

Almanac

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Dr. Vartan Gregorian, a historian with a spectacular reputation for energy, vision and restimulation of educational ventures, has been named Dean of the Faculty of Arts and Sciences. Subject to the Trustees' confirmation May 3, he will take office immediately to begin the merging of the faculties of the College, GSAS, and four social science departments from Wharton School (economics, political science, regional science and sociology).

When the University announced his appointment last week in *The Daily Pennsylvanian*, Dr. Gregorian was quoted as listing 40 demands which the University agreed to before he would accept the deanship.

"It wasn't exactly 40 demands," he said later; but he did have about that many sharp questions that had to be answered "yes" to make the job capable of being done. He summarized these as four basic thrusts:

- Significant aid to the arts and sciences—not only for faculty, departmental and curricular development but for student aid, including "a great many more graduate fellowships." He asked full budgetary authority both over existing funds and development of new resources, and a free hand to create "coherence in curricular planning, space utilization and efficient use of financial, physical and human resources."

- Central planning authority both for curriculum and structure as the various faculties merge. Next year will be "a year of transition," with administrative units (College, CW, graduate groups, GSAS departments and the four transferred social science departments) initially functioning just as they do now in terms of teaching and advising students. New systems will be devised in such areas as coordinated academic planning, common faculty appointment criteria, budgeting, and interdisciplinary relationships affecting other faculties. An early priority will be to find a mechanism for forging meaningful ties and cooperative ventures with professional school faculties, especially those in the basic sciences. The thrust in curriculum planning will be to coordinate undergraduate and graduate education, and explore the development of continuing education in the arts and sciences. Meanwhile, there will be FAS-wide planning for changes in advising and support systems for students.

- Full responsibility for faculty recruiting, consolidation and expansion, including affirmative action for women and minorities—with faculty personnel decisions to be made under cohesive policies and common criteria developed with the cooperation of faculty bodies as well as the academic administration via Provost's Staff Conference.

- Increased attention to the total environment in which FAS and the University function: special attention to alumni here and abroad, and strengthening of ties with educational, religious, artistic, civic, professional and ethnic constituencies of Philadelphia. One priority will be the establishment of a Board of Overseers of eminent College, CW and GSAS graduates.

PULLING A FACULTY TOGETHER

Dr. Gregorian said he expects to get to know every member of the new Faculty and his or her work; to hold wide consultation with chairmen of departments and programs to build a profile of the educational potential in the arts and sciences, and put great emphasis on designing systems that will deliver full resources to undergraduate and graduate

The FAS Has A Dean . . . And A Year Of Transition



students. "With the help of the faculty, the administration and the students," he said, "the goals and potentials of One University can be realized."

With the naming of the Vice Provost for Graduate Studies and Research imminent, Dr. Gregorian said, "If the Vice Provost is a physical scientist we will have the perfect combination: the Provost from the basic sciences, the Dean from the humanities but also from the social sciences, and the Vice Provost to complete the team."

He said that some items in the charge to the new Task Force on Graduate Education (*Almanac*, April 23) will involve him as much as they will the new Vice Provost—particularly where hiring criteria for teaching fellows and support for graduate fellowships are concerned.

Dr. Gregorian said that he will continue teaching (European intellectual history and the history of the Caucasus were his subjects this year), and will stay involved in planning the Bicentennial for Penn and the local consortium.

TEACHING AND ORGANIZING

An Armenian born in Iran, Vartan Gregorian was graduated in 1955 from Beirut's College Armenien, then took a certificate there in Armenian Studies and did work in Oriental studies at the University of St. Joseph. In 1958 he took a B.A. in history and humanities at Stanford, where he also took his Ph.D. in the same subjects in 1964.

Meanwhile he had begun teaching at Stanford, where his chairman (now Stanford President) Richard Lyman recalls him as "a remarkably energetic and forward-looking person." He also taught at Berkeley and San Francisco State, where he became associate professor of European and Middle Eastern history in 1968. He served as visiting associate professor at UCLA that same year, then moved on to the University of Texas as associate professor, promoted to full professor in 1970.

At Texas, Dr. Gregorian solidified his reputation for teaching and organizing (notably of professional society activities

such as the 1971 American Historical Association program *The New York Times Magazine* singled out as a model of its kind). He also took charge of Special Programs in arts and sciences there, directed the Independent Studies and Junior Fellows programs and chaired the Honors Council. Most memorable, according to his Texas dean (now Boston University President) John Silber, was his "overnight reorganization and revitalization of Plan II, a splendid old program that had grown weary." Plan II was the interdisciplinary Honors B.A. program of the university. He also served on ten major elective councils and committees at Texas during that time.

His activities there went on against the background of a prolonged war between intellectual and political forces at Texas, summarized in the book quoted below. He was heavily on the side of academic integrity, of faculty autonomy in educational decision-making, whether the opposition came from without or within; but no ivory tower type, he also served as Sissy Farenthold's advisor and liaison to the academic community.

He came to the University of Pennsylvania in 1972 as professor of history and Tarzian Professor of Armenian History and Culture. In his first year he was named to the Provost search committee and became vice chairman of the Bicentennial Coordinating Committee here and coordinator of the steering group for the consortium with other schools. He has also been on the history department's graduate committee, served on the Leon Lecture Series committee and held an A.C.E. fellowship in academic administration.

Among his many honors and awards have been a Guggenheim Fellowship and a Ford Foundation Foreign Area Training Fellowship; multiple fellowships from ACLS and the Social Science Research Council; and two Penrose Grants from the American Philosophical Society.

He won the Danforth Foundation's Harbison Award for Outstanding Teaching in 1969 and another award for teaching at Texas in 1971.

GREGORIAN IN ACTION: TWO TEXANS' VIEWS

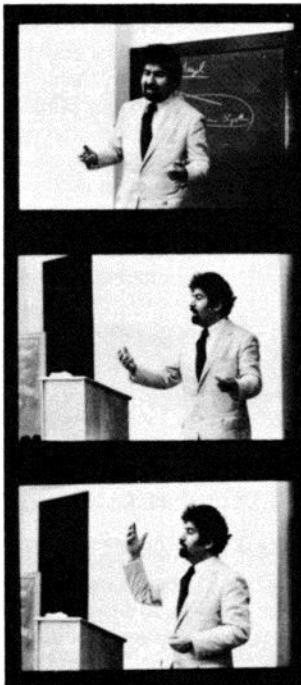
One chapter of Ronnie Dugger's OUR INVADED UNIVERSITIES (based on the Texas struggle) is devoted to Vartan Gregorian. It ends:

In a play Gregorian would be the one who releases everyone's worst suspicions by saying them out loud. Since everyone's worst suspicions more or less materialized, he was, in general, right. Talking fast, laughing headily, he had a faith in the country and the freedom of the mind, qualified by a devilishly penetrating and mainly accurate knowledge of the workings of selfish power. Unfailingly earnest, he struggled against the weltering currents of self-interests and deceipts, and when the cause was lost, he left sadly. Never had he been so disgusted, he said, to find himself "an alien lecturing University of Texas professors on rules of democracy. . . . I would pretty soon have become Armenian Don Quixote without even benefit of a Sancho Panza." One of the last times I saw him, during the period when he was hurrying around to help his family get ready to go, he said, "You can call me the Machiavellian Armenian. I never lied in what I

was standing for and what I believed in. I just didn't say "I have four strategies going today." In Texas people don't understand that virtue can be its own reward. In a way being uncorruptible is a vice, too, because it's ego, you are proud of it—it's a selfish thing." With that he was gone.

John Silber, President of Boston University, was the dean who appointed Dr. Gregorian to the Texas faculty. He said this week:

Vartan Gregorian is one of the most imaginative and learned men I know. Although he is a superb teacher and a renowned historian, his most revealing quality is his unpredictable and compelling sense of humor—a magic carpet that carries his ideas and purposes to fruition with remarkable frequency and minimal opposition. He has the innocence of a baby, the integrity and dedication of a saint, and the political skills of a Talleyrand. A marvel of energy, wit, determination, winsome laughter and high idealism is now dean of arts and sciences at Pennsylvania. How fortunate you are!



From the Senate Committee on Education comes the following report, distributed but not discussed at the spring meeting of the Faculty Senate on April 17. Comment by the University community is invited; letters should be sent to the chairman, Dr. Murray Gerstenhaber, at 4N40 DRL (EI).

Financial Responsibility Centers

April 4, 1974

The University of Pennsylvania has made a decision to divide itself into financial responsibility centers, each ultimately to be charged with matching its expenses as nearly as possible to its income. Such a response to the financial crisis facing this university may be inescapable if the issue is survival as an institution. However, an inevitable result of a rigorous use of this budgetary device without adequate safeguards will be the organization of the University around those schools or departments creating salable skills, each competing to maximize tuition and grant income while externalizing costs. Concomitant results will be the attrition or disappearance of departments which though internationally renowned have never been profitable, the replacement of content by "popularity" as the chief criterion for the structuring of courses and programs, the repudiation of the University's obligation to support scholarship and research except that for which external funding can be found, and ultimately the replacement of the concept of this university as a center of excellence in intellectual development with that of another firm in the economic system creating a salable product and competing to produce that product as cheaply as possible.

No budgetary system is free from dangers. But a system of decentralized decisions stressing fiscal responsibility may cause schools to undertake, for fiscal reasons, actions detrimental to University goals. If the schools of "One University" are to be mutually supportive, then the policies of each must transcend parochial interest. But parochial interest is the essence of the incentives offered by the new system. That system replaces collegiality with the atmosphere of the marketplace. In the competition for course enrollments, marketability and excellence—even on the Penn campus—do not always go hand in hand.

We recognize that the new system was not designed to substitute for sound academic planning but to facilitate its implementation. It leaves University-wide objectives to the central administration and individual programs to the responsibility centers. *But the budgetary system has been put into operation before the development of the academic plans which it is designed to implement.* Our purpose in this report is to examine briefly the nature of the University and to point out some of the perverse effects which the system of financial responsibility centers may have on its academic health. Finally, we recommend some safeguards without which the system may be so inimical to the true purposes of the University as to militate against its use except to avert the greater disaster of the disappearance of the University entirely.

1. The Nature and Purposes of the University

The University is an eleemosynary institution which in return for gifts works to advance knowledge and improve the human condition, a purveyor of goods and services to its student-customers, and an institution which trains and socializes citizens and provides community services in exchange for the aid and privileges granted by society. In its third role the University provides community services through its medical facilities, libraries and museums, as well as employment and a home for its students while they adopt societal values. In meeting the first two roles, the University is subject to a tension in its organization. There is a simultaneous striving to organize by methodologies representing an intellectually coherent body of knowledge, *e.g.* by departments of classics and biochemistry, and to organize by departments purveying intellectually eclectic but salable skills, *e.g.* law and marketing.

2. Service Disciplines

The tension is conspicuous, for example, in the University's handling of service disciplines such as mathematics, statistics, and economics. Each is a methodology and a recognized area of scholarly research in which fundamental progress has been made in recent decades. But inside the University community, each has a distinct service role, such as mathematics in engineering, statistics in finance, and economics in law and management. Moreover, the level of skill required for the basic applications is generally so far below that needed for advanced scholarship that the departments could in large measure furnish these basic skills to their students themselves without costly investment in faculty. As a consequence, there is a tendency for training in these fields to be dispersed throughout the University, the engineering schools teaching their own mathematics courses, the sociology department its own statistics, and so forth. This dispersion has certain merits. A mathematics course, for example, designed by engineers exclusively for engineering students and taught by engineering faculty might, in fact, be a more efficient vehicle for teaching the specific technical facts which engineering students might need. On the other hand, there probably are economies of scale available if the service department designs one course that meets the needs of its own majors and students in other areas.

One particular problem that may arise under the new budgetary system is that when the enrollment in a school declines, that school may find that it has an excess of tenured faculty. If that school or department has not previously taught its own service courses, then it may be tempted at this time to seek to do so in order to provide employment for its faculty and justify its budget. Such a change may be detrimental to educational quality. When a school undertakes to teach its own service courses, the competence in those courses of the faculty employed may fall below the standards of the department responsible for the discipline. Moreover, the migration of students from the discipline's home department may force a reduction in its faculty and a loss in research competence to the University as a whole in that area.

3. Course and Program Content

The competition for students within the University which a system of financial responsibility centers would foster should, under the traditional economic doctrine, generally benefit the student-consumers. Unfortunately, the value of a course as seen by a student lies not only in its content but also in its ease of assimilation and the probability of a high grade, the latter often being especially important for later admission to professional schools. A course of vacuous content with an "A" certainly may sometimes be of exceptional value. The competition may well create two kinds of courses: those intended to be popular and attract, and those intended to be practical and instruct, the two being readily distinguishable by their grading practices. As it is questionable whether a department should permit students to dictate course and program content directly, it is equally questionable whether they should be permitted to do so indirectly through the marketplace.

4. Externalities

Budgeting by financial responsibility centers will fail of its aims unless the accounting in each reflects costs to the University as a whole. For example, if not charged for space, a department or school will not yield its excess even to another which must make large capital expenses to house itself.

(continued)

Externalities arise when a faculty member serves on a University committee, imposing on his own department secretarial costs which belong to central administration; the greater cost of his reduced scholarship or student contact is not even measurable. Externalities also arise when students in one school are referred to a University library not supported in any part by that school's budget. Here, internalizing the costs would distort the educational process by forcing a school to tailor the scholarly demands on its students to its operating budget.

For every cost internalized by a budgetary unit of the University, there is probably another not yet recognized. Most may be small, but some, like space, are overwhelming. As long as significant costs are unrecognized, budgeting by financial responsibility centers would be at best inequitable, even without regard to its effects on the nature of the University.

RECOMMENDATIONS

Some of the problems we have listed can be controlled by a proper set of rules and procedures once there is an appropriate and acceptable method for determining quality.

1. There may be a tendency for responsibility centers to augment their income by introducing their own version of a course taught elsewhere in the University and requiring their majors to take this version. Thus, we propose all new courses and new major requirements be approved by the *curriculum committee* (or equivalent) of each undergraduate school, as well as the faculty of the offering or accrediting school(s). If there is an objection from one or more curriculum committee, the Council on Undergraduate Education will adjudicate the issue, and will decide whether or not the new offering or requirement will be allowed, and whether the complaining school will be given compensation.

2. There is a possibility that (because of the tenure rules) schools, or especially departments, can commit the University to high salaries in the future by granting large increases out of temporary surpluses. Annually, the Budget Committee will recommend a ceiling on the percentage increase in salary that can be granted, at the discretion of the department chairman or dean, to any individual who remains in the same rank. Larger increases would require the permission of the President and/or Provost. (This could read that the maximum in-rank discretionary increase would be $7\frac{1}{2}\%$ plus any mandated across-the-board University increase. Mandated across-the-board increases must be given.) There is a danger that the ready availability of financial support for noninstructional activities may lead to a relaxing of standards, an unwarranted increase in staff size, and an imbalance in the instructional and research/service programs of a department or school. A continuing process of planning and review, both at the school and the University levels, is essential in order to counteract any such tendencies.

While these two rules should help reduce the more obvious problems, they do not get at the more subtle changes in quality nor at the problem of the University's responsibilities to the "research area." Thus, we propose:

3. To encourage departments and schools to maintain and improve the quality of the education, the central administration will receive one-third of the tuition revenues generated by each responsibility center. After taking care of central administration costs not covered by unrestricted State appropriations, the central administration will distribute these funds back to the various centers in line with the quality of the undergraduate and graduate education program. As an integral part in the evaluation of such quality, the University will take notes of *changes* in: class size; the distribution by ranks of those teaching; evaluations of students; the distribution of grades; the grade average of the students taking the course (after adjustment for nationwide trends); and where appropriate, opinions of outside evaluators.

4. Unrestricted annual giving and earnings from the unrestricted endowments should be used to support the goal of propagation and discovery of knowledge or research function. In making such allocations, the University should take account of current excellence and potential for excellence.

5. To encourage people to allocate resources efficiently, the allocations for quality of education and the research effort will be set initially in the fall of the year prior to the budget year. These

allocations will be changed proportionately as tuition rates and unrestricted income alter. Non-proportional changes can also be made for unexpected shifts in quality and in research capabilities. From year to year the allocations may change because of shifts in restricted endowments, research grants and profitability from teaching students.

6. The unrestricted Commonwealth appropriation should go directly to the central administration and be used to finance central administration. Any excess shall be used as in recommendation 3. Certain costs, such as scholarship aid and libraries, should be borne directly by the financial responsibility centers.

7. The financial responsibility center's data regarding planning priorities and fund allocations and the processes involved in their determination shall be available for inspection by the faculty of that center. This should include the breakdown of all costs, including general administrative and overhead charged to that center.

8. Quality evaluations must form the basis of planning.

Edwin Burmeister

Henry T. Hiz

Phillip DeLacy (ex officio)

Roland G. Kallen

Murray Gerstenhaber, chairman

Rosane Rocher

Stephen R. Goldstein

Paul Taubman (ex officio)

Also at Senate on April 17, the following two reports were distributed for faculty comment. Letters should be addressed to the Senate Office, Box 12 College Hall (CO).

Report of the ad hoc Committee on the Structure of Senate

April 11, 1974

Indicating his concern over a lack of faculty participation, the Senate Chairman established an *ad hoc* committee to consider causes and possible remedies for the situation. The committee met twice, and a preliminary report was considered at a meeting of the Senate Advisory Committee. The following represents a summary of our discussions, concluding with three alternative proposals (*opposite page*).

The committee feels that the Senate would be a more effective body if the Advisory Committee were given the power to pass upon certain issues without the specific instruction of the Senate. As presently constituted, the Advisory Committee is primarily concerned with committee nominations and procedural matters. It cannot take substantive action without the explicit direction of the Senate. As a result, Senate meetings have impossibly long agenda, often including items about which there is little controversy. The committee is of the opinion that by empowering the Advisory Committee to act in its name, under clearly specified controls, the Senate would free itself to consider the more important and controversial problems at its meetings.

It was the consensus of the *ad hoc* committee that the Senate Advisory Committee should be empowered to pass upon noncontroversial issues. In addition, it would be authorized to poll the Senate membership on issues that it felt were of especial importance. This constitutes the first proposal.

The second and third proposals are concerned with the views expressed by some of the members of the *ad hoc* committee. Summarizing the latter:

- a. The Advisory Committee is at present too centralized and nonrepresentative to pass upon controversial issues. If the Advisory Committee is given such powers, the procedure for the selection of its members should be modified (see the third proposal).
- b. Although essentially in accord with (a), it was felt that the Senate should proceed in stages, by first delegating to the Advisory Committee the powers indicated in the second proposal, and then, at a later date, changing the selection procedures (see the second proposal).

—Edward Effros, Chairman

THREE ALTERNATIVE PROPOSALS

FOR THE REORGANIZATION OF THE FACULTY SENATE

1. Authorize the Senate Advisory Committee to pass upon all Senate and Faculty issues that it regards as relatively non-controversial without the specific instruction of the Senate. The decisions of the committee would be reported immediately in the *Almanac*, and could be nullified by a majority vote at the subsequent Senate meeting. On questions that it considers of especial importance, the Advisory Committee would be empowered to poll the members of the Senate in a mail referendum.
2. Authorize the Senate Advisory Committee to have the discretion to pass upon all substantive policy issues without the specific instruction of the Senate. All such matters would be reported immediately in the *Almanac*, and could be nullified by a majority vote at the subsequent Senate meeting.
3. Proposal 2 with the addition: The Senate Advisory Committee would be made more representative.

NOTE: Members of the *ad hoc* committee were *Phillip DeLacy, Edward Effros (chairman), Michael Jameson, Fred Karush, Howard Lesnick, Robert Maddin and Paul Taubman*.

Proposed Change in Procedure for Selection of the Senate Nominating Committee

February 4, 1974

There shall be a Nominating Committee composed of nine members whose function it is to nominate candidates for election to the Senate Advisory Committee. Each of the 27 constituencies of the University Council shall select a candidate for the Nominating Committee by the following procedure.

The Secretary of the Senate shall send a letter to each faculty member of each Council Constituency in the second week of September of each year, requesting the faculty member to submit to the Senate Secretary, by October 1, one name from his constituency as his choice for the Nominating Committee. All members of the faculty member's Constituency are eligible except members of the Senate Advisory Committee, whose names shall be listed on the letter sent by the Senate Secretary. The names of the two individuals selected by the largest number of members for each constituency shall be returned to the Constituency membership with a request that one be chosen and submitted to the Senate Secretary within three weeks of mailing. Of the 27 faculty members so selected, the Senate Advisory Committee shall select eight candidates for the Nominating Committee, and an additional candidate from the membership of the Senate Advisory Committee. In the event that a faculty member does not accept nomination, the Senate Advisory Committee will select another faculty member from the list of 27 nominees.

The slate of candidates shall be circulated promptly to the Senate membership prior to the final constitution of the Nominating Committee. The letter advising the Senate membership of the selections of the Advisory Committee shall also contain an invitation for additional nominations, which shall be accomplished via petitions containing at least 25 valid names and the signed approval of the candidate. All such petitions must be received no later than 14 days subsequent to the circulation of the nominees of the Advisory Committee. Nominations will automatically be closed 14 days after the circulation of the slate of the Advisory Committee. If no additional nominations are received, the slate nominated by the Advisory Committee would be declared elected. Should additional nominations be received, those nominated by petition have the right to learn the names of all other candidates and withdraw within five days after closing of petition. A mail ballot would then be distributed indicating which nominees were nominated by petition and which by the Advisory Committee. The ballot shall be circulated no later than 14 days subsequent to the close of nominations. Voting shall be noncumulative, each member being entitled to vote for up to nine candidates. The polls shall be closed 14 days subsequent to the circulation of the ballots. The Nominating Committee shall be composed of the nine nominees receiving the highest number of votes. In case of ties, decisions shall be by lot. Each person's term shall be for 12 months.

Articles in *The Daily Pennsylvanian* last week implied that supportive services for minority students here are in danger of being curtailed. Associate Dean of Students Claude Mayberry replies that far from curtailing such services the University must improve and refine them dramatically. One step that is required both by outside funding sources and by the internal pressure of responsibility center budgeting is full documentation of the Black Advising Program's effectiveness in the three years it has been in operation. Another step is to look beyond the current program and further improve supportive services. With Drs. Albert Oliver, William Labov, Frederick Davis and Gerald Goldin, Dr. Mayberry has submitted a proposal to an outside agency calling for \$800,000 to support a two-year program involving both delivery of services and research on the effectiveness of them. Following is a summary of the rationale for that proposal.

Support Services for Minority Students at Penn

The concept of supportive services for minority and disadvantaged students is defined in many ways. However, in a sophisticated academic environment such as the University of Pennsylvania, the concept for support services must have as one of its basic objectives programs that will bring educationally disadvantaged students from their skill level at the time of their college admission to that level required to carry with competence the basic college-level load.

One implication of this conception is the need for a system that shifts the mandate of the Division of Student Affairs from a emphasis on extracurricular activities to concern with the total academic and personal development of students.

A problem inherent in social and economic discrimination is that many minority and disadvantaged students reach university doors with academic preparation not the equivalent to that of white upper-middle class counterparts. We read of an increasing public disenchantment with colleges and universities because of the belief that large amounts of money are being used to support undergraduate programs which are not meeting the needs of minority students for which the programs are designed. This implication of inadequacy, together with shifting social priorities, has led to an emphasis on accountability, which can only be met by a clearer statement of educational objectives and clearer documentation of the objectives as they are met.

There is no suggestion here that university standards be lowered. Nevertheless, the principle purpose of providing supportive services should be to provide expanded educational opportunity for disadvantaged students, and the principal goal of any support program ought to be to maximize retention and graduation and to minimize attrition of those students who are admitted to the University.

Harold Korn, Dean of Undergraduate Advising and Counseling and Professor of Psychology at Florida State University, claims that a support system must account for the needs of our educational system to be selective in the sense of certifying certain levels of competence, and at the same time take responsibility for educating every student. To fulfill this latter responsibility would necessitate a clear understanding of the requirements for intellectual and personal development. However, if universities take as their objective the optimal development of each student, they are faced with the enormous challenge of creating a wide variety of educational experiences for students. To do this would require a clear statement of the educational objectives for a given individual undergraduate and a set of institutional educational strategies from which the student can choose in order to achieve those objectives.

Bloom and his associates (1971) have indicated that the conventional practice in higher education for addressing the needs of students through programs continually fails to distinguish between process and product. Evaluation has focused only on how well the student has achieved certain objectives. Bloom calls this type of evaluation "summative." That is, the student's learning

options are narrowly defined, and he either succeeds or fails at meeting these options.

Taking the advantage of such arguments as Bloom's, universities need to develop a supportive service where the emphasis is on the analysis and description of how much the student has learned and how much he has yet to learn. This requires that the institution accept responsibility to provide appropriate learning methods and opportunities to help the student achieve mastery of that which is essential for the student to experience continuous growth and success. Bloom would refer to this as "formative."

Administrators who set or develop policy for supportive services soon learn that emotional as well as conceptual flexibility are needed to shift frames of reference and to make commitments to thinking within new frames of reference. Even within a group of students with equal motivation to learn, there is broad variation in their ability to examine critically fundamental beliefs and to evaluate comprehensively the new knowledge received. While young organisms require a diet of stimulation, they also need security. Too much deviation from or incongruity with standards of informational input may result in anxiety and withdrawal. However, optimal amounts of incongruity lead to curiosity and motivation to learn. Man strives to maintain balance and order in his beliefs about the world (Festinger, 1951).

Madison (1969) has indicated that all students arrive at college with some areas of cognitive immaturity of which they are unaware. If this is true, then one would assume it necessary for supportive services programs to be designed to remove from the student the total responsibility for success or failure. Non-awareness of this is to evaluate only whether the student has failed according to certain sets of criteria and does not take into account nor inform the student what is blocking his thinking, and therefore minimizes the opportunity to identify an individual student's barriers to learning.

In their extracurricular experiences, students have many opportunities for confronting and examining their own cognitive immaturity. Yet, most of the time opportunities are wasted because the traditional supportive services programs are not designed for both the academic and personal development of the student, and therefore are not designed to confront the problem as a whole.

In order for supportive service programs to accomplish these goals, institutions must move ahead on two fronts: The enormous potential of the entire college environment must be recognized, and the existing curriculum drawn upon in such a way as to utilize the student culture to optimize its own great potential for encouraging intellectual growth.

However, the content of an individualized supportive service program is determined by three considerations:

1. the characteristics of enrolling students
2. minimum requirements for academic success in freshman courses
3. the differential of (1) and (2) which determines the content of supportive service programs.

The factors suggest that a strong supportive service program be based on a strong program of research. Academic characteristics of both enrolled and freshman students cannot be known without a careful objective description of the student's skills and without sensitive information about data collected for such programs.

Another kind of research is implied for future development of supportive service programs. Specialists in human behavior must direct their attention to the emotional problems of minority students in their confrontation in a new and often uncomfortable educational environment. This is not to suggest that minority students will require professional therapy any more than other students; but it is to say that *when emotional stress interferes with students' academic accomplishment* (and there is evidence that minority students experience such stress as a simple consequence of enrolling in a predominantly white university), *support programs must become equipped to provide emotional as well as academic help to the students.*

Little research has been completed around the complex issues of the academic deficiencies that minorities bring to colleges and universities because there have not been enough minority staff members in colleges and universities who could assume research leadership for completion of project components requiring insight and understanding not likely to be possessed by traditional research specialists. However, such research is strongly needed for instruc-

tion and guidance of minority college-bound students as well as for minority students enrolling as college freshmen.

An ongoing analysis of the educational needs of minority students is necessary, and supportive service programs must be developed to meet these diverse needs.

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OF RECORD



GROUP LIFE INSURANCE

Following is a text summarizing expansion of Group Life Insurance coverage effective September 1, sent by the Personnel Office to all deans, directors and chairmen April 25, 1974.

On September 1, 1974 a new schedule of benefits will go into effect for the University's Group Life Insurance Plan. Under the new plan, qualified participants whose salaries are under \$8,000 can now be insured for approximately two times the amount of their annual salaries. In the new schedule the maximum amount of insurance has been raised from \$60,000 to \$125,000. This change will allow participants who qualify for more than \$60,000 under the new schedule to cover themselves for the additional amount if they so elect.

Full-time University personnel under age 65 now participating in the program and earning salaries in the range between \$8,000 and \$30,000 per year will not be affected by this change. This group already has insurance coverage equivalent to approximately two times annual salary under the old plan.

The new schedule also sets the minimum amount of insurance coverage for retired persons and other participants over age 65 at no less than \$2,000. Under the old schedule, coverage for this group could be as low as \$500 in certain cases. All of these improvements apply to the accidental death and dismemberment and the total and permanent disability provisions as well as to the life insurance provisions in the plan.

Details of the terms and conditions governing the amounts of insurance and dates for adjustment of coverage are set forth in the schedule of benefits in the plan booklet. New booklets will be furnished to the University by the carrier and should be available prior to the first of September.

Premiums for insurance amounts \$60,000 and under will be paid either by the participant or by the University as elected by the participant. Premiums for all insurance in excess of \$60,000 will be paid by the participant.

Personnel who are now participating under the terms of the old plan will be given a one-time opportunity to elect the higher coverage under the new plan or to stay frozen at the amount of insurance they now have under the old plan. Persons joining the University hereafter, will, of course, automatically come under the provisions of the new plan.

Letters and option forms are on their way to participants who are affected by these changes. Eligible participants must make elections and return option forms to the Personnel Benefits Office no later than May 31, 1974.

Questions and inquiries concerning the new benefits schedules and elections of coverage should be directed to the Personnel Benefits Office, Ext. 7281 and 7282.

—James J. Keller

OPENINGS

The following listings are taken from the Personnel Office's weekly bulletins and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. Dates in parentheses refer to publication of full job description in ALMANAC. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

The University of Pennsylvania is an equal opportunity employer. Qualified candidates who have completed at least six months of service in their current positions will be given consideration for promotion to open positions.

Where qualifications for a position are described in terms of formal education or training, significant prior experience in the same field may be substituted.

ADMINISTRATIVE/PROFESSIONAL (A-1)

ACCOUNTANT II (3/19/74).

ASSISTANT COMPTROLLER (3/19/74).

ASSISTANT DIRECTOR, STUDENT ACTIVITIES (4/9/74).

BUSINESS ADMINISTRATOR I (4/16/74).

DEPARTMENTAL DEVELOPMENT COORDINATOR (4/2/74).

DEPARTMENT HEAD III, Medical Library (3/26/74).

MANAGER, ENGINEERING & BUILDING SVCS. (2/19/74).

RECREATION INSTRUCTOR responsible to Director of Recreation for instruction of students and personnel in specific recreational areas (tennis, squash). *Qualifications:* Graduation from a college or university with degree in recreation or physical education is desirable. Three years' experience in planning, teaching or directing physical recreation programs required. \$10,250-\$12,750. RECREATION SUPERVISOR responsible to Director of Recreation for assisting in operating department. Duties include teaching lifetime sports; facilities; assisting with development of the Sports Club Program, Intramural Program and special events to promote recreation. *Qualifications:* Master's in physical education and/or recreation. Experience in teaching, coaching and/or administrative background in physical education and/or recreation. \$10,250-\$12,750.

RESEARCH SPECIALIST II (4/23/74).

RESEARCH SPECIALIST III, Penn Urban Health Services Center, responsible to program director for development of the Center from a sociological perspective. *Qualifications:* Graduation from recognized college or university with advanced training in sociology. At least five years' direct professional-level experience in sociology of medicine, theory, methodology and complex organizations. \$11,800-\$14,700 (midpoint).

RESEARCH SPECIALIST IV (4/23/74).

RESEARCH COORDINATOR (4/23/74).

RESIDENCE UNIT DIRECTOR (3/5/74).

SENIOR SYSTEMS ANALYST responsible for data analysis and design of complex broad-based systems, including cost/benefit analysis; will assist in development of UMIS concepts. *Qualifications:* Degree plus five years' direct systems analysis and design experience; or high school, some college and eight to ten years' experience. Ability to advise all levels of management and data processing staff on complex systems, recognize and define interrelationships of systems. \$13,550-\$16,875-\$20,200.

SYSTEMS & PROGRAMMING STAFF TECHNICIAN (4/9/74).

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, administrative office (3/5/74). ADMINISTRATIVE ASSISTANT I, placement service (4/9/74).

ADMINISTRATIVE ASSISTANT II, Engineering (3/26/74).

DATA CONTROL CLERK, data processing office, to be responsible for maintaining appropriate data and quality controls for preparation, screening and auditing of all ADP reports and documents.

Qualifications: High school graduate plus formal training in computer operations. Several years' direct experience. \$6,250-\$7,350-\$8,450.

ELECTRON MICROSCOPE TECHNICIAN II (2/5/74).

ELECTRONIC TECHNICIAN II, research area on campus. *Qualifications:* Knowledge of BCD format and computer operations required. Three to five years' experience in analog and digital electronics. Background in telemetry helpful. \$7,525-\$8,825-\$10,100. MEDICAL RECORDS ASSISTANT, Graduate Hospital (4/9/74). MEDICAL SECRETARY (2) (3/19/74).

PROGRAMMER IV (4/9/74).

PROJECT BUDGET ASSISTANT, college business office (4/9/74).

RECEPTIONIST, Personnel Office, responsible to assistant director of employment and affirmative action for coordination of all functions relating to management of Personnel's reception room. Receives all visitors, processes applicants for employment, gives employment tests. Answers phones, schedules appointments, types some correspondence. *Qualifications:* Prior experience as a receptionist; excellent typing skills, advanced training preferred. Familiarity with University departments and procedures. \$6,250-\$7,350 (midpoint).

RECORDER, business office on campus (4/2/74).

RESEARCH BIBLIOGRAPHER II, Medical School (4/16/74).

RESEARCH LABORATORY TECHNICIAN II. Must know tissue techniques, be able to isolate and identify viruses as required.

Qualifications: Virology experience preferred, college graduate with science major. \$6,675-\$7,775-\$8,875.

RESEARCH LABORATORY TECHNICIAN II (3/26/74) to do light routine lab work, blood collection, blood bank management.

RESEARCH LABORATORY TECHNICIAN II to perform laboratory analyses, e.g., urinalysis, dermatology, blood chemistry, hemocult, EKG, etc. *Qualifications:* Graduation from approved two-year course in laboratory techniques. At least one year's direct experience in clinical laboratory. \$6,675-\$7,775-\$8,875.

RESEARCH LABORATORY TECHNICIAN III (4/2/74).

RESEARCH LABORATORY TECHNICIAN III to assist in running of tissue culture laboratory. Prepares medium, handling and refeeding of cultures, orders supplies, handles small animal colony. *Qualifications:* College graduate with biology or chemistry major. \$7,525-\$8,825-\$10,100.

RESEARCH LABORATORY TECHNICIAN III to do biochemical analysis of cultured cells for glycoprotein and proteins. *Qualifications:* Experience in cell culture, biochemical analysis of proteins and glycoprotein. B.S. with background in biochemistry and biology. At least one year's experience in biochemistry analysis of proteins or glycoproteins. \$7,525-\$8,825-\$10,100.

RESEARCH LABORATORY TECHNICIAN III to do bloods, blood chemistries, assist with patient studies, including simple nursing functions and patient monitoring. *Qualifications:* College graduate with chemistry and nursing background with at least two years' related experience. \$7,525-\$8,825-\$10,100.

SECRETARY I, business office on campus (4/2/74).

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

SECRETARY III (5) *Qualifications:* Interest in working with figures. Excellent typing, shorthand and/or dictaphone. Ability to work with minimum of supervision in performing varied duties. \$5,825-\$6,825-\$7,825.

TECHNICAL SECRETARY, Medical School (2/12/74). Proofreads and edits manuscripts, suggests revisions, compiles index and table of contents. Extensive use of dictaphone, clerical duties. *Qualifications:* Editorial and secretarial skills, familiarity with medical terminology. \$6,250-\$7,350-\$8,450.

TECHNICAL SECRETARY, Pennsylvania Muscle Institute, director's office, Presbyterian Hospital, 51 N. 39th St. Types scientific manuscripts, uses dictaphone, reprint library, has general office duties. *Qualifications:* Excellent typing, science background preferred. At least two years' office experience required. Call Mr. Sminkey, 662-8425. \$7,200-\$7,700-\$8,200.

PART-TIME (A-4)

PENN TEMPS: Temporary assignments for people who have excellent typing and, in some cases, shorthand or dictaphone. Call Valerie Sandillo, Ext. 7285; weekdays 9-11, 130 F.B.

AAUP: MAY 2

The University of Pennsylvania chapter of the American Association of University Professors will hold its annual spring luncheon and membership meeting on Thursday at noon in Room 2, Faculty Club. Following the luncheon, those attending will meet with President Meyerson and the University Trustees for coffee until 2 p.m.

Chapter officers and board members will be elected at the meeting. The Nominating Committee has proposed:

President: Lucienne Frappier-Mazur

Vice President: W. Allyn Rickett

Secretary: Brian F. Chellas

Treasurer: Phoebe S. Leboy

Members of the Executive Board, 1974-76: Harold J.

Bershady, Alexander M. Capron, David L. McNicol.

Members of the Nominating Committee are Joel O. Conarroe (chairman), Carroll Smith-Rosenberg, and Robert Summers.

Luncheon will be \$3.00. Members and their guests are invited; reservations should be made in advance with Brian F. Chellas, Philosophy (Ext. 6370 or 8563).

VAN PELT MASTER: DR. CONARROE

Dr. Joel Conarroe has been named master of Van Pelt College House next fall to succeed Dr. Richard L. Solomon of the Psychology Department, master of the project for the past three years. A student-faculty search committee headed by Dr. Mark Adams chose Dr. Conarroe from 35 candidates.

Dr. Conarroe, chairman of the English Department since September, has been concerned with various aspects of University life since he came to Penn in 1964. In 1971, he became the University's first Ombudsman and held that position until last fall. He received a Lindback Award for distinguished teaching in 1968 and helped plan the first College of Thematic Studies courses.

STOUFFER HOUSE POSITION

Stouffer College House will need an administrative fellow next fall. The position is open to graduate students at the University and involves management of House facilities and administration of the intellectual program. A stipend is provided, with a room and some meals. Applicants should telephone Ira Harkavy, Ext. 6827.

DEATHS

Gilbert L. Bourke (April 21 at 34), director of Graduate Towers for the past two years. "Rusty" Bourke came to the University in 1963 as a senior clerk in Sergeant Hall and held several posts on the residence staff, including assistant director of residences and associate director of men's residences. During his career at Penn, he attended St. Joseph's College at night and received his B.S. in political science there in 1967.

Mildred E. Foote (April 23 at 64), wife of John Foote, assistant to the associate provost for academic planning. She was a member of the board of directors of the Faculty Tea Club for many years and had served as the club's publicity chairman and on various committees.

Stanley Fronczez (March 23 at 73), a carpenter here for 15 years until his retirement in 1961.

William S. Howard (March 16 at 69), a member of the Building and Grounds staff since 1946. At the time of his retirement he was a building coordinator.

Dr. Girija Kanta Mookerje (March 30 at 69), since last January a visiting professor in the department of South Asia regional studies. He and his wife were to have returned to India in May, where Dr. Mookerje was chairman of the Centre for European and American Studies at Jawaharlal Nehru University in New Delhi. Dr. Mookerje had served as press and cultural attache at Indian embassies in Bonn, Paris and Rome and was India's liaison officer to UNESCO.

THINGS TO DO

EVENTS

COHR Seminar. Dr. Vernon Brightman, oral medicine, Penn, discusses *Experimental Rats' Monilisis*. 234 Levy, May 7, noon.

Rights of Spring. Some people call it May Day and mark it with baskets of flowers, but the Women's Center is sponsoring a celebration of the birthdays of gunwoman Calamity Jane and labor leader Mother Jones on May 1 at the C.A., 8:30 p.m. There will be songs by Casse Culver of Washington, D.C., a May Bowl (real wine) and general partying. Bring flowers, clippings, and memorabilia of this year's women's activities.

University Collegium Musicum, Mary Anne Ballard, director. Medieval music of the Notre Dame School, secular monody and ballades of late fourteenth-century France. The New World Consort also presents the thirteenth-century almost-operetta *Le Jeu de Robin et Marianne* by Adam de la Halle. Prince Theatre, May 1 and 2, 8 p.m. Tickets free at door, first-come basis.

Third Festival of Films by Women. *Introspection* (Sarah Arledge, 1947); *Outrage* (Ida Lupino, 1951); *The Connection* (Shirley Clarke, 1960). Annenberg Auditorium, May 3, 7:15 p.m. (one showing only). Tickets: \$1, Annenberg Center box office.

Short Eyes, by Miguel Pinero. Last week for the New York Shakespeare Festival production. Zellerbach Theatre, Monday-Saturday through May 4, 8 p.m.; mats. Wednesday and Saturday, 2:30 p.m. Tickets: Annenberg Center box office.

PLANTS FOR SALE, MAY 3-4

The plant sale at the Morris Arboretum will have about a hundred specimens each of: four varieties of *Ilex*, three of *Chamaecyparis*, *Hibiscus moscheutos*, *Hydrangea petiolaris*, and lots of other plants as difficult to find in commercial nurseries as they are to spell. Associates of the Arboretum will have a private preview of the sale at the Hillcrest Avenue entrance on May 3 from 10 a.m. to 3 p.m.; the sale opens to the plant-loving public May 4 from 10 a.m. until noon. Proceeds help support the Morris's educational programs.

SPORTS

Baseball vs. Columbia. Hollenback Field, May 1, 1 p.m.

Tennis vs. Columbia. Palestra Courts, May 1, 3 p.m.

Lacrosse vs. Cornell. Franklin Field, May 4, 2 p.m.

Summer Softball. Here's your chance to recapture the summer eves of your youth—if the summer eves were taken up with softball. If you are a girl, and the boys wouldn't let you play, you can start now. Penn employees and alumni are invited to join a team which plays other colleges and cricket clubs; the Penn team especially needs a windmill pitcher. Games are Thursday evenings at Hill Hall field. The season starts May 2 at 5:30 p.m. Talk to Steve Derby or Ken Mulvaney there if you want to join.

Callow Cup Races (lightweight crew) vs. Navy. Starting line at the stands near Falls Bridge, May 4, 2 p.m.

Track vs. Cornell. Franklin Field, May 5, 2 p.m.

FUNDING NOTES APLENTY

Extra copies of *Funding Notes*, the vademecum for grant-seekers in the humanities and social sciences distributed with *Almanac* April 16, are available from Barbara DeGory, sixth floor Franklin Building, Ext. 7921.

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