

Almanac

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Trustees Approve Tuition Increase

The executive board of the trustees has approved increases in tuition for undergraduate and most graduate and professional schools, beginning September, 1978.

Undergraduate tuition and fees will be raised from \$4450 to \$4825, an increase of \$375. Tuition and fees will jump from \$4675 to \$5075 for the following master's and Ph.D. programs: the Annenberg School of Communications, the Faculty of Arts and Sciences, the Faculty of Engineering and Applied Science, the School of Social Work, the Graduate School of Fine Arts, the Graduate School of Education, the Law School, the School of Nursing and the Wharton School (Ph.D. programs and the School of Public and Urban Policy only). Tuition increases in the Schools of Medicine, Dental Medicine and Veterinary Medicine will be determined later by the administration.

Wharton MBA program tuition will rise from \$4460 to \$5075; Executive MBA tuition will go from \$6600 to \$7200. For the undergraduate dental hygiene certificate program, tuition will rise from \$3585 to \$4265; in the Division of Advanced Dental Education, it will increase from \$6225 to \$7450.

For the College of General Studies, tuition will rise from \$180 to \$195, with a \$15 general fee, yielding a total cost of \$210; and for the FAS summer sessions, the tuition fee will rise from last year's \$305 (plus a \$25 general fee) to \$395 plus a \$30 general fee, for a total of \$425; and for Wharton Evening School from \$190 to \$205.

Dormitory room rents will increase by an average of five percent for the coming year and will range from \$1022 to \$1785. The 15-meal per week contract in the University Dining Service will increase from \$900 to \$950.

Task Force on Governance to Reconvene

A new Task Force on Governance will convene "as soon as possible to review the work of the 1970 task force and to make recommendations in light of experience, new needs, and present concerns," according to a resolution passed by the executive board of the trustees at their open stated meeting, Thursday, March 16.

"This new body shall be constituted by the president, the chairman of the trustees, and the chairman of the Senate with due regard to established procedures for selection of respective groups of members. The new body should endeavor to report as quickly as feasible," the resolution reads.

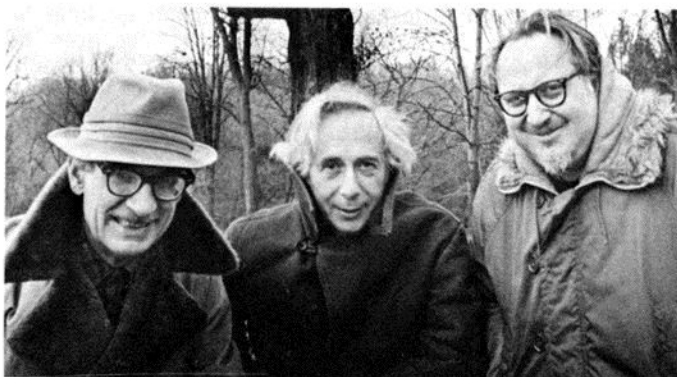
The settlement agreement that ended the March 2-6 student sit-in (see *Almanac* March 7, 1978) stated that a reconvened task force report by April 15, but Donald Regan, trustees chairman, asserted that the date was "much too close to have any kind of report."

In another resolution, the executive board authorized the expenditure of \$1 million of the University's \$3.4 million of unallocated funds to be used for deferred maintenance on the Quadrangle dormitories. The trustees approved appointments to the board of the University Press and to the boards of overseers of the Schools of Social Work and Law.

Trustee John Eckman reported that as of March 10, gifts and pledges raised totalled \$138,012,708, or 54 percent of the \$255 million Program for the Eighties campaign goal.

President Martin Meyerson and Vice-President for Health Affairs Thomas Langfitt discussed the University's state appropriation. "We have a difficult time ahead of us," Langfitt said.

Jon Strauss, executive director of the budget, said that he expects to bring to the trustees in June a "realistic" budget containing a "\$500,000 deficit and sufficient contingency resources."



From left to right: Composers George Crumb, George Rochberg and Richard Wernick. (Photo by Bruce Stromberg, courtesy of The Pennsylvania Gazette.)

Composers to Present President's Lecture

Composers George Crumb, George Rochberg and Richard Wernick will discuss "Contemporary Music—the Expressive Revival" at the ninth presentation in the President's Lecture Series, Thursday, March 30 at 4 p.m. in the University Museum's Harrison Auditorium.

Excerpts, live and recorded, from the composers' works will be featured in the lecture, which is free and open to the public.

Sit-In Discussed by Council

Administration, faculty and student representatives discussed the aftermath of the student sit-in, March 2-6, at the University Council meeting, March 8.

"The instruments of government [established in the 1960's] are at fault. They are not functioning as they should," President Martin Meyerson said in his report to the Council.

Contrasting the recent student sit-in with a demonstration in May, 1972, in which a legal injunction was invoked to clear College Hall, Meyerson complimented the leaders of the 1978 sit-in on staying within the bounds of the Guidelines on Open Expression. "The legitimate student leaders were there. . . the actions were in the hands of the students chosen by themselves," Meyerson said.

While Meyerson found the lack of discussion of educational issues both "disappointing and gratifying," he was impressed by the attention given to the "financial crunch," he said. Many of the points discussed in the negotiations had to do with economizing, "only one item" being added in terms of expenditure—\$125,000 for the upcoming Annenberg professional theater season.

Both Meyerson and Provost Eliot Stellar had previously opposed having students and faculty on the governance board of the University, Meyerson said, but "as experimentalists, we felt a one-year trial basis might be enlightening."

"I must blame myself for the setting in which the students felt they had to voice their grievances" through a sit-in, Meyerson stated.

In a complementary report, Provost Stellar pointed out that the money for the Annenberg theater series will be raised from outside sources.

Stellar emphasized "the primacy of faculty" in University governance. "We were very careful to point out to the students faculty interest," Stellar said.

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Several of the 31 points of the settlement agreement that concluded the sit-in (see *Almanac* March 7, 1978) would have to be approved or ratified by other groups, Stellar said. "Certainly we need other groups to concur where they are concerned." For instance, the proposal to have one student and one faculty member sit as members of the board of the trustees, or another to re-establish the Task Force on Governance "would require some further consultation and cooperation."

Dr. Irving Kravis, chairman of the Faculty Senate, presented a "different view" of the sit-in.

"I think the events of the past weekend bring into question the need for this Council's existence," Kravis said. The sit-in, he charged, constituted "a blow to orderly processes" of discussion.

"A sit-in is not the appropriate mechanism to discuss budgetary cuts," he said. Rather, "the art of governance" should provide a voice for all affected parties.

Kravis asserted that it was "wrong" of the administration to approve the restoration of the Annenberg season "under duress," and that the proposed committees would prove ineffectual if the students represent "only themselves."

"Parties must be ever-mindful of the tomorrows in which they must live together. It is not good for one group to humiliate another. Latent physical threat is the antithesis of reasoned thought. . . . It is doubtful whether Pennsylvania is a greater University today than it was last week," Kravis said.

Trish Brown, chair of the Undergraduate Assembly, responded that, "Certainly a sit-in is not a normal way to achieve things, but it can be used."

The fact that she and Mitchell Blutt, senior class president, were members of the sit-in's negotiating committee "legitimized" the sit-in, she said, because "even in our positions we were not able to get to the president and provost." She said of Kravis' remarks, "None of us feels the need for a public chastisement."

Jean Alter, professor of romance languages, challenged Kravis' statement that his views were representative of faculty opinion. Helen Davies, secretary of the Faculty Senate, also countered Kravis, saying, "I, for one, think the sit-in reaffirms the need for Council. . . . At least 20 other faculty members with whom I spoke stand in favor of what happened."

In other business, discussion of responsibility center budgeting was continued from last month's Council meeting. (See *Almanac* February 14, 1978.)

According to Arthur Humphrey, dean of engineering and applied science, "the biggest shortcoming in the system is that it builds barriers between schools. . . . The profit motive comes in, and details come before academic excellence. . . ."

Accounting Department Chairman Claude Colantoni stressed the need for fiscal responsibility and asserted that, "Profit is pure motive with or without a responsibility budgeting center. . . . A department losing money does not mean eliminating it."

Senate

Note of Appreciation for Donald T. Regan

I think it only appropriate in view of Donald T. Regan's services to this university that a faculty voice of appreciation should be added to those of his fellow trustees and of President Meyerson which appeared in *Almanac* February 21. His leadership and dedication have left this university stronger than it otherwise would have been, and we are fortunate that he will continue to serve even though not as extensively as in the past.

Most faculty members would agree with his favorable assessment of what has been accomplished, although we would think that we have an outstanding set of deans *because* of our search processes rather than *in spite* of them.

I must confess, however, that while I am confident that my colleagues share these views, this is based more on informal perceptions than on any cumbersome process of consultation.

—Irving B. Kravis, Chairman, Faculty Senate

News Briefs and Bulletins

Plans for Levy Park Reviewed

On Tuesday March 14, the Council Committee on Facilities reviewed plans for the Blanche Levy Park and unanimously agreed that they be implemented as projected last year. The re-landscaping of College Hall Green is to be financed by a \$1 million restricted gift from Mrs. Blanche Levy; the funds cannot be diverted for other University uses.

Committee Chairman John G. Brainerd reaffirmed that while "the committee is fully aware of the financial problems of the University, it is equally aware that no part of this gracious gift can be diverted. Whatever thoughts might have arisen under more flexible conditions are balanced by the great long-term advantage which the committee sees in the realization of Levy Park."

Members present at the meeting included: John G. Brainerd, chairman, electrical engineering; Walter Bonner, biochemistry and biophysics; Manuel Doxer, FAS; John Lepore, civil engineering; David Pope, metallurgy; Stephen Rood-Ojalvo, CEAS graduate; J.C. Saunders, otorhinolaryngology. Members consulted included: Stephen Cohen, Wharton '78; Ralph Edwards, Wharton-FAS '79; Ian McHarg, landscape architecture and regional planning.

Comments on CURIA Report: March 24

The deadline for comments from members of the University community on the *Report of University Council Ad Hoc Committee on University Relations with Intelligence Agencies* (*Almanac* February 21, 1978) has been extended from March 10 to March 24. Comments should be sent in writing to D.N. Langenberg, vice-provost for graduate studies and research, 106 College Hall, CO.

Good Friday: No Exams, Please

The provost and vice-provost remind all faculty that Good Friday, March 24, is a day of religious obligation for many students and staff. While classes will meet as scheduled, University policy requires that no examinations be given and no assigned work be due on that day.

Benefit Statements to Be Mailed

Personal benefit statements will be mailed this week to full time faculty and staff. The statements represent a joint effort by personnel relations and UMIS to better inform individuals of their benefit coverage and the value of University-paid programs. It is our objective to provide an updated statement annually, making adjustments in format as our program capabilities improve.

We hope that the faculty and staff find this information useful, and we welcome constructive criticism.

—Gerald L. Robinson,
Executive Director of Personnel Relations

Reading Room to Be Dedicated

The dedication of the Jules Halpern Memorial Undergraduate Reading Room will take place at 4:30 p.m., Friday, March 24 in the Math-Physics Library of the David Rittenhouse Laboratory. Friends and colleagues of Professor Halpern are invited to join members of the Halpern family for the official ceremony and for a wine and cheese reception following the dedication.

Luncheon to Honor Dr. Harnwell

Members of the University community are invited to a luncheon honoring Dr. Gaylord P. Harnwell, president emeritus of the University, on his retirement from the chairmanship of the West Philadelphia Corporation. The luncheon will take place at noon, March 29, in the Egyptian Gallery of the University Museum. For reservations (\$12.50 per person), call EV 6-5757.

Summer Work-Study Applications Due

University employees interested in hiring summer work-study students should complete and return to the Student Employment Office *Application for Student Assistants, Summer College Work-Study Program 1978* forms. Additional copies may be obtained from the SEO, Room 233 Logan Hall CN, Ext. 6966. Students may pick up applications there; the deadline for returning them is March 27.

All University departments and offices will be responsible for a 20 percent matching share of the gross work-study wages earned by any student working over the summer.

OF RECORD



Good Friday Holiday

The following bulletin was sent to deans, directors, department heads and business administrators March 2, 1978.

Good Friday, March 24, 1978, will be observed as a holiday for all administrative and support staff personnel in accordance with University policy.

Support staff personnel required to work on the holiday are compensated at the holiday rate, i.e., the employees' regular daily pay plus one and one-half (1½) times their regular hourly rate for all hours worked. For employees covered by collective bargaining agreements, the applicable provisions of each agreement shall govern.

—Gerald L. Robinson,

Executive Director of Personnel Relations

Acceptance of Gifts, Grants and Contracts

The following memorandum was sent to deans, directors, vice-presidents and members of the provost's staff by Provost Eliot Stellar and President Martin Meyerson, February 21, 1978.

The University of Pennsylvania enjoys financial support for its programs of instruction and research from many sources, public and private; faculty and staff are encouraged to pursue such support with vigor. Programs undertaken with the aid of external funding must, however, be fully consonant with the standards, character and responsibilities of the University. Since questions have recently been raised about the terms under which grants are acceptable, we summarize below the policy practiced in recent years.

Conditions for the acceptance of gifts, grants and contracts include:

1. That the purposes to be served are academically worthy, are in accord with the needs and priorities of the University, and are not impediments to the achievement of other academically worthy aims or programs;

2. That there are no conditions attached to the gift, grant or contract which would in any way jeopardize the University's commitments to the principles of academic freedom and non-discrimination;

3. That any academic appointment supported by such gifts, grants and contracts be made only in accord with established University procedures;

4. That all established University policies fostering the free dissemination of research results (and otherwise restricting secret research) are respected;

5. That acceptance of the gift, grant or contract entails no University financial obligations in the present or any time in the future except those known and judged to be worth the expenditure or financial risk.

Provost's Statement on the Sit-In

Now that time has given us a bit of perspective on the recent sit-in, I would like to give you my account of what happened and clear the air of any misconceptions. I was present almost all of the time from the start of the rally at 11:00 a.m. on Thursday, March 2, through the early morning hours of Monday, March 6.

Background. The budgetary decisions on athletics and professional theater productions were painful, but important steps to help reach a balanced budget for 1978-79 while conserving our resources for principal academic programs. In the case of athletics, the director was asked to cut \$150,000 from his 1978-79 budget and was in the process of informing the people affected when the news was leaked to the campus press. In the case of the Annenberg Center, \$250,000 in new University money had already been allocated to it on the budget committee's recommendation. When that proved to be \$125,000-\$150,000 short, we started discussions with the director about the alternatives, including program reductions and new fund-raising efforts, but the sit-in began before that effort could get under way.

The sit-in. The sit-in was not planned, and took both the student leaders and everyone else by surprise. It became clear that the issue was not just the budget cuts, but the students' feeling that communication with the administration was inadequate in the case of decisions directly affecting them. This was a strong feeling, and we respected it. We tried to find out what was wrong, how we could re-establish fuller input from the students, and how to build a better sense of mutual understanding as well. Some will undoubtedly believe we went too far or allowed ourselves to be abused. I do not think so. We did re-establish closer ties with the elected student leaders and other students, and the agreements we reached represent a feasible agenda of items, most of which we were already working on or wanted to work on. Some of the issues will now require consideration by the University Council, the Faculty Senate and the trustees.

In reaching these agreements, however, the president and I were emphatic throughout in pointing out to the students basic principles that had to be preserved.

1. *No new budget commitments would be made.* Athletics will still make the \$150,000 cut; for the Annenberg Center, we shall raise the needed money from outside sources. (Some pledges and funds have already come in.)

2. *Responsibility for decision-making was not and will not be yielded by the president and the provost.* However, we need advice from all quarters, and we need it more than ever before.

3. *The president and the provost made it clear throughout that they could not make commitments for the faculty, deans, or trustees.* Any parts of the agreements requiring their participation would have to be settled directly with the faculty, deans, and trustees.

Conclusion. Demonstrations are never pleasant. Emotions ran high. But it is important to note that the students we dealt with were recognized undergraduate leaders and that they stayed within the Guidelines on Open Expression. In responding to the students the way we did, we sought to achieve common understanding. We did that but now we need to build upon it in an orderly and rational way if it is to mean anything. We need to consult the faculty, the deans and the trustees in accordance with proper and established procedures. The faculty, after all, has primacy in academic governance, and the trustees and the president have ultimate responsibility for the entire institution. If we all work together, the president and I are confident we can solve the problems facing us and make the hard decisions we must, knowing that the sacrifices we make are to maintain and strengthen our most important and most central academic purposes, so that we can have increased pride in our University and its accomplishments.

—Eliot Stellar, Provost

Speaking Out

Relations with Libya

To the Editor:

As the "two university professors" who recently "travelled to Libya" and as scholars who have long confronted the hard problems arising from the sponsorship of research (not infrequently refusing inappropriate proposals and once, for example, returning three and one-half million dollars to an agency of the U.S. government whose restrictions were deemed improper), we are most sympathetic to Peter Conn's invitation to a public discussion of these matters. [See *Almanac* March 7, 1978.] Indeed, they have been under continuous discussion among ourselves, with our colleagues, with prospective sponsors, with students in our classes, with University administrators, and with others. Nonetheless, it seems useful periodically to have an even more general airing of such issues, not necessarily in the expectation of new arguments, but at least to contribute to that consensus which provides a basis for collegial trust.

If such a discussion is to be fruitful, however, it is essential that it be as objective and informed as possible. Otherwise, we court the danger not only of making bad decisions in the instant and related cases, but we may also edge closer to that extreme politicization of the University, often visible abroad, where—under each project, promotion, course offering, or budget becomes evaluated primarily in terms of whether one likes or dislikes the recent politics of the parties.

We flag this requirement for discussion in particular because although we find ourselves in strong agreement with Professor Conn's fundamental concern and with his desire for discussion, we have reservations about the style and the more specific comments of his letter. An indication of these differences and a few other observations may further our mutual objectives.

1. Background. The discussion might be off to a clearer start if Professor Conn had spoken to either of us or to the relevant administrators, who were fully informed, before writing. From the unfortunately garbled account in *The Daily Pennsylvanian*, all one essentially learns is that we recently travelled to Libya to discuss research cooperation.

These discussions were with Libyan scholars at the Arab Development Institute (A.D.I.) in Tripoli. We did not go "to solicit funds from Colonel Qaddafi." Rather, we had been approached several months previously, largely at the instigation of an American colleague who had been working at the A.D.I., by the acting director of the A.D.I. (a mathematician) and two associates (a physicist and a computer specialist) to consider research cooperation. These scholars then visited our campus and met with the provost and the vice-provost for research and graduate studies in the course of very candid and searching discussions of the possibility of scholarly cooperation. The matters discussed then and later with the Libyans included precisely the topics of sponsorship and image that Professor Conn raises.

The research prospects seemed sufficiently interesting to warrant further exploration. Consequently, we, along with the dean of arts and sciences of the State University of New York (New Paltz), were invited to Libya by the A.D.I. at their expense to pursue matters. Prior to our departure, both the purpose and parameters of the trip were discussed with Dean Vartan Gregorian and President Martin Meyerson, who set the general terms of reference for our discussions. As Professor Conn surmises, the Libyans have been fully informed from the beginning that any cooperation would have to conform to all the principles for such arrangements established by the University of Pennsylvania. It was pointed out in response that these terms do not differ significantly from those of the A.D.I. itself or from those of the numerous other universities in the United States and Europe with which A.D.I. has similar relations.

The Arab Development Institute is a Libyan-based, inter-Arab academic institute, with an initial branch in Beirut, which has been established for research and training (primarily the former) in the social sciences, biomedical and physical sciences, humanities, law, education, business, finance, and management. Its research interests are both theoretical and applied.

The A.D.I. focuses primarily on the Arab states, but it also strives for a broad comparative emphasis and involves scholars from both the Western and Arab

worlds. It has a variety of arrangements with institutions in Western Europe, including France, Germany, Belgium, and the United Kingdom, and in the United States, with Georgetown University, the University of Utah, and several others. The A.D.I. is currently participating, for example, in an international survey of popular attitudes toward modernization that is being carried out cooperatively in 11 countries, including Finland, Malaysia, Morocco, New Zealand, Poland, Switzerland, West Germany, Yugoslavia, the United States, and Libya. Had he asked, we should have been (and remain) happy to provide Professor Conn with access to the copies of A.D.I. publications, in English and Arabic, which we obtained to examine the commitment to serious scholarship manifested therein.

With this background, we, together with Dean Conway of SUNY (New Paltz), discussed with the A.D.I. the possibilities for scholarly cooperation and research in the following areas: 1) an international conference on structural or network analysis and a Libyan-based research project testing new sociometric techniques that we have been developing for analyzing the structures of political and other organizations; 2) econometric modeling of several economies in the Near Eastern region; 3) possible support for and participation in a previously established U.S. program to improve teaching of Middle Eastern history and culture; 4) region-wide comparative legal studies; and 5) several projects in the areas of economic development, energy problems, and agro-economics. All conference and research project findings would be published in both English and Arabic and the specific sponsor-researcher relationships would in no significant way be different from those prevailing between established U.S. research sponsors and associated scholars.

2. A problem? Professor Conn, seemingly in the fashion of a lawyer who asks questions that he knows will be stricken but which he wants the jury to hear anyway, raises the image of "the Colonel" (Qaddafi) deciding to "manipulate ideas and documents" for his particular purposes. [Although calling Qaddafi "the Colonel" conjures the intended military image, much as anti-U.S. commentators

regularly referred to President Eisenhower as "the General." Qaddafi's formal title as head of state would be "the Secretary-General" (of the Libyan People's Congress). Simple reference to "Qaddafi" seems least biasing.] "Of course, almost any research can be abused by a mean-minded person," he immediately adds, "and I am emphatically not suggesting that the domain of scholarship be narrowed so much as a hair because of the fear of such abuse." He restricts himself, rather, to the particular case when the mean-minded person ("the Colonel," by implication) has "a substantial if devious proprietary claim to the research."

Of course, there is no absolute defense to mean-minded demons. The crucial question involves the apparent likelihood of such actions, and the opportunities for their exposure should they occur. We believe that the available record of research cooperation and publication of the A.D.I., the nature of its personnel, and the nature of the cooperative arrangements contemplated make such sinister intervention most unlikely. Moreover, even if one takes the diabolical view of Qaddafi so strongly implied by Professor Conn, such action would apparently negate another imputed interest, viz., the "calculated effort to buy international respectability." For discussion's sake, at least, one must keep the character of one's demons in order.

3. The paramount issue. Probably the main argument in Professor Conn's letter is that Libya may be such an international outlaw or criminal that a "selective moral boycott" ought to be applied to it by right-thinking universities and individuals. We, obviously, disagree—a judgment apparently shared by many respected academic institutions around the world. Let us be quite specific as to why.

Professor Conn contends that there have been some states (Nazi Germany is the usual example) so heinous that any cooperation with them, no matter how noble in particulars, lends regrettable legitimacy to their existence. We agree. He also asserts that the "ritual invocation of Hitler's example can be misleading" because it may be taken to imply that "only criminals of Hitler's scale are to be refused when they offer money." In other words, the pale of absolute unacceptability runs somewhere beyond Hitlerian monstrosity. Again, we agree. But where? Despite the Western tendency to stereotype the Middle East, and despite earlier visions of Ataturk or Nasser as Hitler, we do not believe that Professor Conn puts "the Colonel" in this category or anywhere near it. Hence, locating the Hitlerian endpoint of the scale is not much help, despite the ready moral gratification it may offer.

At the other end of the scale, Professor Conn warns that "retreating into a sanctimonious moral bunker [convent?] is the most inappropriate response we could make" to this problem. We agree. If the researcher were to be held responsible for all other actions of the sponsor, no research would ever be done except by the morally bankrupt. (Nor would many of our most illustrious universities and foundations ever have been established, as *The Philadelphia Inquirer* recently observed.) Our line obviously lies between these extremes, but, again, where? At this point, Professor Conn appears to have no further guidance to offer. Yet, we, as researchers, have had to grapple with and decide this issue for nearly two decades in almost a dozen countries and with diverse sponsors, we would hope developing some capacity for realistic judgment in the process (partly as a result of having to live with a few painful mistakes).

In our own personal decisions, we felt that, under scrutiny, the types of dangers dramatized by Professor Conn were improbable in the present case. Specifically, although we disagree with certain statements and actions of the Libyan government (a reaction that also applies to many countries, including our own), the image of Qaddafi and Libya suggested by Professor Conn is seriously stereotypical, exaggerated and uninformed. We feel that the paramount motivation behind the Libyan scholars' interest in these particular arrangements is a sincere concern for the development of their country, guided by the knowledge that research can provide. And very important is our conviction that any principle we can conceive that designates the specific policies we disagree with in Libya also designates most of the other nations of the world.

The fundamental objections to the Libyan regime seem to be: 1) that its leaders have espoused terrorism (without directly practicing it); 2) that they have been hostile to the existence of Israel; 3) that they have supported the P.L.O.; and 4) that they have permitted hijackers of airplanes at times to land on their territory. In general, they are vigorously "pro-third world," "anti-imperialist," "socialist," etc., in their visible posture.

Almost all Arab states have been hostile to Israel and most have supported the P.L.O., continuously or sporadically and in varying degrees somewhat commensurate with their resources—several more than Libya. If Libya is *non grata* on this basis, then so is most of the Arab Middle East. We can then forget about having a Middle East Center, abandon our archeological digs in Libya and elsewhere, etc. Such a stance is also implicitly based on a judgment about the Arab-Israeli conflict that is clearly moot

for many observers.

The most cogent of the charges against Libya is that it has abetted and financed the P.L.O., which practices terrorism. Let us assume this is true. We deplore terrorism as strongly as others. But we also recognize several relevant considerations. Very new, small, ex-colonial, non-Western nations, keenly aware of their vulnerable power position vis a vis "the West," "the great powers," and their seeming allies, often feel that "the West" has made up the rules of the international game favoring itself. The power tactics at which the West excels are defined as legitimate; those more readily available to the conventionally weaker powers are defined as illegitimate. Similar reasoning has been employed by many ardently nationalistic leaders of small states to justify their resort to terrorism. In short, while we deplore terrorism, we do not feel that its support automatically justifies the complete "moral boycott" of any nation indirectly encouraging it.

The picture is clarified by adding, as does Professor Conn, the counterpart tactic of repression. In this imperfect world, were we similarly to boycott all nations engaging in or encouraging violent repression as well as those engaging in or "soft on" terrorism, international research and educational cooperation would virtually cease. Examine some time the Amnesty International list! Does Penn have a joint program with Edinburgh; what of the British repression in Ulster? Has Penn a newly signed agreement with the Sorbonne; what of France's recent sale of two nuclear reactors to South Africa, violating the very example Professor Conn provides in his penultimate paragraph? Perhaps most telling of all, what of our own nation? The Libyans and other Arab states support the P.L.O. (itself a complicated entity), thus possibly contributing to terrorism on a small scale. American government and industry are sometimes correspondingly accused of merchandising arms all around the world, thereby contributing to numerous wars in India, Cyprus, the Middle East and other areas that have been much more lethal than terrorism. Would the severing of research and educational ties by the few "pure" nations with France, the United Kingdom, the United States and all other nations that have transgressed various conceptions of international morality at least as much as Libya really contribute to the welfare of the world? We do not think so.

In general, we feel after much soul-searching, visiting Libya and informing ourselves about its actions and the proposed research, that any reasonable

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line of acceptability would have to be drawn well beyond the Libyan case. Severance of academic relations seems as dubious a tactic for correcting limited national transgressions as is severance of diplomatic relations.

—Frederick W. Frey,
Professor of Political Science,
Chairman, Graduate Program
in International Relations

—Thomas Naff,
Associate Professor of History,
Director, Middle East Center

A Million Dollars

To the Editor:

Paul M. Lloyd's letter to *Almanac* of January 31, and the unfortunate reply to it by Gerald Robinson, have moved me to set down some questions and thoughts about certain problems within the University, and to urge a wide discussion of them.

I was dismayed to learn from *The Daily Pennsylvanian* that the recent debacle with the teamsters and the housekeepers had cost the University a million dollars. Because of the tendency of administrators to minimize their ineptitude, I dare say this figure is low. A million dollars is a lot of money, and one can easily think of ways that the University could spend a million dollars to advantage. For example, the deficit of Faculty of Arts and Sciences (FAS) is projected to be about a million dollars. All of us in FAS are being told that more budget cuts

are to come. One way that the University attempts to save money is to eliminate teachers. For example, there used to be a position in middle Iranian languages. When the full professor occupying that position retired recently, the Oriental studies department was not allowed to replace him, even with an assistant professor, because of the tight budget situation. The importance of that position to the Oriental studies department and to the University is considerable. I am now wondering where the University was able to "find" a million dollars to "lose" on the housekeepers, when a teaching position cannot be filled because FAS must cut its budget by about a million dollars. That is my first question.

Inadequate performance by faculty members is rewarded by the non-renewal of their contracts. This is as it should be, and the ever-more-serious review of the performance of faculty members when they are due for renewal or promotion will, we all hope, result in a stronger faculty in the University. Since the University consists of the faculty and the students, naturally it is to the detriment of the University to have teaching positions go unfilled. What, however, is the reward for inadequate performance on the part of administrators? That is my second question.

The faculty perpetuates itself through a process of critical selection and evaluation where, one hopes, the most capable remain to teach and the less capable leave the University. Unfortunately, the tight budget also requires that some capable faculty members leave the University.

The administration seems to have no such process of critical evaluation and selection.

The University suffered a severe loss of money and prestige through the ineptness of the administration in handling a labor dispute, and what do we hear? We hear congratulations from the president to other administrators for their magnificent handling of the labor negotiations. This experience indicates a pressing need for a clearly stated procedure whereby the performance of administrators can be evaluated, and have their tenure in office depend upon the results of such evaluations, as is the case with the faculty.

A million dollars is a lot of money, and it would go a long way toward, for example, allowing FAS to hold the line against cuts in the faculty through attrition. The faculty suffers from the general austerity, which is bad, but it also suffers from the incompetence of the administration, which is indefensible.

—William L. Hanaway, Jr.,
Associate Professor, Oriental Studies

For the Record

Our sources inform us that, contrary to our assertion in the March 7 *Almanac*, Penn is not the first major private university to press for student representation on its board. Cornell, Duke, the University of Pittsburgh—and perhaps other universities—already claim such representation.

—The Editors

Proposed Revisions to the Guidelines on Open Expression

To the Members of the University Community:

Last spring, when the Committee on Open Expression presented its report of its investigation of activities of the office of security and safety alleged to be in violation of the University Guidelines on Open Expression (*Almanac* May 3, 1977), we noted our intention to prepare and propose amendments to the present guidelines, "intended to clarify them, and more important, to insure that equitable and even-handed standards and procedures apply to all members of the University community." A subcommittee, chaired originally by David Solomons and currently by Douglas Lewis, has prepared several drafts which have been discussed and contributed to by the committee and by several members of the administration. The committee now has a near-final draft which we would like to expose to the University community for comment *before* presenting its final proposals to the University Council. Accordingly, this draft is presented below. Any comments delivered in writing on or before March 30, 1978, to Larry Gross, chair of COE, Annenberg School of Communications/C5, will be considered by the committee before it presents its final draft of proposed revisions in the Guidelines on Open Expression to the University Council.

—Larry Gross,
Chair, Committee on Open Expression

Note: Words proposed to be added to the guidelines are in *italic*. Words proposed to be deleted are enclosed in parentheses.

I. Principles

A. The University of Pennsylvania, as a community of scholars, affirms, supports, and cherishes the concepts of freedom of thought, inquiry, speech and lawful assembly. The freedom to experiment, to present and to examine alternative data and theories; the freedom to hear, to express, and to debate various views; and the freedom to voice criticism of existing practices and values are fundamental rights which must be upheld and practiced by the University in a free society.

B. Recognizing that the educational processes can include *meetings*, demonstrations, and other forms of collective expression, the University affirms the right of individuals and groups to assemble and to demonstrate on campus within the limits of these guidelines. The University also affirms that right of others to pursue their normal activities within the University and to be protected from physical injury or property damage.

C. The University should be vigilant to ensure the continuing openness and effectiveness of channels of communication among members of the University on questions of common interest. To further this purpose, a Committee on Open Expression (is hereby) *has been* established as a standing committee of the University Council. The Committee on Open Expression has as its major tasks: monitoring the communication processes

to prevent conflicts that might emerge from failure of communication, recommending policies and procedures for improvement of all levels of communication, *interpreting these guidelines, investigating alleged infringements of the right of open expression of any member or members of the University community*, advising administrative officers where appropriate, and participating in evaluation and resolution of conflicts that may arise from incidents or disturbances on campus.

D. *For the purposes of these guidelines, the "University community" shall mean the following individuals:*

1. *Persons who are in attendance as students or who have been in attendance in the past and are currently on an unexpired leave of absence.*

2. *Persons who are employed by the University. This includes faculty, staff, and administrative employees.*

3. *Trustees of the University.*

E. *For the purposes of these guidelines, a distinction is drawn between the terms "meeting" and "demonstration." A meeting is a gathering in a University facility previously reserved for the purpose. A demonstration is a gathering in a University facility not previously reserved for the purpose.*

II. Committee on Open Expression

A. Composition

1. The Committee on Open Expression consists of 12 members: five students, five faculty members and two representatives of the administration.

2. Members of the committee are appointed by the Steering Committee in the following manner:

a. Student members shall be nominated from undergraduate students, graduate students and graduate professional students by a means arrived at by representative student groups. If the students are unable to agree upon such a procedure, and instead propose several different procedures, the Steering Committee shall make an interim choice between the student proposals. Students selected by an interim process shall serve only until their peers have established a permanent selection process.

b. Faculty members shall be nominated by the Senate Advisory Committee. The administration members shall be nominated by the president.

c. Each member shall be selected for one year. Any individual may not serve for more than two consecutive terms.

3. The chair(man) of the committee shall be selected by the Steering Committee from among the members of the Committee on Open Expression.

B. *Jurisdiction*—The committee shall have competence to act in all issues and controversies involving open expression under these guidelines. The committee's *responsibilities* (functions) include, but are not limited to, the following:

1. Giving advisory opinions interpreting the guidelines at the request of an interested member of the University community. If the committee does not give a requested opinion, it should indicate its reasons for not doing so.

2. Reviewing administrative decisions taken under these guidelines(.) without prior consultation with the committee.

3. Issuing rules for interpreting or implementing the guidelines. Before adopting a rule, the committee should hold an open hearing on the text of the proposed rule and receive the views of interested individuals or groups. An affirmative vote of eight members is required for any such rule to be effective.

4. Recommending to the University Council any proposals to amend or repeal the guidelines. An affirmative vote of seven members is required to make such recommendations.

5. Publishing an annual report to the Council and the University on the status of the Committee's work.

6. Advising administrative officials with responsibilities affecting freedom of expression and communication, including particularly the use of University facilities for meetings and the utilization of force to terminate a *meeting* or demonstration.

7. Mediating in situations that threaten to give rise to incidents that may possibly violate the guidelines.

8. *Evaluating and characterizing incidents which have resulted or may result in a member or members of the University community being charged with a violation of the guidelines. The committee shall not attempt to decide whether the individuals involved have in fact committed the acts charged, but rather whether the acts in question constitute a violation of the guidelines. This interpretation of the guidelines shall be conclusive in any disciplinary proceedings that may ensue.*

(8. Evaluating and characterizing incidents that have occurred, both to determine whether the conduct of any group, considered as a whole, has violated the guidelines, and to attempt to discover and remedy any failures in communication that may have caused or contributed to the incident. The

committee does not act as a disciplinary body to try charges against individual students and impose punishment, but its interpretation of the guidelines shall be conclusive in any disciplinary proceeding that may ensue.)

9. *Investigating and reporting on incidents alleged to have involved an infringement of the right of open expression of a member or members of the University community.*

a. *Such investigations may be initiated at the request of any member of the University Community. If the committee decides not to proceed with a requested investigation, it shall give its reasons for not doing so to the requesting party.*

b. *The committee shall attempt to discover and recommend remedies for any failures in communication that may have caused or contributed to the incident.*

c. *As a result of such investigations, the committee may decide the guidelines have been violated. Under such circumstances, all evidence gathered shall be provided to the judicial investigating officer, along with any conclusions the committee may draw based upon such evidence.*

10. Adopting procedures for the functioning of the committee, varied to suit its several functions, consistent with these guidelines. Procedures that are not wholly matters of internal committee practice shall be published in advance of implementation.

C. Procedures

1. Seven members of the committee constitute a quorum. No member may participate in the consideration or decision of an issue in which he is or may become involved.

2. The committee can authorize subcommittees, selected from its own members, to act for the committee in any matter except the issuance of rules interpreting or implementing the guidelines, or the making of recommendations to amend or repeal the guidelines.

3. *The committee shall maintain the confidentiality of its proceedings and respect the privacy of individuals as its general policy.*

a. *If a person appearing before the committee requests that his or her testimony or information be kept confidential, the committee shall consider such a request. The committee shall then determine whether to honor such a request and shall inform that person of its decision before testimony is given.*

b. *Minutes of particular committee meetings may be declared confidential by the committee, or be so declared at the discretion of the chair, subject to review by the committee.*

c. *All committee documents containing confidential material, as determined by the chair, shall be clearly marked "confidential" and carry a warning against unauthorized disclosure.*

III. Standards

A. The right of individuals and groups peaceably to assemble and to demonstrate shall not be infringed.

B. The substance or the nature of the views expressed is not an appropriate basis for any restriction upon or encouragement of an assembly or a demonstration.

C. The University should permit members of the University community, upon suitable request, to use any available facility or meeting room for purposes of open or private discussion.

1. (The responsibility for determination of) The policies and procedures for assigning University facilities should be *determined* (lodged specifically in the office of) by the president or his delegates.

2. The Committee on Open Expression should be consulted in the determination of the substance of the policies and procedures and the manner of their publication by the University.

3. (Specific attention should be given in) The policies and procedures (to the) *should specifically address situations involving groups composed entirely or predominantly of persons not members of the University community.* (groups of organizations, other than recognized student, faculty or administration organizations, entitled to request use of University facilities.)

4. Before a request of a University group to use any facility is rejected, for reasons other than the prior commitment of the facility or the like, the president or his delegate should consult with the Committee on Open Expression to obtain the advice and recommendation of that body.

D. Groups or individuals (, including faculty, students, administrators, and other University personnel,) planning or participating in *meetings* or demonstrations should (restrain their activities) *conduct themselves* in accordance with the following standards:

1. Conduct that causes injury to persons or damage to property, or which threatens to cause such injury or damage, is *not* (im)permissible.

a. Demonstrations should not be held inside laboratories, museums, computer facilities, libraries, *offices which contain legally protected records such as educational records or student-related or*

personnel-related financial records, or the like, because of the risk of loss, damage or destruction of rare or irreplaceable documents, collections or equipment.

b. *Meetings and demonstrations should not be held in places where there is a significant hazard of fire or building collapse or falling objects (is presented).*

c. *Meetings and demonstrations should not interfere with the operation of hospitals, emergency facilities, communication systems, utilities, (etc.) or other facilities or services vital to the continued functioning of the University.*

2. *Meetings and demonstrations should be conducted in a manner that keeps within reasonable bounds any interference with or disturbance of the activities of other persons. The reasonableness of conduct may be determined by such factors as the time and place of the demonstration and the general tenor of conduct.*

a. *Demonstrations should not be held inside libraries or private offices, or inside classrooms or seminar rooms in which meetings or classes are being held or are immediately scheduled.*

b. *Meetings and demonstrations should not interfere with free and unimpeded movement in and out of buildings and rooms and through all passageways. This will generally be satisfied if at least one-half of each entrance, exit, or passageway is free from obstruction of any kind.*

c. *Noise level is not of itself a sufficient ground for making a meeting or demonstration improper, but may possibly, in particular circumstances, interfere and disrupt the activities of others in an impermissible way.*

(3. *The refusal of persons participating in a demonstration to follow the instructions of the vice-provost for student affairs or his delegate to modify or terminate the demonstration is a violation of these guidelines. The Committee on Open Expression plays a vital role in such situations, either in an advisory capacity or in immediately reviewing the instruction.*)

IV. Responsibilities for Enforcement

A. *It is the responsibility of the vice-provost for undergraduate studies and University life (hereafter referred to simply as the 'vice-provost') to protect and maintain the right of open expression under these guidelines.*

B. *Observation of meetings or demonstrations, when deemed necessary by the vice-provost to protect and maintain open expression, shall be the responsibility of the vice-provost, who may delegate such responsibility. This delegate shall have full authority to act in the name of the vice-provost under these guidelines.*

1. *An observer shall announce himself or herself as such to those responsible for the meeting or leading the demonstration.*

2. *The vice-provost shall attempt to inform the chair of the committee of upcoming meetings or demonstrations to which an observer shall be sent. The chair may then ask a member or members of the committee to accompany and advise the observer. Such a committee representative shall also be announced.*

3. *Except in emergencies, the vice-provost's authority under these guidelines may not be delegated to employees of the University department of public safety. The role of public safety personnel at a meeting or demonstration is defined below, in section IV-C-3.*

4. *An observer or committee representative who attends a meeting or demonstration shall respect the privacy of those involved. If there has been no violation of these guidelines, other University regulations, or applicable laws, an observer, committee representative, or public safety employee who attends a meeting or demonstration shall not report on the presence of any person at such meeting or demonstration.*

C. *The vice-provost or delegate at the scene may instruct anyone whose behavior threatens to violate these guidelines, the fire laws and other laws, ordinances, or regulations relating to the use of University facilities to modify or terminate such behavior. Failure to obey such instructions promptly will in itself constitute a violation of these guidelines. Persons receiving such instructions who believe that the vice-provost's instructions were not justified may subsequently appeal to the Committee on Open Expression for an opinion if and only if they comply with the instructions. Prompt compliance with instructions shall be a mitigating factor to any disciplinary proceedings for the immediate conduct to which the instructions refer, unless the violators are found to have caused or consciously threatened injury to persons or damage to property or to have demonstrated willfully in a protected area, as defined in III D-1 and D-2 above.*

1. *When the vice-provost (for student affairs) or (his) delegate considers that an individual or a group has violated the guidelines, he or she may request to examine their (matriculation cards or other) University*

identification. Failure to comply with this request is a violation of the guidelines.

(E. *Supervision of demonstrations, where necessary, is the task of the vice-provost for student affairs and his assistants.*)

2. *In carrying out this responsibility for safeguarding the right of open expression, the vice-provost shall obtain(s) the advice and recommendation of the Committee on Open Expression whenever feasible, but it is recognized that the vice-provost is the responsible administrative official who may have to act (in emergency situations) without prior consultation.*

(2. *All members of the University are expected to comply with the instructions of the vice-provost or his delegate at the scene of a demonstration which he finds violative of the guidelines, the fire laws and other laws, ordinances or regulations relating to occupancy of the University's buildings. Such compliance is a defense to any disciplinary proceedings under these guidelines for the immediate conduct to which the instructions are responsive, unless the violators are found to have caused or consciously threatened injury to persons or damage to property or to have demonstrated willfully in a protected area, as defined in D1 and D2 above.*)

3. a. *The vice-provost or delegate may request members of the department of public safety to attend meetings or demonstrations to help protect the open expression rights of those involved.*

b. *Any person acting as an agent of the department of public safety who attends a meeting or demonstration on campus shall be clearly identifiable as such and in normal duty uniform (arms may be carried if they are part of "normal duty uniform").*

c. *Public safety personnel may also attend meetings or demonstrations when requested to do so by the person or group responsible for the event, when prominent public figures are involved, or when the director of public safety determines that there exists an imminent danger of violence at the event.*

4. *Terminating a meeting or demonstration by force is a most serious step (. It) and is frequently a mistake (to terminate a demonstration by force), as this may exacerbate existing tensions and lead to personal injury and property damage.*

a. *Avoidance of injury to persons by the continuation of a (the) meeting or demonstration is a key factor in determining whether it should be forcibly terminated. Property damage and significant interference with educational processes are also factors to be considered, and may be of sufficient magnitude to warrant forcible termination.*

b. *Whenever possible, the vice-provost should consult with the Committee on Open Expression before seeking a court injunction against (the demonstrators) those involved in a meeting or demonstration or calling for police action.*

c. *The vice-provost or (his) delegate should attempt to inform (demonstrators) those involved that he or she intends to seek an injunction or call for police intervention before he or she does so.*

d. *When a meeting or demonstration is forcibly terminated, a full statement of the circumstances leading to the event should be published by the vice-provost within the University.*

(e. *Attendance at demonstrations of unarmed campus police is a normal and useful aid to the vice-provost and his assistants.*)

D. *The Department of Public Safety shall not collect or maintain information about members of the University community, except in connection with alleged crimes, violations of University regulations, or in connection with other duties as specifically authorized in writing by the president. This regulation shall not affect personnel information concerning current, past, or prospective employees of the department of public safety.*

V. Non-University Groups

These guidelines address themselves explicitly to the forms of individual and collective expression on campus by members of the University community. (Though the spirit of receptivity does carry over.) These guidelines do not automatically extend and apply to groups composed entirely or predominantly of persons not members of the University community. The extent to which the privileges and obligations of these guidelines may be made applicable in particular circumstances, and the regulation of the conduct of meetings and demonstrations by such groups on the campus, shall be determined by the vice-provost (for student affairs); all participants in such meetings and demonstrations on campus are required to comply with the instructions of the vice-provost or delegate. Any decision by the vice-provost or delegate under this article made without prior consultation with the Committee on Open Expression may be reviewed by the committee in its discretion, (but) and such decisions shall be binding and shall be complied with unless and until set aside by decision of the Committee on Open Expression.

Report of the Task Force on Black Presence

*The following report was presented to the trustees at their meeting
June 9, 1977.*

Introduction

Until the late nineteen-sixties, the leading American universities in varying degrees were white institutions: black students were few, black teachers and administrators were rarities, and black trustees were almost unknown. Side by side with the predominantly white institutions, there were well-known predominantly black institutions. In the wake of the civil rights movement, it belatedly became clear that the major universities would have to abandon their predominantly white character or lose their places as significant participants in the shaping of the nation's future.

At Pennsylvania, the determination to break this pattern gained momentum with Martin Meyerson's installation as president in 1970. The Development Commission which he established took stock of the University's most pressing problems, and one of these was the relative dearth of blacks in every phase of the University's instructional and research programs. To remedy this, the Development Commission, in January of 1973, proposed the commitment of money and energy to enlarge the numbers of black students and teachers and to strengthen curricular initiatives rooted in the black experience. Taken in the aggregate, these proposals were intended and expected materially to enlarge and enhance the black presence at Pennsylvania within the short term.

Inventories taken in 1974 and 1975 showed progress in black undergraduate admissions, less in black graduate admissions, and less still in black faculty recruitment and retention. By 1976 there was substantial student and faculty concern—pointedly articulated by the black faculty and administrators—that the momentum of 1973 had been largely dissipated. The question arose whether academic indifference—compounded by progressively austere budgeting—was taking precedence over the achievement of goals vital to the University's educational and moral well-being. This sense of unease was shared by many of the trustees. In this setting, the provost (himself one of the co-chairmen of the Development Commission) in August of 1976 established this task force, requesting it "To take a fresh and critical view of our successes and failures in strengthening the black presence at the University of Pennsylvania," and to report its findings and recommendations to the trustees and to the general University community. More specifically, the provost put the following four questions:

How do we improve the effectiveness of our affirmative action program?

How do we strengthen black presence in the student body?

How can we contribute a significant impact from black scholars and the black experience to University curriculum development?

What needs to be done to improve University life for black faculty, administrators, and students?

The task force (a broadly based group composed of persons within and without the University) decided to organize its agenda in conformity with the provost's charge: four subcommittees were created dealing respectively with (1) admissions, (2) faculty recruitment and retention, (3) curriculum, and (4) the quality of University life. Two weekend meetings were held in which subcommittees discussed their respective areas of concern and prepared working summaries. The task force leaders have met on several occasions, in addition to these long weekend sessions. A brief progress report was presented to the trustees at their January, 1977 meeting.

In parts I and II are the task force's findings and conclusions in the area of affirmative action and in undergraduate and graduate admissions. The reports on University life and curriculum follow in parts III and IV.

I. Affirmative Action

Through an Affirmative Action Committee the task force reviewed the University's efforts to increase black employment. The committee met on a number of occasions; discussed progress in black recruitment with the University's equal employment officer, other administrators, persons in various schools and departments responsible for affirmative action, and academic officers of the University; examined data on the University's experience and the current Affirmative Action Plan of the University; and compared the Pennsylvania program with those at other universities through review of documents and conversations with people who have had responsibility for the affirmative action programs at those schools.

The program to increase the numbers of black faculty and staff at all levels (and other minority group members and women) at Pennsylvania operates according to an Affirmative Action Plan approved by the U.S. Department of Health, Education, and Welfare on February 10, 1976. The plan sets forth numerical goals for each academic and administrative unit and delineates policies and procedures for meeting these goals. These procedures can be traced in turn to a memorandum of understanding reached between the University and HEW in November 1974. Overall responsibility for administration of the program rests with James Robinson, administrator of the Office of Equal Opportunity, who works with the provost and his executive assistant, James Davis, concerning academic appointments, and with Vice-President for Management Paul Gaddis and Executive Director of Personnel Relations Gerald Robinson on nonacademic personnel. Under the plan, each school in the University is required to designate one faculty member as its affirmative action officer to work with the dean and department chairpersons to promote the goal of diversifying the faculty. Subsequent to the approval of the plan, the academic and nonacademic affirmative action officers have been constituted as a Council on Equal Opportunity headed by Professor Madeleine Joulle, the affirmative action officer for the Faculty of Arts and Sciences. Finally, initial, albeit far from sufficient steps have been taken formally to establish an office of minority faculty recruitment to follow through on efforts led in 1973-74 by Professor Robert Eng and since then by Professor Houston Baker.

The employment record over the past five years indicates that some progress has been made:

	1972	1977
Professor	4	6
Associate Professor	6	7
Assistant Professor	7	13
	1972	1976
Administrators & Professional (A-1)	42	112
Clerical & Technical (A-3)	437	769
Hourly Employees (A-4)	517	997

These figures say a good deal in themselves; from them it is immediately apparent that percentage progress in some categories, while not insignificant, still amounts only to small absolute numbers: in a University-wide faculty of more than 1700 there are currently only 26 blacks. Moreover, the gross statistical data fails to reveal that most of the black faculty are found in the professionally-oriented schools (Dental Medicine, Law, Medicine, Nursing, Social Work and Wharton). In the core area of the University, the liberal arts, there are only two senior black faculty members (both in the

same department) to be found in the Faculty of Arts and Sciences (which, with more than 500 faculty, is second in size only to the medical school) as well as three assistant professors. It is sometimes said that progress cannot be more rapid because the University is in a period of financial retrenchment which results in fewer new appointments and promotions. Yet from 1972 to 1975 there was a 15 percent increase in the total full-time faculty.

Similarly, the nonacademic figures given here do not suggest the extent to which the black personnel are primarily in the lower ranks for each category, as is demonstrated by the salary data compiled for HEW. More important, black men and women are notable by their scarcity in important positions in the senior administrative staff of the president, provost and the vice-presidents. Since the task force has concluded that the effectiveness of an affirmative action program is in large measure dependent on the moral suasion of the University's leaders, it goes without saying that the power to persuade is greatly diminished when it is not coupled with vigorous and conspicuous action.

The task force was gratified that in their remarks to us the president and the provost have reiterated, and indeed strengthened, the sense of urgency and commitment they feel toward an increased black presence at all employment ranks. Given the consensus on the need for affirmative action to improve on past results, the task force sees no purpose in further recriminations concerning unfulfilled goals which have been set; rather, we have addressed ourselves to the development of means for achieving better results in the future.

A. Academic Personnel

1. Nature of Affirmative Activities

There are a number of components of an affirmative action program for academic personnel, including the setting of goals, the developing of a pool of qualified persons, the search in that pool to identify prospects, the selection of appointees based upon a nondiscriminatory policy with an eye toward fulfilling the goals set, and finally the retention of the appointees at Pennsylvania.

a. Goals: Although it must come first in the affirmative action program, the setting of goals cannot be divorced from other parts of the program. The aim of the program is not simply the establishment of numerical targets. Rather, the setting of goals is useful to remind all responsible personnel at the University of the need constantly to improve on the black presence at Pennsylvania.

Prior to the 1976 Affirmative Action Plan, goals for hiring were derived by applying a percentage figure (estimated for each discipline to reflect the current proportion of blacks being trained in the field) to the number of new appointments. The 1976 plan revises the calculation. Goals are now derived by multiplying the percentage figures times the total numbers in each academic unit; the difference between this figure and the number of blacks on the present faculty becomes the goal for hiring.

The task force agrees with this revision in method but emphasizes that given the limited pool, the establishment of goals by this method does not complete the University's obligation.

In many academic fields this method of calculation will yield such a small number of positions that no further appointment activity would seem to be dictated. Yet this result would not comport with the aspirations of the University to be a leader and to go beyond the minimum efforts which may be numerically dictated by the small number of blacks in many fields at the moment. In this, as in all areas, the University should strive to be more than numerically "average." Moreover, the special attractions of Philadelphia lead us to believe that the University can draw to its faculties promising or established black scholars in excess of the numerical mean for their respective disciplines. Thus, while the goals set by utilization review are important, they do not preclude a careful evaluation of each appointment to assure that it not only is free from racial bias but that it accords proper weight to the University's desire to increase the number of qualified black faculty members in all fields.

An additional issue is whether such goals should be centrally generated by the University administration or should arise from each school's or department's own faculty. To some degree it may seem difficult to rely on faculty bodies to establish realistic goals since there is an understandable reluctance on their part to commit themselves on paper to numbers which it may be difficult to meet in the actual appointments process.

The task force recommends that initiative goalsetting come from a faculty review in each field of the realistic prospects for appointments in that field. Only if the numbers generated by this faculty initiative fall short of those which seem to a person from outside the discipline to result from an analysis of the data ought the goals to be dictated by central administrative action.

The task force believes that the emphasis on faculty initiative may, in fact, produce more ambitious goals since the faculty may see their own interests

as being well served by an increasing diversification of background among their colleagues. Moreover, the processes of review which are a part of goalsetting can generate faculty awareness of the University's and their own responsibility to promote affirmative action.

The increased emphasis on personnel planning at the University, including the recent promulgation of moving five-year projections of "durable income" available for faculty support, provides an excellent opportunity for the more deliberate and national affirmative action effort that the task force believes is advisable.

b. Developing the Pool: In developing the pool of potential black faculty members, universities have an opportunity not available to other employers, since it is through their own activities, namely their graduate programs, that they produce their future personnel. Thus our concern with increased representation of blacks on the Pennsylvania faculty requires that this University—as well as the sister institutions to whom it so frequently turns for junior faculty—give increased emphasis to the education and training of young black scholars and teachers lest the process of goalsetting, which makes reference to the percentage of blacks in the available pool, become in effect a negative quota holding down the number of future appointments.

Further improvement in the pool of available candidates can be expected if personnel committees cast their nets into waters seldom explored in the past. Yet so long as the people doing the hiring are dubious about the background possessed by the candidates who result from this broader search, no real change in appointments can be expected.

For this reason, among others, the task force recommends a faculty internship program which would bring a number of very talented minority doctoral candidates to Penn for a year to complete work on their dissertations and to teach one or two courses.

The internship (of \$5000 to \$10,000) would be competitive awards, each department submitting its best candidates; the department would have to indicate that there is some likelihood the intern will be hired as a regular faculty member following the internship. Such a program should benefit the interns by enriching their research and scholarly training as well as increasing black presence, and giving the University an early opportunity to become acquainted with first-rate black (or other minority) Ph.D.'s. Even were an intern to go on to another institution after the first year, the University will still have made a contribution to the national pool of minority candidates with good preparation for a career in teaching and research.

Adequate funding for the internship program will be a very important factor in its success; the program should lend itself to seeking support as part of the current development effort. The administration of the internship program would involve promotion and initial screening by the Committee on Minority Faculty Recruitment and final approval by the Provost's Staff Conference. Detailed issues (such as those set forth in the May 4, 1976, memorandum to the provost from the Minority Faculty Recruitment Committee) can be resolved once the program has been approved in principle by the president and provost.

c. Identification: Once the pool has been developed, it is necessary to search in that pool for attractive prospects. Academic personnel recommendations coming forward to the provost must in all cases result from formal search committees in the relevant faculty bodies, operating either on a standing basis or established especially for the identified vacancy, each committee having a member designated as its affirmative action member, whether this is the affirmative action officer for school or another person working with that officer.

The task force recommends that personnel committees be reminded at the outset of their search of their responsibility to advertise appointments, to write to the appropriate people at a wide range of universities, to contact the office of minority faculty recruitment, and to establish whenever possible ongoing files of potential black appointees for the future.

It has previously been suggested that an office of minority faculty recruitment be established with the development of a central file on minority faculty prospects being one of its major functions; this file would then be available to departments seeking to fill academic positions. The task force agrees that the existence of such an office at the University would provide a valuable locus for information, particularly from persons from outside the University or from outside the field in question who have for one reason or another had occasion to identify a promising minority faculty member whom they wished to bring to the attention of relevant hiring committees. But the task force is of the view that a central data bank is unlikely to prove a primary means of improving black presence at Pennsylvania, nor does there seem to be anything more than surface appeal in the mere fact that files from around the University would be

"centralized." The variety of fields in which searches are conducted and the inevitability that much of the data will become rapidly dated makes it unlikely that any central office can be a major resource, or certainly one that would relieve individual search committees of their obligation to conduct a broad and serious search for black faculty and to build their own files. Nonetheless, it seems advisable for search committees at least to touch base with the office to determine whether any names have been referred which bear investigation.

d. Selection: The data generated by the search process should, obviously, lead next to the selection of a candidate or candidates based upon the University's long-standing policy against discrimination in appointments. The task force also endorses the coexisting aspect of the University's affirmative action policy, formally adopted and frequently reiterated, which requires that in order to diversify the faculty, blacks (and members of other minority groups and women) are to be preferred, all other things being equal. To give real substance to this policy, the task force agrees with the view (developed in greater detail below in the discussion of documentation) that the recommendation of any candidate who is not a member of a minority be made in light of a specific comparison of that candidate with the most highly qualified alternative black candidates rather than simply in terms of a general notation of the number of black (and other minority) applicants who were reviewed by the search committee.

Whenever such a comparison is not submitted, or even more so whenever a full-fledged search was not performed, the burden should be on the department making the recommendation to explain why broad-scale recruitment efforts and concrete comparisons were inappropriate in that particular instance.

The task force considered the suggestion that an appointment should be rejected when the department or school in question continues to fall short of its stated goal over a period of one or more years, but did not find it necessary to go that far at this time.

The failure to meet the recommended goals should prompt a process of encouragement from the central administration for a greater effort by the department in the future. If a substantial shortfall continues in the achievement of the goals set, a restriction in the future availability of appointment slots for a department or a school becomes appropriate.

e. Retention: The final aspect of an affirmative action program is the necessity that proper steps be taken to make the University of Pennsylvania an attractive place for black faculty members who are offered positions and especially for those who come to join the faculty. This is a subject which is addressed in the discussion on University life. It goes without saying that salary equity is the minimum prerequisite for a sound and successful retention policy for black faculty, and this is obviously one area in which the central administration can play an important role. The affirmative action program now in existence has brought about steps to redress past inequalities in salaries. The figures available to the committee indicate that on the faculty side there is no statistically apparent inequality for blacks. The numbers involved are too small for any broad generalizations, but the black faculty include a number who have moved up from the junior ranks to tenure; distinguished senior faculty have chosen to stay at Pennsylvania despite attractive offers to go elsewhere.

2. Documentation

Two of the major requisites for an effective affirmative action program are adequate statistical records for measurement of the program as a whole and means for assuring compliance in each individual case. These two requisites come together in the need for adequate documentation of the steps followed in the appointments process. Such documentation can yield information about the individual decision as well as information which will be useful in judging the overall success of the program.

Our review of a number of specific appointments decisions within the last year made apparent that the process does not always run according to plan. An analysis of the procedures and forms used generally suggested that the problems with the individual cases we had inspected were not unique to those cases. We were thus led to conclude that the present mechanism for documentation is less than adequate.

Part of the problem should be laid to rest now that a uniform "Equal Opportunity Compliance Statement" has been adopted by the Council on Equal Opportunity and has been approved by the provost's office. With the implementation of this standardized compliance statement, which can be expected in the near future, both the process of appointment and the processes of reappointment and promotion, which are covered respectively by two forms, should be much better and more easily documented.

As a substantive matter, it remains to be seen whether the compliance statements will generate adequate information and, more important, will effect an improvement in the processes of searching for and appointing black faculty members. The format adopted by the Council on Equal Opportunity gives reason to hope for success since the compliance

statement directs the attention of search committees to the relevant procedures which should be followed and reminds them that their attempts to comply with University requirements will be scrutinized by others. Moreover, the form, by requiring the listing of numbers of blacks and others who were considered for the position, may make graphically evident to a committee the adequacy or inadequacy in objective terms of its efforts and thereby spur it on to a more conscientious and open search.

3. Additional Requirements for a Successful Program

Beyond the documentation process, there are other points which the committee has identified as being associated with success in affirmative action programs. Prime among these is a strong, and of necessity frequently reiterated, commitment to the program on the part of administrators from the highest level of the University. One burden under which the affirmative action effort labors is the widespread sense that those who are involved in the process are in effect implementing rules which are generated outside of academe. An affirmative action officer, like a fire marshal, is seen as an intruder into the University who is carrying out orders of only marginal if any relevance to our setting.

Thus, it is important that the president and provost, as well as deans and department chairpersons, make clear by deeds as well as words that the work of the affirmative action officers, and the Council on Equal Opportunity as a whole, has their wholehearted endorsement as an expression of a University commitment that is independent of, and indeed goes beyond, the formal requirements of law.

A second avenue of implementation is the allocation of additional resources. As indicated previously, the process of setting goals for affirmative action purposes should be linked with the general increase in conscious personnel planning which the University is now undertaking. To make the addition of minority faculty members easier during a period of general budgetary stringency which limits the availability of new positions, the provost has provided a pool of financial support to supplement faculty funds. Unfortunately, the fund has been underutilized, which suggests that the major bottleneck up until now has been in the identification and recruitment of minority faculty members rather than in the availability of spaces for them.

The task force recommends that this supplemental fund income continue to be available and that further steps be taken to overcome its underutilization.

While it appears to the task force that the limited duration of such support (three years) may create a disincentive for its use, this explanation, if true, requires renewed effort to make the fund attractive by educating the deans and chairpersons to its value, since continuation of supplemental support for black faculty beyond a short period might be counterproductive. Were the prospective withdrawal of special funding to occur at the same time as the tenure decision (e.g., after five or six years), an extra burden would have been added onto the decision to grant permanent status at the University.

At the heart of the steps which seem to be required for a successful affirmative action program to function at the University are changes in administrative mechanisms beyond those already described. Three steps are recommended. The first originates in the manifest need for the provost to demonstrate more plainly and implement more vigorously the University's commitment to affirmative action for academic personnel.

The task force recommends that the provost designate an individual whose primary charge is the implementation of affirmative action in academic appointments.

In the absence of such an identified individual—as where the affirmative action responsibilities are added onto numerous other responsibilities of members of the provost's staff—there is great danger not only that the responsibilities will be neglected by the individuals involved because of other demands on their time or loyalty, but also the even greater problem that the absence of a visible focus for the program tends to make it disappear as a day-to-day matter. The individual may be one with other faculty duties, but should have his or her role as special assistant to the provost for affirmative action (with reference to women as well as minorities) as the sole administrative assignment. Among other reasons, it is important that the special assistant not be so overburdened that his or her review of cases will cause undue delays in the appointments process. Besides membership in the Provost's Staff Conference, this assistant should have easy and direct access to the provost, and it should be made clear that he or she speaks with the authority of the provost behind all decisions. The assistant can be looked to as one of the University's liaisons with the federal government, along with the administrator of the Office of Equal Opportunity. The latter's authority has thus far been confined to non-academic personnel, although his office gathers statistics on faculty appointments, a function it should continue to perform.

This special assistant, and ultimately the provost her- or himself, must be prepared to reject otherwise acceptable appointments solely on the

ground that they have not resulted from an adequate search process or that the adequacy of the process has not been made out by the appointments committee.

This may in some cases require looking behind the paper records and questioning the persons involved in the process; in a larger number of instances it will probably prove adequate for the assistant to confine him- or herself to the paper record. But, in all events, the authority to reject an appointment must be clear—although we are the last ones to wish that it would in fact ever need to be exercised.

To inform the special assistant's judgments with a knowledgeable faculty viewpoint, it would be very useful for him or her to have a small group of senior faculty advisors from whom to receive wise counsel on difficult cases which must be passed on before consideration by the Provost's Staff Conference.

The task force recommends the appointment of a four- or five-member Provost's Advisory Group to serve as a consultative body as needed by the special assistant in deciding affirmative action issues and cases.

The mere existence of such a group should increase the legitimacy in faculty eyes of the decisions of the special assistant, but beyond that we believe that the advisors can be expected actually to improve the quality of the decisions and to facilitate communications between the central administration, on the one hand, and the deans, department chairpersons and faculty, on the other.

Second, the role of the affirmative action officer in each of the schools needs to receive an injection of official concern and support. The Council on Equal Opportunity may well serve as the generating focus for such support. Beyond the need to energize the efforts of the officers, there is need to develop methods, appropriate to each school and department, which will make the activities of the officers more effective.

The task force recommends that the affirmative action officers be consulted by the deans and chairpersons in the establishment of all search committees and in the instruction of these committees on the necessary procedures to be followed before the process is initiated.

While the role of the affirmative action officers in reviewing each appointment, and in effect policing the process, has been stressed in the past, our impression from discussions with the officers is that they have been most successful when they are involved early on in the process of searching for and reviewing candidates. They should function as much (if not more) as facilitators as watchdogs.

The third administrative development of particular significance for black presence is the formalization of recruitment efforts along lines that have been recommended by others in the past.

An office of minority faculty recruitment is endorsed by the task force.

The activities of this office would be complementary to those of the special assistant to the provost and the affirmative action officers, but they would be more single-minded. Rather than trying to assure the adequacy of all hiring procedures, the administrator of this office would (1) generate potential candidates for appointment at both junior and senior faculty levels, through contacts with other institutions, attendance at conferences on the subject, and maintenance of literature on minority recruitment, (2) administer the internship program, with the assistance of the existing faculty minority recruitment committee, and (3) perhaps seek, in collaboration with other institutions, financial support for a regional "data bank" of minority candidates for faculty and academic administrative positions (comparable to HERS). The office may require the efforts of a full-time secretary, but a part-time commitment by the administrator should be sufficient; ideally, this would be a faculty member, since the most fruitful avenues will probably be through contacts with academics at other institutions.

B. Nonacademic Personnel

An analysis carried out in 1973 indicated that the greatest need among the nonacademic ranks was to increase the proportion of minorities (and women) in the higher job categories of the A-1 and A-3 classifications. An examination of the April 1976 data for A-3 personnel suggests that this need persists.

	Total Number	Number Black	Percent Black
Secretarial-Clerical: All Salaries	2162	534	23.7
Above \$10,000/year	286	39	13.6
Technical/Paraprofessional: All Salaries	929	235	25.3
Above \$10,000/year	232	40	17.2
Skilled Crafts: All Salaries	300	49	16.3
Above \$10,000/year	254	34	13.4

A similar analysis of A-1 administrative and managerial personnel demonstrates that while blacks constitute 8.8 percent of total administrative

employees, they represent only four percent of those earning above \$19,000 a year; the group of 50 highest-paid University administrators includes not a single minority group leader. (Furthermore, in the past year the University has lost several of its most highly placed black administrators.)

This is a matter of serious concern to the task force. Aside from the inherent need to improve the status of blacks on the nonacademic staff, it seems clear that the administrative officers of the University should be setting an example for the academic units in their own hiring and promotion practices. In the absence of highly visible affirmative action efforts by the central administration in its own personnel actions, it is hardly surprising that much of the University community has come to doubt the administration's commitment to the principles of affirmative action.

While still short of perfection, the University's efforts to open the ranks of nonacademic personnel below the executive level seems to have been rewarded with greater success. As part of these affirmative action efforts the University has developed an open hiring program which includes posting and publication of job vacancies. We hope that this will result in freer competition by blacks for University positions, greater mobility within the University for qualified persons, and a diminution of the perpetual problem of favoritism and the "buddy network." In furtherance of this aim, the committee recommends that:

Whenever possible, the office conducting the search be permitted to begin its process, including the advertising of the position, before formal authorization for the position is received if there is urgency in filling the slot.

This will require cooperation from the personnel office. It is recommended because the present procedures, which delay formal notification of availability, means that for urgently needed positions there is an understandable and probably uncontrollable urge on the part of the administrator in charge to turn to the "buddy network" in advance of formal authorization so that once the delays experienced in receiving authorization have been passed, the position can be filled almost immediately. The regrettable result is thus that by the time a position is approved by the personnel office, it has often been informally filled, thereby reducing or entirely eliminating the function of the open advertising and search process which follow formal personnel authorization.

II. Undergraduate and Graduate Admissions

A. Introduction

The goal of attaining a significant and representative number of black students among the academic community at the University of Pennsylvania has not yet been reached. Over the past eight years a number of programs, projects and committees have attempted in both formal and informal ways to implement what has been an articulated University policy in the area of admissions: to admit, matriculate and graduate an increased number of black students to our undergraduate, graduate and professional degree divisions. Although initially an overall increase in the number of black students can be said to have been achieved relatively rapidly within the total student body, the number of black students in quite a few areas has begun to decline rapidly, and in other areas increases have been either minimal or nonexistent.

Although no specific goals with regard to the numbers of black students have ever been established, the view generally has been that a representative range—given national student population figures and our own strong attractiveness as an institution—would be somewhere between five and 10 percent, depending upon the division and program or upon recruitment effort and the availability of adequate financial assistance. In 1969, University trustees approved a plan to add \$150,000 a year to the financial aid budget for the undergraduate divisions for four years until a total of \$600,000 in additional assistance was available to provide for the increased costs of financial assistance to black undergraduates. To date no such additional funding has been allocated to provide for increased numbers of black students at the graduate level.

Generally it has been somewhat less difficult to attain a significant increase in the number of black undergraduate students, although currently those numbers have in the past three years been subject to the largest numerical decreases. With the exception of the College of Engineering and Applied Science, on the undergraduate level not a single division has shown any significant increase in the number of black students since 1974.* On the contrary, declines in black student enrollment, particularly in the Wharton

School and the School of Nursing, suggest that the undergraduate divisions represent such levels of failure as to require special study effort. We find it additionally significant that on the undergraduate level the quality of black matriculants has shown impressive gains while the total applicant pool remains nearly constant at nine or 10 percent of the total applicant pool. However, rates of decrease in black matriculants have been more than one percent each year for the last three years (1973-76) as overall freshman class size has increased by more than 10 percent during that same period.

At the graduate and professional school level few schools have shown real growth in numbers of black students although their overall numbers of students have increased somewhat. In others, numbers of black students have sharply declined while overall student population figures have dramatically increased.* By far the most serious shortfall on the graduate level is the Faculty of Arts and Sciences (FAS), which has fewer than one percent black students enrolled in Ph.D. programs among an overall student population of more than 3,000 students in some 60 departments.

The effectiveness of special recruitment efforts in increasing both the quality and quantity of black students in undergraduate or graduate divisions has been well documented, and it is clear that the utilization of increased financial resources for recruitment and economic assistance has played a vital role in obtaining past levels of success. However, unless these recruitment efforts are generalized throughout the University, the University's overall results will continue to be less than satisfactory. Among the graduate students that have experienced the most severe difficulty in increasing black student enrollment are those which have no special recruitment programs for black students. Thus far only medicine, law, social work and engineering have been able to maintain a significant measure of success in their special recruitment programs, while the graduate schools as a whole and the graduate FAS in particular continued to experience the most severe decrease in the number of black students matriculating.

B. Further Trends in Admissions

In 1976 there was a continued decrease in the number of black undergraduate matriculants in the entering freshman class, although there was a slight increase in the size of the total freshman class and an increased number of black students in the applicant pool. Previous decreases from 1973 (nine percent of total matriculants) to 1976 (seven percent of total matriculants) have reduced black matriculants by more than 20 percent while the overall freshman class size has increased by more than 10 percent. Admissions office quality indicators show that there have been increases in average SAT scores and Average Class Rank (ACR) since 1973 for all black students matriculating. In 1976, of all students enrolled as freshmen in the Benjamin Franklin Scholars Program three percent were black, an increase over the previous year's one percent. In view of efforts to increase the number of black students in the undergraduate division above present levels where possible, we have fallen short each year since 1973.

At the present time there are some 350 black graduate students among all divisions of our graduate school population. This is slightly higher than the previous year's total of 343; but since total graduate enrollment has grown it constitutes a drop in percentage of total graduate enrollment from four percent to three percent.* The black graduate student population is now less than three percent of that total while in 1972 it was more than four percent of the total graduate student population.*

In a few graduate schools and divisions, black student numbers have continued to increase in spite of total percentage decreases (law, medicine, veterinary medicine, graduate education, engineering). However, the largest graduate division, FAS, has shown both a drastic decrease in the number of black students enrolled in Ph.D. programs in spite of increases in the total number of students enrolled in Ph.D. programs of more than 30 percent. Blacks now are less than one percent of the total number of Ph.D. candidates in FAS while in 1974 they accounted for approximately two percent of the total. Other graduate divisions have experienced sharp drops in black student enrollment in spite of continued special recruitment efforts. Black student enrollment in Wharton graduate division has dropped from eight percent in 1973 to approximately three percent in 1976.

C. Undergraduate Admissions

1. Recruitment

The recruitment effort to attract and enroll black students in the undergraduate divisions is included in the Minority Recruitment Program, one of seven programs in the admissions office that identify, recruit, select and enroll all undergraduates in the University of Pennsylvania. The Minority Recruitment Program was established in 1972 when the admissions office restructured its work into the regional and program scheme, although records indicate that special minority recruitment was

implemented as early as 1968. Minority recruiting is accomplished by a full-time black staff member with the assistance of a part-time administrative assistant and the aid of student volunteers. The 1973 C.O.F.H.E. report which evaluated Penn's overall performance with the most selective institutions in the country ranked Penn with Stanford, Princeton, and Harvard in ability to draw applications from talented black students. Yet Penn's ability to enroll these black students has been declining since the peak in 1972 when the freshman class included 9.1 percent black students:

Year	Applicants	Admits	Matrics	Percent Black
1970-71	815	330	170	8.8
1971-72	654	319	153	7.7
1972-73	771	358	168	9.1
1973-74	740	365	155	8.0
1974-75	704	342	150	7.3
1975-76	752	322	143	7.1

Data on freshman classes in the Ivy League also show that a similar decline has occurred.* Penn's fall 1975 entering class fell to 7.1 percent black students, and this trend may have continued this year in light of the overall drop in applications for admission.*

This downward phenomenon at Penn and in the Ivy League has run counter to national gains in black enrollment, which are up from 6.2 percent in fall 1970 to over 10 percent in fall 1975. No doubt opportunities at public four-year and private two-year colleges, where blacks are respectively 13 percent and 15 percent of the total enrollment, account for much of this national increase, since blacks tend to be most underrepresented at large public universities (six percent) and at private four-year colleges (4.2 percent). Penn's current black freshman enrollment of 7.1 percent places it well below the national representation of 9.2 percent black students who select private universities.

Moreover, since the black proportion of the national freshman availability pool is 11 percent, this suggests that there is a larger pool of potential applicants which may be found by altering present procedures and strengthening already successful efforts (source: CEEB: Student Descriptive Questionnaire Analysis, 1974). Similarly, special corporate, professional and governmental efforts have identified greater numbers of talented black students for the 1980's (National Merit Corporation, Legal and Business Scholars, NSSFNS, HEW Financial Grants, AFNA Legal & Business, PIMEG Engineering).

In light of this downward trend and the available national pool of black students, we recommend

That increased attention be given to closely coordinating all recruitment efforts with national, regional, and local programs which identify, support and provide financial assistance to high-potential black students; that greater attention be given to secondary schools having large black enrollments located in the country's largest cities which are not given priority in the present regional scheme and that in general greater attention be given to attracting black students who live outside the feeder northeastern states, which presently supply over 70 percent of both black and white undergraduates

National trends indicate that increasing numbers of black and all students are preparing early in the high school years for graduate and preprofessional training in college. The American Council on Education reports that blacks are more likely than whites to pursue a business major (23 percent vs. 13 percent) and a NSSFNS survey indicates that biological sciences, psychology, law, education, and social science professions were preferred over other fields. Because Penn tends to place more emphasis on generalized recruiting within the regional structure, we recommend

That increased attention be given to the growing number of black students seeking professionally-oriented interests such as business, engineering, architecture, social work and health science which are particular strengths at the University.

Closely related to this goal, we recognize that special assistance may be rendered in this area by faculty and students within these divisions who may best locate and encourage black students to continue their educational plans at Penn. Other than the engineering school, no graduate divisions involve faculty and staff in recruiting black students on a continuing basis. Toward this, we recommend

That each undergraduate school form a committee of faculty, staff and students to advise and assist the Minority Recruitment Program

*References are to tables available on request from Dr. Bernard Anderson.

director in specialized efforts to increase the enrollment of black students in the various disciplines and professions.

Other than the minority recruiter, there are no black professionals on the admissions staff. It is likely that this limited professional assistance has contributed to the failure to keep pace with past successful performance. We note that Harvard and Princeton have several black as well as other minority professionals on their admissions staffs and that they have been able to halt the downtrend and have succeeded in enrolling a current freshman class of more than nine percent black students. To provide additional staff support in the area of minority recruitment, particularly in the regional divisions, we recommend

That the admissions office increase its number of black professionals to provide additional resource in recruiting black students in all areas of admissions programs.

The financial resources (approximately \$14,000) for minority student recruitment programs have not been increased since 1972 although program costs have escalated appreciably, particularly mailing costs, travel costs, publications, and other essential recruiting expenses. As a result, the emphasis of the program has shifted from personal contact with students and their families within their familiar settings to a marketing approach involving mass mailings and concentrated regional travel. This tends to be impersonal and unfavorable to minority students who live outside the regional centers or who have high potential but do not perform well on standardized admissions testing. While the market approach has many merits, a different approach is necessary when recruiting black students who do not readily see the advantages of attending a large, highly competitive, costly university where 98 percent of the faculty is white.

Studies on recruitment programs showed that successful institutions stressed academic programs; offered special minority programs; employed minority recruiters; made admissions decisions at the time of recruitment; and were able to finance minority programs out of their regular operating budgets, thereby evidencing an institutional commitment to a minority recruitment program. Colleges that integrated special recruitment efforts aimed at minorities into ongoing recruitment policies and budgeting had larger minority enrollments that did not (source: Sedlacek, Strader & Brooks, "A National Comparison of Universities Successful and Unsuccessful in Enrolling Blacks over a Five Year Period," University of Maryland, 1974). Therefore, we recommend

That increased financial resources be provided to the minority recruitment director to expand programs to increase the enrollment of black students. Specifically, we recommend that the present administrative assistant be assigned to the director on a full-time basis and that funds be provided to enable those traveling on behalf of the University to engage in personal communication with black students.

This additional financial, administrative, faculty and division support will allow the minority recruitment director to better coordinate all recruitment efforts within the undergraduate divisions, plan special yield programs and devote time to the essential tasks of greeting, interviewing and selecting black candidates for admission.

2. Selection

At present, approximately 75 percent of all black students are admitted through the special admissions category primarily on the basis of admissions tests (source: Memo from Dean Johnson). A profile of black students indicates that many of them should have been admitted in the regular admissions category since their test scores and class rank clearly indicated that they could perform academically at an acceptable level in the University. We believe that admitted black students with a predictive index of 2.0 should be admitted into the regular admissions category.

In view of the difficulty involved in evaluating the credentials of some minority candidates for admission who fall below the 2.0 level, the assistance of a special committee composed of members who have special skills, experience and understanding in evaluating student characteristics and institutional needs can be an invaluable resource for the admissions process. The present system, because of its less flexible procedures and greater time constraints, does not effectively serve the special needs to evaluate, with greater care and sensitivity, the applications of minority candidates who do not meet traditional criteria for admission. We therefore recommend

That a special admissions committee be formed 1) to evaluate for admission those students who do not meet requirements for admission through the regular process but who have been designated eligible for special admission status; 2) to advise the dean and the admissions staff of matters relating to the admission of black and other special students and 3) to provide guidelines regarding any modification in admissions policy.

Where possible, black students who meet the regular requirements for admission should be designated as such so that the committee can

appropriately focus on those students who present significantly different academic credentials and personal characteristics. Similarly, where the admissions office designates freshmen of the highest ability for special honors and other academic recognition, i.e., Benjamin Franklin Scholars, University Scholars, early admission, or early decision, special care must be taken to insure that outstanding black students are so designated since the matriculation yield may be enhanced among this group of highly competitive students.

3. Financial Aid

The Howard University Institute for the Study of Educational Policy reported in a 1976 study that of the many barriers to equal educational opportunity for blacks, the greatest is financial. Successful recruitment of blacks is highly dependent upon adequate financial aid to offset the negative impact of high educational cost and low family income. In terms of financial aid to undergraduates, the University compares favorably with peer institutions. The committee, did, however, perceive areas in which the administration of financial aid constitutes a barrier to blacks. For example, a requirement that the initial \$950 of cost to Pennsylvania residents and disadvantaged students be borne by the student is, in itself, prohibitive in some low-income families, particularly as family size increases. The financial aid office through its own procedures has developed a system which provides information regarding financial assistance to minority students and the yield rate of the various packaging levels. For example, in 1975, 312 minority students were offered assistance and 152 accepted the proffered packages, the result indicating that the largest number of students accepted the standard but less attractive package while the yield rate of the more advantageous number 2 or better package was significantly higher even though that group was smaller in number.

Package	Admitted	Matric	Mean Award
1. B.F.S.	9	5	—
2. Pa. & Disadvantaged	65	41	\$4450
2.* F.A. Designated	53	25	\$5900
3. Standard	185	81	\$4500
4. Residual	No offers	—	—

This suggests that the financial package directly affects matriculation. We were unable to obtain such information for black students, however, because this more precise information, though available with the admissions data system, is not fully incorporated into the financial aid file. In light of the declining trend in enrolling black freshmen in the undergraduate schools and the significance of financial assistance for this group, we recommend

That incorporation of the admissions and financial aid files be implemented so that data may be made available to 1) properly review the effect of packaging on the yield of black students during the past five years and 2) further monitor such efforts on a yearly basis so that any marked trends may be evaluated and appropriately considered in Admissions and Financial Aid planning.

D. Graduate Areas

1. Recruitment and Selection

As indicated earlier, the trend in graduate admission of blacks at the University is even more regressive than at the undergraduate level. The decentralization of graduate admissions results in structural complexity and a diversity of policies and procedures within which minority recruitment receives varying emphasis and reflects varying results. In the example of graduate-level arts and sciences, the profile is as follows:

Departments Enrolling Black Students 1972-73 to 1974-75	1972-73	1973-74	1974-75	Total 3 yr. period
American Civilization	2	2	1	5
Anthropology	2	1	1	4
Biochemistry			1	1
Biomedical Electrical Engineering	1			1
Business & Applied Economics	2		2	4
City Planning			1 Ph.D.	1
Classical Studies			1	1
Communications		1		1
Demography		1		1
Economics	2	1	2	5
Economic History	1			1
Education	1		1	2
English			2	2

Folklore		1		1
History	1		1	2
History of Art	1			1
History & Sociology of Science			1	1
International Relations	2	1	3	6
Linguistics	1	2		3
Operations Research	1			1
Oriental Studies		1		1
Peace Science			1	1
Philosophy			1	1
Physiology	1			1
Political Science	2			2
Public Policy		1	1	2
Regional Science				1
Romance Languages	1	2		3
Social Science Systems			1	1
Slavic Studies	1			1
Sociology	8	3	4	15

When distributed among the enrolling departments in the graduate arts and sciences the number of blacks in each department is abysmally low. But note also that of the 62 graduate groups in the University, one-half enrolled no blacks during the period shown.

According to a 1974 study by the (then) Graduate School of Arts and Sciences' minority recruitment office, the experience of institutions whose success in minority graduate recruitment exceeds that of the University of Pennsylvania demonstrated a necessity for structured programs expending special effort to recruit minority students. Such efforts are in evidence at FAS, Wharton, College of Engineering & Applied Science, law, medical, dental, social work and veterinary schools. The wide range in results is difficult to analyze, given the variation in policies, procedures and funding levels, the lack of a uniform method for identifying minorities, and the general paucity of relevant data.

Despite these specialized efforts, admissions data show a continuous decline in minority enrollments. The experiences of three schools are useful as illustrations:

An analysis of data on admissions to the School of Medicine also reflects declining minority enrollments. In a memorandum from Iona H. Lyles, assistant for minority affairs in the School of Medicine, to the Black Presence Task Force, dated September 10, 1976, Ms. Lyles indicates that the school does not perceive a need for preferential treatment of minority applications:

Yes, institutional policies are clear on whether minorities will be assured equal treatment and non-discrimination or be accorded compensatory or affirmative action. The School of Medicine administration clearly advocates that minority students should be afforded the same treatment professionally and academically as all students.

The data included in the memorandum show a sharp decline in minority enrollment over the past two years. Since 1974, there has been a decrease of over one-third in the number of minority admissions, reflecting a decrease in enrollment of eight students, from 22 in 1974 to 14 in 1976. Furthermore, the net increase in minority enrollment over the past seven years is only two students.

The graduate School of Social Work, which shows the greatest proportion of minority enrollment of any school in the University, also shows the largest percentage decline in minority admissions. In her response to the task force, Barbara Still, minority recruiter for the School of Social Work, outlines the school's commitment to minority students:

Enrolling a substantial number of minority students is one of the school's ongoing concerns. The school's commitment is to have each class be 50 percent minority. Special recruitment funds are available for this purpose. Annually monies are allocated in the school's budget for salary of the minority recruiter and for a recruitment budget. Financial aid is available for minority students. A large proportion of the funds for needy students is given to minority students Institutional policies are clear that minorities will be accorded affirmative action Although some financial aid is available to minority students the amount has to be increased to obtain the school's commitment to having each class be 50 percent minority.

An examination of the school's "Statistics on Minority Enrollment" indicates a steady decline in minority representation as the student body more than doubled in five years. In 1971, approximately, 43 percent of the school's enrollment came from minority group members. In 1976, the figure was down to 22 percent—barely more than half of the representation in 1971.

A comparison of the class profiles of the Wharton graduate division for 1975 and 1976 reveals a significant decrease in the representation of

minority members in the student body. The 1975 class profile shows an enrollment of 7.9 percent minority students, as compared to 5.0 percent in 1976. This represents a decline of well over one-third from one class to the next. The profiles also show a significant decline in the proportion of the class receiving financial aid, down to 39 percent in 1976, from 45 percent the preceding academic year.

Selection is, of course, facilitated or limited by the quality and size of the applicant pool. Selection, as in other aspects of the admissions process, varies among and within schools and departments. A pattern of rejecting black applicants based primarily on "lack of preparation" and low GRE test scores was perceived, which raised the question of cultural bias in standard testing.

2. Financial Aid

Nationally, financial aid programs tend to be less favorable to graduate than to undergraduate schools. Given the fact that family income is generally less for blacks than for whites, the likelihood of family support beyond undergraduate study diminishes. It has been demonstrated that black graduate students rely primarily on their own resources in contrast to white students to whom family support is more likely to be available to meet the cost of graduate education. Financial aid, then, increases in importance as a factor affecting black enrollment in graduate schools. The available data for graduate enrollment at Penn is limited to first-year students in the graduate arts and sciences. Financial aid is offered via Fontaine fellowships and Ashton scholarships covering tuition, fees, and stipend:

Year	Black applicants	Blacks accepted	Blacks offered aid	Black matrics who accepted aid
1972-73	155	41	6	2
1973-74	94	16	3	2
1974-75	110	26	4	2

In addition, it is important to note that the total number of blacks receiving financial aid remained constant at 12 each year, spring 1972 through fall 1975. Attrition and graduation figures are not available, but it is at least clear that no gains were made in the use of financial aid as a means of increasing black enrollment.

E. Recommendations

Graduate

1. The record of a decentralized graduate admissions effort and its impact on black presence speaks for itself. We therefore recommend the establishment of a centralized structure, with accountability to the vice-provost for graduate studies and research, to provide assistance and support to the graduate department and to coordinate, monitor and evaluate all facets of the University's graduate admission of blacks.

Through this structure, the following additional recommendations should be pursued.

- Provision of increased resources for financial aid to black students, and staffing of minority recruitment programs.
- Design and implementation of a mechanism for collection of data required for follow-up and evaluation of admissions processes, and coordination and stimulation of research into questions affecting black admissions.
- Examination and utilization of the experience of schools within the University and elsewhere whose efforts have yielded positive results in recruitment, enrollment and retention of blacks.
- More extensive use of the University's undergraduate body as a source of recruitment of blacks.
- Greater involvement of faculty, students and alumni in black recruitment efforts.
- Development of a flexible and more uniform selection process which recognizes the disadvantages to blacks of GRE test scores on which admission decisions are largely based.

(This recommendation is essentially an endorsement of the components of a June, 1974 proposal for establishment of a minorities graduate center and a similar, more recent proposal for an office for recruitment of minority graduate and professional students.)

General

2. Promulgation of clear written objectives, policy, and procedural guidelines for admission of blacks to the University, to be communicated to all facets of the University community.

3. Development of a format to involve the University community in shared responsibility for implementing these recommendations and

exploring other means for achievement of the University's admissions objectives.

F. Conclusions

The inquiry of this committee has focused on recruitment, selection and financial aid as primary factors of influence in the enrollment of blacks at this University. The committee reviewed documents and talked formally and informally with key persons who generously shared their experiences and insights. While commendable effort is evidenced in some schools and departments, it is clear that the University has failed to admit significant numbers of blacks, especially at the graduate level.

It is troubling to note that many of our findings and recommendations have appeared in preceding studies and reports, but to no avail. Philosophically, morally, and realistically, we believe that there can be no further delay. While the stature of this university is nurtured by the greatness of its scholarly endeavors, history may also judge the University in terms of leadership in this critical area of human endeavor.

While the clamour of the sixties is no longer heard, the black expectation of greater equity has survived, heightened and matured. Equal access to higher education becomes a master key of access to social and economic good.

III. Report of the Subcommittee on Curriculum

The subcommittee on curriculum of the Provost's Task Force on Black Presence attempted to define the subject. The initial issue here was one of accountability: "Who teaches what? When? Why? and How?" The sense of the committee's discussion was that "curriculum" is an ad hoc arrangement of courses which depends a good deal on the inclinations of individual faculty members. Tenured faculty may be asked to teach specific courses, but in most instances, they play strong individual roles in each department concerning what courses they personally will offer during a particular semester. On the other hand, the subcommittee recognized that schools and departments normally have a broad, overall design which governs course offerings. The question of *how* a single course is taught (composition of the syllabus, number and type of assignments, and general methodological framework conditioning the subject presented) also seemed to resolve itself into a matter of individual choices. Here, assistant professors are as autonomous as tenured faculty. The form and content of large survey courses and of prerequisite courses for a major seem to be the only ones determined by a department or a school as a whole.

There was considerable discussion on the issue of including African Afro-American concerns in the University curriculum as a whole. The logical conclusion was that under the University's present system, only individual instructors can insure that such concerns become a part of the curriculum. Departments can institute separate courses treating the African Afro-American experience, but these courses will have little effect if they are taught by unwilling instructors who possess a scant knowledge of their subject. Moreover, if there is no firm departmental commitment to such courses (if students are not strongly urged to pursue them), they will die of attrition, failing to appear on any given semester's course roster and lingering as faint echoes in outdated University catalogues. Relying on individual instructors' breadth of learning as a means of insuring the inclusion of African/Afro-American subject matter seems just as problematical as the institution of separate courses. The committee felt that instructors were (in most instances) willing to modify their syllabi to reflect the African/Afro-American contributions to a discipline. At the same time, the committee recognized that there is no uniform way of verifying this "feeling." Again, the committee realized that there is no coherent means of guaranteeing an adequate representation of the African/Afro-American experience in any particular course. Persuasion, suggestion, and personal appeal to individual instructors are the prevailing means used to broaden the University's curriculum. On the other hand, several members of the committee pointed out that the University's Afro-American Studies Program—if properly constituted—might serve as a vehicle for instruction in the African/Afro-American experience.

Two points of view emerged from this discussion. In one camp were those committee members who felt that Afro-American Studies was an "impractical" enterprise in a world where black university students are interested in fields of study that lead to entrance into professional schools, occupational training, or to immediate, gainful employment. Those who supported this position argued that substantial economic improvement in

the black American and African situations would result from the training of black and African students in the standard curriculum. The counterargument proposed by several committee members was that Afro-American Studies are an interdisciplinary endeavor designed to provide an enlightened view of intellectual areas that are vital to all students. They pointed out that it might be useless to educate an increased number of black American or African students at the university level if this group was simply to serve the same exploitative ends that have characterized the West's relationship to black America and Africa. An informed conception of African Afro-American history and culture might insure a more fruitful role for educated blacks in the genuine improvement of the black American and African situations.

The committee's debate focused on the *type* of education most suitable for blacks at the University of Pennsylvania. Of course, this fact alone indicates that black students are still perceived as peculiar entities in the general University setting, and are still apt to become victims of debates that set "black economic realities" against "black intellectual cultural foundations."

The Future Direction of Afro-American Studies at the University of Pennsylvania: A Proposal

"The Future Direction of Afro-American Studies at the University of Pennsylvania," a proposal submitted to the task force by Houston Baker, provided the basis of continuing discussion within the subcommittee. The Afro-American Studies Program at the University of Pennsylvania is entering its fifth year as an interdisciplinary enterprise devoted to teaching and research in the Afro-American experience. During its brief life, the program has had three directors and has suffered some of the pitfalls that have beset similar programs across the United States. At present, however, the program seems to constitute one of the strongest areas of the black presence at the University of Pennsylvania. It is envisioned as the core of that "presence" and has benefited from the services of a number of recent additions to the Penn faculty. Courses related to the Afro-American experience have also increased over the past few years. The strength of the program, in other words, rests upon factors that might be considered extrinsic to the real, day-to-day operation of the program. This extrinsicity, though, *can* be seen as detrimental to the continued progress of Afro-American Studies as a viable program. After all, if the strength of a program is contingent upon the good offices of others or upon the chance addition of one or more courses to the overall curriculum of the University, it can hardly hope to flourish. The present proposal, then, might be called an intrinsic model for the future growth and development of Afro-American Studies at Penn.

Given the faculty now teaching Afro-American Studies courses and the good will of a sufficient number of FAS faculty, the approval of a major in Afro-American Studies will not be a problem. This proposal suggests that a committee be selected to draft a plan for a major to be placed before the FAS Committee on Instruction. Such a planning committee would require the support of the FAS dean and would consist of the director of Afro-American Studies and faculty members from departments such as history, sociology, English and others, where Afro-American Studies courses are offered. If the primary assumptions are correct and the Afro-American Studies major is approved, departmental guarantees will play an important role. In other words, departments (perhaps through a departmental council consisting of chairmen or their representatives) would commit themselves to offering specific courses in Afro-American Studies during specific semesters of the academic year. We might suggest a three-year plan for relevant departments.

We must assure continuity in our offerings so that we can specify a group of core courses for majors or potential majors. However, given the traditional prerogatives of University departments, chairmen may be quite unwilling to guarantee particular courses or to commit themselves to a particular course. If this proves to be the case, an alternative approach should be adopted. This idea would involve granting three or four appointive slots to the Afro-American Studies Program. Such slots as assistant professorial slots (perhaps joint appointments) would be under the supervision of an advisory committee consisting of tenured and untenured faculty members with both pedagogical and research interests in Afro-American Studies.

The model being proposed is drawn from the Native American Studies Program at Dartmouth College. There are any number of issues to discuss vis-a-vis the proposal, but one of the more important ones is the academic viability of the University's Afro-American Studies Program. Only by presenting Afro-American Studies as a major, by offering a coherent set of

courses on a regular basis, and by ensuring a certain intrinsic strength for the program can Afro-American Studies continue to grow.

The two points of view that characterized the response to this proposal were clearly antithetical. One side argued strongly in favor of a less autonomous program model, insisting that dwindling financial resources and declining student interest in Afro-American Studies courses made the continuation of the enterprise itself dependent upon the good offices of existing departments and disciplines. The other side favored a more independent model, suggesting that only if the University as a whole (the central administration) made a firm commitment to Afro-American Studies would individual areas of the institution respond in kind.

Having located what seem to be the motive forces in the formation of curriculum at the University of Pennsylvania (i.e., the will of individual instructors and departments), the subcommittee on curriculum makes the single recommendation that a departmental council (or an all-university council) be established to continue discussion of curriculum matters and to devise ways of insuring the inclusion of the African Afro-American experience in the overall curriculum of the University.

IV. Improving University Life for Black Students, Faculty and Administrators

The University experience should be one that maximizes the intellectual, social, cultural, and emotional development of its students, and offers broad opportunities for faculty and staff to achieve self-fulfillment through their work. In order to effectuate these goals, the University must have policies and programs designed to ease the adjustment to college life and to provide an environment that is congenial and hospitable to personal development.

In its examination of University life, the task force focused on the aspects of University life that are most important for generating a hospitable environment for the black presence. In particular, University policies and practices on (a) residential life, (b) student support services, and (c) student extracurricular activities were reviewed. The current status of the black presence in these areas was assessed, based on an examination of University documents and interviews with faculty, administrators, and members of the undergraduate student body.

The general consensus that emerged from an examination of University life is that special attention must be given to the myriad factors associated with the black identity in a predominantly white environment. Black students, in particular, are most conscious of their minority status within the University of Pennsylvania, and all too often, have felt a sense of unease and alienation from the mainstream of University life. To some extent, this feeling is the result of past life experiences in which many black students functioned largely in a predominantly black environment where they perceived much wider opportunities for self-expression and self-development than they perceive at the University of Pennsylvania today. But, there is substantial evidence that even black students who come to Penn from a racially integrated environment also feel a sense of unease about their status at this institution. Such students often feel less than welcome within the University, and are reluctant to take full advantage of the resources and opportunities available to them as to other students.

The quality of University life for black faculty and administrators also leaves much to be desired. All too often, black professionals and staff members have felt they alone were the custodians of equal opportunity within the University, and have been forced to take up the issue of black presence at some risk and sacrifice to their professional work. Although University policies, on balance, seem to support the enlargement of opportunities for blacks, daily practices often appear inconsistent with the policies. As a result, the stated commitment to equal opportunity expressed by top administrators is often received with skepticism and mistrust.

In short, the impression conveyed by the accumulated evidence of numerous administrative decisions, including budgetary allocations and personnel decisions, is that Pennsylvania is at best a reluctant suitor as far as the black presence is concerned. Much of the unease felt among black students, faculty and administrators is the result of inadequate communication rather than conscious University policy. Nonetheless, a good part of the problem is the reflection of insufficient attention given to the imperatives of equal opportunity which require continuous vigilance and determination

on the part of all decision makers within the University community. Recommendation:

The administration should organize an ongoing advisory group of faculty and administrators to offer advice and recommendations on ways to institutionalize the black presence and the quality of University life. The responsibilities of such a group might be performed by the "Black Presence Implementation Committee" discussed elsewhere in the task force report.

The following sections of this report will focus on the specific areas of supportive services, residential life, and extracurricular activities among undergraduate students.

Supportive Services and Counseling

In 1967-68, the University made a conscious decision to enlarge the enrollment opportunities for minority students, mainly blacks. In the process, an attempt was made to attract to Pennsylvania many students who, on the basis of strict objective criteria, would not have been admitted under normal circumstances. As a result, the number of black undergraduate students rose significantly, and at one point, approached about 10 percent of the undergraduate student body.

The decision to attract an increasing number of black students, many of whom were academic risks, carried a moral obligation on the part of the University to make available the support services necessary to insure student retention and graduation. Unfortunately, the University failed to meet this obligation, and as a result, many of the black undergraduates admitted prior to 1970-71 faced innumerable academic and other problems of adjustment. That many of them succeeded, graduated on time, and in some cases, achieved distinction is more a tribute to their determination, drive, and survivability than it is to efforts undertaken by the University to insure that result.

In the past several years, the University has admitted a decreasing proportion of "high risk" minority students, and today, there is little variation between the objectively measured indices of academic potential among black students and all others. Nonetheless, the need for supportive services continues, not only for a small proportion of black students, but for others, including marginal athletes, special category admissions, and whites in the socioeconomic disadvantaged group.

Office of Supportive Services

The office of supportive services in the past initiated and coordinated freshman orientation for minorities. A list of all newly admitted minority students was obtained in June and students, whose standard test scores and other admission information suggested might have academic difficulty, were identified.

Two minority student orientation sessions were conducted: (1) A Philadelphia pre-freshman orientation was held in June. This one-day conference with newly admitted minority students from public, parochial, and private schools in the region provided pre-registration and other valuable information that would otherwise not be made available until September. Marginal students were encouraged to register for tutorials and reading/study skills supports conducted by the office of supportive services.

(2) A fall minority freshman orientation was also conducted for the entire minority freshman class during New Student Week. This program included much the same content and format as the session described above.

The supportive services office also assigned an upperclassman peer counselor to each freshman. Through the orientation sessions, counselors, and communication with department heads, the office attempted to be an advocate for minority students.

In 1975, the office of supportive services was reorganized to serve the general student population. The office was placed under the administrative authority of FAS. The demand for tutorial services increased sharply and, during the 1975-76 school year, about 2,100 students received services. One type of tutorial was the "instructional workshop" (also known as "reteaching") in which 921 students participated. Of this number, 17.5 percent were black. The mathematics department conducted a tutorial called the "Stretch Program," for 99 students, 44.4 percent of whom were black. The courses in the math program (and a similar course in physics) were extended for two semesters and academic credit was awarded. Department instructors taught the courses for students selected on the basis of aptitude test scores and student evaluation by the counseling service.

In all, black students accounted for 33.2 percent of those receiving tutoring, and 38.4 percent who received advising/referral from supportive services. These trends suggest that the policy to convert the supportive services office into one serving all students has reduced the visibility of a central facility previously identified as a resource for black students.

During the 1976-77 year, administrative responsibility for the office of supportive services was transferred from FAS to the vice-provost for undergraduate studies and University life. The administrative reorgani-

potentially favorable and potentially harmful effects for black undergraduates. On the one hand, by widening the scope of students served by the program, supportive services will lose the stigma of being a program for "disadvantaged minorities." The change in image might encourage even more of the black students in need to seek the available services and may enhance the stature of the office among other students and faculty. On the other hand, while the services are being distributed to a wider scope of students in need, it is important to prevent the change in policy direction from diminishing the services available to black undergraduates. Under the new administrative structure, special efforts should be made to identify the black students in need of academic assistance, and to provide them with the services they must have in order to compete successfully within the University. Recommendation:

An "early warning" system should be developed to identify undergraduate students in need of supportive services and other remedial assistance. The office of supportive services and the office of counseling services should jointly be involved in developing the system and in providing students with the resources necessary to perform successfully in their academic work. Special efforts, including outreach procedures, should be implemented to insure that black students receive the assistance they need.

University Counseling Service

The University counseling service provides ongoing services by professional psychologists to help students develop greater self-understanding and desired change in behavior. Students are given the opportunity to explore the difficulties they face and possible ways of resolving them.

Typically, students come to the counseling service for assistance in (a) educational, vocational, and life planning, and/or (b) personal, emotional, and social concerns. During 1974-75, staff counseling psychologists saw 680 different students for 2,242 separate interviews. In addition to individual contacts, various types of group services were also provided, including freshman seminars, assertiveness training classes for women, and mini-courses in overcoming anxiety.

The counseling service participated in workshops for incoming minority freshmen from Philadelphia during 1973-75. Other than their involvement, there has been little coordination between the activities of the counseling service and the office of supportive services. The counseling service was not responsible for orientation and academic advising programs for minorities and had no obligation to acquire and analyze data concerning minority student retention. Nonetheless, in 1976, the service undertook a study on the retention of black students as part of a broader attrition study focusing on matriculants in the classes of 1972 through 1975. Results of the study are not yet available.

The counseling service has used student "peer counselors" who were selected, trained, and supervised by three staff psychologists. These students must be distinguished from the peer advisors discussed above in connection with the office of supportive services. Although the role and preparation of the two groups differ, there is a small overlap between the small number of black students who are both peer advisors and peer counselors.

There was a notable increase in the number of black students using the counseling service during the 1974-75 school year. About half the concerns raised by students centered on academic performance and career and educational planning. In 1975-76, the total number of all students seen by the service increased 13 percent, but the number of blacks increased by 25 percent. Ten percent of all students seen were black, about the same proportion of blacks included in the undergraduate student body.

Need for Coordination

Much more needs to be done to coordinate the resources in the office of supportive services with those in the office of counseling, and in career advising. The University of Pennsylvania is fortunate in having a highly qualified professional staff in each of these areas; such valuable staff resources should be organized and linked in a manner most likely to maximize their impact on undergraduate students. The location of these offices within the administrative domain of the vice-provost for undergraduate studies and University life was a positive decision that holds promise for developing the necessary coordination. With specific reference to black presence, what remains to be done is to institutionalize the delivery of assistance to all students in need of support in order to insure their retention in and graduation from the University. In order to insure adequate service to all students, it is imperative to have black and other minority group professionals on the staff of the offices of counseling and career advising in addition to retaining black staff in supportive services. Attempts have been made to attract additional minority staff, but the results of recruiting have not been productive. Further efforts must be made to find

qualified minority staff for counseling and career advising as soon as possible.

It is also important to maintain adequate budgetary resources to finance the necessary services. Some cost economies might emerge from a more efficient coordination of services, but supportive services funding should be closely monitored in order to protect against a decline in the availability of services to black students. Requests for additional funding should be honored if experience demonstrates that administrative reorganization and redirection of purpose produce adverse effects on the availability of services to black students.

Finally, the faculty of the University should be reminded of its responsibility for the academic development of students. Faculty members have an obligation to encourage students to work toward the limit of their intellectual capacities. Similarly, faculty members should take the initiative to see that students in need of support services recognize and understand their academic weaknesses, and know where to go in order to obtain assistance. Faculty-student relationships are critical to the enjoyment of the University experience, and this is no less true in the case of black students than for others. University policy cannot mandate the quality of interpersonal relationships between faculty and students. The faculty on its own must recognize, accept, and act upon its responsibilities for the development of all students, without regard to race or sex considerations.

Residential Life

The University of Pennsylvania is a residential, urban university, providing broad opportunities for students to interact with each other and with faculty, outside as well as in the classroom. The residential policy is based on the philosophy that interpersonal interaction in a variety of settings can enrich the academic experience by exposing students to the uniqueness of other individuals within the university community.

The University offers a diverse set of residential experiences for students. Some reside in living-learning centers, such as Van Pelt House; while others reside in less structured environments, such as the high rise buildings. Still other students prefer to live off-campus under a variety of self-selected housing arrangements. University policy protects the right of black students to freely choose among the alternative housing facilities, without regard to race. As a result, undergraduate housing at the University displays a high degree of racial integration.

Over time, special residential centers have been organized around common academic and cultural interests. In 1971, the University wisely recognized the legitimacy and academic value of the black experience as a sociocultural paradigm for residential life, and authorized the formation of the W.E.B. DuBois Residence. After an initial period of adjustment marked by administrative complication and direction of purpose, the DuBois House has evolved into a well-developed living-learning residential facility which benefits the University at large as well as the small number of black (and white) students who live there.

Despite the evidence of racial integration in housing, it would be incorrect to conclude that racial identity plays no role in the quality of residential life at the University of Pennsylvania. In some locations, where the number of black students is relatively small, such students sometimes experience a sense of isolation, or problems of adjustment that would be much attenuated in other settings where a critical mass of black students reside. But even in locations where the proportion of black students bears similarity to their presence in the student body at large, there is some evidence that some students do not participate fully in the life of the residence center.

There is also evidence of difficulties, including racial discrimination, faced by black students who live off-campus. Regrettably, some black students seeking off-campus housing have reported incidents involving the refusal of landlords to rent, the imposition of especially restrictive lease provisions, and the use of unseemly haste in requesting black students to vacate the premises because of alleged violations of the lease. The circumstances surrounding such incidents leave little doubt that race was an overriding factor in the difficulties the students faced.

Assuring the Quality of Residential Life

In assuring the quality of residential life, the responsibility of the University is clear. To a considerable extent, the University is a microcosm of the larger society in which individuals most often select friends and acquaintances from among those whose race, religion, attitudes, and values are most like their own. Nonetheless, because the University experience is an important part of the personal development of students, there is an obligation for the University consciously to augment an environment in which racial and cultural interaction is maximized. It is in the interest of both black and white students to learn about and frequently interact with each other. Such interaction should be based on a recognition of the mutual advantages of racial and cultural diversity.

University policy, while protecting the right of students to make their own choices regarding interpersonal relations, should encourage and foster the development of interracial, interpersonal relationships based on a philosophy which emphasizes the universality of the human experience. The selection and performance evaluation of residence masters and other staff personnel should include specific concern for promoting the black presence. Academic and social programs in residential centers should take specific cognizance of the black experience and should be developed in ways that insure a feeling of hospitality toward black students.

In matters concerning off-campus housing, the responsibility of the University is equally clear. The resources and influence of the University should be used to protect the right of black students to equal opportunity in housing. Local landlords should be informed that the University expects all students seeking housing accommodation to be treated fairly and equally without regard to race. In cases where clear evidence of discrimination exists, the University should be the advocate of equal opportunity and should offer assistance, including legal counsel, to students victimized by racism.

Extracurricular Activities

To a considerable degree, the quality of a student's undergraduate life will depend upon the scope and character of extracurricular activities available within the institution. The University of Pennsylvania has a broad range of such activities, many of which have been organized and conducted exclusively by the students themselves.

University policy protects the right of black students to participate fully in all extracurricular activities. Indeed, the contribution of black students to the competitive standing of the University in intercollegiate athletics has been highly significant for some years. Outside the area of sports, however, black participation has been less prominent in many student activities, and in some, has been virtually nonexistent.

To some extent, black undergraduate participation in extracurricular activities might be limited because such students are more concerned with career development and prefer to concentrate their energies on academic pursuits. What is important is that black students who want to participate in University activities not only know they have the right to do so, but also feel welcome to join organizations and activities in which they are likely to be a distinct minority.

Dual Organizations

During the past decade, the University has recognized the duality in the black experience at Pennsylvania, and has provided support to a number of black-oriented student groups. At the undergraduate level such organizations as the Onyx Senior Honor Society, Black Student League, Minority Pre-Law Society, and Black Engineering Society have been supported by the University and indeed, in some cases, gained significant development assistance from the office of supportive services. Similarly, dual black organizations exist in some of the professional schools, as reflected in the Wharton Black MBA Association, Black Law Students Association, and similar organizations in the School of Social Work and in the Medical school.

These organizations have contributed significantly to the quality of life for black students in the University. Because of the decentralization of academic studies at the undergraduate level, and the tendency for students to identify most closely with their field of academic interest, the dual organizations have provided a device through which black students in various departments and schools throughout the University come to know each other and to achieve social as well as educational objectives. Also, such organizations have provided a forum from which black students, as a group, can express their views and concerns to University administrators on a variety of important issues. Questions concerning black admissions, supportive services, housing, and curriculum development have often raised by the black student organizations seeking to generate University responses for the promotion of a more secure and meaningful black presence.

University support of black-oriented student organizations is consistent with long-standing policy on extracurricular activities. For many years the University encouraged fraternities and sororities, even though such organizations often practiced racial and religious discrimination. Today, University policy prohibits discrimination in student organizations, but many student groups formed around academic, artistic, cultural and other interests enjoy official support and recognition. Such organizations enrich the quality of student life and provide opportunities for leadership and group participation that can be valuable in later life. Recommendation:

Administration support for black-oriented student organizations should be continued and enlarged. Such organizations help increase the feeling of compatibility between black students and the University. Moreover, the support of such activities is important

symbolic evidence of the University's interest in the preservation of a viable black presence.

Black Faculty and Administrators

The quality of University life for black faculty and administration is tied up closely with concerns for professional development and advancement, and with opportunities to participate in the full range of University affairs. In an attempt to crystallize this set of concerns, the Organization of Black Faculty and Administrators (BFA) was formed in 1970.

Since it was organized, BFA has assumed a major role in calling the attention of the University to issues of special importance to the black community. Specifically, BFA took the initiative in preparing a draft report on the black presence which ultimately became the basis for the black presence section of the Development Commission report.

BFA broadly represents the interests of blacks within the University community on a wide range of issues concerning affirmative action, student admission and financial aid, professional development, curricula, and other matters of importance. Yet, BFA cannot be said to speak for all blacks within the University. Some black faculty and administration prefer to act separately from an organized body in expressing their interests and concerns about the quality of equal opportunity at Pennsylvania.

The quality of life among black faculty and administrators can be improved through greater sensitivity and effort to guarantee full participation of blacks in University affairs, and greater recognition of the interests of blacks in the promulgation of University programs. The most recent example of the lack of sensitivity is found in the organization of the development fund effort. To the best of all evidence available, it appears that no conscious effort was made to recruit black professionals for the staff of the Program for the Eighties, and no specific attempt was made to seek funds that might be used to enlarge and enrich the black presence at the University. To some extent, the fund-raising strategy can be explained by the attempt to obtain unrestricted money, as compared with funds earmarked for specific purposes. Yet, the strategy, while understandable, seemed based on considerations which did not include a specific assessment of the costs and benefits related to the pursuit of black presence.

In short, the quality of life for black faculty and administrators is burdened substantially by the way the University deals with the black presence. All too often, the manner and substance of decision-making convey a perception of insensitivity to black interests. Black faculty and administrators are often, but not always, consulted on matters affected by racial implications, but are not as broadly encouraged or sought out for advice and counsel in other aspects of university affairs.

The litmus test of the existence of equal opportunity is whether black faculty and administrators feel that race is irrelevant to a wholesome and full participation in University life. It cannot be said that the test would be met today. The task force hopes measures will be taken to correct this aspect of University life in the immediate months ahead.

Members of the Task Force on Black Presence

Co-Chairmen

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Faculty and Staff

Dr. Bernard Anderson, associate professor of industry (vice-chairman)

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Lois Rice, vice-president, College Entrance Examination Board

James Turner, director of the African and Africana Studies Institute, Cornell University

Frank Work, commissioner, County of Los Angeles Civil Service Commission

(Provost's response begins on next page.)

Provost's Response to the Report of the Task Force on Black Presence and Plans for Implementation

Five years ago, the Development Commission urged a major commitment to black presence at the University of Pennsylvania. Last year we decided it was time to assess our progress and to plan steps for the future. A Task Force on Black Presence was established, consisting of faculty, students, alumni and several national leaders in black education. The first two sections of this report appeared in *Almanac*, April 26, 1977, and the complete report appears in this issue. A brief progress report was presented to the trustees at their January 1977 meeting, and the full report was presented at their June 9, 1977 meeting.

We are greatly indebted to our colleagues on the task force for their efforts, their insights and the wisdom of their recommendations. Their discussions and their recommendations have had substantial impact and in some cases have already been implemented—in particular, a tightening of affirmative action procedures.

I have abstracted what I consider to be their key recommendations in the areas of affirmative action, admissions, curriculum, and University life and have responded in detail to each. They are, on the whole, excellent proposals, and I have accepted most of them. However, we cannot be satisfied with good intentions. What is needed now is a sense of commitment to a thoroughgoing implementation of the recommendations at all levels. President Meyerson and I pledge our best efforts, and call upon faculty, staff and students to join us, to make equal opportunity a reality at the University of Pennsylvania.

[I should state that this response was completed prior to the recent agreement to recognize the United Minority Council to represent the students in minority affairs. Thus some changes may occur in some of the organizational structures described in this response.]

—Eliot Stellar, Provost

I. Affirmative Action

1. Goals

The task force agrees with this revision in method [the HEW method of goal-setting] but emphasizes that given the limited pool, the establishment of goals by this method does not complete the University's obligation.

The goal-setting method based upon "underutilization," upon which HEW insists, yields minimal goals for the appointment of black faculty, and we agree that the University in many cases ought to do better.* These goals in no way limit the University's aspirations for the appointment of black faculty. Even in schools in which HEW requires no goal, the University's Affirmative Action Plan continues to require broad searches and efforts to include minorities and women in the candidate pool.

2. Who Should Set the Goals?

The task force recommends that initial goal-setting come from a faculty review in each field of the realistic prospects for appointments in that field. Only if the numbers generated by this faculty initiative fall short of those which seem, to a person from outside the discipline, to result from an analysis of the data, ought the goals to be dictated by central administrative action.

We also would prefer that departmental faculty set their own goals, based on projections of the positions expected to be open in the next few years and reasonable probabilities of recruiting black faculty for these positions. However, since the HEW method is so mechanical, we believe that we should continue to calculate the official goals centrally. We will expect the faculties to determine the numbers of minority and women available and qualified for appointment in each discipline.

3. A Faculty Internship Program for Talented Minority Doctoral Candidates

The task force recommends a faculty internship program which would bring a number of very talented minority doctoral candidates to Penn for a year to complete work on their dissertations and to teach one or two courses.

This proposal, along with some others in the task force report, appears to be one for which University funding is unlikely, but for which external support might be sought. It should be evaluated along with some of the others to identify a smaller number of the highest priority proposals for which we will seek outside funding. However, I think the first priority should go for the appointment of full-time minority faculty at Pennsylvania and for fellowships and assistantships for minority graduate students at the University of Pennsylvania.

4. Affirmative Action at the Outset of Searches

The task force recommends that personnel committees be reminded at the outset of their search of their responsibility to advertise appointment, to write to the appropriate people at a wide range of universities, to contact the office of minority faculty recruitment, and to establish whenever possible ongoing files to potential black appointees for the future.

This is an excellent suggestion which should be implemented fully; for it is too late to consider affirmative action after the candidate has been chosen. We have implemented a new procedure this fall by which the provost must approve the initiation of all searches for all faculty positions, both new positions and replacement positions, in the University. We have asked the deans to inform the schools' affirmative action officers at the time the searches are approved. Even though we do not intend to establish an office of minority recruitment, we believe that this procedure will insure a much greater attention to the requirements of the Affirmative Action Plan from the outset of each faculty search.

5. Selection of Candidate

Whenever such a comparison [of the selected candidate with minority or female candidates] is not submitted, or even more so whenever a full-fledged search was not performed, the burden should be on the department making the recommendation to explain why broadscale recruitment efforts and concrete comparisons were inappropriate in that particular instance.

Present procedures require that the vitae of the best minority and/or female candidates be attached to the vita of the chosen candidate, if the person selected is neither minority nor female, to permit such a comparison. In addition, whenever a recommendation for an appointment is proposed with less than a full-scale search, the burden of proof is upon the sponsoring school or department to demonstrate that the proposed appointment is indeed a uniquely qualified individual (a special opportunity), and that comparable minority or female candidates are not likely to be found within an appropriate candidate pool. Such appointments are rare, perhaps one to five per year throughout the entire University. Some of these have been sponsored by the Reinvestment Committee, which has also taken the lead in making some of the most outstanding appointments of minority and female faculty through the "special opportunity" appointment mechanism.

6. Sanctions

The failure to meet the recommended goals should prompt a process of encouragement from the central administration for a greater effort by the department in the future. If a substantial shortfall continues in the achievement of the goals set, a restriction in the future availability of appointment slots for a department or a school becomes appropriate.

I believe that sanctions of the type proposed in this recommendation are most unlikely to be necessary. Emphasis should be placed upon affirmative action in each department, but shortfalls should not pass unnoticed. However, school affirmative action officers and the affirmative action officer on my staff should make sure that we are aware of problems so that corrective action can be taken. Consultation and persuasion should be the first step in such cases. We will not approve appointments in which affirmative action procedures have not been satisfactorily documented.

7. Institutional and Administrative Commitment

It is important that the president and provost, as well as deans and department chairpersons, make clear by deeds as well as words that the work of the affirmative action officers, and the Council on Equal Opportunity as a whole, has their wholehearted endorsement as an expression of a University commitment that is independent of, and indeed goes beyond, the formal requirements of law.

*The method involves the estimation of the approximate percentage of blacks [or women or other minority groups] among the professionally qualified individuals [which usually means holders of the appropriate terminal degree] in each discipline or academic unit. We then calculate the number of blacks who would be expected to be on the faculty of each school if they were to be appointed at precisely the percentage they occur among degree holders. The difference between that calculated number and the number presently on the faculty then becomes the goal. Since at Pennsylvania the number of black faculty in most disciplines is not far from the percentage of blacks qualified for faculty appointments in these disciplines, the goals set by this method are indeed minimal. We proposed a number of alternative methods of goal-setting, but HEW was quite firm in its insistence upon this method.

Again, I completely agree. We have had regular discussions on affirmative action policies and procedures with the Council of Deans, and have urged the deans to conduct similar discussions with their department chairmen. Members of my staff have met with a number of deans and department chairmen to discuss these procedures, and we will continue to do so. In addition, we meet from time to time with the Council on Equal Opportunity, to assist and encourage the members of that body in the conduct of their responsibilities as school affirmative action officers. Through this response, we reconfirm our commitment to equal opportunity and affirmative action in the University.

8. The Provost's Affirmative Action Fund

The task force recommends that this supplemental fund continue to be available and that further steps be taken to overcome its underutilization.

As noted in the report, we have maintained a provost's affirmative action fund of \$100,000 per year, which is available to encourage the appointment of black faculty in the schools by matching funds for salaries. This fund has been completely utilized in some years, but not every year, so we need to make departments more aware of its inception in 1973. However, the major problem has been the identification and recruitment of black candidates rather than the availability of funds. We need continued emphasis on affirmative action in appointments; if we reach the point that insufficient funds are available to support the appointment of faculty proposed by the schools, we will certainly do all we can to expand and increase the size of the fund.

Incidentally, a misunderstanding is apparent in the report, since matching funds do not disappear after three years. If the faculty member receives tenure, the matching fund is incorporated in the subvention of the school. If the faculty member resigns or is denied tenure, the funds may be returned to the provost's budget for use in other black faculty recruitment.

9. Appointment of an Individual in the Provost's Office for Affirmative Action

An individual should be designated in the provost's office (with direct responsibility to the provost) whose primary charge is the implementation on the academic side of affirmative action.

This individual, who shall normally work at least ¾ time in the provost's office, will take special responsibility for helping us set up and maintain the appropriate machinery to implement the University's affirmative action goals. This officer will sit on the Provost's Staff Conference and review proposals for appointment or promotion to verify compliance with the requirements of the Affirmative Action Plan. He or she will also be a member of the Council on Equal Opportunity, and he or she will advise us on all aspects of the University's Affirmative Action Program. A person of tenured faculty status will ordinarily fill this role.

Dr. Nell Painter, associate professor of history, has been invited to be a faculty advisor to the president and the provost for this spring semester, and I am asking her to take special responsibility for helping us set up the appropriate machinery to implement the University's affirmative action goals.

10. Appointment of a Consultative Body for Affirmative Action Problems

The task force recommends the appointment of a four- or five-member provost's advisory group to serve as a consultative body as needed by the special assistant in deciding affirmative action issues and cases.

Occasionally cases do arise in which we need advice as to whether the procedures followed satisfy the University's Affirmative Action Plan. I believe the task force's suggestion is an excellent one, and I will ask Professor Madeline Joulie, chairman of the Council on Equal Opportunity, to appoint a subcommittee of four or five school affirmative action officers to serve as a consultative body.

11. Involvement of Affirmative Action Officers in Searches

The task force recommends that the affirmative action officers be consulted by the deans and chairpersons in the establishment of all search committees and in the instruction of these committees on the necessary procedures to be followed before the process is initiated.

As noted in response to recommendation four, we will ask the deans to inform the affirmative action officers of the initiation of all searches in the future. The school officers should be involved in the search processes from the outset.

12. Office of Minority Recruitment

An office of minority faculty recruitment is endorsed by the task force.

I do not believe we should establish a full-time office of minority recruitment, since I am convinced that the realities of the faculty appointment process, which depends heavily on disciplinary channels, will simply not respond to a generalized minority faculty referral service. Both

Professor Robert Engs and Professor Houston Baker worked extremely hard in the office of minority recruitment; yet most of the appointments made during their terms, as they will attest, came through disciplinary channels. Therefore, we need to concentrate our attention on these channels.

13. Advertising Prior to Approval of the Position

Whenever possible, the office conducting the search be permitted to begin its process including the advertising of the position, before formal authorization for the position is received if there is urgency in filling the slot.

If there is urgency in a rare case, we may advertise a position before it is formally approved, but it is usually not wise to establish large-scale recruiting efforts when the search may have to be cancelled because the position was not approved. However, schools and departments should, in their continuous informal recruiting and contact with colleagues from other universities, always be on the watch for promising minority and female candidates.

II. Undergraduate and Graduate Admissions

1. Undergraduate Recruitment

That increased attention be given to closely coordinating all recruitment efforts with national, regional and local programs which identify, support and provide financial assistance to high-potential black students; that greater attention be given to secondary schools having large black enrollments located in the country's largest cities which are not given priority in the present regional scheme; and that in general greater attention be given to attracting black students who live outside the feeder Northeastern states, which presently supply over 70 percent of both black and white undergraduates.

These suggestions are excellent, and in accord with the advice we are receiving from many quarters as to the recruitment of all students: that we should place increased attention to national, regional and local programs which can identify qualified applicants for us, and that we should spread our net beyond just the Northeastern states. We have been discussing precisely these issues with the candidates for the post of head of admissions. I will ask Mr. Stetson, the new director of admissions, and Beverly Sanders, the director of minority recruitment in the admissions office, to pay careful attention to this recommendation.

2. Increased Attention to Black Admission in the Professional Schools

That increased attention be given to the growing number of black students seeking professionally-oriented interests such as business, engineering, architecture, social work and health science which are particular strengths at the University.

Actually, I believe that our greatest successes in recruiting black students have been in the professional schools. While we will maintain the emphasis which our present programs in the professional schools have developed, I believe the major shortcoming in our recruiting and admissions is in the area of the graduate arts and sciences.

3. Undergraduate Recruitment Committees

That each undergraduate school form a committee of faculty, staff and students to advise and assist the minority recruitment program director in specialized efforts to increase the enrollment of black students in the various disciplines and professions.

Vice-Provost McFate and I will ask the undergraduate deans, the office of admissions and the director of minority recruitment to find ways to involve more students, faculty and staff in the recruitment of black students, using the methods of the School of Engineering and Applied Science as a model.

4. Addition of Black Professionals to the Admissions Office Staff

That the admissions office increase its number of black professionals to provide additional resource in recruiting black students in all areas of admissions programs.

While it is unlikely that there will be any substantial increase in the near future in the total number of professional staff positions in the admissions office, all positions which are to be filled in that office must, of course, comply with affirmative action procedures, and a special effort should be made to find minority candidates.

5. Increased Financial Resources for the Minority Recruitment Program

That increased financial resources be provided to the minority recruitment director to expand programs to increase the enrollment of black students. Specifically, we recommend that the present ad-

ministrative assistant be assigned to the director on a full-time basis and that funds be provided to enable those traveling on behalf of the University to engage in personal communication with black students.

The minority recruitment program is an integral part of the office of admissions, and we believe it must continue to be budgeted within that office. However, we have made clear to each director of admissions that the recruitment of minority students is a major priority of this institution and that the allocation of resources within the admissions office must reflect this priority. I have asked Vice-Provost McFate to monitor the adequacy of the minority recruitment budget in light of resources available, competing needs, and results.

6. A Special Admissions Committee

That a special admissions committee be formed (1) to evaluate for admission those students who do not meet requirements for admission through the regular process but who have been designated eligible for special admission status, (2) to advise the director and the admissions staff of matters relating to the admission of black and other special students, and (3) to provide guidelines regarding any modification in admissions policy.

Minority applicants are already given a "special" identification in the admissions process. Given that heightened concern and awareness, we should seek an admissions process that is as "regular" as is consistent with our determination to increase our minority-group student population. Another layer in this case a special committee would seem both unnecessary and possibly counter-productive.

7. Incorporation of Admissions and Financial Aid Files

That incorporation of the admissions and financial aid files be implemented so that data may be made available to (1) properly review the effect of packaging on the yield of black students during the past five years, (2) further monitor such efforts on a yearly basis so that any marked trends may be evaluated and appropriately considered in admissions and financial aid planning.

This is certainly something we have wanted to do for some time, so that a variety of studies may be conducted; for example, the impact of financial aid decisions on admissions yields. Up to now, we've made little headway because of logistical and financial problems. Nevertheless, I will urge the offices of admissions, financial aid, and management information systems to complete their studies in this area as rapidly as possible.

8. Establishment of a Centralized Structure for Graduate Admissions of Minority Students

The record of a decentralized graduate admissions effort and its impact on black presence speaks for itself. We therefore recommend the establishment of a centralized structure, with accountability to the vice-provost for graduate studies and research, to provide assistance and support to the graduate department and to coordinate, monitor and evaluate all facets of the University's graduate admission of blacks.

Through this structure, the following additional recommendations should be pursued:

- a. Provision of increased resources for financial aid to black students, and staffing of minority recruitment programs.*
- b. Design and implementation of a mechanism for collection of data required for follow-up and evaluation of admissions processes, and coordination and stimulation of research into questions affecting black admissions.*
- c. Examination and utilization of the experience of schools within the University and elsewhere whose efforts have yielded positive results in recruitment, enrollment and retention of blacks.*
- d. More extensive use of the University's undergraduate body as a source of recruitment of blacks.*
- e. Greater involvement of faculty, students and alumni in black recruitment efforts.*
- f. Development of a flexible and more uniform selection process which recognizes the disadvantages to blacks of GRE test scores on which admission decisions are largely based.*

Given the strong tradition of decentralized graduate admissions, I am not optimistic about the practicality or the likelihood for success of this recommendation. In a limited sense, we have a centralized admissions structure for all University-wide doctoral programs, in that all applications are processed by the office of the vice-provost for graduate studies and research. However, in all cases, the actual decisions to admit students are made by the departments themselves, and I believe that this is as it should be.

The problem is not that the qualified black graduate students are being turned away from these graduate programs; they simply are not applying to graduate programs in the arts and sciences. Therefore, the emphasis must be

placed upon attracting black students to apply for admission to the University of Pennsylvania for graduate instruction in the arts and sciences. This is one of the objectives of Vice-Provost Langenberg, working together with Eleanor Cox, and will require the expansion of graduate recruiting and financial aid for minority students. At present, we have modest funds for black graduate students and are actively seeking more from foundations.

9 & 10. Admissions Objectives for Black Students

(9) Promulgation of clear written objectives, policy, and procedural guidelines for admission of blacks to the University, to be communicated to all facets of the University community.

(10) Development of a format to involve the University community in shared responsibility for implementing these recommendations and exploring other means for achievement of the University's admissions objectives.

I completely agree and will ask Lee Stetson and Beverly Sanders to take the lead in the review of existing policy statements and the development of new statements as may be needed. I will issue a provost's memorandum bearing on this matter shortly.

III. Curriculum

1. Establishment of a Council on the Role of Afro-American Studies in the Curriculum

The subcommittee on curriculum makes the single recommendation that a departmental council (or an all-University council) be established to continue discussion of curriculum matters and to devise ways of insuring the inclusion of the African/Afro-American experience in the overall curriculum of the University.

We will establish such a body, and will ask Dr. Painter and Dr. Joseph Washington, the director of the Afro-American Studies Program, to coordinate its formation. However, since curricula are not set centrally, the committee must meet with each school since they each have their own procedures for developing their curricula.

IV. Improving University Life for Black Students, Faculty and Administrators

1. Establishment of an Ongoing Advisory Committee

The administration should organize an ongoing advisory group of faculty and administrators to offer advice and recommendations on ways to institutionalize the black presence and the quality of University life. The responsibilities of such a group might be performed by the "Black Presence Implementation Committee" discussed elsewhere in the Task Force Report.

This recommendation is synonymous with the concluding recommendation for the establishment of a "Progress Committee, or Black Presence Implementation Committee." I strongly agree that we need such a committee, but I do not want to see us develop a proliferation of committees with overlapping charges. I will ask the Black Presence Steering Committee to restructure itself to assume this responsibility. A possible organizational structure would be: three or four black faculty from throughout the University (e.g., one from the School of Social Work, one from the non-health professional schools, one from the health-related professional schools, one from the Faculty of Arts and Sciences), plus the officer in the provost's office responsible for the implementation of the Task Force's recommendations, and the provost. The Black Presence Steering Committee should have authority to invite representatives from other University faculties and schools when appropriate.

2 & 3. Improvements in Supportive Services and Counseling

(2) An "early warning" system should be developed to identify undergraduate students in need of supportive services and other remedial assistance. The office of supportive services and the office of counseling services should jointly be involved in developing the system and in providing students with the resources necessary to perform successfully in their academic work. Special efforts, including outreach procedures, should be implemented to insure that black students receive the assistance they need.

(3) Much more needs to be done to coordinate the resources in the office of supportive services with those in the office of counseling, and in career advising. Further efforts must be made to find qualified minority staff for counseling and career advising as soon as possible. It is also important to maintain adequate budgetary resources to finance the necessary services.

I agree that our advising and counseling services in general need coordination. I will urge that this responsibility be assumed by the Black Presence Steering Committee and Vice-Provost McFate in cooperation

with the undergraduate deans and Mr. Harold Haskins, director of supportive services; Dr. John Free, director of the office of counseling services; Mr. Art Letcher, director of placement; and Ms. Beryl Dean, director of career advising. In addition, Dr. Free has been searching and will continue to search for a black psychologist for the counseling staff.

4. Academic Development

Finally, the faculty of the University should be reminded of its responsibility for the academic development of students. Faculty members have an obligation to encourage students to work toward the limits of their intellectual capacity. Similarly, faculty members should take the initiative to see that students in need of support services recognize and understand their academic weaknesses, and know where to go in order to obtain assistance.

I strongly agree with the thrust of this recommendation, yet it is hard to see specific operational steps in its implementation. I will discuss it with the Council of Deans, and with the reconstituted Black Presence Steering Committee, in the hope that some specific proposals will be forthcoming.

5. Interpersonal Relationships

University policy, while protecting the right of students to make their own choices regarding inter-personal relations, should encourage and foster the development of interracial, interpersonal relationships based on a philosophy which emphasizes the universality of the human experience. The selection and performance evaluation of residence masters and other staff personnel should include specific concern for promoting the black presence. Academic and social programs in residential centers should take specific cognizance of the black experience and should be developed in ways that insure a feeling of hospitality toward black students.

I will transmit this recommendation with my endorsement through Vice-Provost McFate to Director of Residence Mary Beerman and the faculty masters of each of the college houses.

6. The Role of the University in Equal Opportunity in External Housing

The resources and influence of the University should be used to protect the right of black students to equal opportunity in housing. Local landlords should be informed that the University expects all students seeking housing accommodation to be treated fairly and equally without

regard to race. In cases where clear evidence of discrimination exists, the University should be the advocate of equal opportunity and should offer assistance, including legal counsel, to students victimized by racism.

I support the aims of this recommendation, and I will ask the Black Presence Steering Committee to consider methods of implementation. I suggest they discuss it with the Penn Consumers Board and the West Philadelphia Corporation, and local rental firms. We are certainly prepared to offer advice and assistance, and perhaps in certain cases legal counsel, to students victimized by racism.

7. Administration Support for Black-Oriented Student Organizations

Administration support for black-oriented student organizations should be continued and enlarged.

Black oriented student organizations are an integral part of the black presence at this University. I am happy to do what I can to encourage and support them, and I would welcome specific recommendations from the steering committee.

V. Concluding Recommendations

1. Establishment of a Progress Committee

We propose the establishment of a "Progress Committee" of faculty members collectively charged with keeping under continuous review the steps being taken to implement the task force.

As noted in recommendation IV. 1, I endorse the establishment of such a committee and will ask the Black Presence Steering Committee to serve in that role.

2. Establishment of Black Presence as a Continuing Item on the Agenda of the Trustees

We respectfully suggest that the trustees retain the question of progress on black presence as a continuing item on their agenda. An appropriate way of doing this would be to create a subcommittee of the Educational Policy Committee, whose functions would parallel those of the faculty "Progress Committee."

I have spoken with Carl Kaysen, chairman of the Educational Policy Committee, and he welcomes the establishment of a subcommittee of the Educational Policy Committee designated to monitor progress in black presence.

Openings

The following listings are condensed from the Personnel Office's Bulletin of March 16. Dates in parentheses refer to the Almanac issue in which a complete job description appeared. Bulletin boards in 13 locations throughout the campus list full descriptions. Those interested should contact Personnel Services, Ext. 7285. The University of Pennsylvania is an equal opportunity employer. The two figures in salary listings show minimum starting salary and maximum starting salary (midpoint). An asterisk () before a job title indicates that the department is considering promoting from within.*

Administrative/Professional

Administrative Coordinator (2-21-78).

Assistant General Counsel (1-17-78).

Assistant Health Physicist (2-21-78).

Assistant Program Director coordinates and handles the administration of the BEN courses, prepares lectures in all courses and workshops. Master's degree in nursing, emergency department, teaching and nursing experience. Salary to be determined.

Associate Development Officer I is responsible to managing director for assistance in the planning, administration and implementation of financial support from private and public sectors. Bachelor's degree, preferably with background in arts management and fund-raising, at least five years' experience. \$11,525-\$16,125.

Director, Small Animal Hospital (1-31-78).

Fiscal Coordinator aids faculty in budget preparation; prepares, types and submits sub-ledger budgets for processing. Knowledge of duplication equipment and typing, accounting experience, ability to work with people. \$10,050-\$14,325.

Junior Research Specialist (two positions) (3-7-78).

Manager, Levy Tennis Pavilion is responsible for the pavilion's internal and external appearance; manages budget and keeps records. Experience in management, marketing or accounting, interest in tennis. Salary to be determined.

***Nurse Practitioner I** (see Support Staff for 2-21-78).

Program Director provides overall direction and coordination for the emergency care training program for nurses in the five county region.

Master's degree in nursing, emergency department, teaching and nursing experience. Salary to be determined.

Programmer Analyst I (3-7-78).

Research Coordinator manages and coordinates orientation, summer and career placement for P.M. internship program participants. Organizational and communication skills, three years' experience in public sector management, M.B.A. or final state of completing degree. \$11,525-\$16,125.

Research Specialist I (four positions). See bulletin boards for details. \$10,050-\$14,325.

Senior Administrative Fellow (2-21-78).

Senior Staff Writer (3-7-78).

Senior Systems Programmer generates computer operating system and analyzes its performance. Three to five years' experience, understanding of hardware devices at the logical level, knowledge of VS/9 operating system, skill in assembler language. \$14,400-\$20,550.

Part-Time

Positions for computer programmer, nurse consultant, nurse practitioner, project practitioner and staff nurse are available. See bulletin boards for details.

Support Staff

Accounts Payable Clerk (3-7-78).

Administrative Assistant I (three positions). See bulletin boards for details. \$7,150-\$9,150.

Admissions Assistant (2-28-78).

Cashier (2-7-78).

Clerk III maintains files, sorts and distributes mail, prepares outgoing mail. High school graduate. \$6,225-\$7,975.

Data Control Clerk keypunches and verifies coding sheets; codes data on optical scanning sheets, maintains records. High school graduate, ability to keypunch. \$7,150-\$9,150.

Facilities Coordinator serves as physical plant liaison and building security assistant, assists with purchases and business office operation, monitors school facilities and equipment. High school graduate, three years' clerical experience. \$7,150-\$9,150.

Histology Technician II is responsible for surgical pathology techniques, supervises subordinate technicians, prepares special sections. Registered technician, five years' experience as a tissue technician. \$8,625-\$11,050.

Junior Accountant verifies monetary transactions of various accounts,

analyzes computer output ledgers or budget data. High school graduate, preferably with two years of college accounting. \$7,150-\$9,150.

Library Clerk (2-21-78).

Psychology Technician I (2-28-78).

Recorder, Book Invoice maintains files; checks, codes, approves invoices for payment. High school graduate, two to four years' clerical experience, some knowledge of University accounts payable system. \$6,675-\$8,200.

Research Laboratory Technician II (2-21-78).

Research Laboratory Technician III (*temporary full-time, 35 hours per week*) prepares simple reagents used in tissue culture and biological assays, collects cells in air spaces of lung by total lung lavage. Background in biology on college level. Hourly wages.

Research Laboratory Technician III (*five positions*). See bulletin boards for details. \$8,625-\$11,050.

Secretary I (2-28-78).

Secretary II (*six positions*) \$6,225-\$7,975.

Secretary III (*eight positions*) \$6,700-\$8,575.

Secretary, Medical/Technical (*three positions*) \$7,150-\$9,150.

Senior Admissions Assistant coordinates and participates in recruitment of graduate students, compiles and maintains statistical reports and records, participates in the formulation of policies and procedures. High school graduate, some college, two years' experience. \$7,700-\$9,850.

Stack Attendant (*three positions*) (2-21-78).

Stockkeeper II unloads supplies and materials, handles and cares for attendant records and requisitions. High school graduate, three years' experience. \$6,625-\$7,975.

Student Records Assistant (2-21-78).

Supervisor, Accounting is responsible for accounting methods, procedures, data and controls pertaining to the personnel section, may be responsible for the distribution of cost analysis and budget summaries. High school graduate, some college, five to 10 years' experience. \$8,250-\$10,125.

Veterinary Anesthesia Technician I administers anesthesia, cares and maintains equipment, may assist in instructing students. High school graduate, some college, three years' animal and/or medical experience. \$9,850-\$12,125.

Part-Time

Positions for administrative assistant, bookkeeper, laboratory assistant, receptionist and typist are available. See bulletin boards for details.

Things to Do

Lectures

Professor R.H. Dicke, Princeton University, speaks on **The Enigmatic Rotating Distortion of the Sun and the "Neutrino" Problem**, in a Goodspeed-Richards Memorial Lecture, sponsored by the Physics department, March 22, 4 p.m., David Rittenhouse Laboratory, Auditorium A2 (tea, 3:30 p.m., faculty lounge, 2E17). § **Quality of Care** is discussed by John Williamson, M.D., Johns Hopkins University, March 22, 11 a.m. Medical Alumni Hall, HUP. § Poet **Denise Levertov** reads from her work, March 22, 4 p.m., Philomathean Room, College Hall. § **Animals in South Asian Art** are discussed by Dr. Michael Meister, assistant professor of the history of art and South Asia regional studies, March 23, 11 a.m., University Museum, Room 138. § Irving Howe, author of *World of Our Fathers*, examines **The East European Jews in American Culture** in the Adolph and Felicia Leon Lecture, March 23, 8 p.m., College Hall, Room 200. § Dr. J.E. Mitchell, Exxon Research and Engineering Company, presents a **Sampling of Research at Exxon Corporation Research Laboratory**, to the Department of Chemical and Biochemical Engineering, March 27, 3:30 p.m., Towne Building, first floor, Alumni Hall (coffee, 3 p.m.). § The Annenberg School communications colloquium reviews **Cogni Comics—Children's Narrative Drawings** with Brent Wilson, department of education, Penn State, and Majorie Wilson, educational consultant, March 27, 4 p.m., Annenberg School. § Dr. George L. Gerstein, professor of physiology and biophysics, interprets **Messages among Neurons** for the Department of Bioengineering, March 28, noon, 554 Moore Building. § **Welfare Problems and the Begin Government's Approach** is reviewed by Dr. Eliezer Jaffe, professor of social work, Hebrew University, Jerusalem, for the Penn chapter of American Professors for Peace in the Middle East, March 29, 4:30 p.m., B21 Stiteler Hall.

Films

The Annenberg School's Exploratory Cinema series examines "Ethnographic Exploration: Violence, Ceremony and Madness" with the

screening of **The Ax Fight, The Path, and Spirit Possession of Alejandro Mamani**, March 22, 7 and 9:30 p.m., Studio Theater, Annenberg Center (students with I.D., \$1; others, \$2). § Two documentaries on women, **The Double Day** and **The Flashettes**, are featured in the Christian Association's Real to Reel series, March 22, 8 p.m., Christian Association Auditorium (\$1). § The Wharton Film series presents **12 Angry Men**, March 23, 6:30 p.m., Dietrich Hall E-9. § **French Provincial** (March 23, 7:30 p.m.; March 24, 4 and 9:30 p.m.) and **The Wrong Move** (March 23, 9:30 p.m.; March 24, 7:30 p.m.) will be shown by International Cinema Series 4, International House's Hopkinson Hall (\$1.50, matinee \$1). § **Frenzy**, 7 and 9:30 p.m., and **High Noon**, midnight, are Penn Union Council's selections March 25, Irvine Auditorium (\$1; midnight, 75¢). § The Annenberg Cinematheque series begins a three-part Werner Herzog retrospective with **Signs of Life** and **The Great Ecstasy of the Sculptor Steiner** (March 25, 7 p.m.; March 26, 9:30 p.m.) and screens Preston Sturges' **The Great McGinty** (March 25, 9:30 p.m.; March 26, 4:30 and 7 p.m.). Studio Theater, Annenberg Center (students with I.D., \$1; others, \$2). § The University Museum's children's film March 25 is **King Solomon's Mines**, 10:30 a.m., Harrison Auditorium. § **China: the Enduring Heritage** concludes March 28, 5:15 p.m., University Museum's Harrison Auditorium (\$1). A free guided tour of the museum's Chinese collection will be given at 3:30 p.m., prior to the film.

Music/Theater

Lillian Hellman's **Toys in the Attic** opens at Annenberg Center's Zellerbach Theater March 22 (preview March 21) and continues through March 26. A McCarter Theater Company production, the play is directed by Pat Hingle and is part of Annenberg Center's Western Savings Bank Theater series. Box office: Ext. 6791. § The Mask and Wig Club's production of **Pow! Zowie! Zap!** returns to Annenberg Center, March 23-25. Call WA 3-4229 for ticket information. § **Penn Composers Guild** members perform new music for the piano and other instruments, March 24, 8 p.m., Harnwell House roof lounge, co-sponsored by the Penn Union Council. § The Collegium Musicum performs the medieval musical drama, **The Conversion of St. Paul**, Easter Sunday, March 26, 9:30 to 10 a.m. on KYW-TV (channel 3).

Exhibits

Sixteenth-century books are on display in Van Pelt Library, sixth floor, Rosenwald Gallery now through April. § Photographs by **Katarzyna Gruda** can be seen at the Faculty Club, March 21 through April 10 (opening reception, March 21, 4:30 to 7 p.m.). § Mask maker and sculptor **Carole Sivin** brings her large masks of Oriental paper, small sculptures in stoneware and the Japanese raku technique, to Houston Hall, first floor galleries, March 23 (opening, 5:30 to 7 p.m.) through April 6. Hours: Mondays and Wednesdays, 2 to 5 p.m.; Tuesdays and Thursdays, 3 to 5 p.m.; Friday, 1:30 to 3:30 p.m. § **Figures into Landscapes Horizontals** is the theme for the paintings and works on paper by 10 third world artists being shown in the Philomathean Society Art Gallery, College Hall, fourth floor, March 23 through April 21, 11 a.m. to 5 p.m., weekdays. The artists will be present at the opening, March 22, 5 to 7 p.m.

Mixed Bag

Morris Arboretum offers several short courses beginning on March 21, 22 and 23. For further information, call CH 7-5777. § In conjunction with the Women's Studies Program, Penn Women's Center sponsors panel discussions on **Who's Crazy? The Double Standard of Mental Health**, March 21, and on **Women and Therapy**, March 28, Houston Hall, second floor, Harrison-Smith-Penniman Room, 7:30 p.m. § Ray Bradbury's **The Wonderful Ice Cream Suit**, will be given a special preview performance March 28 at 8 p.m. in the Annenberg School Theater, along with a special post-show "Meet-the-Cast-Party" sponsored by the University of Pennsylvania Association of Alumnae. Call Ext. 7811 for details.

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