
NEWS IN BRIEF

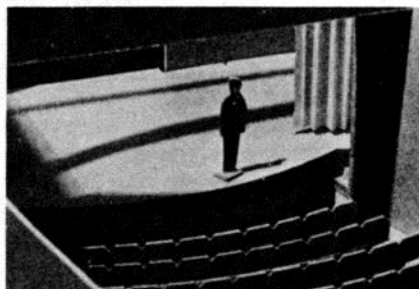
TRUSTEES: Young Alumni; Hospital Governance

The Trustees of the University elected their first young alumni member at the January meeting, where they also named Henry M. Chance II a Life Trustee, re-elected Gustave G. Amsterdam and Carl Kaysen to five-year terms and elected Howard Butcher III an Emeritus Trustee (Life).

Arthur M. Larrabee, L'71, was chosen as the graduate/professional alumni member of the Trustees. Election of a baccalaureate alumnus was deferred until interviews can be completed with the three candidates nominated by recent alumni.

Also during the January meeting, the Trustees approved reconstitution of their Committee on Hospital and Medical Affairs as a Committee on Health Affairs.

It will have five regular Trustees and no more than ten additional persons, to be designated Associate Trustees. The ten will be chosen from the present Boards of Managers of Graduate Hospital and HUP, and both boards will be retired. The Board of Women Visitors and the Auxiliary of the hospitals will not be affected.



*At the
Center
Of the
Stage . . .
Page 8*

A-3 ASSEMBLY: CHANGE OF DATE

The A-3 Assembly meeting scheduled Thursday, January 20 has been moved to Thursday, January 27, at 1 p.m. in the Franklin Room, Second Floor of Houston Hall. It will be a business meeting with emphasis on structure and by-laws, open to all interested A-3 staff members of the University.

INFORMATION SERVICE ON W-2 FORMS

A special section has been established in the Payroll Department to deal with staff questions on 1971 earnings statements between January 17 and April 15 Assistant Comptroller William Drye said.

Phone inquiries: Exts. 6008 and 6009. *Mail inquiries:* Office of the Comptroller, W-2 Section, Third Floor Franklin Building. *Needed for inquiry:* Social Security number, payroll number and employee number.

SEARCH COMMITTEE: LABOR RELATIONS

An administrative committee is interviewing candidates for Labor Relations Director of the University, to replace that portion of Business Manager John Keyes' work when he retires in June.

Gerald L. Robinson, Executive Director of Personnel Relations, and Mr. Keyes are serving on the committee with Personnel Director Fred C. Ford; ALMANAC Editor Karen C. Gaines; Training Officer Richard (Jack) Glover; George Kidd, Director of Auxiliary Services; and Edwin M. Ledwell, Director of Residence.

IN THIS ISSUE

- FORUM: *Meyers on Tenure*
- *Harvard on Tenure* • QUESTIONS
- *Karush on Medical Departments* • *Dudley on Advising*
- WASHINGTON • HONORS • AMONG OTHER THINGS
- *Job Classification Subcommittees* • WEOUP: *Addenda*
- *People at the Center of the Stage*

Almanac

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AFFIRMATIVE ACTION PROGRAM: A DRAFT GOES INTO CIRCULATION

A working draft of a University affirmative action program for women and minorities is being circulated by the administration for comment by individuals and constituencies on campus.

The 35-page, double-space typewritten document is available on request from Gerald L. Robinson, Executive Director of Personnel Relations, who emphasized that the draft is "a point of departure only—an accumulation of input to date, designed to encourage further comment from the campus."

Specific goals and timetables will be developed later and will be submitted in similar draft for campus discussion before a formal Affirmative Action Plan is produced. The formal plan will then go to Senate, Council and other appropriate bodies for approval before adoption. The University will also seek union support of the plan and will ask to have its principles incorporated in any new contracts they negotiate.

The present draft "reaffirms the University's traditional and stated policy against discrimination because of race, color, sex, religion or natural origin," but adds that:

"Long-established and often archaic personnel practices account in part for the failure of some institutions to achieve a more equitable distribution of women and minority group members within faculties and staffs. Preconceived notions as to function and capabilities of personnel as well as the limitations of traditional personnel sources and channels affect the status and representation of women and minorities.

"The University's equal opportunity policy includes, but will not be limited to, the requirements of Federal Executive Orders 11246 and 11375, the Pennsylvania Human Relations Act, and the Philadelphia Fair Practice Employment Act," the draft continues. It also calls for intensified efforts to develop the applicant pool; special emphasis on the recruiting-process; development of training programs to qualify persons both for entry level positions and for advancement; the re-formulation of existing personnel policies and practices to ensure mobility; and re-examination of job duties and job

(Continued on Page 8)

FORUM

Conducted by the Senate for the Faculty

Academic Freedom: An Exercise in Rhetoric

by Gerald Meyers

Every defense of tenure I have read quickly evolves to a statement of the necessity of "academic freedom;" and thereupon, pages of rhetoric. Rhetoric rather than argument; since by the traditional definition of academic freedom, the tenure system inhibits rather than fosters it.

Academic freedom clearly does not mean the right of a teacher to speak and act as he pleases. This is a privilege not accorded to anyone in our society. Let a teacher, for example, come to his classes drunk; or worse, refuse to teach them at all; or worse, directly encourage anti-university violence among his students; and he will shortly be out on his ear, with the AAUP's blessing. There are certain university norms which are not norms of the society as a whole, and so long as a teacher follows them, he can expect the support of his colleagues against the society at large. But this is equally true of a doctor, a lawyer, or a journalist; it has virtually nothing to do with tenure *per se*.

The more precise definition of academic freedom is that it is the right of a teacher to think and research, in his chosen field, however he wishes. In theory, this maintains a diversity of attitudes and a consequent potential for change in any given discipline, and in education generally. This is a favorite starting-point for the rhetoric in defense of tenure; its inaccuracy is most clearly seen by looking at the actual situation. It takes true imagination to regard college teachers, at almost any institution, as a diverse group. One finds more variety of politics, personal manners, and approaches to one's work, in a random group of General Motors executives than in a random group of Penn professors. The Penn faculty is, by and large, white, Protestant, male, middle/upper-middle class, liberal, suburban, dedicated to research but not to teaching or to speculative thought; and most of all dedicated to the preservation of academic excellence, by which is meant the production of students as like themselves as possible. This situation is not necessarily bad, and one can spill as many pages of ink defending it as attacking it. The situation exists; and one does well to look for the cause.

The cause is, obviously, the tenure system. The qualifications for tenure are determined by the tenured professors in a field; and it is a massive self-delusion to believe that academic excellence is the prime consideration. The excellent scholar will usually be tenured, if only because he has an equivalent offer elsewhere, and the poor scholar will not. This includes perhaps 20% of the tenure decisions at a university. In the remainder, the criteria are adaptability, or "service to the department," and the extent to which a scholar's attitudes to his discipline are similar to those of his

senior colleagues. It should also be noted that these senior colleagues have, through committee and course assignments, substantial control over what a junior member's credentials look like.

In this environment, academic freedom can hardly be expected. Through perhaps fourteen years, beginning with undergraduate studies, the system of rewards for the young scholar trains him to be like his seniors; and those who break the pattern are regularly discouraged and eliminated. It is not surprising that those whose academic freedom the tenure system protects—senior professors only—rarely have need to invoke it. To tell them that they can be unconventional is like telling them they are free to ride bareback across College Green. The activity is presumably legal, and if one wanted to do it badly enough one could; but I doubt if it happens with any frequency.

Once the fluff surrounding arguments about tenure is removed, the actual situation becomes clearer. The academic profession is in effect a guild or craft union, controlling its membership by means of an apprenticeship program, and defending its prerogatives by an implied threat (AAUP censure). Tenure is simply one of those prerogatives. Those who enjoy it, or expect to enjoy it, can find an infinity of reasons for supporting it; those offended by it (poorly taught students, professors refused tenure, state legislatures, etc.) find an equal multiplicity of attacks. None of this is much more than noisemaking; tenure has no particular moral sanction, nor is it especially offensive.

What is surprising is the way the privileged (tenured) are currently engaged in destroying their own power. Like any privilege, tenure depends on the restriction of qualified personnel to be effective. If the skill becomes widely dispersed, and there are more trained teachers than positions, the whole structure can be expected to collapse. This is now happening; as the need for Ph.D.'s diminishes, schools like Penn continue to churn them out at a constant rate. No rhetoric is likely to change this situation. But one still hears, in faculty debates, comforting noises that Penn is an elite institution, that its business is graduate education; and that the younger scholar can always "go elsewhere." The persistence of this self-image, here and elsewhere, perhaps explains why so many private institutions slide towards financial and intellectual bankruptcy, while their less pretentious competitors steadily improve their position.

(The author notes that he is an Assistant Professor of English whose current contract is not being renewed—ED.)

HARVARD MEMORANDUM ON TENURE

Harvard University's Committee on Governance has issued a Discussion Memorandum on Academic Tenure at Harvard, which shows some differences among the Harvard faculties and proposes a University-wide faculty committee on tenure and academic freedom.

The report, eighth in a series on governance at Harvard, was prepared by Alan E. Heimert, Powell M. Cabot Professor of American Literature and Master of Eliot House. It includes discussion of three common criticisms of the institution of tenure:

1. Since no one else in American society, especially in American business, has absolute job security independent of periodic assessment of performance, why should professors have it?

2. Since no one else in American society can escape the intolerable pressures of a complete technological culture, and since few in the world are free from economic, social or political "repression," why should professors be so protected, or enjoy such freedom?

3. Does not tenure entrench in the university the spokesmen for old, outmoded and static ideas?

Copies of the Discussion Memorandum may be obtained through the Harvard University News Office, Cambridge, Mass. 02138.

QUESTIONS

Q. As the tenure debate rages in the pages of ALMANAC, it occurs to me that no one has ever seen the Tenure Regulations of this University. Would it not be helpful if someone who can make rules intelligible were to do a piece just to tell us all what it is we are arguing about when we discuss tenure? I start by asking:

What does "tenure" signify at the University of Pennsylvania?

Who administers the Tenure Regulations?

John Morgan, Pray Professor of Social Work

A. It is beyond the competence of ALMANAC to explain tenure in any way comparable to Harvard's lengthy study of its own campus policy (above) but we would welcome text from any members of the faculty or administration who wish to undertake the making of rules intelligible. In the meantime, a minimal response to Professor Morgan's two specific questions:

Tenure regulations at the University of Pennsylvania are set forth in a 1960 document called *Procedures Concerning Tenure*, available in the Office of the Secretary and summarized on pages 33-35 of the 1969 *Handbook for Faculty and Administration*.

Briefly, tenure is achieved by faculty members who pass three stages of approval: the department, the school or college, and the Provost's Staff Conference. As stated in the *Handbook*:

"A faculty member having academic tenure has a continuous appointment which may be terminated only through resignation, retirement or death. Members having tenure could have their appointments severed only for a just cause or the University's discontinuance of all programs in the area of their academic competence. In all such cases, procedures to protect the faculty are established by the University and can be found in the *Procedures Concerning Tenure*."

Recently, the University Administration established the policy of a twelve-year limit for the duration of service of departmental chairman and other academic administrators. On December 15, 1971, a meeting of the Medical Faculty Senate was held to discuss the implications of this policy for the Medical School and to hear arguments for and against its application to the medical area. At that meeting Professor Karush of the School of Medicine presented the following statement.

Medical Departments: Managerial or Collegial?

by Fred Karush

I believe that the issue under discussion today, namely, exemption of the Medical School from the twelve-year rule, is a derivative issue representing merely the partial and overt expression of a more basic and much more significant difference of attitudes among us. I am referring here, to put the matter in simplified form, to our views on the two modes in which academic departments may function, namely, managerial and collegial. Whereas the collegial mode is generally accepted and prevalent among non-medical departments, the medical area has not yet emerged from its long tradition of departments built around a central figure maintaining authority for an indefinite period. As is the case with medical schools across the country we are in the throes of this process and subject to the turmoil and controversy which accompany every redistribution of decision-making power.

Many of those among us who favor the managerial mode are not only articulate and even persuasive, they are also dedicated and outstanding. They will argue that, beyond the normal academic functions, there are distinctive features in the nature and responsibilities of medical departments, particularly clinical departments, which render the collegial mode inappropriate. They will point to the care of patients and the training of residents as, perhaps, the most important of these distinctive responsibilities. They will claim that such departments cannot be structured in the same way as a department of History or a department of Physics.

There are others among us, however, who will focus their analysis on the academic role of medical departments. As part of a university the primary responsibilities of the School of Medicine, in their view, are instruction and investigation. Thus, care of patients, for example, is appropriate insofar as it serves as an instrument for academic purposes. The excessive involvement in patient-care, however socially useful, is academically irrelevant and may, indeed, impair academic effectiveness. The position that the managerial mode is preferable for departments bearing clinical responsibilities is viewed with skepticism. It smacks of *ad hoc* justification. What is needed, they will maintain, is an empirical comparison of alternatives.

Beyond the special concerns of clinical departments, those of our colleagues who are oriented towards the collegial mode see serious hazards in the development of academic quality for every department operating in the managerial mode. Though it may be advantageous for administrative efficiency the managerial structure, at its best, casts the departmental chairman in a paternalistic role and, at its worst, places him in an authoritarian relation to his faculty. Our colleagues be-

lieve that these hazards, generated by the interpersonal relationships which tend to develop in a managerial climate, are corrosive of that essential quality of the teacher and scholar, intellectual and emotional independence.

This corrosion operates through various mechanisms, not readily discernible and often beyond our awareness. It may find expression, for example, in sycophancy as a comfortable substitute for independence of judgment and expression. Or a sense of security may be achieved only at the cost of a compromising emotional dependence. Corrosion may result from the confusion between administrative authority and intellectual leadership and even the replacement of the latter by the former. In this setting the exchange of ideas and their open-minded evaluation by a departmental faculty is seriously impaired since the administrative origin of ideas may exercise a subtle but decisive influence. Personal loyalty may emerge as an acceptable impetus for individual action. Yet, laudable as such loyalty may be, it endangers the independence of conviction.

Partly because of these hazards some of our colleagues view the collegial mode as the best route for the development of the Medical School. Even if they represent only a minority within our faculty, they, nevertheless, find encouragement in the community of views they share with other parts of the University faculty. It will not surprise you to be told that I also share these views.

Quoted in Passing:

ADVICE TO THE STUDENT CONSUMER

From a *Christian Science Monitor* interview with John R. Silber, the ex-Dean from Texas who became president of Boston University six months ago:

Just how far that student involvement should go into a university's administrative end is something about which he is also characteristically exact . . .

"The degree of involvement ought to be based on the degree of competence," he said. He has stated he has no objection to students sitting on groups such as tenure committees or anything else where "they have a competence or perspective that can improve the quality of the university."

"But on the content of courses, I think if a student argues that he is as well equipped as the faculty to determine what should be included in his courses, then he should have a very difficult time explaining why he came to the university in the first place."

"I would urge him as a consumer not to waste his money."

THE NEW VOCATIONAL ADVISING CENTER: A PROGRESS REPORT

by Guilford Dudley III

One semester affords only the most tentative, perhaps even a myopic perspective on educational innovations, but it is enough to warrant a semi-annual report on the new Vocational Advising Center. As announced in *ALMANAC* at the beginning of last semester, the Advising Center was created to meet the demands for a more integrated and flexible program to assist undergraduates in the increasingly complex problem of determining what they will do after graduation.

There are at least three aspects of the problem of vocational decision-making and advising, to which the Center has tried to address itself.

First, the proliferation of advising services scattered throughout the campus has tended to fragment and compartmentalize the undergraduate's search for advice, forcing him to seek a pattern of wholeness from advisors who themselves are only specialists isolated within a limited domain.

Second is the now urgent question of how undergraduate education links the student's past to his future, a question that often surfaces under the pejorative but inescapable term, "relevance."

A third aspect of the problem is the mounting tension in values for undergraduates who, on the one hand, question the success ladder to status and fortune and the whole work ethic that propels one up the ladder, but who, on the other hand, see that a tight job market is severely restricting the options for making a living.

How has the Advising Center attempted to deal with these? First, in an effort to overcome the fragmentation of advising

services, these services have been integrated into a cohesive staff operation and located, for the most part, in a single "center" at 117 Logan Hall under the auspices of the Office of the Dean of Students. With individual advising services now oriented toward a more total task of advising, advisors can more easily use each other and the broader resources of the University. It is not at all uncommon for a student who walks into the Center with groping, unspecific questions to have the help of two or three advisors while he is there, each complementing and filling out the other's area of expertise.

Secondly, the Center has developed "Career Forums" to direct attention to the link between the undergraduate's education and his future. For example, undergraduate art majors were invited to an arts festival in the Annenberg Center to discuss avocational and vocational possibilities in four areas of the arts, led by recent graduates and friends who were in some way "making it" in art.

In the spring semester the Center will participate in a SCUE effort to provide pre-major seminars for sophomores to grapple with the question of how specific majors can have a bearing on one's future work, however indirect the "relevance" might be. For example, majoring in one of the humanities might provide a perspective indispensable for living through discontinuous, episodic careers for those who do not commit the rest of their lives to a single success ladder. Probing the depths of the human spirit in literature, history, philosophy or religious thought can contribute to a life-encompassing vision with which to transcend the dislocations caused by sporadic jobs and careers. Majoring in the social or hard sciences can bear on one's future in more obvious

ways, while providing their own unique and equally valuable perspectives on the world around us.

The Advising Center also plans to sponsor debates and discussions among faculty from different disciplines on topics of common interest that would bring into play both value conflicts and different field orientations. For example, one debate will focus on whether health care is primarily a business or a service in this country. By observing how faculty from different fields deal with such an issue students may find further direction in coming to grips with complex moral issues, and in relating their struggles with these issues to choices about their own future work.

Third, the Advising Center has tried to assist students in clarifying their value conflicts not only through public debates and discussions but through the actual process of advising students individually and in small groups. The Advisor for Alternative Careers has met with students in small groups that have been initiated and organized by the students themselves. He has also helped students to sort out their vocational dilemmas and in some cases to widen their range of options.

In trying to meet the three problems outlined above and indeed in the formulation of the problems themselves certain assumptions have come to light, assumptions about what the Advising Center is and what it is not. It is not a place for pre-professional lobbyists to sell students on a profession. Nor is it a place primarily for advisors to package students for sale in the professional school market with a single eye to enhancing Pennsylvania's statistical record for garnering acceptances to professional schools. It is a place where a student is viewed as a person with needs and aspirations that are always in some measure unique, and therefore the process of "advising" is geared to the individuality of each student. There are no "party lines" from pre-med, pre-law, draft, or alternative career advisors.

At the other extreme it should be said that the Center is not a computer center for a purely mechanical output of information. The context of the advising process is personal, with all the human limitations that this process entails. Presumably the human limitations could be obviated by modeling the Advising Center after a computer center, but that model is more seriously flawed by an impersonal, often dehumanizing communication process. While it is necessary for the advisor to have detailed information at his disposal, there are other dimensions to the advising process that require more than the output of information. These other dimensions include a close familiarity with the academic enterprise; a sensitivity to psychological needs and sound judgment about referral; and a sensitivity to value conflicts and the student's struggle for a life of integrity and responsibility.

Familiarity with the academic enterprise comes to the Center staff primarily through their own involvement in teaching at the University; five out of the eight staff members are currently doing so. Sensitivity to psychological needs of students comes mostly through a close working relationship with the Counseling Service. The sensitivity to value conflicts comes largely through knowing the students. The Forums bring many of these conflicts into the open, and in addition nearly the whole staff is involved with students on some ongoing basis outside the Advising Center itself. Furthermore, the pre-medical advisors have encouraged the organization of a Pre-med Advising SCUE to keep them more abreast of students' needs and dilemmas, and the formation of a general Advising Center SCUE is now under consideration. The career advisor for black students has unusually effective

channels of communication with black students. In addition to discussions with individuals and small groups on a daily basis, she assists them in organizing their own forums on career alternatives and edits a monthly newsletter about career opportunities that goes to juniors and seniors.

Since the Advising Center was created last September, there has been a dramatic increase in the volume of students seeking vocational advice. The applications to medical schools have jumped 35% over last year's number, from 197 to 265, with no expansion at all in the pre-medical advising staff. More than 2,000 students were seen in the Pre-medical Section of the Advising Center during the period from Sept. 5 to Dec. 21. The Pre-law Advisor, giving about one-third time to this work, had 1,486 visits by students from Sept. 20 to Dec. 17. The Advisor for Alternative Careers, brought into a new half-time position created with the Center, experienced student interest on an ascending curve until he had to devote *all* of his available time to seeing students just before the exam period. A continuation of that trend and the usual increase in the number of seniors seeking assistance with post-graduation plans indicate that we can expect far more students to seek his services in the Spring than he will have time to see. The Office of Draft Information saw some 700 students, usually for extensive discussion. The Office of Fellowship Information and Study Abroad saw 2,007 students during the fall semester, an increase of 21% over last year's number. Applications for Danforth Scholarships tripled over last fall's number, Fulbright applications more than doubled, students interested in Rhodes scholarships doubled, and Thouron applications increased.

Experience to date indicates that the new Vocational Advising Center is meeting essential needs among undergraduates. However, the figures cited above make it abundantly clear that many more students are seeking advice from the Center Staff than we are able to accommodate at the levels that are really needed. In the very near future, we are hopeful that an increase in Center Staff combined with even closer cooperation with the Placement Service and the Counseling Service on the one hand, and with academic advising on the other may allow us to develop a more broadly based and cohesive program in vocational advising.

(Mr. Dudley, Associate Dean of Students, directs the new Vocational Advising Center.)

WASHINGTON

NASA GRANTS AVAILABLE

NASA's Manned Space Center in Houston has announced a Resident Research Program in Engineering and Science which will bring faculty members on sabbatical leave to the Center to conduct research on problems that are timely and important. Research proposals are due *March 6, 1972*, and the selection will be made by *April 7, 1972*. Resident tenure can begin as early as *June 1972* and will vary from eight to twelve months. A list of the research topics can be seen in the Office of Research Administration in the Franklin Building, the Office of Federal Relations—11 College Hall, and the Office of Engineering Research—299 Towne Building.

The stipend will be comparable with the faculty member's university salary and a reasonable allowance will be made for movement of household goods.

—Donald S. Murray

HONORS

PHI BETA KAPPA VISITING SCHOLAR

DR. FROELICH RAINEY, University Museum Director and Professor of Anthropology, has been appointed a Phi Beta Kappa Visiting Scholar for 1971-72. As a participant in the Visiting Scholar program, he will visit nine schools to lecture on the application of science in archaeology and related topics and participate in classroom discussions.

D. ROBERT YARNALL AWARD

DR. CARL C. CHAMBERS, Vice President for Engineering Affairs, received the D. Robert Yarnall Award this year. The Yarnall Award, a University of Pennsylvania General's Chair with a plaque bearing the recipient's name, was established in 1968. It honors outstanding alumni of the Engineering Schools for contributions to society that enhance the University's image.

DERMATOLOGISTS HONORED

At the last meeting of the American Academy of Dermatology in Chicago, the following members of the Dermatology Department were honored:

DR. HERMAN BEERMAN, Emeritus Professor of Dermatology, was made an Honorary Member.

DR. HERBERT GOLDSCHMIDT, Assistant Professor of Dermatology, won the William S. Becker Gold Award for his scientific exhibit on the morphology of normal and abnormal human stratum corneum.

DR. JAMES J. LEYDEN, third-year Resident in Dermatology, won the second annual Henry W. Stelwagon Prize for the most outstanding paper presented at the national Residents' Forum.

DR. LAWRENCE CHARLES PARISH, Associate in Dermatology, and Dr. Max B. Rubin, third-year Resident in Dermatology, won the Gold Medal for exhibits of historical interest. Their exhibit, "Dermatology 100 Years Ago," featured the wax models which were used in teaching by Louis A. Duhring, the first Professor of Dermatology at the University.

DR. WALTER B. SHELLEY, Professor and Chairman of the Department of Dermatology, was elected President of the American Academy of Dermatology, an organization of some 3500 members. He is the fourth Professor of Dermatology here at the University to be so honored. Drs. Donald M. Pillsbury, Herman Beerman and Frederick D. Weidman were previous presidents.

HONORS IN BRIEF

DEAN BERNARD WOLFMAN was awarded the honorary degree of Doctor of Laws from the Jewish Theological Seminary of America.

DR. MADELEINE M. JOULLIE, Associate Professor of Chemistry, has been elected a fellow of the New York Academy of Sciences. Dr. Joullie is one of 38 fellows elected by the Academy this year for attaining outstanding recognition of scientific achievement or for the promotion of science.

DR. HUI-LIN LI, Professor of Botany, has been elected to the Council of the Society for Economic Botany.

DR. JOHN E. EDINGER, Associate Professor of Civil Engineering, has been named Chairman, Thermal Pollution Committee, Sanitary Engineering Division of the American Society of Civil Engineers.

DR. CELSO-RAMON GARCIA, Professor of Obstetrics-Gynecology, was made an honorary member at the IX Congress,

Federation of Colombian Obstetrics-Gynecology Societies Bucaramanga, Colombia.

DR. HELEN O. DICKENS, Associate Professor of Obstetrics-Gynecology and Associate Dean for Black Admissions, has been awarded a plaque for her nomination as an "Honorary Pacesetter" for Meharry Medical College in Nashville.

DR. RUSSELL P. SEBOLD, Professor of Spanish and Chairman of the Department of Romance Languages, was elected Corresponding Member of The Hispanic Society of America in December.

DR. WILLIAM ROACH, Professor of Romance Languages, has been named Chairman of the Screening Committee for Student Fulbright Awards in the northeastern U.S.

DR. JULIUS MARGOLIS, Director of Fels Center of Government, was appointed to the Executive Committee of the International Seminar on Public Economics at the Seminar's recent meeting in Paris, France.

DR. SAMUEL Z. KLAUSNER, Professor of Sociology, has been elected Vice President of the Society for the Scientific Study of Religion. He has also been appointed a program chairman for the International Congress of Religious Studies Societies to be held in 1972.

AMONG OTHER THINGS

Dr. Bernard Anderson has been named to the National Manpower Advisory Committee subcommittee on research development . . . Sheila Clibborn was one of two U.S. speakers in the International Systems Building Round Table Conference in Boston; her paper was "The Influence of Systems Building on Innovation and the Design and Construction of Health Care Facilities" . . .

Dr. Jeffrey M. Cohen has been invited to lecture this month at the Max Planck Institute in Munich on "Neutron Stars and Pulsars" . . . Dr. John Fought led the American Indian group discussion at the annual meeting of the Linguistic Society of America in December . . . Jerre Mangione discussed the Federal Writers Project at the American Studies Association's third biennial in Washington . . . Dr. Luigi Mastroianni addressed the World Health Organization's Symposium on the Use of Non-Human Primates for Research on Problems of Human Reproduction, held in Sukhumi, Russia . . . Dr. Otto Pollak has been named Adjunct Professor of the School of Social Work of Tulane University . . .

Dean Sidney Rodenberg discussed "Newer Trends in Basic and Continuing Education for Allied Health" at the Virginia Regional Health Program; earlier he addressed the Spores V Conference at Lake Geneva, Wisconsin, on "Factors Regulating Cellular Development in *Bacillus Cereus* T Spores" . . .

Dr. Edward B. Shils has been named to the Manpower Council and the Educational Council of the Greater Philadelphia Chamber of Commerce . . . Ann L. Strong discussed water resources and land-use planning at the 84th annual meeting of the Geological Society of America and its associated societies . . .

Dr. R. L. Widmann served as consultant to the Investigative Committee on the Computer and Shakespearian Studies at the World Shakespeare Congress in Vancouver, B.C.; she presented a paper on computer collation of literary texts . . .

Dr. Vincent H. Whitney co-authored a paper with Gavin W. Jones of the National Economic Development Board, Bangkok, for the Conference on Population Growth, the Human Condition and Politics in Southern Asia, 1970-80. It was held by Columbia University's Southern Asian Institute at the Kellogg Conference Center.

TWO SUBCOMMITTEES WILL STUDY JOB CLASSIFICATION SYSTEM

Two subcommittees have been named to study A-1 and A-3 job classifications and the overlap between A-3 and A-1 positions, Gerald L. Robinson, Executive Director of Personnel Relations, has announced.

They will report to the University Employee Classification Review Committee, which has traditionally approved new jobs and reviewed classifications on request. It is chaired by Vice President Harold Manley and Mr. Robinson is its secretary.

The subcommittees are expected to "insure fair, equitable and effective salary administration through exercising pooled judgment in the establishment of job grades," Mr. Robinson said. They will meet both separately and together to:

1. review and approve job gradings of new jobs, revised jobs and periodically reviewed jobs.
2. determine appropriate grades in the event of disagreement.
3. determine appropriate salary levels in the event of disagreement.
4. monitor administration of the merit salary increase program through reports, statistics and special studies.
5. recommend changes in method, procedure and policy to the Employee Classification Review Committee.

Personnel Director Fred C. Ford will serve as secretary of both subcommittees and will provide staff services to them.

A-1 Subcommittee

Chairman: Mrs. Alice F. Emerson, Dean of Students
Richard W. Corrigan, Business Manager and Assistant Director of Athletics
William J. Drye Jr., Assistant Comptroller
Anne V. Herrmann, Assistant Director, Admissions
Arthur J. Letcher, Director of Placement Service
James L. Malone, Assistant to Vice President for Engineering
Donald S. Murray, Assistant to President, Federal Relations
Mrs. Gloria Olmstead, Budget Analyst
Eric V. van Merkensteijn, Director of Language Laboratory

A-3 Subcommittee

Chairman: Manuel Doxer, Business Manager, The College
Mrs. Virginia E. Alquist, Administrative Assistant to Vice President for Medical Affairs
Mrs. Vennie Browning, Secretary, Data Processing
Mrs. Eleanor Cox, Administrative Assistant, GSAS
Harry Gaber, Business Administrator, Wharton School
Sandra Jekofsky, Secretary to Dean, College for Women
John Kershner, Assistant to the Provost and Vice President
Davis B. Oat, Business Administrator, LRSM

ADDENDA TO WEOUP AFFIRMATIVE ACTION PLAN FOR WOMEN

The following sections should be added to the text of the proposed Affirmative Action Plan published in the December 7 issue by Women for Equal Opportunity at the University of Pennsylvania. Their draft was in response to the administration's proposed University Employment Policies and Equal Opportunity, which ran October 19. The section below on Non-Academic Women was omitted in error in their December draft. The sections on Partial Affiliates and on Parental Leave have been adopted by WEOUP more recently.

Non-Academic Women:

In order to eliminate "dead-end" jobs for A-3's, the University will provide full tuition remission for all University courses, with released time for one job-related course per semester. This system will provide an opportunity for promotion and career advancement.

Partial Affiliation

A) Partial-affiliation is a "dead end" job from which promotion is impossible. It is a job devoid of benefits of other faculty positions: accretion of tenure, fringe benefits, voting rights in department, school, and University. The vitae of women employed in this category must be investigated to see if they have been regularly considered for or qualify for promotion to full-affiliation. The women employed as partial-affiliates provide an already recruited "bank" of women for consideration for appointment as fully-affiliated A-2's.

1. Classification as fully- or partially-affiliated must follow strictly the rules in the University Handbook for Faculty and Administration.

B) Women who are correctly classified as partially-affiliated have significant grievances. Methods of redress of these grievances include the following:

1. Allow partially-affiliated women, who hold advanced degrees and carry significant research and teaching loads, to participate in Departmental, School and University policy making.

2. Provide partially-affiliated women, who require them, with office space, telephone extensions, mailboxes and other minimal requirements, and thus enable them to be accessible to their students.

3. Provide to partially-affiliated women, paid either partly or wholly from grants, all the fringe benefits specifically included in their grants.

4. Give official letters of appointment to all partially-affiliated women promptly.

5. Partially-affiliated women who work half-time or more at the University and who hold the appropriate degree should be eligible for tenure. Each year of employment shall count as one half year of the probationary period toward tenure.

Parental Leave for Childbirth or Adoption

Any woman who has been employed at the University for six months or more will be granted maternity leave without pay for up to six months, renewable for an additional six months. She may use accrued sick days and/or vacation days before going on leave without pay. Unused sick leave and/or vacation will be available on return to employment. The dates of departure and return will be determined by the employee in consultation with her doctor/pediatrician. Request for leave must be submitted in writing to the department head one month before the date at which the employee wishes to stop working specifying the date at which she expects to return. An extension should be applied for in writing one month before the specified date of return. Faculty women who teach should arrange to be free of teaching during the semester(s) when they intend to take leave, unless they can arrange for their duties to be taken over by an acceptable substitute for as long as shall be necessary.

On returning to work the employee shall return to the same position that she left without loss of seniority (except seniority for promotion, tenure and retirement credit) unless the position she has left cannot be left vacant or filled on a temporary basis. In this case, if she is replaced, she shall return to a position of equivalent status in the University. Employees should be encouraged to return, especially those who have served the University satisfactorily for long periods. To provide this encouragement, the University shall give to employees on their return, one week's pay for each completed year of service up to a limit of \$500.00 to be paid within one month of her return.

These rules shall apply when a child is adopted as well as in cases of pregnancy.

Male employees shall be granted up to two months of paternity leave at the time a child is born or adopted on the same basis as above, except that there shall be no bonus on return to work.

An employee who is on leave for more than one month will pay in advance the group insurance premiums that would normally be deducted from pay checks during the leave period. The University shall maintain its share of whatever benefits it normally pays, during approved leaves of absence.

AFFIRMATIVE ACTION (Continued from Page 1)

rates in accordance with the principle of equal pay for equal work. (In a related move the University has established two new subcommittees on job classification. See Page 7.)

"The Affirmative Action Program will be ever changing and multifaceted," the draft states. "It will be subject to continuing review and evaluation."

Ultimate responsibility for the program rests with the President, with implementation delegated to the Provost and Vice-President and a Vice-President for Management. Under the proposed plan, the Vice-President for Facilities Management and Construction is to implement the program in construction, and enforce its provisions with vendors and suppliers. The Vice-President for Business and Finance and the Vice-President for Development have similar responsibility in their respective areas of concern.

Other details of the program fall to the Equal Opportunity Officer (dissemination of policy, monitoring and updating); the Training Officer (skills and mobility); Executive Director of Personnel Relations (reviewing personnel policies and practices, assisting the Provost and Vice-President in reviewing faculty personnel practices) and Director of Personnel (maintenance and analysis of data, in cooperation with the Equal Opportunity Officer).

The affirmative action program will cover all 13,021 employees of the University, of whom 4,197 are in academic positions and 8,824 are supporting staff. At present, a total of 3,236 are classified as minority group members, and 5,289 are female. The current distribution:

	A-1	A-2	A-3	A-4
women	31.9%	12.5%	73.8%	37.5%
minorities	6.8%	9.3%	20.9%	52.5%

(A-1 refers to administrative staff, A-2 to faculty, A-3 to secretarial-clerical and A-4 to technicians, crafts, operators, laborers and review employees. Twelve unions cover 1,131 personnel, 956 of them A-4 and 175 of them A-3.)

The draft being circulated contains recommendations for faculty in one section; for A-1, A-3 and A-4 personnel in another; for contractors, vendors and suppliers in still another.

It also calls for equality of opportunity in education, including admissions and recruitment, curriculum, student activities and placement; and outlines procedures for disseminating policy to all levels of the campus.

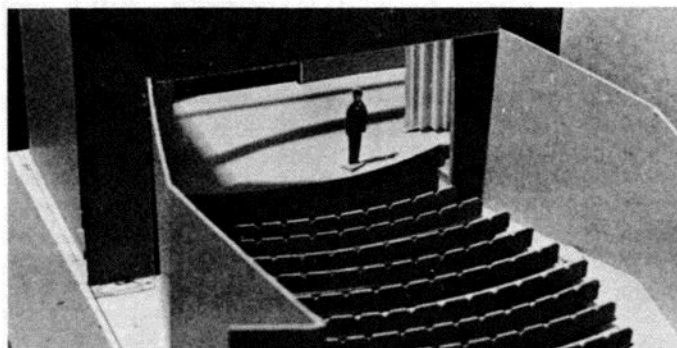
The draft describes a formal grievance machinery for faculty based on both School and Senate Committees on Academic Freedom and Responsibility. For all other personnel except those covered by union contracts, it proposes a one-year trial of a grievance process based on the University of Michigan's complaint-appeals procedure. The informal route of Ombudsman, Chaplain and E. O. Officer is also recommended for discrimination cases.

In a section on "general concerns" the draft discusses a maternity leave policy "to be implemented in the near future," granting six months' leave without pay (renewable for six months) and return to "a position of equivalent status" if a woman's position cannot be left vacant or filled on a temporary basis. The draft refers briefly to plans for day care and part-time opportunities for both academic and nonacademic female employees.

DATES FOR DROP/ADD

The period in which students can drop and add courses for Spring semester 1972 will be January 20 to February 4. The Registrar's Office will be open 9:30 a.m. to 12 noon, and 1:30 p.m. to 4:30 p.m.

—Office of the University Registrar



PEOPLE AT THE CENTER OF THE STAGE

From the outset, the idea was "Ideas at the Center of the Stage." From 1966 planning brochure to 1971 production schedule, the Annenberg Center amplified a theme of "contribution to knowledge through the living and electronic arts."

But in its first year of operation, the Center acquired a second motif almost as strong as the main theme. People. Students, faculty, local performers and visiting artists . . . individuals with ideas and groups with projects . . . dancers, musicians, actors and the would-be, may-be players of summertime workshop took the center stage at Annenberg and made it their own.

In its first semester, Spring 1971, 989 day-to-day activities of 47 organizations took place in the Center's theatres and rehearsal spaces including the next-door Annenberg Auditorium which comes under its management. This Fall, by the end of November the total was 908 activities by 36 organizations, with the heavy December traffic still to be tabulated.

More anonymously, the Center puts students to work as well: some 140 of them working last year as carpenters, property men, stagehands, scene painters and electricians besides those in cast or chorus.

(And then there are the audiences, which can easily run to 1000 a night in Zellerbach or 400 in Annenberg Auditorium and still not handle the demand—as when Theatre Lab's *All My Sons* had to schedule extra performances to accommodate overflow ticket requests.)

Upstairs and down are both curricular and extracurricular music and theatre activity: the Center's own producing unit . . . the Theatre Lab's rehearsals and productions . . . old-timers Pennsylvania Players and newcomer Theatre Pennsylvania, which got its start with summer films and now acts as impresario as well as producer . . . the Choir, Choral Society, Orchestra, Chamber Orchestra and Collegium Musicum of the Music Department . . . the Glee Club, Pennsyngers, Band and all the others gathered in from the scattered quarters where the arts used to make their home at Penn.

From the outside, a bulky brick cube sliced here and there at the corners, looking a little uninhabited from the 37th/Walnut angle. From the inside, a warmly lighted maze with brocaded suburbanites nodding to campus gypsies as the audiences flow from level to level at intermission. Onstage, people who came with ideas and found a place for them as the Annenberg Center came through its first year at the University.

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