

Almanac

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1987-88 Salary Guidelines

For the first time in a salary memo the Provost announces that a "significant share of the total increase in a School's faculty salary pool should be allocated to faculty members for outstanding teaching," quoting an agreement reached last week at the Council of Deans meeting. In memos on page 3, and an accompanying essay, the base increment is set at 2% vis-a-vis inflation of 1.9% for the seventh year in a row of real growth. The minimum base salary for assistant professors is \$26,000, versus \$23,000 in 1986-87.

For nonacademic staff the Senior Vice President also announces adjustments to salary grades on page 3, and provides new scales in tables on page 7.

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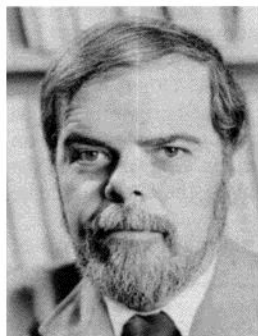
Pullout: University and the City

Council: Parking, Child Care, Hazing, Other Topics

The University Council's April 8 agenda has a by-laws action (*Almanac* March 31) and two new resolutions—one on divestment and the other responding to reports that the Penn Children's Center may be closed. There are discussion items on parking (from the Facilities Committee), the Commonwealth's new law against hazing, and the report of the President's Seminar on the University and the City (full text pp. I-VIII of this issue).

GAPSA introduced both new action items. Its resolution on divestment reviews the Trustees' action of January 1986 and asks them to (1) conclude at the coming June meeting that the South African government has not made substantial progress; (2) ask companies in the portfolio to withdraw; and (3) divest if companies do not withdraw by June 30, 1988.

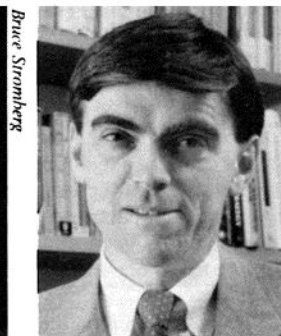
The GAPSA motion to continue the Penn Children's Center reports in its preamble that the Center has been ordered to close on June 1 if it cannot show by that date a full-time enrollment of 38. According to a GAPSA resolution adopted 22-1 last week, the School has a full-time equivalent of 35 (made up of 16 full-time, 23 at two days or more, and two "play groups" of two half-days/week); over half are children of graduate students and the rest children of



Richard Marston



William Pierskalla



Thomas Robertson

Three Endowed Professorships at Wharton

Three members of the Wharton School faculty have recently been named to endowed chairs—one in finance, one in marketing and one as a schoolwide professorship.

Dr. Richard C. Marston, professor of finance and economics and coordinator of the doctoral program in business economics, has been designated the James R. F. Guy Professor in Finance. The professorship was endowed by Sheldon S. Gordon, WG'59, Mrs. Gordon and other friends of the late Jim Guy, W'70. Dr. Marston has taught at Wharton since 1972 and

has held visiting professorships in Paris, Vienna and Bangkok. He serves on the editorial boards of *Empirical Economics* and the *Journal of Economic Literature* and is associate editor of the *Journal of International Money and Finance*. Dr. Marston is also a research associate at the National Bureau of Economic Research.

Dr. William P. Pierskalla, deputy dean for academic affairs, chairperson of the health care systems department and professor of health care management, decision sciences and systems, has been named the Rosenfeld Professor. This was funded by Ronald A. Rosenfeld, Wh '61, senior vice president of Prescott, Ball & Turben, Inc., and a member of Wharton's Graduate Executive Board. Dr. Pierskalla has taught at Wharton since 1978; he served as director of the National Health Care Management Center and executive director of the Leonard Davis Institute for Health Economics from 1978 until his appointment as deputy dean in 1983. Dr. Pierskalla was Robert D. Eilers Professor of Health Care Management from 1981 to 1983.

Dr. Thomas S. Robertson, professor of marketing and associate dean for executive education, has been named the John and Laura Pomerantz Professor of Marketing. This chair was endowed by John J. Pomerantz, W'55, who also serves as a member of Wharton's Undergraduate Executive Board. Dr. Robertson has taught at Wharton since 1971; he served as chairperson of the marketing department from 1978 until 1984, when he was appointed associate dean. He was also director of the former Wharton Center for Research on Media and Children from 1974 until 1981. Dr. Robertson is a member of the editorial boards of several scholarly journals, including the *Journal of Marketing* and the *Journal of Consumer Research*.

staff. GAPSA's report says the Center had 51 children and a waiting list in 1985-86 when tuition was \$76, but enrollment fell when the rate went to \$90 for 1986-87. An 11-part resolution asks that the Center be a University rather than School of Social Work resource; that it be preserved and subsidized in part from the graduate/professional student fee; and that rates be lowered to as close to \$50/week as possible.

The University-City report finds linkages appropriate to the educational mission, and recommends several areas of programming plus a structure for ongoing relations and activities (page V).

On hazing, a new Commonwealth law requires institutions to adopt and implement antihazing policies, with penalties and sanctions including rescission of charters; the law signed in December 1986 and effective this spring prohibits endangering the mental or physical health or safety of students and the willful destruction or removal of public or private property.

The Facilities Committee reports on space and fees. A view on parking policy is given in Dr. Roger Soloway's Senate column *From the Chair* on page 2 of this issue.

SENATE

From the Chair

Parking: The Need for a Short- and Long-range Plan

The present state of parking satisfies very few on campus and the situation cries out for a plan that addresses a general need. Some of those involved in creating a parking plan are working at cross-purposes to the general desire since their philosophy of reliance on mass transit does not address the reality of its inadequacy and inconvenience, especially during off hours. I am in favor of van pools and any method of transportation that reduces the number of cars on our inadequate highway system. However, the University must address its goals for its faculty and staff and then see how the plan for parking supports these goals.

All sectors of the University have personnel who engage in activities that may occur at hours not related to the 9 a.m. to 5 p.m. average work day. Many of these are women who are at an added disadvantage with regard to security when convenient parking is not available. Others are health care personnel who may be called into the medical complex on emergency call and presently may be forced to park at considerable distance from the hospital at late night hours. I see no logical reason why such personnel cannot apply for and be given a special 5 p.m. to 9 a.m. parking sticker for the parking lot of their choice. For the few times that they may be detained by duties, their unit should be able to absorb the resultant parking costs.

Long-term parking, if retained, should be placed in lots at greatest distance from the center of campus or on the top floors of parking garages. There is no reason that such cars should be parked in spaces on lower floors.

Patients and their relatives attending our health care facilities need convenient parking easily accessible to the medical center, especially during periods in which the Civic Center is occupied by a conference or show.

The University community deserves to review a plan that openly addresses the costs and benefits of various parking options. Such a plan should address safety issues and ability to pay. Such a plan serves the University well since it is a key feature in attracting and retaining the highest quality staff. Repeatedly over the years, I have seen able people decide to work elsewhere because of the difficulty of have access to easy transportation to and from work and the impossibility of obtaining parking at reasonable cost.

The University Council meeting on April 8 at 4 p.m. in 351 Steinberg Hall-Dietrich Hall and the Faculty Senate meeting at 3 p.m. on Wednesday, April 15 in 200 College Hall will consider the above issues and the parking situation in general. Please give your points of view to your Council representatives. Faculty Senate members should plan to attend the Senate meeting to express their points of view. I believe that these discussions will help get us moving with regard to a comprehensive parking plan that addresses the needs of the campus community.

Roger D. Soloway

Open Expression: Findings and Response

Following a demonstration on South African Divestment in College Hall April 9, 1986, the Committee on Open Expression was asked to determine whether or not there had been violations of the Guidelines on Open Expression. On March 24, 1987, the Committee's chair submitted its report to Vice Provost James Bishop. The President and Provost have released this report along with their request for clarification.

Findings Sent to Dr. Bishop

The Committee on Open Expression, at your request, conducted hearings to evaluate and characterize the events that took place in President Hackney's office on 9 April 1986. The Committee characterized the events as demonstrations and ruled that the reception area of the President's office does not fit the definition of "private office" (Section III.D.2.a). The Committee ruled that no violation of the Open Expression Guidelines occurred on the basis of risk of loss, damage or destruction of rare or irreplaceable documents, collections or equipment (Section III.D.1.a). Furthermore, the Committee found that the demonstrations were

conducted in a manner that kept within reasonable bounds any interference with or disturbance of the activities of other persons. Thus, the Committee concluded that no violation of the guidelines occurred under Section III.D.2. The Committee, however, ruled that there was a technical violation of the Open Expression Guidelines when the instructions of the Vice-Provost for University Life were not promptly obeyed (Section IV.C).

The Committee expresses its concern about the potential for abuse of the guidelines provision (Section IV.C) that treats failure by an individual to obey the instructions of the vice-provost or delegate at the scene as in itself a violation of the guidelines. The Committee intends to recommend to the University Council a revision of this section.

—Sorab Rabii,
Chair, Committee on Open Expression

Administration to Dr. Rabii

We have your letter of March 24, 1987, written on behalf of the Committee on Open Expression in response to the administration's

request for an evaluation and characterization by the Committee of the April 9 demonstration in President Hackney's office. We ask that the Committee address three questions related to your letter:

1. We understand that the Committee has concluded that the section of the outer office in which the receptionist works in the President's office suite is not, in the view of the Committee, a "private office" within the meaning of the Guidelines. Does this conclusion mean that all outer offices of members of the University administration, faculty and staff are areas in which demonstrations may occur within the Guidelines?

2. The demonstration continued in the President's office for approximately four hours after the group had been informed that the Office was closed at 5 p.m. How does the Committee characterize the continued presence of the demonstrators after the office was closed?

3. The students involved in the demonstration forced their way past the personnel of the President's office into the President's inner office and interrupted our scheduled meeting with Professor Anthony Tomazinis, Professor Roger Soloway, and Professor Jacob Abel (then chair, chair-elect and past chair of the Faculty Senate). Did the Committee consider this an intrusion, and if so how does it characterize that intrusion in terms of the Guidelines?

These three issues raise serious concerns for those of us trying to administer the University in a manner consistent with a commitment to open expression. It is only appropriate to express to you our considered judgments on these issues. First, we in the administration believe strongly that we cannot carry on the necessary affairs of the University if the reception areas of administration, faculty and staff offices including that of the President, are filled with demonstrators, as occurred during the demonstration in question. Secretaries and others work in those offices, and members of the University community with appointments seek entrance to them. Second, we do not believe that any demonstration should continue in a suite of offices, including those of the President, after normal operating hours. Third, we believe that any interruption of a scheduled meeting, such as occurred during the demonstration in question, so disrupts the affairs of the University that it should not be condoned.

In light of these concerns, we will be grateful for the further views of you and the other Committee members before April 20, 1987. We recognize that the Committee has a substantial agenda, but believe these matters require immediate attention.

—Sheldon Hackney, President
—Thomas Ehrlich, Provost

Ed. Note: An individual statement by Open Expression Committee Member John Landsman, Law '87, dissents from the finding of a violation of Section IV (C), on the ground that "the vice provost for university life erred when he told the students that they were violating the guidelines." His six-page statement, too long for this space, is scheduled for publication in a future issue and in the meantime is available for examination by calling Ext. 5274. —K.C.G.

On Salary Guidelines For 1987-88

We are pleased to announce that for the academic year 1987-88 the University's salary policy will again provide for significant real growth in the incomes of continuing faculty and staff. With inflation this past year increasing only 1.9% and current estimates showing continued relatively slow growth, the University will have been able to provide real growth in income for seven straight years.

As was the case last year, the format for faculty salary guidelines again emphasizes merit in the allocation of each School's pool. Funds provided above the minimum base increment from both the Schools' and the central University faculty salary reserve will stress merit and provide additional funds to reward extraordinary academic performance, to fund promotions, to adjust for salary inequities, and to respond to special market conditions. All increases above the minimum base increment should be viewed as rewards for performance.

We are pleased to report that the Council of Deans has adopted the following new provision in the salary guidelines for standing faculty: "A significant share of the total increase in a School's faculty salary pool should be allocated to faculty members for outstanding teaching, and the Dean of each School should inform the Provost how this provision will be implemented." This is a key step to underscore the importance of teaching at Penn and to reward faculty members for outstanding teaching.

Staff guidelines have also been revised to emphasize merit. In addition, special programs are being developed to further focus the overall salary program on the most critical needs of the various Schools and Centers. Funds for providing increases to minimum levels and for meeting extraordinary conditions are to be found within the direct School or Center budgets.

Choosing Penn's Future established four basic tenets to guide the University's planning:

- the University's quality is the strength of its faculty;
- the University must conserve its resources and protect its financial integrity;
- the University's special character is reflected in the diversity of interest and people it attracts to its community;
- the University's scale must ensure the highest academic quality of its students and research efforts.

Three special conditions were attached to the last tenet and should be repeated in the present context.

- Each School and program must preserve the strength and diversity of its student body.
- Each School and program must invest in new faculty, and, when necessary, in the refurbishing of basic research space.
- Each School and program must maintain its ability to attract and retain faculty on a par with the very best universities. Each School and program must ensure growth of faculty real income at both junior and senior ranks.

The salary policy we are adopting for FY 1988 is consistent with each planning tenet as well as the three conditions established in *Choosing Penn's Future* to guide us in determining the University's scale. As a community, we must preserve our financial integrity by achieving real efficiency gains in the expenditure of scarce resources.

Next year's salary increases are possible in significant part because we are able to achieve continuing gains in efficiency and in controlling costs, including another reduction in our employee benefit rate without any decrease in benefits. Over the remainder of this decade, we will need to make equally substantial gains in our efficiency each year in order to continue to reward and retain our very best faculty and staff.

Penn should provide continued improvement in the economic status of the University's faculty and staff, as well as continued funding for new research and teaching facilities, faculty research grants, additional graduate fellowships, and new undergraduate initiatives—essential to the future of the University. In addition, the University must be increasingly sensitive to the increases in tuition rates and other charges that are levied on students and their families. Thus, along with other needed steps, we believe that continued improvement in salary depends directly on controlling University expenses. To this end, we are beginning work immediately on budget planning to meet the difficult challenges Penn faces in FY 1989 and future years.

Sheldon Hackney *Thomas Ehrlich* *Helen B. O'Bannon*

Salary Guidelines 1987-88

For Standing Faculty

A. The minimum academic base salary for assistant professors will be \$26,000.

B. The base increment for the individual members of the continuing Standing Faculty will be 2%. All increments of less than the base increment for individual members of the continuing standing faculty must be reviewed with the Provost and receive his approval.

C. In addition, funds will be available to academic units (e.g., departments) to provide additional salary increases to faculty based on general merit.

D. A significant share of the total increase in a School's faculty salary pool should be allocated to faculty members for outstanding teaching, and the Dean of each School should inform the Provost how this provision will be implemented.

E. Further, the University will establish a salary reserve for continuing standing faculty to cover special case. Individual Schools will also have a salary reserve. The following categories will be used:

1. promotions;
2. extraordinary academic performances;
3. market adjustments; and
4. adjustments of salary inequities.

—Thomas Ehrlich, Provost

For Nonacademic Staff

Highlights of the FY87-88 salary increase program for nonacademic staff are:

1. Annual salary increases for weekly and monthly paid staff to be based on job performance and internal equity. No increase to be given to an employee whose performance is less than satisfactory. Increases of less than 2% and over 7% must be documented.

2. Salary increase monies available for weekly paid staff (A-3) are to be utilized solely for weekly paid staff and may not be merged with salary increase monies available for monthly paid staff (A-1).

3. An approximate 4% increase to the salary grade hiring maximums with corresponding adjustments to the grade minimums and maximums. (Please see salary scales, page 7).

4. Employees' salaries must be at or above the minimum of the appropriate salary grade effective July 1, 1987 before the application of any merit increase. Detailed guidelines will be distributed to schools/units this week.

—Helen B. O'Bannon
Senior Vice President

Speaking Out

Keep Senate

The Senate Chair has asked us to seriously consider the proposed changes of the Senate Rules and come forth with our views and concerns (*Almanac* March 3, 1987, page 2).

The Committee on Administration proposes eight (8) changes and the Chairman, Professor M. Pring, proposes an additional three (3)—a total of eleven changes during a single senate meeting.

Three of these proposed changes refer to what the Senate Executive Committee (SEC) ought to be already doing; i.e., have the obligation and the authority to run mail ballots on single, well-defined, and sufficiently discussed issues that involve the faculty at large; publish the detailed agenda of SEC meetings; and, publicize all actions taken in SEC meetings. Although I have great concerns about "restrictions of confidentiality" by a body such as SEC, I believe that it is high time that the Senate institute these practices—practices that are much more than I was able to apply during my year as Senate Chair. Similarly, it would be useful to publish the annual attendance records of SEC meetings, to reinstitute a number of at-large seats on SEC, and to improve the composition of the Senate Nominating Committee. Of the remaining five proposed changes, I would like to speak up about the two which I believe are terribly important since they may easily change the nature of the Faculty Senate as we know that institution today, if approved. One of these would change the general meetings of the Faculty Senate from the *action producing plenary meetings* into *simple informational meetings* at the discretion of SEC. The second proposed change would reduce the general meetings from two a year to one a year.

Currently, the major manifestations of the Faculty Senate on campus are the two general meetings, and the actions the faculty at large votes during each plenary or special meeting. The Executive Committee carries out routine consultation matters, plus takes stands on matters of immediate interest and limited significance to the faculty at large. Similarly, the SEC committees are consultative to the Senate at large and advise the Senate during the general meetings. The Senate takes a formal position on major matters and communicates its views to the Administration, primarily through the "items

for action" that are discussed and voted openly in the presence of the top university administrators. In this manner, the message that is communicated to the Administration has three elements; (i) the persuasiveness of the arguments on both sides, (ii) the depth of the feelings, and (iii) the actual vote count.

During the 35 years of activity in its modern form, the Senate has served in this fashion the University and its faculty well. In all times of crisis, the Senate has shown wisdom, temperance, and judiciousness. The various Administrations and the Trustees have, time and again, responded with consideration on such occasions, although not always to the extent that some of the more partisan groups desired.

Also, on several occasions when SEC has proven to be an easy prey of one or another small faculty group, or not careful enough, the Senate at large took action against decisions and pronouncements of SEC, keeping SEC on check and forcing SEC to serve the Senate instead of dominating it. Similarly, small SEC committees have been found to be capable of recommending activities which the faculty at large clearly does not support. This was proven to be the case all through the 1980's and as recently as last spring when the Senate reversed the directions of both SEC and one of its committees. In times of strife and crisis the requirement to motivate and persuade the large body of the faculty at large served very well the needs of the University and the faculty, by forcing on all of us the obligation to discourse and persuade our colleagues instead of ignoring and/or bypassing them.

All this will change if the proposal that places SEC in the driving seat and, leaves matters at the discretion of SEC as to whether the discourse and decision will be made on the Senate floor, is approved. The narrow confines of SEC will be the framework within which the decisions that affect all of us and the future of the University at large will be made. These confines are very narrow indeed since SEC includes less than 10% members, of which only about two-thirds participate or vote. In this respect less than twenty people who are united on one issue can produce a decision committing all of us and the University. Based on the recent history and my own observations of how partial SEC and a small committee can be on occasion, such shift of power in favor of

SEC will surely produce major concerns in the months and years to come. In effect we will opt for a senate that may excel in efficiency but offers limited assurances that can match the thoughtfulness, the temperance, and judiciousness that was demonstrated until now. And all these risks for no reason at all since we can have all the efficiency we need by simply voting only for the change that provides for a mail ballot of crucial issues *after* a discussion at a plenary meeting. The frustrations that many among us felt in the past seeing the slow pace of Senate actions should not force us to institute changes that drastically reduce the ability of the Senate to choose a wise course of action on each issue, with the widest possible participatory discussion.

The proposal to have only one general meeting each year is consistent, of course, with the idea of having such meetings for information purposes only, not for debate and action. Who needs two meaningless meetings when one can meet the "do nothing" purpose of the information meeting. In my view, the Senate needs two real general meetings in order to both consider, discuss and vote on important matters, and in order to hear and discuss matters with the president and the provost. We should recognize, of course, that if the matters to be discussed in a general Senate meeting are not considered of sufficient importance by the membership at large, or are not sufficiently publicized, not many among them will come to a large general meeting. The message the faculty sends us in these cases is that the Senate should not be involved continuously with minute matters and should find better ways of attracting the faculty. If SEC ignores or misreads that message and instead develops ways of by-passing the members at large, reducing their inputs and participation, the real losers will be all of us.

It is for all these reasons, and more than what a letter to the Editor cannot include, I am convinced that the only things that we need to change (and improve) on April 15 are the items that improve the performance of SEC; plus the addition of mail ballots if the lack of quorum prevents the timely determination of an important issue (even after the proper discussion has taken place).

—Anthony R. Tomazinis
Past Chair, Faculty Senate
Professor of City and Regional Planning

COUNCIL

Synopsis of Minutes: March 18

The maintenance of confidentiality for the proceedings of the Steering Committee was discussed. It was argued that Steering Committee members need to be accountable and that this would not be possible if their positions and actions are not made known. It was stated, on the other hand, that the frank discussion which is possible under conditions of confidentiality is very helpful in resolving issues. The matter was to be taken up at the next Steering Committee meeting.

Ms. Constance Goodman, the judicial inquiry officer, presented a report (*Almanac*

March 17), prepared at the request of the provost, on the operation of the present Student Judicial System Charter during the two years in which it has been in effect. The report included some recommendations for improvement of the system, centering on restructuring the hearing panels. Council members having spoken in favor of the recommendations, the president said that he would have the changes codified and published in *Almanac* as policy.

A recommendation from the Committee on Recreation and Intercollegiate Athletics (*Almanac* February 10) that a fee be charged for use

of the recreation facilities was discussed. The proposal was made to provide funding for renovation of the gymnasiums. Faculty members who spoke opposed the fee in the view that it would be a charge for what has been regarded as an important benefit available to members of the campus community. Students supported the fee on the ground that \$90 already goes to recreation from the general fee paid by all students. The president stated that he would study the issue and reach a conclusion by the end of this term.

—Robert G. Lornedale, Secretary

The Teaching of Undergraduates at Penn

Excerpts from an Analysis by the Student Committee on Undergraduate Education

In the White Paper of 1985, The Student Committee on Undergraduate Education (SCUE) recognized the conflict, be it real or perceived, that research and teaching are competing pursuits. The all too well-known phrase "publish or perish" suggests that professors spending too much time on other University duties, such as teaching, will jeopardize their academic positions. As a University, Penn is a large community of scholars with vast resources for the sharing of knowledge, the maintenance of educational values, and the pursuit of research. It would seem that this set of circumstances would only enhance teaching. However, this is not the perception. A feeling pervades the campus that research is often encouraged and rewarded above and to the detriment of quality teaching. In the process of promotion (from salary increases to the granting of tenure), some feel that excellence in research is weighted much more heavily than quality teaching. Teaching awards are becoming known as "the kiss of death" for junior faculty members, suggesting that review committees think that professors who have devoted time to developing their teaching must have neglected their research.

We contend that these perceptions do not stem from some fundamental problem in the philosophy or organization of the University, nor from within the administration, faculty, or students as groups. Rather, it seems there is a poor transmission of intent between each component. Each group is genuinely concerned with teaching and acknowledges it as fundamental to the mission of the University, yet these groups do not seem to recognize or understand one another's intentions.

In preparation of this paper, we have discovered that teaching is not in the abysmal state that some people would believe. Despite the fact that Penn Course Review statistics might be termed "audience appreciation", they still provide a general index of the quality of teaching. The average rating of the "overall quality of instructor" given by students in last semester's review was 3.3/4.0. Over the past five years, two Presidential Task Forces examined the Quality of Teaching. In the Human Experience series, senior faculty were successfully recruited to teach lower level courses. The new curriculum recently devised by the School of Arts and Sciences, as well as the establishment of the Undergraduate Education Fund and the formation of Faculty Council on Undergraduate Education, are further examples of the University's commitment to undergraduate education. We recognize and laud these efforts, and aim to contribute to this positive momentum of improving the teaching of undergraduates.

As students we do not claim to understand fully the philosophy and practice of teaching.

Certainly, we recognize and concur that good research and good teaching are interrelated; one cannot flourish without the other. It would be both unfair and unwise for us to suggest abolishing research in order to improve teaching. Research constantly injects teaching with new ideas and fresh approaches. Likewise, teaching permits professors to rehearse ideas before a captive audience of nonspecialists; often ingenious questions can lead professors to reevaluate their areas of inquiry. Of course, we also realize that the responsibility for good teaching does not lie completely with the professor. Student participation and reaction plays a significant role in the quality of instruction.

As SCUE has done in the past, we recognized the need to gain a wide perspective on the state of the teaching of undergraduates in order to evaluate it with greater understanding. We conducted over thirty-five interviews with professors (at all career levels) from a variety of departments. While each professor was asked similar questions, most of the interviews became informal discussions. Our questions focused on the following: the best and worst aspects of teaching, the qualities of good and bad students, how teaching is dealt with by specific department and school, how the attitude toward teaching can be improved. We chose to be systematic in conducting our investigation, but not absolutely empirical, because our purpose was not to make a statistical study, but rather to gain a general understanding of the situation. In addition to professors, we met with the Provost, as well as the Dean and Associate Dean of the College, the Associate Deans of Wharton and the Engineering School, and the Dean of the Nursing School. We also reviewed earlier reports, *Daily Pennsylvanian* articles, and Course Review data.

Students and Teachers

Several professors commented that great teaching is a function of one's personality. However, we believe that any scholar can be a good teacher. As there is no one model of the perfect teacher, our suggestions do not recommend that every concerned faculty member adopt a new personality. We do not attempt, nor wish, to create such a model. We stress that diversity in teaching methods is crucial to the educational character of the University. Therefore, we offer suggestions that work with one's personality and that are basic to good teaching.

Explaining How the Course is Part of the Discipline: A professor not only teaches a course, but also part of a discipline. Students need to understand the characteristics of a discipline in order to assimilate and respond to class material more critically. Therefore, professors should explain how their approach fits into the range of thought and methodologies within the discipline.

Bringing Research into the Classroom: When professors tell students about their own research, it instantly gives students insight into the parameters of the discipline as well as another light in which to see the professor and the course. Even advanced research can be relevant. It does not have to be a fundamental part of the course to enhance the central material.

Discussing rationale behind the course: Every course has been designed for certain reasons. Often a syllabus does not provide an adequate explanation of the intent of the professor in teaching a particular course in a particular way. Let students know exactly what they are learning and why. Often, while professors understand the pedagogical basis behind a given course, they credit students with similar understanding; however, it is not always clear to students despite the fact that they rarely admit, or even realize, their confusion. Added clarity can do wonders for a student's enthusiasm for and understanding of a course. This can be especially helpful in more basic courses, where certain concepts, while less exciting, are absolutely fundamental to the discipline. Explain reasons for choosing readings, and type of testing. This is not a defense of the rationale, but rather an *explanation* of it.

Enhancing the Class: Often students say that a class is not "interesting." The above suggestions will be helpful in making students more aware of what they are learning and why, ultimately making the class more appealing. The following points are culled from our interviews, and suggest methods for enhancing a class even further:

Large Classes: Students tend to feel alienated from the professor of a large class. Due to several pressures, though, some large classes are necessary. If a professor were to rotate around, making "cameo appearances" in recitation sections, students would feel more actively involved in the learning process rather than passively receiving information from professors. This should not interfere with the authority of the teaching assistant, since the professors would not teach any section for the whole semester. Rather, it would give professors and students opportunities to interact, creating a more dynamic learning environment in a way otherwise unavailable in the large lecture setting. Also this practice would allow professors to stay aware of the vicissitudes of their courses.

Testing: Some professors commented that due to a variety of pressures, they had to resort to multiple-choice testing. Unfortunately, tests such as these are often measures of students' ability to recall information from rote memory. A good exam or paper evaluates students' abilities to think creatively and critically using concepts from the course. Professors should guide students in coordinating meanings, questioning concepts, and developing conclusions throughout the semester; tests and papers should assess how well students have done this. A well-designed test or paper topic, in and of itself, is part of the learning experience. Furthermore, testing is an integral part of teaching, and should therefore be conceived in conjunction with the other educational aspects of the class.

(continued on page 6)

(continued from page 5)

Classroom Environment: Good teaching motivates, stimulates, excites, and inspires students to respond actively to information. Professors should not hesitate to challenge students. Demanding professors, when their intent is understood, are catalysts for students to rise to the academic challenge. Students should be prepared to participate in the class, and not assume a passive role. A good class is a group experience which lasts beyond the fifty minutes of classtime. It should encourage students to study together, allowing them to review concepts, pursue ideas, and challenge assumptions in an informal way. Perhaps a mid-semester assessment of the course, conducted informally by the professor, could allow two-way feedback for evaluating progress in the above areas.

The above suggestions hinge upon a common characteristic: professors' love for their work and the transmission of this excitement to students. This contagious enthusiasm is the force that propels and motivates a class.

Department and Professor

As undergraduates, we are well equipped to discuss the student perspective on the issue of teaching. However, our preparations have also made us aware that there is also a problem in the transmission of intent between departments

and individual professors. We received assurance that teaching is a factor in tenure and promotion at the department level. Several faculty told us that the results from the Course Review forms are utilized in that professors are confronted when they received low ratings. Yet, while it seems the teaching of undergraduates is a departmental concern, departmental commitment to this concern is not always as clear as it could be. Since teaching is not discussed frequently, the assumption is that it is adequate and mostly an individual concern. Our contention is that teaching should not be left for discussion until someone receives a low rating, or is being considered for tenure. Instead it should be an issue regularly discussed at department meetings and among department members. The following are some specific suggestions for making teaching a prominent departmental agenda item:

Teachers Helping Teachers: Today several departments have formalized training for their graduate teaching assistants. It seems that a similar system of "teaching to teach" is needed in the development of young faculty members many of whom have not taught prior to their assistant professorship at Penn. By using the experience of seasoned professors in an informal mentor system, departments will express their commitment to teaching

and encourage young faculty members to develop their teaching as well as their research abilities.

Colleagues as a Resource: Not only young faculty can benefit from the experiences of their colleagues. All faculty should constantly exchange their ideas about teaching. These exchanges could be fostered by the departments which should make a practice of calling meetings at which professors talk about teaching undergraduates. In such meetings, faculty might combine anecdotal and pedagogical approaches to the topic. There is a vast knowledge about teaching; departments could capitalize on this by encouraging a common effort to strive systematically toward improving teaching.

Administration and Faculty

Although there is individual commitment by members of the administration to the importance of undergraduate teaching, a more unified and bold stance must be transmitted to the departments and faculty affirming this, for it seems the faculty is not necessarily convinced. We feel the administration must increasingly demonstrate its commitment to undergraduate teaching as well as offer incentives to motivate the faculty to pursue excellence in teaching.

(continued on page 7)

OF RECORD

1987 Summer Hours And Compensation Practices

Beginning Monday, June 29, 1987, the University will alter its regular schedule of weekly hours worked for the months of July and August. The summer schedule of hours worked at the University, as referred to in this statement, is 9 a.m. to 4:30 p.m. Monday through Friday with a one-hour lunch period, resulting in a work week of 32.5 hours.

The following should serve as a set of guidelines in the implementation of summer hours for this year.

A. Effective Period

Summer hours resulting in the following time reductions will be observed Monday, June 29 through Friday, August 28, 1987.

- ½ hour per day totaling 2½ hours per week;
- 35.0-hour work week is reduced to 32.5 hours;
- 37.5-hour work week is reduced to 35.0 hours;
- 40.0-hour work week is reduced to 37.5 hours.

B. Guidelines for Implementation

In recognition of the varying operating requirements throughout the University, a particular department or school may need to adopt a flexible schedule to meet its particular needs. However, the summer schedule of hours worked cannot exceed the reduced rate of weekly hours indicated above without additional compensation. Supervisors should advise employees as soon as possible what the summer schedule of hours worked will be in their department or school.

Departments are given flexibility in the scheduling of the reduced work week. Some examples follow:

Scheduled Work Week

(Using a 35-hour work week reduced to 32.5 hours)

A. Monday through Friday, 9 a.m. to 4:30 p.m.

B. Staggered hours to extend daily coverage:

- Employee I: Monday through Friday, 8:30 a.m. to 4 p.m.
- Employee II: Monday through Friday, 9 a.m. to 4:30 p.m.
- Employee III: Monday through Thursday, 9 a.m. to 5 p.m.
Friday, 9 a.m. to 2:30 p.m.*

* Employees choosing to take the 2½ hours off in any one day must work the regularly scheduled hours on the remaining four days in order to accrue the 2½ hours. Paid time off, i.e. sick, vacation, personal days, etc., do not count as days worked.

C. Compensation Practices

1. All employees working the summer schedule of hours are to be paid their regular weekly salary.

2. Any unit deciding to maintain the regular work week schedule throughout July and August should discuss this decision with Barbara Johnson, Manager, Staff Relations, prior to June 29, 1987.

a) if a weekly-paid employee works more than the summer schedule of hours, that employee is to receive, in addition to the regular weekly salary, extra compensation for those hours worked at straight time up to forty hours worked in the week.

b) If the supervisor and employee mutually agree, compensatory time may be taken equal to the additional straight-time hours worked.

3. If a weekly paid employee works more than forty hours in a week, that employee is to receive compensation at time and one-half (1½) for all hours worked in excess of forty.

| | | Examples | | | |
|---------------------------|-----------------|--------------|--------------------------|------------------------------|------------------|
| Regularly Scheduled Hours | Summer Schedule | Hours Worked | Straight Time Hours Paid | Time and One-Half Hours Paid | Total Hours Paid |
| 35 hrs. | 32.5 hrs. | 32.5 | 35.0 | 0 | 35.0 |
| | | 35.0 | 37.5 | 0 | 37.5 |
| | | 40.0 | 42.5 | 0 | 42.5 |
| | | 42.0 | 42.5 | 2 | 45.5 |
| 37.5 hrs. | 35 hrs. | 35.0 | 37.5 | 0 | 37.5 |
| | | 37.5 | 40.0 | 0 | 40.0 |
| | | 40.0 | 42.5 | 0 | 42.5 |
| | | 42.0 | 42.5 | 2 | 45.5 |
| 40 hrs. | 37.5 hrs. | 37.5 | 40.0 | 0 | 40.0 |
| | | 40.0 | 42.5 | 0 | 42.5 |
| | | 42.0 | 42.5 | 2 | 45.5 |

Exclusions

Regular part-time employees, University employees working at HUP whose unit does not observe the summer hours schedule, and employees covered by collective bargaining agreements are excluded from this reduced summer hours procedure.

Questions

Any questions concerning the above should be directed to Barbara Johnson, Manager, Staff Relations, at Ext. 6093.

—Office of Human Resources

Recognized Holidays

The following holidays will be observed by the University in the upcoming fiscal year (July 1, 1987-June 30, 1988) on the dates listed below:

- Fourth of July, Friday, July 3, 1987
- Labor Day, Monday, September 7, 1987
- Thanksgiving, Thursday and Friday, November 26-27, 1987
- Christmas Day, Friday, December 25, 1987
- New Year's Day, Friday January 1, 1988
- Memorial Day, Monday, May 30, 1988

The special vacation granted to faculty and staff between Christmas and New Year's Day will be December 28, 29, 30, 31, 1987. If an

employee is required to be on duty to continue departmental operations for part or all of this period, the special vacation is rescheduled for some other time.

In addition, staff are eligible for a floating day off each fiscal year which may be used for any reason, scheduled mutually with one's supervisor. Floating days are not cumulative.

Vacations and holidays for Hospital employees or those employees in collective bargaining units are governed by the terms of Hospital policy or their respective collective bargaining agreements.

Reminder: Memorial Day, the remaining holiday of the current 1986-87 fiscal year (ending June 30, 1987) will be observed on Monday, May 25, 1987.

(continued from page 6)

More Direct Statements: The administration should show more visibly the high priority it assigns to teaching. By addressing the faculty formally and directly, the administration will reaffirm and attest to its goal of improving teaching. By putting its thoughts in a statement to demonstrate its concern openly, the administration will encourage faculty to further improve teaching.

More Incentives: Along with these direct statements, the administration should further implement incentives for outstanding teaching. Although the Ira Abrams award, for example, gives a monetary prize, and salary increases and promotion are partially tied to teaching performance, this is merely the beginning of a good trend and not the end. The more the administration demonstrates its commitment to teaching, the more the faculty will know that they can take the time to pursue good teaching and not feel pressured by research demands.

Conclusion

Many of our recommendations are uncomplicated and do not require major changes to be implemented. They are not all-inclusive. Only through coordinated discussion among the component groups can teaching really be systematically improved on a large scale.

Finally, we encourage the university community to convene a group devoted to the improvement of undergraduate teaching. We propose the discussion of the following issues:

1. Making teaching a prominent focus of departmental effort.
2. Concentrating on undergraduate teaching as an entity separate from graduate teaching.
3. Capitalizing on the wealth of knowledge about teaching.
4. Developing better incentives for investing time in teaching.
5. Devising ways for professors to share their experiences.

It is our hope that the university will initiate the efforts outlined in this paper, thereby raising undergraduate teaching from an individual interest to a community priority.

Claire Berkowitz, Subcommittee Chair, Col 87
Lynn Parseghian, Outgoing Chair, Col 87

Phyllis Fung, Col 89

Neil Koffler, EAS, Wh 88

Andrea LaRossa, Col 89

John Montag, Col 90

Jennifer Peterson, Col 90

Renee Weiner, Col 89

OF RECORD

Human Resources/Compensation

Monthly Paid Salary Scale (Effective: July 1, 1987)

| Grade | Minimum | | Hiring Maximum | | Maximum | |
|-------|---------|---------|----------------|---------|---------|---------|
| | Annual | Monthly | Annual | Monthly | Annual | Monthly |
| PA1 | 15,425 | 1285.42 | 19,750 | 1645.83 | 23,700 | 1975.00 |
| PA2 | 16,950 | 1412.50 | 21,725 | 1810.42 | 26,075 | 2172.92 |
| PA3 | 18,650 | 1554.17 | 23,900 | 1991.67 | 28,700 | 2391.67 |
| PA4 | 20,700 | 1725.00 | 26,550 | 2212.50 | 31,850 | 2654.17 |
| PA5 | 22,775 | 1897.92 | 29,200 | 2433.33 | 35,025 | 2918.75 |
| PA6 | 25,050 | 2087.50 | 32,125 | 2677.08 | 38,525 | 3210.42 |
| PA7 | 27,550 | 2295.83 | 35,325 | 2943.75 | 42,400 | 3533.33 |
| PA8 | 30,300 | 2525.00 | 38,850 | 3237.50 | 46,625 | 3885.42 |
| PA9 | 33,350 | 2779.17 | 42,750 | 3562.50 | 51,300 | 4275.00 |
| PA10 | 37,350 | 3112.50 | 47,875 | 3989.58 | 59,350 | 4945.83 |
| PA11 | 42,950 | 3579.17 | 55,050 | 4587.50 | 71,575 | 5964.58 |
| PA12 | 49,375 | 4114.58 | 63,300 | 5275.00 | — | — |

Weekly-Paid Salary Scale (35-hour work week) (Effective: July 1, 1987)

| Grade | Minimum | | | Hiring Maximum | | | Maximum | | |
|-------|---------|--------|--------|----------------|--------|--------|---------|--------|--------|
| | Annual | Weekly | Hourly | Annual | Weekly | Hourly | Annual | Weekly | Hourly |
| G3 | 8,400 | 161.56 | 4.616 | 10,000 | 192.33 | 5.495 | 12,000 | 230.79 | 6.594 |
| G4 | 8,750 | 168.28 | 4.808 | 10,800 | 207.73 | 5.935 | 12,875 | 247.63 | 7.075 |
| G5 | 9,550 | 183.68 | 5.248 | 11,750 | 226.00 | 6.457 | 14,325 | 275.49 | 7.871 |
| G6 | 10,300 | 198.10 | 5.660 | 12,825 | 246.65 | 7.047 | 15,450 | 297.15 | 8.490 |
| G7 | 11,200 | 215.39 | 6.154 | 14,000 | 269.26 | 7.693 | 16,800 | 323.09 | 9.231 |
| G8 | 12,225 | 235.13 | 6.718 | 15,275 | 293.76 | 8.393 | 18,325 | 352.42 | 10.069 |
| G9 | 13,325 | 256.27 | 7.322 | 16,650 | 320.22 | 9.149 | 19,975 | 384.16 | 10.976 |
| G10 | 14,525 | 279.34 | 7.981 | 18,150 | 349.06 | 9.973 | 21,775 | 418.78 | 11.965 |
| G11 | 15,425 | 296.66 | 8.476 | 19,750 | 379.82 | 10.852 | 23,725 | 456.26 | 13.036 |
| G12 | 16,950 | 325.99 | 9.314 | 21,725 | 417.80 | 11.937 | 26,825 | 515.90 | 14.740 |
| G13 | 18,650 | 358.68 | 10.248 | 23,900 | 459.62 | 13.132 | 31,200 | 600.01 | 17.143 |

Terms:

Salary Scale: A pay structure based upon pay grades. There are two salary scales (PA and G).

Grade: The pay grade to which a job title is assigned. All grades have dollar minimums and maximums. There are 12 PA grades (monthly-paid) and 11 G grades (weekly-paid).

Work Week: The standard work week at the University is five 7-hour work days during the period beginning 12:01 a.m. Monday and ending 12 midnight Sunday.

Hiring Maximum: The highest starting salary which may be offered to a fully qualified candidate for a position in that grade. All salary offers must be approved in advance by the Office of Human Resources.

EXHIBITS

7 *Paintings by Helen Elizabeth Stephens*; still life and landscape subjects. *Through May 1*. Opening reception: April 7, 4:30-6:30 p.m.

10 *The Journey*; paintings by Sinikka Laine of Uusikaupunki, Finland; Monday-Friday, 9 a.m.-5 p.m., University City Science Center Art Gallery. *Through May 8*. Opening reception: April 10, 4-6 p.m.

FILMS

8 *Voices of Dissent: You Got to Move*; the Philadelphia premiere focuses on the Highlander Center in the Tennessee mountains that has supported social change in the South for the past 50 years; 7:30 p.m., International House. Admission: \$3.50, \$2.50 for members. Also April 9, at 7:30 p.m., April 10: 4 and 7:30 p.m. (International House).

FITNESS/LEARNING

17 *Improvisation Master Class with MOMIX*; part of the free Artist-to-Artist series coordinated by the Philadelphia Dance Alliance; noon-1:30 p.m., Zellerbach Theatre, Annenberg Center. Reservations: 545-6344 (Annenberg Center).

ON STAGE

9 *Celebration*; 8 p.m., Annenberg School Theatre. Tickets: \$4, available on Locust Walk and Annenberg Box Office. April 10, 8 p.m. and April 11, 7 and 9:30 p.m. (Quadramics Spring Fling Musical).

SPECIAL EVENTS

4 *Celebrate Spring at the Arboretum*; weekend tours of flowering daffodils, tulips, magnolia trees, crabapple and cherry trees; every Saturday and Sunday, 2 p.m., Morris Arboretum. Admission: \$2 adults, \$1 children, children under 6 admitted free. Information: 247-5777.

7 *University Museum Members' Shopping Week*; save an additional 10% over your members' discount at the University Museum Shop; Tuesday-Saturday, 10 a.m.-4:15 p.m., Sunday 1-4:45 p.m. (those who join April 7-12 receive a gift) *Through April 12*.

TALKS

7 *Neutrophil Glycolipids Distribution and Response to Stimuli*; Frank Symington, Fred Hutchinson Cancer Center; 3 p.m., Auditorium, Wistar Institute (Wistar Institute).

Paleoclimate from Volcanic Ash; Irving Friedman, U.S. Geological Survey; 4 p.m., Room 105, Hayden Hall (Geology Department).

8 *The Intrahepatic Biliary Epithelium—An Area of Growing Interest in Hepatology*; Nick Tavolini, associate professor of medicine, Mt. Sinai School of Medicine; 2:30-3:30 p.m., Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Section of Department of Medicine).

9 *Expression of Rotavirus Proteins Using Baculovirus Vectors*; Mary Kay Estes, department of virology and epidemiology, Baylor College of Medicine; 4 p.m., Auditorium, Wistar Institute (Wistar Institute). *Update on Limited Treatment Decisions in Long Term Care*; Lois Evans and Mathey Mazey; 4-7 p.m., Room 110, Nursing Education Building (School of Nursing Ethics Seminar).

Department of Public Safety Crime Report

This report contains tallies of Part I crimes against persons, and summaries of Part I crimes in the five busiest sectors on campus where two or more incidents occurred between **March 30 and April 5, 1987**.

Total Crime: Crimes Against Persons—0, Burglaries—4, Thefts—26, Thefts of Auto—2

Area/Highest Frequency of Crime

| Date | Time Reported | Location | Incident |
|--|---------------|------------------|---|
| South St. to Walnut St., 32nd St. to 33rd St. | | | |
| 03-31-87 | 1:12 PM | White Trng House | Gold chain/camera w/attachments taken from room. |
| 03-31-87 | 4:53 PM | Hutchinson Gym | Money taken from locked locker. |
| 03-31-87 | 9:22 PM | Lot #5 | Radio taken from vehicle/dash damaged. |
| 04-03-87 | 4:46 PM | Rittenhouse Lab | University keys taken from unsecured room. |
| 04-04-87 | 4:58 PM | Hutchinson Gym | Locker broken into/wallet taken. |
| Civic Center Blvd. to Hamilton Walk, 34th St. to 38th St. | | | |
| 03-30-87 | 3:49 PM | Nursing Ed Bldg | Denim jacket taken from hallway. |
| 04-02-87 | 9:15 PM | Lot #44 | Cash and tapes taken from vehicle. |
| 04-03-87 | 10:52 AM | Blockley Hall | Change taken from desk in open room. |
| 04-04-87 | 12:29 AM | Lot #44 | Window broken/steering column damaged. |
| Baltimore Ave. to Walnut St., 40th St. to 42nd St. | | | |
| 03-30-87 | 9:28 AM | Evans Bldg. | Unattended dental equipment taken from room. |
| 03-31-87 | 9:24 AM | Phi Sigma Sigma | Plaques taken from sorority. |
| 04-01-87 | 1:34 PM | Evans Bldg. | Dental equipment taken from unsecured area. |
| 04-05-87 | 8:23 AM | Divinity School | Items stacked by door by unknown persons in gym area. |
| Spruce St. to Locust St., 34th St. to 36th St. | | | |
| 03-31-87 | 2:28 PM | Houston Hall | Male attempted to take purse/fled area. |
| 03-31-87 | 3:23 PM | College Hall | Unattended wallet taken from unsecured area. |
| 04-04-87 | 2:11 AM | Houston Hall | Unattended coat taken from lounge. |
| Locust Walk to Walnut St., 34th St. to 36th St. | | | |
| 03-30-87 | 2:09 PM | 3537 Locust | Credit cards taken from unattended wallet. |
| 03-31-87 | 10:50 AM | 3537 Locust | Briefcase taken/recovered later. |
| 04-01-87 | 4:32 PM | Van Pelt Library | Wallet taken from unattended coat. |

Safety Tip: While walking on or off campus: there is safety in numbers, avoid traveling alone, use the "buddy system," avoid dark sidewalks and paths, "short-cuts" and high shrubbery and use well-traveled and well-lighted routes.



A pair of travelers from the country (Alison Stair Neet and Craig Bryant) stare in amazement at the wonders of the busy river as they head to the uncharted western territory in The Acting Company production of The Gilded Age, directed by Mark Lamos and co-produced by Hartford Stage Company. Annenberg Center presents this premiere production based upon the Mark Twain/Charles Dudley Warner novel April 8-12 in the Zellerbach Theatre.

10 *Application of Superresolution Spectral Estimation Techniques to Inverse Synthetic Aperture Radar Imaging*; Yin-Wu Chen, graduate student, department of electrical engineering; noon-1 p.m., Room 216, Moore School (Valley Forge Research Center). **15** *Components of the Anti-Reflux Barrier*; Ted Williams, Gastrointestinal Section of CHOP; 2:30-3:30 p.m., Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Section of Department of Medicine).

Deadlines

The deadline for the weekly calendar update entries is Tuesday, a week before the date of publication. The deadline for the May pullout is *Tuesday, April 14*. Send to *Almanac*, 3601 Locust Walk/6224 (second floor of the Christian Association).

Corrections: In last week's issue, Acting Director of Construction and Project Management *Kemel Dawkins'* first name was misspelled. Also in last week's issue, the Deaths column contained some unfortunate typos. Mr. *D'Arlin* is survived by his sister, Mrs. Henriette Lubart. Dr. *Nicholson* is survived by his wife, Edith; daughters, Edith, Elizabeth and Virginia; son, Joseph; a grandson and a brother. We regret the errors.

Almanac

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