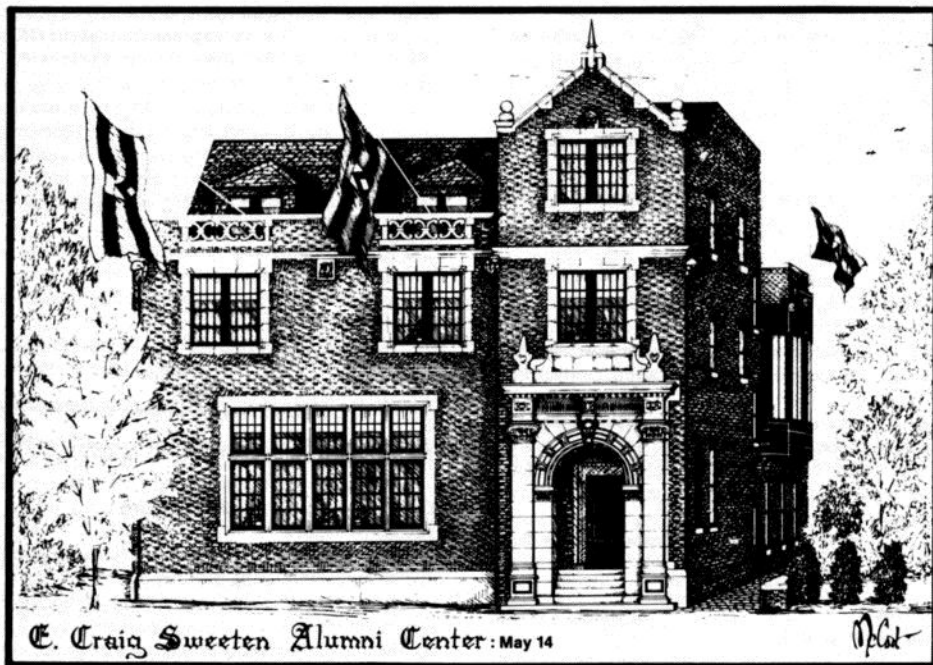


Almanac

Tuesday, May 11, 1982

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On schedule as announced, the E. Craig Sweeten Alumni Center will have its formal opening at 1:30 p.m. Friday as a prelude to Alumni Weekend events. The former vice president for development will participate in the ceremonies, which include flag-raising (his Class of 1937 donated the pole) and dedication of the Class of 1942 Conference Center inside.

For Basketball: Craig Littlepage

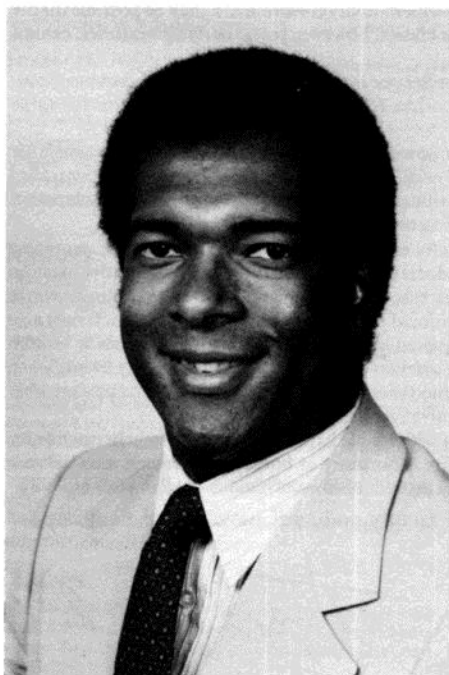
Craig Littlepage, who as a player helped the Quakers start in the seventies their unmatched Ivy League basketball success, has been named Penn's 14th head basketball coach. Mr. Littlepage replaces Bob Weinbauer, who resigned in April to become head coach at Arizona State after heading Penn's championship team since 1977.

Mr. Littlepage has been assistant coach for the past six years at the University of Virginia; earlier he was an assistant at Villanova, 1974 and 1975, and Yale, 1976. A 1973 graduate of the Wharton School, he was on three of Penn's championship basketball teams as an undergraduate, serving as co-captain his senior year.

Tom Schneider, assistant basketball coach for the past three years, has been named associate coach and will stay on with the Quakers.

Carolyn Schlie, coordinator of women's athletics and a coach at Gettysburg College, has been appointed associate director of athletics. She assumes the post July 1, succeeding Martha McConnell Stachitas.

By July of this year, the Division of Recreation and Intercollegiate Athletics expects to fill the posts recently vacated by George Breen, swimming coach, and Charlie Coker, lacrosse coach.



Craig Littlepage

Salary Policy: May 18

Provost Thomas Ehrlich expects to issue in the May 18 *Almanac* the formal policy statement on faculty salaries that normally appears about this time of year. Faculty who will leave campus following Commencement should ask their offices to forward the issue or hold it for their return.

The policy statement for nonacademic staff is expected in the same issue.

The Press: Correction & Campaign

Last week's text announcing a new presidential advisory board for the University Press (page 1) lacked an important three-letter word. The board will *not* supersede the present editorial board in manuscript reviewing. The new body will be chaired by Press Director Maurice English.

The group that *does* review manuscripts is the Faculty Editorial Committee, consisting of Professor Malcolm Campbell, art history; Drew Faust, American civilization; Renee Fox, social sciences; Roland Frye, English; Larry Gross, communications; John A. Kasstor, cardiovascular medicine (chairman effective July 1); Lawrence R. Klein, economics and finance; Robert Sharer, anthropology; Nathan Sivin, Chinese culture and history of science; Henry Teune, political science; and Anthony F. C. Wallace, anthropology (current chairman). Also on the committee is James Mooney, director of the Historical Society of Pennsylvania.

Just this week the Press announced a \$2.5 million fund-raising campaign at a Union League luncheon given by Trustees Walter Arader, John Eckman, Bernard Segal and Robert Yarnall. Press Board Chairman Jerome Shestack will give additional details in a future issue.

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Guidelines for Addressing the Needs of Handicapped Students in their Academic Programs

I welcome the publication of *Handibook*,* a guide to support services and resources for handicapped members of the campus community, and I encourage *all* faculty, staff, and students to read this informative booklet.

Our handicapped students are a relatively small but diverse group. The range of disabilities represented includes limited mobility, auditory and visual constraints, degenerative diseases, disabling illnesses, and learning disabilities. These are extraordinary individuals, highly motivated and very determined. They have an impressive capacity for academic and professional achievement. The University of Pennsylvania is committed to providing an environment that is both inviting and accessible in all respects to students regardless of their handicaps. In this vein, a few additional comments may be helpful on "Academic Services for the Handicapped" (see *Handibook*, pages 13ff.).

A. Resources

The Office of Affirmative Action, with its Programs for the Handicapped, provides overall coordination of University efforts, as well as individual counseling and assistance, including responses to requests for special equipment, readers for the blind, and interpreters for the deaf. Limited financial assistance is available for these services. Whenever you are in doubt about where to call for assistance or information, contact this office: 4 Bennett Hall, Ext. 6993.

The Programs for the Handicapped Office maintains a listing of handicapped students who have self-identified themselves confidentially through the admissions process and through individual requests to the office for supportive services. At regular intervals, the Office of the Registrar is advised of those handicapped students who have mobility constraints, so that communication is facilitated concerning the scheduling of classes, physical accessibility and course changes.

At the school level, academic advisors and staff in the dean's offices help handicapped students plan their programs and assist with special needs.

B. Appropriate Accommodations in Individual Courses

These are examples of ways in which accommodations can be developed:

(1) When reading lists are provided well in advance of a course, ideally during preregistration, there is time to have texts recorded for students with visual impairments and learning disabilities. With the assistance of Programs for the Handicapped, textbooks can be recorded through the services of Recording for the Blind. This process, however, takes approximately 3-6 weeks. Faculty are therefore encouraged to submit reading lists well in advance of the start of the semester so that visually impaired students are not disadvantaged by this time lag.

(2) When scheduling courses, departments can assist handicapped students by submitting accurate information to the Registrar in a timely fashion. This is particularly important when courses are changed or rescheduled.

(3) If particular classrooms are inaccessible to students with mobility constraints, it may be possible for the Registrar to move the class to an accessible location (Some classes, however, particularly laboratories, cannot be moved.)

(4) Transportation by way of the Handivan and Escort Service is available for movement about campus. The Office of Affirmative Action coordinates and authorizes requests by handicapped persons for these services.

(5) Other services and special equipment, such as the following, may be made available with the assistance of the Office of Affirmative Action: special housing and parking; elevator and door keys for key-controlled areas; orientation and campus mobility training for blind students; typists; research/editorial assistants; use of TTY telephone for communication by persons with hearing or speech constraints.

(6) Regarding examinations, some ways in which faculty can accommodate special needs are: providing extra time for taking course examinations; permitting students to take examinations in an alternative location to allow for the use of needed equipment (e.g., a Visualek machine that magnifies print). In instances where an alternative site for an examination is necessary, an additional proctor may have to be provided. It may also be an appropriate accommodation for a visually impaired student to have questions from a written examination read to him/her and to have the student's answers recorded by a reader. In any event, when faculty are made aware of a student's need for an accommodation, a discussion between the faculty member and student should ensue to determine the most suitable arrangements.

(7) Faculty should be aware of students in their classes with visible handicaps, in order to help provide for their safe evacuation during emergency situations (e.g., fire, laboratory or bomb threat emergencies). Please ask your building administrator about specific emergency procedures for the handicapped in your building.

I have already heard of numerous ways in which faculty and staff have helped handicapped students. This responsiveness is most heartening.

Tom Ehrlich

*The various schools, departments and offices within the University have been encouraged to obtain copies of *Handibook* from the Office of Affirmative Action at \$1 per copy for free distribution to their students, faculty, and staff. Individuals may also obtain copies directly from the Office of Affirmative Action (4 Bennett Hall, Ext. 6993).

The following memorandum was issued April 22 to all vice presidents, deans, directors, department chairs, and business administrators.

Staff Reductions and Reorganizations: Compliance with University Personnel and Affirmative Action Policies.

In contemplating functional reorganizations and/or staff reductions, the involvement of the Office of Labor and Staff Relations is essential in order to insure compliance with University personnel policies and procedures. It is our expectation that the Office of Labor and Staff Relations, in their efforts to work with the affected operating unit, will involve the Office of Affirmative Action in order to insure that all actions are in conformance with Affirmative Action/Equal Opportunity policies and procedures.

We urge the involvement of the Office of Labor and Staff Relations in the early planning stages of any such action.

If you have any questions concerning the above, or if you are considering this type of action, contact George Budd, Director of Labor and Staff Relations, at Ext. 6018.

—Edward G. Jordan, Executive Vice President
—Thomas Ehrlich, Provost

Wanted: Faculty Seminar Proposals

The Humanities Coordinating Committee invites new and renewal funding requests for 1982-83 Faculty Seminars.

Any faculty seminar group in the humanities with open membership is eligible to apply.

Appropriate items for requests include honoraria and travel expenses for visiting speakers, advertising for the various activities of the seminar group, and limited provisions for area rentals and/or refreshments. Clerical and administrative costs will not be entertained. Funding requests should include a brief description of past activities sponsored by the group and, where possible, a schedule of activities planned for 1982-83.

In 1981-82, Faculty Seminar allocations averaged \$600 each, with nine seminars receiving funding. Please submit requests by *September 1, 1982*, to Frank P. Bowman, Chair, Humanities Coordinating Committee, 16 College Hall/CO.

Financial Aid for Disabled

Under a grant of the Charlotte W. Newcombe Foundation, the University can offer some financial aid to physically disabled students in the coming academic year. Graduate or undergraduate students—full-time or part-time—may apply at the Office of Affirmative Action, Programs for the Handicapped, 4 Bennett Hall (Ext. 6993).

Almanac

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ALMANAC, May 11, 1982

SPEAKING OUT

Faculty Children

The *Almanac* report (April 27, 1982) on the "Senate: Admission of Faculty Children" is misleading, deceptive, and erroneous in its implications. In particular, the sentence, "The provost responded that there has been no change in policy, but cited a stronger pool of faculty/staff candidates succeeding in regular admission, shifting statistics away from the special admissions category," reflects either a serious misunderstanding of what admissions policy and practice have been (until now) or an attempt to obscure a change in that policy made by Provost Ehrlich without appropriate consultation and adherence to this University's established procedures. This apparent policy change impacts directly on the purview of the Council Committee on Personnel Benefits as well as that on Undergraduate Admissions and Financial Aid.

I am responding in my capacity as chairman of the Personnel Benefits Committee. The statement attributed to the Provost implied that there is a link between the number of faculty/staff children admitted by regular procedures and the number admitted by special procedures which cause the "shifting of statistics." There *never* was a ceiling placed on the total number of faculty/staff children to be admitted. Indeed, it is understood as one of the terms of employment here that if a faculty/staff child is impartially judged to be capable of sustaining the work here, that child is admitted. For the first time, several such children, about whose qualifications there can be no doubt, have not been admitted. This is regarded by the affected faculty members as a betrayal.

Such a drastic change in policy on such a sensitive issue relating to a personnel benefit that is cherished by such a large segment of the faculty should never have been made without the full deliberation and advice of the Council committees affected as well as the Faculty Senate and its corresponding committees. Informal consultation is always welcome but never is a substitute for adherence to established procedures. Indeed, the procedural safeguards are in place to prevent this very thing from happening.

We must not forget the crushing additional financial burden this action imposes on those faculty/staff members whose children should have been but were not granted admission. Typically, an additional \$7000 per year before taxes would have to be earned. Most faculty in the professional schools, and many others as well, could be earning 50-100% greater salaries by working for private industry. We chose to work for the University not just because we enjoy teaching but also because of the benefits the University provides—prominent among which is tuition for dependent children.

I urge the Provost to rescind his hasty, ill conceived, unilateral, and most unfortunate policy decision placing an upper bound on faculty/staff dependent admissions. It is quite likely that had the Provost's office accepted the tuition benefits plan approved unanimously by our committee last year, which included a substantially more generous direct grant, this problem would not be with us now.

—Ira M. Cohen, Chair
Personnel Benefits Committee

Provost on Faculty Children

There has been neither "a serious misunderstanding of what admissions policy and practice have been" nor "an attempt to obscure a change in that policy." Rather, past admissions policies as established in the McGill Report have been followed.

All faculty/staff children admissible under regular procedures were admitted to the freshman class next fall without regard to their numbers, as provided in the McGill Report, just as in past years. Sixty-one persons were admitted under this policy, a 22% increase over the number admitted last year.

In terms of so-called special admissions—those young women and men who would not have been admitted except for the application of special criteria—the Admissions Office has also followed the policies set out in the McGill Report. Those policies call for the admission of at least 2% of the class from among a category composed of children of alumni, children of faculty/staff, and children of those in whom the Development Office has a special interest. Assuming that one-half of that category is allocated to children of faculty/staff, about 22 of those children would be admitted within the category. In fact, 30 have already been admitted, and many others are on the waiting list. The list will be considered carefully and decisions will be made by the Admissions Office as soon as possible.

This matter does involve serious issues about what should be University policies in the future. I have already discussed those issues with a number of interested faculty and look forward to pursuing the matter as rapidly as possible.

It is true that the University faces extreme financial strains, just as does every member of the faculty and staff. Were the financial strains on the University less severe, and were the tuition benefit less costly, there certainly would be fewer pressures to limit the number of special admissions. In all events, as Professor Cohen knows, the Senate Committee on the Economic Status of the Faculty has been considering a variety of new approaches and it expects to report to the Senate on tuition benefits next fall.

—Thomas Ehrlich, Provost

Considerable Controversy

The statements Professor Cohen makes concerning both admission of faculty children and the tuition benefits plan proposed by the Personnel Benefits Committee last year are subjects of considerable controversy. There are many faculty, concerned about maintaining a student population of highest quality, who would not agree that there should be unlimited admission of all faculty/staff children who are judged merely "capable of sustaining the work here." Similarly, while most faculty appear to agree on the desirability of a more generous direct grant benefit, there is by no means agreement that the Personnel Benefits Committee's proposal is the best solution. The Council committee's proposal would increase the direct grant benefit while leaving virtually unchanged the existing benefit for faculty children attending Penn, a situation which would increase the total cost of the tuition

benefits package for faculty. However, the Senate Committee on the Economic Status of the Faculty, in its report to the Senate on April 21, stated that it preferred to work towards a proposal which would not significantly increase the proportion of faculty compensation devoted to tuition benefits for faculty children. A report from that committee is due during the fall semester.

—Phoebe S. Leboy
Outgoing Chair, Faculty Senate
—Murray Gerstenhaber
Incoming Chair, Faculty Senate

Statement of Concern

The following statement from faculty members on the Council Committee on Communications was delivered at the Faculty Senate Spring meeting April 21.

We have a growing concern regarding the monthly appearance of a new and only moderately academic calendar, particularly when coupled with the apparent demise of the more familiar weekly *Almanac* calendar. One of the main points of concern is the inadequate coverage of academic events in the new calendar, which is an inevitable result of the requirement for an early deadline in advance of publication. A second point centers around the obvious increased costs which of necessity must be incurred by the production of the new calendar. We feel that these changes may be detrimental to effective communication of campus events among interested faculty. In addition, this action lessens the vitality of *Almanac* as a vehicle for faculty communication.

As a counterproposal we would suggest the inclusion of a monthly expanded calendar appearing as an insert in *Almanac*, thus providing economical distribution on campus and facilitating additional copies for dissemination to off-campus constituencies, without compromising space in *Almanac* needed for news and comment.

Barbara Atkinson David Espey
Raymond Berkowitz Daniel Malamud
Adelaide M. Delluva Michele Richman
[Louis Carter is on leave]

Credentials

May I ask that I be allowed to place in "Speaking Out" my apology to Virginia Greene for the somewhat garbled version of her educational background which appeared in "Conservation at the Museum" in the April issue of the *Personnel Relations Newsletter* (insert to *Almanac* April 27).

Correctly stated, Ms. Greene has received her BA from Barnard, her MA from the University of Pennsylvania, and her Diploma in conservation from the Institute of Archaeology in London.

—Douglas R. Dickson, Director
Personnel Communications

SPEAKING OUT welcomes the contributions of readers. Almanac's normal Tuesday deadline for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.



Statement on University Athletic Policy

May 11, 1982

Athletics are an integral part of the life of a residential university. It is the policy of the University of Pennsylvania to offer a broadly diverse athletic program that provides equal opportunities for men and women students to participate in a number of different sports at the informal, intramural, club, and intercollegiate levels. Historically, Pennsylvania's participation in the Ivy Group and adherence to the 1954 Ivy Group Agreement have resulted in a broad program, offering scope for a great deal of student choice in participation. Opportunities to participate are constrained on the one hand by the levels of interest of the student body, and on the other by the availability of resources. It is the responsibility of the president and provost to ensure a properly balanced allocation of resources among the teaching, research, social, cultural and athletic programs so as to achieve the goals of the University. In our athletic program, as in all our other endeavors, the achievement of excellence for the individual and for the institution should be a guiding principle.

The president deals directly with Ivy League counterparts on matters of Ivy league policy; therefore, on all matters involving Ivy League policy, the director of the division of recreation and intercollegiate athletics reports to the president. On all other matters, the director reports to the office of the provost.

The University Council Committee on Recreation and Athletics, consisting of faculty, students, and staff representatives, is the most appropriate advisory body on the campus with regard to athletic matters and will be consulted regularly by the director of the division and on appropriate occasions by the president and provost.

Recreational Program

The athletic program falls into two general categories, intercollegiate and recreational. Recognizing the importance of recreation to the health and well-being of the University as a whole, the University offers a range of club, intramural, instructional and informal recreational activities. As an urban institution, it also serves those who live in the surrounding neighborhoods by making facilities available, consistent with our primary obligation to the University community. The recreational programs provide access to facilities for leisure-time use in swimming, running, and other sports; supervised instruction in activities such as dance, tennis, and fencing; and intramural teams for graduate and undergraduate students, as well as teams in club sports, competing at the local level. A strong and well-run recreational program should reflect the same commitment to excellence and integrity as exists for all University programs.

Intercollegiate Athletics

Intercollegiate athletics offer the opportunity for students to participate in a sport at a higher level of competition than in the recreational program. The opportunity to represent the University of Pennsylvania in competition against athletes from other universities is a privilege which requires a greater commitment of time by the student-athlete and a greater commitment of resources, in the form of facilities, coaching, and other support, on the part of the University.

Through their participation in intercollegiate athletics, students are able to develop beneficial relationships with teammates and coach. In its report on "Athletic Policy" (January 11, 1979), the Senate Advisory

Committee noted approvingly "the educational and personal nature of the relationship between the coach as teacher and the athlete." They remarked too that "in this regard, Pennsylvania is most fortunate in having a number of loyal and dedicated men and women serving the University as coaches." The University recognizes that participation in competitive athletics, especially at the intercollegiate level, affords students a unique opportunity for growth and for the development of the personal traits that will serve them well in their lives after graduation. Accordingly, the intercollegiate athletic program will maximize opportunities for participation, while at the same time nurturing the excellence that permits our teams to be successful in competition with their peers within and outside the Ivy group. The diversity in the athletic program, which has been attained over the past few years, will be preserved as far as our financial resources permit.

While the University's athletic programs exist to satisfy student needs within the academic setting of the University, varsity sports also involve alumni and friends with the University community, and promote general awareness of the institution. Offering an occasion for celebration, athletics reinforce the University's sense of community and shared experience.

The Ivy Agreement

The University of Pennsylvania is committed to achieving a successful intercollegiate athletics program in accordance with the philosophy of the Ivy Group Agreement. The Ivy Agreement holds that athletes are students first and athletes second, that athletes representing a university in varsity competition should be "truly representative of the student body," and that the opportunity to participate in intercollegiate athletics should not result in the provision of unusual benefits. The University will work actively with the other Ivy institutions to ensure that league policies meet the particular needs of Pennsylvania's student-athletes and our overall athletic program.

Admissions Standards

The principles of the Ivy Group Agreement state that student-athletes cannot be offered admission or financial support by standards any different from those that apply to the rest of the student body. In practice, this means that scholastic scores of athletes recruited for any sport should not vary significantly from the University-wide profile and that financial aid should be granted only on the basis of need determined in the same way as for all students.

As a reflection of these principles, our admissions policies and procedures should encourage student-athletes of the highest quality—the "scholar-athlete" envisioned in the Ivy Agreement—to enter the University of Pennsylvania. We should seek outstanding scholar-athletes as actively as we seek students with exceptional academic abilities, leadership qualities, and other talents. (Matriculating outstanding students, scholar-athletes or others, is of primary importance to the University; thus alumni recruiting support is greatly needed.)

The University is committed to matriculating a diversified class, with outstanding strengths in a wide range of talents. Reflecting this commitment, one long-standing guideline at Pennsylvania, which was articulated in the McGill Report, has been that a portion of each freshman class may be student-athletes identified by coaches as capable of participating successfully in a varsity sport. This guideline now includes women and men students on a basis of complete equality.

Goals of Intercollegiate Athletics Program

Given its commitment to a broad-based athletics program within the confines of the Ivy Agreement and its goal of achieving competitive excellence, Pennsylvania aims to provide equal opportunities for men and women in intercollegiate sports. In keeping with University policy, the leadership, coaching, and administration of men's and women's sports shall not reflect any division between the men's and women's programs. Our women's varsity program has been substantially strengthened in recent years. Its scope has broadened, the full-time coaching staff has increased, and improvements have been made in facilities. We plan to provide the conditions that will permit the program to develop further.

As an expression of its commitment to its women's program, the University's goal over the next four years is to achieve parity between men's sports programming and women's sports programming as measured by equal expenditures of unrestricted funds per student-athlete. (Currently, such parity exists if football is excluded from consideration. The goal within the next four years is to achieve parity including football.)

Intercollegiate sports operate at varying levels of competition. Some varsity programs compete successfully within the immediate geographical region, while others seek to achieve success within the Ivy League. The type and level of support provided for each program depends to a large extent on its scope of competition and that, in turn, depends upon a number of factors. Among these are the opportunity the sport provides for student participation, the availability of suitable opponents, the sport's history at Penn, staffing requirements, and the availability of funds and facilities. Certain sports, such as football, have more visibility than others within our culture. Other sports, such as men's and women's fencing and men's basketball at Penn have a continuing tradition of excellence. Women's lacrosse, field hockey and women's track have demonstrated particular strength and vitality here in the recent surge of interest in women's athletics. All of these programs improve the quality of student life and bring benefits of many kinds to the University.

As we develop the intercollegiate athletics program, it is only logical to build upon the current strengths and advantages enjoyed by Pennsylvania. Great care should be taken in the allocation of our scarce resources to maximize benefits to the University and the student athlete alike. The University's commitment to broad-based programming in intercollegiate athletics requires that it focus adequate resources on programs that offer scope for wide participation. In addition, the University must nurture programs that encourage enhanced relationships with alumni and friends and help foster greater school spirit on campus.

Resources Necessary to the Program

Ample staff, facilities and operating funds are essential to a successful athletic program. Recognizing the need for resources to supplement those that can be provided annually in the University's operating budget, the University will undertake for the athletic program a vigorous fund-raising effort supported by the proper professional staffing. In this effort, we will need the participation of many supporters, including the Athletic Advisory Board and the Weightman Society, to whom we look for leadership in fund-raising as well as in other spheres. Following the pattern of the other Ivy institutions, we will encourage alumni assistance in fund-raising for all sports, including women's sports, but our needs are especially heavy in football and rowing. We believe that substantially increased financial support from alumni and friends will be vital to our goal of providing the vigorous and broad-based athletic program that befits the University of Pennsylvania.

Conclusion

The quality of our recreational and intercollegiate programs (and their embodiment of equality for men and women) should serve as a metaphor for our aspirations for the University. Just as we seek the highest standards of performance in our teaching and research programs, we shall seek to achieve excellence in our athletic program.



Two SEC Actions on Behalf of Senate

The policy documents appearing below and at right were approved by the Senate Executive Committee acting on behalf of the Senate on May 5, 1982. According to the rules of the Faculty Senate, 20 members of the Senate may protest any such action of the Executive Committee by written petition to the Senate Office within two weeks of its publication. The action would then be reconsidered either at a Senate meeting or by referendum.

University-wide Guidelines For the Research Faculty Track

May 5, 1982

(Recommended by the Senate Committee on the Faculty on April 22, 1982, and adopted by the Senate Executive Committee on May 5, 1982.)

The purpose of research faculty appointments is to increase the quality and productivity of the research programs in the University by permitting the appointment of scholars to the faculty on a non-tenure basis in order to participate in and cooperate with the research efforts of faculty with tenure-significant appointments. Salaries over the period of the appointment are derived from research grants or other external funds. An individual on the research track should not be supported for an extended period of time from funds derived from the unrestricted budget.

Members of the research faculty do not acquire tenure. The research faculty will be appointed in the Associated Faculty on a full-time basis only. Part-time appointments in the research faculty are not offered. As a full-time employment category, recommendations for appointment to the research faculty must be in compliance with the Affirmative Action Plan of the University.

The research faculty is composed of individuals who hold a terminal degree and who choose to concentrate on research. Appointees are not part of the teaching faculty, although invitations to present guest lectures may be accepted. Members of the research faculty may not normally take responsibility for courses or seminars in their home departments or in other departments of the University, nor may they normally supervise theses or doctoral dissertations. However, if the individual wishes to participate in the training of students in an area of expertise in which he or she is uniquely qualified, the department chair may permit a limited teaching assignment in a course or seminar for which a faculty member with a tenure-significant appointment holds responsibility. Over the term of an appointment, teaching by a member of the research faculty may not exceed 10 percent of the total teaching load of a member of the Standing Faculty in the school and in any one year, no more than 10 percent of the teaching in a department may be done by research faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period in the same activities as faculty members having tenure or serving in a probationary period for tenure. Nor should appointments to the research faculty be made to

displace or make unnecessary the appointment of individuals in the tenure-significant ranks.

Permissible ranks are: research professor, research associate professor, and research assistant professor. These titles are to be written in full whenever used on documents, in listings of University personnel, and in correspondence. All appointments are for the term specified, or for the duration of the external financial support, whichever is shorter. Research professors and research associate professors may be appointed for terms of up to 5 years and may serve without limit of time through successive reappointments. Research assistant professors may be appointed for terms up to 4 years but in no case may a person hold that rank for more than 7 years. All individuals holding research faculty appointments will be subject to the same departmental review with regard to research as is customary for other faculty in their department.

Although continued funding may be available, reappointment may be denied for the following reasons: 1. Lack of suitable facilities; 2. Inconsistency with the research priorities of the department or school; 3. Failure to maintain excellence in the quality of research and productivity. In such instances, the individual should be given a one-year advance notice in writing that at the conclusion of the term appointment, he or she will not be recommended for reappointment or promotion.

An appointment can be terminated prior to the expiration of its term *only* if the source of external funding for the research faculty member has ended. In that event, the individual should be notified immediately of the cessation of funding. An attempt may be made to carry the individual on other funding sources, either to conclusion of the term appointment or for a reasonable period in which the individual may attempt to secure other employment. When there is reason to believe that the individual may be eligible for transfer of employment to another University research group, efforts should be made to effect such placement.

Initial appointments may be made as research assistant professor. An individual appointed initially as assistant professor in the Standing Faculty may request review for transfer to the research faculty prior to reappointment. Time served in the tenure-probationary appointment will be counted as part of the seven-year maximum period for research assistant professors. In the sixth year of the single-track or combined-track appointment, research assistant professors are subject to a mandatory review for promotion to research associate professor. Failure to obtain promotion requires termination of the faculty appointment at the end of the seventh year assuming external funding is available for the terminal year appointment.

Members of the research faculty do not normally move to positions on the Standing Faculty and then only in conjunction with a national search. Under no circumstances may appointment to the Associated Faculty be used as a device to extend the tenure-probationary period.

Because appointments to the research faculty are contingent upon external funding and may be terminated when the funding ceases, indefinite continuity of appointment at any rank should not be assumed. For that reason all initial appointments and reappointments shall specify the sources of funding. The tentativeness of research appointments reflects the University's policy to limit guaranteed long-term appointments to faculty who contribute in significant measure to both the teaching and the research mission of the University. Quality of investigative effort is measured as scrupulously for research track faculty as for tenure track faculty. Research faculty appointments are solely for enhancement of research programs, particularly in those areas where unique expertise is required.

While imposition of a firm limit on the relative size of the research faculty may be harmful in its application to a particular program, the number of research faculty in a school may not exceed 20 percent of the Standing Faculty and Standing Faculty-Clinician Educator in the School or five positions, whichever is larger.

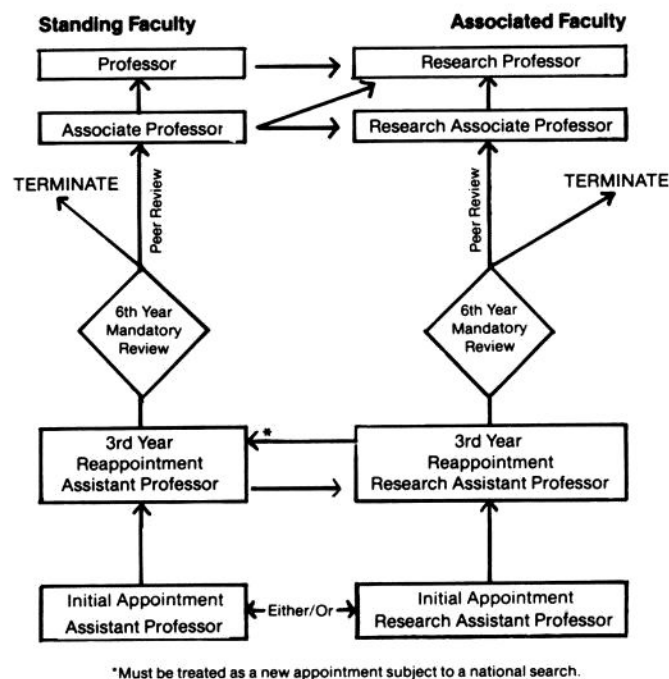
The faculty of a school may grant the research faculty voting rights in the school's faculty. Voting rights in the appointees' home department are at the discretion of the respective departments. Members of the research faculty may not vote on matters related to Standing Faculty appointments and promotions, or on matters concerning the teaching mission of the school. Members of the research faculty may not serve on any committees concerned with teaching (i.e., curriculum, student advising, academic standards, etc.) or with personnel decisions involving the Standing Faculty. Individuals in the research track enjoy all the rights and privileges of academic freedom and responsibility and have access to the grievance procedures of the University.

As noted above, failure to secure promotion to research associate professor by the end of the six-year probationary period will result in a one-year terminal reappointment provided external funding is available.

Research faculty are subject to retirement at the age specified for all other faculty and are subject to termination for "just cause" as customarily determined within the University.

The diagram which follows shows the career-pathway options available to research oriented faculty.

At the time a research faculty position is offered to a candidate, the provost shall inform the candidate, in writing, of the conditions and limitations on such appointments.



Faculty Maternity Leave Policy

May 5, 1982

(Recommended by the Senate Committee on the Faculty on April 22, 1982, and adopted by the Senate Executive Committee on May 5, 1982.)

By law, disability resulting from pregnancy must be treated as other disabilities with respect to paid leave. Nonetheless, there are two characteristics of disability from pregnancy which distinguish it from other disabilities. First, the disability period can be anticipated in advance. Second, the disability period is usually substantially shorter than an academic semester. In some cases, it may be possible to adjust teaching schedules or assignments to accommodate the period of disability. In other cases, such accommodation may not be feasible.

1. Where University scheduling makes it impossible for a faculty member to accomplish her teaching obligations in a time span less than the full semester, the University will either provide a mutually acceptable alternative schedule which permits the disabled faculty member to take the normal disability leave and resume normal faculty duties without loss of pay or will cover the full salary loss of the individual when such scheduling alternatives cannot be arranged.

2. As with other disability claims, the cost of pregnancy disability leave beyond one month is paid from the employee benefits pool and not from department budgets.

3. No faculty member can be forced to take leave because she is pregnant. No department can refuse to hire a faculty member because she is pregnant or might become pregnant.

ALMANAC, May 11, 1982

Tributes from the Memorial Service For Dr. Gaylord P. Harnwell

The Harnwell Years *by Jonathan Rhoads*

Dr. Harnwell combined a very keen mind, a most disarming humility, and a quiet confidence in his power to accomplish the high objectives which he, himself, held for the University of Pennsylvania. He was good at delegating responsibility, yet he never delegated the power of ultimate decision, and when things were ready and he saw his way clear, he made decisions with great alacrity and moved on to the next problem.

He left the University of Pennsylvania after 17 years as president with every major area of the University strengthened, a new faculty club, a new computer center, a new graduate school of communications, a far better faculty salary schedule, improved fringe benefits, a new and stronger demand for the undergraduate education, sharply higher SAT scores among the entering freshmen, a better balance between athletic and academic interests, a vastly enlarged research program, close inter-gration between education for women and for men, and a fresh and expanding emphasis on graduate as opposed to undergraduate programs.

As the moving force of the West Philadelphia Corporation and the Science Center, he did much to shape the community in which we live and to improve the relationship of the University within it.

On a more personal basis, my first acquaintance with Dr. Harnwell arose while he was chairman of the Department of Physics, and we had a young man with an engineering background who was working in surgical research and wished to obtain a master's degree in physics. I found Dr. Harnwell practical, straightforward, and extremely helpful, and I appreciated this collaboration with the Department of Physics.

After Harnwell became president, I became increasingly active in the University Senate and in 1954, became its chairman and saw Dr. Harnwell very frequently on various Senate and faculty concerns. It was at this point that Dr. Harnwell did a really unconventional thing in inviting a surgeon to become provost. Furthermore, he anticipated my reluctance to give up surgery and was agreeable to my continuing with operating schedules on Tuesday and Saturday mornings. I asked if I might think of doing this for a period of a few years without necessarily making a career in academic administration, and he assented to this. The Trustees approved the appointment, and it was arranged that I should come on board at mid-year in February of 1956.

Within a few days, Dr. Harnwell cheerfully announced that Jonathan could run the University, and he was going to take a trip around the world and visit the Far East. In point of fact, he did just that. However, I think it would be more accurate to say that his wonderful secretary, Miss Marion Pond, ran the University, and I simply signed on the dotted lines.

I found Dr. Harnwell extraordinarily astute. Many problems simply never arose because he anticipated them and de-fused the situations that were building into problems. He was sagacious in the matter of appointments and I think made relatively few mistakes. He had a good knowledge of finance and had been eminently successful with his own affairs. He had a keen sense of administration and, while quite democratic and always willing to listen to faculty viewpoints, he rigorously avoided getting his hands tied and always retained the power to act when he felt it was necessary to do so.

In the early years of his administration, he and Molly entertained vast numbers of the University faculty, plying them with relaxing beverages

and entertaining them with stereoptical photographs of their journeys. Molly was a most disarming hostess despite her rather rigorous upbringing, and I am sure that this phase of their efforts did a great deal to unite the University and to give it a sense of oneness. Here was a president prepared by faculty, of faculty, and to a substantial extent, for faculty. The fact that he had in great degree the strengths of a successful business executive was not obtrusive. When he would put his feet up on a table during a conference or, when at home, Molly would sit on the floor among her guests, most of us could identify with the new administration.

Dr. Harnwell had extremely high educational objectives for the University of Pennsylvania. He did not wear these on his sleeve, but he attended the Provost's staff meetings at which all faculty appointments and promotions to the professorial ranks were considered, and he insisted on external as well as internal evaluation of the candidates. He was a strong supporter of academic freedom and did not hesitate to back a candidate of superior ability who had been dragged up before the McCarthy Commission during the witch hunt of the mid-fifties. He supported and obtained passage by the Trustees of a very thorough statement on academic freedom with an accompanying schedule of operational details for its enforcement.

Gradually, but not too slowly, the SAT scores of the students we admitted improved, the number of applicants went up, we were able to add here and there key members to the faculty, and to revive certain departments which had fallen into desuetude. He called all of the department chairmen together for a conference at the Rittenhouse Club, and he backed a plan which we executed for drawing all of those who taught undergraduates together for a day-long series of conferences. The details of this were worked out by Dr. Sculley Bradley, Vice-Provost for Undergraduate Affairs, and it was—I was told—the first time in which all of the undergraduate faculties had been brought together. Coming from a somewhat authoritarian background (his parents never asked him where he wanted to go to college—they told him where he was going) he was remarkably democratic in his tactics, if not in his strategy.

His success in recruiting and inspiring the nonacademic members of the University hierarchy was at least as great and probably greater than his success in stimulating the faculty. The senior members of this group attended his Thursday morning staff conference which functioned as a cabinet meeting. Votes were not taken, but matters were discussed so that the president could have the advice of the group and also make assignments of specific responsibilities to the appropriate members. The group included the University Chaplain, The Reverend Stanley Johnson, the Provost and the Vice-Provosts, one of whom was Roy Nichols, the Dean of the Graduate School, the academic Vice Presidents—Norman Topping in Medicine and Carl Chambers in Engineering, the Vice-President for Student Affairs, Gene Gisburne, the Vice-President for Business Affairs, John Moore, the Vice-President and Assistant to the President, Don Angell, who was a master of protocol and diplomacy, John Hetherston, early Secretary of the University and later Vice-President, trouble shooter and entrepreneur extraordinary, and perhaps a few others whose names have escaped me. In addition to this senior group, the University was enormously strengthened by Craig Sweeten in Tucker's department who later succeeded Chester Tucker, Harold Man-

ley, then Comptroller and later Vice-President for Business Affairs, Dick Gordon, who became Treasurer, and George Turner and John Keyes, who looked after the physical plant. There were numerous others. These men were extremely loyal to the University and to Dr. Harnwell, and he was well aware of the tremendous contribution which they made and was grateful to them for what they did.

One of the principal means by which Harnwell stimulated the University was the Educational Survey and here, again, he was extremely wise in recruiting Dr. Joseph Willits as director. Dr. Willits had been a Professor in the Wharton School, then Dean of the Wharton School, and had then left for 10 years' work as head of the Social Science branch of the Rockefeller Foundation. Here, he had the opportunity of visiting universities across the country and evaluating large segments of their facilities. What started out to be a one- to two-year effort on a quite limited budget turned out to be a five-year effort on a budget which Dr. Willits augmented several times over by timely grant applications to various foundations.

The general plan was to have each department in the University and each school set up an internal review mechanism, then to bring in external reviewers who would go over the internal report, conduct their own review, and bring to the department and to the administration recommendations. Near the end of this process, the problem of implementing these regulations was referred to the provost. Fortunately, most of them had been acted upon in the course of the survey, so that this task was not quite as impossible as it sounds. The net result of this effort was a tremendous increase in the aspirations of the institution for ever higher quality in its efforts. It, perhaps more than any other one thing, was the mechanism by which Gaylord Harnwell built the institution up, and by building it up attracted the necessary funds to revive its aging physical facilities, to augment its endowment, and to finance a number of new ventures.

Another important aspect of the new president's activities was that he continued to teach. His course was a general course in physics, but it was taught rigorously, and he was extremely faithful in keeping his schedule and not cancelling classes or sending substitutes because of the pressure of the affairs of the University. Thus, his teaching experience continued far into his presidency and he set a fine example in his performance as a teacher and in the priority which he gave to his students.

'His Gentle Suggestions...' by David Goddard

We are gathered here today to do honor to the memory of Gaylord P. Harnwell. I am proposing that we try to recognize a few of Mr. Harnwell's major achievements in his 17 years as President of this University.

Some of these have already been acknowledged in the remarks of Dr. Jonathan Rhoads.

The University of Pennsylvania had areas of great distinction and achievement; but, particularly in the period between the two World Wars, Pennsylvania lost some of its national standing. Most of the difficulty resulted from financial pressure, but there was also considerable inbreeding among faculty and staff. Mr. Harnwell had a distinguished reputation as a physicist and while he was chairman of the Physics Department he raised the funds for building the first phase of the Rittenhouse Laboratory—but of even more importance, he rebuilt the faculty of the Physics Department.

As you have heard from Jonathan Rhoads, the Educational Survey was launched. This Survey was a careful evaluation of each educational unit in the University. It attempted to evaluate the caliber of the faculty in each area, the quality of the students it attracted, and what it needed in new funds for classrooms, laboratories, and libraries. From the Educational Survey came the Integrated Development Plan which was adopted by the Trustees in May of '62. This Plan, drawing on the Educational Survey, attempted to set priorities for new buildings, for major renovations, expanded scholarship needs, and funds for development of the faculty by increasing the number of individuals of high ability or with indications of potential.

The staff estimates of the cost of carrying out the major contributions of the survey came to at \$93 million. There were some Trustees who felt this to be an unrealistically high figure; on the whole, however, the

Time does not permit a rundown of the accomplishments of individual schools and departments during his administration nor to dwell on the innumerable honors which came to him, including between 30 and 40 honorary degrees and the Philadelphia Award.

I want to close on a more personal note. After resigning as Provost and returning to the Department of Surgery in 1959, I met Dr. Harnwell at an airport, and he asked if I would have any interest in going to Iran. My interest was immediate and it ended with a journey of more than a month to this fascinating country in the summer of 1960. The challenge was to study the feasibility of creating an American-type university in the city of Shiraz. Dr. Harnwell was accompanied by Professor Philip Jacobs of Political Science, John Hetherston, and myself. We lived and worked together for a month and the others stayed most of the second month. Again, Dr. Harnwell's remarkable capacity for diplomacy, his astuteness in discerning the realities of situations, were very apparent as was his sheer brilliance of mind. It was in Iran that we were exposed to the history of the early Armenian Christian Church because many Armenian stonemasons had been brought to Iran to build their beautiful mosques. The Armenian Patron Saint was St. Gregory the Illuminator, who is said to have lived about the second century of the Christian era. Well do I remember after a prolonged discussion the night before Dr. Harnwell's coming down to breakfast and informing us that during the night St. Gregory had appeared to him and advised him that we would solve the problem "this way." In addition to all his other qualities, Gaylord Harnwell had a rich sense of humor.

I must now yield to two of the later provosts, David Goddard and Eliot Stellar, who can give you a perspective of the later parts of Gaylord's administration. I hope I have conveyed to you some sense of the immense esteem and great affection which he elicited in me. No preceding chief executive officer of this University has, in my judgment, done so much. His success is a tribute also to the astuteness of the Trustees, who saw his potential while he was still chairman of the Physics Department and supported him so strongly in his long administration.

While his last illness was such that none of us could have wanted him to endure longer, his passing reminds us not only of all we owe to him personally, but also to his family and, particularly, to Molly Harnwell, who could scarcely have anticipated the responsibilities thrust upon her by her husband's presidency—responsibilities which she carried in such a wonderful way.

Trustees adopted the Plan and backed Mr. Harnwell and the administrative staff. In fact, \$101 million was raised.

If one walks on the campus, you can see the physical part of the Integrated Development Plan, in the buildings and courtyards. But Mr. Harnwell's contributions to the University were many besides the physical plant and raising of funds. He gave the faculty confidence in itself and he supported his provost and the deans in their search for new faculty of high ability. This required increased faculty salaries, appropriate offices, and support for both teaching and research. Not only had the quality of the faculty increased, but also the caliber of the students, both graduate and undergraduate.

President Harnwell represented the University to the outside world, including the Governor of the State of Pennsylvania, the Legislature, and the government of the City of Philadelphia. For example, Mr. Harnwell was the founder of the West Philadelphia Corporation and was chairman of its Board. That Corporation has been responsible for the development of stores and the area surrounding our campus. He also was the founder of the University City Science Center, an organization that is free to conduct applied research and often studies practical problems for which it is a better base than the University campus. For these achievements, he won the Philadelphia Award. Mr. Harnwell was himself an excellent administrator and he was effective in the direction of his administrative staff, while he simultaneously worked with his provost in the building of the faculty and academic programs.

Mr. Harnwell, in his administrative leadership, rarely gave orders—but those working closely with him recognized that his gentle suggestions were to be taken seriously and acted upon. He worked most effectively in relatively small groups like the President's Staff Conference, which was

made up of about a dozen academic and administrative officers and met once weekly. Similarly, there was a Provost Staff Conference, which Mr. Harnwell attended faithfully and furnished ideas and evaluated actions which would go forward to the Trustees. He was less successful in his relations with large groups like the Senate and the University Council; on the other hand, he was at ease with individual faculty members and small faculty committees. When he failed to get support for a particular program, he quietly withdrew the proposal; but if it was in an area in which he felt strongly, the proposal would come forward again a few months later and in a new guise.

Mr. Harnwell was relaxed with small groups of students, but he was deeply disturbed by the student revolts of the 1960's. Fortunately there were, in the administration and faculty, individuals who could work effectively with the students, and thus Pennsylvania escaped violence on its campus.

By the time of his retirement, Pennsylvania had become one of the outstanding research universities. Many contributed to this development, but the leadership and direction came from Gaylord Harnwell and the administrators he selected.

The Debt and the Heritage *by Eliot Stellar*

I speak for all of us who came after Gaylord Harnwell's presidency and reaped the benefits of the great heritage he bequeathed us. As part of the administration that followed his, I saw directly how we built on what he accomplished in his 17-year tenure. I see now how the present administration still reaps the benefits of the Harnwell years. Our debt to Gaylord Harnwell is great and lasting. So is our gratitude and appreciation.

I have the advantage of seeing President Harnwell from a greater distance than Jonathan Rhoads and David Goddard, and therefore from a different perspective. When I came to the University in 1954, his presidency was only one-year old. Yet I could feel the excitement in the air. Even though the Educational Survey was just starting, there was a sense of progress and renewal in anticipation of the new blood that was being brought to the faculty. Indeed, many of those who came here in the Fifties are still here and are the senior members of an outstanding faculty.

I remember back in 1953 when I called my old Professor at Brown, Walter Hunter, and asked his advice about leaving Hopkins to go to the University of Pennsylvania. Without hesitation, he said "Go to Pennsylvania. Gaylord Harnwell is the new president and good things are happening there."

He was absolutely right.

So I started out with the perspective of the new associate professor, watching the University grow in scholarship, size, and diversity.

Eighteen years later, in 1972, I had a chance to develop another perspective on the Harnwell years, for I was asked by Martin Meyerson and Curtis Reitz to work with Bob Dyson in a new survey of the University. This time, it was called the University Development Commission and what we saw in that year of intensive study was a detailed

picture of the University that President Harnwell had transformed:

- A commuter campus had become a residential campus.
- A beautiful 250 acre University grew out of a campus laced with city streets.
- A deteriorating West Philadelphia was renewed and made attractive for faculty and students to live in.
- A largely local and regional student body was transformed into a national, and indeed, international student body.
- The academic standing of our schools and departments grew through the acquisition of new faculty and we were a leading research University.

These were the new foundations on which we had the chance to build the programs for the 'seventies and the 'eighties.

But there was also the indefinable spirit and ambience that the Harnwell years brought—the confidence, the optimism, the grace, and the strength of the man became the spirit of Pennsylvania. Not the least part of this spirit was Molly Harnwell, who brought the warmth and grace of his family to the center of the University. His real genius, however, lay in the people he chose to become part of his administrative family, for they carried the Harnwell ambience to the corners of the University—and many of them are still there doing it. That is part of our heritage.

In the end, we can ask: What makes a man immortal? It is not just his material accomplishments that live on, but his spirit, his ideals, and his standards. It is not just the fine buildings and beautiful campus, the superb faculty, and the select student body that Gaylord Harnwell left behind. Over and above these, it was the tradition of academic excellence, of reaching for the highest standards, yearning for the greatest goals—all with the grace and poise that befits a great institution. This is the enduring part of our tradition now, and it makes up our stature and our ambience. This is the Harnwell heritage.

The Heroic Responsibility *by Martin Meyerson*

The three foregoing tributes by former provosts, and the prayer at right, were delivered at the memorial service for Dr. Harnwell on April 29, 1982. Dr. Harnwell's successor was asked by Almanac to share with a wider audience the informal appreciation he expressed at a reception following the ceremony.

It was thirty years ago, during Harold Stassen's presidency, that I first joined the Pennsylvania faculty and met Gaylord Harnwell. My reaction was that Gaylord was the epitome of that historic phrase, a gentleman and a scholar. He was kind as well as brilliant, civilized as well as erudite, qualities he never lost despite the inevitable pressures of tempo and hard decisions which were to follow. Thus, I was delighted when he was chosen as our president. He was our first long-term president to come from an academic background and thus he had the heroic responsibility of creating for the first time at Pennsylvania the principles and character of that traditional office, common at other leading American universities from the time of their founding. Of his numerous achievements, foremost was his perseverance in breaking further out of our local orientation and recruiting an outstanding faculty from across the nation and throughout the world.

Our institutional debt to President Harnwell is immense. My own debt to him is huge as well, not only for his helpfulness and time and grace in the transitional years of my presidency, but even more important for the inspiration he provided. Pennsylvania is vastly superior because of Gaylord's devotion which we shall always remember and revere.

A Closing Prayer

Accept our prayers of thanksgiving, O Lord, for the life of your servant Gaylord, remembered among us as teacher, administrator, civic leader; as husband and father; as colleague and friend. Grant that the growth of the University of Pennsylvania as a leading center of research and teaching which was so enhanced by his many talents, and by his warmth and wisdom, may continue in the lives of those who follow after him. And may that special gift of his, the gift of graciousness, animate our lives in the years to come.

—The Reverend Stanley E. Johnson

ON CAMPUS

May 11-Early Fall

Academic Calendar

May 14, 15 Alumni Weekend.
May 16 Baccalaureate.
May 17 Commencement.

Children's Activities

On Stage

May 22 *Settlement School Teen Theater*, the last performance of the free arts series *The Magic of Music*, hosted by magician Craig Collis; 11 a.m. and 1 p.m., Harrison Auditorium (University Museum, Settlement Music School). Information and tickets: Ext. 4000.

Workshops

May 15 *Arboregames for Children*, Morris Arboretum treasure hunt, 10 a.m.
 CGS workshops. Information: Ext. 6479.

May 15-June 26 *The Secrets of Egyptian Hieroglyphs*, six sessions (no class May 29) for ages 13-16; 10 a.m., Room 138, University Museum. Registration: Ext. 4015.

Conferences

May 14 *The Nursing Shortage: Myth or Reality?*; 4-9 p.m., Faculty Club (Alumni Society and School of Nursing).

May 14-16 1982 BPA Northeast Regional Meeting: *Computers in Biocommunications*; 6 p.m., University City Holiday Inn (CHOP). Registration: 596-9172.

May 15 *Teen Stress*, 9:30 a.m., Fine Arts Building (Delta Sigma Theta). Information: 849-7009.

May 17-June 18 *Perinatology for Nurse Educators*; 9 a.m.-5 p.m., Nursing Education Building (School of Nursing).

May 26 *Clinical Decision Making*; 9 a.m.-4 p.m., Nursing Education Building (School of Nursing).

Combination Techniques in Thermal Analysis, Thermal Analysis Forum of the Delaware Valley; 12:30 p.m., L.R.S.M. Information: Ext. 6461.

June 4, 5 *Ethnic Americans: Health Needs and Practices*; School of Nursing Building (VA Medical Center and the School of Nursing). Information: Ext. 4522.

Exhibits

Ongoing *The Egyptian Mummy: Secrets and Science* at the University Museum.

Ongoing *Polynesia* at the University Museum.

Through May 17 *M.F.A. 3rd Year Exhibition* at the ICA Gallery.

Through May 21 *Contemporary Artists*, 22 women, at the Faculty Club (Women's Studies Program).

Through May 21 *The Language of Wildflowers*; Morris Arboretum.

Through May 28 *Fine Arts and Photography* by Suzanne Leahy, Thomas Sarrauto, Pauline Wong, Bette Uscott-Woolsey and John Woolsey, Penn's Institute of Neurological Sciences and Department of Biology, at the Faculty Club.

Through May 31 *130 Years of the University of Pennsylvania Law Review*; Rotunda, Law School Building.

Through September 26 *Traditional Balinese Paintings*; *The Gregory Bateson Collection*; Pepper Gallery, U. Museum.

May 25-June 21 *Armenian Architecture, IV-XVIII Centuries*, photography, Sharpe Gallery, University Museum.



Iron Siren, 1979, a low-fire clay and glaze with a wood and plastic base is 25 x 20 x 20 inches. The piece, by Patti Warashina, is part of the present show at the Faculty Club, 22 Contemporary Artists, presented by the Women's Studies Program.

The Club will begin its summer schedule May 24, serving luncheon only in the cafeteria side, 11:30 a.m.-2 p.m. Monday through Friday. The Cocktail Lounge with the mini-buffet will be open 11:30 a.m.-6 p.m. weekdays. Dinner will not be served except for private banquets.

Beginning July 20 *Delaware Indians at the Museum*; main entrance area, University Museum.

October 26-November 21 *Turkish Architecture: Part II*, photographs; Sharpe Gallery, University Museum (Middle East Studies Association).

Beginning November *Ban Chiang*, focuses on early Bronze Age tradition in northeast Thailand; University Museum (University Museum, Smithsonian Institute).

Gallery Hours

Faculty Club 36th and Walnut. For information regarding hours call Ext. 3416.

ICA Gallery Tuesday, Thursday, Friday, 10 a.m.-5 p.m.; Wednesday, 10 a.m.-7:30 p.m.; Saturday and Sunday noon-5 p.m. Closed Mondays.

Law School Rotunda, 1st floor, Law Building. Open Monday-Friday, 9 a.m.-5:30 p.m.

Morris Arboretum, Chestnut Hill; open daily from 9 a.m.-5 p.m. Information: 242-3399.

University Museum, 33rd and Spruce, phone: 222-7777, Tuesday-Saturday, 10 a.m.-4:30 p.m.; Sunday, 1-5 p.m. Closed Mondays and holidays.

Gallery Talks and Tours

May 12 *Highlights*. **May 16** *The Museum as Artifact*.

These Wednesday and Sunday tours are free and begin at 1 p.m. at the main entrance of the University Museum.

Meetings

Trustees

June 10 Executive Committee meeting, Faculty Club.

June 18 Stated meeting of the Trustees, 2 p.m., Council Room, Furness Building.

Music

May 15 *The Art of the Medieval Composer, 1200-1400 A.D.*, Collegium Musicum concert with Julianne Baird, guest soprano; 2 p.m., Lower Egyptian Gallery, University Museum.

June 5 *The Baroque Flute and Harpsichord*, the music of Hotteterre, C.P.E. Bach and Telemann, with Ruth Conant Drye on baroque flute and Kim Heindel on harpsichord; 2 p.m., Lower Egyptian Gallery, University Museum.

On Stage

May 13 *Wimmer, Wimmer and Dancers and Zero Moving Dance Company*, Annenberg Center Dance Umbrella; 1 p.m. and 8 p.m., Zellerbach Theatre. Information: Ext. 6791.

May 19-23 *4 By 4*, four short plays by four American playwrights, The Philadelphia Festival Theatre for New Plays; Harold Prince Theatre, Annenberg Center. Information and tickets: Ext. 6791.

June 1 *Aak*, Korean Court Music and Dance Troupe, 7:30 p.m., Harrison Auditorium, University Museum. Admission: \$3. Information: Ext. 3024.

Special Events

Through May 14 Spring Plant Sale at the Morris Arboretum. Call 247-5777 for hours and information.



Aak Dancer (Korean Court Music and Dance) performs elaborate court rituals and entertainments at the University Museum June 1. See On Stage.

May 14 *Margaret, Manus and Me*, a lecture and film footage never made public of Margaret Mead in the New Guinea village of Manus, presented by anthropologist-filmmaker Lenora Foerster; 7:30 p.m., Harrison Auditorium, University Museum. Admission: \$5, members; for non-members \$7.50; students free. Potlach restaurant of the Museum open for dinner at 5:30 p.m. Information: Ext. 3024.

June 26 *Caribbean Festival, The 1982 Festival of African-American Folklife*, International House. For community locations of other events beginning June 5, call 387-5125, Ext. 219.

Sports (Home Schedules)

For more information on sports call Ext. 6128; for ticket information call Ext. 6151.

Locations: Bower Field: *Baseball*; Schuylkill River: *Men's and Women's Crew*.

May 11 *Baseball* vs. Glassboro, 3 p.m.

May 22 *Men's Heavyweight Crew* vs. Northeastern (Burk Cup).

Talks

May 11 *Receptors and Psychosis: Relevance of the PCP/Sigma Opiate Receptor to Psychiatry*; Stephen R. Zukin, M.D., assistant professor of psychiatry, Mt. Sinai Medical School; 11:30 a.m., Medical Alumni Hall, HUP (Department of Psychiatry Colloquium).

Molecular Studies of Brain Opiate Receptors: Dr. R. Suzanne Zukin, assistant professor biochemistry and neuroscience, Albert Einstein College of Medicine; 3 p.m., Room 212, Nursing Education Building (Department of Pharmacology).

Ionic Channels: The Molecular Unit of Membrane Excitability, Eleventh Annual Louis B. Flexner Lecture; Bertil Hille, professor of physiology and biophysics, University of Washington, Seattle; 4:30 p.m., Dunlop Auditorium A, Medical Education Building (Institute of Neurological Sciences).

May 13 *Using Monoclonal Antibodies to Probe the Human Neuron*; L. Lampson, assistant professor of anatomy; 12:30 p.m., Room 215, Nursing Education Building (Neuropsychopharmacology Colloquia).

May 14 *Arrays for Communication Satellites*; Fred Haber, professor of systems engineering; noon, Room 107, Moore School of Electrical Engineering (Valley Forge Research Center Seminars).

May 18 *Absorptive Endocytosis*; Nicholas K. Gonatas, pathology department, Veterinary School; 4 p.m., Room 151, Vet School (Comparative Cell Biology Seminars).

May 19 *Central Dopaminergic Neurons: Physiology and Pharmacology*; Dr. Benjamin S. Bunney, departments of psychiatry and pharmacology, Yale University School of Medicine; 4 p.m., Room 196, Genetics Seminar Room, Old Med Labs. (Department of Pharmacology).

May 20 *Effect of Antidepressant Drug Treatments of Monoamine Related Behaviors in the Rat*; I. Lucki, Penn research associate in psychiatry; 12:30 p.m., Room 215, Nursing Education Building (Neuropsychopharmacology Colloquia).

May 21 *The Last Chance on Earth*; Roger Caras, conservationist and featured naturalist on ABC Evening News and Good Morning America; 7 p.m., Harrison Auditorium, University Museum (University Museum, Zoological Society of Philadelphia).

May 25 *Introduction to Armenian Architecture*; Dr. Lucy Der Manueian, archivist of the Armenian Architectural Archives Project at RPI; 5:30 p.m., Rainey Auditorium, University Museum.

June 2, 9, 16 *The Kingdom Under the Sea: Nigerian Cosmology; Becoming an Olokun Priestess; The Priestess as Artist*; three lectures by Paula Ben-Amos, research associate, African Department, University Museum; 6 p.m., Rainey Auditorium. Reservations: Ext. 3024.

June 3 *Update on the Current Status of ECT*; J. Stinnett, Penn associate professor of psychiatry; 12:30 p.m., Room 215, Nursing Education Building (Neuropsychopharmacology Training Program Colloquium).

June 9 *In Dark and Troubled Times: The Historical Background of Armenian Architecture*; Dr. Robert Hewsen, Tazian Senior Lecturer in Armenian architecture; 5:45 p.m., Rainey Auditorium, University Museum.

June 16 *Continuity and Innovation: The Decoration of Armenian Churches*; Helen Evans, doctoral candidate, Institute of Fine Arts and New York University; 5:45 p.m., Rainey Auditorium, University Museum.

June 17 *Effect of Hormones on Neurotransmitter Receptors*; M.E. Hess, Penn professor of pharmacology; 12:30 p.m., Room 215, Nursing Education Building (Neuropsychopharmacology Training Program Colloquium).

Courses/Adult Workshops

Through May 13 *Registration for English classes*, International House, 9:30 a.m.-4 p.m. Information: 387-5125, Ext. 225.

May 11 *Literary Marketplace: Writing Articles for Publication*, six sessions, 5:45 p.m.

May 13 *Beginning Drawing*, 6:30 p.m.

May 22 *A Tour of Winterthur Museum*, all-day tour, 8:15 a.m.

June 22 *Understanding the World of Computers*, four sessions, 5:45 p.m.

June 26, 27 *Maskmaking and the Role of Masks*, two sessions, 9 a.m.

July 6 *Beginning Drawing for Adults and Children*, eight sessions, 10 a.m.

July 12 *Photographing Philadelphia*, six sessions, 10 a.m.

July 13 *The Artist and His Materials*, for parents and children, 10:30 a.m.

These are non-credit courses sponsored by the College of General Studies. Registration and information: Ext. 6479.

May 11 *Getting Bugged Down Can Be Fun*, two sessions, 7 p.m.

May 15 *The Edible Arboretum*, 10 a.m.

These courses are sponsored by the Morris Arboretum. Information: 247-5777.

To list an event

Information for the weekly *Almanac* calendar must reach our office at 3601 Locust Walk/C8 the **Tuesday prior to the Tuesday of publication**. The next deadline is **May 11, at noon, for the May 18 issue**, which will include next week's events and those throughout the summer.

CGS Summer Courses

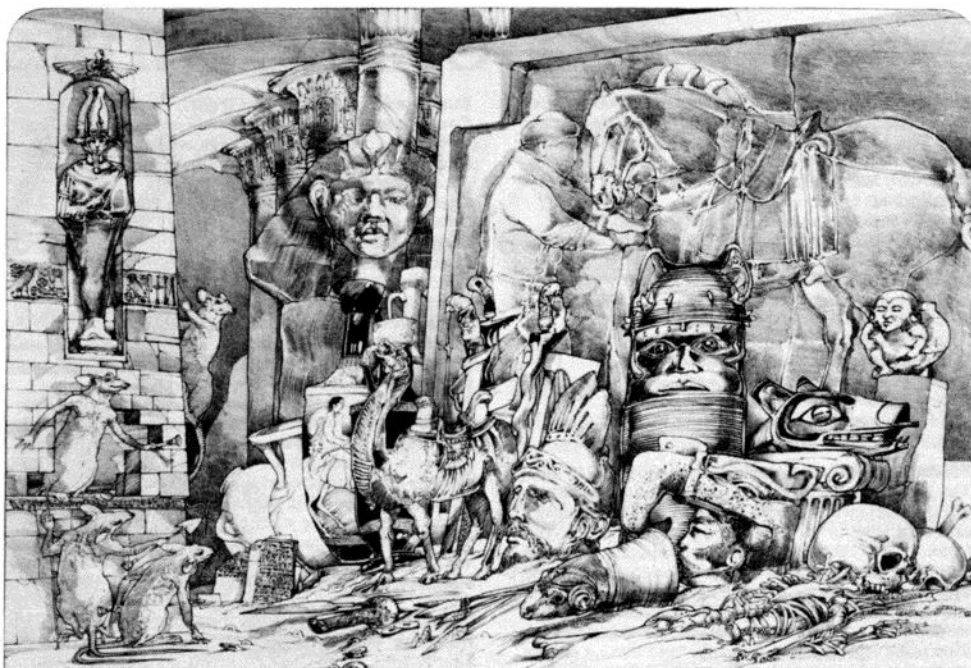
This summer's CGS special programs abound in art and writing courses such as *Painting and Drawing*, June 1, at the Gutman Center of the Fine Arts and *Writing Children's Books*, June 7, on campus.

Other art-related courses include *Thomas Eakins and American Painting: Continuity and Contrast*; *Beginning Drawing for Adults and Children*; *El Greco of Toledo*; *The Artist and His Materials*.

Mid-Atlantic Publishing Institute: *Literary Marketplace: Writing Articles for Publication*; *Writing Biographies: A Workshop with Dierdre Bair*; *Fiction Writing I: An Institute* are among this summer's writing programs.

There are also many other subjects covered by CGS this summer: *The Many Faces of Music*, June 15, and *Unmasking the Mask*, June 26, deal with performing arts.

Landscape architecture, horticultural history, roses and architectural traditions can also be studied this summer. Contact CGS at Ext. 6479 for more information about these and other courses.



Dig In, this limited-edition lithograph by Robert A. Nelson, commissioned and produced for the University Museum, is now available. The limited edition of 100 prints, numbered and signed by the artist, sells for \$100 (\$65 tax deductible). A poster version (\$10) is also on sale in the Museum Shop.

Tercentenary Events

Children's Workshops

Philakid: An Introduction to Early Philadelphia, a CGS sponsored free program for children ages 10-14, consists of hands-on activities about Philadelphia's history, culture, politics, and city-planning. Information: Ext. 6493.

July 5, August 2 *Archaeology*, excavation of a center-city site, lab work and an exhibit of artifacts, 9:30 a.m.

July 12 *Explorers, Merchants and Whalers*, the river's influence on the early city through films, walking, tours, documents, and model building, 10 a.m.

July 26 *Primarily Germantown*, study of building techniques, decorative arts, libraries and archives at the Germantown Historical Society and the Wyck House, 10 a.m.

August 9, 23 *People and Places*, study of early Philadelphia through artifacts, architecture, documents, clothing, cemeteries, colonial recipes, 9:30 a.m.

Conferences

October *The William Penn Papers*, publication by the University of Volume II of *The Penn Papers: The Founding of Pennsylvania*, a one-day conference. Information: Ext. 6261.

October *The People of Pennsylvania*, the settlement of the Commonwealth (Center for Early American Studies). Information: Ext. 8713.

October 14-16 *The Louis B. Schwartz International Law Conference*, Law School. Information: Ext. 7481.

October 25-30 *Philadelphia: Past, Present, and Future*, a presentation of policy recommendation on issues involving the City (Center for Philadelphia Studies). Information: Ext. 8713.

Courses

These courses will be offered for only the first Summer Session beginning May 18. For more information call Ext. 7326.

History Philadelphia: An Interdisciplinary History, 1850-1981; Theodore Hershberg, professor of history and public policy.

History and Sociology of Science 13: Technology and the American City; Richard Myers, lecturer.

Urban Studies: The Geography of Philadelphia; Roman Cybriwsky, lecturer.

Urban Studies: Philadelphia Politics; Bruce Caswell, lecturer.

Urban Studies: Architecture, Location and Class in Philadelphia; George Thomas, lecturer.

Exhibits

June 15-September 12 *Philadelphia Cornucopia*, a walk-through environmental sculpture, and *Sculptopictoramas* by artist Red Grooms, noon-5 p.m. on Tuesdays-Sundays, ICA Gallery.

September 15-December *The Proprietary Family, the University, and the Institution of Philadelphia*, an exhibit, Van Pelt Library.

On Stage

Philadelphia's Cultural Roots, features the music and dance of the City's ethnic groups. Wednesday evenings, 6:30 p.m., Rainey Auditorium, University Museum. Information: Ext. 3024.

June 23 *The Kingessing Morris Men*, dancers performing an old English seasonal ceremony.

June 30 *The MacGregor Pipe Band of Bucks County*, music of religious and military bagpipers.

July 7 *Linda Goss*, storyteller of African and Caribbean folklore.

July 14 *The O'Donnell Dancers*, a Ceili group performing Irish step dancing.

July 21 *Isaías and Orquesta Oriza*, Cuban and Latin American music.

July 28 *Mill Creek Cloggers*, old English dances.

August 4 *Gypsy Zhivago*, a trio playing the balalaika and the round dombra.

August 11 *Neighbor's Complaint*, acappella music fusing rhythm and blues with rock and roll.

August 18 *Nova*, country and traditional folk music from Ireland and England.

August 25 *Francisco J. Burgos*, Spanish and South American music on the classical guitar.

Special Events

June 28-August 7 *West Philly's Comin' Alive*, the Christian Association's Cultural Harvest summer program culminating in a full day fair and festival; includes Children's Summer Day Camp. Information: 386-1530.

Talks

May 11 *Philadelphia's Contribution to Governing Urban America*; Edwin T. Haele, professor of political science; 4:30 p.m., Fine Arts Auditorium (Penn Summer Forum).

May 14 *Netherlands Cooperation with the Third World: A Competitive Analysis*; Gerben Ringnald, head of Economic Affairs, Netherlands Mission to the United Nations; 8 p.m., Williams Lecture Room, Vance Hall (Dutch Studies Program).

May 18 *Philadelphia's Contribution to Urban Engineering: The Engineering of Brotherly Love*; Jacob Abel, professor of mechanical engineering and applied mechanics; 4:30 p.m., Fine Arts Auditorium (Penn Summer Forum).

May 25 *Philadelphia's Contribution to Music*; Otto Albrecht, emeritus professor of music; 4:30 p.m., Fine Arts Auditorium (Penn Summer Forum).

June 1 *Philadelphia's Contribution to Urban Political Economy*; President Emeritus and University Professor Martin Meyerson; 4:30 p.m., Fine Arts Auditorium (Penn Summer Forum).

OPPORTUNITIES

Listings are condensed from the personnel bulletin of May 10 and therefore *cannot be considered official*. New listings are posted Mondays on personnel bulletin boards at:
Anatomy-Chemistry Building: near Room 358;
Centenary Hall: lobby;
College Hall: first floor;
Franklin Building: near Personnel (Room 130);
Johnson Pavilion: first floor, next to directory;
Law School: Room 28, basement;
Ledy Lab: first floor, outside Room 102;
Logan Hall: first floor, near Room 117;
LRSB: first floor, opposite elevator;
Richards Building: first floor, near mailroom;
Rittenhouse Lab: east staircase, second floor;
Social Work/Caster Building: first floor;
Towne Building: mezzanine lobby;
Van Pelt Library: ask for copy at Reference Desk;
Veterinary School: first floor, next to directory.

For further information, call personnel services, 243-7284. The University is an equal opportunity employer. Where qualifications include formal education or training, significant experience in the field may be substituted. The two figures in salary listings show minimum starting salary and maximum starting salary (midpoint). Some positions listed may have strong internal candidates. If you would like to know more about a particular position, please ask at the time of the interview with a personnel counselor or hiring department representative. Openings listed without salaries are those in which salary is to be determined. Resumes are required for administrative/professional positions.

Administrative/Professional Staff

Accountant I (4699) \$12,000-\$16,100.
Applications Programmer II (C0423) \$16,350-\$22,600.
Application Programmer/Analyst II (4439) \$16,350-\$22,600.
Area Director of Admissions (4680).
Assistant Dean for Admissions (4774).
Assistant Director II (4730) \$14,500-\$19,775.
Assistant Director II (4418) \$16,350-\$22,600.
Assistant Director IV (C0439).
Assistant Manager I (4770) \$12,200-\$15,575.
Assistant Registrar for Registration and Scheduling (4809) provides the necessary direction, purpose and management to the office and within the University community; participates in the decision-making process involving the general operations; plans and coordinates the building of the course and room roster and the assigning of classrooms each semester; plans and implements pre-registration, final registration, and add/drop (degree, three-five years' experience in college or university with direct experience in a registrar's setting, experience managing personnel; familiarity with data processing; strong oral and written communication skills).
Associate Development Officer III (4814) supervises fund raising activities for the School of Engineering; relates to the dean and members of the faculty, promotes their active involvement in the fund raising process to secure maximum results (proven record of successful fund raising experience in higher education; ability to organize practical strategies for realizing gift opportunities; strong communications skills).

Barbecue and Raffle

Penn Children's Center will have a barbecue and raffle to benefit the Center on Saturday, May 15, from 11 a.m. to 3 p.m. at 3905 Spruce Street. Sandwiches and platters will be served. Raffle tickets cost \$1 and the drawing will be held at 5 p.m. Prizes have been donated by University City merchants. Winners need not be present.

Legal Aspects of Higher Education

College and University Law, a summer course surveying legal aspects of higher education administration, will be available through the Graduate School of Education or the College of General Studies during the first summer session. The course is designed for intermediate level managers and program directors, faculty and staff of higher education institutions.

The series of ten seminar sessions, May 19 through June 23, will be conducted by attorney Joseph Beckman, formerly a member of the Penn faculty and research associate with the University's Higher Education Finance Research Institute. For more information contact the Graduate School of Education at Ext. 7361.

Business Administrator IV (C0565).
Coordinator I (C0631) assists with research and project reports and proposals; organizes conference meetings, seminars; arranges appointments (degree; strong writing and editing experience) \$12,000-\$16,100.
Counseling Psychologist II (3945) \$16,350-\$22,600.
Director (4654).
Director IV (C0589).
Director/Management Support (4797).
Executive Director/UMIS (4796).
Head Coach, Women's Rowing (4515).
Investment Analyst (C0623) \$16,350-\$22,600.
Lecturer Clinical Supervisor (4677).
Librarian I (4765) \$13,100-\$17,800.
Librarian II (4799) \$14,500-\$19,775.
Placement Counselor (2 positions) (4810) counsels undergraduate CAS students regarding career planning and placement activities; plans and develops programs and resources; conducts job seeking strategy programs. (4811) counsels undergraduate and graduate students in the School of Nursing, Social Work and Education; develops and conducts career planning strategy programs and workshops related to interview techniques (master's degree in counseling, student personnel; experience in program development and implementation; experience in counseling) \$14,500-\$19,775.
Programmer Analyst I (C0559) \$14,500-\$19,775.
Research Coordinator (2 positions) (C0613) (C0476) \$14,500-\$19,775.
Research Specialist Junior (12 positions) \$12,000-\$16,100.
Research Specialist I (2 positions) (C0583) (C0596) \$13,100-\$17,800.
Research Specialist II (C0606) \$14,500-\$19,775.
Research Specialist III (C0573) \$16,350-\$22,600.
Research Specialist IV (2 positions) (C0380) (C0582).
Senior Systems Analyst (C0595).
Technical Support Programmer (4788) \$16,350-\$22,600.
Systems Analyst (C0329).

Support Staff

Administrative Assistant I (4818) fills out budget forms, requisitions, orders supplies; helps organize courses for rosters, works on catalogues; maintains all files pertaining to students and budget; makes sure budget is in order, fills out journal entries to adjust budget; general secretarial and administrative duties (excellent typing, budget experience, four years' secretarial experience, university experience preferred) \$9,925-\$12,500.
Administrative Assistant I (3 positions) \$9,925-\$12,500.
Administrative Assistant II (4780) \$10,575-\$13,100.
Air Condition/Refrig. Mechanic (4721) Union Wages.
Assistant to Loss Prevention Specialist (2 positions) (4709) (4762) \$9,125-\$11,700.
Clerk I (4791) \$6,325-\$7,625.
Clerk II (4812) answers and screens all telephone calls; sends out catalogues, applications and registration materials; types transcripts and is responsible for maintenance of cash transcript fund; greets and services clientele at counter; processes registration forms; enters grades on Record cards; sorts mail; files correspondence (good typing skills; knowledge of clerical procedures; receptionist experience helpful; pleasant manner and working command of English language necessary; must be able to work two hours per week in the evening and occasional overtime) \$8,250-\$10,000.
Clerk III (4784) \$8,775-\$10,723.
Clerk IV (C0581) \$9,375-\$11,500.
Clerk IV (2 positions) (4822) performs all clerical duties assigned particularly processing special large statement billings; researches all problems concerning payments to vendors by using available microfiche, microfilm and computer terminals; communicates with vendors and users, both by phone and correspondence, types orders and correspondence (office experience, good mathematical aptitude; ability to type own correspondence; some accounting background) (4805) performs all clerical duties assigned including

aid in typing University official purchase orders; assists in filing, mailing and distribution of same; processes invoices and operates CRT terminals; assists in answering telephones (at least five years' office experience with the ability to type at least 60 WPM; ability to work independently under pressure) \$9,375-\$11,500.
Clerk, Limited Service (4782) Hourly Wages.
Computer Operator (C0625) \$9,925-\$12,250.
Coordinating Assistant (Medical, 40 hours) (C0600) \$12,075-\$14,975.
Coordinating Assistant (2 positions) (4777) (C0539) \$10,575-\$13,100.
Custodial Supervisor (4735) \$14,575-\$18,700.
Dental Assistant II (4783) \$10,175-\$12,400.
Electronic Technician I (C0567) \$10,175-\$12,400.
Electronic Technician III (C0463) \$12,600-\$15,500.
Financial Aid Assistant I (4808) checks and monitors control system on all financial aid applications, supervises work study students; handles student billing problems, and answers routine correspondence; serves as back-up receptionist (high school diploma; two-four years' experience at college or university; excellent clerical and math skills; ability to communicate effectively) \$9,925-\$12,250.
Intermediate Draftsman (C0617) \$12,600-\$15,500.
Junior Accountant (4705) \$9,925-\$12,250.
Junior Mechanic (C0624) \$7,900-\$10,100.
Production Assistant (4758) \$9,375-\$11,500.
Project Budget Assistant (4744) \$9,925-\$12,250.
Programmer I (C0510) \$11,225-\$14,000.
Psychology Technician I (C0586) \$11,225-\$13,775.
Radiology Technician (4512) \$10,175-\$12,400.
Receptionist II (4745) \$8,775-\$10,723.
Receptionist III (4750) \$9,925-\$12,250.
Research Bibliographer II (4798) \$11,225-\$14,000.
Research Laboratory Technician I (C0575) \$9,150-\$11,100.
Research Laboratory Technician II (4815) under general supervision, performs varied lab analyses using generally standardized methods; may assist investigators in advanced research lab procedures; prepares reagents, reports, records; may supervise or train lower grade technicians (high school diploma; graduation from approved one year course in general lab techniques; and three years' experience in research lab desired) \$10,175-\$12,400.
Research Laboratory Technician II (7 positions) \$10,175-\$12,400.
Research Technician III (C0629) molecular cloning; growth of bacteria and phage; core of tissue culture cells; media and solution preparation; sedimentation analyses; general lab maintenance; glassware washing (degree in biology or chemistry) \$11,225-\$13,775.
Research Laboratory Technician III (7 positions) \$11,225-\$13,775.
Research Machinist II (2 positions) \$12,775-\$16,375.
Secretary II (8 positions) \$8,775-\$10,723.
Secretary III (10 positions) \$9,375-\$11,500.
Secretary, Med/Tech (9 positions) \$9,925-\$12,250.
Secretary/Receptionist/Med/Acad (C0599) \$10,575-\$13,100.
Secretary/Technician Word Processor (C0590) \$9,925-\$12,250.
Typist I (C0440) \$7,725-\$9,350.
Vet Anesthesia Technician I (4716) \$12,600-\$15,500.

Part-time Positions

Administrative/Professional Staff

Staff Physician (C0501) Hourly Wages.
Data Input Circulation Librarian (4816) Hourly Wages.

Support Staff

Editorial Assistant (C0585) Hourly Wages.
Employee (3 positions) Hourly Wages.
Extra Person (2 positions) Hourly Wages.
Secretary (2 positions) (C0580) (C0387) Hourly Wages.

Memorial Day and Independence Day Holidays

The University will observe Memorial Day and Independence Day, 1982, on May 31, and July 5, respectively.

In accordance with University policy, support staff required to work on a holiday will be compensated at the holiday rate: i.e., regular pay for the day, plus time and one half for all hours worked on Memorial Day or Independence Day. Compensatory time off, figured in accordance with the same formula, may be taken in lieu of holiday pay with supervisory approval.

For employees covered by collective bargaining agreements, the applicable provisions of each agreement shall govern.

—Gerald L. Robinson
 Executive Director of Personnel Relations