NEWS IN BRIEF

DEAN EMERSON TAKES A PRESIDENCY

Dean of Students Alice F. Emerson has been named president of Wheaton College in Norton, Massachusetts. She will take office July 1 as the fifth president—and first woman president—of the four-year women's college founded as a seminary in 1834.

Dr. Emerson came to Penn in 1967 as Dean of Women and assistant professor of political science, and three years later became the first female dean of students in an Ivy Group institution. Last year she served on a Harvard Overseers Committee to visit the athletics department there, and helped found the Mid-Atlantic HERS now located at Penn.

WXPN: FCC REVIEW

Two attorneys from the Federal Communications Commission's complaints and compliance division have been on the campus for the past two weeks conducting interviews, Student Activities Director Andrew J. Condon said. He now has responsibility for standards, appointment and removal, and exclusion of students from broadcasting (see page 14).

DEATH OF DR. DAVIS

Dr. Frederick B. Davis, professor of education here since 1964, died Sunday, March 2, of a heart attack.

The 65-year-old educational psychologist was nationally known for the Davis Reading Tests and the Cooperative Reading Comprehension Tests he developed while he was at Hunter College, 1949-65. He had also been a professor of psychology at George Peabody College for Teachers, 1947-49, and was a Fulbright Professor at the University of Amsterdam, 1957-58.

At Pennsylvania, he was the coordinator of METER (Measurement, Evaluation and Techniques of Experimental Research Program) in the Graduate School of Education. The School is preparing a memorial service for Dr. Davis, to be announced shortly. Dr. James Diamond will have details.

STATE OF THE STATE: NO INCREASE PROPOSED FOR PENN

Governor Milton J. Shapp has proposed a 15-month fiscal year for the 1975-76 Commonwealth budget, and in it makes no increase in the University of Pennsylvania appropriation.

The budget also makes no provision for the Institutional Aid Grants instituted last year, which gave all independent colleges and universities up to $400 in unrestricted funds for each student holding a PHEAA (Pennsylvania Higher Education Assistance Agency) scholarship grant.

In the budget is a $14.9 million general appropriation to Penn which includes allotments to the Schools of Medicine and Veterinary Medicine, plus continuation of $100,000 for the Museum under the Commonwealth's cultural aid program.

The document proposes some increases to state and state-related institutions but leaves state-aided ones such as Penn with the same dollar figure as last year to be stretched over the longer fiscal year.

University representatives in Harrisburg will continue pressing for increases in the general appropriations. Penn, other private institutions and PHEAA will also urge reinstatement of the Institutional Aid Grant program, under which Penn has already received $357,000 this year with a possibility of supplemental payments before June 30.

STATE OF THE UNIVERSITY: AUSTERITY

In his financial message beginning on page 3, President Martin Meyerson starts with background but proceeds to hard details—including the prospect of minimal raises or none at all; terminations and layoffs; and cuts in specific areas of indirect cost.

Selectivity and Austerity is the subtitle of his article. It is followed on page 6 by the Academic Planning Committee's report that proposes how Penn should select what to strengthen, keep, cut down or discontinue.
Further startling declines in real output for the U.S. economy, with a slowing of inflation, followed by a moderate recovery late in the year are the major features of the Wharton Forecast announced March 12 in New York City.

Some tax cuts and increased government spending, inventory reductions followed by a return to normal accumulations provide the basis for eventual recovery—but not until the nation goes through six or eight more months of this "discouraging" recession.

Professors F. Gerard Adams, David M. Rowe, and Ross Preston of Wharton Econometric Forecasting Associates see the economy dropping to "a very low level" before it turns around. "This is a very bad quarter (January-March 1975) and will provide discouraging reading when the results appear in April. The next quarter will also be discouraging, but we can take hope in the fact that the Wharton Model shows improvement later in the year and all through 1976," their forecast concludes.

For the first time in a decade, Professor Adams and his University associates predict that even the current dollar, or price inflated value of the gross national product, will show a decline in this quarter of 1975. The nation has already gone through four quarters when the GNP in "real" or 1958 dollars has declined.

While they note that rates of inflation are declining in other parts of the world, the Wharton forecasters predict a steady decline in inflation at home. "We foresee overall inflation rates between 5 and 7 percent before the end of this year with these rates continued throughout next year as well... The improved inflation picture should do much to restore confidence on the part of both consumers and producers. It also makes the potentials for stimulative economic policy broader."

This favorable trend for U.S. inflation is aided by the predicted "shelving of many of the President's short run energy proposals. Duties and excise taxes on oil products, together with freeing of domestic oil and gas prices have met a cool reception in Congress. We estimate some small increases in gasoline prices, but we do not see a broad based increase in energy costs or in the overall inflation rate, as the President's proposal would have produced."

Figures for last year and the two years newly forecast indicate:

<table>
<thead>
<tr>
<th>Year</th>
<th>1974</th>
<th>1975</th>
<th>1976</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNP</td>
<td>$7.90</td>
<td>4.71</td>
<td>10.86</td>
</tr>
<tr>
<td>Inflation ( % change-implicit</td>
<td>-2.15</td>
<td>-4.06</td>
<td>4.68</td>
</tr>
<tr>
<td>GNP deflator</td>
<td>10.33</td>
<td>9.09</td>
<td>5.90</td>
</tr>
<tr>
<td>Consumer Price Index</td>
<td>11.04</td>
<td>8.96</td>
<td>5.97</td>
</tr>
<tr>
<td>(% change)</td>
<td>8.58</td>
<td>8.56</td>
<td>7.96</td>
</tr>
<tr>
<td>Wages (private compensation- % change)</td>
<td>5.59</td>
<td>8.96</td>
<td>8.22</td>
</tr>
<tr>
<td>Unemployment (%)</td>
<td>-8.10</td>
<td>-81.2</td>
<td>-87.8</td>
</tr>
<tr>
<td>Federal Surplus (NIA basis- $ in billions)</td>
<td>-141.4</td>
<td>124.7</td>
<td>162.5</td>
</tr>
<tr>
<td>Corporate Profits before tax ($ in billions)</td>
<td>2.0</td>
<td>4.9</td>
<td>-0.7</td>
</tr>
</tbody>
</table>

Citing "inventory disinvestment" as the keynote of this Wharton Forecast, the Pennsylvania economists predict that "the inventory correction ought to be largely completed by the third quarter and stock re-building should be an important factor in the projected recovery."

The recession has not only slowed the rate of inflation, the Wharton forecasters indicate, but is likely to hold down the rate of growth in wage rates "by at least one full percentage point. Wages should grow more slowly than in the recent past, at about a 7 or 8 percent annual rate."—William M. Alrich, News Bureau.
The Financial Present and Future of the University: Austerity and Selectivity

by Martin Meyerson

March 12, 1975

Last November my colleagues and I reported to the University Council and to our larger community on the general financial situation of the University. Today, in mid-March, our financial present and future comes into clearer focus by the convergence of three events. First, we are far enough along in the present fiscal year to have a clearer picture of our immediate problems and of the financial base upon which we must build. These problems are grave: considerably worse than we anticipated a year ago and more serious even than we thought last November. Second, we are well into the cycle of budget preparations for next year, and we see no quick relief from the damaging effects of inflation and recession. Third, we are poised at the start of a major fund-raising effort—an effort which, perhaps paradoxically, may solve much of our long-range financial distress, but only if we first prove ourselves both courageous enough and wise enough to solve our own short-range problems.

Against the backdrop of these events, I would summarize our financial present and future in the following five points.

1. The financial situation is serious, and without strong corrective action will deteriorate further next year and in the foreseeable future.

2. The present level of operating deficits cannot continue; incomes and expenditures must be brought back into balance.

3. We must substantially increase revenues from all of our sources, but especially from alumni friends, foundations, corporations, and government.

4. Realistic increases in income alone (which we intend to raise) cannot bring financial viability to the University. We must substantially reduce expenses, and we must do so by reducing not simply current expenses and amenities, but programs, functions, and people.

5. We must not reduce across-the-board, nor preclude growth in areas of great need and excellence. We must select for as well as against, and we must preserve the principle of reward for merit applied to people as well as programs.

Let me elaborate on each of these points.

THE FINANCIAL SITUATION

We entered the present year (fiscal 1975) with an accumulated deficit in the University operating fund of $4,256,000. The amount represents the sum of the excesses of expenditures over revenues in fiscal years 1970 ($715,000); 1971 ($1,254,000); 1972 ($2,087,000); and 1974 ($211,000)—minus a tiny surplus of $11,000 in 1973—all of which had to be borrowed from internal or external sources in order to meet our financial obligations. (The small surplus in fiscal 1973 is an indication of real success in coping with some of the financial problems inherited from the growth decade of the 1960's—a degree of success which was soon undone by the current cycle of inflation, recession, and high energy costs.)

Last year's (fiscal 1974's) troubles were in fact much more serious than suggested by the $211,000 deficit added to the operating fund. We were able to apply most of the income (over $1.5 million) from a large, one-time sale of property entirely to the operating fund. In addition, an uncovered hospital deficit of $702,000 was carried on a separate fund. Finally, the deficit for the High Rise dormitories was some $120,000 greater than planned—and also not shown on the University's operating fund accounts.

Last spring, in light of escalating inflation and our projections of diminished returns from our endowment, the Trustees approved a budget for the present fiscal year with a planned deficit of $250,000 for general University operations and another $250,000 planned deficit for Graduate Hospital. This decision was made with great reluctance, but with a clear determination to accept a small increase in our accumulated deficit in preference to further cuts in programs or even higher tuitions. Within a few months of the beginning of the fiscal year, however, it became apparent that our budgeted increase of over 30 percent for the costs of steam and electricity would fall short by over $1,000,000. This is the result of what we now estimate to be a total increase of about $3.25 million in steam and electricity costs from fiscal 1974 to fiscal 1975. The unit costs for steam, including the fuel adjustment charge, rose from $2.63 per thousand pounds last year to $4.50 so far this year; electric rates rose from $0.0159 to $0.0278 per kilowatt hour from last year to this year—again, including the fuel surcharge. We are engaged in efforts to roll back these rates as well as many efforts to conserve on our consumption of energy,
but with our large physical plant we have been particularly vulnerable to these rate increases.

A second major blow to our budget has been the deterioration (with only some slight recent recovery) of the securities market. Income available for operating expenses from the University's Associated Investment Fund (in which the bulk of our endowment is invested) fell from $7,478,000 in fiscal 1973 to $6,403,000 in fiscal 1974 to an estimated $3,241,000 in the current fiscal year. This represents a two-year drop of 61 percent in earnings per share and 57 percent in total income available for operations. As a consequence, what we believed last spring to have been a conservative projection of investment income available this year will probably fall short by as much as $1,500,000.

Finally, through a major error in the transition last spring to our new budget system, we failed to allocate some $700,000 in approved expenditures for student financial aid to the responsibility centers budget. Since the new budget reporting system keeps track of costs as they appear as "charges" to the responsibility centers, our financial aid expenditures—and hence the planned operating deficit—were underestimated by this amount.

These and other smaller deviations from the planned budget—partially offset by $1,000,000 in special contingency budget reductions and possible further savings from additional unfilled vacancies—suggest at this time a fiscal 1975 gap between operating incomes and expenditures of at least $3,000,000—and that amount still not taking into account the inevitable further deficit in hospital operations nor the probable further slippage in the planned reduction of the High Rise dormitory deficit.

The final reported deficit at the end of this year, as last year, may be brought below $3,000,000 by applying to the operating fund some remaining one-time, yet-uncommitted assets which, in any "normal" year, would be used either to build up the endowment or to repay past deficits. But regardless of how certain uncommitted funds are to be handled, the fact remains that the gap between operating expenditures and incomes that we foresaw and were prepared to accept a year ago has grown alarmingly. That such slippages are occurring in virtually every enterprise, public and private alike, may console us some, but we must do better—in projecting costs and incomes, in effecting savings, and in controlling budgets.

It is upon this bleak financial base that we must prepare budgets for fiscal 1976. We must in effect close the gap which has opened this year between income and expense, and somehow cover perhaps a million dollars more in energy costs (more still if the proposed import tax on oil is approved), a hoped-for increase in compensation for the faculty and staff, increased costs of student aid, the refinancing of the general University mortgage at increased interest costs of $300,000 in 1975-76, and continuing increases in the costs of nearly everything we buy from paper to books to postage. But the most distressing prospect for next year is the recent budget message from the Governor of the Commonwealth of Pennsylvania requesting no increase in the appropriations to the state-supported institutions of higher education next year. Although we had expected, and initially planned for, an increase somewhat below the extraordinary rate of inflation to which we are particularly vulnerable—meaning we were prepared to make real cuts in those operations heavily dependent upon the Commonwealth appropriation—the prospect of no increase at all is a terrible blow. We believe we can make a strong case before the legislature that the effect of no increase would mean the most serious deterioration in the quality of our programs and, just as important, in the real compensation of our faculty and staff. Therefore, we have not accepted the Governor's budget message as a foregone conclusion for us, and will make every effort to obtain an increase in state aid which we believe to be commensurate with the services we bring to the Commonwealth, and still reasonable in light of the fiscal pressures we recognize are faced by the state. But we must also be willing to tolerate un-

THE IMPERATIVE OF BALANCING THE BUDGE

A deficit is not, as some would believe, a mere figment of an accounting scheme. It means, very simply, that we spend more than we receive in income to cover our costs. To do so we must borrow, whether from a bank or from our own restricted funds, and pass a portion of our costs on to future years in the form of added debt service and amortization. Deficits, then, merely shift financial burdens to the future—future students and their families in the form of still higher tuitions; to future faculty and staff in the form of lower salaries and expenditure reductions; and to future donors in the form of debts to be repaid along with new programs to be funded. We must therefore bring our expenditures in line with available income.

THE PROSPECT OF RELIEF THROUGH INCREASED REVENUES

The long-range future of the University depends on our ability to increase substantially our revenues. Our four main sources of revenue are: (1) tuition and fees from students and parents; (2) income from endowment and quasi-endowment; (3) restricted and unrestricted funds from government; and (4) gifts from alumni, friends, corporations, and foundations. Income from students and parents in the form of tuition and fees has been rising at its limit. Although tuition and fees must continue to rise at least at the rate of increase of costs generally, and perhaps at the rate of increase of family income, they can rise no faster. I hope, in fact, that we can begin easing the financial pressures on our students and their parents; indeed, the market may force us to do so or else risk losing the kinds of quality and diversity in students that this University must have.

Income from endowed funds should, in the long run, remain level or nearly level with increases in costs. Our endowment base, of course, has suffered greatly from the present recession. A turnaround in the economy (not yet foreseen) will restore at least the rate of increase of income from this source, but we cannot count on relief next year.

Our principal governmental source of unrestricted income is the Commonwealth of Pennsylvania. Including amounts earmarked for the Schools of Medicine and Veterinary Medicine, student aid, and the Museum as well as the general University, the Commonwealth appropriation this year totals $15,078,000. While our support from the Commonwealth has been critical, it has not begun to keep pace in recent years with increases in costs. Our appropriation over the past five years has increased at an average annual rate of 4.5 percent while our unrestricted operating budget has increased at an average rate of 9.6 percent and our total budget by 6.5 percent. We hope that the Governor's Office and the legislature will recognize the great contribution we make to the Commonwealth and to its residents and institutions in return for our annual appropriation—and how vastly more costly we would be if we were forced to become state-related. We hope, too, that they will assume an obligation to maintain the real level of this support through increases which match the uncontrollable inflation of our costs. However, our immediate challenge is to secure even a modest increase in the appropriation for next year.
Our fourth source of income is gifts from alumni, friends, corporations, and foundations. I have said before, and I continue to believe, that our very future as an independent University of quality depends on greatly increasing our level of support from these sources. I am confident that our soon-to-be-announced fund drive will indeed raise more money than ever before. But the major impact of this drive will not be felt for several years. And that impact, when felt, ought to be in new faculty, new academic programs, new levels of financial aid and the support of our best existing programs, rather than the repayment of old debts or the maintenance of all that we now have. The fund drive, then, may be vital to our financial and academic future, but it cannot (and should not) solve our immediate problem of a badly unbalanced budget.

THE NEED TO REDUCE SUBSTANTIALLY OUR LEVEL OF EXPENDITURE

It should be apparent from the points above that we cannot operate next year at the level of expenditures of this or of recent years. The projected $5 million gap between our current estimates of next year’s income and expense must be closed primarily by reductions in programs and activities. This means less comfort, fewer amenities, more deferred maintenance, and further reductions in current expenses for telephone, travel, paper, and the like. It may also mean—and this distresses me greatly—the possibility of no or at the most very minimal salary increases for a faculty and staff whom we have managed in recent years to move very close to the top of major universities in total compensation. It also means, for the first time, fewer faculty and staff. Painful as terminations and lay-offs are, we can no longer rely solely on attrition and vacancies to reduce our expenditure base to an acceptable size. As a University and as a special kind of community, we have special obligations to faculty and staff (even beyond those which arise from the institution of academic tenure) whom we may be forced to terminate because of our financial situation. But neither this nor any other university can hope to be immune from the pains of inflation and recession to which we, in fact, are particularly vulnerable.

The preparation of fiscal 1976 budgets which will have to effect some of these reductions is underway at this time. Next year’s estimated general University income (primarily from the Commonwealth, unrestricted University endowment, and gifts applied to operations) has been distributed to the responsibility centers as “subvention” based on academic needs and priorities. In addition, each center has been given a guaranteed undergraduate tuition income, a fixed undergraduate student aid expense, and a fixed cost for its share of the University indirect costs. The deans have been requested to prepare outline budgets based on these four parameters with their other income and cost items adjusted in a fashion to balance income and expense.

The indirect cost centers total more than $33,000,000 in expenditures this fiscal year, including many of the largest and most inflationary items such as utilities, interest, the libraries, and the like. Our intention is to hold the total of these expenditures substantially constant by absorbing the “uncontrollables” (e.g., utilities and interest) through reductions in current expense and staff wherever possible. Most of the centers are being asked to prepare planning budgets for next year with expenditure reductions of at least 5 percent below the current year’s adjusted base and reductions in some budgets will be substantially greater.

It is too soon to detail exactly where these reductions will come. In the indirect cost centers some will inevitably come in such activities and functions as general administration, public relations, operations and maintenance, and student services. Our hospitals—and I speak of the Hospital of the University of Pennsylvania as much as, if not more than, Graduate Hospital—must reduce costs as well as increase revenues. The responsibility centers are already identifying faculty positions to be left vacant, staff positions to be eliminated, and current expense budgets to be reduced. Intercollegiate athletics has already planned major reductions for next year (on top of reallocation to women’s athletics) and more savings will be needed. Probably the greatest challenge among the schools is being faced by the Graduate School of Education which must both consolidate and reduce academic programs in order to meet financial and academic guidelines for next year and beyond.

These guidelines are hard to live within, and much work and many painful decisions remain, particularly in the necessary reductions in activities and staff. For what small consolation it may bring, we are not alone either in our problems or in their unavoidable solutions. Cornell has announced a f.y. 1976 budget with $2.3 million of operating cost reductions, and its president has warned that as much as 15 percent of operations supported by general purpose unrestricted funds may have to be cut over the next three years. Stanford plans a 17 percent reduction in expenditures over the next three years. The Faculty of Arts and Sciences at Harvard must cut next year by at least $500,000. Dartmouth announced a cutback of $750,000 from preliminary fiscal 1976 budget projections to be effected in part through the elimination of 40 administrative officers and staff positions. Brandeis must reduce its “education and general” budget next year by 15 percent as part of an effort to reduce expenditures by $3 million. All of higher education (along, of course, with much of the rest of the economy) is experiencing the pain of making do with less.

SELECTIVITY IN AUSTERITY

The austerity before us means that we will not be able to do things we would like to do. We must cut programs we would prefer to retain. And we will lose faculty and staff we would rather keep at the University. But we cannot lose—in fact, we cannot fail to enrich—those programs that are superlative or that should become so because of their centrality to our academic mission. We cannot simply cut our programs across-the-board. Nor can we fail to recognize and reward merit in our faculty and staff. In short, we must select for as well as against; the alternative is not equality but mediocrity.

This message is not a cheerful one. But it is by no means a hopeless one. We are a great University and, with your help and the help of many others, we can become an even greater one. I ask for your understanding of problems, mainly financial, which are real and severe. I ask for your advice and support in the period of great sacrifice ahead. Most of all, I ask your continued faith in the contributions that a great independent university can make to education and the pursuit of new knowledge, and in the principles of excellence and selectivity that alone can insure our continued contribution to these missions.

<table>
<thead>
<tr>
<th>Fiscal Year Ending</th>
<th>Amount in Millions of Dollars</th>
<th>Increase over Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>6.6</td>
<td>15.8%</td>
</tr>
<tr>
<td>1965</td>
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</tr>
<tr>
<td>1966</td>
<td>7.4</td>
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<tr>
<td>1967</td>
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<tr>
<td>1968</td>
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<tr>
<td>1969</td>
<td>11.7</td>
<td>5.4%</td>
</tr>
<tr>
<td>1970</td>
<td>12.0</td>
<td>2.6%</td>
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<tr>
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<td>1974</td>
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<td>5.1%</td>
</tr>
<tr>
<td>1975</td>
<td>15.0*</td>
<td>4.2%</td>
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*Includes $100,000 for Museum
The Measurement of Excellence and Performance:
Some Preliminary Investigations by the Academic Planning Committee

To assist and lend advice on general problems of University planning, the Academic Planning Committee has, during the past three years, made preliminary and tentative studies of such qualitative dimensions of faculty performance as

1. degree of excellence
2. academic productivity
3. centrality.

These measures, together with the procedures used to estimate them, will be explained in some detail below. The motivation for attempting to measure them needs to be stated first.

Given that the University is committed to an extensive and careful application of responsibility center budgeting in order to steer it through difficult financial years ahead, we members of the APC see a great need for supplementary information on quality to be used together with the accounting data on revenues and costs that constitute responsibility center budgeting. At one extreme we have considered the possibility of developing formal rules for budgetary analysis, combining objective (revenues and cost) and subjective factors, possibly even deriving Cost-Benefit measures. We have largely abandoned the hope of proceeding this way. At the other extreme, we recognize that we have put together a great deal of hard-to-find qualitative information that may be used in a general supplementary way with the information generated for responsibility-center budgeting. It is in connection with this approach that hopes for some modest improvements in budgeting methodology lie.

At the end of the academic year 1971-72, the Academic Planning Committee launched a pilot-study questionnaire investigation, directed at department chairmen, graduate group chairmen and deans for the purpose of ascertaining information on faculty performance (Almanac October 16, 1973). Some forty-five questions, many in depth, were included on the form sent to the respondents. This questionnaire was developed by an APC subcommittee in a lengthy series of meetings and was pretested on a few departments.

Response to the pilot study was fair, but major gaps existed in the medical area and some important arts/sciences departments. In order to gain experience with the questionnaire, another APC subcommittee devoted many hours to summarizing the information in a meaningful way after it was edited, coded, and tabulated.

Interpretation of some questions and answers proved to be difficult. The overlap between graduate group and department, the prevalence of joint appointments, and the lack of response information in key areas limited the usefulness of the survey data taken from the questionnaire. A report on the pilot study analysis was given to the administration.

During 1973-74, the APC undertook a fresh questionnaire investigation. The questionnaire itself was streamlined; the experience of the pilot study was used in questionnaire reformulation; special questionnaires were devised for the Medical School. In this second round, response was significantly improved but the medical departments were poorly represented. The mechanical work of preparing the questionnaire, editing, coding and tabulating were all done more efficiently and more rapidly.

In spite of the experience gained on the first round, it was still difficult to quantify in a meaningful way response to many of the questions of interest. The same problems of distinguishing between departments and graduate groups remain, as do the difficulties in interpreting joint appointments. There is also the possibility that respondents were anticipating the second questionnaire and accordingly exaggerated some answers, especially on publication rates.

There is understandably a preference in the University for relying more heavily on external ratings by peer groups. The published reports by the American Council on Education were therefore included with the questionnaire information. Unfortunately, many departments were not rated by ACE, and many gaps for these entries appear in the final tabulations.

For the future it may be possible to obtain external ratings of departments in a relatively inexpensive and manageable way through solicitation of opinions, in standardized form, from knowledgeable senior scholars in each field. Each department should be asked to submit a list of potential respondents and this should be supplemented by a list recommended by established national organizations. Respondents should be asked a standard set of questions about faculty standing, quality of Pennsylvania graduates, and general reputation of the Pennsylvania department.

Publication rates and productivity measures taken from the APC questionnaire depend heavily on department size, but this is a difficult statistic, simple as it may seem to obtain on a uniform basis across departments, because of differences in granting leaves and in making joint appointments.

To make the numerical tabulations more meaningful in departmental comparisons, we grouped the results by major "quadrants"

1. Natural sciences and engineering
2. Humanities
3. Social and behavioral studies
4. Other professional and business
5. Law and medicine

Some medical departments responded, but such large segments did not respond that we do not have results that are representative of the School of Medicine. The Law School responded faithfully but did not have a specially designed questionnaire. The tabulated results for the Law School and selected medical departments do not seem to relate well to one another and it is our opinion that we need to reconsider how best to rank these professional schools within the total University environment.

The quadrant groupings for (1) through (4) eliminate effects of some of the disciplinary bias inherent in this APC type of survey.
inquiry. If we compare humanistic departments among others in the humanities, we are less likely to be comparing departments that approach publication practices very differently or that have different arrangements for and with executives of professional associations.

Within quadrants, we might use the APC material and other information gathered from an appropriate questioning of peer groups to make the following classifications:

(i) **Distinguished departments.** These may be regarded as University ornaments, or if high on centrality measures, as deserving of unquestioned support. To qualify in this grouping, a department should be recognized nationally and internationally as containing some of the foremost contributors to the discipline, and should be the source of outstanding students both undergraduate and graduate. Such outstanding departments should rank among the top ten percent in their field.

(ii) **Potentially distinguished departments.** These should be in the top twenty percent in their field or should be evidently improving on a course that is likely to place them in that ranking. They should be rated as good in scholarly research by external peer groups and should produce students who can be placed in a representative cross-section of positions. If departments in this classification are central, as measured by the APC, they should merit support.

(iii) **Acceptable departments.** These ought to be mentioned in ACE ratings, and given respectable appraisal by peer groups. They should not qualify for unusual support unless they are at the top on centrality scale. They should otherwise just be maintained.

(iv) **Low quality departments.** If departments fail to obtain ACE ratings and are deemed inferior by external groups they ought to be considered as candidates for cutbacks by attrition. If they are not central departments, they may be considered as candidates for closure.

In this informal and general way the APC should try to provide information so that the administration could rank or classify departments in order to come to implement budgetary planning.

Detailed questionnaires like those sent out in the past by the APC should probably not be repeated in the near future. On the other hand, much of the same information should be regularly collected from Faculty Activities Reports made out by individual faculty members and submitted through chairmen annually to Deans and eventually to the Provost’s office. These reports should be mandatory and annual. They should be simple and patterned much along the lines of those that were used some ten years ago.

Much more information is centrally available from the office of the registrar, departmental files, and similar administrative locations. These would provide information on class size, degrees awarded, staff size, test scores, and other pertinent information. The Academic Planning Committee will provide a list of those items that are readily accessible and relevant measures of excellence and performance.

There is, however, a serious deficiency in all measures and ratings considered so far, namely, that teaching performance is not used in the present analysis. The APC wants to look into teaching performance more carefully, in extending its work on evaluation of faculty performance. We think that it is possible to measure teaching performance properly, but any such evaluation is likely to be prohibitively expensive and time consuming. We are therefore looking for less satisfactory but practical methods of introducing some teaching performance information directly into the evaluation and ranking processes.

A joint subcommittee consisting of members of APC and Budget Committee is regularly meeting together to try to work out some criteria for allocation of subventions. It is hoped that APC materials can be used in the budgetary and general administrative decisions processes. They are not yet used in any fixed or specific ways, but they are likely to be called upon to an increasing degree, and we therefore urge the whole University community to treat them seriously and help with improving them.

The Academic Planning Committee is supposed to play a purely advisory role—to indicate and develop methods of planning, to advise the Administration on particular planning problems—and not to engage actively in planning implementation. The Committee’s preoccupation with quality assessment has developed in this spirit. Once an adequate system of assessment has been developed, the APC ought not to devote as much attention to this subject as it has in the past.

The final choices having to do with scholarship goals rest primarily with the faculty. The APC is a joint faculty-student-administration committee and as such will strive to show how faculty interests at the academic level can best be blended into the functioning of the University.

By way of summary, the Academic Planning Committee has devoted a great deal of attention to measurement of excellence and performance. This has been done largely through separate (local) questionnaire investigations and assessment of national external ratings such as ACE or GRE rankings. We are now recommending regular implementation of a simple, standardized faculty activities report, to be submitted annually by each individual faculty member to the Provost’s office, by way of chairmen and deans. At the present time, the APC is investigating the systematic collection of peer group ratings by small external committees for each department or school.

—Lawrence R. Klein on behalf of the Academic Planning Committee

**HONORS**

Dr. Fay Ajzenberg-Selove, professor of physics, has been chosen a fellow of the American Association for the Advancement of Science in recognition of her work as a “leading contributor to nuclear physics.”

Dr. George Crumb, Pulitzer prize-winning professor of music, has been elected to the National Institute of Arts and Letters.

Dr. Helen C. Davies, associate professor of microbiology, has been reappointed to the Board of Trustees of Pennsylvania State University by Governor Milton J. Shapp.

Davis, Brody and Associates, the firm retained for Penn’s Quad renovations, will receive the American Institute of Architects’ Architectural Firm Award this May, for “consistently producing distinguished architecture”—including several outstanding designs for publicly-assisted housing projects in New York.

Dr. Kenneth S. Goldstein, chairman of Penn’s folklore and folklife department, has been elected president of the American Folklore Society. Associate Professor Barbara Kirshenblatt-Gimblett, the department’s newest faculty member, was chosen second vice-president of the Society.

Jan McHarg, professor of landscape architecture, regional planning and city planning, has been awarded the Philadelphia Art Alliance’s 1975 Medal of Achievement. The Art Alliance’s highest honor, it is given annually to “someone identified with the Philadelphia area for his advancement of, or outstanding achievement in, the arts.” A native of Clydebank, Scotland, Professor McHarg is a member of Wallace, McHarg, Roberts and Todd, the Philadelphia architectural firm.

The Philadelphia Bar Association has presented a special award to Richard Sloane, professor of law and law librarian here.

President Gerald Ford has appointed Dr. Dan M. McGill, professor of insurance, chairman of the Advisory Committee to the Pension Benefit Guaranty Corporation. The PBGC is a self-financed government corporation to guarantee benefits in certain private sector pension plans. Dr. McGill has also been elected chairman of the board of directors for Maryville College in Tennessee.

ALMANAC March 18, 1975
The University’s concern with good teaching is not new. The Provost’s Staff Conference has issued guidelines on the evidence of teaching ability and effectiveness which must be presented during evaluation for promotion or appointment. Furthermore, since 1961, the Committee on Distinguished Teaching (in connection with the Lindback Awards) has solicited nominations for distinguished teaching from the University at large. At present, eight of these awards are presented to members of the faculty for outstanding teaching.

In addition, one of the Development Commission’s five major themes is educational directions. The recommendations regarding undergraduate teaching include the establishment of a committee on teaching charged with recommending means of helping faculty improve their teaching. This process has already been started through the recent appointment of a committee under the chairmanship of Dr. Richard Easterlin. A second group, a subcommittee of the Educational Policy Committee of the University Council under the chairmanship of Dr. Michael Zuckerman, has prepared a report on the role of teaching fellows in undergraduate education.

Under a planning grant from the Fund for the Improvement of Post-Secondary Education, the Project on the Design and Management of Instruction is one more group concerned with improving instruction at the undergraduate level. Their initial planning grant in the pre-health and English areas will study specifics of the sequential development of ideas across courses, explicit statements of instructional objectives, stored instructional units, and increased direct interaction among students and between students and faculty.

One additional committee concerned with the improvement of teaching on the undergraduate level is the Advisory Committee on Language. Established in the spring of 1973, this committee has instituted a training program for teaching fellows in the foreign language departments, which is now in its second year. The purpose of this article will be to report on the goals and progress of this training program.

TEACHING FOREIGN LANGUAGES

In October 1973, a preliminary report on the work of the Advisory Committee was published in Almanac. This included a description of all Advisory Committee efforts in initiating improvements in foreign language instruction at Penn. Among these was the establishment of Study Abroad programs and the founding of language houses on the campus itself. However, the major effort of the committee was directed towards the establishment of a training program for teaching fellows. It was found that, while some teaching fellows have had prior teaching experience (such as in high schools or the Peace Corps), most new graduate students who receive “Teaching Fellowships” have never taught at all.

The responsibility for their training has traditionally fallen on members of the individual language departments who, with rare exceptions, have had little time to keep up with current developments in second-language learning theory and practice, and even less time to supervise these new Teaching Fellows. In many cases, this has meant that introductory language courses (i.e. levels one to four, those generally used to satisfy the foreign language requirement) have been taught by untrained and generally inexperienced instructors. In disciplines in which Teaching Fellows conduct laboratory or recitation sections, this situation may be somewhat less serious since primary instruction is mostly in the hands of experienced instructors. However, in the early levels of foreign language learning in which basic skills are being taught, the level of experience and expertise of the instructor becomes even more crucial. It would appear then that, as long as the University regards the principles involved in the foreign language requirement as important, it is incumbent upon us to provide the best teaching possible for students who must take these courses. It was with this background in mind that in the fall of 1973 a two-day orientation program for new Teaching Fellows was offered. For the academic year 1974-75, this two-day program has been expanded to include bi-monthly seminars as well as frequent observation and discussion of the classroom work of each of the thirty new Teaching Fellows.

THE 1974-75 ORIENTATION

The overall goal of the program has been to introduce participants to potentially new concepts in the language classroom environment. The hope of the organizers was that introductory language classes would become places where students are led to understand and produce creative expression in authentic language situations, either oral or written. More specifically, the goals were to help instructors develop the skills needed to:

1. establish objectives for instruction;
2. increase the possibility for maximum interaction and participation on the part of students;
3. create situations where students need to produce and understand spontaneous and natural expression in the target language;
4. conduct a range of drills from those of the mechanical, habit-formation type, to those of communicative expression;
5. use a variety of audio and audio-visual materials.

In order to do this, the program was structured to provide a comprehensive examination of the language teaching situation, from analysis of teacher behavior and participation in “shock classes” in order to experience student frustrations, to final evaluation of the course.

To accomplish each of the above, a variety of sessions was held, some theoretical, but the majority practical. In the belief that practice would prove more valuable than theory, a major emphasis of the training program was on micro-teaching. This device gave the Teaching Fellows the opportunity to prepare and practice “mini-lessons” in small but real language learning groups where they used many of the techniques observed and experienced during shock class and the general methodology...
sessions, and demonstrated in two videotapes of live foreign language classroom situations. The micro-teaching groups were composed of participants who knew and spoke different languages so that the experience was authentic. The participants received immediate feedback on their presentations. In working towards the stated goal of "Introducing participants to potentially new concepts in the language classroom environment," no one method or approach was emphasized. The point underlined was that only by combining the most current theory with the most effective aspects of previous methodology could instructors hope to achieve the differing goals of the various language departments of the university. The predominant theme of all sessions was that of communication: of the natural and spontaneous use of language to share meaningful information. To develop the communicative as well as linguistic skills of students, participants were presented with techniques through which they could put drills into natural contexts and assign tasks relating to the students themselves, rather than isolated sentences containing unknown stereotypic figures. Emphasis was placed on the necessity of conducting drills which obliged students to (1) initiate "talk" rather than merely respond, (2) ask questions rather than just answer them, (3) discuss personal feelings and experiences, and (4) solve problems. Participants in this program were shown how to adapt their textbook drills to communication-oriented exercises without neglecting the basic structures, vocabulary, or "grammar" of the assigned text.

A further concern was the need to provide Teaching Fellows with the ability to encourage and elicit maximum student use of the language skills being learned. In order to decrease the student-teacher ratio and increase both participation of individual students and interaction between students, the participants in the program were given suggestions on reorganizing large classes into small groups of varying size and composition for different types of language practice. This represented a change in the dynamics of the classroom and in the perceived role of the instructor who is usually the center of attention and who, as a result, does most of the talking, thus depriving students of the practice which they need.

Towards the end of the first two days, the Teaching Fellows visited the language laboratory and practiced using both the students' recorders and the major console.

At the conclusion of the two-day program, the Teaching Fellows were asked to complete an evaluation form. Apart from a frequent suggestion that the program be lengthened in future years, the responses were unanimously favorable.

PEDAGOGICAL SEMINARS

In addition to the September training program, a series of workshops and seminars has been scheduled. During the fall semester, the topics covered were Testing and Evaluation, and the Teaching of Reading. The seminar on evaluation emphasized techniques of test construction and administration. The primary purpose of the teaching workshop was to introduce approaches to the teaching of reading which provide each student with a greater opportunity to practice, the goal being to overcome the traditional situation where one student laboriously reads aloud while the rest of the class sits quietly and listens.

These seminars will be followed in the spring semester with another workshop on reading in which a demonstration videotape will be used for analysis. The purpose of the final seminar of the year will be to examine, through the use of videotapes and movies, non-verbal features of the target languages. Included as well will be suggestions for analysis of stylistic variation as it relates to social situation.

Additional follow-up to the initial program has taken the form of classroom observation. Each Teaching Fellow is observed once approximately every three weeks. There has been also an effort to encourage members of the same department to observe each other. Following the supervised observation, there is a discussion of the class. Where possible, meetings have been scheduled prior to the class so that suggestions can be offered on the lesson to be taught, rather than relying on "criticism" afterwards. On occasion, meetings have been scheduled with all of the Teaching Fellows in an individual department to discuss common problems.

Plans are now underway to involve many of this year's Teaching Fellows in the making of a new videotape for next year. The tape will be used for demonstration purposes and will illustrate many of the themes of this year's total program.

CONCLUSIONS AND PLANS

Obviously the ultimate success of this type of program depends not only on the attitudes of those in it, but on what actually takes place in the classroom. On the basis of criteria related to the original goals of the program, the director has recently reported that:

We are beginning to make an impact on introductory level courses. Within the space of a few short months, I have observed significant improvement on the part of many of the new Teaching Fellows. There is considerably more direct interaction among students within classes. The use of various types of small group work permits much more student participation within any one class period. While we have not yet managed the ultimate in that elusive goal called "communication", there are generally fewer mechanical-type drills, and the level of language used is much more meaningful. It seems that students are being challenged to use language in more thoughtful and functional ways. There remains a problem of relating classroom practice to course objectives, especially because this varies considerably from department to department. However, there is evidence of initiative on the part of many Teaching Fellows in creating materials and utilizing innovative methods in conducting their classes. While none of these measures increased student achievement by themselves, they are indicative of an improved language learning environment. It is to be hoped that in the near future a careful experimental study can be done on achievement in introductory foreign language classes as it relates to the training of the instructors of these courses.

On the basis of the success thus far, it seems legitimate to hope that this program will be able to continue in future years and be expanded yet further. By building on what has already been started, it should be possible for this university to develop a unique program in training Teaching Fellows and thus provide for our graduate students a pedagogical qualification which should be extremely useful to them in their future careers. Bearing in mind current plans concerning the establishment of a center for teaching, the recent formation of a committee on teaching, and the continuing process of selecting distinguished teachers for the Lindback Award, the existence and continuation of this program will serve as further evidence of the concern of the institution with quality teaching.

Barbara Freed is coordinator of the Training Program in Foreign Language Teaching. Roger Allen, associate professor of Arabic, is chairman of the Advisory Committee on Language.

FRED HAS GROWN

FRED (the File for Research in Education Developments) set up last year in the office of Vice Provost Humphrey Tonkin has expanded to include three new branches: one containing catalogues from colleges and universities in Pennsylvania only; another containing catalogues from universities abroad; and the most recent addition designed to coordinate publications purchasing in College Hall.

FRED serves as a central housing place on campus for over 300 college catalogues as well as for materials on residential projects, programs for high school students, counseling and curricular reform. Available to all members of the University community, the publications are completely cross-indexed for easy reference.

For more information, contact Ida Haynes or Rose Chu, 106 College Hall, Ext. 6081 or 6082.
Faculty Wanted: Stouffer House

All faculty at the rank of Assistant Professor or above interested in becoming Faculty Residents of Stouffer College House should contact the Administrative Fellow, Ms. Anne Li, at Ext. 6827. Faculty Residents must be willing to participate fully in the social and intellectual life of the House and to dine in Stouffer Common four nights a week. An apartment and four evening meals are provided.

-Randolph Ivy, Faculty Resident
Stouffer College House

TRAVELING EASY—AND TO FACULTY CLUBS!

Let your fingers do the walking—once: the Houston Hall Travel Service will make hotel and transportation reservations for business and professional trips. To charge air or rail tickets to a University account, phone the request to the Service, have the University travel authorization form signed by the appropriate budget administrator and send it to Houston Hall. The only time you leave your office is to pick up the ticket. For more information: Ext. 7268.

The Faculty Club can bring you the comforts of home when you’re on the road. Through a reciprocal arrangement, Penn members can use the facilities of clubs at Brown University, Providence; Graduate Club Association, New Haven; The Quadrangle Club, Chicago; University of California, Berkeley; M.I.T. and Harvard, Cambridge; and Mount Holyoke College, South Hadley. Mass. Additions to the list are expected. To use the service, stop at the Club for the necessary information before leaving or call Ext. 222-31 from University phones.

EXHIBITS

Selected paintings, drawings and constructions of Cy Twombly are exhibited through April 27 at the ICA. An American artist who studied at the Boston Museum School and Black Mountain College in North Carolina, Twombly has resided in Italy since 1957. His work draws heavily on classical mythology and history and has been widely exhibited in Europe.

Paintings and drawings by fifteen senior students at Philadelphia College of Art are exhibited March 21-April 11 in the Houston Hall Gallery, 9 a.m.-5 p.m. weekdays. Sponsored by PUC.

MIXED BAG

A poetry reading is given by Muriel Rukeyser, who will also announce the winners of the writing program’s annual undergraduate and graduate poetry contest. March 18, 4 p.m., fourth floor, College Hall. Sponsored by the English department’s writing program and the Pennsylvania Council on the Arts.

Music at Noon continues with Lonnie Gibson, cello, and Leo Luskin, piano, performing works of Brahms, Bruch, Bloch and Shostakovich. March 20, Houston Hall.

Linda Cohen and Musical Orbis perform March 21 and 22 at the New Foxhole Café, 3916 Locust Walk. Admission is $3 for the shows at 10 p.m. and midnight.

Fill in the blank: Trial by Jury, the first of thirteen operettas produced by Gilbert, Sullivan and the D’Oyly Carte company, opened on _______. March 25, 1875, and to get the campus in a centennial spirit the Penn Singers under the direction of Bruce Montgomery, perform The Gondoliers, March 20-22 at 8 p.m. in the Annenberg Center. Admission: March 20—$3, or $1.50 with a Penn I.D.; March 21-22—$3.50, or $2 with a Penn I.D. On March 25, the centennial celebration includes A Savoyard’s Memorabilia, an exhibition of first-night programs, autographed Balb ballads and other period souvenirs at the Philomathean Galleries, fourth floor, College Hall. That evening Dr. James Ellis of Mount Holyoke College discusses A Ballady Bab Young Man;

—Dr. Gerald Weales, Penn professor of English, follows with a reading of the ballads themselves. The Penn Singers conclude the celebration with some of the airs from that infernal nonsense, including one from each of the operettas plus a finale of When Britain Really Ruled the Waves. Memorabilia opens at 4 p.m., evening events begin at 8 p.m. and all are free. Sponsored by the English department, the Campus Performance Society and the Philomathean Society. For more information: Ext. 8907.

High school and law and order are among the subjects documented by filmmaker Fred Wiseman, who will be on hand for discussion after the screening of his recent work Primates, on March 20 in Room B-1 of the Fine Arts Auditorium. Sponsored by the Fine Arts department, the event is free and open to the public.

A Brilliant Spectacle, a documentary of the first Asian-African-Latin American table tennis tournament, is shown March 22 at 2 p.m. in the Museum’s Harrison Auditorium. Admission: $1 for adults, $0.50 for children. Sponsored by the Chinese Student and Alumni Association and the Museum’s National Cultures Program. For more information: Ext. 224-216 from University phones.

FACULTY WANTED: STOUFFER HOUSE

The Wonderful World of Plants of Southern California. Dr. Mildred E. Mathias, emeritus professor of botany at UCLA, delivers the 1975 Laura L. Barnes Lecture at 8 p.m. tonight in the Woodmere Art Gallery, 9201 Germantown Ave. at Bells Mill Road. Sponsored by the Morris Arboretum.

The second Herbert Spencer Lecture Series continues with the Impact of Technology on Communications, a discussion by Dean George Gerbner of the Annenberg School, March 19, 3 p.m., in Towne Building. Sponsored by the department of civil and urban engineering.

Senator James Buckley speaks in the Connaissance Lecture Series, March 20, 8 p.m., Irvine Auditorium. There is no admission charge.

“I never stop to think I’m fifty-three—I see twenty years of medical practice ahead of me,” says Dr. Joan Grestch, the mother of eight who is serving her residency at St. Vincent’s Hospital in New York. She speaks March 21, 4 p.m. in the Dietrich Library; sponsored by the Association of Continuing Education Students.

Participants are invited to attend a New Look at New China during a three-day symposium that opens on March 21 with a discussion of the Transformation of China by Johns Hopkins professor Gerald Tannenbaum and a screening of Edgar Snow’s One-Fourth of Humanity: 8 p.m., Fine Arts. Recent developments in Chinese theatre, medicine, economy, education, feminism and communies are reported in the March 22 presentations at Houston Hall. That evening Felix Greene’s discussion, Serving the People—A Challenge to Capitalist Values, is followed by his new film on the Chinese-aided Tanzania-Zambia railway.

International House, 8 p.m. Clark Kissing, William Hinton and Felix Greene conclude the weekend with a panel discussion of China’s Relation with the World, March 23, 1 p.m. in the Fine Arts Auditorium. A complete schedule of events is available at the Oriental studies department office, Houston Hall Information Desk or International House. Sponsored by the Penn Forum on Social Change and the U.S.-China People’s Friendship Association, K15-3556.

Regardless of what they do on arrival, every commuter has a stake in The Northeast Railroad Problem, the topic of a spring lecture series sponsored by Wharton and the University’s 1907 Foundation Program in Transportation. Carl Bruce Sterzing, president of the Delaware and Hudson Railroad, speaks March 24, 3:30 p.m. in Room W-1, Dietrich Hall.

Selective Perception, Personal Distinctiveness and Self-Concept. William J. McGuire, Yale professor of psychology, speaks in the Annenberg Colloquium, March 24, 4 p.m. in the Colloquium Room.

Andrew Sarris, Village Voice film critic, speaks March 24 at 8 p.m. in the Fine Arts Auditorium, sponsored by the Philomathean Society.

Patient Satisfaction and Physician Responsibility: Ethics of the Medical Encounter. Dr. Edmund D. Pellegrino, chairman of the board of the Yale-New Haven Medical Center and Yale professor of medicine, delivers the second annual Robert G. Ravdin Memorial Lecture on March 25, 5 p.m. in the Medical Alumni Hall.

Urban Workshop Community Speakers Program. Patricia Cooper, director of services at Southwark House, speaks March 25, 8 p.m. in Room B-3, Fine Arts Building. Sponsored by GSFA.

The Psychology of Homophobia. Charles Silverstein, director of the Institute for Human Identity, discusses societal fear of homosexuality as Perspectives on Gay Americans II continues. C.A. March 25, 8:30 p.m.

The Psychology of Homophobia. Charles Silverstein, director of the Institute for Human Identity, discusses societal fear of homosexuality as Perspectives on Gay Americans II continues. C.A. March 25, 8:30 p.m.
A Summary of Contracts and Grants for Research and Related Activities Received by Faculty Members during December, 1974.


PRIVATE FOUNDATIONS, RESEARCH ORGANIZATIONS AND ASSOCIATIONS, AND INDUSTRY


SUMMARY: Contract and Grant Awards July 1974 through December 1974: 381, totaling $28,393,988.

A Summary of Contracts and Grants for Research and Related Activities Received by Faculty Members during January 1975.


DEPARTMENT OF TRANSPORTATION: A. Tomazinis (City and Reg. Plan.) “Efficiency and Productivity of Urban Transportation” $8,500.

RESEARCH COMPETITION: APRIL 8

Penn’s chapter of Sigma Xi is sponsoring a competition for a $1000 research grant in aid to be awarded September 1, 1975. Designed to encourage faculty members and researchers in the early stages of their career, participants are limited to those under thirty-five. Research proposals should be submitted by April 8 to Dr. Henry Primakoff, 2N3rd, Rittenhouse Labs. The recipient will be announced April 22 at the Sigma Xi induction ceremony.
抄写成本，抄写中心

The exodus was unobtrusive: during the Christmas break, a total of six Xerox machines in the Franklin Building and College Hall were discreetly unplugged and returned to their owner. Since then the buildings' inhabitants have discovered that life does go on without these copies of every memo ever written.

The experimental removal of "convenience copiers" has introduced new challenges in decision-making and organization: Are those copies worth the trip down the hall or up the stairs? Is the auditor "key" accessible to authorized personnel (and only to them)? Could a campus copy center do the job more cheaply? But these problems are elementary for a staff accustomed to such daily dilemmas as what to do with two dozen copies of a document no one can remember reading—or writing.

The Copy Center Committee recommended the removal of Xerox machines to cut costs for leasing equipment. However, the preliminary results of the experiment indicate additional savings. Manuel Doxer, director of administrative affairs for FAS, notes that since his College Hall office lost its Xerox, copying has decreased by 50%. The impact has also been felt in the Franklin Building where 22,000 fewer copies were made in January '75 than in January '74, director of purchasing Robert Ferrell reports. And 22,000 copies not made are 22,000 copies not filed, in file cabinets not purchased.

In addition, auditor outlets have been installed on several remaining machines and auditors distributed to authorized personnel in the two buildings. The key-like device, which plugs into the machine and activates it, insures accurate accounting and tighter security.

Copiers were convenient—for too many people. Mr. Doxer, who is responsible for Xerox in College Hall, considers weak security to be a major problem, and cites as an example the machine in the basement there. Before installation of the auditor outlet students, faculty and staff of several departments could walk in, make copies and record them in a ledger. Copies of everything from last Friday's Doonesbury to Aunt Mary's recipe for green tomato relish were made—at University expense. While the auditor can't prevent personal copying, it limits access and makes it possible for department personnel to record precisely who made how many copies.

In still another effort to reduce expense, the Committee has urged that University copying be centralized at three existing campus copy centers.

"Economies can be obtained," as the official memo says (right)—if the requirements of the job are carefully matched to the facilities of the center. Such factors as campus location, quantity, type of document and type of copying (Xerox, offset, mimeograph) can produce hidden costs, or hidden savings. For example, twenty Xerox copies of a single-page document cost 50¢ at Wharton Duplicating; 85¢ at Houston Hall; $1.20 at Moore.

The charge for one hundred offset copies of a four-page document printed on both sides, collated and stapled is $9.60 at Wharton. The Moore School charges $10 for identical services, while at Houston Hall the offset cost alone is $10.32, plus collating, $1.20, and stapling. $1 for a total cost of $12.52—even with 12.5% discount for two-sided copying.

In short, comparison shopping is in order. The chart at right is a partial listing of current services and prices available at the major copy centers above. In addition to these, the University Publications Office functions as a consulting service and liaison to commercial printers; the School of Law Duplicating Center is available for Xerox and offset work during the early summer; and HUP's Print Shop will accept work on a very limited basis.—J.W.
MEMORANDUM: UNIVERSITY COPYING EXPENSE

As part of the continuing effort to reduce expenses throughout the University, we would like to direct your attention to the costs of copying and duplicating on the campus which at present total almost $900,000 annually. Unlike certain types of overhead expenses which are more or less fixed (such as heat and light), copying and duplicating are discretionary expenses which can more easily be controlled at the individual school and department level.

To assist us in reviewing this area, a Copy Center Committee has been appointed with the primary charge of identifying the potential savings that might be generated by consolidating the 140 costly copying machines presently in use on the campus into a number of strategically located copy centers. As a first step, the Copy Center Committee has been given the responsibility for reviewing and approving all requests for installation of or change in copying equipment.

In addition the committee has set up experimental programs in College Hall and the Franklin Building which are aimed at reducing copying costs in terms of both machine rentals and supply usage. Six copiers have been removed from these two buildings as part of this experimental program. The committee will make its report this spring and we expect its findings will have applicability to all parts of the University.

Another charge of the Copy Center Committee is to develop an educational campaign which will encourage and assist cost conservation approaches to copying. We have attached some of their initial recommendations for ways to reduce these expenses.

The committee is also available to make suggestions and recommendations to you about ways to improve the efficiency of your current systems. Any questions, comments or suggestions about this program can be addressed to the committee through its chairman, Curtis, Barnes, at the Publications Office, ext. 7798.

The Copy Center Committee: Curtis Barnes, director, Publications Office; Alfred Beers, assistant vice-president for health affairs; Menno Daxer, business manager, Faculty of Arts & Sciences; Robert Ferrell, director of purchasing; George Kidd, director of auxiliary services; Edward Lane, director of the Commonwealth Relations Council; Scott Lederman, executive assistant to the vice-president for management; and Charlotte Settimi, office manager, Office of the President.

SUGGESTIONS FOR REDUCING COPYING EXPENSES

1. Make a carbon copy when only one or two extras are needed for filing. A good carbon makes excellent Xerox copies if you should need the document for wider distribution at a later date.
2. Make only the actual number of copies you need. (A recent study at Washington State University indicates approximately 1/3 of all copies are extra or 'safety' copies.) Since the majority of office copying machines are on a unit pricing plan, you pay exactly the same amount for each copy made.
3. Copy on both sides whenever possible. Two-sided copying can be done on any bond paper copier, with a small extra effort. It is necessary only to turn the sheets over and run them through the machine again.
4. Save spoiled copies for credit. Every copy which is spoiled as a result of machine malfunction will be credited by the manufacturer in calculating monthly billings.
5. Use building copy centers or 'regional' copy centers on campus whenever possible for longer run work. Individual office copiers can be an expensive luxury when not properly utilized. Cooperative arrangements with another office or group of offices in the same building often reduce costs.
6. For longer runs (e.g. 100 copies or more from one or more sheets), substantial economies can be obtained by using one of the larger copy centers conveniently located throughout the campus. These include: Wharton Duplicating—Dietrich Hall; Houston Hall Copy Center—Houston Hall; Moore School.

Other sources of longer run copying work include the University Publications Office in 110 Logan Hall; the School of Law Duplicating Center; and the Hospital (HUP) Print Shop.

—Paul O. Gaddis, Vice President for Management.
DOCUMENTS IN THE WXPN CASE

STATEMENT FROM THE PRESIDENT
March 5, 1975

Acting under the authority vested in the President of the University by the Trustees, who hold the license of Station WXPN and all legal responsibility for compliance with governmental broadcasting regulations, and with the advice of the Undergraduate Affairs Court, the Student Activities Council, and the Undergraduate Assembly, I am taking the following actions:

1. Authority for the management and operation of Station WXPN, effective March 5, 1975, is temporarily vested in the Director of Student Activities. The present constitution of Station WXPN is no longer in force.

2. The authority of the Director of Student Activities, until the approval of a new constitution for Station WXPN, includes the right to: (a) issue standards for broadcasting materials, (b) appoint and remove all station officers, (c) exclude any student from participation in the activities of the station, including broadcasting.

3. An ad hoc committee composed of faculty, administrators and students, and working with the Director of Student Activities and the Student Activities Council, will be appointed immediately by the President to recommend to the President and Trustees a new constitution for Station WXPN. The committee will be asked to present recommendations in time for action at the June, 1975, meeting of the Trustees.

4. I shall ask the committee to take under consideration the recommendations already made by the Student Activities Council and the Undergraduate Assembly, including the proposed Pennsylvania Communications Council, and the advice presented by the Undergraduate Affairs Court.

—Martin Meyerson, President

TEXT OF RECOMMENDATIONS OF THE UNDERGRADUATE AFFAIRS COURT
March 2, 1975

The Undergraduate Affairs Court has considered in its entirety the large body of both oral and documentary evidence presented to the court. The charges date back over a period of several years and many of the station personnel involved have since left the station. We recognize that it is difficult, if not impossible, for the present staff to answer accurately questions about past activities in which they were not involved. To question further witnesses to substantiate these allegations of past wrongdoing serves no constructive purpose. While the court believes that there is sufficient evidence to sustain many of the charges, its interest here is to prevent further problems at WXPN, and not to find fault with specific groups or individuals. Of major importance is assuring that the station be held responsible to the University and to the PCC as an appropriate place to find an auditor would be the Accounting Honor Society.

3) Regarding financial mismanagement: The Court is concerned with the past financial mismanagement of WXPN. In considering corrective action, the Court recommends that the business department of the station be separate from the Station Board. The Business Manager should be responsible for keeping the books of the station in order. The Court suggests that any orders or purchases be cleared and approved in writing by both the Station Manager and the Business Manager. The Court also recommends to the Activities Council, the FM Program Director, and the PCC that the books be subject to external audit other than the Finance Committee at least once per semester. This should be the responsibility of the PCC as restructured below.

4) Regarding technical violations: The Court is concerned both about compliance with broadcast standards and the proper functioning of the station. It should be the responsibility of the Station Manager and the Engineer of the station to be held responsible to the University and to the PCC for any technical violations. It should be the responsibility of the PCC, as restructured below, to monitor technical operations of WXPN.

5) Regarding obscenity: The Court recommends to the Student Activities Council and the FM Program Director that Tom Fallat be suspended from broadcasting on WXPN for the remainder of the academic year. The Court recommends to the Dean of Students and to the FM Program Director that Zak Tumin and Jay Sedrish be suspended from broadcasting on WXPN for the remainder of the academic year. Such action is recommended because the Court feels that the material aired on the Vegetable Report Show was in flagrant violation of FCC and community standards.

6) The Pennsylvania Communications Council, restructured as recommended below, should oversee the operation of WXPN and be responsible for actions of those below his level.

Respectfully submitted,
Nicole Laurie, Presiding Judge, Undergraduate Affairs Court

Ralph Elephants
Paula Rubin
Jodi Barman
Elinore White
Brenda Thomas
Frederick Wasserman
A-3 ASSEMBLY

March 6, 1975

To Gerald L. Robinson,
Executive Director of Personnel Relations:

On March 5, by unanimous vote, the A-3 Assembly Coordinating Committee agreed that the following statement be submitted to the Personnel Department:

Although the Coordinating Committee of the A-3 Assembly does not approve of the new payroll system which results in a hold back of one week's pay, we recommend that employees in financial need may request the Personnel Department to spread the hold back over a period of 20 weeks rather than the proposed six weeks.

It is also suggested that in order to reach all A-3's, the University use all advertising mechanisms available; i.e., Almanac, D.P., and department bulletins.

A-3 Assembly Coordinating Committee
Joseph F. Kane, Spokesman

March 11, 1975

To the A-3 Assembly Coordinating Committee:

As we indicated earlier, we want to respond to the individual needs of the staff particularly during this period of payroll change. If A-3 personnel need advances on pay, we will work out an arrangement to accomplish it and to spread the advance over a number of weeks as you suggest in your letter. Interested persons should contact payroll through their supervisors. Any requested change in normal pay must be submitted by Monday of the week in which the pay is wanted.

—Gerald L. Robinson
Executive Director of Personnel Relations

DEATHS

Hanif Ben Abdul-Rahman (March 6 at 25), a senior in the College who came to Penn in 1972.

Frank Cipparone (January 20 at 62), a machinist in the physics department since 1962.

Elizabeth Fletcher (February 10 at 68), who retired in 1970 after fourteen years as a housekeeper here.

Clare M. Kriner (January 16 at 73), an accounting clerk here for thirteen years until her retirement in 1964.

Dr. Joy E. Palm (February 11 at 49), a senior member of the Wistar Institute and professor of human genetics in the Medical School, who joined the Institute as an associate member in 1958. Subsequently Dr. Palm was appointed associate professor of pathobiology in the Veterinary School and associate professor of medical genetics (Med.).

A. Perry Redifer III (February 24 at 46), a cataloguer at Van Pelt Library since 1971.

Kathryn Smith (January 14), a waitress at the Faculty Club for nine years.

Jennings Sorrells (January 11 at 46), an electrician here since 1970.

James Thomas (December 26 at 74), an employee in the buildings and grounds department for twenty-three years until his retirement in 1964.

MEmorial Service

Memorial services for Marilyn Mauskopf, Esq., former attorney for WEOUP, will be held March 21 at noon in the Christian Association. The Rev. Maurine D. Stephens will officiate.

OPENINGS

The following listings are taken from the Personnel Office's weekly bulletin and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

The University of Pennsylvania is an equal opportunity employer. Qualified candidates who have completed at least six months of service in their current positions will be given consideration for promotion to open positions.

Where qualifications for a position are described in terms of formal education or training, significant prior experience in the same field may be substituted.

The three figures in salary listings show minimum starting salary, maximum starting salary (midpoint) and top of salary scale, in that order.

ADMINISTRATIVE/PROFESSIONAL (A-1)

ASSISTANT TO DIRECTOR II, New York Development Office, for fund raising and alumni and public relations for 24,000 alumni in the New York area, starting in May. Qualifications: Ability to organize and work with alumni in fund raising and alumni relations activities. Experience in fund raising desirable; knowledge of the University required. Must submit resume. $9,275-$11,450-$13,600.

JUNIOR RESEARCH SPECIALIST to process and separate leukocytes from human and animal donors; take measurements of leukocyte function including phagocytic, killing, metabolic and inflammatory responses. Techniques employed include microscopy, bacterial growth and counting, radioisotopic measurement of metabolism and labeling of bacteria and cells, and use of an oxygen electrode spectrophotometer and fluorometer. Qualifications: Must be able to work with small animals. Familiarity with leukocyte morphology and bacteriological and biochemical techniques; Bachelor's degree in biology or chemistry, previous lab experience. $8,075-$10,050-$12,000.

LANGUAGE LABORATORY DIRECTOR responsible for overall operation of an educational resources facility housing instructional technology, including budget, personnel and other administrative matters; staff training programs; coordination of faculty and staff users. Qualifications: Experience in instructional technology, including budget, personnel and other administrative matters; staff training programs; collaboration with faculty and staff users. $15,360-$18,350.

VICE-PRESIDENT FOR OPERATIONAL SUPPORTIVE SERVICES responsible to the Senior Vice-President for Management for direction and coordination of the business services of the University including planning, design, construction, operation, maintenance, repair, safety and security of the University's physical plant and grounds; management of complex multi-million dollar budget; liaison with city, state and federal agencies; representation of the University on appropriate community boards and committees; service on advisory and policymaking councils and committees. Qualifications: Degree(s) in management and/or engineering desirable; ten years related experience in management and administration, preferably in higher education. Salary to be determined on the basis of qualifications.

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, Wharton (2/18/75).

MEDICAL SECRETARY (2/18/75).

PROJECT BUDGET ASSISTANT to maintain equipment records; record charges; post cost to computer coding sheets; verify allocation of charges; prepare schedules and inventory reports; type reports. Qualifications: Figure aptitude; knowledge of budgeting and cost reports; good typing skills. $6,550-$7,925-$9,300.

RESEARCH LABORATORY TECHNICIAN II to perform research studies involving hormone assays, small animal handling, and
OPENINGS CONTINUED

Radioisotopes under supervision. Qualifications: College-level experience in biology and/or chemistry. $7,000-$8,300-$9,575.

RESEARCH LABORATORY TECHNICIAN III to prepare tissue culture and reagents; perform tissue culture experiments; work with microscope and radioisotopes; assist in animal surgery. Qualifications: Some experience in sterile techniques, tissue culture and hematology; B.S. degree, preferably in biology; experience as a research lab technician. $7,900-$9,450-$11,000.

RESEARCH LABORATORY TECHNICIAN III to perform general laboratory analysis involving blood, gas and tissue techniques, radioisotopes and electron microscope preparation in conjunction with research group studying problems of lung function in shock states in animals and man. Qualifications: Bachelor's degree with science major. $7,900-$9,450-$11,000.

RESEARCH LABORATORY TECHNICIAN III. Three positions announced September 3 through March 4 including tissue culture; separation and purification of subcellular particles; and chromatographic analyses. Qualifications: Excellent typing skills; good clerical aptitude; good telephone manner; ability to deal effectively with people; dictaphone experience preferred. $5,300-$6,225-$7,150.

SECRETARY I, to perform varied duties. Qualifications: Excellent typing skills; good clerical aptitude; good telephone manner; ability to deal effectively with people; dictaphone experience preferred. $5,300-$6,225-$7,150.

SECRETARY II (4) (2/25/75); SECRETARY III (3) (3/4/75).

HOURLY RATE (A-4)

Hourly rate is negotiable on the basis of qualifications.

DENTAL HYGIENIST, Penn Urban Health, 2 days/week (3/4/75).

RESEARCH LABORATORY TECHNICIAN III, Monell, 20 or more hrs/week through at least the end of August 1975 (2/18/75).

RESEARCH LABORATORY TECHNICIAN III to prepare tissue culture experiments; work with microscope and radioisotopes; assist in animal surgery. Qualifications: Bachelor's degree with science major. $6,225-$7,150.

RESEARCH LABORATORY TECHNICIAN III to perform general laboratory analysis involving blood, gas and tissue techniques, radioisotopes and electron microscope preparation in conjunction with research group studying problems of lung function in shock states in animals and man. Qualifications: Bachelor's degree with science major. $7,900-$9,450-$11,000.

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