

Almanac

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SUPPLEMENT: *The University of Pennsylvania Affirmative Action Program*



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FAS: Two Resolutions

At their first fall meeting, September 25, those involved in formation of a new Faculty of Arts and Sciences passed two motions—one resolving that such a Faculty be formed and the other setting up the procedure for naming the faculty component of a search committee for a dean. (A second component of the search committee will be chosen by the President and a third by the students.) The three Wharton school departments that voted to participate in but not to join the FAS were part of the assembly that passed the two resolutions:

I. Resolved, that this assembly, all of whom are at present fully affiliated members of duly constituted faculties of the University of Pennsylvania, call upon the President to petition the Board of Trustees to create a unified Faculty of Arts and Sciences as a new academic and budgetary unit. This Faculty shall initially consist of the faculties of the following departments:

American Civilization	History
Anthropology	History & Sociology of Science
Art History	Linguistics
Astronomy	Mathematics
Biology	Music
Chemistry	Oriental Studies
Classical Archeology	Philosophy
Classical Studies	Physics
Economics	Psychology
English	Religious Thought
Folklore & Folklife	Romance Languages
Geology	Slavic Languages
German	South Asia Regional Studies

The faculties of the Sociology, Political Science and Regional Science Departments are hereby cordially invited to assume membership in the Faculty of Arts and Sciences as soon as possible.

Subsequent additions to membership shall be by duly adopted procedures of the Faculty of Arts and Sciences after the accession to office of its first Dean.

II. Resolved that, as evidence of the desires of this assembly to have the strongest possible Faculty of Arts and Sciences, and the broadest participation in the search for a Dean, the following procedure shall be established for the election of six fully-affiliated faculty members of the rank of Assistant Professor or higher to a Consultative Committee for a Dean:

The Consultative Committee will have three members from the present College of Arts and Sciences, two from the present Social Science Departments in the Wharton School, and one member from the present departments in the Graduate School of Arts and Sciences. Each of these three constituencies will offer nominations in writing from among their own membership to the secretary of the Faculty of Arts and Sciences no

later than Tuesday, October 9th. Each constituency will then vote by mail ballot on its own nominees. This first election will yield six nominees from the College of Arts and Sciences, four from the Social Science Departments of the Wharton School, and two from the Graduate School of Arts and Sciences. The combined three constituencies will then vote on these 12 nominees in a second mail ballot election. Each voting member of the combined constituencies will have six votes. Three must be distributed to nominees from the College of Arts and Sciences, two to nominees from the Social Science Departments of the Wharton School, and one to nominees from the Graduate School of Arts and Sciences. The Steering Committee will oversee all balloting and will expedite each step in order to complete the process and announce the results by mid-to-late November.

CONSULTATIVE COMMITTEE: DEAN OF MEDICINE

President Martin Meyerson has announced the formation of a consultative committee to review candidates for Dean of the School of Medicine.

Dr. Howard Rasmussen, Professor of Biochemistry, is chairman of the committee, which began meeting last Thursday and will canvass the University widely on the nature of the position and of the candidate for it.

On the committee are:

Dr. Robert E. Forster, Chairman and Professor of Physiology in the School of Medicine;

Dr. Benjamin F. Hammond, Chairman and Professor of Microbiology in the School of Dental Medicine;

Dr. Van A. Harvey, Chairman and Professor of Religious Thought in the College;

Dr. Leonard D. Miller, Professor of Surgery in the School of Medicine;

Dr. Peter C. Nowell, Chairman and Professor of Pathology in the School of Medicine;

Dr. Carroll Smith-Rosenberg, Assistant Professor of History in the College and of Psychiatry in the School of Medicine;

Dr. Samuel O. Thier, Vice Chairman and Professor of Medicine in the School of Medicine; and two student representatives from the School;

Marguerite Diggs, second-year student;

Alvin Moss, third-year student.

MINORITY FACULTY RECRUITING: ROBERT ENGS

Provost Eliot Stellar has named Dr. Robert F. Engs, Asst. Professor of History, to coordinate minority faculty recruiting, with the help of a special Faculty Committee.

Foreign Languages at Penn: Some New Approaches

The Advisory Committee on Language met for the first time in January, 1973, under terms of reference prepared by Vice Provost for Undergraduate Studies Dr. Humphrey Tonkin, in collaboration with Dr. Roger Allen, Associate Professor of Arabic and chairman of the committee. Here the Committee reports on its work to date:

One of the major areas which this Committee was asked to investigate was "the language learning environment at Pennsylvania". During the past few months, members of the Committee have participated in discussions about, preparations for and implementation of a number of new projects aimed at offering Pennsylvania students a variety of options in both place and method of study. To name just a few, the Romance Languages department has taken the initiative in arranging for Pennsylvania students to participate in the programs of Columbia and New York universities in France and Spain respectively. On the Pennsylvania campus itself, four language houses are in operation during the 1973-'74 academic year; two of these (French and Spanish) are housed in Harrison House (39th and Locust) and Russian and Chinese language houses are starting in separate houses in the area around the campus. (Incidentally, all these projects will welcome visitors). Finally, in the belief that languages are best learned intensively, arrangements were made for a six-week four-credit course in German to be given at this year's summer school; and, although the course did not attract sufficient enrollment this year, it is hoped that similar courses will be available in future years and that other languages will be added.

These initiatives will hopefully provide Pennsylvania students with a greater variety in place, method and pace of language learning, and they are welcome for that reason.

However, the fact remains that the large majority of students continue to learn languages during the academic year in classes which meet every day for one hour or so. It is for this reason that the Committee spent a great deal of time in the spring term of 1973 considering the classroom setting of these courses.

One problem immediately identified was the question of pedagogy. It is becoming increasingly difficult, if not impossible, for members of the faculty who coordinate language courses to keep up with the current developments in language learning theory, particularly in these times when the "audio-lingual" method (based essentially on behaviorist notions of stimulus and response) is being challenged by the "cognitive-code" approach which uses as its basis Chomsky's theory of language acquisition. To add to the problem, the faculty coordinators in the three languages which have the largest enrollments (Spanish, French and German) have to endeavor to impart such current ideas to the graduate student teaching fellows in their departments who are in charge of a section of the course. Occasionally (and fortunately), some of these teaching fellows may have had some previous teaching experience, but there remains each year a large number of new teaching fellows for whom

the first class of the academic year will be their first teaching experience. Thereafter, they enter a situation in which, to quote a Modern Language Association survey of the nationwide situation (*The Preparation of College Teachers of Modern Foreign Languages*, 1963, page 7):

the average department a) does nothing to help its assistants learn the art of teaching, b) makes no arrangements for class visiting, and c) provides no effective supervision. . . . In some departments there were individuals in charge of lower-level language-teaching who felt they had, or ought to have had, responsibility for supervision, but simply could not assume it as an extra burden in an already heavy schedule.

In response to the last problem, at least one faculty coordinator, (Dr. John McCarthy, German) has requested and been granted by the chairman of his department released time to devote to supervision and pedagogical problems. It is to be hoped that this will begin to set a pattern to be followed by other departments.

To quote the Modern Language Association report again:

In the few institutions which give no formal methods instruction but feel a responsibility for training their assistants, a faculty member . . . usually holds a pre-term briefing session, meets with the assistants periodically, and sets up a schedule of visits to their classes, followed by conferences.

Within this context, mention must be made of the efforts of one language coordinator, Dr. Paul Lloyd (Spanish) who has conducted on his own initiative a pioneer program of this kind for several years. The Committee was following his lead in deciding last spring to initiate a training program for all new teaching fellows in language.

TRAINING PROGRAM FOR TEACHING FELLOWS

The program which took place on September 4th and 5th, 1973 represented a university "first" in two respects. It was the first time that a training program was offered for all new teaching fellows in the language departments which would have direct benefits for those who teach the courses as well as for the students who take them. Secondly, it was a step in the direction of the Development Commission's concept of "One University," in that the resources of the Foreign Language Education Department in the Graduate School of Education were utilized to provide training within the university as it has always provided for those who are about to teach outside. The task of organizing, preparing and conducting this extensive project was entrusted to Barbara Freed, Lecturer in the Graduate School of Education. In the process of making a series of video films for the program she received considerable assistance from the Director and staff of the Audio-Visual Center of the College. Faculty coordinators in the various language departments were also actively involved in every part of the program. The program lasted from 9 to 4:30 on both days and more than thirty teaching fellows from all the language departments participated in the sessions.

The overall goal of the program was to introduce participants to potentially new concepts for the language classroom environment. Specifically this meant providing them with the opportunity to (1) gain some sense of what students experience in learning the basic skills of a new language; (2) observe and practice a variety of skills and teaching techniques for presenting material and conducting grammatical drills; (3) examine alternative organizations for classroom grouping, (4) consider the development of communicative as well as linguistic competence; and (5) learn how to use various hard- and soft-ware aids.

Every effort was made to provide a comprehensive examination of the language teaching situation from analysis of teacher behavior to final evaluation of the course. This included a "shock class" in Roumanian where participants experienced learning a new language while they were observing the perfected techniques of the instructor, and viewing two video-films of live foreign language classroom scenes which presented various approaches to conducting drills and grouping students for practice.

In the belief that practice would be more valuable than theory, a major emphasis of the training program was on micro-teaching. This device gave the Teaching Fellows the opportunity to prepare and practice "mini-lessons" in small but real language learning groups using many of the techniques they had observed and experienced during the two days. The micro-teaching groups were composed of participants who knew and spoke different languages so that the experience was authentic. They received immediate feedback on their presentations. In addition, the teaching fellows visited the Language Laboratory and practiced using both the student recorders and the major console. The training program ended with a session on principles of testing and evaluation.

In working toward the stated goal of introducing participants to "potentially new concepts in the language classroom environment," no one method or approach was emphasized. The point was underlined that only by combining the most current theory with the most effective aspects of previous methodology—including both traditional and audio-lingual approaches—could instructors hope to achieve the goals of all the language departments. The predominant theme of all sessions was that of communication. Of particular concern was the need to provide the teaching fellows with the ability to encourage and elicit maximum student use of the language skills being learned. The participants were presented with a variety of techniques to use in activating and vitalizing the introductory classes in an effort to insure greater student participation, involvement and activity. The hope was that, as a result of the training program, introductory language classes would become places where students develop skills to understand and produce spontaneous, creative expression in authentic language situations—be it oral or written.

At the conclusion of the program the participants were asked to complete an evaluation form. Although there were many suggestions as to how to improve the program, particularly by lengthening it, it was unanimously declared a success. All participants felt that it was "useful" and "worthwhile". Obviously the ultimate success of the program will be measured by what happens in the classroom and the reaction of students. Meanwhile the Advisory Committee on Language will continue throughout this year to investigate and prepare for further programs next year which take into account the suggestions of this year's participants and the results that are produced in this year's introductory language courses.

—Roger Allen (Chairman) and Barbara Freed

In 1972-73 the American Council on Education conducted a survey among faculty members of some 300 colleges and universities across the country. Pennsylvania faculty were among the 53,000 individuals who responded, and the following summary by the study's director, Dr. Alan E. Bayer, analyzes the data submitted by teaching faculty.

Teaching Faculty in Academe: 1972-73

In the 1972-73 academic year, almost three-fifths (59 percent) of the teaching faculty reported they were over age 40, compared to 54 percent in 1968-69. In part, this "aging" of the aggregate of American college and university faculty is probably attributable to the changing job market for academics. With the decrease in demand relative to supply, many young people now completing graduate school are simply unable to find academic positions, a reversal of the trends in the 1950s and 1960s. Indeed, four-fifths of the faculty in 1972-73 agreed that jobs for new entrants into their field are harder to find today than they were five years ago.

The proportion of faculty who were minority-group members or women increased only slightly over the four-year period. In 1968-69, 2.2 percent of the faculty were black, and 19.1 percent were women. In 1972-73, the proportion of blacks had increased to 2.9 percent, and that of women, to 20.0 percent. Thus, affirmative action programs designed to increase the proportions of minorities and women on college and university faculties seem to be moving at a slow pace. The data on women suggest that affirmative action may have resulted more in a redistribution of women teachers among the types of institutions rather than in the recruitment of women formerly outside of academe: In both two-year and four-year colleges, the proportion of women on the faculty has actually declined somewhat; in universities, the proportion has increased from 14.8 percent in 1968-69 to 16.5 percent in 1972-73.

As was true in 1968-69, the socioeconomic background of academics, as reflected in their parents' educational level, was not as high as popularly assumed. The modal educational level of fathers of faculty in 1972-73 was an eighth-grade education or less; the modal educational level of their mothers was completion of high school. Only 11 percent of the fathers, and 4 percent of the mothers, had received a degree beyond the bachelor's.

College and university teaching faculty are drawn almost entirely from the domestic pool of talent. Only 3.3 percent of faculty indicated that they were not U.S. citizens. Twice this proportion, however, received their high school education outside of the United States, and 4 percent received their baccalaureate from a foreign institution.

About two-fifths (41 percent) of faculty men, and three-fifths (62 percent) of faculty women reported that the master's was their highest degree. About one-fifth of the women, and two-fifths of the men, indicated they held a doctoral degree of some kind. The remaining faculty either did not report their degree level, held a professional law degree (5 percent), or had no degree beyond the baccalaureate.

Predictably, those in junior colleges were least likely to hold doctorates, and those in universities were most likely. Among junior college teaching faculty, 6 percent held either a Ph.D. or Ed.D.; among four-year college faculty, 35 percent had these degrees; and among university faculty, over two-fifths (43 percent) held Ph.D.s or Ed.D.s.

As would be expected from the high average age of faculty members, fully two-thirds (68 percent) received their bachelor's degree prior to 1960. Almost two-fifths (38 percent) received their advanced degrees prior to 1960. Consistent with these figures, almost one-third (32 percent) agreed with the statement that "knowledge in my field is expanding so fast that I have fallen seriously behind." Nevertheless, fewer than one-fourth (24 percent) had ever taken a sabbatical.

Rather surprisingly, only 28 percent of current teaching faculty indicated that the position they had held immediately prior to taking a job at their current institution involved teaching at the college level. Fewer than one-fifth (17 percent) indicated their primary preceding activity was as a student. Most reported that their prior position was in pre-college teaching, administration in various areas, research and development, or other professional nonteaching capacities.

While almost one-fourth (24 percent) said that they had interrupted their professional careers for more than a year because of military or family obligations, the difference between the sexes was the reverse of what is generally assumed: Men were more prone to career interruptions than were women. One-fourth of the men, compared with only one-fifth of the women, said that they had interrupted their careers for more than one year.

While all of those included in the tabulations had some teaching responsibilities during the academic year, 11 percent indicated that their principal activity was administrative, and almost two-thirds indicated that they spent time each week in administrative work. An additional 4 percent said that their primary activity was research. Nationally, almost two-thirds of all college and university teaching faculty indicated that they spent some time weekly in research and scholarly writing. Almost three-fifths (57 percent) had published in journals; and two-fifths (39 percent) had published at least one book, manual, or monograph.

Part-time appointments were more prevalent in universities than in either two-year or four-year institutions. Nevertheless, overall, few (5 percent) indicated that they had a part-time appointment for the academic year. Only 4 percent of the men faculty, and 9 percent of the women faculty, were on less than full-time status.

Consistent with the aging of the faculty population, proportionately more held senior ranks in 1972-73 than in the 1968-69 academic year. In 1972-73, fully half (51 percent) held the rank of either associate or full professor, compared with 42 percent in 1968-69. As was true in 1968-69, substantially more men than women, in all types of institutions, held senior-level ranks. In 1972-73, 32 percent of the women teaching faculty, and 55 percent of the men teaching faculty, were either associate or full professors.

Consistent with these figures was the substantial increase in the proportion of faculty who had tenure. In 1968-69, fewer than half (47 percent) were tenured, whereas almost two-thirds (65 percent) were tenured in 1972-73. Men were also more likely than were women to be tenured; and those in junior colleges were more likely to be tenured than were their colleagues in senior colleges.

As expected, teaching loads were particularly heavy for those faculty employed in the junior and community colleges. Of those who were teaching during the term in which they responded to the survey, 86 percent of the junior college faculty taught three or more classes. In four-year colleges, 72 percent carried a similar load; and among university faculty, 47 percent taught three or more classes. Substantial amounts of time were also spent in teaching-related activities outside the classroom. Overall, 59 percent of college and

A GIFT FOR BLACK TUTORIALS

In April 1973, black graduate students with the cooperation of GSAS Acting Dean Daniel J. O'Kane sponsored a Black Arts Festival to benefit black undergraduates here.

The Director and staff of the Advising Program gratefully accept the \$1,598.26 donation of the Black Inter-Graduate Council, for expressed purpose of enhancing the Undergraduate Tutorial Project for Black students by using the funds to hire additional tutors. We are highly appreciative of the tangible show of support by black graduate students and we are extremely proud of them, in their show of concern for the welfare of those to follow in their footsteps: our black undergraduates. We accept this money in the spirit it is given, and with sincerity and resolve, we categorically state our intention to use every nickel solely for the worthy purpose for which it was intended, tutorial services for our black undergraduates.

—Sylvia Brown, for the Program.

university faculty spent nine hours or more per week in their class preparation, and 45 percent spent five hours or more per week in advising and counseling students. The primary teaching goals, endorsed by approximately nine in ten faculty members at all types of institutions, were to develop students' creative capacities, to assist them in mastery of knowledge in the discipline, and to increase their desire and ability to undertake self-directed learning.

In addition to the time spent in classroom teaching and related responsibilities, as well as in administrative and in creative scholarly activities, academics spend large segments of their time in committee work, clinical practice, community service, consulting, service to their profession, and reading of professional literature. In the past year, 38 percent engaged in paid consulting outside of their institution, and 42 percent engaged in public service professional consulting without pay. In addition, 12 percent of junior college faculty, 22 percent of four-year college faculty, and 37 percent of university faculty were away from their campuses more than ten days for professional activities.

Contrary to many of the stereotypes of college and university faculty, substantial proportions considered themselves as religious (60 percent) and as politically conservative (44 percent). At the same time, many of the reforms currently taking place in academe were apparently endorsed by a majority of faculty: four-fifths (80 percent) believed that teaching effectiveness, not publications, should be the primary basis for faculty promotions; 70 percent believed that faculty promotions should be based in part on formal student evaluations of teaching; and 64 percent believed that students should be represented on the governing boards of their institutions. Only one-third of the faculty expressed opposition to collective bargaining by college and university staff.

The preceding summary results were extracted by the ACE from Alan E. Bayer's TEACHING FACULTY IN ACADEME: 1972-73, ACE Research Report, Vol. 8, No. 2, August, 1973, available at \$3.00 per copy, remitted with order, from the Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036. This 68-page document presents details of design and statistical procedures, and reports 10 pages of tabular data, by sex and type of institutional setting, for all survey items. Parallel information, based on the 1968-69 survey, is reported in Alan E. Bayer, COLLEGE AND UNIVERSITY FACULTY: A STATISTICAL DESCRIPTION, ACE Research Report, Vol. 5, No. 5, June, 1970, 48 pp. It is also available at \$3.00 from the Publications Division of the ACE.

RESOURCES FOR WOMEN

Resources for Women, a volunteer project that offers information and assistance to women at Penn in such areas as job placement, continuing education and child care, will move some of its services to the new Women's Center at 110 Logan Hall on or about October 15.

The project will maintain its counseling services at the present location, the Faculty Tea Club Room at the Faculty Club. Regular-but-limited office hours are maintained there: Mondays from 12:30 to 3:30 p.m. and Wednesdays and Thursdays from 9:30 a.m. to 12:30 p.m.

Resources for Women is sponsored by the Faculty Tea Club, an organization of faculty and staff wives, women faculty/staff and other women connected with the University of Pennsylvania. The project is run by a coordinating committee of Tea Club members; Ann Klein is the office coordinator.

Its most prominent direct service is the Job Bank, a cross-indexed file of employers and women available for part-time and full-time employment on or off campus. It also keeps a Resources for Women collection in Penniman Library (second floor, Dietrich Graduate Library), containing books of general interest as well as those of specific interest to women seeking to reenter the job market.

The project regards itself as an information clearinghouse telling what is available rather than making recommendations and evaluations. It concentrates in four areas:

Job Placement: Gives out information on job-seeking techniques, and keeps notices of paid jobs and volunteer opportunities available. For the Job Bank, employers with openings to list may contact the office by phone (594-5537) at the office hours listed above. (Women seeking employment should register in person at the Center.) Plans also call for studies on part-time employment experiences to document the case for hiring women, splitting jobs between two qualified persons and other techniques for using the human resources women represent.

Counseling: Doctoral students, under the supervision of the Graduate School of Education's psychological services program and the University Counseling Service, meet with small groups for five two-hour sessions to gain information and insight needed for life decisions. Individual counseling and vocational testing are available when deemed appropriate. A file of role models for one-to-one discussions is maintained. Maurine Kelly is administrative director and Nancy Knapp clinical director. A new counseling series will begin in November.

Child Care: Gives out information on nursery schools, day care, babysitting and emergency help (by mail if a request with self-addressed, stamped envelope is sent to the project at the Faculty Club, 36th and Walnut). Also available are instructions on starting a babysitting cooperative, play-group or coop nursery school. Women interested in locating others to start babysitting cooperatives may leave names.

Continuing Education: In preparation is a mimeographed guide to programs in the Philadelphia area, which attempts to evaluate the receptivity of various institutions to part-time study or other arrangements for women with family obligations.

NOTE: Resources for Women was originally set up to assist members of its parent group, the Faculty Tea Club, but now extends its services to anyone wishing to use them. Those in the project range from new college graduates to the recently retired, and among their number are mothers and/or professional women of all ages, and international visitors as well as local Philadelphians. There is no charge for registration with the project, but a \$1 donation is welcome.

OPENINGS

ADMINISTRATIVE/PROFESSIONAL (A-1)

APPLICATIONS PROGRAMMER (10/2/73).

ASSISTANT FINANCIAL AID OFFICER (10/2/73).

ASSISTANT TO THE PRESIDENT to be responsible for general administrative assignments and special projects. *Qualifications:* Graduation from college with an advanced degree (Ph.D.); faculty experience, knowledge of higher education, strong analytical and writing abilities. Salary to be determined.

ASSOCIATE DEVELOPMENT OFFICER (10/2/73).

ASSOCIATE DIRECTOR OF PERSONNEL ADMINISTRATIVE SERVICES (9/25/73).

DIRECTOR OF STUDENT FINANCIAL AID (9/25/73).

ELECTRICAL ENGINEER II (9/18/73).

LIBRARIAN II (9/25/73).

LIBRARY CIRCULATION ADMINISTRATOR (10/2/73).

MANAGER, CONTRACT ACCOUNTING (9/25/73).

RESEARCH ADMINISTRATOR (10/2/73).

TECHNICAL WRITER II responsible to the cognizant department head of project director for advanced writing of material of a highly technical nature, usually in the physical science area, and for the supervision of the work of lower level writers and editorial assistants. *Qualifications:* Graduation from a recognized college or university with course work in appropriate sciences; e.g., physics, engineering or chemistry, plus three years of direct experience as a Technical Writer preferably at the University of Pennsylvania. \$10,250-\$12,750 (midpoint).

SUPPORT STAFF (A-3)

ABSTRACTOR for business office (9/25/73).

ADMINISTRATIVE ASSISTANT I in department to handle routine administrative functions of the office-budgets, assignments, correspondence and student needs. *Qualifications:* Skilled typing and shorthand with some knowledge of bookkeeping, with at least 3 years' secretarial/administrative experience. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT I for Engineering research, to be responsible for secretarial duties of manuscript typing, dictation, handling routine office functions. Assists in budget preparation and maintenance. *Qualifications:* At least 3 years' secretarial experience. Excellent technical typing and shorthand desirable. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT I in research project, responsible for secretarial work including typing, record keeping, phones, and supervisory responsibility for large part-time staff and processing University paperwork. *Qualifications:* Good typing, with 2 years' secretarial experience. Should like working with numbers. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT II for business administrator in technical area, responsible for processing personnel forms and budget work. Supervises and oversees business office. *Qualifications:* At least 3 years' executive secretarial experience; knowledge of accounting procedures. \$6,725-\$7,950-\$9,150.

ADMINISTRATIVE ASSISTANT II for Business office (9/18/73).

ADMINISTRATIVE ASSISTANT II institute in medical center (9/4/73).

ADMISSIONS ASSISTANT for undergraduate admissions office (10/2/73).

DATA CONTROL COORDINATOR for Dental area on campus
(Continued on page 6)

GUIDES TO HAMILTON VILLAGE, RECREATION

The *Whole Hamilton Village Catalog* is a mimeographed list of organizations and facilities in the neighborhood of Superblock. It is published by a coalition of University and community groups, including WXPN, the Community Park Coalition, the Food Co-op, the Free Library of Philadelphia, and St. Mary's Church, all concerned with encouraging a "lively reality of human community," and while they're at it, reviving the name Hamilton Village.

Originally Woodlands, the estate of horticulturist William Hamilton, the area was part farming community, part suburb, at the time of its incorporation into Philadelphia in 1854.

Present-day residents of Hamilton Village are invited to the first town council at St. Mary's Church on October 10, 8:30 p.m.

The Department of Recreation has issued this season's guide to sports facilities, programs and clubs available to faculty and staff members and their families. Copies of the pamphlet have been distributed around the campus; extras are available at the Recreation Department office in Hutchinson Gym.

OPENINGS continued

to be responsible for coordinating all data control and scheduling functions. *Qualifications:* At least 2 years' experience with computers and/or formalized training. Knowledge of job control language for computer and keypunch. \$6,250-\$7,350-\$8,450.

ELECTRON MICROSCOPE TECHNICIAN II (9/18/73).

MEDICAL SECRETARY (10/2/73).

PROJECT BUDGET ASSISTANT for college business office to be responsible for all accounting books as well as monitoring department budgets and expenses within the college. *Qualifications:* Several years' experience in bookkeeping, budget maintenance, and/or accounting for several budgets or projects simultaneously. Bookkeeping or accounting background preferred. Some typing. Knowledge of the University budgetary systems desirable. \$6,250-\$7,350-\$8,450.

RESEARCH LABORATORY TECHNICIAN II, III, IV (9/4/73).

ANIMAL LABORATORY TECHNICIAN to provide food, water, bedding and to clean trays daily. Cleans and maintains cages, floors, and maintains and services routine animal care supplies, equipment, food, water, receptacles. *Qualifications:* Some High School desirable. *One year's experience* in caring for animals, preferably laboratory animals. *Salary:* \$3.16/hour.

RESEARCH ASSISTANT for clinical-research projects using behavior modification, to be responsible for data processing, the preparation of manuscripts and some clerical duties. *Qualifications:* Working knowledge of statistics, typing, and some experience in behavioral research. \$6,000.

SECRETARY I (2) for campus offices. *Qualifications:* Excellent typing skills; good clerical aptitude. Some experience preferred. \$5,050-\$5,875-\$6,675.

SECRETARY II (5). *Qualifications:* Excellent typing; some require shorthand as well as dictaphone. Ability to perform varied duties. \$5,425-\$6,325-\$7,225.

SECRETARY III (3) (10/2/73).

PART-TIME: There are several part-time positions available, as well as temporary positions, for persons with good secretarial skills. Contact Clare Trout at Ext. 7287 for further information.

Dates in parentheses refer to publication of full job descriptions in *ALMANAC*. Those interested in any of the above positions should contact Personnel Services at Ext. 7285 for interview appointment. Inquiries by present employees are treated confidentially by Personnel staff.

THINGS TO DO

LECTURES

Penn's Cret Emeritus Professor of Architecture *Louis I. Kahn* will give the second Tiffany Lecture on corporate design management October 10 at 4:30 p.m., Fine Arts auditorium. *Edgar Kaufmann Jr.*, Professor of Architecture at Columbia, will present the following lecture on October 17, same time and place. Free tickets must be obtained from the office of Assistant Dean Thomas Schutte, E-111 Dietrich Hall, Ext. 7601.

A poetry reading by British poet *Dannie Abse* will open the annual Leon Lecture Series October 11, Rainey Auditorium, Museum, 8:15 p.m. Free.

Dr. Ruthe T. Sheffey, Chairwoman of the Department of English at Morgan State College, will speak on "Attitudes toward Blacks in Eighteenth-Century England," October 12, Benjamin Franklin Room, Houston Hall, 2 p.m. Free, sponsored by the Morgan-Penn Cooperative Project.

FILM

The Sea Around Us, based on the book by *Rachel Carson*, October 14, University Museum, 2:30 p.m. Free.

NEW PHOENIX REP

A concise schedule of plays and discussions to be presented by members of the New Phoenix Repertory Company; fuller descriptions appeared in *ALMANAC*, October 2.

The plays at Zellerbach Theatre:

Chemin de Fer, by Georges Feydeau, adapted by Suzanne Grossman and Paxton Whitehead. Directed by Stephen Porter. Evening performances October 11, 12, 19, 20, 21; matinees October 20, 21.

The Visit, by Friedrich Duerrenmatt, adapted by Maurice Valency. Directed by Harold Prince. Evening performances October 13, 14, 16, 17, 18; matinees October 13, 14.

All evening performances begin at 8 p.m., matinees at 2:30 p.m. Discussions:

After *Chemin de Fer*, October 11, Zellerbach Theatre; and after *The Visit*, October 18; a special colloquium by Harold Prince, October 16, in the Colloquium Room, Annenberg School, 4 p.m.

Reservations and price information: Annenberg Center box office, Ext. 6791. The Annenberg Pass applies.

SPORTS

Women's Self Defense Series presents a panel on *Women and Sports*, October 17, Christian Association, 8 p.m.

Penn-Lehigh football, October 19, Franklin Field, 8 p.m. The Football Club and the General Alumni Society will hold a pre-game reception and buffet supper at the Museum; reservations and price information at the Alumni Relations office, Ext. 7811. After the game, a "spectacular display of aerial fireworks" will enliven the South Street scene.

TRAVEL

Penn Charter Flight series is offering trips to London (December 23-January 14) several cities in the Caribbean, and Moscow (March 7-15, 1974). Lesly Stalford, travel coordinator, has further information at Houston Hall, Ext. 7268.

The Institute of Contemporary Art is sponsoring a mid-winter excursion to Tres Vidas, a private resort in Acapulco, from February 8-16, 1974. Reservations at \$595 per person include airfare, accommodations and a hundred-dollar tax-deductible donation to the ICA. Limited to ten couples. Further information: ICA, Ext. 7108.

OCTOBER BLOOD DRIVES

The Student Blood Donor Club will be accepting donations:

October 11 Harnwell House 2-7:30 p.m.

October 16 Christian Association 10 a.m.-5:30 p.m.

October 23 Grad Towers "A" 2-7:30 p.m.

October 31 Sigma Chi, 3809 Locust Walk 10 a.m.-5:30 p.m.

OF RECORD



PROMOTION POLICY

Following is the promotion policy applying to non-union A-3 and A-4 employees located on the University of Pennsylvania campus in West Philadelphia.

1. Policy

The policy of the University shall be to promote the best qualified employee. In the event that two or more employees have substantially equal qualifications, the employee with the longest continuous University service shall be promoted. Qualifications shall include but not be limited to such factors as productivity, knowledge, education, skill, judgment, dependability. These may be measured by attendance and the carrying out of assignments, potentiality, and ability to work with others.

It shall also be the policy of the University for department heads and administrators to encourage employees to seek promotion either within or without their own departments and to release the employee in accordance with orderly operations.

2. Procedure

A. Employees located on the University campus may apply for any vacancy that exists. Other employees also deemed qualified by the Personnel Department will be considered for such vacancies whether or not they apply. In addition, qualified candidates who are selected through the normal recruitment processes will be considered.

B. The responsibilities of the Personnel Department are as follows:

- I. To post all job vacancies;
- II. To interview applicants;

III. To submit lists of applicants to the department having the vacancy, classifying applicants in accordance with the following:

- a. outstanding qualifications
- b. promotable
- c. not qualified for the existing vacancy

IV. To submit to the department in which the vacancy exists records of individuals well-qualified who may not have applied.*

V. To discuss the various candidates with the department having the vacancy, interpret University policy and make such recommendations as are appropriate.

C. The responsibilities of the department heads and administrative managers having vacancies to be filled are as follows:

I. To give as much advance notice as possible to the Personnel Department of an impending vacancy;

II. To provide information concerning the requirements of the job and the qualifications of the individual desired;

III. To refrain from making commitments either expressed or implied to candidates until a review of the candidates has been held with the Personnel Department;

IV. To select the individual currently employed on the University campus in accordance with the above-stated University policy;

V. To explain to unsuccessful candidates, with the assistance of the Personnel Department as required, the reasons why the candidates were not selected.

D. The responsibilities of the department head or administrative manager in a department in which there is a

candidate for promotion are as follows:

I. To evaluate the employee upon request of Personnel Department in accordance with the following scales:

- a. outstanding qualifications
- b. promotable
- c. not qualified for the existing vacancy

In the event that an employee is classified as outstanding or not qualified, the administrative manager must prepare in writing the reasons therefore which may include productivity, knowledge, education, skill, judgment and dependability. A copy shall be given to the Personnel Department.

II. To discuss with the employee upon employee's request the evaluation described in (I) above.

LATERAL TRANSFERS (e.g., Secretary I in Department A to Secretary I in Department B)

An employee of the University may *apply* for a lateral transfer provided he or she has served at least six months in their present position. A lateral transfer is not a promotion and does not result in a pay increase.

The unrestricted right to accept or reject an application for transfer is reserved to the University.

OF RECORD



TERMINATION POLICY

Following is the termination policy applying to A-1's and to non-union A-3's and A-4's.

This policy is intended to advise supervisors and other managers on proper procedures regarding events or conditions which may lead to termination of an employee or staff member. By following them carefully, we can often resolve problems short of termination or avoid charges of unfair treatment in the process which led to termination.

Reasons for discharge of an employee or staff member fall into two categories: poor job performance and misconduct. Misconduct implies serious offenses such as falsifying records, repeated unexcused absence, concealing defective work, disobedience of assignments. Misconduct *may* warrant immediate discharge.

Documented procedures will include at least the following steps:

1. A verbal warning concerning the conditions which the supervisor or manager feels are unsatisfactory. The objective here is to correct the misunderstanding, prevent repetition and improve performance. Records must be kept of oral warnings and added to the employee's file noting date, action taken, and summary of discussion. The employee should receive a copy as well.

2. A written warning after a fair period of time during which those conditions should have been corrected. This written warning must include a specific probationary period determined jointly between the supervisor and the Personnel Office. A copy of the warning is to be forwarded to the Personnel Office.

3. At the conclusion of the probationary period, a final evaluation is made by the supervisor. If the conditions of probation have not been met by the employee, the supervisor must consult with the Personnel Office before a decision is made to terminate.

4. In cases of misconduct, an employee may be suspended without pay pending the termination review.

5. In cases where a grievance is in process, the termination review may not take place until the grievance is resolved.

During this entire process, from the first warning through the final evaluation, supervisors are urged to maintain close contact with the Personnel Department. This will assure opportunities for constructive assistance and support by the Personnel Services Staff.

*Excludes employees of HUP and Graduate Hospital

SENATE

SPEAKERS ON OCTOBER 31

Any member of the Senate who wishes to speak to the question of Faculty Grievance Procedures, or offer amendments to the procedures proposed by the Committee on the Faculty, should contact Chairman Paul Taubman *in advance* to be placed on the schedule. Call the Senate office in College Hall, Ext. 6943, by October 12. The meeting will be held Wednesday, October 31, from 3 to 6 p.m. in Room 102 of the new Chemistry Building at 34th and Spruce Streets. The document under discussion, *Proposed Faculty Grievance Procedures*, appeared in *Almanac* October 2; copies are available on request.

COUNCIL

OCTOBER 10: JUDICIARY REVISION

Council's agenda for the meeting Wednesday, October 10, at 4 p.m. in the Council Room at Furness Building includes:

- A. Election of a graduate/professional schools representative to the Steering Committee of Council.
- B. Continuation of discussion on revision of the Judicial System charter (report available from the Office of the Secretary, 112 College Hall).
- C. Expansion of the Council on Undergraduate Education by the addition of a limited number of students, and the chairman of the Council's Educational Policy Committee.
- D. Status report on Development Commission recommendations not yet considered by the Council.

FACULTY GRANTS AND AWARDS

A subcommittee of the Committee on Research considers applications submitted by fully affiliated faculty members who hold the rank of assistant professor or higher for funds in support of research. Those faculty members who are not fully affiliated may apply provided they will obtain full affiliation by the effective date of the award.

Two kinds of grants are available: (1) Summer Research Fellowships which pay the recipient a stipend of \$1,500 and (2) Grants-in-aid which pay specified research expenses, such as purchase of permanent equipment or specialized materials (which become the property of the University), expendable supplies, transportation, etc. An applicant may request either one or both of these types of grants.

The deadline for submission of an application for a Summer Research Fellowship is *January 15*. The subcommittee will generally complete its evaluation of such applications by March 1 and will notify the applicant by April 1 as to whether or not his project will be funded. An application for a grant-in-aid may be submitted at any time; however, inasmuch as the subcommittee generally commits all available funds at the same time fellowships are awarded, it may not be able to accommodate grant-in-aid applications received after January 15.

Application forms will be available at the Office of Research Administration after October 15 and may be requested by telephone, Ext. 7293.

—Reagan A. Scurlock

BULLETINS

PARENTS' DAY: OCTOBER 19

Parents will be attending classes with their children and some seminars of their own next Friday, faculty members are reminded. There will be open house at deans' offices and the athletic department, as well as a colloquium on "What Every Parent Wants to Know", moderated by Vice Dean of the College for Women Nancy L. Sweeten.

HELP A TUBA TO HANOVER

The Penn Band hopes to raise enough funds to charter two buses to take them to the Penn-Dartmouth game October 13—also Dartmouth homecoming. Pam Belford, Band president, EV 2-9940, and treasurer David Zeehandelaar, EV 7-3631, will accept contributions.

BOYS' ICE HOCKEY: OCTOBER 14

A Pee Wee Ice Hockey team is being formed for boys within the University community, ages 8 to 11. Practice will be held Sunday mornings from 9:30 to 10:30 in the Class of 1923 Ice Skating Rink at 32nd and Walnut. Membership fee will be \$25 per semester. For more information, call Tony Hensen at EV 2-8395.

LEARNING TO BUY

The Purchasing Office again this fall will schedule orientation sessions for new personnel in administrative functions, or for anyone in need of a brush-up on purchasing procedures. The Office also issues a periodic newsletter full of price trends and other helpful information for campus spenders. To schedule an orientation session or be placed on the newsletter mailing list, contact Dorothy Vaccaro, Ext. 7216.

LEARNING TO PARK, MAIL, PHONE

The Parking, Mail and Telephone office has begun holding open-house orientation sessions for employees who have questions or suggestions about the various new procedures of the University's communications system (mail codes, WATS lines, etc.). The briefing sessions will be held on the second and third Wednesday of each month from 2 p.m. to 3:30 p.m. in Room 720, Franklin Building. Administrators or their representatives who plan to attend should notify Kathy Nixon, Ext. 8655.

RECRUITING 'MOBILE GUIDES' FOR MUSEUM

The newly-formed "Mobile Guides" to the University Museum are seeking anthropologically or educationally-oriented volunteers, interested in carrying the Museum's message to Philadelphia's elementary school children.

The guides, sponsored by the Women's Committee of the Museum, will develop hour-long programs on subjects related to archaeology and anthropology. Then—accompanied by "suitcase displays" of artifacts—they will visit classrooms throughout the city, spending approximately two months in each school.

Those interested in joining the Mobile Guides should contact Mrs. Francis A. Lewis (NI-4-0380) or Mrs. Earl Scott (TU-4-4238).

ALMANAC: 515 Franklin Building (I6) Ext. 5274

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