

Almanac

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A MESSAGE TO ALL FACULTY AND STAFF

1975-76 Salaries & Wages: The Present Outlook

The Trustees of our University met on June 5 and 6, 1975. A major concern was the University's financial situation, including an approximately \$4 million deficit for the fiscal year ending this June 30, and few unrestricted reserves to carry present or future deficits. Although the Trustees resolved to launch this fall the largest fund-raising drive in the University's history, it was also clear to them (as it was to all of us) that our deficit had to be closed for the coming fiscal year.

Thus the Trustees approved a budget* for the start of the 1975-76 fiscal year which is in balance, but which achieves that balance only by maintaining salaries and wages, for the time being, at their 1974-75 levels. Although we are unhappy about beginning a new budget year without salary and wage increases, we hope—and expect—that increases will be possible sometime in the months ahead. At present, neither our incomes (such as the state appropriation, the return on endowment, and research overhead) nor our costs (such as energy, interest and insurance) are certain enough to predict the amount or the timing of an increase.

Any increase will be costly to the University because salaries and wages are such a high proportion of our budget. Therefore, individual increases will certainly be small even with the most favorable resolution of uncertainties—undoubtedly short of what would be needed to keep up with the cost of living even after considering the employee benefit increases already provided for 1975-76. (That situation is also true for most universities and for the nation as a whole.) But our intention, with the full support of the Trustees, is to provide the best salary and wage increase package we can with the resources available to us and to continue reviewing our situation so that salary and wage policies may be made known as soon as possible.

During the past five years faculty salaries have moved up to being among the highest of the leading private universities in the country and other salaries and wages have kept pace. We believe our record on compensation over the past five years is one of which we can be proud. Under the best of circumstances we will have to lose some ground next year. However, we intend to make every effort to continue the trend which has brought our salaries, wages and benefits to their present levels.

Martin Meyerson, President

Eliot Stellar, Provost

Paul Gaddis, Senior Vice-President for Management

*To be published in the next *Almanac* (on or about July 8).

NEWS IN BRIEF

MUDD PROFESSORSHIP

The establishment of the Stuart and Emily B.H. Mudd Professorship, a chair linking the fields of human reproduction, family relations and social interaction, was announced at a memorial service for Dr. Stuart Mudd last month. The holder of the chair will be based in the obstetrics and gynecology department and will work closely with the psychiatry department.

The chair has been endowed through a bequest of the late Dr. Mudd (*Almanac* May 13), chairman of the microbiology department at Penn from its founding in 1931 until his retirement in 1959. Dr. Emily H. Mudd, his wife, is one of the foremost authorities on marriage counseling and emeritus professor of family study in psychiatry here.

UNIVERSITY PROFESSOR: DOROTHEA HURVICH

Dorothea Jameson Hurvich, professor of psychology, has been named University Professor of Psychology and Visual Science. A member of Penn's research staff for ten years, she was appointed professor of psychology here in 1972. Her work has focused on such phenomena as hue discrimination, color and brightness contrast and many of the features of color blindness.

Recently elected to the National Academy of Sciences (*Almanac* April 29), Professor Hurvich has received the Warren Medal from the Society of Experimental Psychologists; the Distinguished Scientific Contribution Award of the American Psychological Association; the Inter-Society Color Council's Godlove Award and Wellesley College's Alumnae Achievement Award.

PRAY PROFESSOR: IRENE PERNSLEY

Dean Louise Shoemaker of the School of Social Work has announced the appointment of Irene Pernsley as Kenneth L.M. Pray Associate Professor of Social Policy for the 1975-76 academic year. Professor Pernsley will then continue on the faculty as associate professor of social work.

Former deputy secretary of the Pennsylvania Department of Public Welfare, she has served as director of Public Welfare for southeastern Pennsylvania and as director of the Delaware County Board of Assistance.

The rotating professorship honors the late Kenneth L.M. Pray, former dean and faculty member of the School of Social Work.

DEATH OF CHESTER TUCKER

Memorial services are scheduled today at 2 p.m. in the Church of St. Martin in the Fields, Chestnut Hill, for the late Chester E. Tucker, vice-president for development and public relations 1955-65. He died June 21 at the age of 78. In lieu of flowers his widow and family ask contributions to the Memorial Book Fund of the University.

SENATE SAC ACTIONS 6/4/75

At its meeting on June 4, 1975, the Senate Advisory Committee took the following action on behalf of the Faculty Senate. In accordance with the Senate Bylaws, notice of this action is being published in *Almanac*, and it will take effect two weeks after the date of publication if no written petition signed by 20 Senate Members protesting the action is received within that period.

1. The Advisory Committee voted to give final approval to the Report on Publication Policy for *Almanac*.*

The Advisory Committee also took the following actions (not subject to protest by petition):

a. It made nominations for Senate committees and the Faculty Grievance Commission.

b. It discussed the Council Faculty Affairs Committee report on faculty categories and its relationship to Senate action on changes in the tenure rules. The Advisory Committee instructed its chairman to look into problems of implementing these changes, including the question of extension of benefits.

c. It discussed the problem of faculty-staff scholarships and admissions policy and decided to invite Dean Stanley Johnson to an early fall meeting of the Advisory Committee to discuss the problems and how the Senate might help to resolve them.

d. It discussed the reports of the Council Educational Policy Committee and of Vice-Provost Langenberg with respect to graduate education and in particular with the problems of the interdisciplinary graduate groups. The Advisory Committee decided to invite Provost Stellar, Vice-Provost Langenberg, Prof. Helen Davies, Chairperson of the Council Educational Policy Committee, Dean Vartan Gregorian, and other interested parties to a special meeting of the Advisory Committee to discuss this problem.

—Ralph D. Amado, Chairman

*As revised to provide for representation of A-1, A-3 and Librarians' staff organizations in monitoring open expression policy for those staff categories.—Ed.

OPENINGS

The following listings were taken from the Personnel Office's bulletin of June 17. Openings always 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)

DEVELOPMENT WRITER III to research and write proposals to individuals, foundations and corporations; also speeches, brochures, periodicals, reports. For printed pieces, conceives basic tone and format and consults with artists, photographers, etc. Works with Development staff, deans, department heads to gather material. *Qualifications:* Degree from recognized college or university. Demonstrated ability to write lucidly and interestingly; knowledge of typographic techniques, layout and other details of publication work. Skills in writing on assigned subjects on an everyday basis. *Salary to be determined.*

DIRECTOR, Wharton Computational Services, to maintain and improve computer services; aid in curriculum development; prepare and advise on computer budgets; supervise consulting, program library and data base

maintenance; stimulate innovative use of computing; coordinate student, faculty or research use of DEC-10, IBM 370/65 and a PDP-11. *Qualifications:* Appropriate academic degree, supervisory interactive computing experience. Specific experience with DEC-10 computers and with APL desirable. *Resumes only. Salary to be determined.*

HEAD NURSE to supervise the nursing staff of a large family planning service; prepare patients for examinations, take vital signs, assist physicians; supervise patients' follow-up care, including referral to social service agencies. *Qualifications:* Excellent organizational and supervisory experience. Pennsylvania license and accreditation. \$12,300-\$15,325-\$18,350.

JUNIOR RESEARCH SPECIALIST to perform experiments with early embryos of laboratory animals (mice, rats, rabbits), including injection of animals, collection of the embryos, preparation of media, cultivation of embryos and embryo cells in vitro, separation of proteins by electrophoresis and mathematical tabulation of data. Use of radioisotopes. *Qualifications:* Ability to work with minimum of supervision and high degree of responsibility. Experience and B.S. degree in chemistry and biochemistry. \$8,075-\$10,050-\$12,000.

JUNIOR RESEARCH SPECIALIST for general biochemical laboratory work including use of centrifuges, spectrophotometer, handling of radioisotopes and simple enzyme kinetics. Handling of laboratory animals. *Qualifications:* Experience in biochemistry laboratory. Graduate degree and/or experience. \$8,075-\$10,050-\$12,000.

JUNIOR RESEARCH SPECIALIST for enzyme preparations and assays; chromatography separations; radioisotope incorporation studies; growth and maintenance of bacterial cultures; preparation of solutions and media. *Qualifications:* Ability to work with extreme precision. Willingness to assume considerable responsibility. B.A. degree in chemistry or biology, or

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A-3 ASSEMBLY: JULY 1

Paul O. Gaddis, senior vice-president for management, will give *An Update on the Financial Status of the University and Implications for A-3's* at the A-3 General Assembly Meeting, July 1 at 2:30 p.m. in Houston Hall Auditorium.

ADMINISTRATIVE ASSEMBLY: JUNE 26

The Administrative Assembly will elect 1975-76 officers at its full membership meeting Thursday, June 26, at 4 p.m. in Room 100 Law School. Guest speakers are Vice-President Fred Shabel and Executive Director of the Budget Jon Strauss. A reception at the Faculty Club, open to all A-1 administrative staff, follows the meeting.

MAIL SERVICE

Effective June 23, 1975, the delivery schedule of the University's Mail Service will be changed. The number of pickups will be reduced from three to two per day and the number of deliveries will be reduced, in most instances, from two to one. This action is necessitated by the serious budgetary pressures that we are facing.

United States and intramural mail will be picked up and delivered once on a scheduled basis between 9:00 a.m. and 1:00 p.m. A final pickup will be completed between 1:30 p.m. and 3:30 p.m.

We appreciate your cooperation with this revised schedule and will welcome your comments and constructive criticism after the new schedule has been adopted concerning the effects of this change on your operations.

—Steven D. Murray
Director of Transportation and Communications

HOLIDAY: JULY 4

Independence Day—Friday, July 4, 1975—is a holiday for all University employees.

Personnel required to work on July 4 will be compensated on a holiday premium pay basis.

Compensation of employees under collective bargaining agreements will be governed by the provisions of those agreements. (This bulletin does not apply to Hospital employees).

James J. Keller,
Director of Personnel Administrative Services

For the Silver Anniversary of her School, the dean tells alumni and friends about the past and future of nursing at Pennsylvania.

The State of the School: Nursing

by Dorothy Mereness

During my initial interview when I came to this school in 1965 Provost Goddard, who was then the chief academic officer of the University said, "Of course you know that you are coming to an Ivy League University."

I nodded to assure him that I understood. However, at that time the words "Ivy League" meant very little to me. I understood that those universities which classified themselves as being in that League were very old and thus had much ivy on the buildings. For ten years I have been learning what it means to be in an Ivy League university, and I have had to conclude that it is not the most comfortable location for a school of nursing.

As you probably know, each dean at this and most other universities is asked to write an annual report at the close of every academic year. The first annual report which I submitted in May of 1966 listed the following future needs of the school: larger and more appropriate quarters; additional faculty; better prepared faculty; improved library facilities; and administrative assistance for the Dean. Ten years later let us look at how each of these needs has been met.

The annual report of 1968 commented that space needs were an overriding concern of the faculty and students. The need for adequate classrooms, office space and conference rooms was urgent. During my tenure at this School, constant attention and effort has been directed toward solving the problem of space and improving the Morgan Building so that an adequate educational program could be carried forward. Every available corner in that old building has been converted into offices or classrooms. In 1966 three new offices were developed by converting a student lounge in the basement into an attractive space for faculty occupancy. In 1967, with space needs still urgent, a second student lounge was renovated and air conditioned. Eight faculty were given offices there. During that same year room 203, which had been the old chemistry laboratory, was converted into a classroom which seated 40 students. This greatly improved the situation in regard to classroom space. In 1969 that portion of Morgan Building which had not already been air conditioned was finally equipped with cooling devices. Unfortunately, the type of cooling equipment which was installed was extremely noisy when operated and has never been satisfactory. When the installation was completed I was asked to approve it. I wrote on the form that I was in tears because the School had spent every cent I could lay my hands on to purchase the equipment for the Morgan Building and now, to my dismay, no one could teach while using a normal voice when the machinery was operating. Six men rushed to the School as soon as they received that comment and agreed that the

noise level was unacceptable. However, with all of the engineering skills of the department of Buildings and Grounds, the equipment has never been satisfactory.

A really significant attack on our space problems was made in the fall of 1972 by Dr. Dripps, then Vice-President for Medical Affairs, when he made available to the School the offices in King's Court which had been vacated by the faculty of the Hospital School of Nursing which was moving to the new Tri-Institutional Educational Nursing Building. Although this move accentuated the separation between the graduate and undergraduate faculties, it gave everyone breathing space and allowed all faculty members to be housed in more appropriate offices. This move proved to be a morale builder for the entire School. In 1972-1973, the working relations among the faculty were ideal.

In January 1974 the Trustees voted to phase out the diploma program at the Hospital of the University of Pennsylvania after the class of 1975 has been graduated. This decision included a plan for our collegiate School of Nursing to move into the beautiful Tri-Institutional Educational building. Recently a student wrote in *The Daily Pennsylvanian* that it takes light years for things to happen at this University. If plans develop as we anticipate, the serious, ever-pressing space problems of the School of Nursing will have been solved in 1978.

UP FROM A FIRE HAZARD

What of the library needs of the School? Some time before I came a departmental library was established under an enabling grant from Smith, Kline and French Foundation. It was, as many of you remember, in the basement of the Morgan Building. In 1966 this small library had 6755 volumes and 193 periodicals with 14,210 volumes having been circulated that year. It was overcrowded, poorly ventilated, and a fire hazard since no one could have escaped if a fire had started in the entrance to that library. In August 1968, the Nursing School library was moved to the Van Pelt library. This was a tremendous boon to the morale of the students. The librarian, Miss Kennedy, accompanied the books and served the students of the School of Nursing until Dr. Luther Terry, then Vice-President for Medical Affairs, arranged for the School's library to be moved at Christmas time in 1969 to the new Johnson Medical School library. This is a beautiful institution with rugs on the floor and comfortable furniture. The holdings are vast and comprehensive. The books from the School of Nursing library have been incorporated there and the students

from the School of Nursing are viewed as being legitimate and rightful recipients of the services of the librarians at the Johnson Medical School Library. Until recently, when financial problems confronted even the Medical School, the chief librarian would purchase any book requested by a faculty member of the School of Nursing. This move has been a wonderful answer to the library needs of the School of Nursing.

Additional faculty have been added slowly to the School throughout the years. In 1968 there were 40 full-time faculty members and four serving part time. In 1974-75 there have been 62 full-time and six part-time individuals serving on the teaching staff. Unfortunately, the number of full-time faculty will be reduced by nine in September 1975 because of the loss of some government funding which supported several faculty positions and because of the budget restrictions imposed this year by the University.

Improvement has been achieved in the educational preparation and the academic rank of many of the full-time members of the faculty. At the close of this academic year there will be two full professors, eight associate professors, and 14 assistant professors. This number includes nine individuals with earned doctorates, and three others who are actively pursuing the doctorate. It also includes 12 faculty members who have achieved tenure. As you know, academic rank in a university is of great significance because it controls, to a large extent, the committees upon which an individual may be asked to serve and the salary which may be paid. It is the hope of the School that within another year or two the majority of the faculty will achieve academic rank.

There are some excellent teachers among the faculty. This is testified to by the fact that in 1971 Mrs. Helen Chadwick was awarded the Lindback Award for superior teaching. Again, this spring, Mrs. Barbara Jacobsen received that award which is made possible by the Lindback family and is given to those who have been nominated by students as well as faculty for their outstanding teaching ability.

NEED FOR A DOCTORAL PROGRAM

One of the great needs in the Delaware Valley is for a doctoral program in which nurses with a master's degree can enroll and within a reasonable time achieve the academic preparation which will make it possible for them to provide the necessary leadership which is so urgently needed in many health care situations. There is an especially urgent need for such prepared nurses in the several schools of nursing which are opening in colleges in this geographical area. In view of this need, the Graduate Division appointed a committee in 1973 to study the possibility of developing a doctoral program at the School. In the spring of 1974, this committee submitted a special project grant to H.E.W. requesting funding for a three-year period. Such funding would make it possible to employ a well-prepared nurse to explore the necessary University channels and develop a doctoral curriculum. The government committee which reviewed special grant applications approved the request but did not fund it because of the lack of adequate financial resources at that time. The request will be reconsidered when more funding becomes available. The committee has continued to work toward achieving a doctoral program and is currently developing the curriculum. They will present it to some of the appropriate University officials within the next few months. From the moment the faculty began talking about the possibility of a doctoral curriculum we began receiving inquiries about it. I am sure that some of our friends are discouraged with us because several of those who were interested in coming to Penn as doctoral candidates have now applied to other programs. Keeping in mind that it takes light years to achieve a change at this University, that the authorities are now reluctant to introduce any new programs unless adequate funding is assured, and that there are many academic hurdles to be overcome, it will undoubtedly take some time before a doctoral program in the School of Nursing is actually functioning.

The need for administrative assistance for the dean has not been solved. With the present budgetary philosophy, which was introduced at this University two years ago, the School could solve this problem itself if it could earn enough money to fund a position for a vice-dean. The new budgetary approach is called the responsibility center concept. This implies that each School must earn its own way by taking in enough money through tuition and other avenues to pay the salaries of its faculty, its clerical workers, and other operating expenses including heat, light, supplies and a prorated charge for the expenses of all of the general University services which in any way serve the School. Because of the loss of some government funding for the graduate students and because the undergraduate enrollment has not increased markedly, the School has fallen short of the goal of paying its own way. As a matter of fact, we were \$12,000 in debt to the University last year. That means that the School fell \$12,000 short of paying for all of the services rendered to it including charges for occupying the Morgan Building and the salaries of all of its employees. This year we must begin repaying that \$12,000 debt. We could add a position of vice-dean, with the approval of the Provost, but the School would have to fund that position. Thus it does not seem possible to add another administrative position to the budget at this time.

PRODUCTIVITY OF THE SCHOOL

This School of Nursing has been productive if one considers the number of graduates. From 1965 through 1975 there have been 1355 B.S.N. graduates and 548 M.S.N. graduates.

Since the income of the School is dependent upon the enrollment, a comparison of these figures from 1965 to the present is revealing. The enrollment in the generic baccalaureate curriculum has increased since 1965. It was 104 then and is 168 today. This figure is disappointing in view of the change in the national attitude toward nursing, which has become a popular choice with college students. One reason for this change in attitude seems to be economic; nursing continues to be a field in which jobs are relatively easy to obtain. Another reason is philosophical, since many young people now seem to choose work which encompasses some humanitarian values instead of choosing research- and science-oriented majors such as physics. When schools like the University of Delaware enroll 750 undergraduate nursing students and Penn State has so many that the admission to the program at University Park is closed for one entire year, one wonders why the University of Pennsylvania with a superior faculty and curriculum can enroll only a limited number. The answers to that question certainly include the high cost of tuition at Penn (which is now \$1890 for one semester for generic baccalaureate students), the high admission requirements which seem to be increased every year, and competition from several schools which have recently opened in the suburbs of Philadelphia and which charge lower tuition and are said to be safer for young women.

The program for registered nurses is interesting statistically. To conform with the requirement of the National League for Nursing Accrediting Service, it was necessary for the school to cease granting blanket credit to registered nurses for work done in a non-degree granting institution and to admit them into the same curriculum offered to all other undergraduate students of nursing. For several years registered nurses could enroll at Penn and automatically receive one year's college credit for work done in such an institution. In 1966 the faculty began working toward achieving one baccalaureate curriculum for all undergraduate students of nursing. In September 1969 all blanket credit was eliminated and all undergraduate registered nurses and generic students were admitted into the same curriculum. This move necessitated the development of examinations which would recognize and give credit for nursing knowledge already achieved by students coming from non-degree-granting institutions. Since Penn was one of the last, if not the last accredited school in the

CELEBRATING A QUARTER-CENTURY

"During the lifetime of a school many human events occur which are worth recording," said Dean Mereness as the School of Nursing marked its twenty-fifth anniversary. The day-long celebration May 16 was one of those events.

During it, alumni, faculty, and friends gathered for luncheon and dinner events where the whole history of the school was recalled. Founding Dean Theresa Lynch told about the early years while the current dean (the school has had only two in its history) brought the story up to date in the address beginning on page 3. Both deans were given University chairs to mark the occasion.

Among the special guests were Jessie M. Scott, '43, the Assistant Surgeon General of the U.S. who has received both the School's and the University's Distinguished Alumni Award; and Dr. Shirley Sears Chater, '57, Assistant Vice-Chancellor of Academic Affairs and Professor of Nursing and Education at the University of California at San Francisco. Dr. Chater also gave the keynote address, "Nursing Faces the Challenge of the Next Quarter Century."

This year also marked the retirement of Psychiatric Nursing Professor Dorothy Meredith. In her twenty years at the School, Dr. Meredith has taught both undergraduate and graduate psychiatric nursing, and until three years ago she headed the graduate division of the school.

Dean Mereness also singled out the three other members of her school who have retired during her term of office: Edith DiSandro, who in her 15 years had served both of the deans as administrative assistant until her retirement in 1971; Martha Hunscher, who taught nutrition for 17 years until 1972; and Helen Chadwick, who taught science for a decade and retired in 1974.

United States to stop granting blanket credit, our registered nurse enrollment soared as students came from all over the United States "to get my credits" as one girl from Chicago said to me. Thus the enrollment among this group rose from 87 full-time and 260 part-time students in 1965 to a peak in 1969 of 362 full-time and 287 part-time students. In the summer of 1969, summer school offerings were increased because the faculty could not handle that avalanche of students during the winter. A total of 324 registered nurse students were enrolled that summer.

As registered nurses and generic baccalaureate students came together in the same classes, the teachers were presented with many difficulties such as antagonism between groups of students and hostility on the part of the registered nurses who believed that they already knew nursing and felt that they were required to repeat courses they did not need. The most serious problem arose without our being prepared for it. Previously, registered nurses had paid the fees charged by the College of General Studies—which as you know were always much lower than those charges made by the day school. Suddenly we found two groups of students in the same nursing classes who were paying significantly different tuition charges. This was solved by raising the cost of all nursing courses to that which was charged by the day school. This year that cost is \$480 per course. As the large number of registered nurse students was graduated and blanket credit was no longer granted, this category of students began to have fewer admissions. This year the enrollment was 77 full-time and 162 part-time students.

In 1965 there were 64 students enrolled in the master's curriculum. During the 1965-1966 academic year, the graduate curriculum was officially changed from two academic semesters and two summer sessions in length to four academic semesters. The research component was enlarged and strengthened. The requirements for graduation were increased from 12 course units to 16. In addition, the school was able to fund all graduate students for full-time study from moneys received from the Nurse

Training Act. The enrollment in that curriculum grew to 99 full-time students and four part-time in 1970. This year, with funding available only for second-year students, the enrollment was 88 full-time and 80 part-time students. Only 32 new graduate students were able to finance full time study this year.

In 1973 the faculty of the Graduate Division recognized the fact that government funding for graduate students was apt to end within a year or so. Thus a plan was initiated whereby summer offerings were greatly expanded and provided in the proper sequence so that students could complete the master's degree in four summers if they attended both six-week sessions each year. This meant that most of the graduate faculty found it necessary to teach during the summer. The plan worked well and has been continued.

This year the graduate division has been working on a curriculum revision which will become operative in September 1975, although some of the newly revised courses will be offered this summer. This new curriculum recognizes the fact that, in the future, students will probably be responsible for funding their own education. Thus the course-unit requirement has been cut back to 12 with the research component being maintained. However, the carrying out of a research project will become an elective activity instead of a requirement. The possibility of achieving the M.S.N. degree through summer school attendance will be continued.

In 1968 a graduate course in Maternity Nursing was initiated. In the years preceding this plan, the course had emphasized Pediatric Nursing with few students majoring in Maternity. The program in Maternity Nursing has met some of the needs in the state of Pennsylvania for prepared teachers in Maternity, and has been an excellent addition to the graduate offerings.

In 1969 the students who were majoring in Administration of Nursing Services began taking some of the management courses at the Wharton School. This move has greatly strengthened the administrative component of the graduate curriculum.

Perhaps the most popular new program at the Graduate Division is the one which is called the Family Nurse Clinician curriculum. This is the School's response to the national interest in expanding the professional role of the graduate nurse. A planning grant to initiate this program was submitted in July 1971 and was funded for a planning year which began in September 1972. During the planning year a curriculum was developed which provides graduate nurses who hold a baccalaureate degree with a four-academic-semester program which assists students to provide primary health care to families. Thus the emphasis is upon the care of children, pregnant women, elderly people and adults. In September 1973 students actually began this program although they were required to fund themselves. The interest in this curriculum has continued to be great. Two additional faculty members have been added; all available places have been assigned to students for the fall of 1975; and there is a waiting list for the fall of 1976. The first graduates of this program are completing the master's degree this spring. We are eagerly waiting to learn of their success in the new role which they are prepared to accept.

In 1972, in preparation for developing such a curriculum, a great many of the faculty began to strengthen their own clinical skills and judgment in the area of health assessment by enrolling in a course offered for medical students in physical diagnosis. As a result, all of the clinical courses in the graduate division have included much more about physical assessment than they did a few years ago.

For many years the School of Nursing has been aware of its responsibility to help in upgrading nursing practice of individual nurses working in the health care agencies in Delaware Valley. To this end, for more than a decade there has been a series of workshops offered by the School for the nursing community. Since 1964 there have been 82 workshops offered with a total of 4551 individual nurses attending. This is an average of nine a year. The Division of Continuing Education has been greatly strengthened this year by the addition of a dynamic full-time

director. In 1974-75 eleven workshops were presented with an attendance of 842.

In 1960 the financial support which the School received from all government sources including the H.E.W., the U.S. Public Health Service, National Institute of Mental Health, and Vocational Rehabilitation amounted to \$253,541. By 1972 it had grown to \$1,100,170. During that year we were able to fund 149 undergraduate students who were working toward the B.S.N. degree and 97 graduate students. All of these attended school full time and were funded for all tuition charges plus receiving a living stipend which was tax free. In addition, for several years the School was funded for nine faculty salaries in the amount of \$79,565. With the advent of the second four-year term of a Republican administration in 1972, many changes began taking place in the governmental philosophy concerning the funding of educational enterprises. You may remember that the Nixon administration impounded the funds that had been provided by Congress for schools of nursing. These were eventually released when the National League of Nursing sued the government on behalf of the Schools. Government funding for all schools of nursing has been curtailed since 1972. In 1973 our School received \$734,467. In 1974 one of the largest grants which the School had received for almost 20 years was discontinued. The future of government funding for schools of nursing is difficult to predict and uncertain at this time.

A MUCH-STUDIED SCHOOL

As most of you know, the School of Nursing has been studied repeatedly by one committee or another almost from its beginning. I understand that before 1965 there were four studies of this School carried on by various committees appointed by the University officials. The need on the part of some members of the University family to study the School of Nursing has continued since 1965. Shortly after Dr. Luther Terry was appointed as Vice-President for Medical Affairs in 1966 he called me into his office and said that there was much pressure from some of the University officials to study nursing at the University of Pennsylvania. Underlying all of these studies from the beginning have been the questions: Does nursing belong in an academic institution? Is the School of Nursing at the University of Pennsylvania academically superior? Does this School of Nursing merit the support of this academically superior institution?

Dr. Terry said that he thought that he should allow the study of nursing to go forward. Thus a study was launched by his office which continued for about a year without definitive findings and without nurses involved. However, this committee initiated a much larger study headed by the late Dr. Malcolm Preston, a psychologist respected by the entire academic community. His approach to the study of nursing involved many committees with nurses from the Hospital of the University of Pennsylvania Nursing School faculty, the HUP nursing service and the faculty of the collegiate nursing program. In addition he involved many physicians and others who represented the academic community. This study was a tremendous undertaking with many faculty and students writing position papers, attending committee meetings and repeatedly conferring with Dr. Preston. Unfortunately for him but fortunately for nursing, Dr. Preston became seriously ill during the study and was admitted to the intensive care unit of Lankenau Hospital. There his attitude toward nursing changed dramatically. He observed the skill of the nurses who cared for him and the other seriously ill patients in the intensive care unit. He returned from that experience determined to get the message across that nurses really do need a sound scientific education and that they must be able to make life and death decisions about patient care. Some Lankenau nurses, without realizing it, played a significant role in the outcome of that study. Ultimately, the Trustees of the University voted to phase out the diploma program and not the college program as we had feared.

There was only a short respite before a new study was initiated in the fall of 1973 under the leadership of Dr. Alfred Fishman of the medical school. This study continued throughout that academic year. Unfortunately the findings of the study do not appear to have been definitive. It was called "The Development Commission's Task Force to Study Nursing and the School of Allied Medical Professions." In spite of its name, much of the study focused upon the School of Nursing and whether or not it should be related administratively to the School of Allied Medical Professions. Although the report of the commission did not recommend putting these two schools together administratively, the rumors about such a move grow more persistent with each passing month. During this study Dr. Robert Dripps, Vice-President for Medical Affairs, died suddenly on October 30, 1973, the day before the final meeting of the commission. Several outside consultants were scheduled to meet with the committee on October 31, 1973, to assist them in making decisions about the questions which were before the commission. Dr. Dripps was exceedingly helpful to the School of Nursing and was one of the strongest friends the School has had since 1965. His death was a severe blow to the future of this School.

It now appears that we are to be included in still another study by the Academic Planning Committee of the University which recently asked for the names of five outside evaluators who could be approached as part of a review and appraisal process. This would appear to be part of the University's attempt to determine which schools are selectively excellent and are therefore worthy of future financial support.

All of the offerings at the School of Nursing were accredited by the National League for Nursing in 1964. During the 1970-71 academic year the faculty spent much time preparing for the regularly scheduled revisit by a team of accreditors from the National League for Nursing. This visit was carried out in October 1971 and the notice that all programs were re-accredited was received late in December of that year. The School was especially commended for the warm, supportive relationships the faculty maintained with the students. The excellent accreditation report was read at a public meeting in the auditorium of the Annenberg School of Communications at the close of the visit. It was attended by many students and faculty from the School of Nursing and some members of the academic faculty from other schools. The students cheered as many positive points were made about the School.

In April 1971 the School entertained a visitor from the State board of Nurse Examiners. It was learned from that visit that the graduates of this School of Nursing have made the highest state board scores of any school in the state for the last fifteen years.

THE NEXT TEN YEARS

In conclusion, one wonders what the next ten years will hold for this School and for nursing in the larger context of the changing health care system.

Every sign points to changes which undoubtedly will influence the way in which nurses practice in the future. There is every reason to believe that nurses will assume more responsibility for health care. If this is true, nurses will require more definitive education in the future than in the past. I cannot believe that the two-year associate degree programs as we know them today can continue to be considered the base upon which professional nursing is developed. It seems to me that more scientific understanding, more effective technical skills, and better interpersonal skills will be required of all nurses.

This School, like many others, has had a continuous fight for survival and growth during its twenty-five year history. Just now nursing is being seriously challenged on many counts. I predict that nursing in this country and at this School will continue to struggle for recognition and survival—and will triumph.

TIAA-CREF 10% OPTION

Beginning with retirements in June 1975, TIAA-CREF participants at the University may take advantage of the "Retirement Transition Option"—the so-called "10% Option." Under this option, a participant age 55 or older at the time annuity payments begin may elect to receive up to 10% of the accumulated value of each TIAA or CREF contract in a single payment at such time. The balance of the accumulation will be paid under the income option selected by the participant. Questions may be directed to Miss Anne Collins, Manager, Personnel Benefits Office, Ext. 7282.

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degree in medical technology plus at least two years' experience in biochemical research. \$8,075-\$10,050-\$12,000.

PROGRAMMER ANALYST (3), responsible for analysis, implementation and documentation of software systems for new research program in rural dental health program. *Qualifications:* Minimum two years' experience in programming and analysis of programs; B.S. preferred but not required. PL/I, Mark IV, TSO, Cobol, APL preferred but not required. *One position is part time.* \$10,675-\$13,275-\$15,875.

NURSE PRACTITIONER, ambulatory health care setting, to maintain and promote health; work under the immediate direction of center's medical director. *Qualifications:* B.A. degree, one year supervisory nursing experience. Possession of license to practice in Pennsylvania. R.N. with certificate from an established nurse practitioner course. *Salary to be determined.*

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I to compose letters, directives; type correspondence, schedule conferences and appointments, keep records, maintain budgets. Edit and publish departmental newsletter, monthly. *Qualifications:* Secretarial/editorial skills; organizational ability; knowledge of bookkeeping; experience at Penn. \$6,550-\$7,925-\$9,300.

ADMINISTRATIVE ASSISTANT I for department chairman to supervise budgets, records and financial data. Responsible for requisitions, appointments, correspondence, grant applications, manuscripts, maintenance of department files, travel arrangements for staff and visitors and handling student problems. *Qualifications:* Bookkeeping skills, excellent typing, shorthand/dictaphone. Ability to deal with students, guests (foreign/American), and to make routine decisions. Minimum three years' office experience. \$6,550-\$7,925-\$9,300.

ADMINISTRATIVE ASSISTANT II to supervise office personnel, maintain control of budgets, manage work flow, prepare reports, personnel records and maintain supplies. *Qualifications:* Supervisory skills; excellent typing and shorthand; familiarity with Penn. \$7,050-\$8,600-\$10,050.

ADMINISTRATIVE ASSISTANT II to maintain budgets, compose correspondence, organize files, screen mail and phone calls, make travel arrangements, help with manuscripts, supervise two full-time and four part-time employees. *Qualifications:* Excellent typing; experience with the University and supervisory experience helpful. \$7,050-\$8,600-\$10,050.

ASSISTANT SUPERINTENDENT to supervise maintenance personnel; instruct and train new personnel; supervise set-up crew for displays and meetings; prepare payroll time sheets for maintenance personnel; schedule day staff for seven-day operation and vacations; record sick leave and personal days. Responsible for preparing purchase requisitions and order blanks; inventory of janitorial, electrical and other maintenance supplies; related duties as assigned. *Qualifications:* Graduation from high school; college courses in building maintenance and management desired; at least five years' direct experience in building maintenance; high mechanical aptitude; ability to supervise the work of others and move actively. \$9,250-\$10,975-\$12,675.

CLERK III. *Qualifications:* Four years' clerical experience (two of which using data processing techniques) required. Typing and knowledge of standard office machines. High clerical and figure aptitude essential. \$5,700-\$6,750-\$7,800.

DENTAL ASSISTANT I to assist dental students as a chairside auxiliary; maintain and monitor patient and student records; assist in sterilizing instruments, exposing and developing of radiographs and to perform other duties as assigned. *Qualifications:* Training at an approved school, or two years' experience. Willingness to locate to Juniata County. Experience in four-handed dental delivery, knowledge of x-ray exposure and development, instrument sterilization techniques. \$6,200-\$7,275-\$8,350.

DENTAL ASSISTANT II for preparation and assistance with all dental treatment including entire operative procedures utilizing DAU techniques. Develop and mount radiographs. Maintain x-ray and developing equipment. Do impressions and trims. *Qualifications:* High school graduate with dental assistant courses. Experience as a chairside assistant. \$7,000-\$8,300-\$9,575.

FELLOWSHIP ASSISTANT to prepare and maintain fellowship budgets, stipend cards, tuition vouchers, control cards, announcements and award lists. Maintain telephone and personal contacts with applicants, students, faculty and administration. Confer with, or render decisions for students, staff members and faculty on matters involving fellowship policies or procedures. Prepare fellowship reports for appropriate signatures. Process student status and fellowship forms for approval and appropriate signatures. Coordinate and supervise clerical personnel. Perform related duties as assigned. *Qualifications:* Graduation from high school; some college coursework preferred. At least five years' of responsible clerical experience, preferably in a college or university. Excellent clerical aptitude. Ability to supervise the work of others and to type accurately. Knowledge of general office procedures and clerical operations, federal and foundations' policies for fellowships and scholarships. \$6,550-\$7,925-\$9,300.

HISTOLOGY TECHNICIAN II (2) responsible for running a small histology laboratory. Prepare histologic preparations; fixation, staining, embedding, in both wax and plastics. Standard microtomy and ultramicrotomy. Prepare solutions, use microscope (light). Capable of routinely processing a constant flow of samples from tissue culture laboratory. *Qualifications:* B.A. or B.S. in biological science preferred. Histology laboratory experience preferred. Excellent manual dexterity. Ability to perform precise and repetitive lab work. \$7,900-\$9,450-\$11,000.

KEYPUNCH OPERATOR I. *Qualifications:* Alpha and numerical keypunch; key verification; one year's experience on IBM 129 essential. \$5,300-\$6,225-\$7,150.

MEDICAL SECRETARY (4) *Qualifications:* Excellent typing and secretarial skills. Medical terminology desired. \$7,900-\$7,925-\$9,300.

NURSES AIDE, Ob-Gyn clinic, to assist patients and physicians in examining rooms; maintain autoclaving instruments; take patient histories and vital signs. *Qualifications:* Two years' nurses aid experience, preferably in an Ob-Gyn setting, either inpatient or outpatient. \$4,850-\$5,600-\$6,325.

PHYSICAL LABORATORY TECHNICIAN III responsible for various technical duties and experiments; maintenance of scientific equipment; preparation of charts, reports; and statistical tabulations of analysis results. Performs related duties as assigned. *Qualifications:* Specific courses in physics, metallurgy and mechanics. Prior experience in particular field or science applicable to specific assignment. \$7,900-\$9,450-\$11,000.

PROJECT BUDGET ASSISTANT to monitor and maintain budgets, assist in budget preparation. *Qualifications:* Familiarity with University budget systems. \$6,550-\$7,925-\$9,300.

RECEPTIONIST, Medical Dental, to answer telephones, make appointments, refer patients to physicians, schedule hospital admissions, obtain laboratory test results and attach them to patient charts; type letters and daily list of patients to be seen, file patient charts; pick up and deliver mail; provide relief to other receptionists. Various duties assigned. *Qualifications:* High school graduate. Light typing. Ability to get along well with people. Some experience in dealing with the public. \$5,700-\$6,750-\$7,800.

RESEARCH BIBLIOGRAPHER I to assist professor in his studies on monetary research and as principal investigator of NSF grants and other projects; obtain and maintain reference material, including data for the projects; type manuscripts, some of which are technical, and correspondence; arrange conferences; edit manuscripts; lay out tables and figures and make simple calculations for quarterly economic forecasts. *Qualifications:* College graduate essential. Ability to handle major administrative decisions independently important. Willingness to do some technical typing and light accounting. Interest in technical data helpful. \$6,550-\$7,925-\$9,300.

RESEARCH LABORATORY TECHNICIAN II for enzyme assays, column chromatography, spectrophotometry, enzyme preparation. *Qualifications:* Experience as research laboratory technician, preferably biochemistry research. \$7,000-\$8,300-\$9,575.

RESEARCH LABORATORY TECHNICIAN II, gall stone study (5 20 75).

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RESEARCH LABORATORY TECHNICIAN II for routine microbiology isolation and identification of bacteria; serological and immunochemical analysis of bacterial antigens; and quantitative chemical analysis, including automatic amino acid analysis, gas chromatography, liquid chromatography, colorimetric techniques. *Qualifications:* B.S. in microbiology or chemistry. \$7,000-\$8,300-\$9,575.

RESEARCH LABORATORY TECHNICIAN III for growth and harvest of micro-organisms; tissue culturing of macrophages; work with laboratory animals; sterile techniques and general laboratory duties. *Qualifications:* Ability to work with laboratory animals (mice, rabbits). Lab experience with either tissue culturing or microbiology. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to assist with biochemical and physiological experiments concerned with diabetes mellitus and to assist in performance of chemical and enzymatic determination of sugar and lipids. *Qualifications:* Previous experience desirable, in chemistry or zoology. B.S. or B.A. degree desirable. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to assist in blood gas analysis including polarograph Van Slyke lex-o-con and gas analysis; and in blood chemistry, including lactates, pyruvate, glucose, salicylate, total protein, chlorides, sodium, potassium, calcium, electrophoresis. *Qualifications:* Experience in blood gas work; some aptitude for chemistry and use of spectrophotometer helpful. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for column chromatography, enzyme assays, some data collating, purification of proteins. *Qualifications:* Must be accurate. B.S. degree plus experience as a research laboratory technician preferred. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for major responsibility of experimental animal procedures concerning the effects of deprivation of oxygen and blood flow upon brain metabolism. Duties include animal anesthesia; insertion of vascular catheters; use of polygraphic recording equipment; performance of special radioisotopic methods for brain blood flow and metabolism; analysis of data; troubleshooting of the commonly used laboratory equipment; and possible participation in histological sectioning of brains. *Qualifications:* Manual dexterity in performing operative procedures and in using instrumentation is highly desired. Experience in any of the above techniques a plus. College science background (B.A., B.S., or equivalent). Experience in laboratory techniques, including physiological methods is highly desirable. Ability to work independently. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to prepare and assist in execution of experimental procedures, including animal experiments in vitro fertilization, sperm maturation and capacitation, and embryo transfer involving experimental surgery and such biochemical techniques as column chromatography and gel electrophoresis. Ordering and maintenance of lab supplies and instruments. *Qualifications:* Ability to carry out sophisticated procedures. B.S. with background and interest in biology. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to prepare radiopharmaceuticals daily, starting at 7:30 a.m.; assist in chemical, biological, pharmaceutical research. Recordkeeping, purchasing, billing inventory. Some small animal care. Glassware washing, general chemical lab duties. Large amount of radioactivity. *Qualifications:* Sterile manipulative technique. B.A. degree in science, preferably chemistry. Pharmaceutical experience desirable. Good capacity in basic mathematical manipulation. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to isolate and characterize proteases and protease inhibitors from malignant and normal tissues; perform enzymatic assays and immunochemical assays. *Qualifications:* B.S., preferably M.S., in biochemistry or chemistry. Two years of laboratory experience with cell culture, protein chemistry and enzymatic assays. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for spectrophotometric and colorimetric enzymatic assays; platelet preparation; aggregation release; radiochemical and immunologic assays. *Qualifications:* Skilled in enzymatic assays, cell preparation and radioisotopes. B.S., preferably M.S., in chemistry. Knowledge of biochemistry desirable. At least two years' experience. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for preparation of sterile media and maintenance of tissue cultures; analytical procedures and enzyme assays. *Qualifications:* Experience in sterile techniques, tissue cultures; spectrophotometric & radioactive assays. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for general biochemical techniques, including protein preparation, use of P.H. meter, centrifuges, spectrophotometer; possibly some electron microscopy; cultures of organism. *Qualifications:* Organic chemistry required. Experience with electron microscope. Ability to do quantitative work and simple calculations. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for studies on blood and other cells of patients and animals; culture and preparation of lymphocytes, monocytes. *Qualifications:* College degree with biology major or equivalent experience as well trained immunology technician. Previous experience in cell techniques. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III for immunological assays, lymphocyte and macrophage cultures, blood counts and rosetting techniques on lymphocytes; cutting of frozen sections for fluorescence of microscopy. *Qualifications:* College degree with biology major preferred. Ability to use microscope. Previous experience in handling cells. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III to help in dog experiments and evaluation of measurements. *Qualifications:* B.S. degree. Laboratory experience desirable. \$7,900-\$9,450-\$11,000.

RIGGER to repair and refinish shells, paint and re-leather oars; maintain motor launches, boat house, docks, rowing machines and tank facilities. Responsible for the loading and shipment of shells to race locations and return. May design and construct launches and training barges. Advise on shell specifications and design. May assist in the selection and purchase of equipment and supplies. Performs related duties as assigned. *Qualifications:* Graduation from high school or trade school. At least eight years' experience in boat construction and maintenance, preferably relating to racing shells. Highly developed carpentry skills and general mechanical aptitude. Initiative and ability to work with a minimum of supervision. \$8,800-\$10,500-\$12,175.

SECRETARY I, campus office. *Qualifications:* Excellent typing skills. Good clerical aptitude; pleasant telephone manner and ability to deal effectively with people. \$5,300-\$6,225-\$7,125.

SECRETARY II (6). *Qualifications:* Excellent typing; some positions require shorthand as well as dictaphone. Ability to perform varied duties. Experience preferred. \$5,700-\$6,750-\$7,800.

SECRETARY III (4). *Qualifications:* Interest in working with figures; excellent typing, shorthand and or dictaphone skills. Ability to perform varied duties. \$6,125-\$7,325-\$8,525.

SECRETARY IV to arrange details of conferences; prepare reports, administer small library, perform advanced secretarial duties and deal with confidential material. *Qualifications:* Typing skills; ability to deal with people; at least five years' of responsible secretarial experience, preferably at Penn. \$7,050-\$8,600-\$10,150.

SECRETARY IV to manage calendars, coordinate meetings, conferences, and travel itineraries; initiate correspondence and evaluate applications when time permits; handle confidential material with accuracy and discretion. *Qualifications:* Able to type and take shorthand; meet and greet the public; work independently; and write well. Good organizational skills. \$7,050-\$8,600-\$10,150.

SENIOR DENTAL ASSISTANT (2) to carry out plague evaluations of children in classrooms according to methods established. Record results, observe and record data on children relating to dietary choices in lunchroom, assist in physiological recording and behavioral observations during dental treatment. *Qualifications:* Graduate of an approved dental auxiliary training program. Two years' experience as an expanded duty dental auxiliary. \$7,900-\$9,450-\$11,000.

UNIVERSITY COURIER. *Qualifications:* Driving skills; extensive experience in matters of protocol; ability to work under pressure and to be available on an overtime basis. Pennsylvania chauffeur's license and knowledge of University and Philadelphia essential. \$7,050-\$8,600-\$10,150.

HOURLY PAID (A-4) openings are listed on Personnel Bulletin Boards in 12 campus locations (Almanac May 27, 1975).

ALMANAC: 515 Franklin Building (16) Ext. 5274	
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Editor	<i>Karen C. Gaines</i>