

Almanac

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- THINGS TO DO

Tuition Rise: \$330

The Executive Board of Trustees at its open session Monday approved a tuition increase of \$330 for 1975-76.

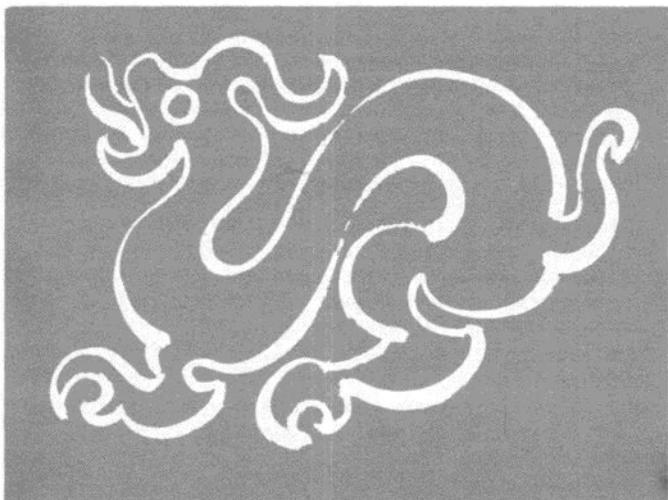
On Friday the Budget Committee had voted to recommend an increase of \$350, a figure \$20 higher than the working figure both the Committee and President Meyerson had been using for some weeks. The Committee's higher figure was based on assessments of income needed to keep total faculty compensation increases in the 8% range; to protect academic program funds; and to contain as far as possible any increase in the accumulated deficit.

The proposed tuition increase of just under 10%, together with planned increases in financial aid, "represents the best balance we can achieve between necessary income to offset inflation and curbing hardships upon our students and their families," President Meyerson said. A more complete report will appear next Tuesday.

Council: February 12

Two topics are on Council's agenda for tomorrow: the *Second Report on Implementation of the Development Commission Recommendations* (Almanac February 4, 1975), and a progress report of the Council Committee on Community Relations headed by Dr. W. Allyn Rickett.

The Community Relations report is an update of one published September 24, 1974. In preparation for written policies on community relations, the new report calls for "a positive approach," not only to the local area but to city and state—but adds that "The University's primary duty is to continue its development as a high quality teaching and research institution. Community relations projects cannot be permitted to drain University resources away from these primary functions . . ."



Choose  from column 2, or other THINGS TO DO . . . page 8.

OF RECORD



HIRING MORATORIUM

Following is the text of a joint memorandum sent by the Provost and the Vice President for Management to all vice presidents, deans and directors on February 4, 1975.

Effective immediately there will be a moratorium on hiring to fill non-faculty positions on all unrestricted and those restricted budgets which are endowment-supported. Any exceptions to this moratorium will be rare and must be justified in writing and approved by:

Provost—responsibility centers (excluding hospitals); indirect cost centers reporting to Provost.

Vice President for Management—all other indirect cost centers. Vice President for Health Affairs—hospitals.

In filling positions that may become available on any budget (including restricted budgets supported by grants and contracts) first review should be accorded to present University personnel or former University personnel who have been terminated because of financial reasons since July 1, 1974. To facilitate this process the office of the executive director of personnel relations will maintain a clearinghouse of staff who have been recently terminated or notified of termination.

—Eliot Stellar
—Paul Gaddis

Search: Museum Director

President Martin Meyerson and Provost Eliot Stellar have announced the membership of the consultative committee to advise on selection of a new director of the University Museum upon Dr. Froelich Rainey's coming retirement in June. Dr. James B. Pritchard chairs the committee of Penn faculty members and distinguished colleagues.

University members:

Lloyd W. Daly, Professor of Classical Studies
Loren C. Eiseley, Benjamin Franklin Professor of Anthropology and of the History of Science
George Gerbner, Dean of the Annenberg School of Communications and Professor of Communications
James Muhly, Associate Professor of Ancient Near Eastern History
James B. Pritchard, Associate Director of the University Museum, Curator of Biblical Archaeology and Professor of Religious Thought

Off-campus members:

Jacquetta Hawkes, archaeologist
Andre Parrot, former director of the Louvre
Dillon Ripley, secretary of the Smithsonian Institution
Phillips Talbot, president of the Asia Society

On Termination Policies

The Senate Advisory Committee has begun discussion of a new AAUP policy statement on the discontinuance of a program or department for reasons other than financial exigency. This new statement recognizes the legitimacy of such discontinuances and permits, under appropriate procedures, the reassignment or termination of tenured faculty members in discontinued programs. It calls for a reasonable period of training, if such training would facilitate placement in another position.

The question has been raised in the Advisory Committee whether this new policy statement is one that the University of Pennsylvania should adopt, and if so, what the role of the faculty should be in its implementation. We would welcome an expression of views, either directly to us, or in the form of letters to the *Almanac*.

The statement is on pages 412-413 of the Winter Issue, December 1974, of the AAUP Bulletin. It reads as follows:

DISCONTINUANCE OF PROGRAM OR DEPARTMENT NOT MANDATED BY FINANCIAL EXIGENCY

(d) Termination of an appointment with continuous tenure, or of a probationary or specified appointment before the end of the specified term, may occur as a result of *bona fide* formal discontinuance of a program or department of instruction. The following standards and procedures will apply.

(1) The decision to discontinue formally a program or department of instruction will be based solely upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof.

[NOTE: A proposal to discontinue a program or department on grounds of financial exigency must meet the standards of section 4(c) above. "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.]

(2) Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered. If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance salary equitably adjusted to the faculty member's length of past and potential service.

[NOTE: When an institution proposes to discontinue a program or department of instruction, it should plan to bear the costs of relocating, training, or otherwise compensating faculty members adversely affected.]

(3) A faculty member may appeal a proposed relocation or termination resulting from a discontinuance and has a right to a full hearing before a faculty committee. The hearing need not conform in all respects with a proceeding conducted pursuant to Regulation 5 but the essentials of an on-the-record adjudicative hearing will be observed. The issues in such a hearing may include the institution's failure to satisfy any of the conditions specified in this section. In such a hearing a faculty determination that a program or department is to be discontinued will be considered *prima facie* valid, but the burden of proof on other issues will rest on the administration.

At our February 5 meeting, SAC also suggested several names for appointment to the new search committee for a Vice-Provost for Undergraduate Studies and University Life, and we began formation of a Senate committee to advise the President on faculty concerns in the forthcoming development drive. We shall report more fully on these in the near future.

Attilio De Gennaro

EXPANDING INTERLIBRARY LOAN SERVICES

Faculty and students will be able to obtain free photocopies of articles from journals that are not available in the Penn libraries as a result of a new policy which is aimed at maintaining and even increasing the total library resources available to users in the face of continuing inflation in book and journal prices and declining library budgets.

Heretofore the interlibrary loan service undertook to borrow journals as well as books. As most libraries in recent years discontinued lending their journals, the Van Pelt Interlibrary Loan Office requested photocopies of the journal articles but passed on the charges of the supplying libraries to the users. Under the new policy, the Library will absorb the costs of supplying journal articles as well as for borrowing monographs. The implementation of this new policy is made possible by two new developments in library cooperation and resource sharing.

First, the British Library Lending Division (BLL), formerly the National Lending Library, has recently instituted a new Overseas Photocopying Service for journal articles, and Penn will be one of its first regular U.S. library users. The BLL, located in Boston Spa, England, receives some 50,000 of the most frequently used and requested journals in all subjects and languages and is also building a parallel collection of currently published monographs. Since its founding in 1962, it has been increasingly successful in meeting the interlibrary loan and copying needs of libraries in the United Kingdom by applying industrial methods of expediting merchandise to the logistics of interlibrary loan.

Requests from Penn will be transmitted from the Van Pelt Library Interlibrary Loan Office's Teletype terminal to the BLL; orders will be promptly filled and dispatched by air mail back to the library, where they will either be held for the requestor or sent out in the campus mail. The charges, which amount to about \$1.50 for each ten pages, will be billed by the BLL to a Penn account and paid for from a special library book fund. By absorbing these costs rather than passing them on to the users, the Library hopes to encourage the use of the service and avoid the expense and difficulties inherent in billing and collecting small sums of money. While it may seem surprising for Penn to be ordering photocopies from Britain, the BLL's past record indicates that it can be cost- and time-competitive compared to ordering from libraries other than those within the range of Pennsylvania's Interlibrary Delivery Service and the Center for Research Libraries which are and will continue to be among its primary suppliers.

The second development is that the Center for Research Libraries in Chicago, which Penn joined in 1973, is expanding its scope and services through a grant from the Carnegie Foundation and is subscribing to some 5,000 journals—largely in science and technology but extending to other subjects as well—and is prepared to pick up subscriptions to any journals which its members are forced to cancel for budget reasons. The British Library Lending Division serves as the backup for this project. The Center for Research Libraries is a cooperatively supported libraries' library of books, journals, archives, microforms, and other library resources consulted infrequently enough so that their use can be shared easily by its more than one hundred member libraries.

These and a number of other new advances in library technology, cooperation, and resource sharing have developed as a result of and in response to long-term pressures on library budgets which are now reaching crisis proportions. The goal of self-sufficiency for academic research libraries has always been chimeric, but the current alarming decline in library support is forcing librarians and scholars alike to face up to this reality and develop viable alternatives to traditional patterns of library collection building and service.

—Richard De Gennaro, director of libraries

'IN PRINT' IN PROCESS

Last week in this space we promised more on faculty authors. The promise itself set up a flow of information that altered the article then prepared, so we have delayed publication for rewrite and expansion. —KCG

Questions and Answers: Office of Community Programs

by Judith Kaufman

1. What is the Office of Community Programs?

OCP is responsible for helping University departments and schools develop and manage existing fieldwork programs, for developing new and innovative experiential learning programs and for counseling and informing students interested in fieldwork opportunities. It also acts as a clearinghouse on all information pertaining to fieldwork.

2. How is OCP different from the Placement Service?

All of OCP's job placements are developed to be creditable learning experiences. Some have a small stipend or living allowance attached while others give no remuneration. The main focus of all placements is the learning potential they afford.

3. When did the Office of Community Programs come into being?

Some of the programs that OCP has administered, such as Community Work-Study and University Year for Action, were originally administered by the Office of External Affairs. In the spring of 1973 the Office of Community Programs was established as an independent entity and was placed under the aegis of the Vice-Provost for Undergraduate Studies. This transfer was effected in order to integrate more closely field programs with the academic concerns of the University.

4. Who runs the Office?

The Vice-Provost for Undergraduate Studies has final jurisdiction in the administration of the programs run by OCP. The Vice-Provost's responsibilities are delegated to Dr. Seymour Mandelbaum, director, who is assisted by Judith H. Kaufman, coordinator; Jane Wells, associate coordinator; and Donna M. Feldmann, assistant for community-related programs.

5. How many programs does OCP currently run?

The Office currently runs four distinct programs and offers a number of less formal services. The programs are 1) Community Work-Study, 2) Summer Internships for several schools and departments (i.e. Political Science, City and Regional Planning, Energy Management, the masters program in Public Administration), 3) the Semester-Out Program, and 4) Studio Projects. OCP also advises students not connected with any formal program on finding and structuring a field placement. It develops the *Independent Study Register* and acts as a clearinghouse for information relating to fieldwork. (See box for more detailed description of programs.)

6. How are the programs linked to the academic curriculum?

Students who are participating in a department-sponsored program may be assigned certain prerequisites before entering the field component. Generally, one or more faculty members are assigned to the field component to advise and monitor students in the field. Those faculty persons will generally require some sort of written or oral accounting of the student's field experience which links the specifics of the field placement to academic generalities. Students participating in Community Work-Study and wishing credit, or students desiring placements not connected with any departmental program, are directed towards faculty members who might sponsor an independent study based on the student's field placement. Students are not evaluated on job performance or on the work experience itself, but rather on such things as new insights gained, phenomena observed or understood, and new areas explored.

7. How is the Office linked to the rest of the University?

The Office works in close conjunction with Vocational Advising, the Placement Service, Urban Studies, and Student Financial Aid on matters that are of mutual interest. It serves formally established fieldwork programs such as the Political Science Public Policy and the City Planning Internship Programs and the Bachelor of Applied Science Program. OCP works with students from all schools and departments of the University. It is receptive to working with any department or student group that requests services. OCP also acts as a clearinghouse for information about various fieldwork programs both in the field and on campus.

8. How is the Office funded?

The Office has received a grant of \$20,000 from HEW for the 1974-75 fiscal year. The remaining monies come from the Provost's and President's budgets.

9. What services do students receive from OCP?

Students receive advising about which placements available in OCP's files and directories would best serve their academic, vocational and personal goals. Students who are attempting to structure their own placements can receive advice on how to do this—what elements to look for, how to establish goals, etc. OCP also offers help in formulating proposals to students who wish to approach faculty about sponsoring independent studies. Students who need resumes to secure jobs may receive advice on resume preparation. The Office also arranges for groups of students interested in role-playing interview situations to meet with the University Placement Service. There are pre-service, in-service and post-service training sessions available to all fieldwork participants. OCP also monitors all students in the field to assure that both the student and the agency are maintaining high standards and to help solve any problems that arise in the course of a placement.

10. What services do departments and schools receive?

OCP can provide departments with a year-after-year continuity of contacts through which to place students and an expertise in the design of successful field programs and how to avoid common problems and pitfalls. To develop a program which is to be linked to a department or school, OCP works closely with the faculty of that department (or school) to identify the educational objectives of the field experience, the characteristics of an appropriate placement, any prerequisites necessary for participation in the field experience, and a process of evaluation. OCP then begins to develop placements and counsel students in the various aspects of securing a placement. OCP staff members work with faculty to develop orientation, monitoring and assessment methods; this may be a joint effort between OCP and the department (or school) or may be handled solely by the department (or school).

11. How are placements structured?

Almost every field placement developed by OCP is potentially creditable. A placement must have academic value before it is listed in any of the directories published by the Office. To insure this, the staff carefully screens all potential placements, asking such questions as how the organization is structured, how a student would fit into it, what tasks a student would be asked to perform, what goals the student would be expected to achieve and the degree to which the work will be a significant contribution to

the business or agency. If these questions are answered satisfactorily, the placement is accepted and listed.

12. Where are placements located?

There are currently over 400 possible placements, many of them volunteer opportunities in the Philadelphia area. There are also placements available in such places as Washington, Harrisburg, San Francisco, upstate Pennsylvania, New Jersey, Rhode Island, New York, South Carolina and Massachusetts. Of course, not all types of placements are available in all areas. The list is constantly expanding as the program grows.

13. What kinds of placements are available?

The range is wide. OCP maintains files on placements relevant to political science and city planning. There are also placements relating to law, community organization, education, and health care. Many of the placements are on a volunteer basis offering the rewards of learning and academic credit. Others offer a small stipend. The major focus of any placement, however, is the educational opportunity it affords.

14. What publications does the Office produce?

A *Directory of Community Service Opportunities* is developed each year, listing volunteer placement opportunities in the

Philadelphia area. This is used chiefly by the Community Work-Study Program but is an excellent resource for anyone desirous of a field placement. *A Guide to Developing Fieldwork Placements as Academic Options* which aids students in developing their own field options has also been developed by OCP. The *Independent Study Register* is published by the Office of Community Programs on an annual basis. This helps students to locate faculty whose interests correspond to their own in order to arrange an independent study or research project.

15. What are the plans for the future?

The Office of Community Programs intends to continue enlarging the programs already in operation, to develop programs for departments which request services, and to attempt to develop innovative programs on its own. The two major thrusts in the coming year will be to develop the Semester-Out Program to its full potential and to establish at least one studio project. (See box for more detailed description of these programs.)

16. Who would a faculty member contact if he/she wants more information about fieldwork?

The faculty should contact Judith Kaufman, Jane Wells or Donna Feldmann at 415 Logan Hall, Ext. 4827 or 4744.

COMMUNITY PROGRAMS: A SHORT LIST

Community Work-Study

Community Work-Study is an option for students who have a work-study grant as part of their financial aid package. The program offers students work in jobs throughout the Philadelphia area. Over 400 job placements have been developed in a wide variety of service-oriented agencies and institutions. Depending on a student's interest, he or she could work in such areas as tutoring elementary and high school students, counseling drug addicts, researching information for lawyers, writing for a newspaper, or working for women's rights. Students work from six to twenty hours a week for their work-study grant. If a student wishes to work hours over and above what he/she will be paid for and receive credit for it, OCP will provide information and advice on how to develop an independent study to complement the fieldwork. It is also possible to combine a work-study placement with credit through academic programs such as Urban Studies or the Urban Workshop. There are currently 89 students participating in the Community Work-Study Program.

Summer Internships

Summer internships for graduate students in city planning and public administration, and for undergraduates in political science and energy management are available to students in those departments who meet the prerequisites. The city planning students must have completed their first year of graduate study; the political science students must have taken one of two public policy courses: P.S. 174 or P.S. 522. The public administration students must have completed one year of their graduate program. Energy management placements are open to students participating in the Energy Management component of the College of Thematic Studies. The internships are salaried and accredited positions which satisfy requirements for various degrees. The internships are in private and public firms/agencies nationwide. OCP works closely with the departments to assure that all positions developed are creditable, to develop pre-service preparation, monitoring procedures, and evaluation techniques. All internship students are provided with resume counseling and advice concerning potential placements. There are 98 students seeking internship placements through OCP for the summer of 1975.

Independent Fieldwork Placements

Students who are not connected with any of the formal programs offered by the Office may nevertheless participate in fieldwork. Such a student may utilize the *Directory of Community Service Opportunities* to locate a placement or may work with a member of the OCP staff to structure a placement resulting from the student's own contacts. *A Guide to Developing Fieldwork Placements as*

Academic Options is available as an aid to this process. Once the student is in the field, OCP is available to help work out any problems that arise in the course of the placement. Approximately 60 students have received help in developing independent placements during the current academic year.

Semester-Out

Nearly five hundred Pennsylvania undergraduates each year stop out of the University for a semester or more, to explore career choices, to raise money, or to vary the pace of their academic career. Many are among our most promising students. While this hiatus is often beneficial for the student, it is not always put to productive use. Its unplanned character is also costly to the University, makes havoc of enrollment predictions, and lowers our capability to respond to student needs. Since the University has wisely abandoned the policy of restricting leaves, it now needs a way of predicting and shaping them.

In cooperation with the Placement Service and the Vocational Advising Center, OCP will aid students wishing to stop out for a semester by locating worthwhile jobs and internships for them. It will also arrange for accreditation, where appropriate, with interested faculty. OCP will provide guidance to orient students to the world of work and help them adjust on their return to the University. We hope, over time, that many students who might simply have been treated as on leave, will be supported in the same manner as is now planned for those in formal internships. This program is currently in an embryonic state and will receive considerable developmental efforts during the spring '75 semester. It is hoped that a small number (ten to fifteen) students will enter the program for the summer-fall '75 cycle, with full scale operation beginning by the '76 spring-summer cycle.

Studio Projects

A field studio concentrates a large group of students and faculty on a single site and/or problem in the field. Because of the complexity of such a project, it offers unique teaching and learning opportunities and can have impressive practical results for students and clients alike. (See *Almanac*, Vol. 21, #9, October 22, 1974). There are no studio projects in operation at the present time but it is hoped that one will be developed for the fall of '75.

Bachelor of Applied Science

OCP is currently working with BAS students to help them in structuring their field projects and in monitoring their work in the field. A field project is one of the requirements for the BAS degree and as more students enter the program OCP will continue to offer help to them.

The State of The Wharton School

by Donald C. Carroll

Our school has gone through another year of remarkable progress; by every index the school has performed well. Fiscally, we performed at astonishing efficiency. Quality measures have improved as well, and we have made notable progress in our relationships outside of the school. You are to be congratulated.

In the past I have gone down a list of items on our priority list and noted progress or lack thereof item by item. I will not do that today because all of the items on the list are either accomplished or substantially underway. Rather, I would prefer to offer you a status report on various programs and activities of the school.

First, under programs, let me review the Wharton Undergraduate Division. We have successfully assimilated a new curriculum without major difficulty. Enrollments in that program, as I assume you are painfully aware, are up 20% in the last two years. But quality is up as well. We have taken the increase in applications largely through quality. I am pleased (I think) to report that applications for admission for next year are up 50% over last year and, since we have no plans for further increases in enrollment, quality should rise accordingly. We will continue our efforts led by Vice-Dean Ness to recruit outstanding students, placing more emphasis on areas of the country where the University does not actively recruit.

Turning to the Wharton Graduate Division, the MBA Program in particular, at long last, our new MBA common experience package has been debated and passed. We have before us the implementation of this new core by next January. I will shortly appoint the so-called core director and several ad hoc committees to bring the new program into being. Meanwhile, the application pool has continued to improve. Enrollment in the MBA Program is up about 10% over the last two years and the quality of students, as best we can measure it, has also improved. For example, our ATGSB scores are up about 40 points over the last two years, almost half a standard deviation. We have received faculty approval of, and are now accepting applications for, the Wharton Executive MBA Program; that is, the Friday-Saturday program for mature managers. As of now it appears that we will have a high quality class matriculating this June, although it is possible that the economic situation may dampen the enthusiasm of some applicants.

Next, regarding the Ph.D. program, we have now promoted the rationalization and improvement of the Ph.D. program to the highest priority level. As you know, we are looking forward to receiving complete control over these programs as the Graduate School of Arts and Sciences is merged into the Faculty of Arts and Sciences. Policies and procedures for our Ph.D. program have been designed and are in the last throes of amendment to meet the criticisms that were offered at our last faculty meeting. Curriculum rationalization of our various concentrations and majors is in progress. It is my feeling that we must bend every effort to create a world-class program at the Ph.D. level. An excellent Ph.D. program is important for our research activities as well as the School's image. Furthermore, there is a serious

shortage of Ph.D.s in the management disciplines. Quality, not quantity, must be our objective in this area. I will allocate the necessary funds but, as always, the effort must be yours.

In research programs, both in the centers and in the various departments, our progress has been nothing short of astonishing. We have more than tripled our annual volume of sponsored research over the last two years with a commensurate increase in backlog. The level of expenditure on sponsored research has risen from roughly \$1 million a year to \$3.5 million per year in the last two years. These increases have been pretty well spread around the School. Certainly the Busch Center, the Leonard Davis Institute, the Industrial Research Unit and the Decision Sciences Department have made notable progress in this area, but other areas have as well. It is my belief that these research programs have a three-faceted salutatory effect. They get us involved in problems of real pith and moment, they provide a basis for Ph.D. education and they throw off discretionary funds for the general welfare and improvement of the School. I heartily commend those of you who have contributed to this success.

In the area of Continuing and Lifetime Education Programs, we have continued to progress with directly sponsored programs, that is, corporate- or government-sponsored. However, I am disappointed in our failure to launch public executive education programs. While the current economic situation argues against a major effort, right now in offering public programs, I have by no means abandoned my aspirations for eventual success in this area. But, for the moment, our strategy will be to build up our repertoire via sponsored programs and co-ventures as for example with the American Institute of CPA's, and to be ready when the public market situation improves.

Let me turn now to matters of organization and other topics of direct interest to the faculty. In organization, we have come a long way. We have bid farewell to our erstwhile colleagues in the social sciences. Remarkably, I sense an increased interest on their part in cooperation and participation in our programs, so that, so far at least, the organizational change seems to be accomplishing the purposes of the President and the effects I had in mind when I supported the organizational change.

Further, we have played midwife to the birth of the School of Public and Urban Policy, our little sister school within "The Wharton Schools." Where Dean Phillips will take the school remains to be seen, but I think the prognosis is good and I look forward to increased participation of this faculty in the activities of SPUP. The School of Public and Urban Policy is a University facility. It is a focal point for public policy oriented programs. Our school, the Faculty of Arts and Sciences, the College of Engineering and Applied Science, the Law School, Social Work, Education, all should find a focal point there. That is not to say that we must do all our public policy work in SPUP. No exclusive license has been granted. But we do expect SPUP to take the lead in inter-school programs and projects.

In other areas of organization, the reorganization of the Dean's Office will be essentially complete when our new administrative

staff is hired. We will centralize certain fiscal and personnel transactions as part of this process and we hope, thereby, that the quality and availability of management information will be substantially enhanced.

I spoke last year of the rationalization of faculty productivity, faculty compensation, teaching loads and related matters. While considerable thought has gone into these matters we find ourselves momentarily thwarted by inadequate data and models to support analysis of the consequences of various policies that might be considered. Both the University and the School are working to remedy these deficiencies. My new administrative staff will be charged with the responsibility to perform necessary research and to provide the necessary tools so that the policy committee can undertake its consideration with adequate support.

Another matter of increasing importance as we continue to expand is bricks and mortar. I am pleased to report very substantial progress in the planning for and justification of the renovation of Dietrich Hall. The Shils Committee has established the structural feasibility of, among other things, doubling the size of faculty offices and central air conditioning. It further appears that we can substantially alter the allocation of space between classroom and faculty offices without loss of effective capacity. We are now completing our justification of space requirements and in the process, it has become evident that we will have to pursue additional space to meet our needs. Thus, it now appears that the so-called "Vance II," that is, the prospective North-South "L" attached to Vance Hall, is the appropriate solution to our long-term space requirements for research, administration and teaching, and it has emerged as an item to be included in our capital campaign request.

EXTERNAL RELATIONS

Let me turn now to what is rapidly becoming my most important function, namely, external relations. We put forth an effort last year to increase our emphasis on the international dimension of the School. There are many features of this program. Among them are faculty and student exchanges, continuing to recruit foreign students and faculty with a goal of maintaining cosmopolitan ambiance in the school. We appointed Dr. Hurst as Assistant Dean for International Affairs and placed him in charge of making some of these things happen. Let me report the following things that have happened.

We have two faculty in official capacities abroad. Dr. McDonough is in Paris participating in a new institute in conjunction with the Chamber of Commerce of Paris and the Technical University of Compiègne. He also acts as our liaison with alumni and performs various functions for me there. Dr. Keith is our man in Beirut. He is teaching at the American University of Beirut and is, in fact, acting as Chairman of the Business Department at the AUB. It may well be that we will play a more substantial role in the future of that institution; that possibility is being pursued now. We have had visitors and executive program activities with the University College of Dublin and we now have two exchange students here from the London School of Business for this semester. I look forward to sending students of ours to London, in very small numbers, next fall.

Finally, partially at our instigation, the Alumni Affairs group of the Development Office in the University is undertaking to establish a European alumni group of rather more considerable importance than that which exists right now—the so-called European project. It appears that it will be feasible to put an individual, probably in Paris, who will act as alumni coordinator for Europe.

As most of you know, we have successfully established two levels of advisory boards, one, the Wharton Graduate Alumni Advisory Board, all the members of which are MBAs or MGAs from Wharton. The Board functions well in an advisory capacity to Dean Sapienza and me. The President and I have also

established a Board of Overseers which is advisory to the President and the Trustees as well as to the Dean of The Wharton School, and it has been operating now for two years quite successfully. We have recently expanded the membership of that Board to include among others:

Judge Arlin Adams of the Third Circuit Court of Appeals; George M. Dorrance Jr., chairman of the board of Philadelphia National Bank; Lida Freeman, president of H. Freeman & Sons, Inc.; William J. Kennedy III of North Carolina Insurance Company; Donald S. MacNaughton, chairman of the board of Xerox Corporation; William A. Marquard Jr., president of American Standard, Inc.; Paul F. Miller Jr. of Miller, Anderson and Sherrerd; Edmund T. Pratt, chairman of Pfizer, Inc.; Edgar B. Speer, chairman of United States Steel; and the Washington economic consultant Dr. Charles E. Walker.

Over the last year we have been placing continuing emphasis on the press relations of the School. We have asked that Mr. Alrich have all of his time dedicated to the news function of the School—and that is about to occur with the publication of the last issue of the *Wharton Quarterly*. We are convening a student advisory group to see if some of the considerable talent of MBA students might be tapped in the process of dealing with the press. We confess to some dissatisfaction with what we have accomplished so far, we intend to do better.

In the area of alumni relations, I think we made rather distinct progress. Among other things, we have reached agreement with the Development Office to centralize all Wharton alumni relations of that office in this School. In the past we have had responsibility for Wharton Graduate relations but we have not had direct responsibility for Wharton Undergraduate alumni relations. The two functions will be combined and Mrs. Waldeck will serve both constituencies. We have, as many of you know, been offering so-called dog and pony shows throughout the United States to our various alumni clubs and alumni groups. These have been exceedingly well received and I think we have launched a program that we will continue into the foreseeable future.

Of great importance to me, and I think to the school, are our corporate relations. This fall we initiated the Wharton Partnership Program. This is basically a corporate associates program similar to those offered by other schools, notably Stanford and Harvard. Ours is a little bit different. For a given amount of corporate annual giving, we will offer formal and special attention to the corporate needs. We will, for example, keep them in touch with faculty research or teaching they are interested in, and we will try to assist them in extraordinary ways in placement of our students in their companies. In our case, the one difference from typical programs is that we allow our partners to designate a portion of their corporate gift to activities within the School. This was our way of taking into account the fact that several departments and centers already have corporate associates programs and it was our way of setting up school-level unrestricted giving program that was compatible with existing relationships. I am very happy to report that under Mr. Harman's aegis the Partnership Program seems to be exceptionally well started. We have made seven solicitations and have seven acceptances and six of those are from companies who have never given money to the School before.

The Partnership Program is only one facet of corporate relations. So many of the the both new and old things we are into are based on corporate relations, that we are looking for ways to strengthen the whole activity. For example, once we have established contact with a corporation through the Partnership Program we can get a very direct feed-in of students into our Lifetime Education Programs. Secondly, we will have assistance in the placement of our students. And further, we will have very direct access to potential research sponsorship in the corporations. So, fund raising is but one aspect of the corporate relations program. Some of you will find yourselves involved in this, voluntarily, I hope. As one portion of the *quid pro quo*, we

will offer to a corporate sponsor a faculty member who will concern himself with the needs of that company. We will offer staff support also, obviously, but we would like to appoint at least one faculty member who will concern himself with what the company thinks it needs from the School—a focal point.

Finally, this is the year that the University will launch a capital campaign. For the last year and a half my office has been participating in an academic planning exercise, having in mind a justification of a major capital campaign. As a result of the exercise, we have identified \$20 million of minimum needs for the School and \$45 million of an optimal funding for the School. I will not go into the details of our academic plan, it is a rather general plan at this point, but I will publish this statement when we get final approval. What you must understand is that no one is guaranteeing that either \$20 million or \$45 million is forthcoming. Our academic plan says how we would allocate \$20 million or \$45 million among our programs, faculty, and bricks-and-mortar needs. The basic strategy we have adopted places very heavy emphasis on endowment relative to term funding, on support of present programs and faculty, including student aid, incidentally, and for expansion of existing programs and faculty, rather than for launching of new programs and hiring of new faculty.

Colleagues, we now find ourselves in a very strange situation. We find ourselves prosperous, and increasingly prosperous, amid university stringency. In a sense, this puts us on a collision course with our colleagues elsewhere in the University. On the other hand, I prefer it be this way than sharing the stringency. But it is not an easy situation, not for the President nor the Provost, and not for me. I've spent a great deal of my time trying to acquire for the school a fair share of the surplus that we produce. I now think that we have reached a final agreement, an agreement on a rationale for resource allocation. I believe it serves our need as well as fairly supporting the University, which support it obviously needs. Thus, try as I may, I can find no serious barriers to continuing progress and prosperity for us. It is still up to us to seize this magnificent opportunity. Thank you.

REGISTRATION FOR UPCOMING SYMPOSIA

Self-Denial or Substitution: The Technological Options. Members of Penn's faculty discuss the use and misuse of resources with respect to materials, food, transportation and the future in the February 17 symposium that highlights Engineers' Week. Sponsored by the College of Engineering and Applied Science, it runs from 2:30-5:30 p.m. in the Towne Building and is open to the public without charge. For more information: Cora Ingram, Ext. 7244.

Finances and Today's Woman provides a roster of businesswomen from the east coast for panel discussions on investment, credit, entrepreneurship, changing roles, retirement planning and estate planning. Developed by women, for women, the March 11 seminar is limited to 300 participants. Response thus far has been brisk, so early—and prompt—registration is urged. To sign-up, contact Margaret M. Poole, E-111 Dietrich Hall, Ext. 7601. Sponsored by Wharton, the YWCA of Philadelphia and the Philadelphia National Bank.

The psychiatry department's Division of Family Study and the Marriage Council of Philadelphia co-host two, day-long seminars open to members of the health profession and the public. Designed for participants to explore their behavior and attitudes toward sexuality the *Sexual Enrichment Program* on March 4 will also offer techniques for counseling and taking sexual history. On March 5 *Building Healthier Marriages and Families through Preventive Care* features Eleanor McGovern, David Mace, Ph.D. and other professionals in a series of discussions on family communication skills, the child in the family perspective and related topics. The programs are approved for nine and six hours respectively of the category 1, Physicians Recognition Award. The registration deadline is February 25 at the Marriage Council, 4025 Chestnut, EV 2-6880.

OPENINGS

The following listings are taken from the Personnel Office's weekly bulletin and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. 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.

The three figures in salary listings show minimum starting salary, maximum starting salary (midpoint) and top of salary scale, in that order.

ADMINISTRATIVE/PROFESSIONAL (A-1)

BUILDING DESIGN COORDINATOR to contact clients and determine electrical parameters for renovations and repair projects; prepare electrical sketches, specifications and estimates; inspect projects to verify accuracy and work quality. *Qualifications:* Degree from technical school with emphasis on electrical construction and design; five years' recent design experience. Ability to work with others; coordinate electrical work with other design disciplines; and work with minimum of supervision. \$9,275-\$11,450-\$13,600.

SUPPORT STAFF (A-3)

BILLING ASSISTANT, medicine, to maintain ledgers; keep statistics by physician and by patient on services billed; discuss bills with patients; prepare cost analyses and summaries; prepare trial balances; assist in auditing accounts. *Qualifications:* Courses in bookkeeping; two years' bookkeeping experience, preferably in medical area; ability to type and operate adding machine. \$6,550-\$7,925-\$9,300.

EDITORIAL ASSISTANT for a faculty steering committee in the Dental School to collect, edit and prepare material for a forthcoming accreditation visit. *Qualifications:* Excellent typing skills; ability to perform minor organizational, editorial and writing tasks; experience in curriculum development and formulation of behavioral objectives. \$6,125-\$7,325-\$8,525.

INFORMATION SYSTEMS TECHNICIAN to assist in preparation of analytical reports; coordinate coding schedules; supervise data traffic; monitor performance and working hours of coding staff; review completed codings. *Qualifications:* B.A. or B.S. in social science; some knowledge of general research; basic computer skills with packages such as SPSS. \$7,575-\$9,325-\$11,050.

RESEARCH LABORATORY TECHNICIAN II, Veterinary School (Clinical Studies) (2/4/75).

RESEARCH LABORATORY TECHNICIAN III to standardize and perform tests for leukocyte antigens and antibodies by several agglutination methods; prepare reagents for this purpose from the sera of multipara; maintain an up-to-date WBC panel; carry out quality control of all methods; maintain adequate records and reports for data analysis. *Qualifications:* Degree in biology or medical technology; research lab experience; familiarity with serologic techniques and some general hematology methods such as cell counting and staining of blood films. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for experiments involving anesthetized mice, rats, dogs, cats and monkeys; measurements of heart and lung function using oscillographs. *Qualifications:* B.S. in biology; experience in handling animals for experiments; some familiarity with electronic equipment. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for canine cardiovascular surgery and ancillary support; interfacing with electronic equipment (recorders, transducers); data reduction using simple mathematics. *Qualifications:* Experience with surgical techniques,

surgical equipment and methods of anesthesia and respiratory support; familiarity with ordering lab supplies; general lab experience. Must be willing to learn computer techniques. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III. Eight positions announced September 3 through February 4, including tissue culture, blood gas processing, enzyme assays, hormone immuno-assays, animal research, protein biosynthesis, chromatography and microbiological and immunological techniques.

SECRETARY II (3); SECRETARY III (3) (1/28/75).

HOURLY RATE (A-4)

Hourly rate is negotiable on the basis of qualifications.

SECRETARY I, Continuing Engineering 20-25 hrs/week (2/4/75).

SECRETARY II, Veterinary, 20 hrs/week (2/4/75).

TECHNICAL DIRECTOR, Student Performing Activities, *nine month position* (1/21/75).

TAX WORKSHOPS FOR WOMEN

The Women's Center will sponsor two workshops for women on *Income Tax Tips* this month, including sessions on:

- The best way to use exemptions
- How to claim job-related travel and child-care expenses
- Should married women and their husbands file jointly or separately?
- What kinds of charitable contributions can be claimed

The workshops will be led by Phyllis Shearer, an undergraduate in CW and Wharton, who has had substantial training in the income tax field. They will be held on *Friday, February 21 and Friday, February 28* at noon in locations to be announced. Size of workshops is limited: call Ext. 8611 for reservations.

THINGS TO DO

The Penn community ordinarily resists the American penchant for bestowing titles and significance on otherwise unremarkable seven-day spans. But exceptions do occur. With apologies to the pickle packers, pepper pickers and mugwumps whose "weeks" have been overlooked, *Almanac* is pleased to report that *Engineers' Week* has been announced (see page 7); *International Week* is approaching; and *Black History Week* is already upon us.

BLACK HISTORY WEEK

As part of the Week's activities, the Black Students League brings *Reverend Leon Sullivan*, founder of the Opportunities Industrialization Centers (OIC), to speak today at 4:30 p.m. in Stiteler Hall. On Thursday February 13, the *Freedom Theatre* performs *Mojo*, a one-act play directed by John Allen at 7:30 in Low Rise North. Both events are open to the public without charge.

INTERNATIONAL WEEK

A Square Meal for a Round World is the theme highlighting the films, discussions and more festive events planned in observance of International Week, February 17-22.

Activities begin on the 17th when the *Philadelphia Consular Corps* hosts a reception from 5:30-7:30 p.m. for foreign and American students and faculty members from abroad. At 8 p.m. Dr. Carl J. Manone, international education consultant gives the *keynote speech* in the Museum's Harrison Auditorium. The address is open to the public without charge. Other events include:

A demonstration and discussion of African dance by Kofi Yamao, former member of the Ghana Dance Ensemble, from 7:30-8:30 p.m. in International House followed by a screening of the CBS film *Hunger in America* with a discussion of *Hunger in Philadelphia* by Loretta Schwartz, author of a recent magazine article on the subject;

A showing of *Not Enough* and *Do You Speak Agriculture?*, two ACTION (Peace Corps/Vista) films on February 28 at 7:30 p.m. in B-26 at Stiteler Hall;

A bazaar featuring crafts, artwork and clothing from around the world on February 22 at International House followed by a *buffet supper* at

6:30 p.m. and a *concert* at 8 p.m. in the Museum's Upper Egyptian Gallery. Admission for the meal and concert is \$3; for the concert alone, \$1 with one dollar from the sale of each ticket donated to hunger and poverty relief.

International Week is a cooperative venture of several campus nationality groups, the Museum's National Cultures and International Classroom programs, the International Students Association (Ext. 7520) and the Philadelphia Consular Corps.

EAT, DRINK AND BE MERRY

If January was a month to be endured, February is one to be celebrated. The *Valentine Dance* at the Faculty Club on February 12 promises a return of joie de vivre with dinner and live music. The price for the evening is \$8 (or \$2 for just the after-dinner dancing). To reserve a table, stop by the Club or call 222-0 from University phones.

The *Chinese New Year* offers a second chance to those who blew it already with the first set of 1975 resolutions. The Year of the Hare is ushered in with eggrolls, soy-sauced chicken, beef with snow peas and other home-cooked Chinese dishes followed by folkdances and songs on February 15 at 6 p.m. in the Museum. Space is limited, so reservations at \$4 each should be made soon by calling Joe Minott, 224-216 from University phones. Sponsored by the Chinese Students and Alumni Association and the Museum.

An equally festive night of Greek food, drink, dancing and music is planned for this year's *Penthouse Party* on March 1 in the Rooftop Lounge of High Rise South. Sponsored by the University and the Penn Community Park Coalition, proceeds from the dinner dance will be used to construct a community park at 40th and Walnut. The price for the evening is \$7.50 per person. Because of space restrictions, guests are limited to 200 and early reservations are advised. To make them, call Ruth Molloy, BA2-0422, or Dr. Caroline Damsky, EV2-1179.

On February 21 skiers can bus to Binghamton, N.Y. for a weekend on the slopes of the Innsbruck USA and Greek Peak ski areas. Fees, which range from \$66 for a quad to \$76 for a double room with a 10% service charge for both, include round trip bus transportation, two nights of first class accommodations, four meals, ski equipment and lesson, lift discounts and all tips and taxes. Live entertainment is promised for both nights. For reservations: Houston Hall Travel Service, Ext. 7268.

MIXED BAG

Transcendental Meditation and the Science of Creative Intelligence. Bernie Titus, a graduate student here, speaks on February 12 at 7:30 p.m. in the Christian Association. Open to faculty and staff.

Design projects by former students of the Architectural Association School in London are exhibited in the Fine Arts Building here through February 28.

Thomas Gisriel's multi-image photographs, Jeffrey Slater's land- and seascapes and John Siceloff's still lifes are displayed in the *photography exhibition* at Houston Hall Gallery, February 16 through March 7. Sponsored by PUC.

The *Pennsylvania Pro Musica*, under the direction of Dr. Franklin Zimmerman, performs Purcell's *Dido and Aeneas* and Blow's *Venus and Adonis* for the Valentine's Day Concert on February 14 at 7:30 p.m. in the Houston Hall Auditorium. Tickets are available only at the door: \$3, or \$2 with University ID. Sponsored by PUC.

Violinist Judy Clare, cellist Barbara York and pianist Russell Daisey, students at Philadelphia's New School of Music, perform works of Loeillet, Mendelssohn and Beethoven as *Music at the Museum* continues on February 15 at 3:30 p.m.

A magic summer for two Swedish children is the subject of *Hugo and Josefina* screened February 15 at 10:30 a.m. in the Children's Film Program at the Museum.

Nicholas Ray's film, *Wind across the Everglades*, portrays the conflict between an Audubon Society warden and a renegade poacher. February 16, 2:30 p.m. at the Museum.

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