

# Almanac

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# 65°

The Subcommittee on Energy of the University Council Facilities Committee in conjunction with the University Energy Office of Operational Services on January 25, 1977, presented recommendations to the Vice-President of Operational Services on more stringent energy conservation procedures in response to President Carter's and Governor Shapp's recent appeal to reduce consumption of all energy forms during this critical heating season.

The recommendations that were presented and accepted by the Vice-President of Operational Services, to be in effect for the next 30 days on the University of Pennsylvania Campus are:

1. That the temperatures in individual buildings be reduced to an average of 65 degrees wherever possible.
2. That individual room thermostats be turned down to 65 degrees during occupied hours and turned down to the lowest thermostat setting during unoccupied periods.
3. That the entire University community, particularly those in University residences, be informed of the above conservation measures.

The primary means of cutting back on energy use is by occupant support. It is imperative that all building occupants be informed and asked to help out in these measures. If your building or area has any of the below listed room controls, please instruct occupants to follow these procedures:

1. Room thermostats—turn down to 65 degrees during occupied periods and to the minimum setting during unoccupied periods;
2. Window fancoil units—set at the lowest setting during occupied periods and turned off during unoccupied periods;
3. Thermostatic steam control valves—turn the control valve to the number one (1) setting.

If you are in a research building please enforce the conservation procedures initiated over the Christmas recess (*Almanac* December 21, 1976, p. 4) for all research equipment and especially in those areas utilizing gas jets. Regular conservation procedures are even more important now than ever before, (e.g. lights out whenever a space is unoccupied, unnecessary equipment turned off, drapes and blinds closed, etc.). Please make sure that all windows are closed and latched tight. Open windows are usually what cause pipes to freeze in extremely cold weather.

Your help and cooperation during this energy crisis period is greatly appreciated.

—Horace Bomar and Francine McQuade  
Energy Office, Operational Services

## On the Federal Indictment

During the last several months, a number of institutions of higher learning in the Commonwealth, including our own, have been required to furnish information for an investigation by a federal grand jury of political influence in professional school admissions. That investigation has led to a plea of guilty to the charge of perjury by a Democratic committeeman and, more recently, to the indictment of the Speaker of the General Assembly, who was arraigned Friday before a United States Magistrate. As has been pointed out by others, an indictment is only an allegation, and the Speaker has pleaded not guilty.

With respect to information bearing upon the University of Pennsylvania which is contained in this recent indictment, three points should be made:

First, as noted by the United States Attorney, the University has been very cooperative in the investigation conducted by the federal grand jury, and no charges have been brought against any member of the University.

Second, in whatever it does the University must scrupulously respect the rights of all individuals who may be involved in the matter. Fairness requires us to heed the fact that the very existence of the indictment severely constrains the ability of the individuals mentioned in it to comment publicly other than in court.

Third, all matters relating to the University which arise out of the investigation are being considered by a subcommittee of the Trustees' Committee on Corporate Responsibility consisting of Mr. C.B. McCoy, former chief executive officer of the DuPont Corporation; Mrs. Jacqueline G. Wexler, president of Hunter College; and Robert L. Trescher, Esq., of Montgomery, McCracken, Walker & Rhoads (chairman). The subcommittee was established in October by the Chairman of the Trustees, at my request, and will advise us promptly of any action which may be deemed appropriate for the University.

—Martin Meyerson, President

## COMMUNICATIONS: JACK HAMILTON

Jack H. Hamilton, former assistant to the president and associate professor of journalism at the University of Missouri, has been named assistant vice-president and director of communications at Penn effective today.

Mr. Hamilton reports to John C. Hunt, secretary of the corporation and vice-president. Initially under Mr. Hamilton will be the News Bureau, Radio-TV Office, Motion Picture Services, and *Almanac*. Later he will have some responsibilities in community relations, President Meyerson said.

Before joining the University of Missouri in 1973, Mr. Hamilton was director of university relations at the University of Michigan for nine years. Earlier he directed news and commentary at WDTM in Detroit (winning the Michigan Associated Press Award for commentary); and was senior news editor at radio station WJR there. He holds a B.S. from Northwestern University's Medill School of Journalism and an M.A. in political science from Michigan.

# Speaking Out

## FACULTY PUNCH-DRUNK?

I noted the letter published in *Almanac* January 25 from Professor David Cummins, Chairman of the Personnel Benefits Committee.

I am bemused by his arguments that the faculty and staff children's scholarship program is inequitable. He lists these arguments among others for the Committee's conclusion:

1. That it falls upon its beneficiaries as the result of status rather than merit.
2. That the program is quite costly and is increasing at the rate of 25% per year.
3. That it unfairly discriminates against A-3s.

Since when are "benefits" distributed according to merit? Blue Cross and Blue Shield benefits are awarded on the assumption that differentiated medical needs will be met. It is a part of our compensation, the results of which are distributed according to need. The same is true for the children of faculty members.

He is troubled that the faculty is treated more generously than A-3s. Mr. Cummins has completely internalized the role of an employee. I resent his adoption of that status for the rest of the faculty. In other institutions, like the University of Chicago, the faculty governs educational policy completely. They are university officers of instruction. They are the central corps of the university. Some years ago, the University of Pennsylvania faculty organized a Senate because the then existing administration regarded the faculty as employees who were not even to be consulted "pro forma."

Is the University of Pennsylvania faculty so guilt-ridden and punch-drunk that it is ready to settle for "employee" status, troubled that every anonymous employee is not obtaining benefits equal to those enjoyed by the faculty? If we're to talk of equity, why not a chauffeured limousine for every faculty member inasmuch as this is a perquisite of the president?

What is so unsettling is that Mr. Cummins and his committee have jumped to their conclusion without a knowledge of the most important financial information. He writes that "It is our understanding that this program is utilized. . . to support graduate students who are teaching and/or research assistants." Well, does he know or doesn't he know? Mr. Strauss, our purveyor of financial doom each year, should be able to answer that question forthrightly. It is simple enough. Why doesn't Mr. Cummins demand a full disclosure of quantitative detail before he offers to give up part of the University professor's compensation? If these facts are as Mr. Cummins suspects, then the program he

legitimizes is not legitimate. It is the political use of bookkeeping to mislead the faculty that they are burdening the University with benefit costs that are downright false. Of course, we the old guard stand protected by a suggested grandfather clause, but the view of the future of a professional reflects his present sense of worth and dignity. Mr. Cummins' letter denigrates the faculty.

—William Gomberg, Professor of Management and Industrial Relations



*The University has received the 1977 United Way Award for achieving significant increases in the campaign just completed. A record \$92,000 was given and pledged at Penn this year, President Martin Myerson said, and participation by members of the University community doubled from the previous year.*

*Campaign Co-chairmen Gerald L. Robinson and Dr. S. Reid Warren, Jr., commend the efforts of faculty, administrators and support staff who assisted on the departmental level in making the drive a success.*

## BLUE CROSS PROXIES

Readers of *Almanac* may be interested to know some of the issues involved in the Blue Cross proxy fight which was described briefly in the January 25 issue.

The platform of the Consumer Coalition calls for ". . . expanded benefit packages which include preventive and health maintenance services. Increasing the scope of benefits paid by Blue Cross in order to address more of the subscribers' needs, will in the long run, decrease costs. In fact, preventive, ambulatory and health maintaining services along with quality standards, hospital utilization control, restructuring hospital organizations and reducing total bed capaci-

ty, will ultimately decrease hospitalization—the most costly health insurance item." Current Blue Cross plans do not cover even well-established, highly effective screening and preventive procedures such as Pap Tests and immunizations.

If you have your Blue Cross ballot you can vote for the consumer slate by crossing out the names of the management proxies and writing in the names of Ernesta Ballard, Frank Bradley and Joseph Ferrara, the consumer slate proxies. (Follow the instructions carefully as any slight errors are likely to result in your ballot being invalidated.) If you made an error on your ballot or have misplaced it or wish to change your vote, you can vote the consumer slate by signing a petition at the Christian Association Office or the Women's Center in Logan Hall. Petitions must be signed by February 9.

—Ingrid Waldron,  
Associate Professor of Biology

## 65° PRIORITIES

*In addition to joining the formal action on energy adopted January 25 (page 1), the chairmen of the Facilities Committee and of its Subcommittee on Energy have the following message:*

As concerned faculty members we urge our colleagues to respond actively to the Energy Office's appeal for fuel-saving.

Even without appeals from President Carter and Governor Shapp, the new emergency procedure (turning thermostats to 65 and lower) is something Penn should follow for the sake of the nation's energy supply and indeed *must* follow in the wake of campus energy bills that have risen more than \$7 million since 1972. All of us have serious academic uses for the funds that are drained away when energy conservation measures are not observed.

We cannot leave everything to central monitoring when so much of our energy consumption is in the hands of individuals: students in their dormitories, faculty and staff in our offices and laboratories; and, perhaps hardest of all to monitor, teaching faculty in our classrooms. As we end a class it is a mistake to leave lights on and thermostats up in anticipation of the next class's need, for example, unless we are sure there is another class scheduled for the room.

It is true we must all dress more warmly and be prepared for occasional discomfort during this intense cold spell. But the cold will pass away, while the problems we create by high consumption will remain.

We are convinced that the decision to lower

*Speaking Out* is a forum for readers' comment on University issues, conducted under the auspices of the Almanac Advisory Board: Robert L. Shayon, chairman; Herbert Callen, Charles D. Graham, Jr., Fred Karush, and Robert F. Lucid for the Faculty Senate; Paul Gay for the Librarians Assembly; Shirley Hill for the Administrative Assembly; and Virginia Hill Upright for the A-3 Assembly.

the thermostats is an appropriate and necessary step dictated by today's priorities, and we hope all of our colleagues will join us wholeheartedly in observing the new procedure.

—John G. Brainerd,  
Emeritus University Professor of  
Electrical Engineering, and  
—Lawrence Eisenberg, Director of the  
Energy Center and Graduate Group  
Chairman, Energy Mgt. and Policy

## ANTIFREEZE

When the announcement came out about the 65-degree thermostats, I remembered that one of the Club members told me his doctor said the human body's ability to maintain 98.6 degrees is lowest from 4 to 6 p.m. every day.

Just thought the rest of the members might want to keep that in mind.

—Bill Sarnese, Bar Manager  
The Faculty Club

## BUTT OF COMEDY

The granting of awards and honors to notables has wide application in this country and abroad as a means of bringing publicity, honor, and sometimes money to the giver of the award. This practice of "honor by association" has been employed by universities in the form of special awards, lectures and honorary degrees, and its use has expanded in recent years, largely as a consequence of acute financial pressure. The

dangers of the practice should be obvious, and should be a sensitive matter in a University community where intellectual, critical, and high moral achievement are held up as ideals. Faculty and students have been remarkably unconcerned in this area, and have presented no challenge to the growing tendency of administrators to use their legal degree-granting prerogatives to achieve the financial ends that preoccupy them. While the awarding of degrees to, say, the Shah of Iran and Hugh Scott may offer some material advantage to the University, it creates a moral deficit that is too easily underrated in its effects (e.g., on morale and self-respect within the academic community). The granting of an honorary degree to the late Benjamin Franklin (*Almanac* 1/18/77) is equally objectionable. A great University ought not to work quite so hard to exploit every crevice of favorable association. In the case at hand we have gone so far as to threaten to make ourselves the butt of comedy. High priority should be given by the Senate Advisory Committee to bringing the granting of degrees in the University's name under the control of the academic community.

—Edward S. Herman, Professor of Finance

## FINE AND MERCILESS

I love the new and enlarged *Almanac*, as instanced by the issue of the 18 January 1977. *Speaking Out* is a splendid and long overdue innovation, which should lead to

more informed discussion on University matters. I especially enjoyed, however, your efforts to enliven *Almanac* and to convert it from merely an invaluable document to one that also is entertaining: I refer, of course, to that delectable piece of satirical writing, the "report" of the honorary degree awarded by the University to Ben Franklin and your publication of the mandatory citation. This was such a fine, merciless yet good-humoured parody of the customary banalities that all too often attend honorary degrees that I fear it will be difficult for me to observe such ceremonies in the future without a very real danger of bursting into laughter—or at least of chuckling, not quite silently.

The author of such subtle and delicate satire (no sophomoric crudities a la PDQ Bach or the all too common April Fools Day columns in the press) must not remain unknown and, by extension, unhonoured. If anonymity is desired let us at least have the pleasure of some further essays by this fine stylist. A writer who can explore the foibles of our sacred cows with such a delicate and subtle wit must be encouraged by all lovers both of good sense and of fine writing.

—Jamshed K.S. Ghandhi  
Associate Professor of Finance

The author thanks Dr. Ghandhi profusely but anonymously for his kind words. *Almanac* seconds his request for more of her work. —Ed.

# In a Sink-or-Swim World, Teach Swimming

by Janette L. Packer

Last fall the Graduate School of Education accepted a course proposal for *Education 619: Instructional Processes in Higher Education* (Glatthorn/Packer) and duly added it to the schedule (Tuesdays, 4:30-6:30, Spring Term only).

That such a course was adopted may not be news, and even the fact that it is being taught by an interdisciplinary team (below) may come as no surprise. But the full range of its content, and the reasons for its creation, have more to do with certain critical problems of college teaching as a profession than the course title might suggest.

Far from setting out to teach Public Speaking 101 or Personality 102, our team had in mind some hard truths about the increasing competition for a shrunken number of faculty openings in this country—tenured or untenured—and about the difficulty senior faculty have in measuring the teaching component of a candidate's qualifications. An underlying concern, not overtly expressed in our course content, was the growing pressure on the professoriat to yield traditional rights in the face of economic realities and of public criticism of higher education itself—so often expressed in clichés about the abandonment of teaching.

What does a college or university actually do to prepare its graduates to teach at the college level and to balance teaching with research and service in ways that our profession demands? Where do future college professors turn for formal grounding in the

ethics of the profession, the true meaning of academic freedom, the balance between rights and responsibilities of faculty?

Essentially we train by apprenticeship, at least to the extent of granting assistantships that install the graduate student in the classroom to learn by doing. However, the granting of such assistantships is more nearly a mechanism for financial aid than a guided experience in teaching. Selection is as likely to be based on need plus demonstrated research skill as on aptitude for, or demonstrated ability in, teaching. Often with little preparation by senior faculty, the graduate student may hold such a position for two or three years without review of teaching effectiveness and without feedback of the kind that is given steadily in the research half of the graduate student's work.

Review, when it comes, is in the form of a decision: to hire or not to hire, to recommend or not to recommend the fresh Ph.D. for a beginning job in the field. This is but the first of a series of life-or-death career votes that will be made, in which teaching effectiveness will be one of the factors that senior faculty use, or try to use, in deciding on appointment, promotion and tenure. Because teaching is only one of the components to be weighed, the traditional complaint of students disappointed in some of our tenure decisions is that teaching was not given enough weight. And because teaching is the most subjective of the components



# OF RECORD



## GUIDELINES ON THE CONFIDENTIALITY OF STUDENT RECORDS

The following guidelines represent the policy of the University concerning the confidentiality of student records. This policy has been revised to reflect current interpretations of the Family Educational Rights and Privacy Act of 1974, as amended (hereafter referred to as the "Act"). It is intended to serve as the written statement of policy, and upon annual publication and dissemination as the notice of rights, required by the regulation implementing the Act (45 C.F.R. Sections 99.5 and 99.6). However, University policy confers greater privacy rights in certain areas than does federal law, and these guidelines contain more than the federally mandated information with respect to such policy.

The following sections set forth specific University policy concerning (A) informing individuals in attendance of their rights under the Act, the implementing regulation, and University Guidelines, (B) permitting students to inspect and review their records, (C) not disclosing personally identifiable information from the records of a student or an applicant for admission without his prior written consent, (D) maintaining a record of disclosures of personally identifiable information from the records of a student and permitting a student to inspect that record, and (E) providing a student with an opportunity to seek the correction of his records through a request to amend his records or a hearing.

### *A. Informing Individuals in Attendance of their Rights*

It is University policy annually to inform individuals in attendance at the University of their rights under the Family Educational Rights and Privacy Act of 1974, as amended, the implementing regulation, and University Guidelines, and of their right to file complaints concerning alleged failures by the University to comply with the requirements of the Act and of the implementing regulation.

### *B. Permitting Students to Inspect and Review Records*

#### *1. Persons Entitled to Inspect and Review Records*

University policy follows the Act in permitting individuals who are or who have ever been in attendance at the University (hereafter referred to as "students") to inspect and review records in certain circumstances.

#### *2. Records Subject to Inspection and Review*

Records subject to inspection and review are, in general, those which are directly related to a student and which are maintained by the University or a party acting for the University. Such records specifically include the files of an admissions office.

#### *3. Records and Information Not Subject to Inspection and Review*

Records and information which are not subject to inspection and review include, but are not limited to:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in

the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute.

- b. Records of a law enforcement unit of the University provided that certain conditions imposed by the Act with respect to maintenance and disclosure are met.

- c. Records relating to a student which are created and maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in his or her professional capacity and which are created, maintained, or used only in connection with the provision of treatment to the student and are not disclosed to anyone other than individuals providing that treatment. However, such records can be reviewed by a physician or other appropriate professional of the student's choice.

- d. Financial records and statements of the parents of students or any information contained therein, except with the written permission of the parent or parents whose records and statements are at issue.

- e. Confidential letters and statements of recommendation which were placed in a student's records prior to January 1, 1975, either pursuant to a solicitation containing a written assurance, or with a documented understanding, of confidentiality, and which are used only for the purpose for which they were specifically intended.

- f. Confidential letters and statements of recommendation respecting admission to an educational institution, an application for employment, or the receipt of an honor or honorary recognition, which were placed in a student's records after January 1, 1975, and as to which the student has executed a written waiver of his right to inspect and review; provided that the University uses the letters and statements only for the purpose for which they were originally intended and notifies the student upon request of the names of all individuals providing such letters and statements.

- g. Records and information other than the letters and statements referred to in Subparagraph (B) (3) (f) above as to which the student has executed a written waiver of his right to inspect and review.

- h. Those portions of a student's records which contain information on other students.

#### *4. Waivers*

A student may waive any of his rights under the Act and under these guidelines, including the right to inspect and review records. Such a waiver may be made with respect to specified classes of records and persons or institutions, but it must be in writing and signed by the student.

In no case may a student be required by the University to waive his rights under the Act or under these guidelines. However, a student may find it appropriate to do so for a number of reasons, and where a University service solicits an appraisal on behalf of a student seeking admission to further study or seeking employment, it will notify the individual requested to provide an appraisal whether the student has waived his right to inspect and review the appraisal.

## 5. Procedure with Respect to Inspection and Review of Records

a. Requests to inspect and review a student's records should be made in writing (whether or not the student personally appears) and addressed to the official responsible for those records.

b. The official responsible for the records in question will determine whether or not the University will honor such a request within a reasonable period of time. In doubtful cases the request should be referred for decision to the University Attorney.

c. The University will comply with requests to inspect and review a student's records which it has determined to honor within a reasonable period of time, but in no case more than 45 days after the request was made.

d. The University may require the presence of a University official during the inspection and review of a student's records.

e. Copies of those student records which are subject to inspection and review may be obtained, with the exceptions noted hereafter, upon payment of a fee of \$.25 per page, except that the charge for an official transcript is two dollars (\$2). The University will deny a request for a copy of a student's records in circumstances leading officials to believe that making a copy obtainable by the student would (i) impose a greater financial and administrative burden on the University than would inspection and review of the records themselves, or (ii) undermine substantial institutional interests, including the protection of the privacy of third parties. In addition, the University reserves the right to withhold a copy of a student's grades and transcript until he has paid in full all of his financial obligations to the University.

f. The University will respond to reasonable requests from students for explanations and interpretations of records inspected and reviewed hereunder.

## 6. Types and Locations of Records

A listing of the types and locations of records (as defined in Subparagraphs B(2) and (3) above) maintained by the University and the titles and addresses of the officials responsible for those records may be reviewed by a student at the Office of the Registrar. Generally, such records are maintained by the Office of the Registrar, the office of the school or department in which a student is enrolled and the office of a student's major field of study. In addition, the University Health Service maintains such records, as do placement offices whose services have been used by students.

## 7. Retention and Destruction of Records

The Act does not preclude the destruction of records unless there is an outstanding request to inspect and review them. However, attention is directed to guidelines on the retention and destruction of records of undergraduate students which were promulgated in August, 1975.

In addition, there may be other legal and institutional constraints;<sup>1</sup> in cases of doubt those responsible for the records in question should contact the University Attorney.

## C. Not Disclosing Personally Identifiable Information

### 1. Persons to Whom University Policy Applies

Except as noted hereafter, the protection against disclosure of personally identifiable information afforded by University policy extends to the records of students (as defined in Subparagraph B(1)) and of applicants for admission. To this extent, University policy is broader than required by the Act, which applies only to individuals who are or have been in attendance at the University.

Neither the Act nor these guidelines apply with respect to the records of deceased persons. However, the person responsible for such records should exercise informed discretion in responding to requests for disclosures and should ensure that the person making the request has a

legitimate interest in the information and that the privacy interests of third persons are considered.

### 2. Records and Information Protected

The records to which University policy against disclosures (as set forth hereafter) applies are those defined in Subparagraphs B(2) and (3) above, but include as well such records pertaining to applicants for admission. "Personally identifiable information" means that the data or information includes (a) the name of the individual, (b) the address of the individual, (c) a personal identifier such as the individual's social security number, or (d) a list of personal characteristics or other information which would make the individual's identity easily traceable.

### 3. Consent Required

Except as noted in Subparagraphs C(4) and (5), personally identifiable information may not be disclosed from the records of a student or of an applicant for admission without the individual's prior written consent. Such consent shall be signed and dated and include a specification of the records or information to be disclosed, the purpose(s) of the disclosure, and the party or class of parties to whom the disclosures may be made.

### 4. Consent Not Required

The University will not generally permit disclosure of personally identifiable information from the records of a student (or of an applicant for admission) without prior written consent. Personally identifiable information may *but need not* (except in the circumstances described in Subparagraphs C(4) (d) & (f)) be disclosed from the records of a student or of an applicant for admission without that individual's prior written consent to the following individuals or institutions, or in the following circumstances:

a. School officials who have been determined by the University to have legitimate educational interests.

(i) "School officials" means employees of the University, including faculty, staff, part-time employees, and those performing work for the University under proper authorization.

(ii) In determining whether a school official has "legitimate educational interests" in personally identifiable information in the records of a student or of an applicant for admission, the University will consider whether the information in question is required or would be helpful to the official in the performance of his duties for, or in the pursuit of an enterprise sanctioned by, the University.

(iii) Custodians of information will establish control procedures to ensure that these limitations are observed.

b. Officials of another school in which a student or applicant for admission seeks or intends to enroll.

c. A person who submits a written affirmation that he is the parent of a student or applicant for admission and that the student is a dependent within the meaning of Section 152 of the Internal Revenue code of 1954. In general, the University does not make records available to a student's parents.

d. State and local officials or authorities to whom information is *specifically required* to be reported or disclosed pursuant to a state statute adopted prior to November 19, 1974.

e. In connection with financial aid for which a student or applicant for admission has applied or which he has received, but only for such purposes as determining eligibility for financial aid, the amount of financial aid, and the conditions which will be imposed, or enforcing the terms or conditions of financial aid.

f. To comply with a judicial order or lawfully issued subpoena, provided, in the case of a student, that the University makes a reasonable effort to notify him in advance of compliance.

If disclosure of personally identifiable information is made hereunder, it shall be limited to that information in which the individual seeking disclosure is determined, by the person responsible for the records, to have a legitimate interest.

In addition, disclosure of personally identifiable information is permitted in certain limited circumstances to federal, state and local officials, and organizations carrying out studies or accrediting functions. Where a request from such an official or organization, or a

<sup>1</sup>For instance, the Pennsylvania Fair Educational Opportunities Act renders it an unfair educational practice for an educational institution to "fail to preserve for period of three years any records, documents and data dealing with or pertaining to, the admission, rejection, expulsion or suspension of students . . . ." 24 P.S. § 5004(a) (5).

## CONFIDENTIALITY OF RECORDS (CONTINUED)

judicial order or subpoena is received, the recipient should contact the University Attorney.

### 5. Directory Information

The University designates as directory information, which may be disclosed from records relating to a student or applicant for admission without his consent, a student's or applicant's name, address (local and home), social security number, telephone number, date and place of birth, major field of study, participation in officially recognized activities (including social and honorary fraternities) and sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, and previous educational institutions attended.

Public notice of these categories and of the right of an individual in attendance to refuse to permit the designation of any or all of them as directory information with respect to him will be given annually. Failure to respond to such notice will not result in the routine disclosure of one or more of the designated categories of personally identifiable information. The University will continue to exercise informed discretion in responding to requests for information contained in records maintained by it which directly relate to students.

### 6. Limitation on Redislosure

Except for disclosures of directory information, the University will inform a party to whom a disclosure of personally identifiable information from the records of a student is made that disclosure is made only on the condition that the party will not disclose the information to any other party without the student's prior written consent.

### D. Maintaining a Record of Disclosures

Except with respect to disclosures to a student or pursuant to his written consent, disclosures to school officials with legitimate educational interests, and disclosures of directory information, the official responsible for the records of a student (as defined in Subparagraph B(1)) will maintain with these records, as part of his control procedures, a record which indicates (a) the parties who have

requested or obtained personally identifiable information, and (b) the legitimate interests these parties had in requesting or obtaining the information, and which may be inspected by the student.

### E. Providing an Opportunity to Seek Correction

1. A student (as defined in Paragraph B(1)) who believes that information contained in his education records is inaccurate or misleading or violates his privacy or other rights may request that the University amend them, and the University will decide whether to do so within a reasonable period of time.

2. If the University declines to amend the student's records, it will so inform him and inform him of his right to a hearing.

3. The University will, on written request, provide an opportunity for a hearing in order to challenge the content of a student's records. However, a hearing may not be requested by a student to contest the assignment of a grade.

4. If as a result of a hearing the University determines that a student's challenge is without merit, the student will have the right, and be so informed, to place in his records a statement commenting upon the information in his records and/or setting forth any reasons for disagreeing with the University's decision.

Students have a right to file complaints concerning alleged failures by the University to comply with the requirements of the Act and the implementing regulation. Such complaints should be addressed to the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 300 Independence Avenue SW, Washington, D.C. 20201. Students are encouraged first to bring such complaints, and student and applicants for admission are encouraged to bring their complaints regarding the implementation of University policy, to the attention of the Attorney.

Copies of these guidelines are available at the Office of the Registrar 221 Franklin Building.

## SINK-OR-SWIM continued from page 3

considered, the traditional response of the senior faculty is that we do not yet have objective criteria for judging the quality of teaching but we are "working on it."

While the measurement problem is serious, and we are indeed working on it, there is a more useful first step that can be taken to make rational the career path of future college professors. That is simply to offer them training and feedback on teaching at a level approaching that which we offer them in research.

The problem of training teachers for the college level is not new. Michigan's President Tappan told his Board of Regents in 1856, "The graduate of a college is not prepared to become a college professor. But the direct object of a university is to prepare men (sic) to teach in the university itself, or in any other institution." He was still being quoted over a century later in Callahan's *An Introduction to Education in American Society*. Other lines from the perennial dialogue are familiar:

*Attack:* "Having uncritically assimilated limited perspectives of teaching, the typical young teacher is prepared to spend his professional life replicating these experiences."<sup>1</sup>

*Response:* "Who ever heard of an uncritical student. . . why not expect with Plato that the young teacher will develop his own style through nemesis or a creative imitation of his teachers?"<sup>2</sup>

I am not one of those who suggests that college teachers are doing a bad job. Most college teachers, soon or late, learn how to do a

good job. What I do suggest is that academia does not provide organized assistance to encourage teachers in the teaching process and that this lack may have harder consequences for the aspiring faculty member today than it did in less competitive times.

Professional educators must accept some of the blame for the lack of resources for the young. They—or rather, now that I am coordinating a course in an education school, we—have done little to change the negative attitudes that gave rise to the saying, "Those who can, teach; and those cannot, teach teachers." We have been too willing to hide behind the idea that teaching is difficult to define and to measure. Instead of sharing our knowledge of good teaching and pursuing ways to make that knowledge more accessible, we tend to persuade ourselves that the need does not really exist—or that there is nothing we can do about it if it does.

Penn, with its stated commitment to teaching, has long needed mechanisms whereby prospective teachers, graduate assistants and in-service college teachers could meet to discuss efficient methods of teaching and evaluating students, share their problems and successes, and find out about new techniques. From this, new teachers could make choices about teaching rather than teach as they were taught or spend time searching for different ways.

With the adoption of Education 619, the Graduate School of Education has accepted responsibility to start such a movement. Our seminars are informal, and since we teach in workshop fashion we can as easily welcome the occasional colleague as we can the student who may want to register for the course now\* or,

<sup>1</sup>W. Max Wise, "Who Teaches Teachers to Teach?" from Calvin Lee's *Improving College Teaching*.

<sup>2</sup>James Armstrong, "Who Teaches Teachers to Teach What?" *Ibid*.

\* Drop-and-add closes February 2.—Ed.



if all goes well and the course is repeated, in the future. All of us involved in the course will be pleased to hear from fellow teachers, whatever their disciplines, who share our concern for the next generation of faculty.

### COURSE SCHEDULE: EDUCATION 619

*Instructional Processes in Higher Education*

Room C-5 Stiteler Hall

Tues. 4:30-6:30 p.m.

- 1/18: Dr. Janette Packer, School of Nursing; *Introduction.*
- 1/25: Dr. J. Scott Armstrong, Graduate School of Education; *Adult Learning.*
- 2/1: Dr. Charles Dwyer, Graduate School of Education; *Values in Higher Education.*
- 2/8: Dr. Robert Emling, School of Dentistry; *Designing Courses: Instructional Technology and Learning Systems.*
- 2/15: Dr. Allan Glatthorn, Graduate School of Education; *Designing Courses: Alternative Approaches to Course Structures.*
- 2/22: Dr. Glatthorn; *Improving the Lecture.*
- 3/1: Dr. Glatthorn; *Conducting Effective Discussions.*
- 3/8: Dr. Norma Furst, Dean of Students, Temple University; *Models for Instruction.*
- 3/22: Dr. Jonathan Nash, School of Dentistry; *Active Learning Strategies.*
- 3/29: Dr. Emling; *Effective Use of Media.*
- 4/5: Dr. Armstrong; *Case Study Approach to Independent Learning.*
- 4/12: Dr. Emling; *Evaluating Student Learning: A Models Approach.*
- 4/19: Dr. Packer; *Evaluating Teacher Effectiveness: Analysis of Lindback Award Winners' Teaching Methods.*
- 4/26: Dr. Packer; *Student Presentation of Papers.*

## OPENINGS

The following listings are taken from the Personnel Office's bulletin of January 26. Dates in parentheses refer to the Almanac issue in which a complete job description appeared. The full list is made available weekly 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 two figures in salary listings show minimum starting salary and maximum starting salary (midpoint).

### ADMINISTRATIVE/PROFESSIONAL

ACCOUNTANT I (2) (10-19-76).

ASSISTANT DIRECTOR OF RESIDENCE UNIT (11-23-76).

ASSOCIATE DIRECTOR administers in the director's absence; services the candidate registry; coordinates with professional associations, caucuses, registries and regional institutions; develops written materials for professional training and advising services; plans conferences; supervises doctoral level internships; performs statistical work entailed with services and their periodic review. *Qualifications:* M.A. or Ph.D. in psychology or sociology. Familiarity with academic habits of mind, life styles and procedures. Experience as a teacher, knowledge of regional institutions of higher education. Research interest in area of gender studies, achievement motivation or educational psychology. *Salary to be determined.*

FACILITIES PLANNER (9-28-76).

HEAD NURSE (1-18-77).

JUNIOR RESEARCH SPECIALIST (1-25-77).

JUNIOR RESEARCH SPECIALIST (1-25-77).

LIBRARIAN FOR RARE BOOKS (11-16-76).

LIBRARIAN II (Media Service) (11-9-76).

LIBRARIAN II in Arabic, Persian, and Turkish. (11-9-76).

LIBRARY DEPARTMENT HEAD I (12-14-76).

LIBRARY DEPARTMENT HEAD II (12-14-76).

RESEARCH SPECIALIST I assesses platelet function and plasma coagulation changes in a model of extracorporeal bypass; operates platelet aggregometer; counts radioactive samples, spectrophotometric measurements, enzyme assays, fractionation of proteins. *Qualifications:* Familiarity with spectrometer, liquid scintillation counter. Experience in performing coagulation factor assays. B.S. or M.S. in chemistry, biochemistry or biology. Medical termination experience. \$9,850-\$13,550.

SENIOR RESEARCH COORDINATOR (12-14-76).

STAFF ASSOCIATE services registry; matches, refers, follows up, and takes initiative for mapping appropriate pools of individuals; establishes cooperative efforts with professional associations. *Qualifications:* Advanced degree in humanities or science background. Familiarity with academic life styles, and procedures. Experience as a teacher or administrator. Knowledge of regional institutions of higher education. Public relations experience. *Salary to be determined.*

### SUPPORT STAFF

ADMINISTRATIVE ASSISTANT (12-21-76).

ADMINISTRATIVE ASSISTANT I (New York) (1-18-77).

ADMINISTRATIVE ASSISTANT I supervises secretarial support, student workers, etc. Maintains and processes all budgets, travel forms, C-forms, purchasing. Monitors budgets and reports to professors on status of grants. Attends administrators' meetings; sets office procedures. Types manuscripts and correspondence. *Qualifications:* Knowledge of University's budget, policy and procedures; excellent typing, bookkeeping and accounting skills; supervisory skills, ability to work independently. At least three years secretarial/administrative experience. \$6,950-\$8,675.

CONTRACT ACCOUNTANT (1-18-77).

LABORATORY ASSISTANT (1-18-77).

LICENSED PRACTICAL NURSE (11-16-76).

MEDICAL RECEPTIONIST in large outpatient clinic. Answers telephones refers patients to appropriate personnel, makes appointments, and obtains laboratory test results. Registers patients in the clinic, obtains required information, fills out forms. Types letters to patients. *Qualifications:* Good typing skills, high school graduate, two years' experience preferred. \$6,050-\$7,550.

MEDICAL TECHNICAL SECRETARY (4) involves extensive transcription of medical terminology by mechanical means. *Qualifications:* Familiarity with medical terminology. Accurate typing. \$6,950-\$8,675.

RESEARCH LABORATORY TECHNICIAN III (4) (1-18-77).

SECRETARY II (11-16-76).

SECRETARY III (2) (12-21-76).

SECRETARY III (11-9-76).

SECRETARY IV (12-14-76).

### PART-TIME

TEMPORARY ACCOUNTING CLERK (1-25-77).

GENERAL OFFICE WORKER (4 months) types and performs general office duties. *Qualifications:* Graduation from high school. \$3.50/hour.

LABORATORY ASSISTANT (7 months) (1-25-77).

### NON-UNIVERSITY JOB

STAFF ASSISTANT for service office for computer-based library network. Accurate typing (50 w.p.m.) and clerical skills required for document production and distribution filing, bookkeeping and related duties. Library experience preferred. Full-time only. Salary \$6,500. Send resume with three references by February 7 to PALINET, 3420 Walnut St., Phila., PA 19104. An Equal Opportunity/Affirmative Action Employer.

## NOMINATIONS: DEAN OF FINE ARTS

Applications or nominations are invited for the position of Dean of the Graduate School of Fine Arts. Candidates with distinguished credentials related to environmental planning and design through architecture, landscape architecture, and/or all aspects of regional and urban planning will be considered qualified. Responsibilities will include leadership in the expansion of research, and the cultivation of interdisciplinary ties within the school and the University and to other centers, as well as administration of the school. The Dean will report directly to the Provost, and will hold a tenured professorship. Since the school is responsible for its own development program, ability to formulate and carry out funding programs is essential.

Salary is negotiable. Send resumes and three references to Ms. Mary Jack, Office of the Provost, 102 College Hall (CO).

*An equal opportunity employer.*

## HYPERTENSION: VOLUNTEER PATIENTS

Men and women between 21 and 65 who suffer from hypertension are being enrolled between now and May as volunteers for a year-long test of a new anti-hypertensive drug. Volunteers must already be taking two or more drugs for hypertension to qualify. As part of the study, a diuretic and new, anti-hypertensive drug will be administered. Medical care is free for the term of the study. Paula Levine, R.N., at 227-2780 from campus phones.

## MEN WANTED: CONTROLS

The psychiatry department needs men in good health, between the ages of 20 and 30 and 40 and 65, as controls for a study to determine whether depressed people undergo endocrine changes. Blood samples will be taken during the three-hour study. Volunteers must not be on medication nor have a history of emotional or physical illness. Each will receive a \$25 compensation for the testing. For more information, call the director of the project, Dr. Iradj Maany, EV 2-2400, Ext. 264.

## THINGS TO DO

*Note: Schedules are subject to change due to emergency closing of buildings during the fuel crisis in Pennsylvania.*

### THEATER

Mad Dogs and Philadelphians go out in the night-time slush—and who wouldn't brave it for *Oh Coward!*, the musical revue at Annenberg's Zellerbach Theater? Preview tonight at 8 is followed by performances February 2 through 13. On February 3, 4, 8, and 10, theatergoers will also be treated to *Inter-Acts*, Annenberg's free, after-performance discussion series with the cast and guest speakers. Information: Ext. 6791.

*S!R!O!* is the title, but there are sit-down tickets for the next performance of the Mask and Wig's 89th annual production, cabaret-style February 3 at 8:30 p.m. at the Club, 310 S. Quince St., \$4.50 and \$5 (students \$3 and \$3.50). Call WA 3-4229. If you miss it there, wait for the theater-style campus run in the Annenberg School Auditorium.

### LECTURES

Theater of the sun: On February 2 artist Charles Ross discusses his *prisms, solar burns and celestial maps* (on display at ICA through February 22) in the Fine Arts Auditorium, 8:30 p.m. Two Ross films, *Sunlight Dispersion* and *Arisaig, July 10, 1972*, will be shown.

The Annenberg School Communications Colloquium launches its spring series with Rep. Lionel Van Deerlin, chairman of the U.S. House Subcommittee on Communications, on *Rewriting the Communication Act of 1934*. February 7; 4 p.m.; Colloquium Room Annenberg School. Six other Monday lectures will follow.

*The Chester Creek Study: Social Consequences of Technological Change* are examined by Professor Anthony Wallace at a Department of

History and Sociology of Science colloquium on February 7, 4 p.m., Room 107, E.F. Smith Hall.

World-famed entomologist Dr. Vincent G. Dethier, a specialist on chemical communication among insects, explores *Other Tastes, Other Worlds* in the second annual J. Manheimer Lecture, February 15, 8 p.m., Room W51, Dietrich Hall. Monell Center is the sponsor.

The Recombinant DNA Flap: Dr. Maxine Singer, a leading researcher in nucleic acid enzymology, gives the next Leon Lecture, *Scientific and Public Issues Raised by Recent Genetic Research*. February 17, 8 p.m., Annenberg School Auditorium.

### MUSIC

Music and space, performers and audience interact in *In Spaces*, an environmental collaboration between a band (Musica Orbis) and a design firm, (Alley Friends Architects) at a benefit for the Wilma Theater Project. CA, February 4 at 8 p.m., then February 5 at 2 p.m. and 8 p.m. Admission: \$4 (\$3 for students with I.D.).

Pianist David Burge, best known for performance of 20th-century works, plays Stravinsky's *Sonata in Three Movements* (1924), Berio's *Sequenza IV* (1966), and Debussy's *Estantes* (1903); lays back for Mozart's *Sonata in E-flat Major, K. 282*, Schumann's *Humoreske*; and finishes on time with Charles Eakin's *Frames* (1976), written for Burge. February 7, 8 p.m., University Museum's Harrison Auditorium.

Not after Alexander: Mary Anne Ballard and the Collegium Musicum offer *The Renaissance Instrumental Band*, short on ragtime but long on *carminae* and sprightly dances, virtuoso solos and provocative fantasies, culminating in the Morley Consort Lessons of 1599. February 9 at 8 p.m., the Museum's Harrison Auditorium. Tickets: \$1 at the door or in advance from 518 Annenberg Center, Ext. 6244.

### FILM

After the Bicentennial: The Christian Association's Real to Reel series revs up its third round of documentaries under the umbrella title "The Unfinished American Revolution—A Cinematic Spot Check on the Progress of the Pursuit of Liberty" with *We the People* on February 2 and *From Spikes to Spindles* February 9. Both at 8 p.m. in CA Auditorium, admission \$1.

Documentary Film Lab films scheduled are *Louisiana Story Study*, February 2, and *Ice*, February 9, Annenberg Center, 4 p.m. and 7 p.m.

From rags to riches and back: Two imports by CA are *Phantom India* (Parts 1-4 being shown on February 3 and Parts 5-7 on February 10, 7:30 p.m.); and *The Discreet Charm of the Bourgeoisie*, February 4 at 7:30 and 9:30 p.m. Hopkinson Hall, International House.

The PUC picks up *Taxi Driver* February 4; *Fire Sign Funnies*, February 5 FA B1; and *Le Sex Shop*, February 10, FA B1; all at 7:30 and 10 p.m., Irvine Auditorium.

*Rhino!*, the story of a zoologist's attempt to save a pair of white rhinos from the big game hunter's gun, is the University Museum's children's film selection. February 5, Harrison Auditorium, 10:30 a.m.

Return to Athens in the fifth century B.C. via *Socrates* in the University Museum's Sunday series, February 6, Harrison Auditorium, 2:30 p.m.

### MIXED BAG

Kay Dalton, a Penn medical photographer, calls her photographic exhibit *People in Their Environments: Two Documentary Series*, in the Crafts Gallery of the Women's Cultural Trust at CA until February 16. WCT also has Valentine's Day gifts February 7 through 14.

The family that skates together stays together, at least at the Class of '23 Ice Rink on *Alumni Family Day* February 5. The 2 p.m. game between Penn and Brown is followed by an alumni free skate from 4:30 to 5:30 p.m. Special alumni family prices for the game are: alumnus/alumna-\$3; spouse, children and guests, \$1 each.

Sweetheart Deal: \$11 a person buys a live band and lively menu at the *Faculty Club's Valentine Day Dinner Dance* on February 11. For reservations, call Ext. 4618.

All Penn women are welcome at *WEOUP's* second meeting of 1977 at 12 noon, February 16, 112 Logan Hall. The next meeting is scheduled for March 17, 12 noon, same place.

ALMANAC: 515 Franklin Building (16) Ext. 5274

Editor.....Karen C. Gaines

Assistant Editor.....Marilyn Ackerman

Distribution.....Karen A. Graves