Other new business
7. Adjournment by 5:30 p.m.

PPSA Board: Changing Dates of Monthly Meetings

The Executive Board of the Penn Professional Staff Assembly has changed its meeting dates from the third Monday of the month to the second Monday, for better timing in relationship to the University Council’s meeting schedule. PPSA Chair Terri White has announced. Executive Board meetings are open to observers from the Assembly, which includes all A-1 administrative and professional staff. All meetings are at noon-1:30 p.m., and the new dates are:

November 9  Cafe Bon Appetit (International House)
December 14 (location to be announced)
January 11 (location to be announced)
February 8 (location to be announced)
March 8 (location to be announced)
April 12 (location to be announced)
May 10 (location to be announced)

General Meeting: The first general meeting is being arranged for sometime in November with EVP John Fry. Ms. White said. Notices on upcoming meetings will be posted to the PPSA website, www.upenn.edu/ppsa/

A-3 Assembly Open Forum: November 5

The A-3 Assembly’s Open Forum meeting will be held from 12 noon to 2 p.m. Thursday, November 5, in Meyerson Hall, Room B4

“Please join us as we embark on a journey of change,” the Assembly’s chair Donna Arthur said. “Let us hear your voice and bring your issues to the table.”

For more information she can be reached by phone at 8-7493 or by email at darthur@oyez.law.upenn.edu.

Graduate/Professional Women: November 11

The Graduate and Professional Women’s Organization will meet on Wednesday, November 11, at 5:30 p.m. in the Penn Women’s Center.

The Graduate and Professional Women’s Organization (GPWO) was created in 1985 in response to the needs of graduate and professional women students on Penn’s campus. The primary mission of GPWO is “to support the graduate and professional women, break the isolation often experienced by these students and to provide avenues for graduate and professional women’s participation on Penn’s campus.”

We look forward to seeing you on November 11. If you have any questions or comments, please contact Nikki O’Brien at the Women’s Center, Mondays through Wednesdays; 9 a.m.-5 p.m., at 898-8611 or e-mail anytime at nobrien@dolphin.upenn.edu.

— Nikki O’Brien, Penn Women’s Center

It’s the Veranda

A naming party was held during Homecoming for the newly renovated house at 3615 Locust Walk which the VPUL’s Office has renovated as a non-alcoholic social center and gatheringplace for undergraduate and graduate students. The former fraternity house is on the north side of Locust Walk, two doors west of The Palladium.
Environmental Health and Computers: Ergonomics and the Choice of Office Furniture

The Office of Environmental Health and Radiation Safety has provided ergonomic consultation services and training for Penn employees since 1993. As a result of our campus consultative program we have evaluated many different types of office furniture to understand which furniture designs work best as computer work stations.

The purchase of furniture is an important decision for an office because of its cost and impact on employee productivity and health (see Computers and Repetitive Strain Injury Alert, www.oehs.upenn.edu/other/RSI.html). We offer the following information to guide you in the selection of new furniture for general office work. These guidelines may not be applicable to all office environments.

Workstations

A standard office desk should not be selected as a computer workstation. A typical office desk is 29-30 inches high and this places the keyboard at a typing height that is too high for a large number of office workers. We recommend adjustable height furniture for computer workstations because the placement of the keyboard at the proper height for typing is critical for proper ergonomic positioning. The proper typing height depends on the worker’s height as shown in the table below:

<table>
<thead>
<tr>
<th>Worker Height</th>
<th>Table Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’0” - 5’3”</td>
<td>25” - 26”</td>
</tr>
<tr>
<td>5’4” - 5’6”</td>
<td>26” - 27”</td>
</tr>
<tr>
<td>5’7” - 6’0”</td>
<td>27” - 30”</td>
</tr>
<tr>
<td>6’1” - 6’5”</td>
<td>30” - 32”</td>
</tr>
</tbody>
</table>

The typing surface of adjustable height workstations can be raised or lowered to accommodate the needs of current and future workers.

User-adjustable workstations typically have a crank that changes the height of the typing surface (and in some instances the monitor height is also adjustable). The height may be adjusted without the need for disassembly, typically in a few minutes. User-adjustable workstations are ideally suited for locations that will have multiple users or a high rate of employee turnover.

Maintenance-adjustable workstations require disassembly to change the height of the typing surface. This type of workstation is usually adjustable in half or full inch increments.

Keyboard Drawers

EHRs does not recommend the purchase of workstations with keyboard drawers or articulated trays. Most keyboard drawers or trays are deficient in one of the following areas:

• no provision for a mouse, or a mouse support that is too far away from the keyboard
• trays that provide mouse supports are often wide and cumbersome when installed in small cubicles
• hard or nonexistent wrist rest
• trays limit leg room under the desk when pushed in

By design, keyboard drawers are not height adjustable, a critical requirement for proper workstation setup. Articulated keyboard trays require the user to set the proper height each time the tray is pulled out from under the desk. It is our experience that workers seldom bother to do this properly.

Other selection criteria to consider: The typing surface must be large enough so that the keyboard and monitor can be placed directly in front of the worker (the placement of the CPU is not important). A 30 inch deep typing surface is usually adequate for a 17” monitor (ISC’s recommended configuration) and keyboard. Do not purchase 24 inch deep work surfaces for computer workstations. If you currently have a large (>17”) monitor, or anticipate upgrading to one, select a deeper typing surface.

Work surfaces with rounded edges are preferable to those with sharp edges. The layout of the workstation is important and may impact chair selection. Chair arms may bump into the desk with workstation layouts that are “L” or “U” shaped.

Avoid furniture with storage cabinets or book shelves above the typing surface. The shelves may make it impossible to place the monitor at the correct viewing height.

Furniture purchases are important investments for departments. If you plan to buy multiple workstations, insist on seeing an actual unit along with the chairs you have selected. Do not order out of a catalog sight unseen.

Contact Joseph Passante (898-4453, Joe@ehrh) if you have questions.

— Office of Environmental Health and Radiation Safety

Leaving

Mike Eley of ISC

Michael F. Eley, associate vice provost in Information Systems and Computing, will leave the University at year’s end to become Senior Vice President of Communications Equity Associates, a financial services firm specializing in high tech industries.

Mr. Eley is a 1966 alumnus of the College of the Holy Cross who holds an M.A. from the Annenberg School and an M.B.A. from Wharton. He initially joined the Penn staff 30 years ago as research associate in the Annenberg School, became a research specialist there the following year, and moved to Wharton to be associate director. He later became chairperson of the decision sciences department from 1977 to 1980.

From 1980 to 1983 he was with Temple University, where he was assistant director of the Center for Labor and Human Resource Studies in the business administration school, but he returned to Penn to serve as manager of research programs and services for the Annenberg School from 1983 to 1987. He then moved back to Wharton as associate director, and later director, of Research and Instructional Services for the School. In 1987, after designing a merger between the R&IS unit and Wharton Reprographics, he became director of the new unit, Academic Technology Services, and it was from this post that he was chosen as Associate Vice Provost in 1992.

During the past 14 years he has also been active as a volunteer in the governance of WXPN-FM. As chair of WXPN-FM’s governing board in 1984-88, he headed the strategic planning exercise that led to the elimination of its deficit and eventually to a twenty-fold growth in budget through external revenues. He has twice co-chaired the board, in 1990-92 and again since 1995; and twice headed the searches for new station management, in 1986 and again in 1996.

In his new post, where he will oversee business development in the areas of converging information and communications technologies, Mr. Eley will be based in Berwyn, one of a dozen worldwide offices of his new firm.

“Toward pleasure last year at about this time in handing Mike the University’s tokens of recognition for his 25 years of service to Penn,” said ISC’s Vice Provost, Dr. James J. O’Donnell. “In ISC, he has led several important divisions that provide user services through the challenging years of booming demand in the nineties and then, since 1995, the restructuring of Penn’s computing services on a customer-oriented model.

“He has also been for many years our organizational visionary in the areas of electronic publishing, new media, and instructional technology. In the last year, he has had a key leadership role in a remarkably successful effort to stake out Penn’s strategic position in distributed learning,” Dr. O’Donnell continued. “I have known and worked with Mike since well before the time I came to ISC and have relied on him as friend, counselor, and colleague. I will miss him, and many others will.”
Student Financial Services

In 1988 the concept of one-stop shopping got started in earnest at Penn—at least insofar as student finance was concerned—with the founding of a unified Student Financial Services drawing together Financial Aid, Loans and Bursars. But, streamlining the details surrounding students’ financial dealings with the University goes beyond creating an organizational entity. Coping with the cost of attendance, and the stress associated with student financial processes, requires a variety of approaches designed to meet the needs of students and the academic and social structure of the life that students follow.

This is the basis of our grouping of services in the renovation of the Franklin Building’s first floor, so that five separate operations, in three different reporting lines, are now found by the student with only one visit. Two of the services—Penn Card and the 24-hour Penn In Touch facility with its handy stamp machine—also serve the faculty and staff.

Evolutionary technology has provided some of the solutions, and SFS is pursuing three goals to take advantage of new ways of doing things:

1. Reduce the need for students to visit the central facility. By automating loan check disbursement, 80% of all loan disbursements are now achieved electronically by credit to the student account. This year SFS also introduced a program that permits students to directly deposit refunds to their bank account. Almost 3000 students signed up for this service, avoiding the need to visit SFS for their checks. SFS has also introduced an e-mail service, FAX service, a sophisticated telephone system, and a web site where many questions can be answered. While forms have been eliminated wherever possible, and more will be eliminated, those that remain are available on the web as well as by mail.

2. Place in the hands of students and administrators the means to solve their own problems. Penn In Touch permits students anywhere in the world to have access to their own financial and registration information. This program is a joint effort of the Office of the Registrar, UMIS, and SFS. Within the secure environment of Penn In Touch, a student can change his/her address, review his/her account, register for courses, get an unofficial transcript, check financial aid status, and e-mail messages to appropriate departments. Forms will some day be eliminated in favor of electronic entry. Besides Penn In Touch, SFS has an extensive web site, improved literature, and telephone inquiry capabilities.

To assist administrators, SFS instituted SFSEASI, a fully distributed computer system which captures student information from several systems and permits easy navigation between SFSEASI, SFS, and the Student Financial Aid system.

3. If a visit is necessary, the first contact should solve the problem if possible. Partly by drawing services together in one location, and partly through redoubled staff training and effort, SFS made its primary objective to have the first person contacted solve the student’s financial issue if possible. Reducing referrals is at the heart of the plan.

Students once lined up to wait for service at a counter where they would discuss confidential and sometimes embarrassing situations within earshot of classmates, there is now privacy in the consulting process.

One-Stop Shopping in Student Administrative Services by Frank Claus

On the first floor of the Franklin Building a student will now find:

- Student Financial Services
- The Registrar
- The Cashier
- The PennCard Center

These offices constitute core administrative services, which affect all enrolled students. Each of the offices has remote access capabilities, though PENNCARD requires a photograph and thus a visit. When special attention is needed these offices can give expert assistance with maximum convenience.

Student Financial Counseling Center

Instead of a snake line, students enter a Reception Center, to be greeted by receptionists who can tell them immediately how long a wait is ahead. In fact, a student can observe the wait-time on entering the Franklin Building lobby, where a TV monitor displays it. The monitor also provides useful information about deadlines, directions—and may in the future have CNN news.)

After either signing in or swiping his/her PENNCARD, the student is logged into an automated queueing system that keeps track of which student is next and which counselor is available, and notifies the student by monitor which “office” to go to. The same system alerts two key figures in the service: a Counselor is informed of the student’s arrival, his school, estimated year of graduation, and any notes concerning a previous visit, and an Assistant Director is advised to be on standby for any questions arising about the financial aid package. The system monitors the wait-time for students so that additional counselors can be put into service if needed.

The counseling office is a complement to the admissions process, as prospective students decide if financial matters affecting attendance are manageable. The office also supports the relationship with schools whose concern for their students requires answers, which are accurate, complete, and in the students’ best interest.

Besides handling student visits, Student Financial Services recognizes that administrators need to get through to help their students. The new telephone system has a special “administrators’ hotline. Administrators may refer a student directly to a counselor, or to an Assistant Director or other appropriate staff member. (Ideally the administrator calls the “hotline” to say that a student is being sent. Student arriving with a referral but no appointment will be seen if possible, or can make an appointment to come back.) To professionalize this service, SFS has restructured its staff and provided intense training...
in job content, customer service, and computer systems. Historical divisions between areas have been diminished or eliminated to create a "team" spirit and the staff is committed to learn, serve, and solve. It should be noted, however, that the goal to minimize referral is ambitious and will need time to mature. The SFS staff is anxious to fulfill this commitment and appreciates the cooperation and support from students and administrators needed to achieve it.

The need-based financial aid process is very complex, so we have not tried to integrate needs analysis with counseling per se. The new counselors will take each problem as far as possible, then turn it over to Assistant Directors who have authority to do needs analysis and packaging of awards. The offices are physically integrated to make this possible; and if a counselor has need of an AD during a discussion with a student, the counselor can seek out the student’s assigned AD, or a “resource” AD if the problem can be solved on the spot. (If not, the counselor will make an appointment for the student.)

ADs for graduate and professional schools are assigned by school—not alphabetically as in the case of undergraduates—but the same integration with counselors is applied. SFS management offices are also within easy access for counselors, ADs, or even students.

Differences in the needs of graduate/professional students and those of undergraduates were addressed in training counselors, as were differences in schools and programs. As the new plan proceeds, SFS will ask each school to send a representative to one of our staff meetings to discuss their programs and needs.

Each counselor and AD has a reference manual containing an enormous amount of information, which we hope can be made available soon on an SFS "intranet"—a new technology much like the Internet, except it is internal and can provide specific information and instructions for the complex functions of Student Financial Services.

Registrar
SFS has an important relationship with the Registrar and serves the centralized Undergraduate Admissions office as well as school admissions and financial aid offices. In the case of the Registrar, joint development of Penn-In-Touch has led the way to discussions regarding the development of a student administrative service center, the use of PARIS for exit interview scheduling, and the possibility of the Student Financial Counseling Center ordering transcripts. It is logical that this alliance should continue and that joint planning become even more structured.

Penn Card
The Penn Card was located in Ryan mall at 40th and Locust. Although most students get their cards at CUPID, many cardholders, including dependents and employees, need a better location. It is natural for the Penn Card Center to be located in the Franklin Building, central to students as well as employees. Both students and staff view the Franklin Building as an administrative hub.

The Cashier
Because the Student Financial Counseling Center is expected to handle more complex and less transactional functions, all “transactions” will be handled by the Cashier. A new computer system automates the cashier and provides online (and real-time) transaction capabilities. This enhancement will serve as the basis for the cashier’s becoming the focus of all transactions including accepting payments for student accounts, disbursing refunds, disbursing loan checks, providing advances against credit balances, accepting deposits to debit accounts, and of course, accepting University receipts and giving travel advances.
Introduction

In January of 1998, President Rodin convened this Committee (APASAC) to “consider the issues unique to Asian/Pacific American students” at Penn and to develop specific and concrete recommendations to resolve them.” The decision to appoint the APASAC followed discussions within the Pluralism Committee of University Council. The Pluralism Committee of 1996-97 recommended that the issues unique to Asian/Pacific American (APA) students “be dealt with at the highest administrative levels,” and suggested that a “subcommittee...be appointed to gather more information and a report” and that “Asian American faculty and staff be consulted and approached for their input on these issues.”

The Pluralism Committee report identified several issues and concerns. Students reported concerns about a “lack of any visible signs of an institutional presence in the form of Asian American faculty or administrators.” Students also described their need for academic, career and personal advice and counseling that is based on an understanding of potentially unique pressures faced by Asian American students. They asked for an expansion of the newly formed Asian American Studies Program. Finally, they expressed concerns about, and interest in, the ways that the University recruits and admits APA students.

APASAC met five times over the Spring Semester of 1998 to gather information relevant to these issues and to suggest the next steps that the University might take in recognition of the increased representation of APA students on campus and the new scholarship in Asian American Studies.

APASAC agrees that we should not confuse the issues faced by Asian/Pacific students from countries other than the United States with those faced by Asian/Pacific Americans. In considering the information to be collected and the issues to be addressed, APASAC discussed the meaning of the term “Asian/Pacific American.” While it is rather straightforward to classify as APA those students who are either U.S. citizens or permanent residents who also self-identify as “Asian American,”—the classification of faculty and staff is less obvious. Many faculty and staff who identify themselves as APA migrated to the United States, some after they completed college or graduate school. While APA faculty and staff who attended college or secondary school in the United States have personal experiences that are closer to those of Penn’s APA students than the personal experiences of those educated abroad, there are both practical and conceptual problems with such a restricted definition of APA faculty and staff. First, the data on country of education are not easily available. Second, a large proportion of APAs, who are in the age groups from which we have drawn our faculty and staff, were educated abroad. Nationally, two-thirds of APAs were born in foreign countries, including 73% of Korean Americans, 69% of Chinese Americans, and 79% of Asian Americans from the ethnic groups of Southeast Asia.

APASAC is also aware that while APAs are a racial minority group in the United States, APAs differ from other racial minority groups on campus in that they are not “underrepresented.” A racial minority group is defined as “underrepresented” if its representation in higher education in general, or at Penn in particular, is less than its representation among the U.S. population of college age. At several points in our discussions, we recognized that this distinction between minority group status and underrepresented minority group status warrants some differences in approaches to providing student services.

The remainder of the report is divided into four sections. In the first section, we describe APA representation among students, faculty, and administrators in areas related to student services. The section also considers data on recruitment and retention of APA students. The second section considers the role of the Asian American Studies Program in addressing the intellectual and scholarly interests of students and faculty of all race and ethnic groups. Section three reports information that we were able to gather on the student life and student services issues for APA students. In the final section, we summarize our recommendations with respect to each of these topics.

I. Representation in the University Community

In this section, we review data that we collected on APA representation among students, administrators, and faculty. We also report data on retention and graduation for APA undergraduates.

Students

There has been rapid growth in the representation of Asian students in the undergraduate student body. Over a five-year time span (between the Fall of 1986 and the Fall of 1991), the proportion of Asians increased from 10% of the entering Freshman class to 22% and has varied between 21 and 23% in the five following years.

Figure 1 shows the proportion of applicants, accepted students, and matriculating students in the entering freshman class from the Fall of 1990 through the Fall of 1997. APA students are 18 to 19% of the entering classes since 1993. APA students represent a consistently larger share of admitted students than they are of matriculating students and a larger share of applicants than they are of admitted students since the Fall of 1995.

APASAC is concerned about these differences. The committee is concerned that the University is less successful in recruiting the APA students who are admitted and that recent APA applicants are less likely than other applicants to be admitted to Penn. We also note that the difference in admission rates for APA students relative to all students is growing.

Several explanations have been suggested for the recent relative decline in admissions rates for Asian Americans. To the extent that APA applicants are underrepresented in “alumni pools” or in “athletic pools”, their admissions rates would be decreased. There is also evidence that APA applications are more concentrated in some of the programs that have lower admissions rates for all students, such as the Management and Technology program.

APASAC recommends that a study analyze the recent lower admissions probabilities for Asian American applicants to assure that there is no part of the admissions process that is inappropriate eliminates these students from acceptance. The study should also examine the reasons for the lower rate at which APA students who are accepted ultimately decide to matriculate at Penn.

Figure 2 shows the ethnicity of APA undergraduates at Penn relative to the ethnicity of the APA national population. Each of these ethnic groups is at least as represented within the Penn student body as they are in the U.S. population. Penn students include relatively more Chinese Americans, Korean Americans, and South Asian (Indian) Americans, however, and relatively fewer Japanese Americans, Pacific Islanders, Filipino Americans, and Southeast Asian Americans than the national population. Many of these ethnic distribution differences arise from the ethnic composition of the geographic areas which send more students to Penn. For example, South Asian Americans are more likely to reside east of the Mississippi River, while 75% of the nation’s Pacific Islanders reside in Hawaii and California and 70% of Filipino Americans reside in Hawaii, California and Washington. Also, there are differences across these ethnic groups in the proportion who are of college age which would affect their representation in the college population. The Japanese American population is significantly older than other groups and the Vietnamese, Laotian, Cambodian population is significantly younger. Both groups, therefore, have a smaller proportion of their population in the 18-22 year old age group.
APASAC was pleased to hear that, unlike many other institutions, Penn does include APA students in the Minority Weekend recruitment effort. A proportion of applicants from minority groups is underrepresented in U.S. higher education and invited to campus in early Spring. Applicants who have identified themselves as African American, Latino, and Native American are invited as persons from underrepresented minorities. Although Asian/Pacific Americans are not underrepresented on this campus or in U.S. higher education more generally, some face greater challenges than other APA or majority students in attaining a college education. In recognition of this fact, Penn invites a proportion of its Asian Pacific American applicants who are first generation college students to participate in Minority Weekend.4

APASAC applauds these efforts to recruit APA students. Several concerns were raised, however, about Minority Weekend. First, we are concerned about its overall effectiveness. We recommend that the success of the weekend be evaluated in terms of the effect of invitation to the weekend and of attendance at the weekend on matriculation for each of the minority groups targeted. Second, we are concerned that needy APA invitees be offered financial support to cover their expenses in attending the weekend. (Some APASAC members noted that the APA applicants in attendance at the weekend resided in nearby communities.) Finally, we believe that the Asian American Studies Program should play a role in the weekend.

APASAC also recommends that special efforts be made to include APA alumni in local recruitment events. These alumni may be helpful in improving the matriculation rate among the APA students that we accept. Furthermore, these contacts will also be useful for development and fundraising and for locating potential support for Asian American Studies.

Figure 3 reports data that APASAC examined with respect to the retention and graduation rates of APA students. We are pleased that APA graduation rates exceed those of other students at Penn. While we have concerns about APA intellectual and social life on campus, it is noteworthy that APA graduate rates surpass those of other students. We also note that the graduation rate of APA students has declined slightly in the last few years.

Staff

With the tremendous increase in APA representation in the undergraduate student body over the last decade, it is not surprising that these students are expecting to find role models in the administration and to encounter student service personnel who are sensitive to APA concerns. While ethnicity or race is neither a necessary nor a sufficient test that administrators have that sensitivity, the representation of APAs among our student service personnel may provide some indication of such sensitivity and certainly provides evidence of the availability of role models.

APASAC counted over 1700 APA undergraduates but only 15 APA administrators in student services at Penn in the early Spring of 1998. These included administrators in the Dental School, the School of Engineering and Applied Sciences, the School of Arts and Sciences, and the Wharton School. (Some of these administrators deal primarily with graduate or professional students.) In addition, there were Asian Americans serving in Intercollegiate Athletics, the Office of Judicial Inquiry, International Programs, Student Health, PENNCAP, and Greenfield Intercultural Center. There are also three administrators in admissions and, in the case of the Graduate School of Education and the School of Medicine, there are Asian Americans in director and coordinator titles that could involve student services, but there was not sufficient information in the database to make that judgment. We also note that a student services administrator at Wharton recently left the University.

We spoke at some length about the significance of 15 student service administrators. While we did not come up with any way to discern the “right” number, we are convinced that “15” falls far short of the needs of the student population for role models and also suggests a scarcity of advisors with a strong understanding of unique issues faced by such students. The basis for this conclusion is evident in the discussion of student services in Section III of this report.

Faculty

An evaluation of Penn’s success in recruiting Asian Americans to the Penn faculty depends critically on how we view the data. If we examine rates of change, Penn has experienced remarkable growth in the representation of Asian Americans among the faculty. The overall representation remains low, however, especially when compared to the representation of Asian Americans in the undergraduate student body.

In the Fall of 1997, there were 122 standing faculty at Penn who...
self-identified as Asian American, a 15 percent increase over the previous year and a 40 percent increase over the number in 1990. Slightly more than half were assistant professors and a quarter were full professors. Table 1 shows the distribution of these faculty across ranks and across the schools at the University. While Asian Americans account for almost a fifth of entering undergraduates (Figure 1), they account for only six percent of the standing faculty. These differences in representation reflect the recent history of migration to the United States and of assimilation. Asian American representation has grown substantially among undergraduates in the last decade, while faculty representation reflects the ethnic/racial composition of PhD and professional degree graduates ten, twenty, and thirty years ago.

Table 1
Asian American Standing Faculty by School and Rank at Penn Fall 1997

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Asian American Faculty</th>
<th>Total</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>21</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>humanities</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>science</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>social science</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Dental</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Engineering and Applied Science</td>
<td>15</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>63</td>
<td>13</td>
<td>12</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Veterinary</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wharton</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>122</td>
<td>30</td>
<td>28</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

The Affirmative Action Report for the Current Standing Faculty, Fall 1996, reports data on faculty hiring of Asian Americans relative to their representation in the pool of graduates in the relevant disciplines in the last ten years. Faculty hiring in the humanities, the social sciences, and the sciences in Arts and Sciences substantially exceeded expectations based on APA representation in the national pool of qualified candidates. This is also the case for Engineering and Applied Science and Wharton. The faculty hiring records of the other schools were within the expected range, given APA representation in the pool of qualified applicants. APASAC notes, however, that “APA representation in the pool” is a “fluid” concept. Many Asian nationals who receive graduate degrees in the United States seek permanent jobs here. Once they are hired, they become eligible for, and usually apply for, permanent resident status. In this case, Asian nationals become APA hires even though they are not counted as being in the pool before they are hired (because they are Asian nationals until U.S. employment makes them eligible for permanent resident status).

While APASAC feels that the recent University record on hiring APA faculty is as strong as we could expect given the available pool, we also feel that it is very important that these recruitment efforts continue. If the University were able to continue to grow the APA faculty at the high percentage rate of last year (15%) and if it were not to lose any of the current faculty or future faculty that it recruits, it would take almost nine more years before APA representation on the faculty is equivalent to current APA representation in the undergraduate student body. Obviously, it is not likely that the University will retain all the APA faculty recruited and it will be difficult to grow the APA faculty at an annual rate of 15% for nine years. Therefore, we recommend continued vigilance that growth in the APA faculty continues.

II. Asian American Studies

The Asian American Studies Program at Penn is relatively new. The program began in the early 1990s following ardent requests from students. In the Fall of 1992, the dean of the School of Arts and Sciences, Rosemary Stevens, invited a team of scholars to Penn to advise the school on how it should proceed. The committee recommended that Penn allocate three faculty positions to the area, including one at a tenured level. Two assistant professors were hired in 1996 in the Departments of English and of Sociology whose research interests were focused on Asian American Studies. No tenured appointment has been made, so Dr. Rosane Rocher, Professor of South Asia Regional Studies chairs the program. In addition, several adjunct faculty teach in the program.

The program offers seven courses, ranging from semester to 150 students; six courses were offered to 100 students in the fall. In the fall semester, three of the six classes were closed because they reached their maximum enrollment; overall, class sizes are below the average size within Arts and Sciences; there is currently not a large “unmet” demand for these courses. Enrollment is steadily growing, however, and is certainly of sufficient magnitude to justify the offering of the courses. The growth in APA representation in our universities nationwide as students, faculty and administrators will inevitably add to the growing interest in Asian American Studies. Several of Penn’s characteristics contribute to its likelihood of success in this field. The presence of large numbers of Asian American students, intellectual strength in the humanities and the social sciences, and an urban location with surrounding Asian American communities provide the resources to allow Penn to become a national leader in this emerging scholarship, while providing critical intellectual opportunities for all of our students.

The Asian American Studies Program is currently very small, but few programs outside of California and/or large public universities are larger. Penn’s program needs an institutional support base, however. In surveying other programs around the nation, we note that most are housed in either an ethnic studies or an American studies department. Few stand alone as ours do. We recommend that the Asian American Studies Program and the School of Arts and Sciences consider whether independence from departments and from other ethnic studies programs is in the program’s long-term interest. Why are we approaching Asian American Studies differently from peer institutions? If the Program became the responsibility of an SAS department, then there would be continuing support and administrative and faculty. Furthermore, more may be easier to develop a major and to strengthen the minor by using other courses from the department or from Afro-American Studies as well as the more focused Asian American Studies courses.

APASAC believes that the national reputation of the Asian American Studies Program makes it important that a tenured faculty member in the field be involved in the program. The committee is also concerned that the Program be considered a part of the University of Pennsylvania. We are concerned that the Program does not currently have access to support staff. We encourage the School of Arts and Sciences to address the personnel and organizational needs of the program.

III. Student Life and Services

Asian Pacific American students face particular issues that affect their experience at Penn. First, unlike any other racial and ethnic group, most Asian American youth are from immigrant households. According to the 1990 Census, 90% of Asian American children (18 and under) had immigrant parents, while the comparable figures for other groups are 59% for Hispanics, 6% of non-Hispanic African Americans and 5% of non-Hispanic whites. Thus, most Asian American students at Penn face the cultural conflicts that arise from immigrant parents and mainstream American values. Second, unlike other minority groups, Asian youth are confronted with the stereotype that they are model minorities.

The expectation of Asian American youth is that they are stellar students (particularly in math and science fields) and that their development from adolescence to adulthood is relatively trouble-free. This stereotype creates high expectations of them from both faculty and parents; thus, when Asian American students experience academic difficulties, they are more likely to face disbelief from significant others. A recent ethnographic study of Asian American high school students suggests that when Asian American students perform poorly in school, they are likely to conceal this fact by acting like a “good student.” Third, many Asian American students come from cultures that obligate children to un unquestionably obey parents. Dornbusch et al., for instance, found that Asian American parents are more likely to be authoritarian (a parenting style that demands unquestioned obedience to parents) while white parents were more likely to be authoritative (a parenting style that allows discussion of rules between parents and children).

The model minority image, along with parental pressures, can limit the choices in careers and fields of study for Asian American undergraduates at Penn. The image of Asian American students is that they are good in math and science fields and that their development from adolescence to adulthood is relatively trouble-free. This stereotype creates high expectations of them from both faculty and parents; thus, when Asian American students experience academic difficulties, they are more likely to face disbelief from significant others. A recent ethnographic study of Asian American high school students suggests that when Asian American students perform poorly in school, they are likely to conceal this fact by acting like a “good student.” Thus, many Asian American students come from cultures that obligate children to unquestionably obey parents. Dornbusch et al., for instance, found that Asian American parents are more likely to be authoritarian (a parenting style that demands unquestioned obedience to parents) while white parents were more likely to be authoritative (a parenting style that allows discussion of rules between parents and children).

The 1997 report of the Educational Committee, the personal experiences of some APASAC members, and early reports from the VPUL-sponsored focus group study of APA students attest to the importance of the sensitivity of administrative staff and faculty to APA issues and concerns in providing effective personal and academic counseling. It was argued that APA students, among others, are not likely to appear at a counseling
office to acknowledge a need for help and provide personal information to staff or faculty with whom they have had no prior relationship. For this reason, it is particularly important that faculty and staff become known to students as trustworthy and helpful before such help will be sought.

For all students, and for APA students in particular, it is important to have multiple access points by which students can obtain counseling and assistance. Sometimes a faculty member is viewed as sufficiently accessible and understanding to be approached when a student feels that she is in difficult times. Similarly, faculty members will have sufficient knowledge of Penn’s resources to refer the student to the appropriate places for help. Such faculty may become known to students through their coursework or through activities in the residences. Resident Advisors and Graduate Associates may also play such a role. Sometimes a coach or a staff member whom the student has encountered in student activities plays that role. Sometimes a career placement counselor will be sought out and other times a student will appear at Counseling and Psychological Services (CAPS) and seek help directly.

The small numbers of APA staff involved in student services (see Section I) relative to the large number of APA students suggest that APA students must necessarily look beyond APA administrators for guidance. APASAC is concerned that the extent of faculty/staff participation in, and assistance to, APA students and APA student organizations be sufficient to allow each APA student the opportunity to develop a relationship with a faculty/staff member that engenders the trust necessary for academic and personal counseling.

A staff member in CAPS who has been particularly successful at these forms of outreach to APA students and APA organizations recently left the University. This development has left a void in the CAPS staff involvement with this community. It is our understanding that CAPS is in the process of hiring another staff member who will have a specific charge to engage in outreach activities to APA students and their organizations. We are pleased that CAPS is taking the necessary steps to continue these important outreach activities. We urge CAPS to assure that these activities will be continuously maintained in the future so that no academic year goes by without such outreach.

The Albert M. Greenfield Intercultural Center (GIC) provides support and assistance to APA students and student organizations. GIC includes general meeting spaces, facilitators and consultants, and resources in the areas of diversity, multiculturalism, and pluralism. GIC also sponsors a Graduate Program Coordinator (GPC) who is paid $200 a week to assist APA students and their organizations for 20 hours per week. Students have expressed concerns that the job requires more time (and that recent GPCs have been spending hours in addition to those for which they were compensated) and that by restricting the position to Penn graduate students, the pool is too restricted. They point out that there are very few applicants for the position and that allowing a national or regional search for a full-time position would yield more candidates and permit a continuing presence rather than the short-term presence that is inherent in any position restricted to graduate students. APA students have recently met with the Vice Provost for University Life (VPUL) about this issue. VPUL has agreed to create a full-time GIC position to deal with APA student and organization issues.

The new College House system provides an important new opportunity to improve informal and formal advising for all Penn undergraduates. And, APA students are a particularly strong presence in the system. For next year, 31% of the Resident Advisors are APA students. APASAC recommends the residential system for its recruitment of APA RAs. We also recommend that all House Deans, RAs, GAs, and faculty in the residences be given training on issues dealing with the unique concerns of APA students.

The large discrepancy between APA proportions of faculty and staff and of the student population create potential overburdens for those faculty and staff with the ability and interest to deal with the student outreach needs of the APA student body. When hiring or placing employees in positions advising students, VPUL and the schools must pay special attention to the capacities of candidates to understand issues facing APA students. While Penn is currently doing as well as could be expected in the recruitment of APA faculty and staff, it is critical that these efforts continue. At the current faculty and staff recruitment rates, however, it will be at least a decade before APAs are as represented among our faculty and staff as they are among our current students. In the mean time, it is critical that faculty and staff understand these issues and begin thinking along these lines.

For all staff providers of student services and counseling, including those in VPUL and those in the schools, training and education concerning the special concerns and needs of these ethnic groups are critical.

**IV. Summary and Recommendations**

There has been rapid growth in the representation of Asian/Pacific Americans in the undergraduate student body over the last decade. The University includes APA students who are first generation college students in the recruitment efforts aimed at applicants from underrepresented minority groups such as Minority Weekend. Penn has also seen growth in APA representation in the faculty, beyond expectations based on APA representation in the national pools of qualified candidates. As is the case for the University faculty, about half of APA faculty are in the School of Medicine. APA faculty are otherwise concentrated in the schools offering undergraduate programs, i.e., School of Arts and Sciences, School of Engineering and Applied Science, and the Wharton School. The APA faculty are less likely to be full professors; however.

While the Asian American Studies Program at Penn is both new and small, it is well positioned vs a vs other programs in the nation and the prospects for growth are excellent. Student services remains an issue complicated by the relatively small numbers of staff currently engaged in outreach to APA students and APA student organizations. Although the University is struggling to provide the student services and programs desired by APA students, it is important to note that APA students have higher retention and graduation rates than their Euro American counterparts.

The committee recommends the following next steps:

1. VPUL and the schools aggressively recruit APA staff and/or staff with skills in dealing with the issues faced by APA students.

2. We urge CAPS to assure that outreach activities to APA students and staff organizations will be continuously maintained in the future, so that no academic year goes by without such outreach.

3. All student service workers—including House Deans, Graduate Associates, Resident Advisors, and faculty in the College House system and student advisors in the schools—should be given training and education concerning the special concerns and needs of APA students as well as those from other ethnic groups.

4. There should be continued vigilance that the recent growth in the APA faculty continues. Aggressive recruiting and attention to retention and promotion of APA assistant professors are critical components of such vigilance.

5. We believe that the potential for Asian American Studies nationally and its match with Penn’s strengths provide a strong case for developing this program. It is important that a tenured faculty member in the field be involved in the program. The committee is also concerned that there is no historian of Asian Americans on the faculty. We are concerned that the Program does not currently have access to support staff. We encourage the School of Arts and Sciences to address the personnel and organizational needs of the program.

6. A study should be undertaken to analyze the recent lower admissions probabilities for Asian American applicants to assure that there is no part of the admissions process that inappropriately eliminates these students from acceptance. The study should also examine the reasons for the lower rate at which APA students who are accepted ultimately decide to matriculate at Penn.

7. There should be a careful evaluation of the effectiveness of Minority Weekend in terms of the effect of the invitation to the weekend and of attendance at the weekend on matriculation for each of the minority groups targeted. Financially needy APA invitees should be offered financial assistance to cover their expenses in attending the weekend. The Asian American Studies Program should play a role in the weekend.

8. Special efforts should be made to include APA alumni in local recruitment events; such involvement would also enhance the development efforts that could promote the expansion of Asian American Studies and other programs of interest to APA students.

Finally, we realize that the issues that we raise here may apply to other ethnic and racial groups on campus. We encourage the President to consider ways to address those needs.

**Asian/Pacific American Student Affairs Committee**

Janice F. Madden, Professor of Sociology and Vice Provost for Graduate Education, Chair

Barbara A. Casel, Assistant Vice Provost for University Life

Mark Chiang, Assistant Professor of English

Sara S. Cho, Graduate Student

Valerie De Cruz, Director of Greenfield Intercultural Center

Grace Kao, Assistant Professor of Sociology

Ronald Kim, Graduate Student

Lindie Koons, Executive Assistant to the Provost

Eric Lee, Undergraduate Student

Seung Lee, Undergraduate Student

Bo Liang, Graduate Student

Jorge Santiago-Aviles, Associate Professor of Electrical Engineering

Dennis A. Yao, Associate Professor of Public Policy and Management

* President’s response begins next page
The following was sent by President Rodin to Dr. Janice Madden as Chair of the Asian/Pacific American Student Affairs Committee, and to Almanac for publication.

My warm thanks to you and the members of the Asian/Pacific American Student Affairs Committee for your important work in the spring. I know that you and the members of the committee are extremely active and busy people, so the thoroughness and quality of APASAC’s work in such a condensed time frame is especially impressive and, again, greatly appreciated.

Based on the data and qualitative information you share, I fully support the conclusions drawn by your committee. They are important and should be implemented. Let me share with you how I intend to do so by responding to each recommendation individually.

1. VPUL and the schools should aggressively recruit APA staff and/or staff with skills in dealing with the issues faced by APA students.

I am delighted to report that the Vice Provost for University Life has hired Meeta Kumar, a psychologist who is very sensitive to issues faced by APA students, in Counseling and Psychological Services (CAPS). Currently working on her doctorate at Penn, Ms. Kumar is a former psychology practicum and predoctoral psychology intern at CAPS. She has worked at three other college counseling centers and has an excellent understanding of the needs and concerns of students, particularly APA students. Ms. Kumar also has expertise in eating concerns and international students’ issues. As part of her doctoral dissertation, she is working with Dr. Howard C. Stevenson, Jr., associate professor of education, on exploring Asian and Asian American women’s identity formation and life stressors. It is wonderful to have her with us full-time in CAPS.

As this appointment indicates, the VPUL is working to build a team that is sensitive to the diversity and the broad interests and needs of the Penn student body. In addition to the CAPS position just mentioned, a new full-time position for an APA program coordinator at the Greenfield Intercultural Center has been filled by Sara S. Cho, a Penn alumna and, as it happens, a member of your committee.

As I know you recognize, the issue of school recruitment is a more complex matter. Although the University has uniform procedures and standards that guide the hiring of staff, each school makes its own recruitment and hiring decisions. More aggressive recruitment of APA staff or those skilled in dealing with issues of concern to APA students must rely on the strong leadership of the deans. During the year ahead, I expect to discuss with them their success in recruiting APA and other minority faculty and staff.

2. We urge CAPS to assure the outreach activities to APA students and student organizations will be continuously maintained in the future so that no academic year goes by without such outreach.

CAPS intends to maintain its outreach activities. The appointment of Ms. Kumar should go far in meeting this need and in replacing the contributions of Dr. Alvin Alvarez to the APA community and to the VPUL. We all felt a sense of loss when Dr. Alvarez, to meet his family’s needs, left Penn for a position at another institution, but we are delighted by the arrival of Ms. Kumar.

Further, VPUL will be actively considering the recommendations drawn from the focus group sessions it conducted last year, as well as discussions that VPUL Dr. Valarie Swain-Cade McCoullum has had with APA students. I know that Val and all of her VPUL directors look forward to their continued work with APA students.

3. All student service workers—including House Deans, Graduate Associates, Resident Advisors, and faculty in the College House system and student advisors in the schools—should be given training and education concerning the special concerns and needs of APA students as well as those from other ethnic groups.

VPUL provides all of its student services staff with diversity training, including training on issues that APA students have identified as important to their quality of life at Penn. This training is offered on an ongoing basis by a number of VPUL departments, including Counseling and Psychological Services, the Penn Women’s Center, the Greenfield Intercultural Center, the Office of the Vice Provost for University Life, the Department of Academic Support programs, and other VPUL units.

The professional student advisors in the School of Arts and Sciences have regularly scheduled in-service training regarding the special concerns of APA students and those from other ethnic groups, and the advisors in the Wharton School have ongoing consultations in this area. The School of Nursing and the School of Engineering and Applied Science have faculty advisors.

The new College Houses offer in-service workshops to all Graduate Associates and undergraduate Resident Advisors that address issues affecting minority students. Staff members are required to attend a designated number of these workshops and their attendance is monitored by their House Deans, who also are present.

Living as a Minority Student in a Majority Culture: Jeanne Arnold, African American Resource Center; Jeremy Brochin, Hillel; and Valerie DeCruz, Greenfield Intercultural Center — This workshop explores how one’s racial and ethnic background influences one’s experiences. It asks to what degree it is appropriate for the University to be supportive of one’s particular background and how the residential system fits into that framework.

Baba Bafa: A Cross Culture Simulation: Roxanne Rawson, Office of International Programs — Cross-cultural simulation activities introduce the notion of culture by actively involving all participants. Through discussion and analysis this experience is applied to attitudes

Footnotes to the Report of the Committee

2. Data on the APA population in the United States in 1991 indicates that 39% of APAs 25 years of age and older have graduated from college, while only 22% of Euro Americans have. Furthermore, 16% of APAs have attended graduate school in comparison to only 9% of Euro Americans. (U.S. Bureau of the Census, Statistical Brief: Asian and Pacific Islander Americans: A Profile, sb93-12 (July 1993). APAs are 3.4% of the U.S. population aged 20-24 years in March of 1994 (U.S. Bureau of the Census), but 18% of Penn’s undergraduate enrollment (Figure 1).
3. A student who self-identifies as Asian/Pacific Islander and is either a U.S. citizen or a permanent resident is counted as Asian/Pacific American in these data.
4. The overall representation of APA students at Minority Weekend is small. In the spring of 1997, there were 13 among 150 attendees and in 1998, there were 11 among 146 attendees.
toward other individuals and groups in the real world.

PACE as a Program Resource for College Houses: — This workshop describes the mission of the PACE (Programs for Awareness of Cultural Education) of the Greenfield Intercultural Center, including their activities and workshops on intercultural issues. It provides a sample experiential activity to simulate a PACE workshop and information on how to set up a PACE workshop for residents.

4. There should be continued vigilance that the recent growth in the APA faculty continues. Aggressive recruiting and attention to retention and promotion of APA assistant professors are critical components of such vigilance.

The University continues to stress the aggressive recruiting of minority faculty. Minority faculty recruitment is a topic of discussion at the Council of Deans meetings and is addressed in the Schools’ strategic plans. The Office of Affirmative Action endeavors to help schools and departments in the recruitment of minority faculty. Each school is required to name an affirmative action officer specifically charged with ensuring that a faculty search is conducted appropriately and that a real effort was made to seek out women and minority candidates. These officers work closely with the Office of the Provost and with Valerie Hayes in the Office of Affirmative Action.

Each year we ask the deans to establish their goals for the coming year and mark their accomplishments from the previous year in different areas; among these areas are Excellence of Students, Excellence of Faculty, and Diversity of Faculty and Students. In this way we and they are able to track their activities and workshops on intercultural issues. It provides a sample experiential activity to simulate a PACE workshop and information on how to set up a PACE workshop for residents.

5. We believe that the potential for Asian American Studies nationally and its match with Penn’s strengths provide a strong case for developing this program. It is important that a tenured faculty member in the field be involved in the program. The committee is also concerned that there is no historian of Asian Americans on the faculty. We are concerned that the Program does not currently have access to support staff. We encourage the School of Arts and Sciences to address the personnel and organizational needs of the program.

Rosane Roche has done a superb job of getting the Asian American Studies minor off the ground. I join SAS Dean Sam Preston and College Dean Rick Beeman in supporting the growth of the program and will continue to count on Rosane’s leadership for the near term. At this time of budget constraints in SAS, faculty and staff needs throughout the School must continue to be carefully weighed. Dean Preston has authorized the History Department to conduct a search during academic year 1999-2000, for a junior-level, tenure-track historian in this field.

SAS is formalizing arrangements for the Department of South Asia Regional Studies to provide regular academic and general administrative support to Asian American Studies beginning this fall. In addition, the program has equal access (similar to all SAS programs housed in Williams Hall) to business administration support through Williams Hall Business Administration Services. Administrative support for the program will be proportionately enhanced as it grows over the next few years.

6. A study should be undertaken to analyze the recent lower admissions probabilities for Asian American applicants to assure that there is no part of the admissions process that inappropriately eliminates these students from acceptance. The study should also examine the reasons for the lower rate at which APA students who are accepted ultimately decide to matriculate at Penn.

Thank you for expressing your concerns about the percentage of qualified Asian American applicants admitted by the University. Certainly nothing in our admissions policies or practices is intended to result in the admission of a low proportion of Asian American applicants. Our Office of Admissions will carefully monitor the rate at which Asian American students are admitted this year.

7. There should be a careful evaluation of the effectiveness of Minority Weekend in terms of the effect of the invitation to the weekend and of attendance at the weekend on matriculation for each of the minority groups targeted. Financially needy APA invitees should be offered financial assistance to cover their expenses in attending the weekend. The Asian American Studies Program should play a role in the weekend.

Admissions will continue to evaluate Minority Weekend, which is also known as the Minority Scholars Program. Data from our 1998 Minority Scholars Program, held February 26 to March 1, suggest it has a positive effect on APA and other minority students who participate. Admissions believes the program is a strong recruitment tool, and looks forward to inviting the participation of the Asian American Studies Program to further strengthen future Minority Scholars Weekends.

Socioeconomically disadvantaged APA students from the Philadelphia area are included in the Minority Scholars Program. Each year, Admissions re-visits the idea of expanding it, and that may happen in the future. It is worth noting, however, that surveys of APA and other students who have participated make clear that they believe the program is already as large as it can effectively be.

8. Special efforts should be made to include APA alumni in local recruitment events: such involvement would also enhance the development efforts that could promote the expansion of Asian American Studies and other programs of interest to APA students.

Admissions is eager to increase the number of APA alumni on our Secondary School Committees (SSCs), which are important to recruitment. Recent initiatives have focused on underrepresented minorities and have been fruitful in realizing an increase of 375 minority alumni on our SSC. Although there has not been a formal study, Admissions believes that the number of APA volunteers is not reflective of the number of APA students currently at Penn. We know there is solid representation in New York City and in California, particularly among recent graduates, but more must be done to recruit APA volunteers. Admissions is currently planning a recruitment effort of APA alumni to increase volunteer representation on the SSC.

— Judith Rodin, President

Footnotes to the Report of the Committee

10 National Science Foundation summary reports on Doctoral Recipients from United States Universities.
11 A report prepared by Dr. Ilene Rosenstein, Director of Counseling and Psychological Services (CAPS) shows that APA students accounted for 16% of the students seeking individual or group counseling in 1995-96. APA students appear to be using CAPS at a rate similar to their representation in the student body (See Figure 1 of this report). We note that the CAPS data cover a period when there was active outreach by CAPS to APA students.
Environmental Health and Radiation Safety Training

The following training programs are required by the Occupational Safety & Health Administration (OSHA), the Nuclear Regulatory Commission (NRC), and The Commonwealth of Pennsylvania (DEP), for all personnel who work with hazardous substances including: chemicals, human blood, blood products, fluids, and human tissue specimens and radioactive materials. These programs are presented by the Office of Environmental Health & Radiation Safety (EHRS). Attendance is required at one or more session, depending upon the employee’s potential exposures.

Introduction to Laboratory Safety at Penn (Chemical Hygiene Training): Provides a comprehensive introduction to laboratory safety practices and procedures at Penn and familiarizes the laboratory employee with the Chemical Hygiene Plan. This course is designed for employees who have not previously attended Laboratory Safety at the University. Required for all University employees who work in laboratories. November 10, 1:30 p.m., John Morgan, Class of 1962.

Introduction to Occupational Exposure to Bloodborne Pathogens: This course provides significant information for employees who have a potential exposure to human bloodborne pathogens. Topics include a discussion of the Exposure Control Plan, free Hepatitis B vaccination, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. Faculty and staff who work with human source materials, HIV or hepatitis viruses must attend the Laboratory Safety and Bloodborne Pathogens—Annual Update (see course description). November 12, 1:30 p.m., John Morgan, Class of 1962 Laboratory.

Safety and Bloodborne Pathogens—Annual Update: This program is required annually for all faculty and staff who work with human source material, HIV or hepatitis viruses and have previously attended Occupational Exposure to Bloodborne Pathogens. Issues in general laboratory safety and bloodborne pathogens are discussed. Topics include bloodborne diseases, risk assessment, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. Participation in Laboratory Safety—Annual Update is not required if this program is attended. November 19, 9:30 a.m., John Morgan, Reunion Auditorium.

Radiation Safety Training—New Worker: This program provides information on fundamental radiation concepts and requirements for the use, storage and disposal of radioactive materials at Penn. Personnel working in laboratories where radioactive materials are present are required to attend this training before beginning their work followed by annual attendance at the training program described below. Training can be completed on-line at our website (www.oehs.upenn.edu) under Radiation Safety Programs, Training for Credit. Alternatively, New Worker Training is given the third Thursday of each month at the Office of Environmental Health & Radiation Safety, Blockley Hall, 14th floor conference room.

Radiation Safety Training—Annual Update: This program updates radiisotope users on current Radiation safety issues and practices. It is required of all personnel who work in areas where radiosotopes are used or stored. Upcoming dates are listed below and posted on our website (www.oehs.upenn.edu). November 12, 2:30 p.m., John Morgan, Class of 1962. November 19, 10:30 a.m., John Morgan, Reunion Auditorium.

Attendance is requested to bring their PENN Card to facilitate course sign in. Additional programs will be offered on a monthly basis during the fall.

Check the EHRS web site, www.oehs.upenn.edu for dates and time. If you have any questions, please call Bob Leonzio at 898-4453.

Human Resources: Policy Revisions on the Web

Minor changes have been made to the following Human Resources policies to update the terminology used and clarify supervisors’ responsibilities for provisions designating Family and Medical Leave. You can access the revised policies via the Human Resources web page at www.hr.upenn.edu.

Human Resources Policy 603: Attendance

Minor changes in the terminology used in the policy were made including: “vacation” was changed to paid time off in compliance with the Paid Time Off Policy “employee” was changed to staff member “doctor/dentist” was changed to health care provider

Section 603.4 of the policy was revised to reflect that sick leave is to be used only in accordance with the University Sick Leave, Short Term Disability and Family and Medical leave policies.

Human Resources Policy 612: Sick Leave

Section 612.3 of the policy was revised to indicate that a supervisor is expected to notify a staff member who has been out on sick leave for more than three (3) consecutive work days, that the University is provisionally designating the use of that sick leave as Family Medical Leave in addition to sick leave. A template of the provisional Family Medical Leave letter is provided as an attachment to this policy.

Human Resources Policy 631: Family and Medical Leave

The policy was revised to indicate that a supervisor is expected to notify a staff member who has requested a Family Medical Leave that the University is provisionally designating the leave as Family Medical Leave. A template of the provisional Family Medical Leave letter is provided as an attachment to this policy.

— Division of Human Resources

FOR SALE

RESEARCH STUDY VOLUNTEERS
The Center for Neurobiology and Behavior is seeking African-American volunteers ages 25-60 for a research study. For more information please call 573-4583 ext 2.

Eating Disorders Study: The Center for Neurobiology and Behavior is seeking volunteers to participate in a research study of eating disorders. Individuals who have or have had Anorexia or Bulimia who also have a relative with an eating disorder are encouraged to call. Eligible study participants will be compensated $500. For more information please call Nancy at 573-4583 ext 2.

To place classifieds: (215) 898-5274.

OPPORTUNITIES at PENN

There are currently over 500 positions open at Penn for qualified applicants in office support, research, computing, professional, and financial areas among others. All open positions are posted on the Human Resources website at www.hr.upenn.edu. Positions are searchable by title, job, school and posting date. Applicants can apply on-line at this site and are encouraged to do so.

Applicants are also welcome to visit the Penn Job Application Center at 3550 Market Street, Suite 110, where five computer stations are available for you to browse open positions and apply on-line. It is open from 8 a.m. to 6 p.m. weekdays. Today’s Penn Partnership (formerly Today’s Penn Temporaries) is also at this site, and continues to provide quality office support temps to Penn departments. In addition, Today’s Penn Partnership has expanded its services to include professional responsibilities for recruitment of regular full-time office and support staff. Applicants interested in full-time or temporary office support work, who have at least 3 months office experience and computer proficiency, are encouraged to visit the Application Center.

NOTE: Faculty positions and positions at the Health System are not included in these listings.

Division of Human Resources
The University of Pennsylvania Police Department
Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for October 19 through October 25, 1998. Also reported were Crimes Against Property: 2 Burglaries, 31 total thefts & attempts (including 2 thefts of auto, 6 thefts from autos, 6 thefts of bicycles & parts), 5 incidents of criminal mischief & vandalism, 1 incident of trespassing, and 1 incident of forgery & fraud. Full reports on the Web (www.upenn.edu/almanac/v45n10crimes.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 October 19 and October 25, 1998. The University Police actively patrols from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& attempts)—1; Threats & Harassment—2
10/21/98 11:15 AM Provost Smith Dorm Complainant assaulted after traffic altercation
10/25/98 4:24 PM Steinberg/Dietrich Hall Complainant reports being assaulted

38th to 41st/Market to Baltimore: Robberies (& attempts)—3; Aggravated assaults—1; Threats & Harassment—1
10/19/98 2:15 PM Harwell House Complainant reports being harassed
10/20/98 3:32 PM 3800 Blk Market Two complainants report being robbed
10/20/98 3:32 PM 3800 Blk Market Complainant reports being robbed
10/21/98 12:25 PM 3900 Blk Ludow Complainant assaulted by known person
10/21/98 12:25 PM 3900 Blk Market Complainant robbed by unknown suspect

41st to 43rd/Market to Baltimore: Robberies (& attempts)—1; Disorderly conduct—2
10/25/98 2:31 AM 4200 Blk Osage Complainant robbed by unknown suspect
10/21/98 2:05 PM Lot No. 21 Tow operator threatened

Outside 30th to 43rd/Market to Baltimore: Robberies (& attempts)—1; Threats & Harassment—2
10/21/98 12:25 PM 3800 Blk Woodland Complainant assaulted after traffic altercation
10/21/98 12:25 PM 2900 Blk Market St Complainant struck by suspect who demanded money

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly conduct—2
10/20/98 7:20 PM Children’s Hospital Panhandler refused to leave location/arrest
10/25/98 7:21 PM 38th & Spruce Panhandler refused to leave area/arrest

18th District Crimes Against Persons

15 Incidents and 3 Arrests (including 1 rape, 4 aggravated assaults, and 10 robberies) were reported between October 19, 1998 and October 25, 1998, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

10/19/98 12:30 AM 5030 Catherine Robbery/arrest
10/19/98 10:45 PM 4841 Cedar Robbery
10/20/98 11:16 AM 45 22nd St. Agg Assault
10/20/98 12:20 AM 4844 Walnut Agg Assault
10/20/98 8:14 AM 604 51st Robbery
10/20/98 3:30 PM 5100 Ranstead Robbery
10/20/98 11:00 PM 4700 Osage Robbery/arrest
10/21/98 9:40 AM 3700 Spruce Robbery
10/23/98 10:10 AM 4826 Woodland Robbery
10/24/98 5:14 PM 4317 Sansom Agg Assault/arrest
10/25/98 3:45 PM 4700 Kingsessing Agg Assault
10/25/98 7:30 PM 4600 Market Rape
10/25/98 12:05 AM 4900 Locust Robbery
10/25/98 9:53 PM 4703 Sansom Robbery
10/25/98 2:29 AM 4233 Osage Robbery

Sargent to Freud:
Modern British Paintings and Drawings

Sargent to Freud: Modern British Paintings and Drawings in the Beaverbrook Collection is a traveling exhibition now at the Arthur Ross Gallery through December 13. It was organized by Curator Ian Lumsden from the collection assembled by Canadian press magnate, the first Baron Beaverbrook, who was a long-time resident of England and patron of British art. The exhibit is an assemblage of modern British paintings and drawings acquired by Lord Beaverbrook toward the end of his life, for his last philanthropic endeavor, the building of The Beaverbrook Art Gallery. The exhibition was co-curated by Richard Shone with support from the Arthur Ross Foundation and The Beaverbrook Foundation.

Training Registration On-Line
Staff can now register on-line at www.hr.upenn.edu/trainreg/ for programs offered by Human Resources Training and Development. This is the newest, fastest, easiest way to register for Training Opportunities that are available to enhance your professional growth and development and help you increase your productivity and job performance. All Training opportunities are listed at this site for your convenience. — Division of Human Resources

Update

NOVEMBER AT PENN

CHILDREN’S ACTIVITIES

13 A Philadelphia Children’s Story; presented by Stimulus Children’s Theater; 7 p.m.; Iron Gate Theater. Tickets on Locust Walk and at the door: $2, children; $5 adults. Performances also November 14 at 2 & 7 p.m.; November 15, 2 p.m.

FILMS

International House
Modern Days, Ancient Nights: African Films
6 When the Stars Meet the Sea; 6:30 p.m.
Warrick, the Jackpot; 8:30 p.m.
8 Delta Film Festival: NightJohn; 2 p.m.
11 Scribe Community, Part I; free screening of works by three community groups; 7 p.m.

TALKS

4 Political Leadership and Educational Failure: Seymour Sarason, Yale; 5 p.m., Room 110, Annenberg School (GSE’s Gordon S. Bodek Lecture of Distinguished Educators).

An Evening with Gloria Steinem; 8 p.m.; Zellerbach Theater, Annenberg Center; tickets on Locust Walk, $2 with PENNCard (SPEC, Companions).


9 Modulation of Power Output in Insect Flight Muscle; James H. Marden, Penn State; 2 p.m., Physiology Conference Room, Richards Building (Pennsylvania Muscle Institute).

11 Graduate and Professional Women’s Organization; 5:30 p.m.; Penn Women’s Center (Women’s Center).

Deadlines: Deadlines for Update are a week before the date of the issue. For monthly calendars: December At Penn’s deadline is November 10 and January At Penn’s is December 1 to appear December 15.

Almanac

The University of Pennsylvania’s journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

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The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan award policies, athletic or other University administered programs or activities. Questions or complaints regarding this policy should be directed to Valerie Hayes, Executive Director, Office of Affirmative Action, 3600 Chestnut Street, 2nd floor, Philadelphia, PA 19104-6106 or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

ALMANAC November 3, 1998 15
Highlighting Architectural Treasures of the Neighborhood

Penn’s 1998-99 Telephone Directory is now being delivered to those who ordered the perfect-bound copies, with spiral-bound deliveries to come shortly.

This year, the covers feature some of the historic residential architecture to be found in University City—on the front, a single example shows a typical corner house, lavish with gingerbread, while the back cover is made up of a montage of several house numbers that caught the photographer’s eye.

“Today, these architectural treasures, embellished with picturesque towers and bays, ornamented with decorative brickwork and carved stone, and lighted by leaded glass windows, are the homes for hundreds of Penn’s faculty, staff, and students,” wrote Leon Rosenthal, Esq., in *A History of Philadelphia’s University City*.

Inside the Phone Book

The Yellow Page listings have been modified to include an optional listing of a departmental web site address (URL). To make room for these web addresses in the departmental section, most of the Book’s “Green Page” listings have been eliminated, but the Book points out that much of this information is now available on-line.

An exception is the Business Services’ “Green Pages,” still published in their original format along with some new features such as information on the Book’s page 3 about the new area codes to be implemented in the Philadelphia region. And, PENNCard information is now followed by a Request Form which can be duplicated as needed throughout the year.

Information in the White Pages is available on-line, via the University’s Directory Services web page at www.upenn.edu/computing/directory. It will be updated biweekly. Corrections, omissions, or changes to the 1998-99 Faculty and Staff Directory should be submitted in typed form and faxed to Business Services at 898-0488 or submitted via e-mail to bui@pobox.upenn.edu.

Another recourse is to call the University’s Operator Services for a temporary solution. Ask for the supervisor at 898-5371, or fax a memo to 573-5432, and the record will be corrected within a week. These changes will not appear in the printed directory but only on-line, until the next production of the 1999-2000 directory. To order additional copies of the Telephone Directory or inquire about orders please call Corinne Bui at 898-9155 or e-mail at bui@pobox.upenn.edu.