

Almanac

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IN BRIEF

Suspension Upheld: Court of Common Pleas Judge Thomas White filed an order March 7 under which the suspension of Benjamin Maldonado remains in effect, but with specific exceptions. The Wharton junior will not be permitted access to campus except to attend classes, take examinations or meet with professors by prior appointments. The suspension, as it now stands, will remain in effect until charges alleging rape against Maldonado have been heard by a University hearing board in accordance with the provisions of the Charter of the Student Judicial System. The order also delayed the University hearing until after the Court's preliminary hearing, currently scheduled for March 21.

Champs: Beating Cornell 74-71 gave the men's basketball team its first Ivy title (10-4) since 1982 and made Penn the first since Princeton (1964) to win Ivy football and basketball. Friday: Memphis State in NCAA first round.

SEPTA Discounts: To ease the commute of faculty and staff during the Schuylkill Expressway reconstruction, the University has negotiated with SEPTA for TransPasses and Trail-Passes at a 10-percent discount through payroll deduction, with nine-month or twelve-month pass agreement options. SEPTA's Commuter Pass Program (COMPASS) is made possible by a 50-50 match from Penn and SEPTA. To register, fill out authorization form at Transportation and Parking Office, P-107 Franklin Building, by March 22 for April.

Women's Center: Inquiry Closed

The Office of the Ombudsman has been investigating charges against Ximena Bunster which were made in an open letter from Carmen Corrales to Dr. Bunster.

We have heard strong sentiments on both sides of the issues surrounding Dr. Bunster's resignation and there have been major differences voiced about the functioning of the Women's Center.

We have shared our preliminary findings with the primary complainants and we have asked if they wished that the investigation proceed.

For a number of reasons both chose to close the investigation at this time.

The closing of the investigation represents the wishes of the two parties who had standing in this matter and while we are aware of interest in the matter on the part of other individuals and groups, the decision of these two parties has governed our action.

—Barbara J. Lowery, Ombudsman

Notes to Members of the Faculty Senate

Extension of Petition Deadline: Since *Almanac* went to press late last week the deadline for filing petitions to nominate alternate candidates for 1985-86 Senate offices has been extended to Friday, March 15, Senate Chair Jacob Abel has announced.

Reminder: Open meeting of the Senate Committee on the Faculty to discuss faculty participation in the development of the five-year plans: Thursday, March 14, 11 a.m.-1 p.m., Faculty Senate Office, 15 College Hall (*Almanac*, February 26, 1985).

Correction: Dr. Roger Soloway's name was correct on page 2, in the slate of officers proposed for 1985; the front-page paragraph noting his selection as candidate for chair-elect incorrectly called him Dr. Raymond Soloway. *Almanac* regrets the error.

Trustees: New Chair for Wharton ... Mainframe for SAS

Trustees Chairman Paul F. Miller, Jr., announced the endowment of a new professorship in multinational management for the Wharton School, given by non-alumnus William H. Wurster of Bryn Mawr. The \$1 million gift was part of an annual giving report to the Executive Committee Friday, showing Penn's seven-month subscriptions at \$50,254,324—well ahead of last year and nearly equal to 1983's 12-month total of \$53 million. By purpose, gifts to date include nearly \$3 million for faculty support, nearly \$4 million for student aid, and almost \$30 million for programs.

The Executive Board's financial resolutions included one to purchase a \$2.5 million IBM 3081 GX mainframe computer and disk system for SAS, to be installed at David Rittenhouse Laboratories in a "swap" which sends the earlier IBM 3081 mainframe to Uni-Coll as a dedicated machine for University administrative use.

In other financial resolutions, the Committee approved:

- Tuition and fees for undergraduates at \$9525 plus \$875, for graduate students, \$10,355 plus \$645, and for professional schools a general fee of \$504 with tuition to be set by schools.

- Authorization to negotiate for purchase of 3706 Locust from Alpha Epsilon Club of Kappa Sigma (now leased to Tau Epsilon Phi), contingent on agreement with Kappa Sig on long-term use of the property.

- Sale of 3907 Pine Street (bought in 1958 for Vet School needs since met otherwise) to a private owner who has agreed to renovate it as apartment space.

- Renovation of Room D, Medical Laboratories Building;

- Authorization to participate in a group to develop the former PGH site.

Reports: President Sheldon Hackney briefed the Executive Board on recent protests by the Black Student League and others. "I think these go beyond the one [Dolfman] incident to a wider range of issues, and we are trying to respond with sympathy and understanding," he said. Council will take up these issues March 13, he added. (See also page 2 for an update memo to BSL February 28.)

For the Provost, Dr. Richard Clelland submitted appointments and promotions including one tenure-bearing new appointment—that of Dr. Friedrich Kubler of the University of Frankfurt, a banking and transportation specialist, as professor of law.

Mrs. Helen O'Bannon's financial report projects a modest University surplus of \$799,000 for FY 1985, with stronger ones at the Hospital (\$8.8 million) and clinical practices (\$4.8 million).

Penn common-stock increases (on a total return basis) trailed the S&P 500, rising 7.6% to S&P's 9.1% for a lag of 1.5% that Investment Board Chairman John Neff attributed to interest-rate impacts on the market he predicted late in 1984. Bonds continued to outperform the Wall Street indices.

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Update: To The Black Student League (2/28/85)

At our meeting of February 20, we agreed to provide the Black Student League with an update—on this date—of activities which have been initiated in response to those four areas of concern which have been articulated for the Black student community at Penn. For your information and comment, we enclose information relevant to: (1.) The Status of Mr. Dolfman; (2.) Policy on Racial Harassment; (3.) Racism Awareness Seminars; (4.) Faculty Recruitment.

We will look forward to your suggestions regarding each of these areas. Also, as we had previously indicated, the Steering Committee of the University Council has scheduled a presentation by Black Student League members and Black faculty at the March 13 session of the University Council.

I. Status of Mr. Dolfman

Dean Russell Palmer of the Wharton School has asked, with our support, the School's Academic Freedom and Responsibility Committee to expedite its review. Committee Chair Almarin Phillips has indicated that a closed, fact-finding meeting will be held March 12 with students in Mr. Dolfman's class to "hear students' views frankly and with a minimum of outside pressure."

II. Policy on Racial Harassment

The Task Force on Conduct and Misconduct is preparing a draft Policy on Racial Harassment to be discussed with other interested students, faculty, and staff members. The Committee hopes to have a draft ready for distribution by March 13.

In addition, VPUL staff members have already initiated discussions

regarding the feasibility of a separate publication covering University policies and grievance procedures. Mrs. Constance Goodman, Assistant to the Vice Provost, has been assigned to coordinate this effort with a goal of producing a document for September, 1985 for University-wide dissemination.

III. Racism Awareness Sessions

Associate Provost Marion Oliver has prepared a schedule and preliminary format for implementing Racism Awareness Sessions for Faculty with activities beginning March 15 and continuing through the 1985-86 academic year. In addition, each School has responded with individual School planning formats (see *School Summaries* below).

Dr. Oliver and Dr. Bishop worked together to identify a consultant per the Deans' request at their meeting of February 21. They have also identified other persons and organizations who could lead Racism Awareness Sessions.

IV. Black Faculty

Dr. Marion Oliver and Ms. Davida Hopkins, Director of Affirmative Action, are working on initiatives to enhance the Black and other minority faculty presence at Penn. Dr. Oliver has recruited two minority post-doctoral fellows for the 1985-86 academic year and is meeting presently with potential junior and senior minority faculty members. Ms. Hopkins will be developing the minority faculty vita banks, as previously stated, by April 15 [Two appendices describe the postdoctoral fellows and show where Penn's vita bank will advertise.]

Sheldon Hackney *Thomas Ehrlich*

School Summary: Racial Awareness

Annenberg School: The School will sponsor a session dealing with the problem of harassment that Blacks and other minorities experience on the Penn campus. All those faculty members holding academic appointments with teaching responsibilities will be urged to attend.

SAS: Racial Awareness Sessions will be the main topic at the Dean's next meeting with department Chairs (March 12). It is the School's intention to design the sessions over the summer and offer them at the beginning of the academic year. The School's long-range goal is to offer such sessions yearly as an orientation session for new faculty and staff. In addition, last month the Dean established a Minority Affairs Committee for the School to "help develop a solid groundwork for the recruitment and retention of minorities at the undergraduate and graduate levels."

Dental Medicine: The School will devote one of its Fall Faculty Senate meetings to a structured discussion of racism awareness. Over the next few weeks, the Dean will be meeting with Black and other minority students at the School to elicit their concerns so that the planning for the Fall sessions can include these areas.

Education: The Dean consulted Dr. Thomas Parham, of the School's Faculty, to discuss possible session leaders. Dr. Parham will work with the School to identify a Racism Awareness consultant who will lead a session which will be held April 10, 1985.

Fine Arts: The Dean is scheduling a meeting with minority students the week after Spring break. He is also setting up two faculty meetings to address minority presence issues (March 25 and April 24).

Medicine: The Dean has consulted with Dr. Helen Dickens, Associate Dean and Director of the School's Office Minority Affairs. She has advised the Dean to "periodically discuss with the chairs of academic departments the need to reinforce the institutional and professional commitment to the respect for and sensitivity of our

minority students ... and for the department chairs to hold special sessions with their respective faculty to remind them of their responsibilities in this area." The Dean met with the department chairs February 27 and placed "racism awareness" on the agenda.

Nursing: On May 11, the School will sponsor the third in a series of conferences directed specifically toward discussion of Black issues. The primary purposes have been: (1) to disseminate information related to the health of Blacks; (2) to provide a network through which Black professionals can relate, (3) to feature well-known Black persons in leadership roles who can serve as role models, and (4) to recruit Black faculty and students. In addition, the School is "actively engaged in outreach programs in the West Philadelphia Community" and will "continue its efforts to sensitize both faculty and students to Black concerns." The issue has been placed on the faculty agenda for further discussion on Monday, March 11.

Social Work: In 1970, the faculty of the School made a commitment in regard to dealing with racism which is reflected in its *Bulletin* and reaffirmed each year. In addition, to "achieve and sustain sensitivity to racism in the School's curriculum, the faculty has conducted its faculty development on the topic, required all faculty to team-teach a course for master degree students dealing with racism, and reviews course syllabi, bibliographies, etc. for the appropriate infusion of materials on racism and other societal oppressions." Faculty members Arnold, Leslie, Morrison, Shoemaker, Sylvester, and Wade teach in the Racism sequence in the School's curriculum and "are used nationally and internationally by other universities, social agencies, and other institutions to conduct racism awareness seminars."

Veterinary Medicine: The Dean and Associate Dean have met with the School's department chairpersons and will work with Dr. Oliver to identify a session leader. The School's Faculty Meeting will be held April 1.

Wharton: The School is working directly with Dr. Oliver and the School's minority awareness consultant. The consultant will be making a presentation to the Wharton Faculty on April 30, and the School intends to follow the approach outlined by Dr. Oliver in his 2/28 memorandum.

Sexual Harassment Survey

Penn is a diverse community of faculty, staff, and students. We are committed both to enjoying the richness of our differences and to understanding problems that might divide us. In 1984, we published a "Statement on Sexual Harassment" in which we expressed our concern and established a set of policies and procedures for dealing with this serious problem.

In 1983, we established the Task Force on Conduct and Misconduct. One of its recommendations was to survey the entire Penn community on experiences with sexual harassment. This past fall, the University Council recommended that the Vice Provost for Research form a special committee of faculty, staff, and students to develop a survey on the problem. This committee, headed by Professors Philip Sagi and John de Cani, has designed the survey questionnaire being sent now.

Only a small percentage of the members of the community will be included in the survey. We, therefore, encourage those of you who do receive a questionnaire to complete it honestly and thoughtfully.

The results of the questionnaire will be used to formulate policies and improve procedures. We are very interested in all of your experiences and ideas and look forward to working with you to improve the quality of life at Penn.

—Sheldon Hackney, President
—Thomas Ehrlich, Provost

Return to the Individual; Re-Emphasize Justice for All

by Anthony Tomazinis

I am afraid that by the time I am through this statement I am going to have quite a few people unhappy with me. And yet I feel that there are a few things that I would like to say publicly. (After all, I have said these things many times privately, and especially to myself.)

Penn is passing another tough period. Several important aspects of life at Penn, and several essential relationships, are under intense stress. The relationship between teachers and students is under scrutiny from many viewpoints. Many faculty members feel that their basis of life sustenance, academic freedom, is under attack, while many students ask about their rights in the classroom. Relationships between the various components of the faculty are strained—men vs. women; senior faculty vs. junior faculty; humanities vs. professional school faculties. Student-to-student relations are divided by color, or ethnicity; and sexual preference even enters to divide the larger group further. Units of the University built to support groups and activities have drawn attacks from their client groups and their advisors. And all these are pushed into the full glare of public light without much concern for the irreparable harm that accusations and confrontations replete with outrage and extreme statements on either side may produce.

I see all these, and more; and I find myself walking alone on campus talking to myself and asking, "What is going on? Are we moving towards a big cliff or a big explosion that will leave very little at Penn standing? What is the reason or reasons for all these happenings?" And finally, "Is there anything that can be done?"

We live in a very complicated and confrontational world, in which we continue to discover and define new problems and new challenges. We live in a society with rapidly changing mores, and with fluctuating definitions of rights and of wrongs. We are not certain any more of what is good or bad for us, for our friends, for our families. We are on many an occasion confused about what we should do, even if no external consideration enters to force us into any particular corner. Our instinctive reaction is to do the just thing: to protect the weak, to inform the uninformed. And we frequently wind up committing some kind of injustice hurting the uninformed; we wind up offending those whom we wanted to benefit, and we end by adding obfuscation and confusion.

It was only a few years ago when "things" were much more clear. We knew then that we should try to avoid doing something wrong because the wrongs we were fighting were wrongs of commission. Now we start seeing wrongs of omission. We hurt somebody badly because we simply didn't do anything. Many examples of wrongs by omission can be seen—some obvious ones being hirings without true involvement of equal opportunity and affirmative action; or of letting your colleague—or classmate—be unfairly persecuted or belittled in public or in private, and not rushing to his or her defense. We usually think, or hope, that nobody notices our absence from the scene, or we believe that harm by omission is not a serious one, but it isn't so. It hurts *all* of us when we don't rush to defend the unfairly wronged individual.

We had been used to watching out for wrongful *deeds*. We believed that wrongs could be done only by deed. Now we are learning from others, or from our own experience, that wrongs can be done by word. And that adds an immense dimension of complexity. Definitional, attitudinal, and emotional aspects enter, and all contribute sometimes to catch us unprepared, uninformed. So we find that we have offended or have been offended—often inadvertently perhaps, because we have not yet reached universal agreement on what constitutes a verbal offense in some circumstances, much less what constitutes offense in all circumstances.

How many times have most of us have been discriminated against, been excluded, been slighted for one reason or another? Not by any one group specifically, nor for any specific mischievous reason, but out of traditional considerations that ostensibly were mutually acceptable. And how many times we have done to others just the same that others have done to us; i.e.: discriminate, exclude, slight individuals qualified in all proper respects; and we have done that for the "good of the school," for the "good of the department," for the "good of the group we served?"

The other day I participated in a meeting in which I was informed that a new position had been created and was being filled simultaneously. The decision was on both counts an excellent one: the position was needed and the

person was just right. And yet the process was terrible. There was no advance notice and not much affirmative action involvement. Was there any harm? Most probably there was. Was there any "intent"? Absolutely not! The only concern was to do the best for all concerned. And yet an all-important process was being slighted.

The other day a senior faculty member came to my office. I have known him for twenty years or more, and admire and respect him greatly; it had never occurred to either of us to exchange information about our religions, but on this occasion and for a reason he informed me he was Jewish. He asked me if he could take a moment of my time about something delicate. He told me that the teacher at Wharton—whom he did not know—is "a member of a religion and a culture, Tony, which celebrates and draws strength from its history. For some Jews," he said, "the Rabbi refers quite frequently to the period of enslavement and the liberation of the Jews, not to belittle or diminish anyone, but to help them draw strength and pride from their past. Perhaps, Tony, this is what that teacher at Wharton as trying to do, to help these students, to strengthen them the best way he knew how." I thanked him for letting me hear his thoughts and he left the room in that deep silence that some of us experience in those few instances in life when we let our soul bare for the world to see. And yet, this leaves the question of the transferability of one ethnic experience to another.

The other day I was told by a black colleague that many, or most, of black students in recent years come to Penn with excitement and great expectations and then they leave the school four years later with a radicalized anti-white attitude, and practically no connection or friendship developed to unite them with the University or with their non-black classmates. When I asked whether such an outcome of such an intensive effort from so many people was a desirable one I was told that this is the result of what is happening at Penn and that there is very little choice to consider what is desirable. Our black students are such valuable members of our community, and their presence here is the culmination of so much effort—starting with their families and themselves and often including so much sacrifice and devotion, as well as so much hope and promise. The intention is so great, and yet the outcome is so limited.

The other day I was talking with a faculty member who had just come back to the campus from an extended stay abroad. He was incredulous seeing what is happening on campus. He read and heard accusations of all kinds, he saw confrontation, and he felt an atmosphere of pressure and intimidation. He asked, "Why all this? No one cares any more about people who are hurt right and left?" He sees the causes and sympathizes for all of them. He said that a couple of years ago when he was intensively working with a group of faculty to stop the threats and insults that were reported against DuBois House and its residents the atmosphere was still much better than in recent weeks. He saw that everyone is struggling for a "right" cause, and yet, in the process, much harm is done to many individuals, and to other "right" causes.

What can be done about all this? It is indeed difficult to see an easy way through this maze! To find an easy solution to the perplexing problem! And yet there must be something that can bring this campus back to a more collegial state and help of all of us survive.

In my own mind two thoughts have been coming back time and again. First, we must renew, all of us, an adamant determination to avoid unfairness and injustice under any pretext to our fellow members of this community. Second, we must refocus on, and return to, the notion that it is the individual who counts on this campus, not groups or territories.

No, I don't believe that racism of whites or blacks is the *root* problem on our campus. Nor is it sexism of men or women. Nor is it a homophobia of any type. Nor is it anti-Semitism of any stripe. Neither is it our natural proclivities toward left or right ideology, our liberalism or conservatism of any definition.

No, our faculty does not need my defense, not after one finds that each one of its members has a lifelong history, and test after test in fighting for the highest moral values of our day. No, our student body does not much need my defense either, not after the rigorous admission process they pass and the determination of Penn to admit strong, progressive, leading individuals.

No, from what I see, our problem is none of the above in spite of their frequent citing. Our problem is more particular in nature than any of the above.

I submit that much of the strife comes about because we have been in some way very callous in our handling of our relationships with each other and we have been hurting each other unintentionally. To avoid the continuation and the spread of this unintentional harm one first thing we must do is reexamine what we say and do. The sensitivities today are much more heightened than any time in the past. The other day I almost got into trouble because I addressed a mixed group of colleagues as "you guys" although this term is okay within my family and friends of both genders. People are sensitized, perhaps even oversensitized, but that is what it is. We all must be more cautious before we hurt the feelings of each other. Second, we should be more reserved in advancing accusations, accepting them, transmitting them, to the point that any defense against them becomes impossible. The harm such an attitude can produce is immeasurable and of a permanent nature. They wound individuals and they foster confrontations.

What we need most is to act and respond much faster on complaints, well before they become accusations. Of course one tool here is communication, fast and effective communication of the complaint, with quick response and use of University mechanisms to achieve any necessary redress quickly, effectively and as painlessly as possible. Otherwise the harm becomes bigger; a potential wrong is duplicated by another, and the reaction grows. Each side seeks and receives support, the community is divided into camps, and a confrontation is upon us.

I submit that many of our problems come about because we have tended to lose our focus on the individual and concentrate on the group. Penn's faculty is not a group, except in a very general sense; it is a collection of many distinguished, achieving individuals who, above all, are human beings. In dealing with them, the Administration and students should keep this in mind at all times. Penn's student body is not a mixture of groups but a collection of

outstanding young individuals who were selected very carefully and very individually, and who came here one by one in response to their individual dreams and expectations. In dealing with them we must remember their individuality and the human dimension of their needs, aspirations and limitations. Let us not, ever, treat any student as simply a member of a group instead of a distinct and unique individual. Let us avoid clichés and stereotypes in all situations.

If we want to prevent group warfare we had better focus on the individual and conceive our obligations and commitments as addressed directly to him or her. The reemphasis on the individual is imperative in reestablishing our respect for and appreciation of each other. We must look each other straight in the eye in reestablishing a relationship with each other; not as representatives of groups threatening each other but as individuals who have mutual obligations to each other. And then we must do by word or deed what is just and fair for the individual, regardless, not because of, any group membership or designation.

The University leadership in the administration, in the faculty and in the students must exercise all leadership options towards the recommitment of Penn, in all its parts, to the basic values of justice to all, and to the reintroduction of the individual as the central focus of all our efforts. Leadership at Penn is rather diffuse and includes all levels of the administration, all faculty groups and associations, and all groups of students. We all partake in the making of this University and we all share in the responsibility of setting things straight. Let us not promote the delusion that the Central Administration can somehow, with a magic wand, set all things straight. Although strong leadership from the President and the Provost is necessary, it is also not sufficient. It is up to all of us to improve the climate at Penn, and make campus life liveable again.

Speaking Out

Meaningful Redress

The Board of Directors of the Black Alumni Society (BAS) of the University of Pennsylvania met recently and approved the following statement for release to the University's administration and the news media. The statement is in support of the Black student body regarding the current racial crisis at the University.

The statement received unanimous approval as the majority of Board members present recalled similar incidents of racial harassment experienced by them as students attending the University. Further we reflected on the fact that since Blacks have been present at the University for 104 years, is not the Dolfman affair the latest such behavior with a 104-year history? More importantly, what has been the impact of such behavior on nearly six generations of Black Americans?

Focusing upon the University's longstanding history of less-than-meaningful redress to its Black students for numerous and continuous racial harassment and discrimination, the Black Alumni Society calls on the Administration to actively commit the University to doing what it is legally and morally obligated to do—the setting right of what is wrong!

—Christina Brinkley Carter, President, BAS

Statement of the Black Alumni Society

The Black Alumni Society (BAS) of the University of Pennsylvania is outraged by the current state of racial affairs at the University. Therefore, we write this statement in strong support of those actions taken by the Black Student League to ensure that the University fulfills its obligations to all of its students.

The most recent incident involving Senior Lecturer Murray Dolfman's discriminatory remarks is but an example of the basic innate prejudices experienced by Black students on a daily basis and is indicative of the more serious problem of racism practiced on Black students on white campuses. When left unchecked, it impedes the

learning process of all students, Black students in particular. Racial insensitivity, even when not meant to be racist, can be emotionally and psychologically distressing to Black and other minority students.

Faced with these ongoing racial problems, the University has done little in the past and is doing little now, despite the requests made by the Black student body. The BAS firmly believes that the University is obligated to foster actively an environment which is free of discrimination. Thus far the administration has failed to fulfill that obligation. Rather it has remained idle while racial problems worsened.

The BAS supports and reinforces those requests outlined by the BSL. Under the circumstances, they are not only appropriate but warrant immediate actions.

All Pennsylvania students, including Black students, have the inherent right to pursue their goals of learning and graduating from the University. The University is not fulfilling its responsibility if it plays less than an active role in removing those barriers which contribute to the abortion of those goals. It is imperative, therefore, that the administration take the leadership role in addressing not only the current crisis in the short term but also take concrete action to address similar concerns in the long term.

Reduce the Gross Inequities

We wish to add our voices to those of our colleagues in Oriental Studies ("More on Salaries," *Almanac* December 4), of Professor Anthony Tomazinis, Chair-elect of the Faculty Senate ("Restore Lost Salary," *Almanac* October 16), and of Dr. Wiita (*Almanac* October 30). As members of the faculty of the Department of Anthropology we urge that the deans and the central administration pay especial attention in their budgetary planning this year not only to the need to restore the economic status of the faculty of SAS generally, but also to reduce the gross inequities in compensation that have been allowed to arise among members of that

faculty over the past decade. The policy-making cadres of the administration claim to share the faculty's interests in both academic excellence and interdisciplinary cooperation, dialogue and community feeling.

It is unrealistic to expect to achieve these objectives of the mind in total isolation from the material context of mental processes. We therefore urge the administration to set aside two funds in this year's budget in order to:

- 1) raise the general level of faculty salaries
- 2) raise the salaries of those who receive less than the average for their rank and length of service.

Concrete evidence of a firm policy decision along these lines would help significantly in producing the type of academic community we should all like to be living and working in. A university without a strong school of Arts and Sciences cannot be a great university.

- Arjun Appadurai, Associate Professor
- Sandra T. Barnes, Associate Professor
- Jacques Bordaz, Associate Professor
- Francis E. Johnston, Chair and Professor
- Igor Kopytoff, Professor
- Alan E. Mann, Associate Professor
- Robert Sharer, Professor
- Brian Spooner, Associate Professor
- Bernard Wailes, Associate Professor

AAUP: Federal Cuts Threaten

The drastically reduced educational component of the Federal Budget for FY 1986 is a threat to higher education. The American Association of University Professors has initiated a campaign to encourage faculty to write to their Representatives and Senators and ask their support for higher education. It behooves all of us to participate in this letter writing campaign.

The relevant highlights of the Budget are that it:

1. Reduces federal student assistance funds by 25% (\$2.3 billion).

Health Care and Justice

"Health Care and Justice: Practicing in the Public Interest" is the theme of the fourth annual Edward V. Sparer Public Interest Law Conference at the Law School March 15 and 16. The keynote address will be delivered Friday evening at 7:30 p.m. by Dr. Arnold Relman, editor of the "New England Journal of Medicine."

Conference participants include Stuart Shapiro, Philadelphia Commissioner of Health; Henry Nicholas, president of district 1199c, Philadelphia, National Union of Hospital and Health Care Employees; Donald Nixon, health care aide to Senator Edward Kennedy; Dr. Renee Fox, medical sociologist at the University; and law professors Sylvia Law of NYU, Michael Shapiro of USC, and Judith Areen of Georgetown.

The conference, named for the late Law School Professor and noted defender of civil rights, is free. Information and registration forms: call Ext. 6084.

Collaborations and Connections

Collaborations and Connections in Women's Studies Research, a two-day conference March 15-16, brings to Penn nationally known figures such as Dr. Ruth Hubbard, Harvard professor of biology, and former U.S. Congresswoman Bella Abzug, who has authored a book on the gender gap in American politics.

The conference will have sessions on women and the media; women and war; the feminization of poverty; pornography and fashion; women in developing nations; the impact of stereotypes on black women; women in family businesses; and feminist literary criticism.

Sponsored by the Women's Studies Program, the Penn Women's Center, and the Delaware Valley Faculty Exchange, the conference is supported by a grant from the National Endowment for the Humanities. Preregistration is \$10 (\$12 at the door) at Bodek Lounge, Houston Hall; free for students with ID and the unemployed. Call Ext. 8740 for schedule/information/registration.

Research Fund: Fall 1984 Awards

The first cycle of applications to Penn's new internal Research Fund elicited 110 applications for the available funds of \$450,000. Vice Provost for Research Barry Cooperman announced this week. The aggregated cost of all 110 projects would have required a fund of some \$5 million, he said. The awards, by School:

School of Arts and Science

Dr. Yoshitaka Suyama, *The Molecular Basis of Codon Degeneracy*.

Dr. Richard M. Schultz, *Effect of Maternal Age on Oocyte Developmental Potential*.

Dr. Jeffrey Kallberg, *Nineteenth-Century European Music Periodicals*.

Drs. Francis E. Johnston and Setha M. Low, *The Family Ecology of Malnutrition: Sociocultural and Human Biological Bases of Chronic Malnutrition in a Resettled Community of Guatemala City*.

Dr. Peggy R. Sanday, *Gendewr and World View in West Sumatra*.

Dr. Hai-Lung Dai, *Dynamics and Reactions of Highly Vibrationally Excited Polyatomic Molecules and van der Waals Complexes*.

Dr. K. C. Nicolaou, *Mass Spectroscopy Facility Renovation*.

Drs. Donald Voet and Ponzy Lu, *Growth of DNA Crystals in Zero Gravity*.

Dr. Torgny Gustafsson, *Acquisition of Components to a Novel Spectrometer for Inverse Photoemission Spectroscopy*.

Dr. Nigel S. Lockyer, *A Fast High Resolution Track-Finding Trigger Processor*.

Dr. Anil B. Deolalikar, *The Effect of Environmental Variables and Policy Interventions on Household Fertility Behavior in Rural India*.

School of Engineering and Applied Science

Dr. Raymond J. Gorte and Dr. Paul B. Weisz, *Absorption Studies on Solid Acid Catalysts*.

Dr. Wen K. Shieh, *Kinetic Study of Microbial Attachment in the Anaerobic Fluidized Bed System*.

Graduate School of Fine Arts

Dr. William L. Glennie, *Knowledge-Based Architectural Design System*.

School of Medicine

Dr. John M. Murray, *3D Reconstruction of Cell Structure from Light Microscope Images*.

Dr. David L. Gasser, *A Somatic Cell Model of Gene Expression and Tumor Immunity*.

Dr. Mortimer Poncz, *The Study of Genes Expressed in Megakaryocytes*.

Dr. Maurizio Pacifici, *Proteoglycan Synthesis and Intracellular Routing in Normal and Abnormal Cartilage Cells*.

Dr. Roy E. Furman, *Molecular Mechanisms of Anticonvulsant Actions*.

Dr. Andrew P. Somlyo, *Energy Filtered Electron Microscopy and X-ray Mapping*.

Drs. Jan M. Vanderkooi and D. F. Wilson, *Oxygen Sensor*.

School of Veterinary Medicine

Drs. Joan C. Hendricks and Joan A. O'Brien, *Sleep and Breathing Patterns During Development in Pups with a Spontaneous Upper Airway Obstruction*.

Dr. Gail K. Smith, *Hip Dysplasia—Biomechanical Correlations and Radiographic*.

Dr. M. Raja Iyengar, *Reactivity, Energetics, and Physiological Role of N-Phosphocreatinine: A Newly Identified Phosphagen in Muscle*.

Wharton School

Dr. John R. Kimberly, Mark V. Pauly and J. Sanford Schwartz, *Diffusion of Medical Technology: The Case of Magnetic Resonance Imaging*.

COUNCIL

Synopsis of Minutes: February 13

Dr. Joyce Randolph, director of international programs, initiated discussion of Penn's international activities, citing as areas of opportunity: increasing attention to international matters in the curricula, encouraging study abroad for students, promoting the importance of foreign language study, and fostering the involvement of foreign students and scholars in the life of the University. In discussion, interest was expressed in the role of the International Programs Office in assisting faculty members to locate appropriate universities abroad at which to work during scholarly leaves. It was recognized that Penn students wishing to study abroad are at times thwarted by their own departments not accepting credit from the foreign universities preferred and that the solution is the expansion of University-sponsored programs at foreign universities.

President Hackney led discussion of the planning paper, "Investing in Penn's Future" (*Almanac* January 22). He confirmed that, in redrafting the paper, more emphasis will be given to the importance of strong departments as the underpinnings for the interdisciplinary programs that are stressed in the document. Suggestions were made that it should be made easier for undergraduates to take courses outside of their own schools, that more recognition should be given in the paper to master's programs, and that more detail should be offered for the means of allocation from the proposed Undergraduate Education Fund.

—Robert G. Lorndale

2. Eliminates 1 million students from Pell Grants and other campus-based programs.

3. Eliminates 900,000 students from Guaranteed Loans.

4. Eliminates or cuts in half state grants for 300,000 students.

5. Establishes a \$4,000 cap for federal grants and loans (National Direct Student Loans and Guaranteed Student Loans) to any one student.

6. Establishes a family income cap of \$25,000 for Pell Grants and campus-based programs.

7. Establishes a family income cap of \$32,500 for Guaranteed Student Loans.

8. Requires an \$800 student contribution before federal assistance will be made available.

9. Eliminates funds for graduate fellowships, research libraries, the Fund for the Improvement of Postsecondary Education, and most categorical grant programs administered by the Department of Education.

It is now estimated that, if approved, the cuts would eliminate or sharply reduce by 50% or more over 2.2 million grants and loans. All of the 5.3 million students currently receiving some form of federal student aid would be affected by the cuts.

The Administration would eliminate the last vestige of assistance to middle income families. While it claims that it wishes to concentrate on the neediest students, the changes in eligibility criteria and the family contribution and the \$800 required student contribution would make it difficult for most and impossible for some low-income students to obtain adequate support.

Write now to your Senators and Representative, encourage your colleagues to do the same, and encourage your local community to join in protesting these cuts in student aid.

—Morris Mendelson, Professor of Finance and member of the Government Relations Committee of the AAUP

Guidelines for Appointments and Promotions of Clinician-Educators in the Health Schools of the University of Pennsylvania

January 8, 1985

1. Introduction

The University of Pennsylvania has four schools whose activities lie within the health area: the School of Dental Medicine, the School of Medicine, the School of Nursing, and the School of Veterinary Medicine. Each of these schools has established a faculty category called "clinician-educators," and appropriate Trustee action has been taken in each case. In the School of Dental Medicine the clinician-educator category was established in 1981; in the School of Medicine, in 1976; in the Schools of Nursing and Veterinary Medicine, in 1983. This document combines the present rules governing appointments and promotions in this category so as to make them conveniently available in one place. It describes those features common to membership in the clinician-educator faculty in all the health schools. It also makes a few minor changes in present rules. As of the date of its approval by the Trustees, it replaces all previous documents governing the clinician-educator faculty category in the four health schools.

Candidates for appointment or promotion in the clinician-educator faculty are urged to consult the appropriate department chair or the dean of the appropriate health school for additional information concerning membership in the clinician-educator faculty.

2. Purpose

The four health schools have found it desirable to make long-term, full-time faculty appointments to individuals whose primary responsibilities are in patient care and in the instructional programs of the University rather than in the research activities engaged in by members of the tenured and tenure-probationary faculties. These faculty members are called "clinician-educators"; such a group is essential for program stability, development and continuity.

3. Appointment

All appointments of clinician-educators are full-time untenured appointments to the standing faculty. Hence procedures now in place governing appointments to the standing faculty will be followed.

In the School of Dental Medicine, a proposal to appoint or promote will be initiated by a recommendation from the department to the Dean. To take effect such a proposal must be reviewed and approved by the School of Dental Medicine's personnel committee—the Committee of Professors—and the Dean.

In the School of Medicine, the same procedure applies with review being carried out by the Committee on Appointments and Promotions and the Standing Committee of Department Chairmen.

In the School of Nursing, which does not have a departmental structure, the proposal to appoint or promote will be initiated by a recommendation from the clinical section through its chair to the Dean. Review will be by the School's Personnel Committee.

In the School of Veterinary Medicine, the proposal to appoint or promote will be made by the department chair to the Committee on Appointments and Promotions and to the Dean.

In all cases, the review criteria shall be appropriate for the standing faculty; however, the identifying feature of criteria governing clinician-educator appointments is emphasis upon patient care and teaching performance rather than upon research performance. In all cases further review is carried out by the Provost's Staff Conference with appointment being made by the Trustees on recommendation of the President.

4. Title

To assure conformity with approved nomenclature, appointees in the clinician-educator category will hold modified titles as assistant professor, associate professor or professor of (clinical specialty) at the (school or appropriate department, hospital, teaching unit or other base facility). That is, a clear and correct modifier must be attached to the professorial title. This title is to be written in full whenever used in documents, in listings of University personnel, or in correspondence.

5. Conditions of Employment

As is the case with other faculty categories, all clinician-educators receive a clear statement of their conditions of employment, including use of facilities and access to patients; the responsibilities of the school or other budgetary unit for payment of salary and specified benefits; the right of persons to due process by mechanisms available to all University faculty in the event of grievances or alleged failure to protect the individual rights accorded a faculty member; and the circumstances under which the appointment may be terminated. This statement will be part of the document governing the appointment. Also the patient care activities of clinician-educators will be located in facilities under the auspices of or approved by the school in question.

6. Salaries and Benefits

Clinician-educator salaries shall conform to school policies. All clinician-educators will be entitled to the same faculty benefits from the University as other members of the standing faculty. Leaves of absence are not an unconditional benefit, whether for scholarly or other purposes. They will be granted only when conforming to the University's general policy on leaves and when determined on an individual basis to be in the interest of both the faculty member and the school.

7. Professional Activity

A clinician-educator will be required to devote his/her full professional time to activities on behalf of the educational and patient care functions of the school. The faculty member will be subject to University policy on conflict of interest. The one-in-seven day rule will apply except that the clinician-educator will not be permitted to devote any time to employment in extramural patient care. All patient-derived income of clinician-educators must be returned to and managed by the school.

In the School of Nursing, the one-in-seven day rule will apply, except that the clinician-educator will not be permitted to devote any time to employment in extramural professional practice activities as defined in the individual's contract.

8. Rights and Privileges

Except for the untenured and non-tenure probationary nature of the appointment, the restriction on extramural employment noted in item 7 above, and the stipulation that they do not normally vote on matters of tenure or participate in discussion concerning the compensation of tenured faculty, clinician-educators share in all the rights and privileges of the standing faculty of the University. Should grievances arise which are not adjusted administratively, appointees may seek adjudication through the established mechanisms of the school and the University.

9. Limitations on Size of the Clinician-Educator Faculty

In each school there are restrictions on the size of the clinician-educator faculty as follows:

School of Dental Medicine: At no time shall the voting strength of the faculty members in the clinician-educator category exceed thirty percent of the voting strength of the standing faculty of the School of Dental Medicine as a whole. At no one time until July 1, 1985 shall more than ten faculty appointments exist in this category.

School of Medicine: After May 6, 1983, the percentage of clinician-educators in the faculty of the School of Medicine may not exceed forty percent of the number of standing faculty in that school.

School of Nursing: At no time shall the voting strength of faculty members in the clinician-educator category exceed thirty percent of the voting strength of the standing faculty of the School of Nursing as a whole, and no section shall have more than half its standing faculty membership composed of clinician-educators.

School of Veterinary Medicine: At no time shall the voting strength of faculty members in the clinician-educator category exceed twenty-five percent of the voting strength of the standing faculty of the School of Veterinary Medicine as a whole. At no time shall more than thirty percent of the standing faculty of any clinical department be in the clinician-educator category. Until July 1, 1988, no more than fifteen clinician-educators will be appointed in the school.

10. Timing of Appointments and Shifts of Faculty Category

In the health schools there are three standing faculty categories at the rank of assistant professor; a seven-year tenure probationary category, a ten-year tenure probationary category, and the ten-year clinician-educator category which is not tenure probationary. Currently, all assistant professors in the Schools of Dental Medicine, Medicine, and Veterinary Medicine have initial three-year appointments, but in the School of Nursing the initial appointment is for either three or four years. In all Schools, new assistant professors enter one of the three categories at the time of their initial appointment.

Clinically oriented assistant professors in the seven-year probationary category must make a decision before the end of the third year of the initial appointment to remain in the category to which they were initially appointed or to transfer to one of the other two categories if such a position is available. Clinically oriented assistant professors in the ten-year probationary or clinician-educator categories may also change categories at this time if a position is available. Those electing the seven-year tenure probationary category will be reviewed for promotion to the rank of associate professor with tenure not later than the sixth year. The decision can only result in either promotion to the rank of associate professor with tenure or termination of appointment and separation from the University subject to the terms of the then existing appointment. No shift from the seven-year category to one of the other two is allowed after the end of the initial appointment. However, clinically oriented assistant professors in either the ten-year tenure probationary category or the clinician-educator category may make one further shift. During the first reappointment, but not later than the end of the sixth year, such an assistant professor may move from the ten-year tenure probationary category to the clinician-educator category or vice versa. No assistant professor may make a change of categories after the end of the sixth year. Assistant professors in either of these latter two categories will be reviewed for promotion to the rank of associate professor during the ninth year. In each case, the decision can only result in either promotion to the rank of Associate Professor or termination of appointment and separation from the University subject to the terms of the then existing appointment. A grant of tenure must accompany promotion in the ten-year tenure probationary category; tenure cannot be attained in the clinician-educator category.

Having achieved the rank of associate professor, transfers between tenure status and clinician-educator status may be made rarely and only if, upon review by the faculty committee responsible for quality and qualifications of faculty and by the Provost's Staff Conference, the individual is found to have met all criteria appropriate to the receiving category at the proposed rank. Transfer from the clinician-educator category to a tenured position requires a full national search. Persons from outside the School faculty with appropriate experience and credentials for initial appointment as associate professor or professor in the clinician-educator category will ordinarily be appointed directly to that category after an appropriate search.

11. Termination

Termination of employment for persons who have chosen and entered the clinician-educator faculty will be made only because of (1) failure to secure promotion to associate professor by the end of the probationary period which shall not exceed ten years; (2) attainment of any required retirement age; (3) failure to provide appropriate practice income commensurate with responsibilities assigned by the appropriate department or section chief; or (4) for "just cause" as customarily determined within the University. The term "practice income" means income derived from professional practice or related professional activities of clinician-educators that is collected and disbursed within the University. The four schools have amplified point (3) in several respects as follows.

Clinician-educators must generate a level of practice income appropriate to the level of patient-related activity assigned to them within their departments or sections. Levels of patient-related activity are assigned to clinician-educators by department or section chairs after consideration of the individual's academic activities, administrative activities, and other obligations. The practice income generated must be sufficient to cover an appropriate portion of the academic base salary, benefits, and overhead. In cases where patient care is the predominant activity of clinician-educators, the appropriate portion may be the entire amount. In other cases, the appropriate portion may be less than the entire amount because of type of patient, time and effort necessary to develop clientele, or other academic duties assigned within the department or section. Clinician-educators must be informed annually in writing of their clinical responsibilities and the amount of practice income they will be expected to generate each year.

In order to establish that a clinician-educator has not generated the appropriate level of practice income, a period of observation of a year's duration is required. Written notice of the initiation of a twelve-month period of observation and of potential termination at the end of that twelve-month period must be provided by the department or section chair to the clinician-educator. In the Schools of Dental Medicine, Medicine, and Veteri-

nary Medicine, the department chair also notifies the Dean of the initiation of such a period. In the School of Nursing, the Dean and the program director participate with the section chair in notifying the clinician-educator, and the notice is provided by April 1—based on the activities of the preceding twelve months. This notice must include a statement of the amount of practice income that the clinician-educator will be obliged to generate during the subsequent year of observation. If at the end of the year of observation the department or section chair finds that this income has not been generated, the chair (in the School of Nursing in collaboration with the Dean) must give written notice to the clinician-educator if termination of the appointment is planned. This notice shall include the reasons for termination, a description of the appropriate appeal process, and a statement that termination shall occur at the end of the next twelve-month period.

A one-year extension of the observation period is possible. Extension for a second twelve-month period may be given by the department or section chair not later than three months prior to the termination of the first twelve-month period of observation if, in the judgment of the chair, there has been sufficient improvement in the amount of practice income generated. If an extension for a second twelve months of observation is given, by the end of the sixth month of the second twelve-month period of observation the department or section chair with the concurrence of the Dean must notify the clinician-educator in writing either of termination at the end of the second twelve months of observation or of cancellation of the notice of termination.

In the Schools of Dental Medicine, Medicine, and Veterinary Medicine, if a clinician-educator believes that a determination by the department chair that he or she had not generated the appropriate level of practice income is incorrect, that the amount of income required to be generated is excessive, or that he or she has been or may be prevented from earning the appropriate level of income by discriminatory patient-care assignments, he or she may, at any time after the commencement of the observation period, but not later than one month after the termination notice, file a written appeal with the dean and the chair of the appropriate faculty committee.* Within one month of receipt of such a written appeal, this committee shall appoint from its membership an ad hoc committee of five which shall elect its own chair. The ad hoc committee shall investigate and report to the clinician-educator, the chair of the department and the chair of the appropriate faculty committee within one month of its appointment whether termination is or would be in accordance with the standards and procedures set forth above. Either the department chair or the clinician-educator can request review of the ad hoc committee's conclusion by the appropriate faculty committee, which shall conduct such a review within one month. The decision of the ad hoc committee or the appropriate faculty committee (where this committee has reviewed the ad hoc committee's decision) shall be transmitted in writing to the Dean.

In the School of Nursing, the following appeal mechanism will apply: should the clinician-educator either contest the level of practice income set by the section chair and the Dean or assert that she or he has generated the appropriate level of practice income, the clinician-educator may, not later than one month after the last day of the period of observation and possible termination notice, file a written appeal with the Dean and the Chairperson of the Personnel Committee. Within one month of receipt of such written appeal, the Personnel Committee shall appoint from its membership an ad hoc committee of three which shall elect its own chairperson. The ad hoc committee shall investigate and report in writing to the clinician-educator, the section chairperson, the program director, the chair of the personnel committee, and the Dean within one month of its appointment whether termination is or would be in accordance with the standards and procedures set forth in the initial letter of appointment and in this document.

12. Review

Experience with the clinician-educator faculty will be reviewed by three of the schools and the University Administration with the advice of the Faculty Senate on the following schedule:

School of Dental Medicine in 1984;

School of Nursing within five years after implementation but not later than May 1, 1988;

School of Veterinary Medicine in 1987.

13. Scope

Nothing in this document is intended to change the status of or to increase or decrease the rights and obligations of other persons presently on the full-time faculty of the four health schools.

* These appropriate faculty committees are as follows:

School of Dental Medicine: Committee of Professors

School of Medicine: Steering Committee of the Medical Faculty Senate

School of Veterinary Medicine: School Committee on Academic Freedom and Responsibility



Pjazz

Turn-of-the-century New Orleans-style jazz comes to Irvine March 21 at 8 p.m. as the Preservation Hall Jazz Band gives a benefit concert for music and the Sweeten Center. Allan Jaffe, Wh'57, the driving force behind the Preservation Hall Jazz Band and a tuba player himself, formed the group of veteran New Orleans musicians in 1961. On trumpet, saxophone, drums, banjo, and piano they play easy swinging rhythms of the dance hall as well as the street music of the funeral marching bands. The band participates in jazz festivals throughout the U.S. and plays internationally in London and Tokyo as well as performing in the heart of New Orleans' French Quarter. For patrons, the Irvine performance is part of an entire evening with Pjazz, featuring a New Orleans style dinner and a post-show party with South-ern desserts—all sponsored by the Association of Alumnae to benefit the Music Department Fund for a new performance hall; the E. Craig Sweeten Alumni Center; and special projects sponsored by the Association of Alumnae. Partygoers may choose from a variety of support categories. Call Carol Fitzgerald at Ext. 7811 for more information.

A-3 ASSEMBLY

The A-3 Assembly is seeking members from the support staff who would like to foster the interests and concerns of the support staff employees through participation in University Council committees and other meetings. Interested staff should contact me at Room 429 Johnson Pavilion, Medical School/G2, 662-2665.

—Russell Muth, Spokesperson

Thesis Awards in Science

The deadline for nominations for Sigma Xi Ph.D. Thesis Awards is April 18, 1985. Two awards of \$400 each may be made to Ph.D. candidates of outstanding quality and contribution to science at the Thesis Award Dinner on Thursday, May 9, 1985. Nominations are made by the thesis adviser on the thesis adviser's initiative and should include a thesis abstract, a vita for the candidate, a letter of recommendation from the thesis adviser and from either the graduate group chairperson or the sponsoring department chairperson. The thesis adviser's vita and publication list would be most welcome for Sigma Xi purposes. These items should be sent to Dr. Henry O. Trowbridge, Dental/A1.

Grants-In-Aid of Research in amounts ranging from \$100-\$1,000 are made by Sigma Xi. Applications are available upon request from Ms. K. Sestak, Ext. 8627, and are due at National Headquarters (New Haven, Conn.) by May 1, 1985, to be acted upon by June 1, 1985.

Nominations for membership in Sigma Xi are being accepted. Forms are available from Ms. K. Sestak. Decisions on membership are made by the Committee on Admissions.

Update

MARCH ON CAMPUS

Correction: Change in time

22 *Hidden Dialogues in the Construction of Ethnography*; Dr. Vincent Crapanzano, professor of anthropology and archaeology, Queens College and the Graduate Center of New York University; 6 p.m., Rainey Auditorium, University Museum (Philadelphia Anthropological Society). Dinner reservation: Ext. 5716, 4819.

EXHIBITS

Now

Recent Paintings by Maya Starr; fantasy-like landscapes and idealized human figures. Faculty Club, Monday through Friday 9 a.m.-7 p.m. Through March 29.

Paintings by Patricia Mangione; 25 new oil paintings. University City Science Center, Monday through Friday 9 a.m.-5 p.m. Through March 29.

The High Mountain: William Henry Hastie: Jurist, Educator, Public Servant, Humanitarian; photographs and other memorabilia commemorating life of first black federal judge. On loan from the Harvard Law School Library. Biddle Law Library. Through May 22.

FITNESS/LEARNING

Career Planning and Placement

18 *Financing Your Education ... High-Paying Part-Time Jobs*; seventh in series of Graduate Student Career Seminars, 4:30-6 p.m., Benjamin Franklin Room, Houston Hall.

FILMS

Penn Union Council

Films shown at Irvine Auditorium, \$1.75 general admission.

15 *Fast Times at Ridgemont High*; 8 p.m., 10 p.m. and midnight.

16 *Body Double*; 8 and 10:30 p.m.

International House

Films shown at International House, \$3 general admission, \$2.50 for members, students, senior citizens. Information; 387-5125, Ext. 222

13 *Ghost Dance*, by Ken McMullen at 7:30 p.m. March 15 at 7:30 p.m.

14 *Garlic is as Good as Ten Mothers* with Werner Herzog *Eats His Shoe*, films by Les Blank 7:30 p.m. March 15 at 4 p.m.

ON STAGE

15 *Naked Feet Dance Company*, Baltimore modern dance company combines drama, comedy and delight in pure movement; 8 p.m., Prince Theatre, Annenberg Center, also March 16.

SPECIAL EVENTS

14 *Speakeasy Night*; Old-time movies and drinks with friends and colleagues, 5-9 p.m. Faculty Club Hourglass, pick up Club "Pass Card," needed for admittance, at a club dining area before the event.

19 *Central America Week at Penn*: Series of lectures, films and workshops addressing current issues in Central America, (Central America Solidarity Alliance). Information: Christian Association, 386-1530. Through March 22.

TALKS

12 *Carbon Monoxide Alters In Vivo Brain Cytochrome Redox States in Fluorocarbon-Perfused Rats*; Dr. Claude A. Piantadosi, Duke University Medical Center, 12:30 p.m., Physiology Library, 4th Floor, Richards Building (Respiratory Physiology Group and Department of Anesthesiology).

18 *Views from the Morris Diary*; second of four programs featuring Arboretum personnel on different aspects of the Arboretum, 11:30 a.m.-1:30 p.m., call 247-5777 for more information.

19 *The Use of Psychotherapy Manuals: A Small Revolution in Research and Practice*; Dr. Lester L. Luborsky, 10:30-noon, Surgical Conference Room, White Building, HUP (Department of Psychiatry).

Refugee Sanctuary and the Church; Joel Morales-Ruiz, Guatemalan refugee living in church in Germantown; 11 a.m., Room 305, Houston Hall (Central America Week).

20 *U.S. Security and Soviet Presence in Central America*; Dr. Alfred Rieber, 2 p.m., Room 221, College Hall (Central America Week).

20 *Mit der Erzählung geh ich in den Tod*; Bernhard Greiner, Albert-Ludwigs-Universität Freiburg, 8 p.m. Max Kade German Center, 3905 Spruce Street (The Germanic Association).

Deadlines

The weekly update deadline for calendar entries is at noon, a week before the Tuesday of publication.

The deadline for the May pullout calendar is Tuesday, April 16 at noon. Send to *Almanac*, 3601 Locust Walk/C8 (second floor of the Christian Association Building).

Almanac

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