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Tuesday, March 3, 1992

Published by the University of Pennsylvania

Volume 38 Number 24

To: Members of the Faculty Senate From: Louise P. Shoemaker, Chair

Subject: Senate Nominations 1992-93

1. In accordance with the requirements of Sec.11(b)(i) of the Senate Rules, official notice is hereby given of the Senate Nominating Committee's slate of nominees for the incoming Senate Officers. The nominees, all of whom have indicated their willingness to serve, are:

Chair-elect: Gerald J. Porter (mathematics)
Secretary-elect: Dawn A. Bonnell (materials science & engineering)

At-large Members of the Senate Executive Committee (to serve a 3-year term beginning May, 1992):

David DeLaura (English)
Francis E. Johnston (anthropology)
Ellen Kennedy (political science)
Peter J. Kuriloff (education)

Assistant Professor on the Senate Executive Committee (to serve a 2-year term beginning May, 1992):

Thomas Sugrue (history)

Senate Committee on Academic Freedom and Responsibility (to serve a 3-year term beginning May, 1992):

Michael Cohen (physics)
Carolyn Marvin (communication)
Jack Nagel (political science)

Senate Committee on Conduct

(to serve a 2 year term beginning May 100)

(to serve a 2-year term beginning May, 1992): Marilyn E. Hess (pharmacology) Michael B. Katz (history)

Gary A.Tomlinson (music)
Senate Committee on the Economic Status of the Faculty (to serve a 3-year term beginning May, 1992):

Samuel Z. Klausner (sociology) Matthew S. Santirocco (classical studies)

- 2. Again pursuant to the Senate Rules Sec. 11(b)(i) you are invited to submit "additional nominations, which shall be accomplished via petitions containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received no later than fourteen days subsequent to the circulation of the nominees of the Nominating Committee. Nominations will automatically be closed fourteen days after circulation of the slate of the Nominating Committee." Pursuant to this provision, petitions must be received at the Faculty Senate Office, 15 College Hall/6303, by 5:00 p.m., *Tuesday, March 17, 1992*.
- 3. Under the same provision of the Senate Rules, if no additional nominations are received, the slate nominated by the Nominating Committee will be declared elected. Should additional nominations be received, an election will thereafter be held by mail ballot.



Transition: This week marks the arrival of Dr. William Holland (left), whose appointment as Vice President for Human Resources was announced February 11—and a new role for Barry Stupine (right), who was acting vice president. Mr. Stupine becomes Special Assistant to Executive Vice President Marna C. Whittington, handling special projects in addition to his full-time work as associate dean at the School of Veterinary Medicine.



Lindback Lecture: A Session on Assessment

For its second all-University lecture, the Lindback Society brings to campus on March 18 Dr. Richard Light of the Harvard Graduate School of Education, who founded the Harvard Assessment Seminar to evaluate that institution's undergraduate curriculum. The program begins at 4 p.m. with Dr. Light's lecture in Alumni Hall of the Faculty Club, on "Improving Teaching and Student Learning." At 5 p.m. participants choose among small-discussion group topics such as writing, science for women, learning foreign languages, faculty advising, gender differences in learning, capitalizing on racial and sexual differences, education and careers, and other topics. At 6 p.m. they reassemble for a question-and-answer period with Dr. Light followed by a buffet dinner.

The program is free, including the buffet, and is open to all faculty, students and staff. Reservations are not required, Lindback Society President E. Ann Matter said, but attendance is limited to the first 120 to arrive.

SENATE:

The following agenda is published in accordance with the Senate Rules.

Agenda of Senate Executive Committee Meeting Wednesday, March 4, 1992, 3-5:30 p.m.

- 1. Approval of the minutes of January 15 and February 5, 1992
- 2. Chair's Report
- 3. Report on activities of the Academic Planning and Budget Committee
- 4. Discussion of awarding honorary degrees to emeriti faculty
- **5.** Senate/Administration joint task force to examine faculty policies and procedures
- Nominations for various committee vacancies for 1992-93 from the Senate Committee on Committees.
- **7.** Discussion with faculty liaisons to trustee committees
- 3. Continuation of discussion on Faculty Senate participation in University Council. For your information below is item 6 from the SEC minutes of March 6, 1991:

SÉC unanimously adopted a motion to continue its participation in University Council for the 1991-92 academic year. SEC adopted the further motion: that the Senate Executive Committee shall monitor the progress of the implementation of the revised Council Bylaws for 1991-92 and vote no earlier than March 1992 and no later than the end of the academic year 1991-92 whether to continue its participation in University Council. This motion parallels a similar action taken on April 4, 1990. The sense of the meeting was that such a motion should be considered and voted on each year.

Discussion to include materials on proposed revision of Council Bylaws from Phillips subcommittee.

- 9. Recommendations from the Senate Committee on the Faculty
 - a. Composition of consultative committees for a dean
 - b. Faculty consultation on appointment of sub-deans
 - c. Academic calendar
- 10. Other new business
- **11.** Adjournment by 5:30 p.m.

Reminder: Special SEC meeting Friday, March 27, 1992 at 1:30 p.m. for presentation by Dean William Kelley on Medical Center Plans. The meeting is currently scheduled to take place in 15 College Hall.

Questions can be directed to Carolyn Burdon, Executive Assistant to the Faculty Senate Chair, Ext. 8-6943.

-FOR COMMENT-

Initiatives to Foster an Efficient and Ethical Workplace

The ideas included in this proposal represent the joint efforts of staff in the Division of Human Resources and the Office of Resource Planning and Budget. They resulted from a charge issued by the President, Provost, and Executive Vice President at a meeting held in early October. The initial draft of this document has been revised as a result of productive meetings with: the Provost Planning Group, Senior Planning, Council of Deans, Academic Planning and Budget Committee, leadership of the Faculty Senate, A-1 Assembly, Employee Roundtable, and the Senior Roundtable, which includes Associate Deans from the Schools.

Barry J. Stupine, Acting Vice President for Human Resources*

Goals:

To foster an environment which encourages ongoing communications between employees and their supervisors, recognizes the contributions of employees, and enhances staff development.

To design and adopt a competitive staff salary structure which reflects the best possible balance of marketplace demands and Penn's fiscal realities.

To provide the stimulus for a better managed University so that managers, staff supervisors, and faculty who supervise are responsible for maximizing the efficiency and accountability of their work units in order to create an environment in which cost containment can occur.

Suggested Strategies:

- 1. Continue the practice of granting summer hours, but curtail the expenditure of additional funds for employees unable to take the shorter work week in the summer. At the request of the Division of Human Resources, the Office of the General Counsel has approved the extension of compensatory time (for this purpose) until February 28 of each year, and new guidelines will be published shortly in *Almanac*.
- 2. Implement an employee recognition program for long-term employees of the University. Recommendations will be forthcoming shortly from a committee charged with studying this subject. There is currently an active 25 Year Club in place, but that period of time is far too long to wait before recognizing long-term employees in some manner. Preliminary indications are that the proposed program will include recognition for faculty, A-1 and A-3 staffs, and unionized employees who have worked continuously at Penn for at least ten years.
- **3.** Improve the comparative data reports provided by the Division of Human Resources. Such reports must provide to senior management accurate and timely comparative information pertaining to average salaries, numbers of employees, average raises in a year, turnover ratios, average length of time at Penn, etc. Only by measuring and reporting such data can the Administration design and initiate effective programs for change.
- 4. Encourage ongoing and meaningful discussions between employees and their staff and faculty supervisors. Such discussions should focus on the employee's contributions to the workplace, the elements of the position, and the expectations for the individual. Ethical concerns as well as matters of efficiency require additional efforts to encourage ongoing dialogue between all parties in the workplace. In addition, the Faust Report clearly outlines the need for improvement in this aspect of University life.

One measure of such dialogue is the completion of an annual performance evaluation which includes the employee's self evaluation. The self evaluation worksheet permits the employee to identify skills he/she would like to develop during the year, ways in which staff and faculty supervisors can help, accomplishments, etc. An annual written evaluation as part of an ongoing dialogue can be a positive force in the development of an employee's self- worth and on his/her future contributions to the workplace. The completion of performance evaluations has been encouraged for a number of years, and to support this effort, beginning in the summer of 1992 each Dean, Vice President, and Unit Head will be given a list of employees in their units whose evaluations have not been completed. The President, Provost, and Executive Vice President will receive summary reports of Units under their responsibility. Every staff member deserves to receive a fair evaluation of their contributions to the University, and it is hoped that this measure will encourage an improvement in this vital area.

- Educate supervisors that Human Resources stands ready to assist Schools and Units in handling difficult personnel problems. Employees can be terminated for being unproductive (with documentation), creative restructuring of positions and workload can be facilitated, and, if necessary, layoffs can be administered in a fair and equitable manner. Human Resources specialists have successfully dealt with a myriad of complex situations, and it is never too early for managers to ask for assistance from Staff Relations. In many situations, employees' performance has been significantly improved through the intervention of Staff Relations specialists, but it is the responsibility of managers to request such assistance.
- **6.** Educate supervisors as to the availability of supervisory training programs which currently exist to help them. These programs are offered through the Department of Training and Organization Development, and focus on hiring, job analysis, motivating, delegating and other supervisory skills. The successful completion of such a course can often make the working conditions and the performance of both the supervisor and his/her employees much improved. Once the completion of performance evaluations becomes routine, these courses will become even more important. In the future, one could even consider making the completion of such a course mandatory for certain levels of managers for continuation in their positions. Continuing education courses have become a way of life for many professions. At the same time a greater effort must be made to encourage A-1 and A-3 staffs to avail themselves of the many valuable courses offered through the Training and Organization Development Department. These

courses cover a wide range of subjects designed not only to enhance employees' competence at Penn but also to provide them the necessary skills for career development and potential advancement.

- 7. On at least an annual basis have administrative representatives from Human Resources (including the Vice President) meet with each Vice President and unit head and his/her direct reports to discuss personnel issues relating to that area, changes in policies, services offered by Human Resources, and items of general interest. Human Resources staff should present specific examples of cases which may have an application in that area. Also, at least once per year, high level representatives from Human Resources (including the Vice President) should meet with the respective deans and their direct reports, including Departmental Chairs. In those schools which utilize senior managers to supervise in place of Departmental Chairs, these individuals may be invited by the Dean in place of or along with the Chairs. The Provost should be made aware of these meetings in advance and should feel free to attend or send a representative if he so desires. This type of information sharing is essential if Departmental Chairs are going to assume their responsibility for stewardship of human resources.
- **8.** In January of each year, increase the salary scales of both the A-1 and A-3 categories of personnel. The actual amount of the increase should depend on the marketplace and should be structured to make the University competitive in attracting competent individuals to handle our increasingly complicated work assignments. In February of 1992, the scales will be increased by four (4) percent with a total cost of less than \$60,000 for the entire University. It is expected that within three (3) years the mid-points of most salary scales will be competitive with the marketplace to which they are compared.
- 9. Continue to introduce appropriate new management concepts and tools throughout the University. In so doing, it is understood that such methodologies may vary considerably from School to School, Unit to Unit, and situation to situation. Many of these tools involve some form of process management and focus on improving quality and efficiency by encouraging employees to participate in the design and implementation of new and/or refined procedures for providing service. Currently in the Administration more than thirty quality teams are at work in studying and designing improved methods for delivering administrative services. The University cannot continue to do business as usual and only by utilizing management tools new to the University, while at the same time implementing measures of accountability, can we hope to meet the demands being placed upon us.

The above represents a broad spectrum of tools and strategies designed to improve employee efficiency while enhancing morale and giving an increased sense of worth to staff and supervisors alike. Each initiative can be implemented individually or together as a comprehensive package. By implementing these initiatives, the University can begin dealing with issues of productivity while enhancing its reputation as an "employer of choice." The time seems right for such a step.

* Comment may be addressed to Mr. Stupne in his new role (see page 1), c/o Human Resources.

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-PERSONNEL BENEFITS-

Advance Information on Health Plan Changes

To Our Colleagues and Friends

Our first letter two weeks ago introduced this series of letters regarding benefits, put the concept of benefits within the larger concept of total compensation, and described briefly some of the work of the Personnel Benefits Committee of the University Council. Since Open Enrollment begins on March 30, 1992, our next few letters will focus on the Pennflex* plan, the changes for 92-93 Pennflex, and the decisions we need to make during the coming PennFlex Open Enrollment period. This letter gives details about the health plans.

As we have read and heard from the popular media, health care costs in America have been increasing at a rate that exceeds increases in cost-of-living and salaries. The University is no exception to these pressures. In considering the health benefits plan for 92-93 Pennflex, the Personnel Benefits Committee has worked to balance many factors: the medical inflation rate, the balance between the increases in monthly rates (payroll deductions) and increases in out of pocket expenses such as deductibles and co-pays, the effect of increases on lower paid employees, and the goal to phase in increases in affordable ways for both individuals and the University.

Here is some advance information on health plan changes for 92-93 Pennflex:

Dental Assistance Plan

Dental Plan Rates: The University pays the entire cost of the single dental plan. For 92-93 Pennflex the University contribution to the family plan is \$37.59. The payroll deduction for the family Prudential Plan remains the same; the payroll deduction for the family Penn Faculty Practice Plan has increased by \$4.67 per month.

Medical Plans

1. **Medical Plan Rates:** For 92-93 Pennflex the University will contribute to each eligible participant \$112.72 per month for single plan or \$281.58 per month for the family plan. The participant then pays (by payroll deduction) the remaining cost of the plan of their choice.

For Pennflex 93 Penn's cost for its share of your medical insurance is expected to increase approximately 11%. If you choose Blue Cross 100 Plan your payroll deduction will also increase by 11%; with the Comprehensive Plan your payroll deduction will not increase for the single plan and will increase by less than 50 cents per month for the family plan; if you choose an HMO your payroll deduction equals the total cost of the HMO less Penn's contribution.

Overall, the cost increases to our plans is smaller than the medical inflation rate and results from a combination of the actual medical experience of our participants (you!) in our Blue Cross plans, the plan

design changes described below, and the management of our medical plans by the Benefits Office.

2. Deductibles/Co-pays: Blue Cross 100 Plan: The single deductible for the plan remains the same at \$200. The family deductible is increased to \$300. The family deductible is an aggregate amount which may be satisfied with covered expenses incurred by multiple family members. No one family member will be required to satisfy more than \$200.

HMO-New Jersey: Minimal co-pays of \$5 will now be required for some services, such as office visits and diagnostic testing. By doing this the rate increase on this plan was reduced from 19% to 16%.

Skilled Nursing Care in Blue Cross plans: Blue Cross will provide managed care assistance for all cases requiring more than 10 hours of skilled nursing care in a plan year. This will enable individuals to receive assistance in accessing care, particularly for conditions of long duration, and should also result in savings to the plan. The plan design limit of 240 hours per year for this feature is at a level which far exceeds average or median use of this plan feature and conforms to Blue Cross standards.

Health Care Pre-tax Expense Account

The maximum for this account has been increased from \$2400 to \$3000. This is the first increase in this account since Pennflex was introduced. It is important to consider using this account as part of your health coverage. Remember, part of your deductibles and co-pays can be offset through this account. For example, the \$300 family deductible on Blue Cross Plan 100 can be reduced by \$84.00 if you are in the 28% tax bracket.

Your contributions to this account are <u>pre-tax</u> dollars, so for out of pocket expenses you can save the equivalent of your tax bracket. You should only contribute the amount that you expect to spend, as the tax laws do not permit refunds from these accounts. Your Pennflex booklet contains a tax-saving worksheet to help with this calculation.

You will receive your Open Enrollment packet at the end of March. Please read these materials carefully. You may want to change some of the decisions that you made last year in order to make best use of your financial resources and to use the options most appropriate for you.

Next time we will continue with 92-93 PennFlex topics. Again we welcome your comments and your suggestions for future letters.

Elsa Ramsden, Chair, Personnel Benefits Committee
 Adrienne Riley, Director, Human Resources, Total Compensation

PENNEXPERTISE: Have you Returned the Questionnaire?

PENNEXPERTISE is a comprehensive inventory of faculty research interests and expertise, as well as programs and facilities available at Penn. PENNEXPERTISE will be part of a larger database called Best North America, that includes listings of expertise available at leading North American, Canadian and European universities. Best North America now represents 109 institutions and 40 corporate members with almost \$11 billion in sponsored research expenditures. In order to compete and extend its sphere of influence both nationally and internationally, the University needs to promote its research/academic activities using state of the art technologies. PENNEXPERTISE is a positive step in achieving that goal. As always, cooperative response from faculty will be the key to success.

The package along with the questionnaire mailed last semester* to all Penn faculty contained a great deal more of information about PENNEXPERTISE. Thanks to faculty cooperation, the Office of Research Administration, responsible for data collection, has so far received nearly one-third of the questionnaires and the PENNEXPERTISE Reminder Memo mailed January has yielded an additional 15% response. While ORA is concluding its Phase I of data collection, there is still time to complete and return the questionnaire.

The desirability of having a complete inventory of research interests available for PENNEXPERTISE by the beginning of Summer 1992, cannot be overemphasized. It will be of immense help to the University as a whole and to faculty members as individuals.

If you no longer have a copy of the questionnaire, a replacement may be obtained from ORA, phone: Ext. 8-7293, attention: Ravi Gopalarao or Stuart Watson. Your prompt attention to the completion of the questionnaire will be appreciated.

- Barry S. Cooperman, Vice Provost for Research

* Almanac October 15, 1991

On Environmental Research

As a first step in developing a broader awareness of the scope and quality of environmental research at the University, we circulated last term a questionnaire soliciting from faculty colleagues, active in research directed toward the environment (sensu lato), brief summaries of their activities in that arena. Recipients of the questionnaire were encouraged to duplicate the form and distribute copies of it to colleagues also active in environmental research.

The initial response to this questionnaire was both informative and encouraging, but we feel we may have overlooked members of the University research community whose work was not known to us, or to others, who were on our initial list.

If you think of your research as environmentally focused and did not previously receive a questionnaire, please call one of us, or Helen McDowell, at Ext. 8-5724. If you received the questionnaire and intend to respond, please do so in the next few weeks. We are in the Geology Department, located at 251 Hayden Hall; our mail code is 6316.

Robert Giegengack, Professor of Geology
 Hermann Pfefferkorn, Professor of Geology

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Pennflex is the University's flexible benefits program and includes medical, dental, and life insurance as well as the pre-tax expense accounts.

Teaching Feedback Questionnaire Version A

Dear Student:

This questionnaire will provide feedback to help your instructor improve his/her teaching. Please be thoughtful, constructive, and as specific as possible in your comments, so your instructor will be able to use your comments effectively to improve his/her teaching. These questionnaires will be returned to your instructor and will be seen only by your instructor. In order to preserve your anonymity, you may use a word processor or typewriter to make your comments. At the end of the semester you will be asked to complete a different questionnaire which will be used to evaluate this course and your instructor for the Undergraduate Course Guide and for administrative decisions.

Thank you for your help

	mank you for your neip
Course	Instructor
Reason you are taking this course:	Your class level:
(Check as many as apply.)	(Optional)
	freshman
major requirement	sophomore
other requirement	junior
interested in subject	senior
wanted to have this instructor	
wanted to have this instructor	
What aspects of this course and your instructor's tea	sching are effective and helpful for your learning?
What specific advice would you give to help your in need to give a clearer outline of material covered, s	nstructor improve his or her teaching (e.g. does he or she peak slower or faster, etc.)?
What other specific suggestions would you give to it course structure, assignments or exams)?	mprove this course (e.g. what changes should be made in
Additional comments (including comments on any sp	secific topics suggested by your instructor):
Revised 12/20/91	

Toward Changes in Teaching Evalua

The College of Arts and Sciences is in the process of making several changes in methods of teaching evaluation, based on recommendations adopted by the College Faculty last spring.

One major innovation is the introduction of mid-semester Teaching Feedback Questionnaires designed to provide student feedback which faculty members can use to improve their teaching. A Subcommittee of the College Committee on Undergraduate Education has developed two alternative versions of these Teaching Feedback Questionnaires, and copies of these questionnaires have recently been sent to each faculty member and department in the College. The Teaching Feedback Questionnaires for each course should be returned directly to the course instructor. The Teaching Feedback Questionnaires will not be seen by administrators and will not be used for any administrative decisions concerning reappointment, promotion or tenure.

The end-of-the-semester Course Evaluation Forms will continue to provide information for administrative decisions and for the students' *Undergraduate Course Guide*. The current Course Evaluation Form has been revised, based on input from Penn faculty, students and administrators and findings from the research on teaching evaluation. This revised Course Evaluation Form will be pilot tested in a number of courses in the College, Wharton, Engineering and Nursing this spring. The results of the pilot test, including feedback from participating faculty and students, will be used to make final revisions of the new Course Evaluation Form. Preliminary discussions indicate widespread interest in developing a common Course Evaluation Form which would be used in all four undergraduate schools, and we will pursue this goal as part of the revision process.

Both the Teaching Feedback Questionnaires and the Course Evaluation Forms are designed for the evaluation of a course and the primary

Above left, version A of the proposed Teaching Feedback Questionnaire. Version

				Teachi		oack Questionnaire sion B
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thoughtful, comments e will be seen typewriter	construct effectivel only by to make re which	tive, an y to im your in your co will be	d as spe prove h structor mments used to	ecific as p is/her te . In orde s. At the	ossible in y aching. The to preserve end of the	instructor improve his/her teaching. Please be our comments, so your instructor will be able to use your ese questionnaires will be returned to your instructor and e your anonymity, you may use a word processor or semester you will be asked to complete a different e and your instructor for the Undergraduate Course Guid Thank you for your help
Course						Instructor
Reason you (Check as r	are takin many as major re general other re intereste wanted	ng this apply.) quirem require quirem ed in su to have	ent ent ment ent bject e this in	nstructor	best represe	Your class level: (Optional)freshmansophomoreluniorsenior ents your opinion, using the key below. If the statement is nstructive comments and suggestions wherever possible.
KEY:	oic, circic			merauc	pecine, co	inductive comments and suggestions wherever possible.
Not at all	2	3	4	Very much so 5	Not Applicable N A	Comments and Suggestions for Improvement
Are the lec	tures we	ll organ	nized?			
1	2	3	4	5	NA	
Does the in	structor	give cl	ear expl	lanations	?	
1	2	3	4	5	NA	
Does the in						
1	2	3	4	5	NA	
Does the in	structor	answer	questic	ons satisf	actorily?	
1	2	3	4	5	NA	
Does the in students ar				ully wher	`	
1	2	3	4	5	NA	
Is the instru	ictor acce	essible	to stude	ents outsi	de of class?	
1	2	3	4	5	NA	
Revised 12/2	0/91					Please turn over.

Not at all	2	3	4	Very much so 5	Not Applicable NA	Comments and Suggestions for Improvement
Does the in blackboard					he	
1	2	3	4	5	NA	
Are the rec			helpfu	l in unde	rstanding	
1	2	3	4	5	NA	
Are the tex	t and o	ther ass	igned r	readings	effective?	
1	2	3	4	5	NA	
Is it clear w assignment		expected	of you	for the		
1	2	3	4	5	NA	
Do the assig		s aid yo	in un	derstandi	ng the	
1	2	3	4	5	NA	
Did exam of the cours		ns reflect	the co	ntent and	emphasis	
1	2	3	4	5	NA	
Are the exa	m ques	tions clea	ar and u	unambigu	ious?	
1	2	3	4	5	NA	
To your kno		e, have s	tudent	s been che	eating in	
1	2	3	4	5	NA	
Please give	any ad	ditional	comme	ents or sug	ggestions for i	mprovement:
Revised 12/20	0/91					

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tion in the College

instructor(s) of the course. The current Course Evaluation Form has a few items which can be used to evaluate Teaching Assistants who teach recitation and laboratory sections, but these items have not been widely used and they have been omitted from the revised Course Evaluation Form. To facilitate evaluation of Teaching Assistants, a Subcommittee of the College Committee on Undergraduate Education has developed two new questionnaires, one for student evaluation of recitation section TAs and one for student evaluation of laboratory TAs. These questionnaires will be distributed to College departments for possible use this spring. Further development of these questionnaires will be based on feedback from departments at the end of the spring semester.

Evaluation of teaching should not be based solely on students' questionnaire responses. We assume that departments will continue to use additional methods of teaching evaluation, such as letters from students, evaluations of faculty by other faculty members in the department, and evaluations of Teaching Assistants by supervising faculty. Of course, the primary goal of all this teaching evaluation is to improve the quality of teaching at Penn. Toward this end, the College Committee on Undergraduate Education and members of the College Administration are attempting to raise funds to establish an Instructional Resource Center which would foster improved teaching by College faculty and Teaching Assistants.

If you have any questions, comments or suggestions, please contact the CUS Subcommittee on Teaching Evaluation and Improvement, c/o Ingrid Waldron, Department of Biology.

— Ingrid Waldron, Chairperson Subcommittee on Teaching Evaluation and Improvement, College Committee on Undergraduate Education

B is a two-page form, below left.

S ENCOURAGED BELOW

STUDENT EVALUATION OF RECITATION TEACHING ASSISTANTS

Student evaluation is an important source of information for the improvement of instruction. This form will provide useful feedback to individual Teaching Assistants in their capacity as recitation leaders. Note that this form is an evaluation of your Recitation Teaching Assistant only, not of the principal instructor or of the course curriculum.

Department	Course #			_ Secti	ion #		
Teaching Assistant			_ Da	te		,	19
Please use the following rating sca E = excellent, NA = not applicable.		= fai	r, G =	good,	VG = v	ery go	ood,
Please rate the TA's:							
Skill in leading discussions.		Р	F	G	VG	Ε	NA
2. Knowlege of the course's subje	ct matter.	Р	F	G	VG	Ε	NA
Fairness in grading/administering and quizzes.	ng tests	Р	F	G	VG	Ε	NA
 Helpfulness in giving informativ to questions on course material 		Р	F	G	VG	Ε	NA
 Availability outside of scheduled and reliability in keeping office I 		Р	F	G	VG	Ε	NA
6. Fluency in English.		Р	F	G	VG	Ε	NA
7. Overall effectiveness as a TA.	•	Р	F	G	VG	Ε	NA

Below: the Course Evaluation Form as revised to eliminate questions on TAs, who would be evaluated via two new forms shown here.

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O GRADUA O GRADUA O PROFES O SUMME	SIONAL	0000	HIGH SCHOOL FRESHWAR SOPHOMORE JUNIOR	0000	SERIOR POST-BAC GRAD/PROF OTHER	0000	8 C	00000	FOR GRADE PASS/FAIL AUDIT	000	COURSE IS IN MAJOR DISTRIBUTION ELECTIVE	000	18-34 25-29 20-24 10-19	00000
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,					F & VG E								1 2 3	4 5
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uality of th	he course			00	0000		8			ommend this o 5 = strongly			000	000
r's ability t	to commu	nicate	the	00	0000		9			no to 5 = stre			000	000
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r's access ss to disci problems			ntent	00	0000			than 8		10 0 4-710	, G 3 - more			
		00	00000		11	11 To your knowledge, how many studen nave cheated on exams or graded assignments in this course? (1 mone 2 = 1 or 2. 3 = less than 25%, 4 = more 25%, 5 = don't know) Please describe				nan				
to answe			al .					cheate	ng in com	nment area t	pelow			
estion 1				00	0000									
estion 2				00	0000									
estion 3				00	0000									

UNIVERSITY OF PENNSYLVANIA

Eval nult	lent evaluation of teachers is an important source uation Forms, while useful in many ways, do no issectioned courses. We, therefore, ask your coop	t provide us peration in fi	eful fee lling ou	dback to	orovement o individ ore form	nt of in ual tea	struction. Counching assistants
Эер	artment Course # Se	ction #		-			
	ching Assistant						, 19
Plea	se rate the following, using the scale: P = poor, excellent, NA = not applicable.	F = fair, G	= good,	E = goods	od, VG =	very	good,
	THE TEACHING ASSISTANT:						
١.	Make the lab instructions clear?	P	F	G	VG	E	NA
2.	Explain clearly the intellectual basis of the lab exercises?	P	F	G	VG	E	NA
3.	Administer the lab in a well-organized manner?	P	F	G	VG	E	NA
١.	Provide any explanations or assistance you needed to complete the lab successfully?	P	F	G	VG	E	NA
5.	Make the material covered interesting and challenging?	P	F	G	VG	E	NA
5.	Give helpful and informative answers to any questions on course material?	P	F	G	VG	E	NA
7.	Respond helpfully to any special problems you may have had in association with the course?	P	F	G	VG	E	NA
3.	Grade tests and reports fairly?	P	F	G	VG	E	NA
9.	Please rate your teaching assistant's fluency in spoken English.	P	F	G	VG	E	NA
10.	Please rate his or her overall effectiveness as a TA.	P	F	G	VG	E	NA

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HONORS &...Other Things

Honoring Scholarship

School of Nursing faculty members have received three "Best of Image" awards, given by the journal of nursing scholarship of Sigma Theta Tau. Dr. Linda Aiken, Trustee Professor of Nursing and Sociology, received the "Best of Image Award for Professional Advances, and was cited for her outstanding contributions to nursing and nursing research, including care of the mentally ill and AIDS care. Two associate professors of nursing, Dr. Lois K. Evans and Dr. Neville Strumpf, received the "Best of Image Award for State of the Science" for their article, "Myths About Elder Restraint," on reducing the use of restraints in nursing homes. Dr. Evans is the director of geropsychiatric nursing while Dr. Strumpf heads the gerontological nurse clinician program.

Dr. Britton Chance, the Eldridge Reeves Johnson University Professor Emeritus of Biophysics and Physical Biochemistry and the director of the University City Science Center, has been selected to receive the Christopher Columbus Discovery Award of the National Institutes of Health for his "outstanding contributions to biomedical research."

Dr. Francis X. Diebold, the Joseph M. Cohen Assistant Professor of Economics, has won a Sloan Foundation Research Fellowship; about ten are awarded nationally each year.

Dr. Murray Murphey, professor and chair of American Civilization, will receive the Herbert Schneider Award of the Society for the Advancement of American Philosophy at the Society's meeting this week in Cincinnati. The award is given for lifetime dedication to the advancement of philosophy.

Elections

Dr. Margaret Grey, associate professor and director of nurse practitioner graduate programs, has been named president-elect of the National Association of Pediatric Nurse Associates and Practitioners.

Dr. David William Kennedy, professor and chairman of otorhinolaryngology—head and neck surgery—at PennMed, has been chosen as president-elect of the American Rhinologic Society.

Dr. Noam Lior, professor of mechanical engineering, has been elected a Fellow of the American Society of Mechanical Engineering.

Dr. Joyce Thompson, professor in nursing and director of the School of Nursing's graduate program in nurse-midwifery, has been elected to a second two-year term as president of the American College of Nurse-Midwifery.

Achievement and Service

Dr. Ira Harkavy, director of the Penn Program for Public Service, has received the Community Partnership Award of the U.S. Department of Health and Human Services, Region 3 for "continued leadership to foster and provide comprehensive educational experiences and human services to the West Philadelphia community."

Jennifer Higdon, third-year graduate student in composition, received an American Society for Composers and Performers (ASCAP) award for her flute composition, "Steely Pause." Ms. Higdon also won first place in the National Association of Composers (USA) competition with her String Trio, a prize that carries with it performances in both New York and California.

Ted Nash, former Pennsylvania crew coach, has been appointed to a coaching position for the USA 1992 Olympic team in Barcelona.

Dr. Ann O'Sullivan, an associate professor of pediatric primary care nursing and chair of the division of family/community health, has been inducted into the YWCA's Academy of Women Achievers.

Dr. Juan E. Grunwald, associate professor of ophthalmology, has been appointed to the National Institutes of Health's Visual Sciences C Study Section, Division of Research Grants.

President Sheldon Hackney received an honorary degree from the Universite de Technologie de Compiegne in France.

Gloria Gay, associate director of the Women's Center, was one of the four honorees at last week's fifth annual awards luncheon celebrating Women of Color. Three students—Marina Barnett, Gabrielle Clay and Carmen Maldonado—were also honored for outstanding service. An additional 22 certificates of appreciation went to Zoila Airall, Carla Armbrister, Tanya Burke, Jessica Dixon, Ileana Garcia, Raquel Guzman, Donna Hampton, Bertilla Heggs, Betty Hutt, Juanita Irving, Martha Jones, Helen Jung, Leslie Keyes, You-Lee Kim, Risa Lavizzo-Mourey, Lorena Pulido, Aneta Robinson, Terrill Salmond, Marissa Sifontes, Winnie Smart-Mapp, Rosalyn Watts and Wanda Whitted.

One of last year's honorees was saluted a second time when the University of Pennsylvania Women of Color announced the creation of the *Dr. Helen Octavia Dickens* Lifetime Achievement Award, to be given "only when an exemplary person who has made contributions for the enhancement of our community for a sustained period is identified." Both the Mayor and the Philadelphia City Council issued proclamations recognizing the day Penn's participation in it. Director of Affirmative Action *JoAnn Mitchell*, who chaired the planning committee, was called upon to accept both proclamations.



Hands Across the Campus

As noon approached last Wednesday, February 26, hundreds of students from about two dozen groups representing diverse segments of the student body joined hands along Locust Walk to help kick off COLORS '92. Campus Organized Lectures on Racial Sensitivity (COLORS) was begun in 1988 by two Penn fraternity brothers as a forum for promoting discussion and communication among various racial and ethnic groups on campus. Last week's symbolic show of unity stretched from the Split Button in front of Van Pelt Library to the west end of Steinberg Hall-Dietrich Hall near 37th Street. The students forming the human chain were members of not only of Penn fraternities and sororities but of international student organizations as well. The activity was organized by Sean Gumbs, Wh '92 and Saad Khairi, Wh & Col '92 who credit Kevin Scheetz, Wh '92 with the idea.

Almanac photo/MFM

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Phi Beta Delta: The Honor Society of International Scholars

Penn's Alpha Omicron Chapter gave its first Distinguished Member plaque last month at an induction ceremony for faculty and students. The award was made to Nursing's Dean Claire M. Fagin, in recognition of her efforts to internationalize her school. "This is clearly the decade of internationalization at Penn," said Penn Chapter Coordinator Margaret Gilligan as the organization added those below to the list of 125 founding members announced Almanac October 30, 1990.

New Members 1991-92

Distinguished Member: Claire M. Fagin Dean, School of Nursing

Spring 1991

Faculty and Administrators

Dudley Johnston, Professor of Surgery, Veterinary Medicine

Students *

Hue-Sun Ahn, PhD Counseling Psychology Audrey Lynn Beeber, B.A. Soviet Sudies, Deepinder Bhatia, M.B.A. Finance Jerome Castillo, B.S. Economics Michael Chung, B.S. Engineering Heather Hersh, B.A. Psychology Masakazu Iino, PhD Educational Linguistics Noel Johansen, B.A. History Jeremy Jonas, M.B.A. Management Marc Kaplan, B.A. Oriental Studies Maria Karapelou, B.A. Psychology Paul Kinahan, PhD Bioengineering Richard Kwait, B.A. Economics Alexandra Langlois, B.A. Economics Catherine Levene, B.A. History Xiaoling Li, PhD Criminology Daryl Joyce Mah, B.A. International Relations Abby Elvse Mink, B.A. Art History Gregory Myers, B.A. History Yoko Nishioka, M.A. Communications Susan Orman, B.A. Communications Ankita Rhoden, Engineering and Management Heather Rossman, B.A, International Relations

Development
Laura Segal, B.A. Communications
Marina Sieh, B.A. Math and Economics
Elizabeth Soto, B.A. French and Economics
Monika Wagenberg, B.A. Economics
Fei-ling Wang, PhD International Relations
Felicity Wood, B.A. Urban Studies
Jih-hwa Wu, PhD in Regional Science

Ludo Carel Peter Scheffer, PhD Human

Fall 1991

Faculty and Administrators

Elizabeth Bennett, Associate Director, Wharton Undergraduate Division

Students*

Howard Altschul, B.A. English Literature Stephen Anderson, B.A. Economics & Japanese

Andrew Beckwith, B.A. English Matthew Blackman, B.A. Biology Nicole D. Bloom, B.A. Engineering

& Business

Nikolai Botev, PhD Demography Michelle Cannarsa, B.A. Oriental Studies & Multinational Managemet.

Austin Reed Cline, B.A. Germanic Languages and Literatures

Jonathan Cohen, B.A. French & Political Science

Eliahou Faskha, B.S. Engineering & Economics

Emily Friedman, B.A. History & Urban Studies

Elizabeth Gerst, B.A. Comparative Literature Brian Gick, B.A. English & Linguistics Gregory Galusha, B.A. Urban Studies Deborah Gillman, B.A. Religious Studies Joseph Goldsmith, B.A. Russian Deborah Hamilton, B.A. International Relations

Anessa Karney, B.A. Political Science Erik Koelbel, B.S. Economics Jordan Labkon, B.A. International Relations & Russian

Josephine Lee, B.A. Finance Lara Leibman, B.A. History Kathleen Lu, B.A. Communications Catherine Macias, B.A. Philosophy & History

Laurel Mackin, B.A. English
Kevin Mann, B.A. Management
Steve Martinez, B.A. Finance
Mark J. Mascia, B.A. Spanish
Amy McCarthy, B.A. Economics
Melissa McFerrin, B.A. Economics
Nicola Murray, B.A. Marketing
Millicent O'Brien, B.A. English & French
Beth Rachel Podol, B.A. Art History
Catherine Ramsingh, B.A. International
Relations

Sabrina Raymond, B.A. English
Kurt Reidenbach, B.A. Economics
Andrew Sherman, B.S. Finance &
International Relations
Shari Silverman, B.A. Art History
Stephanie Simborg, B.A. Finance
Anke Van Der Sterren, B.A. Anthropology
Gemini Waahaj, B.S. Science & Engineering
Aaron Weisbord, B.A. History
Emily Wolk, B.A. Communication

Spring 1992

Students*

Reena Aluwalia, B.S. Economics
Nancy Boudreau, B.A. International Relations
Carol Chan, B.S. Economics and Accounting
Jessica Lynn Davis, B.A. International
Relations & Environmental Studies
Allison Feder, B.S. Wharton
Karen Flinker, B.A. French, Spanish
& Linguistics

Solon Kentas, B.A. International Relations & Economics

Nancy Levy, B.A. Psychology & Spanish Jennifer Orange, B.A. Japanese Studies Sarah Perkins, B.A. English & Oriental Studies

Lainie Reisman, B.S. Finance & Spanish Melissa Rogal, B.S. Economics Kimberly Rosenthal, B.A. Intern. Relations

& Economics
David Souder, B.S. Finance & Management

David Souder, B.S. Finance & Management Julie Steinberg, B.A. Comm., Management & French

Allyson Wagner, B.A. Communications & History

Aquico Tzu Wen, B.S. Finance & Accounting

IBM/Mac Virus Alert:

From Don Montabana, manager of User Services at CRC, comes a last-ditch remider to go to *CRC for version 8.0 of Vi-Spy*, which will eradicate the destructive Michelangelo virus set for March 6, as will the Jerusalem (Friday the 13th) virus set for March 13, and the Maltese Amoeba virus set for March 15.

There is also a new Macintosh virus, he adds. Known as MBDF A, it infects both applications and the System file. There is no specific trigger date.

To obtain a copy of version 2.6 of the Macintosh virus eliminator Disinfectant, brink a blank diskette to CRC at 38th and Locust Walk. For more information, call CRC at Ext. 8-9085.

WordPerfect/Windows Upgrade

Those who purchased an IBM or Dell Computer and the PennPack of software during the fall '91 Truckload Sale, are entitled to copy the Wordperfect for Windows disk at the Computing Resource Center. To schedule a time, call the CRC at Ext. 8-9085; bring the Truckload Sale purchase receipt as well as six formatted high-density 3.5-inch disks.

No Almanac March 10

Spring Break is a "budget break" for *Almanac* production. Staff are on duty throughout the week to assist authors contributing to the the March 17 and subsequent issues. Copy is due *March 10* for the March 17 issue. Events listings for the April at Penn pullout calendar must be received by *March 17*.

-OF RECORD-

New OSHA Standard

The Occupational Safety and Health Administration (OSHA), recognizing the unique hazards to health care workers, has promulgated a new standard entitled "Occupational Exposure to Bloodborne Pathogens." The standard which takes effect March 6, 1992, applies to all laboratories and clinical settings that use human blood, blood products, tissue specimens, or body fluids.

Staff training is conducted by the Office of Environmental Health and Safety on a monthly basis throughout the University. Detailed information concerning the standard, safe handling practices of infectious agents, personal protective equipment, and appropriate containing and disposal are covered. Annual retraining is required for anyone who has contact with human blood, blood products, body fluids, or tissue specimens.

To register for training, to schedule training for your department or school, or to review the standard, please contact Barbara Moran, Office of Environmental Health and Safety, 1408 Blockley Hall, Ext. 8-4453.

Matthew Finucane
 Director, Office of
 Environmental Health & Safety

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^{*} Showing degrees for which they are being prepared, and their majors or concentrations.



Update MARCH AT PENN

Correction: The phone number for the Young Writers at Penn Conference was listed incorrectly in March at Penn. To register for March 21, call 898-6763.

FITNESS/LEARNING

7 *March into Spring;* walking tours of the Morris Arboretum; \$3 for adults, \$1.50 for senior citizens, members and children under six free. Tours are on Saturdays and Sundays at 2 p.m. Information/directions: 247-5777. Through March 29.

University of Pennsylvania Police Department
This report contains tallies of part 1 crimes, a listing of part 1 crimes against persons, and summaries of part 1 crime in the 5 busiest sectors on campus where two or more incidents were reported between February 24, 1992 and March 1, 1992.

> Totals: Crimes Against Persons-0, Thefts-24, Burglaries-3, Thefts of Auto-2, Attempted Thefts of Auto-0

Date	Time	Location	Incident
36th to 37t 02/24/92 02/24/92	th; Locust to 6:51 AM 9:39 PM		Computer taken from room Known actor caught in house/ held by residents
02/26/92 02/27/92 02/28/92 03/01/92	10:08 AM 10:27 AM 10:48 AM 2:15 PM		Unsecured bike taken from house Telephone taken from room VCR taken from secured room Bike wheel taken from secured bike
34th to 36t 02/24/92 02/26/92 02/28/92	th; Spruce to 6:55 PM 2:33 PM 3:19 AM	Locust Furness Building Williams Hall 200 block of 36th	Wallet & contents taken Computer taken Auto taken
32nd to 33 02/27/92 02/28/92	6:46 PM 2:07 PM	o Locust Franklin Building Hutchinson Gym	Jeans, keys taken from unsecured auto Unattended jacket & contents taken
34th to 38t 02/27/92 02/28/92	t h; Civic Ce n 6:46 PM 12:15 PM	i ter to Hamilton NEB Johnson Pavillion	Cash taken out of secured dish Unattended leather jacket from room
38th to 40t 02/27/92 02/27/92	th; Baltimore 11:35 PM 3:52 PM	e to Spruce Veterinary School Veterinary School	Secured bike taken from rack Camera & accessories taken

Safety Tip: Immediately report suspicious persons and automobiles to the University Police. They could be casing your home or neighborhood. Write down license numbers and descriptions.

18th District Crimes Against Persons

Schuylkill River to 49th Street, Market Street to Woodland Ave. 12:01 AM February 17, 1992 to 11:59 PM February 23, 1992. Totals: Incidents—11, Arrests—2

Time	Location	Offense/Weapon	Arrest
9:17 PM	4400 Pine	Robbery/knife	No
1:59 AM	3600 Locust	Robbery/gun	No
3:20 PM	4800 Walnut	Robbery/strong-arm	No
2:00 AM	206 S. 40	Robbery/strong-arm	Yes
8:50 AM	4200 Chestnut	Robbery/strong-arm	No
1:26 AM	4500 Locust	Robbery/knife	No
1:30 AM	200 S. Buckingham	Robbery/knife	No
7:35 AM	4423 Pine	Rape/knife	Yes
8:00 PM	4600 Pine	Purse Snatch/strong-arm	No
2:10 AM	200 S. 42	Robbery/strong-arm	No
9:15 PM	4400 Market	Robbery/strong-arm	No
	9:17 PM 1:59 AM 3:20 PM 2:00 AM 8:50 AM 1:26 AM 1:30 AM 7:35 AM 8:00 PM 2:10 AM	9:17 PM 4400 Pine 1:59 AM 3600 Locust 3:20 PM 4800 Walnut 2:00 AM 206 S. 40 8:50 AM 4200 Chestnut 1:26 AM 4500 Locust 1:30 AM 200 S. Buckingham 7:35 AM 4423 Pine 8:00 PM 4600 Pine 2:10 AM 200 S. 42	9:17 PM 4400 Pine Robbery/knife 1:59 AM 3600 Locust Robbery/gun 3:20 PM 4800 Walnut Robbery/strong-arm 2:00 AM 206 S. 40 Robbery/strong-arm 8:50 AM 4200 Chestnut Robbery/strong-arm 1:26 AM 4500 Locust Robbery/knife 1:30 AM 200 S. Buckingham 7:35 AM 4423 Pine Robbery/knife 8:00 PM 4600 Pine Purse Snatch/strong-arm 2:10 AM 200 S. 42 Robbery/strong-arm

SPECIAL EVENT

13-15 *A Commemoration of the 1792 Belfast* Harp Festival: concerts, lectures and other events at International House. Fees: entire weekend, \$50; either day, \$30; Saturday or Sunday evening concert only, \$14; Saturday or Sunday daytime only, \$16; individual lectures, workshops, \$5. Information and registration: 387-5125, x2219 (Folklife Center).

TALKS

Insulin Resistance vs. Beta Cell Failure in Type II Diabetes; Donald B. Martin, medicine; 11 a.m.; 1st floor, Maloney (Medicine).

The Ideology of Pollution and Diaspora-Process in Trinidad; Aysha Khan, City University of NY; 11 a.m.-12:30 p.m.; Room 2, University Museum (S. Asia Regional Studies).

Talmudic Law; J. David Bleich; 4p.m.; Room 213, Law School (Law/Gruss Lectures).

6 How to Help Your Patient Stop Smoking; Peter Greco, general internal medicine; noon; 2nd floor, Dulles (Medicine).

Strategies for the Design of Resource-Limited Reasoners; Marta Pollack, Pittsburgh; noon-2 p.m.; Room 400C, 3401 Walnut Street (Institute for Research in Cognitive Science).

- Quality Assurance in a Medicaid HMO; Don Balaban, medical director, HealthPASS; noon-1 p.m., 2nd floor Conference Room, Ralston-Penn Center (SGIM).
- **11** Lasers and Their Application in Pulmonary Medicine; Michael Unger; 11 a.m.; 1st floor, Maloney (Medicine).
- 13 Disorders of the Pupil; Steven Galetta, neurology and ophthamology; noon, 2nd Floor Dulles, Agnew-Grice Auditorium (Medicine).
- 16 Increasing Preventive Care in a Medicaid HMO (HealthPASS); Part II: Record Uudits, Feedback, and Financial Incentives; Neil Goldfarb, Health Services research; noon-1 p.m., Ralston-Penn Center (SGIM).

Building Social Structure: Laboratory Design and Institutional Realignment in Biotechnology; Thomas Gieryn, Indiana University, 4-6 p.m., Smith Hall (H& SS).

18 Refugees, Ethnicity, and Violence; Margaret Mills, folklore & folklife; 11 a.m.-12:30 p.m., Classroom 2, University Museum (South Asia Regional Studies).

Molecular Physiology of Gastric Acid Secretion: Implications for Treatment of Peptic Ulcer Disease; Tadataka Yamada, Michigan Ann Arbor; 11 a.m., Medical Alumni Hall, Maloney (Medicine).



3601 Locust Walk Philadelphia, PA 19104-6224 (215) 898-5274 or 5275 FAX 898-9137 E-Mail ALMANAC@A1.QUAKER

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