

Almanac

Volume 19, Number 24

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FROM THE NEW YORKER

Tears, and maybe stupor.
—PAULINE

•

COLLEGE STUDENTS—
DROPOUTS

Work for NYC's largest peddling operation. Earn more on commission than your College professor does on salary.
—Adv. in the Village Voice.

Yeah, but what about tenure?

Action on
McGill Report
... Page 8

COUNCIL

PARLIAMENTARIAN: ARNOLD ROSOFF

At Council's meeting February 14, Moderator Charles Price announced the President's appointment of Dr. Arnold J. Rosoff, Assistant Professor of Business Law, as Parliamentarian; the post does not carry voting membership in Council.

THE BUDGET: ROUND THREE

After two rounds of budget planning based on the new system of responsibility centers, the University will soon enter a third round but must restudy estimates being used. The Budget Committee has been working with a "macro-income" increase estimated at \$6.7 million and a "macro-expense" increase projection of \$4.7 million, Dr. John Hobstetter told Council. The \$2 million deficit is the source of the planning figure that calls for a tuition increase of 5%.

But in the light of Governor Shapp's recommendations last week (no increase in state aid) and of proposed Federal cutbacks (NDEA, training grants), even the \$4.7 million income estimate may be optimistic, Dr. Hobstetter indicated. The committee will be watching both Harrisburg and Washington for signs of change in income possibilities. In the meantime, the University will look for improvement in income from alumni giving and greater yield on investments, but must also figure on very large items such as utilities and maintenance costs outside its control (\$700,000), the beginning of new rental payments to the General State Authority (\$450,000) and—figuring cost-of-living increases for all faculty and staff—\$4.5 million more in salary and benefit costs.

DEVELOPMENT COMMISSION: A RESPONSE

Council members were the first to receive copies of a 38-page document, *The Implementation of the Development Commission Recommendations*, prepared by President Meyerson, Provost Stellar and Vice Presidents Gaddis and Dripps. The full text appears as a supplement to this issue of *Almanac*.

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NEWS IN BRIEF

COHR DIRECTOR

A search committee for a new director for the Center for Oral Health Research has been appointed by President Meyerson. Names of possible candidates should be submitted to Dr. John R. Brobeck, 136 Med. The person should be an established investigator, active in research and definitely interested in oral health. He or she should have administrative ability and experience. The Director will receive a senior appointment with tenure in the appropriate academic department of the School of Dental Medicine.

COL. CAMERON REPORTS FOR DUTY

Col. Stephen F. Cameron (Armor) has been appointed Director of the Army Officers Education Program at Penn, succeeding Col. George Sawyer who retired in 1972.

Col. Cameron is a graduate of the U. S. Military Academy at West Point with an MBA from George Washington University. He is also a graduate of the U. S. Army Command and General Staff College and of the U. S. Army Management School.

A Senior Army Aviator, Col. Cameron has been an instructor and assistant director of instruction in various service schools.

LOUIS HARRIS: FEBRUARY 26

Pollster Louis Harris will give the A.V.B. Geoghegan Memorial Lecture next Monday in the Colloquium Room, Annenberg School, at 4 p.m. The annual lecture, given by a leader in the communications field, is in memory of Anthony V. B. Geoghegan, a pioneer in broadcasting advertising.

Mr. Harris, director of the *Time* magazine-Harris Poll, has been sampling public opinion for 27 years. Besides his news columns published in *The Washington Post* and other papers, he is the author of *Is There a Republican Majority*, *The Negro Revolution in America* (with William Brink) and *Black and White*.

LEON LECTURE: FEBRUARY 28

Brian O'Doherty, editor of *Art in America*, will speak on "The Rise and Fall of Gallery Space" at 8:30 p.m. in the Fine Arts Auditorium next Wednesday. The Alfred and Felicia Leon Lecture Series and the Institute of Contemporary Art are sponsors.

CHANGE OF LOCATION FOR SENATE

The Special Meeting of the Faculty Senate scheduled for tomorrow, February 21, from 3 to 6 p.m. will convene in Steitler Hall, Room B-6, not in Room B-1 Fine Arts as announced last week.



FACULTY GRIEVANCE PROCEDURE

Following is the text of a report adopted January 29, 1973, by the Faculty Affairs Committee and submitted by that Committee to the Steering Committee of Council with one dissenting statement (see below). Comments and suggestions may be sent to Dr. Henry Wells, Chairman of the Faculty Affairs Committee, at E-122 Dietrich Hall.

1. PURPOSE

1.1. The Faculty Grievance Procedure is designed to handle the grievances of tenured and untenured faculty (A-2 category) as regards discrimination, promotion, tenure, and other matters, not including grievances solely concerned with academic freedom. Its purpose is not to displace established procedures but rather to supplement them and remedy their deficiencies. It is a standard and uniform procedure for all academic departments and programs of the University of Pennsylvania.

2. STRUCTURE

2.1. A Faculty Grievance Commission will be composed of sixteen faculty members selected for staggered two-year terms, eight each year, by the Senate Advisory Committee. The Commission will be structured so as to represent various schools and academic ranks, to be broadly representative of the faculty (including women and minority-group members), and to exclude department chairpersons and other administrative officers. Should a member of the Commission be unable to complete his/her term, the Senate Advisory Committee shall be guided by these considerations in filling the vacancy for the remainder of the term.

2.2. Each year the Commission will elect its own chairperson, who will not participate in the consideration of grievance cases.

2.3. Each grievance will be dealt with by a three-member Review Panel selected from the Faculty Grievance Commission as follows: the first member will be chosen by the Commission; the second member will be chosen by the plaintiff; the third member will be selected by the first two members of the Review Panel and will serve as its chairperson.

2.4. If the Commission does not include a member who in the plaintiff's opinion can adequately appraise his/her case, the Commission chairperson, taking the plaintiff's interest into account, will name to the Commission, for this case only, a single set of three additional faculty members, from which the plaintiff may choose one as a member of the Review Panel.

2.5. The plaintiff may designate a representative to assist in the proceedings, as may the party against which the grievance is lodged.

3. PROCEDURE

3.1. The plaintiff initiates the grievance procedure within the normal administrative processes of his/her school by stating the grievance in writing to the dean of the school, with a copy to the chairperson of the Commission.

3.2. The plaintiff may request the Faculty Grievance Commission to activate a Review Panel under any of the following conditions:

- The plaintiff is not satisfied with the dean's response to the grievance letter or has not received a reply to it within six weeks of its date.
- The plaintiff learns that the Provost (or the Provost's Staff Conference) has rejected a recommendation favorable to the plaintiff submitted by his/her school.
- The Provost (or the Provost's Staff Conference) has failed to act on such a recommendation within six weeks of its receipt.

3.3. The Review Panel, once activated, shall have authority:

- To find facts and add materials to the plaintiff's dossier and the record of the grievance;
- To decide whether the evidence indicates the presence of improper procedures, personal bias, manifest unfairness, or improper considerations of race, sex, or minority-group status;
- To act as stated in Paragraph 3.4, on the basis of a two-thirds vote.

3.4. The Review Panel shall proceed as follows:

- If, on an issue of promotion and/or tenure, the Review Panel finds improprieties as set forth in Paragraph 3.3.b, it shall report its findings to the Provost, along with its recommendation for disposition of the case.
- If the Review Panel upholds the plaintiff on a grievance not involving promotion and/or tenure, it shall recommend to the Provost that the department chairperson or other appropriate officer be directed to take remedial action, and it may specify such action.
- If the Review Panel decides not to uphold the plaintiff, the earlier decision stands.

3.5. If the Provost (or the Provost's Staff Conference) rejects a recommendation of the Review Panel or fails to act on the recommendation within six weeks of its receipt, the plaintiff may appeal to an Appellate Panel.

- The plaintiff initiates an appeal by submitting to the chairperson of the Faculty Grievance Commission a written request that an Appellate Panel be established. Such a panel shall be constituted forthwith in the manner stated above under "Structure," paragraphs 2.3 and 2.4, *provided* that none of its members shall have served on the original Review Panel.
- The Appellate Panel will neither consider the case *de novo* nor accept new evidence. It shall have authority only to review the evidence, findings, and recommendations submitted by the Review Panel and by the Provost (or the Provost's Staff Conference), to reach a decision by at least a two-thirds vote, and to forward its conclusions and recommendations to the President.

4. TENURE CLOCK

4.1. In tenure cases the tenure clock will stop at the end of the semester in which the grievance procedure was initiated. If in such a case the plaintiff's grievance is remedied, the tenure clock resumes at the beginning of the semester after the one in which the favorable action was taken.

Respectfully submitted,

Henry Wells, Chairman
James J. Diamond
Bernard R. Gerber
Kenneth Goldstein
Alan C. Kors

Morris Mendelson
Covey T. Oliver
Felice Perlmutter
Sohrab Rabii
Dwight B. McN. Scott

Dissenting:
John Douglas Minyard
(see statement opposite)

The following is an outline of a dissenting statement originally more than five times as long. All of the supporting argumentation has been eliminated by the author to adjust to Almanac's space. Dr. Minyard's original text is available from the Office of the Secretary, 112 College Hall.

MINORITY STATEMENT ON FACULTY GRIEVANCE PROCEDURE

Any proposal for grievance procedures should observe the following points, if the University is to maintain and enhance its standing as an educational institution: (1) the University must strive for academic excellence in utter disregard of other considerations; (2) to create and maintain excellence the qualified members of the faculty must select the members of the faculty on the basis of academic qualifications and potential contribution to the academic programs; (3) departments must have the right to refuse tenure to a qualified person, when that person detracts from its programs or a more qualified person can be found (in fact, strong emphasis should be placed on requiring a department to show that a better scholar could not be attracted to the University before it is allowed to grant tenure to one of its own members); (4) no one ever acquires a right to be granted tenure, as distinguished from a right fairly to be considered for tenure; (5) in a well-ordered private university, the administration emerges from the faculty, and the creation of divisions and antagonisms, the *patent drift* to an employer/employee mentality, is alien to the vocation of this university and subversive of faculty rights and dignity; (6) the surest guard against arbitrary and divisive action is regular, clear, and open procedure; (7) the surest guard against error, unfairness, and undue haste in making decisions is a process that is multi-layered.

The majority report fails to satisfy almost all of these requirements and satisfies none of them very well. It will: (1) endanger the enhancement of academic quality; (2) foster divisiveness among the faculty and draw a line between faculty and administration; (3) undermine the quality and programs of the departments; (4) foster the belief that a non-tenured faculty member can acquire a right to be granted tenure; (5) replace a procedure that is unclear, often contradictory, and secretive with a procedure that is unclear, often contradictory, and intermittently open; (6) produce error, unfairness, and a frivolous disregard of those delicate means of adjustment which are the only means by which a university can operate. The following are some of the specific points made in the full dissent.

2.1. The phrase "including women and minority-group members" pretends to clarity and fairness when it is actually obscure, pernicious, divisive, and a needless qualification of "broadly representative." If "minority-group members" refers to the members of all minority groups, it is vacuous. If it refers, as it does, to members of some minority groups, it is vicious.

COMPUTERIZED GRADE REPORTING

A new computer grade reporting system is now in operation at the University, according to Richard L. Merhar, Director of Management Systems for the office of Management Information Systems.

Basically, the new system is designed to give both students and faculty fast feedback on grades as they are posted; it also allows students to choose the address to which grades should be sent. Grade changes and additional copies can be issued automatically under the new system, and faculty members can quickly verify that the grade issued is accurately recorded.

An official notice was sent January 29, 1973, to explain the new system to the deans, department chairman and academic officers. Individual faculty members who need further information should contact Mr. Merhar's office in the Franklin Building.

3.1. It is not clear that the complainant must exhaust normal procedures before he can resort to the Commission in any matter. The section entitled "Purpose" contains a vague expression of intent in this regard, but expressions of intent have no force and will not prevent a person from using this procedure to "displace established procedures" if he can get away with it. And he will get away with it. No one will hold him to a view of process which the report does not mandate. Considering the powers invested in the panel, resort to the Commission should be a last resort in extraordinary cases and should in no way be looked upon as the normal method of resolving grievances.

3.3a. The report ignores an issue central to the whole procedure. Who will see the complainant's dossier? How will policy in this matter affect the ability to secure external and internal recommendations and evaluations? Since dossiers are not self-interpreting, how many dossiers will have to be opened to get enough comparative data to judge fairness and how will this affect the rights of those whose dossiers are opened but who are not parties to the proceedings?

3.3b. The categories "personal bias" and "manifest unfairness" do not in fact refer to anything in particular, even though they give that impression. There is no way to resolve conflicting panel decisions on such matters, and this proposal will leave departments and deans with less knowledge than they have now about what constitutes bias and unfairness.

3.3c. and 3.5b. The report, in areas so ill defined and pregnant with controversy, gives two faculty members from somewhere in the University the power to find a department and school (eventually department, dean, school, Provost, and Provost's Staff Conference) incompetent to judge on merit and ridden with bias and can recommend that a department and school be forced to take a person as a functioning member of the faculty for the rest of his life. This is perfectly mad.

3.4a. In cases of promotion and/or tenure, any panel should be instructed to avoid decisions on the merits of the complainant at nearly every cost and to make its decisions as narrowly based as possible to avoid misinterpretation, unnecessary insult, and just plain error as much as possible. Any decision on the merits must constitute an attack on the competence and integrity of the department and chairman involved.

The most dangerous aspect of this report is that it ostensibly avoids deciding what constitutes a grievance, on the grounds that it is merely setting up a procedure, while the arrangements proposed actually involve a fairly settled and complicated, if confused, judgment on the nature of grievance. The notions of bias, unfairness, discrimination, time limits, suspension of the tenure clock, and the ability to claim tenure in the face of an adverse departmental decision, when combined with the steady and calculated weighting of the proceedings in the favor of the complainant, go a very long way to defining grievance, dictating the results of hearings and appeals, and establishing a brand new theory of the structure and nature of the University. To do this without admitting it is a touch sneaky, and to do it without giving explicit and articulate thought and printed discussion on these complicated, controversial matters is something less than wise. In addition, the report mandates actions on the part of individuals all the way along the line, except at the point where it is absolutely crucial: that the chairman provide the party involved with a letter informing him of an adverse decision and the reasons for it. Without this, no one can lodge a protest with the dean on any certain grounds.

Finally, the provisions of the report go a great distance toward the covert establishment *de facto* of a right to be granted tenure. This is thoroughly revolutionary and merits open discussion.

The full text of the minority statement also contains positive suggestions for reform in the grievance procedures and the definition of grievance which have to be deleted here because of space limitations.

—John Douglas Minyard

AN OPEN LETTER TO DR. JEAN CROCKETT,
CHAIRMAN OF THE FACULTY SENATE,
FROM THE EXECUTIVE BOARD OF THE
UNIVERSITY OF PENNSYLVANIA A.A.U.P. CHAPTER

February 14, 1973

Dear Jean:

There have been two recent proposals to increase the number of years that a faculty member may serve without tenure. The University Development Commission recommends an increase to nine years. Former Provost Reitz recently recommended an increase to ten years. It is not a part of either proposal that years of service prior to the attainment of the Ph.D. (or other appropriate degree) or years of service at another institution before appointment at Pennsylvania be counted as part of this non-tenure period. Thus for some faculty members the new proposals would mean a period not merely of nine or ten years, but of twelve or more years of full-time teaching before termination or tenure.

Such a radical departure from the standards recommended by the national A.A.U.P. should not be made without good reasons. To our knowledge only two reasons have been offered; neither makes a convincing case for a general increase in the length of the non-tenure period.

The first is an argument from the special case of faculty members who spend a large fraction of their time in activities other than teaching and research and who therefore cannot give adequate demonstration of competence in teaching and research within the time limits now in effect. It may be that some modification of the tenure rules will have to be made in such cases, perhaps through the device of permitting the accumulation of fractional years toward tenure. But any such modification need not, and indeed must not, apply to persons who have full-time assignments in teaching and research.

Secondly, the University Development Commission gives as a reason for its proposal the need for "greater flexibility than the statutes now permit." Whether flexibility would be increased in any meaningful way by either proposal we seriously doubt. The probability is that there would be less flexibility rather than more. The option of postponing a tenure decision from the sixth to the eighth or ninth year would tend toward less rigorous screening in the sixth year; and the subsequent termination of a person who has been one's colleague for nine or ten or perhaps even twelve years, and who has already earned promotion to the rank of Associate Professor, would be almost impossible in any but the largest and most insensitive departments. Thus the selection of the best qualified candidates for tenure appointments would be much more difficult under the new proposals, just as the difficulty of finding another position would be aggravated for the individual dismissed at such a late date in his academic career.

We therefore oppose the blanket extension of the tenure-accruing period beyond the seven-year maximum but hope that the debate and study initiated by these proposals will lead to acceptable suggestions for a more effective and flexible tenure system.

Yours sincerely,
Phillip De Lacy, President

Members of the Executive Board

Ralph Amado	Ann Miller
Brian Chellas	Allyn Rickett
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FACULTY

Another Way to Read

What can ancient Babylonians, 19th-century Cherokee Indians and modern Japanese offer American educators pondering why Johnny can't read?

A possible answer, say two University of Pennsylvania professors who believe the orthographies (written languages) of those peoples can help unlock the secrets of English reading failure.

Those three are among several ancient and modern writing systems based on syllables rather than on alphabetic "phonemes" (the sound equivalents of individual English letters). And, while the reading proficiency of the Babylonians is unrecorded, the modern syllabaries are associated with very high literacy rates both for the Cherokee of the 1800's and for today's Japanese.

Dr. Paul Rozin, Professor of Psychology, and Dr. Lila Gleitman, Carter Professor of Education, believe the syllable can be equally useful in teaching American youth to read. They have spent much of the past three years developing and testing with several hundred children a curriculum for doing so.

They say their approach, now being taught to kindergarten and first grade students in Philadelphia's Wilson Elementary School and the Merion School in Lower Merion, may benefit any child. But the real bonanza is expected for "the substantial percentage of children who experience tangible difficulty in learning to read."

The Gleitman/Rozin theory is that, for the non-reader unfamiliar with written "words", the syllable is initially easier to understand than the highly abstract phoneme now being taught; i.e., it is easier to combine "o-pen" into "open" than "buh-e" into "be".

Phonemics teaches children to pronounce and blend individual alphabetic sounds. "Pat," for example, becomes "puh-ah-tuh, say-it-very-fast, pat." But, Drs. Rozin and Gleitman contend, "Puh-ah-tuh," regardless of speed, will never sound like "pat," and the child may be more confused than enlightened by the exercise.

Instead, their curriculum introduces reading through 75 of the several thousand English syllables. Initially, children learn syllables easily represented by pictures: A MAN CAN SAW. Gradually they progress to multi-syllable words, and the pictorial aids lessen.

Twenty-three highly imaginative books with titles such as *Witches and Sandwiches* and *Batman and the Bully Billy*, plus a series of creative games and activities have been designed as teaching materials. The most advanced books introduce phonemic concepts.

Drs. Rozin and Gleitman regard their syllabary as a preliminary step, not an alternative, to phonemics. Once the syllabus is completed, with word concepts firmly embedded and the child motivated by early reading successes, teachers return to the traditionally-taught alphabetic elements.

"It is simply a good first step for children who don't know what reading is all about," Dr. Gleitman said.

The project originated in 1970 when Dr. Rozin, along with Dr. Harris Savin, Associate Professor of Psychology, began tutoring non-reading second-graders in Philadelphia schools. Progress was impeded by two main factors: inadequate motivation and failure to grasp phonetic concepts.

Dr. Rozin reasoned that if these were, indeed, the primary

obstacles to reading, he should be able to teach the children a simple version of the Chinese logography, where each symbol represents one word. The logography eliminated a need for phonics, and the novelty of the material provided motivation.

With undergraduates Susan Poritsky and Raina Sotsky, he selected nine children with clear reading disabilities. After three to six hours of tutoring, eight could read and answer questions about sentences involving 30 Chinese symbols. Previous tutoring had had no effect on the same children's ability to read English.

Armed with proof that learning could be stimulated in many non-readers, Drs. Rozin and Gleitman set about finding the right approach. The difficulty of the phoneme had been demonstrated. The number of English words was too vast for straight memorization. So they settled instead on the syllable. (The theoretical validity of the approach had already been established by several groups, including the Haskins Laboratory Group at the University of Connecticut, headed by Dr. Alvin Liberman.)

Some questions about teaching through syllables still need answers. For example, how much does early syllable knowledge help in later learning the alphabet?

But, after two years of testing*, Drs. Rozin and Gleitman are convinced of the essential "rightness" of their curriculum. "We have had enough success and the theoretical basis is strong enough that we would feel both safe and sane about seeing this introduced for an entire school system," Dr. Gleitman said.

—Margaret Scott

Engineers Week '73

The College of Engineering and Applied Science is observing Engineers Week 1973 with a program of events keyed to the 50th Anniversary Celebration of the Moore School of Electrical Engineering.

On Thursday the University will be host to a Science Teachers Workshop for area high school science teachers and guidance counselors. Around 225 persons, including faculty members from Drexel University, Villanova University, Pennsylvania State University, Widener College, and Swarthmore College, as well as Pennsylvania, will meet to discuss the reasons why young people are turning away from engineering careers.

Recent studies indicate a major shortage of engineering talent developing in the United States by 1980—a situation unparalleled since the beginning of the space race in the late 1950's. Chairman of this program will be Philadelphia Electric Company President James Lee Everett; the principal speaker will be Dr. William Walsh Hagerty, President of Drexel University. The workshop begins at 3 p.m. in the Annenberg School of Communications.

Last Friday, the University's traditional Engineers Day, which hosts potential new students, featured exhibits and demonstrations of lasers, holography, food synthesis, organ preservation, superconductivity and computer games and graphics.

Yesterday a three-man panel including Mr. Everett; Dean Arthur E. Humphrey, and Dr. Samuel Z. Klausner, Professor of Sociology, analyzed problems involved in the "Reorientation of Engineering Education and Academic Research" for an audience of business executives.

* Former students assisting in developing and teaching the curriculum included Pennsylvania postdoctoral fellow Barbara Chad-dock, alumna Beth Bressman (CW '72), and Swarthmore College graduates Margaret Allen and Judy Buchanan.

Intensifying the Summer Sessions

In addition to the courses found in the Summer Sessions Bulletin, a series of special programs has been designed this year by individual faculty members and departments in cooperation with the Summer Sessions Office. An advisory committee on special summer programs has been working with the office; members are Hennig Cohen (English), Robert Evans (Religious Thought), John Fought (Linguistics), Peter Jessel (Electrical Engineering), Victoria Kirkham (Romance Languages) and Sherrill Rosoff, Assistant Director of Admissions.

This series is designed to enable students to pursue a particularly intensive course of study in a chosen field: studying a language in residence, for example, or using the city as a laboratory in conjunction with classroom work.

The courses below are still subject to approval by the appropriate faculties. They will of course be offered only if registration indicates enough interest in each course. Summer sessions are open to Penn students, to students registered in other colleges, to high school students and to qualified persons who are not regular full-time matriculants at any University. For information about eligibility and for preregistration (beginning March 1), please contact Mrs. Nancy M. Jacobsen, Coordinator of Special Summer Programs, 227 Logan Hall, Ext. 8279.

STUDIO ART

Students may paint, draw or sculpt at the University of Pennsylvania this summer through three special course offerings of the Fine Arts Department. With creativity and practical instruction students will deal with the problems of articulating and organizing two- or three-dimensional space and form. F.A. 21S Descriptive Drawing, F.A. 31S Painting, F.A. 41S Sculpture (all offered first session).

DEUTSCHER FERIENKURS SOMMER 1973 (German Summer School)

An intensive residential German course which will fulfill a student's language requirement at the University of Pennsylvania will be offered during the first summer session. The selected students will study and reside together in an air-conditioned German Center. Maximum exposure to the language is achieved through constant use. The following skills will be imparted: comprehension of normal conversations and lectures in German; confidence in the use of the spoken word; a degree of fluency in reading everyday German.

Enrollment is limited to 15 students. Admission will be selective due to the accelerated nature of the program. Prerequisites: success in previous language study (German or other); CEEB language achievement test scores; letters of recommendation from language teachers. If possible, a personal interview should be arranged with the program director, Dr. John McCarthy; for further information contact him at 745 Williams Hall.

A DIG IN A 1900-YEAR-OLD ENGLISH CITY

University of Pennsylvania-Bryn Mawr College Archaeological and Historical Expedition to York, England (History 201). May 19-June 10. Intensive course in the history and architecture of York combined with actual participation in major excavations of Roman, Saxon, Viking or medieval site. Arrangements for room, board and transportation have been made through the York Archaeological Trust. Richard S. Dunn, Chairman of the History Department, Mary M. Dunn, Professor of History at Bryn Mawr College and Barbara M. Lane, Director of "The Growth and Structure of Cities," Bryn Mawr College, will accompany and coordinate the group of students.

Penn students interested in joining the dig should see Dr. Richard S. Dunn, 201 College Hall. Deadline for registration is March 1.

JAPANESE

Theater and Film. The history of Japanese theater includes the oldest existing forms of drama in the world; the traditional *noh* theater; the 17th C. *bunraku* and *kabuki*; 19th and 20th C. modern theater; and the avant-garde and experimental theater. Film is another medium Japanese directors have chosen for dramatic and aesthetic expression. The concepts of Japanese theater will be examined in the course beginning with the 14th C. playwright Zeami and concluding with contemporary dramatists. Current developments in Japanese film and theater will also be discussed. No prerequisites. O.S. 488

Court Poetry and Haiku. The themes and techniques of the early poets (the Manyōshū collection); the major women poets and Imperial collections of the Heian court; evolution of the unique Japanese genre—the poetic diary; the haiku born in the 17th C.; and the impact of Japanese poetry on Western poets in the 19th C. are some of the forms and topics to be discussed in the course. No prerequisites. O.S. 489

Conversational Japanese. The skill of oral communication in Japanese will be developed during this six-week session. No reading or writing will be taught; all materials will be introduced through tapes or orally by the teacher. Some sessions will be held in the classroom and recorded for student replay while others will involve "conversing while experiencing"—role playing—at various sites throughout the city and campus. Prerequisites: Course will be open to any student who has taken a first-year Japanese course or has had sufficient first-hand experience in speaking the language in Japan or in the home to carry on basic conversation. A wide variation in the level of speaking fluency from minimal to advanced (though not native) will be accepted. (Each student will be graded in terms of his individual advancement through predetermined achievement levels in hearing and speaking.) O.S. 83

CHINESE

An intensive Chinese residential program for language students; a 10-week course, June 4-August 10, will be offered in second-year Chinese. Readings will be in modern Chinese texts; composition and conversation will also be studied. Prerequisite: A prior knowledge of from 500-600 characters is assumed for the course. Students are advised to contact the Department of Oriental Studies (Dr. Isabelle Yuh, 848 Williams Hall) regarding their qualifications for the course. O.S. 472

FRENCH

Existentialism: prose fiction, cinema, theatre. The course, to be conducted in French, will center around the study of one existentialist prose narrative, its transposition into cinematographic form and its relationship to the existentialist movement. It will lead progressively to the collaborative writing and staging of a play based on that narrative. Students will live on a French floor in one of the dormitories and meet every weekday morning with their instructor to study the works under consideration formally; more informally, they will meet in the afternoon or evening for further consideration of the material, for rehearsals, or just for discussion.

ITALIAN

"Italy since the Unification: Vincitori e vinti." Students will study selected major works of modern Italian fiction (from 1870 to present) to familiarize themselves with historical events and cultural forces which have been influential in shaping today's Italy. The novel read will be supplemented by polemical and journalistic writings as well as the use of a film for discussion.

SPANISH

Hispanic Civilization: Ideals of the Past and Realities of the Present. A study of Spanish and Ibero-American societies and their cultural expressions in the visual arts, literature, music, and the popular traditions. Special emphasis will be given to the political and socioeconomic background from which the Hispanic nations of today have emerged. An intensified practice of linguistic skills (oral comprehension, speaking, reading, and writing) will be an integral part of the course.

"PHILADELPHIA"

This course is designed to examine a broad range of contemporary urban issues as they relate to Philadelphia and its

social, economic and political development. Topics will include physical design, governmental organization and function, metropolitan planning, politics and power structures, economic and financial bases, population movements and ethnic concentrations. The course will feature some guest lecturers and field trips. (Offered through the Department of Urban Studies.)

BAROQUE OPERA WORKSHOP

With lectures and seminar background in the aesthetic considerations and history of a Baroque Opera, qualified students will prepare and take part in performance. Course credit will be offered for the completion of an independent study paper or project selected by the student and Dr. Zimmerman. June 18-July 14. Tied in with the workshop will be *Music in English Life: 1660-1760* (Music 110-video cassette).

A series of 22 lectures designed by Dr. Franklin B. Zimmerman, Professor of Music and Director of Pennsylvania's *Pro Musica*. Through visual illustrations of contemporary figures and recorded musical examples, Dr. Zimmerman's lectures trace the development of musical activities in London from Purcell to Handel. Emphasis is particularly placed on the impact of new styles and innovations attributed to the Italian 17th C. Monteverdian reforms and influence of major composers: Cavalli, Schuetz, Buxtehude, Biber, Lully, Carissimi and Corelli. (May 22-June 22 and June 25-July 27)

"THE BOOK"

Course will consist of a seminar and special sessions with members of the Rare Books staff at the University of Pennsylvania's Van Pelt Library. Second half of the session will be devoted to independent projects and research work making extensive use of the resources of collections in the city of Philadelphia. May 22-June 29. Open to fourth-year students and graduate students.

TUTORIALS

The City Plan of Philadelphia, 1682-1900. Research into the conception of the Philadelphia plan by William Penn and the history of its establishment on the ground by architectural and legislative action. David Van Zanten (*History of Art*)

History as Social Science: A Workshop in Research Methodology. Research will focus on social mobility in the 19th-century Philadelphia as the city was changed by the forces which shaped modern America: Urbanization, industrialization and immigration. Theodore Hershberg (*History*)

Race and Politics in England and America. Course will concentrate on the politics of race in the two countries. An attempt will be made to define similarities and differences in the two contexts. Stephen Elkin (*Political Science*)

Apprenticeships in Social Research. Students will learn the logic of sociological inquiry and techniques of data analysis by working on a study of the transmission of social disadvantage in American society. Frank Furstenberg (*Sociology*)

Encounter with Bureaucracy. The application of organization theory to an analysis of organizations in social work and social welfare. Issues of interest will include citizen participation, professionalism, and public-private responsibility for welfare. Felice Perlmutter (*Social Work*)

Cotton Mather to 'Let's Make a Deal'. Students will be asked to direct their inquiries to a better understanding of the work ethic and some of the apparent or real contradictions concerning work and welfare. Haze Tishler (*Social Work and Urban Studies*)

Black Writers, White Audience. Course will concentrate upon the power wielded and the influence exerted by white publishing houses, magazines, reviews, literary critics, and the white reading public upon the literature of the American black writer. Burney Hollis (*English*)

Theories of Human Nature and Society. Course deals with the relationships between theories of human nature and theories of society. It is organized around the proposition that differences in social theories tend to derive from differences in theories of human nature. Lee Benson (*History*)

The Visionary Tradition in American Literature. Course will examine continuities in the works of Emerson, Thoreau, Crane, Olson Snyder, Levertov. Some attention will be paid to outside historical sources, Oriental thought, idealist philosophy, and to psychological theories of mysticism. Martin Bickman (*English*)

JOB OPENINGS #491 UPDATED 2/14/73

ADMINISTRATIVE ASSISTANT II for a business office. *Qualifications:* Budget, accounting experience. Shorthand and excellent typing. *Salary Range:* \$6700-\$8500.

ASSISTANT DEAN, COLLEGE FOR WOMEN, responsible for operational function of department and counseling of students; represents the College for Women on committees and develops new programs. *Qualifications:* Master's degree or equivalent and acceptance to candidacy for a doctoral degree. Teaching experience or administrative experience in college or university. *Salary Range:* \$8600-\$10,600.

ASSOCIATE REGISTRAR to be responsible to the Registrar for the detailed planning, operation and control of the Office of the Registrar. *Qualifications:* Graduation from a recognized college or university, preferably with an advanced degree in business. Two to four years of administrative experience, preferably in a college or university. Ability to supervise personnel. Ability to communicate effectively. Some data processing background desirable. *Salary Range:* Open.

CLERK IV for a business office on campus. *Qualifications:* Excellent clerical aptitude. Good typing ability. Several years of experience preferred. *Salary Range:* \$5500-\$7000.

COORDINATOR OF CONTINUING EDUCATION for the Wharton School. To be responsible to the Dean for establishing experimental programs. *Qualifications:* Ability to write and communicate effectively. Capacity for gaining cooperation of faculty and staff. Graduate degree required or extensive experience directly related to continuing education. At least three years in educational programs or public relations required. *Salary Range:* Open.

CYTOLOGY TECHNICIAN (Botanical) to work on research project. *Qualifications:* Six months of specific training in cytology; at least 4 years of direct experience as a cytology technician using plant tissues. *Salary Range:* \$7700-\$9700.

DIRECTOR OF BUILDINGS & GROUNDS to be responsible for the maintenance and repair needs of the physical plant. *Qualifications:* Engineering degree; graduate degree in business preferred. At least 10 years of experience in building management. *Salary Range:* Open.

TO THE UNIVERSITY COMMUNITY

Effective March 1, 1973, we will move to improve the University job posting procedure. In order to provide more timely information to all employees about opportunities for promotion or transfer, special Personnel bulletin boards will be placed in easily accessible locations throughout the campus. The bulletin board postings will carry detailed information on job duties and qualification requirements. In addition, summaries of all the current week's job openings will continue to appear in *Almanac*.

Job vacancies will be posted at least once a week, and we suggest that you consult the bulletin boards regularly. If you decide to apply for any of the advertised jobs, call the Employment Section of the Personnel Department (Ext. 7285) to arrange an interview.

The locations of the Personnel bulletin boards:

1. College Hall, first floor next to room 116
2. Franklin Building, next to room 130
3. Towne School, first floor center
4. Veterinary School, first floor adjacent to directory
5. Leidy Labs, first floor next to room 102
6. Dental School, second floor center
7. Anatomy-Chemistry Building, near room 358
8. David Rittenhouse Labs, east staircase, second floor

As we install additional bulletin boards throughout the campus, we will inform you as to the new locations. If you have suggestions for possible additional locations call Tim Sotos (7238).

PERSONNEL BULLETIN NO. 93 • 2/15/73

DOCUMENTATION SPECIALIST to be responsible for compilation, editing, publishing and distribution of all documents pertaining to systems installed by Data Processing. *Qualifications:* Degree or some college with direct experience in the field of document writing and preparation. Ability to write both technical and non-technical documents and translate "jargon" into language that can be readily understood by non-data processing personnel. *Salary Range:* \$8100-\$10,500.

HEALTH PROFESSIONAL for campus Health Law project, to work on health delivery systems issues affecting the poor and the near poor. *Qualifications:* Broad knowledge of both medical technology (i.e. diagnosis and treatment criteria and processes) and health delivery systems (e.g. Medicare, Medicaid, HMO's, etc.). *Salary Range:* Open.

HISTOLOGY TECHNICIAN I for preparation of tissue specimens for pathological study. *Qualifications:* Training and/or experience in histology and pathology. *Salary Range:* \$5200-\$6450.

KEYPUNCH OPERATOR I (2) *Qualifications:* Ability to do both alpha and numeric in a production keypunch operation. Ability to operate 026, 029 machines and 059 verifier. Experience preferred. *Salary Range:* \$4800-\$6050.

NURSE/TECHNICIAN—VETERINARY for Supervision of the care of all hospitalized animals. *Qualifications:* Knowledge of general nursing care of animals; ability to supervise other personnel. Prefer Registered Nurse or previous animal nursing experience. *Salary Range:* \$7300-\$9400.

PROGRAM COORDINATOR—External Affairs—to be responsible for administration of the University Year for Action program. *Qualifications:* Graduation from a recognized college; prefer experience in Vista and/or Peace Corps. Knowledge of city and federal government programs. Ability to work with students and faculty. *Salary Range:* Open.

PROGRAMMER II for data processing department. *Qualifications:* Knowledge of a programming language plus 1-2 years of experience in programming or operations. *Salary Range:* \$8100-\$10,500.

PUBLICATIONS SERVICES DIRECTOR to be responsible for the coordination of University duplicating, typography and printing services. *Qualifications:* Graduation from a recognized college; at least ten years of experience in the publishing field as an editor, publisher, writer or manager. *Salary Range:* Open.

RESEARCH LABORATORY TECHNICIAN III to participate in research program in a medical area of the University. *Qualifications:* Graduation from an approved college or university with a science major—preferably in biology, zoology, microbiology, bacteriology or other related fields, with one to two years of chemistry. *Salary Range:* \$7000-\$9100.

SECRETARY I (2) for business offices on campus. *Qualifications:* Excellent typing and clerical ability. Light shorthand. Some experience preferred. *Salary Range:* \$4400-\$5400.

SECRETARY II (10) for business, medical and academic areas. *Qualifications:* Good, accurate typing; some require shorthand as well as dictaphone. Ability to perform varied duties pertinent to the area; some experience. *Salary Range:* \$5000-\$6500.

SECRETARY III (2) *Qualifications:* Interest in working with figures. Excellent typing; shorthand and/or dictaphone. Ability to work with minimum of supervision in performing varied duties. *Salary Range:* \$5500-\$7000.

SECRETARY/TECHNICIAN II—Research, experiment and chart preparation. *Qualifications:* Ability to do bookkeeping, excellent typing. Shorthand preferred. *Salary Range:* \$5200-\$6700.

WRITER II for Public Relations Department, to be responsible for news reporting and public relations for Annenberg School, humanities departments in the College and Graduate School of Arts and Sciences, Graduate School of Fine Arts and the School of Social Work. *Qualifications:* Graduation from a recognized college or university. Proven writing ability. Ability to serve as liaison between photographers, reporters and the University. *Salary Range:* Open.

Those interested should contact the Employment Section of the Personnel Services Department (Ext. 7285) for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially by the Personnel Office.

MCGILL REPORT: MORE TO COME

Council worked its way through more than half the recommendations of the *ad hoc* Committee on Faculty Appointment and Promotion Policies, adopting amendments sometimes the same as those passed by the Senate last fall (*Almanac* October 10).

Dr. Dan McGill, who chaired the Committee during its three years' work, presented the first five of the seven motions in the condensed form that had been prepared for the Senate. Dr. Benjamin Hammond presented as amendments those changes that had been approved by the Senate in October. Dr. Jean Crockett offered several of the amendments made to #2 and #3; the first amendment shown in #2 is that of Eric Fisher and the second is a return to the language of Dr. McGill's original.

Council tabled #4, which dealt with appeals, and passed the following with the amendments italicized:

1. The primary responsibility for developing and maintaining a high quality faculty should rest with the individual discipline which in most cases is co-terminus with a *faculty budgetary unit*. All personnel actions *except under extraordinary conditions* should be initiated by the *budgetary unit*.

2. Any member of the department, including junior faculty and students, should have the right to suggest the appointment of a new faculty member or the promotion of an existing faculty member. While the views of all departmental faculty members and other knowledgeable persons should be sought and evaluated, the initial decision as to whether a particular person is to be appointed or promoted should be made by faculty members having a rank above that of the individual or position being considered, except that in the case of an appointment or promotion to the rank of full professor, the decision should be made by the fully-affiliated full professors in the department. Appointments to the rank of associate professor should be considered by the tenured associate professors and professors. Students should not have membership on review committees at the departmental, school or University level. *Departmental review committees should provide mechanisms to facilitate student input on personnel decisions, particularly when it applies to teaching performance.* The departmental chairman should be obligated to forward to the dean any positive recommendations of the review committee *even though he might be personally opposed to it. He should, of course, be permitted to transmit any dissenting views that he might have, in the same manner as any other member of the committee.* The dean and, at his request, the school personnel committee, should review any negative decision of the department that would have the effect of terminating an individual's appointment. *Nothing in the above shall abridge the right of each faculty to transmit its advice to the President on appointments, reappointments and promotions to professorial rank in that faculty through a committee which it designates according to its own procedures. Thus the above recommendations as to the composition and method of selection of the school review committee, while they represent a norm, are not mandatory for any school.*

3. The personnel recommendations of the department should be reviewed by a personnel committee *selected according to procedures established by the faculty of the school in which the department is situated.* The committee should be composed entirely of faculty members, with none currently serving as chairman of a department. The positive recommendations of the school personnel committee should be forwarded, with or without the dean's concurrence, to the Provost's Staff Conference. *The vote required for a positive recommendation should be established by each school. Nothing in the above shall abridge the right of each faculty to transmit its advice to the President on appointments, reappointments and promotions to professorial rank in that faculty through a committee which it designates according to its own procedures. Thus the above recommendations as to the composition and*

method of selection of the school review committee, while they represent a norm, are not mandatory for any school.

5. Adequate weight should be given to both teaching and research in matters of appointment, promotion and salary, but the weights need not be the same in all parts of the University and should be determined by the individual faculties. Some consideration should also be given to unusual service in such "citizenship" activities as University governance, curriculum development, editing of professional journals, or academic programs carried out in residences. A minimum acceptable standard of teaching competence should be required even of those outstanding in research if they are to be assigned teaching responsibilities. A minimum acceptable standard of competence in research should be required even of outstanding teachers. The determination of competence in research should be made by recognized scholars in the same or closely related disciplines. In identifying good teaching, it is essential to make use both of carefully tested forms for evaluation by current and former students and also of some type of peer evaluation. Teaching evaluation forms need not be standardized among Schools. The overriding objective of the faculty appointment and promotion policy and procedures should be the recruitment and retention of a distinguished faculty. While the means to this end may vary, particularly in some of the professional schools, generally the objective will be met by stressing intellectual leadership as the chief criterion.

The last two sentences are from Dr. Irving Kravis's defeated substitute motion published here last week; the remainder of #5's text is from Dr. Morris Mendelson's substitute already accepted by the Senate in October. Together they replaced the McGill Committee motion which said, "Equal weight should be given to teaching and research in matters of appointment, promotion and salary. To help identify good teaching, a standard and statistically validated teacher evaluation form should be developed and its use made mandatory."

Deliberation will continue at the March 14 regular meeting of Council (the February 28 and March 7 special meetings are devoted to Development Commission subjects). In October, resolution #6 (on Academic Review Committees) was referred to the Senate Advisory Committee for study, and #7, which specifies "no preferential treatment for women" was in debate when the Senate meeting ended. Dr. Phoebe Leboy's substitute motion asks that "...among a group of candidates possessing substantially co-equivalent scholarly qualifications, special consideration shall, at this juncture, be given in favor of women and members of minority groups. This policy is to be reviewed annually."

NOMINATIONS: ADMINISTRATIVE ASSEMBLY

The Administrative Assembly has issued a call for nominations for 1973-74 officers, to be submitted to Anthony Coddington, Chairman of the Nomination Committee, Houston Hall.

Offices to be filled are those of Chairman for 1973-74 (with the resignation of chairman-elect John P. Butler, Secretary George Kidd has held the post on an acting basis); Chairman-Elect and Secretary-Elect (both to hold office in 1974-75); and three of the six Executive Committee positions.

Elections will take place in April, and nominations should be forwarded by March 1 with supporting materials if appropriate, Assembly Chairman William G. Owen said.

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