COUNCIL

A Session on Finances

Even with $1 million being trimmed at midbudget (Almanac, November 12), Penn projects a 1974-75 deficit of $2 million, President Martin Meyerson told Council at its November 13 meeting. And even with the deficit, the University must take such steps as "zero population growth" in faculty and a comparable approach in programs, Provost Elliot Stellar said. As for next year, the Budget Committee is looking at such alternatives as a tuition increase of 6 to 10 percent; a modest increase in enrollment; and selective decreases in program and personnel.

Except for the election of the professional schools' student representative to the Steering Committee (Richard T. Brown, Vet. Med.), Wednesday's meeting was devoted almost exclusively to the state of fiscal affairs. President Meyerson sketched in detail where we are, how we got there, and what prompts the University to risk deficit budgeting (briefly, the belief that current economic conditions are temporary—and that if they are not, the nation will be in so much trouble that higher education will be the least of our worries). Provost Stellar emphasized that there will be "no add-ons" in either personnel or program: anything new must be chosen with the understanding that it has high enough priority to cause something else to be cut back.

Vice-President Paul Gaddis listed major cost-cutting successes in nonacademic areas (changes in purchasing methods, publications procurement, personnel procedures) but said still more trimming is essential. Director of Hospitals Mark Levitan told the good news that the hospitals are running $400,000 better than projected for the first quarter (through cutting in primarily non-patient care, non-teaching areas, combined with better cost recovery and cash flow) but the bad news that a $2.5 million deficit is still projected and this figure could be revised upward.

Council members Rickett, Wood, Mendelson, Wishner and Freyd raised several aspects of a related concern: the effects of responsibility center budgeting on quality of educational programs, where the meeting of fiscal targets is allowed to become paramount in course selection, teaching assignment, and other educational decisions. Academic administrators acknowledged the dilemma but placed primary responsibility on faculty; Dr. Mendelson urged administrative initiatives such as limiting any tendency to reward fiscal success where it was accomplished through loss of quality. Dr. Wishner's summation: that there is a poison built into responsibility accounting, but also built into it is information essential in hard times—that we cannot afford first quality in all things but must be selective. "The poison cannot be gotten rid of but it can be minimized," he said.

The entire discussion on finance was taped recorded and will be used to produce detailed articles in Almanac later.

Two announcements at Council appear elsewhere in this issue: a statement on confidentiality of student records, prepared by Counselor Curtis Reitz and Dean of Students Alice F. Emerson, pp. 3-4; and a reminder of the Council smoking resolution, p. 11.)

FAS: January Targets

The Faculty of Arts and Sciences, meeting together for the first time last week, found that its "year of transition" has an interim deadline of January 15 for most of its reorganizational tasks. Dean Vartan Gregorian said by that time he expects that two new associate deans will be named (for instruction and for graduate studies and research) and most of the structural issues near solution.

(Later in the week he told Council that the 3% contingency budget cuts will be made by that time as well.)

Dr. Alfred J. Rieber was named director of special programs for the new FAS, and Dr. Otto Springer appointed chairman of a committee to sort out the "two-and-a-half bachelor's degrees" the FAS inherited in the combining of College, CW and social science programs.

Dr. Alan Heeger's committee on personnel procedures expects to produce a report by the January 15 deadline, and Dr. Howard Brody's committee on instruction is already circulating a set of proposed procedures. Major structural issues—including criteria for new undergraduate programs, course evaluation and accreditation, teaching loads—are to be worked out by Dr. Van Harvey's committee in cooperation with the Springer and Brody committees.

Although no next FAS meeting date was set, the Dean named a secretary (Dr. Melynn Hammelberg) and announced the new office of general secretary and moderator of the Faculty (Dr. Julius Wishner). The Dean's office will shortly begin issuing a monthly newsletter for Faculty communications.

Dean Gregorian told the Faculty he would assume the affirmative action responsibility for FAS, and following the meeting he announced the formation of a women's advisory group: Drs. Ann Beuf, Alice F. Emerson, Lucienne Frappier-Mazur, Madeleine Joullie, Janice Madden, Peggy Sanday and Carroll Smith-Rosenberg.

After objections were raised to the method of forming the FAS Committee on Academic Freedom and Responsibility through appointments rather than election, the FAS voted formally to adopt the Committee membership as presented. (The core of the
LETTERS ON THE RACKIN PAPERS

To the Editor:

The Rackin papers provide fascinating reading. I presume that they were published for the edification of outsiders, so it would not be amiss to recount an outside reaction.

The impression emerges from all the correspondence and recommendations that Rackin's capability in modern criticism may have been a little bit thin and that her capability to match the needs of the English Department in 1969 may have been inadequate. I believe that a mature Department in the Faculty of Arts and Sciences has a right to expect both research and teaching from its permanent faculty.

All of these considerations, however, are overridden by the outrageous conduct of the English Department and its administration. The sexism and pettiness of the Department are implicitly documented in the papers. What appears to me most important, however, is perhaps not adequately emphasized.

The repeated short-term reappointments of Rackin constitute a disgraceful academic procedure and in no wise meet Lumiansky's claim that they are a benefit to junior faculty members. On the contrary, they place them at the mercy of the Department Chairman and deprive them of security in which to pursue research and personal development. It would appear that the use of this practice by Lumiansky in a sense entrapped the University with respect to Rackin's tenure; on these grounds alone the Office of the Provost should have required the Department to budget and assign Rackin to Department work as a tenured Associate Professor.

Finally, the repeated short-term assignments might be interpreted as sexist in themselves. Most departments would be disinclined to treat a male Assistant Professor on Rackin's career trajectory as a short-term convenience.

—Britton Harris, Professor of Public Policy

To the Editor:

Mr. Conarroe's refusal to discuss the “advocate's brief” in the Rackin matter (Almanac, November 5), and the Rackin Papers themselves (WEOP Supplement, October 22) raise a number of serious questions. The latter make a good prima facie case for capriciousness and enormous opposition.

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To the Editor:

I have read "The Rackin Papers," which appeared with a recent Almanac article. I am glad to see this account published. It is a service to those few who still care about ethics and the oft-spoused but seldom realized nobler goals of a university. There are few faculty members anywhere who have the guts to insist on their justly earned rights in the face of abuse and infamous opposition.

In Dr. Rackin's case the fact that she is a woman is, no doubt, a heavy factor. I have heard clearly on many occasions the ignorant and fearful prejudices of my fellow men. I also hear, though, an attitude in them of mediocrity, where power politics and timidity have displaced the pursuit of scholarly excellence, truth and justice. Male faculty members here and elsewhere have also been victimized, for 'wrong' political or social views, attitudes towards teaching, etc. Thus Dr. Rackin's battle is mine too.

It was most instructive to be able to see the actual text of the relevant documents, thus bypassing possible errors of fact, interpretation and emphasis. Errors of omission, Dr. Conarroe's statement notwithstanding, seem to be the responsibility of the University's attorneys, who acted to seal the record.

I hope for the good of all of us that Dr. Rackin wins her case.

—Name withheld on request

Ed. Note: The request to withhold a contributor's name is honored under the following conditions: the letter must be signed and the writer understand that a confidential copy, with signature, will be furnished to an appropriate Almanac advisor to verify its receipt. For the faculty, this will normally be Dr. Fred Karush, SAC editorial chairman; for other members of the University, representatives of employee organizations have been designated. In case the writer does not want his or her identity known to these designated, the Ombudsman may be called upon to verify letters. Anonymous contributions are not accepted. —K. C. G.

SPHINX AND STELLAR: NOVEMBER 25

The Sphinx Senior Society coffee hour Monday, with Provost Elliott Stellar as special guest, is open to the University community: Smith-Penniman Room, HH, 4 to 6 p.m.

ADMINISTRATIVE ASSEMBLY: NOVEMBER 26

The fall meeting of the Administrative Assembly will be Tuesday from 4 to 5 p.m., followed by a reception at the Faculty Club honoring new administrative staff members. At the meeting, to be held in Annenberg Auditorium, Dean Vartan Gregorian will discuss the FAS's telescoped "year of transition;" Gerald L. Robinson will discuss the new early retirement policy; and Faculty Club Manager James Lloyd will give a progress report. Open to all A-1 staff of the University.

WOMEN’S CENTER ELECTIONS: NOVEMBER 26

All University women are welcome to attend open meetings Tuesday to discuss plans for the Women's Center and to elect members to its steering committee. Meetings are at noon and again at 8 p.m., in the Smith-Penniman Room, HH. Open house at the Center follows each session.

FROM THE GRIEVANCE COMMISSION

On November 12 the Senate Advisory Committee published here its action (22) approving a change from alphabetical order to random selection of inquiry panel chairmen for faculty grievance cases. Dr. Robert E. Davies, chairperson of the Grievance Commission, furnished the following excerpt from a Commission memorandum of October 28 to detail the procedure used for random selection:

Item 23 of a letter dated October 11, 1974 from R.E. Davies to members of the Commission raised a matter for the agenda of a meeting of the Commission on October 21, 1974. This was it has been suggested to me that if it were known who came next on the alphabetical order, the Commission could be manipulated by challenging a Panel member in order to either put someone desired on the Panel or to remove someone not desired from the Panel. I will select the first person by using a Geiger counter, counting cosmic rays to generate randomly a number which will determine the beginning point of the alphabetical rotation. We may wish to ask to change the procedures themselves and randomly scramble the names of the members of the Commission so that this type of possible manipulation could be prevented.

The Commission agreed to initiate a change in the Procedure (minute 5 of the meeting of October 21, 1974). I have accordingly counted cosmic rays and generated a number to define the starting point of the sequence and have used a table of random numbers to determine the order in which members of the Commission will be asked to serve on Inquiry Panels. The details of the methods used were described to and approved by the meeting of the Commission on October 28, 1974. They are recorded in a confidential document in the Commission's files. Since we believe that this change is both urgent and accords better with the principles used to create the Procedure than the method given in the present Procedure itself, we propose to operate it starting two weeks from the date of this memorandum unless we receive objections. —R.E.D.
The Family Education Rights and Privacy Act of 1974, known popularly as the Buckley amendment, will become effective November 19, 1974. The general thrust of this legislation is helpful. It reinforces previous University policy concerning release of student records to persons outside the University and broadens access by students to their official records. The passage of this legislation has also provided the impetus for us to re-examine and realign our policies and practices in the area of student records and to develop new guidelines.

There are many ambiguities and unclear aspects to this legislation, however, which make it difficult to respond with finality. Furthermore, institutions may differ in their interpretations and resultant policies. For example, the University of Pennsylvania may not include letters written by individual members of the faculty as part of this University's official student files to which students may request access. However, these letters may become part of the admissions or other files of another institution and therefore be available for inspection by students elsewhere. In some instances, we may have to await amending legislation, government guidelines, or litigation for resolution of differences in interpretation.

We have drawn up policy and procedural guidelines, with advice of counsel, recognizing that we may need to adjust these over the next few months. These guidelines are published herewith and will appear in the Daily Pennsylvania next week; they will also be included in future issues of student handbooks. Deans, department chairmen and directors are asked to take responsibility for informing faculty and staff members and to develop procedures for implementation as appropriate. Questions about application of these guidelines in specific situations may be submitted in written form to the Office of the Provost.

We would be happy to have your comments about these guidelines as time goes on both with respect to their substance and procedures for implementation.

—Eliot Stellar, Provost

CONFIDENTIALITY OF STUDENT RECORDS
November 19, 1974

A. RELEASE OF INFORMATION TO PERSONS OUTSIDE THE UNIVERSITY

1. Persons Whose Records are Covered.

The present University policy protects confidentiality of records of students and alumni. Hereafter, such protection shall extend to applicants for admission, students attending the institution, former students and alumni. To this extent, University policy is broader than the new Act, which extends only to students attending an institution.

2. Files and Records Protected

All academic and nonacademic information relating to persons covered by these guidelines shall be treated as confidential, unless the information is routinely published or available in public records.

Published information that can be made available without authorization from the student includes:

- School in which enrolled
- Periods of enrollment
- Degree awarded and date
- Academic honors received
- Information in a student directory

3. Authorized Release.

The release of personally identifiable records or files, and release of personal information contained in such files, shall be made only with the written authorization of the student. Students who request use of a University service intended to assist in seeking admission for further study or in seeking employment should indicate the records which they wish to have made
available and the persons or institutions to receive them. A sample form of such request is attached.

4. Agreements Respecting Confidentiality

University services often solicit confidential appraisals on behalf of students seeking admission to further study or seeking employment. Where students solicit such services, they should be asked to agree to respect the confidentiality of the appraisals. University services will not solicit confidential appraisals for students who do not agree to such terms. A copy of such agreement is attached.

5. Subpoenaed Records

The University policy protecting confidentiality of student records cannot override valid subpoenas. Where a subpoena has been served, the recipient is requested to contact Amy Davis, in the office of Drinker, Biddle and Reath, for guidance. Frequently it is possible for University counsel to resolve such requests for data without broad release of information.

B. RELEASE OF INFORMATION TO PERSONS WITHIN THE UNIVERSITY

Release of personally identifiable records or files to members of the faculty or staff within the University shall be closely monitored so that such records and files are open only to those who have legitimate educational interests in access to them. Custodians of student files and records should establish control procedures to assure that such limitation is observed.

C. RELEASE OF INFORMATION TO STUDENTS

1. Persons Entitled to Request Access to Records

The Act applies to "students attending an institution of post-secondary education." Excluded from this category are applicants for admission and former students who have left the institution. Only students presently attending a school in the University are entitled to exercise the statutory right to inspect and review records.

2. Records Included Within the Act

a. The Act extends to "any and all official records, files, and data directly related to [students], including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns."

b. The important defining concepts are "official" records, "directly related" to a student, incorporated in a "cumulative" record folder, and intended for use generally by persons within the institution or externally by parties outside the institution. Records or data that do not fit all of these characteristics are not included within the Act.

3. Records Not Included Within the Act

a. The individual files and records of members of the faculty or administration, including their personal letters of recommendation about students, are not included under the Act. These are not official records that are part of a student's cumulative record folder within the University.

b. The files and records of an admissions office concerning students admitted and matriculated are not included under the Act except to the extent that those files, or parts thereof, are incorporated into a cumulative record folder generally available to persons who appropriately have access to such folders of students attending the institution. Admissions files maintained separate and apart from current students' files are therefore not included under the Act.

c. Parents' financial statements submitted to a financial aid office are not directly related to a student and are not included under the Act.

d. Appraisals of any student by members of the faculty or administration that have been prepared and assembled under an agreement by the student to respect the confidentiality of the contents of the appraisals are not included under the Act to the extent that the materials are used only for the purpose contemplated by the student's agreement and are not incorporated into a cumulative folder that may be opened for other purposes.
Women at Penn: Where Are We Now?

DR. ALICE F. EMERSON
Dean of Students and
Assistant Professor of Political Science

Many people at the University, including those in this room, are not sure why we are devoting a major session of these Trustees' meetings to the subject of women at Pennsylvania. Is our concern fashionable or factual? Is it imaginary or real?

I believe that we have been truly derelict at Pennsylvania in the development of education for and about women. At the same time, I believe we have real opportunities for greatly improving the educational experience of women. My aim this morning is twofold: first, to suggest some of the kinds of things which produce problems for women at Pennsylvania and, second, to highlight a few areas of promise for the future.

The University of Pennsylvania is a very male-oriented institution. In many ways its philosophy is reminiscent of Henry Higgins, paraphrased: if a woman will be more like a man, she may.

This fact presents women students, faculty, and employees with a set of conditions which are both difficult and debilitating. Women cannot develop as full persons in an atmosphere which is not congenial to their particular needs, and at many points openly hostile.

Society has changed much more rapidly than the University. Legal requirements for affirmative action, equal pay, and nondiscrimination have forced some changes in behaviors, but rather few in attitudes. Compliance with minimum government standards is often accorded grudgingly with the burden of achieving fairness dependent on women's initiatives. Lip service is given to principles of nondiscrimination, but our literature and admissions recruiting materials—some prepared in the last six to twelve months—continue to reflect biases against women. Requests for special services for women—whether they be for opportunities to increase our knowledge about women, or to improve athletic offerings for women, or to expand the services of our Women's Center and career planning offices—are too often treated as frivolous. "Resources are scarce," women are told; therefore women's needs must await economic revival. Or, "there must be something wrong with women if they can't fit into the patterns which are here."

And for those women who protest, there are penalties, some subtle and some open. Because there are so few women faculty members and administrators, in many situations women's concerns depend for expression on a lone female voice. Only the most exceptional woman can defend her beliefs about women without losing the respect necessary for effectiveness with her male colleagues.

The visible lesson many women draw from this is that change can only be effected here through extra-ordinary processes such as sit-ins and court cases.

Perhaps the most damaging consequence of the atmosphere in which our women study, live and work, is that women leaders are not being encouraged and trained at Pennsylvania. Even a cursory look through the undergraduate admissions credentials of our current women students demonstrates clearly that these women have fine records of leadership in coeducational settings prior to matriculation here. In many ways their patterns of activity and achievement are indistinguishable from those of their male counterparts.

Why is it then that so few women students emerge in positions of leadership on this campus? Studies have indicated that the vast majority of women in leadership positions in America either attended women's colleges or were the daughters of professional women—or both. This is strong evidence that the presence of role models, the availability of opportunities to gain experience in leadership positions, and an atmosphere visibly supportive to women are critical elements for the education of women for leadership.

Fortunately, there is no inherent reason not to alter and improve this University's response to women's educational needs. Opportunities abound, some of which are in the planning stage already. Let me mention only three.

1. Continuing education. Ways to expand opportunities for continuing education students, the vast majority of whom are women, are being considered as part of a larger effort to bring together our CGS, summer school and continuing education programs into a unified college or other unit. Realization of this goal could give particular assistance to part-time students, mostly women, who are discriminated against at present. In addition, such an entity might make possible the development of new programs such as special courses for alumni, employed persons and other forms of nontraditional education.

2. Advising, especially course and career planning for women. A precious hallmark of CW, academic advising for women, may not only be preserved but enhanced if an academic center specifically responsive to women's needs can be created under the auspices of the Faculty of Arts and Sciences. Such a center would not only maintain the high caliber of advising presently offered to women in CW, but could also provide assistance for graduate
Eleven programs were presented in 1973-74. Plans for 1974-75 are delayed pending decisions on funding.

models, established important contact with professional women, etc., drawing often on Penn alumnae. The program presented role

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The University is capable of devising such programs. One that I have found very valuable is Life Options for Women, the series of panel presentations held last year in law, management, medicine, etc., drawing often on Penn alumnae. The program presented role models, established important contact with professional women.

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II. SOME CONSTRAINTS

Women students, like men in this civilization, need time with their children while they are young. But that action should be a conscious opting-out. Women, like men, need to find a career in which they can develop as individuals; marriage is not a replacement for that goal for women any more than it is for men.

I. SOME IMPROVEMENTS

Initially, I should note a number of general improvements that do provide incentives to women to compete, to diversify their choices of study, and to think of themselves as independent individuals:

A. Mass media and the pressure of their middle class peers make women at the University of Pennsylvania much more conscious that they should not consider themselves secondary to the men students. Fewer of them would admit, as my peers did at Smith when I was a student, that they have come to college to marry "the right-type of man." Most talk about what they are going to do when they get through.

B. Professors at the University of Pennsylvania are self-consciously liberal as a group. Some avow they can't help being male chauvinists but most are more conscious that women undergraduates may wish to have careers and may go into other than the traditional fields (like social work, elementary or high school teaching, etc.). Thus professors are more likely to encourage promising women students than they were seven years ago.

C. Screening for fellowships and for admission to graduate and professional schools is known to be less skewed against women than formerly. When I was a graduate student there were quotas for numbers of women accepted at Harvard, and coming here as a faculty member I found, for example, the International Relations program at the time openly admitting that it applied more rigorous criteria to women than men students "because they didn't finish". I am sure that program does not do that now, and certainly no other department here admits that it does.

Women, then, have an incentive to apply for different professional and graduate programs. They assume they have a reasonable chance to get into law, business or medical school. Furthermore, increasing efforts are made to attract them to apply and increasing efforts are made by University of Pennsylvania counselors to point out these options to them.

D. The University offers a greater diversification of courses that stimulate women to think about their future in non-traditional ways. In particular, the existence of the Women's Studies Program encourages the development of courses on women. Even within traditional courses, research on women is considered more acceptable than formerly. There are, after all, professors in history, regional science, economics, English, etc., who work on women's projects and make women a legitimate topic of concern.

E. Finally, there are more women on the faculty and more women in administrative posts who provide role models and encourage undergraduates.

II. SOME CONSTRAINTS

But I do not wish to stop on a note of complacency. The improvements I have observed over the last eight years are real and positive, but they are incremental changes. In general the environment and the major operating factors on undergraduate education at Penn continue not to provide adequate incentives for women to consider options broadly.

That this is so is indicated at least sketchily by the figures in the tables below on women's majors and women's enrollment in undergraduate and graduate schools, based on Registrar's data. It appears that women and men choose traditional "women's areas," but not with enormous rapidity.

Without going into great detail on the interpretation of these figures, suffice it to say that there has been a change for the better.

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**TABLE I**

<table>
<thead>
<tr>
<th>Percent of undergraduates in the College and College for Women Majoring in Various Disciplinary Groups: 1970, 1973</th>
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<tbody>
<tr>
<td>(Women)</td>
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<tr>
<td><strong>Tradional Women's Majors</strong></td>
</tr>
<tr>
<td>General Lit.</td>
</tr>
<tr>
<td>Am. Civ.</td>
</tr>
<tr>
<td>Ele. Ed.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td>Anthropology</td>
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<tr>
<td>Am. Civ.</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Political Sci.</td>
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<tr>
<td>Economics</td>
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<tr>
<td><strong>Black Studies</strong></td>
</tr>
<tr>
<td>46.9%</td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Int'l Relations</td>
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<tr>
<td>Oriental Studies</td>
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<tr>
<td>Psychology</td>
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<tr>
<td><strong>Sciences (Pre-Med)</strong></td>
</tr>
<tr>
<td>Biology</td>
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<tr>
<td>Biochemistry</td>
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<tr>
<td>Chemistry</td>
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</tbody>
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*Totals are not 100% as the categories are not mutually exclusive.

**TABLE II**

<table>
<thead>
<tr>
<th>Enrolled as Undergraduate Students, Spring Term</th>
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<tbody>
<tr>
<td>1965</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td><strong>Allied Medical Professions</strong></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong></td>
</tr>
<tr>
<td><strong>Engineering (all divisions)</strong></td>
</tr>
<tr>
<td><strong>Wharton</strong></td>
</tr>
<tr>
<td><strong>General Studies</strong></td>
</tr>
<tr>
<td><strong>College for Women</strong></td>
</tr>
<tr>
<td><strong>General Lit.</strong></td>
</tr>
<tr>
<td><strong>Romance Languages</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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**TABLE III**

<table>
<thead>
<tr>
<th>Enrolled in Graduate School, Spring Term</th>
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<tbody>
<tr>
<td>1965</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td><strong>Arts and Sciences</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
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<tr>
<td><strong>Engineering</strong></td>
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<tr>
<td><strong>Wharton</strong></td>
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<tr>
<td><strong>Law</strong></td>
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<tr>
<td><strong>Medicine</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
in the direction of women considering more options—but that change may be no more than a reflection of the times in which we live. It still seems the University could do more to provide conditions in which women really question what they are doing and why. Certain negative factors prevail in the University community and still inhibit undergraduate women:

A. The University does not counteract the early socialization or background experiences by which most women were formed. As children they were generally trained to expect to move into a traditional marriage situation which would conflict with career goals because the woman is expected to spend the primary part of her time with her children when they are young. Because day care is uncommon or difficult to arrange, and men are not expected to take such responsibility for children, the burden of balancing the career-marriage conflict is squarely on the woman. Most undergraduates have not worked this out in their own minds; thus they leave near the career conundrum of being independent but never face potential problems or sacrifices which this might imply. They are encouraged to continue in this contradictory state by their male peers, who are equally socialized to want a traditional wife who will take care of them and their children.

B. Although professors are self-consciously liberal as a group, they are also mostly a male group still. Unintentionally perhaps, they often still single out women students in different ways from male students, still assume certain things about the way they will behave or perform in class and in later careers. Because there are so few women on the faculty (even though there are more before) there is no way of counteracting the prevailing male attitudes of the faculty. Indeed, women faculty are concentrated in traditional women’s majors (and in Women's Studies), which reduces the possibilities for non-traditional role models for women students.

C. Although the study of women and of the problems of women are undertaken by faculty members, it remains the case that many if not most faculty still consider this a trivial subject of research, nowhere near meriting the concern or attention received by other problems of the day such as racism, poverty, etc. Such an attitude fosters an unequal easiness among women students, some of whom are embarrassed by the "cause."

D. Finally, although laudable efforts have been made in the line of counseling women much more must be done. Women students face barriers which men do not face, barriers which often exist in their own minds. They must be brought to realize the things they can do: that they can make choices and need not just exist in their own minds. They must be taught to question conventional myths and single out those which have meaning and those which do not. The University tries to train students how to study, how to approach problems. It can help women students throughout the University by being very conscious of their particular problems, by providing more enlightened counseling to all graduate and undergraduate women students, by considerably expanding the number of women faculty and by publicizing within the University community regularly and frequently some of the problems and concerns that have come up in this and the last session of the Trustees.

These are certainly limited and practical recommendations. It is my hope that they may be implemented soon.

---

**TABLE 1**

<table>
<thead>
<tr>
<th>Tenured and Tenure-accruing Faculty</th>
<th>University of Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1970-71</td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
</tr>
<tr>
<td>1. Total faculty</td>
<td>1,606</td>
</tr>
<tr>
<td>Women faculty</td>
<td>168</td>
</tr>
<tr>
<td>% Women</td>
<td>(10.4%)</td>
</tr>
<tr>
<td>2. Professorial faculty</td>
<td>1,446</td>
</tr>
<tr>
<td>Women professorial faculty</td>
<td>101</td>
</tr>
<tr>
<td>% Women</td>
<td>(6.9%)</td>
</tr>
<tr>
<td>3. Tenured faculty</td>
<td>947</td>
</tr>
<tr>
<td>Women tenured faculty</td>
<td>41</td>
</tr>
<tr>
<td>% Women</td>
<td>(4.3%)</td>
</tr>
</tbody>
</table>

**FAS Faculty**

|                                    |                             |                             |
| 1. Professorial faculty            | 475                         | 476                         |
| Women professorial faculty         | 26                          | 40                          |
| % Women                            | (5.4%)                      | (8.4%)                      |
| 2. Tenured Faculty                 | 319                         | 320                         |
| Women tenured faculty              | 5                           | 15                          |
| % Women                            | (1.5%)                      | (4.8%)                      |
increase the number of women. The Administration's tabulation of goals is undergoing some revisions. But contrary to popular belief, they are hardly exorbitant: asking the Faculty of Arts and Sciences to increase its faculty of almost 500 by 18 women is not an impossible goal and certainly should be considered a minimal one.

But even if we exceed our hiring goals we will accomplish little for women students and faculty unless something is done about promotion of faculty women. To see the result of past promotion policies, one need only look at the distribution of men and women faculty by rank, which I have diagrammed as Table II. Once again, the situation might be called "improving." But it is clear that the pattern for men remains one of an inverted pyramid, while women are still concentrated at the lower ranks. Again the Faculty of Arts and Sciences, despite its improvement on a percentage basis, shows the persisting effects of past discrimination even though it encompasses fields in which qualified women have long been available.

Our students, men and women, need not only to see women faculty; they need to see them in high-ranking positions. And frankly, we need more senior faculty women to serve on committees where the interests of women (both student and faculty) have for so long been neglected. Decisions on appointments and promotions are made among the tenured faculty of departments and school personnel committees, and all too many of these decision-making groups have no women on them. Thus we have in the potential for perpetuating the situation in which all-male committees continue to make decisions which continue to exclude women from their ranks.

What can be done? One of the difficulties is that so many men were hired and promoted in a period of expansion when promotion to tenure was the norm. Now, we are told, promotion must be a relatively rare occurrence. May I suggest that if you're going to change the membership rules just when women come knocking at the door, the least that women have a right to expect is to be first in line when the door opens a crack?

Another problem is that major credit for the improvement of the past several years rests not with the faculty, but with the administration. I say this is a problem, because the administration is able to act only on personnel decisions forwarded from departments and schools. Thus we need to formalize some monitoring system to insure that one-by-one approval of men's promotions will not effectivly serve to block the advancement of virtually all junior women coming up. And, to look at the other side of the coin, there must be incentives for the decision-making groups—many of them conditioned by society and probably by their own student experience to exclude women from serious consideration—particularly now when the selection of a woman means nonselection of "one of the boys."

Finally, the University must stop expressing concern for women when the topic of the morning is women, and then forget about them when the topic is academic planning or selective excellence or endowed chairs. We must recognize that adequate academic planning and excellence require constant concern, not only with how and what we teach about women, but also with the status of women in the University community. It is true that Penn must change its ways because discrimination is a bad thing—and because federal law requires it. But the most compelling reason is that our success as an academic institution in the last half of the seventies depends upon it.

**TABLE II**

Distribution of Faculty by Rank

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professors</td>
<td>38%</td>
<td>8%</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Other Tenure-accruing Ranks</td>
<td>6%</td>
<td>40%</td>
</tr>
<tr>
<td>1973-74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professors</td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Other Tenure-accruing Ranks</td>
<td>8%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**TABLE III**

Utilization and Goals for Women Faculty

(3-5 years (Fall 1973 Data)

(Fully Affiliated Tenured or Tenure-accruing Ranks Only)

<table>
<thead>
<tr>
<th>Unit</th>
<th>% Women Avail. in Disciplines</th>
<th>% Expected</th>
<th>% Present</th>
<th>Goal</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS</td>
<td>(497)</td>
<td>(569)</td>
<td>(59)</td>
<td>(40)</td>
<td>(20)</td>
</tr>
<tr>
<td>Phys. Sci.</td>
<td>108</td>
<td>4.7</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Soc. &amp; Life Sci.</td>
<td>62</td>
<td>15.6</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>150</td>
<td>17.7</td>
<td>28</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Former GSAS Deps.</td>
<td>70</td>
<td>12.0</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Former Wharton Soc. Sci. Deps.</td>
<td>97</td>
<td>9.7</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Wharton (Mgt.)</td>
<td>121</td>
<td>5.8</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Medicine</td>
<td>(522)</td>
<td>(566)</td>
<td>(59)</td>
<td>(7)</td>
<td></td>
</tr>
<tr>
<td>Basic Sci.</td>
<td>148</td>
<td>13.8</td>
<td>20</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Clin. Studies</td>
<td>374</td>
<td>12.2</td>
<td>46</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>68</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Grad. Education</td>
<td>38</td>
<td>19.8</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Grad. Fine Arts</td>
<td>35</td>
<td>7.1</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Social Work</td>
<td>28</td>
<td>36.3</td>
<td>10</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Law</td>
<td>27</td>
<td>4.7</td>
<td>1.3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Annenberg</td>
<td>10</td>
<td>15.9</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dental</td>
<td>85</td>
<td>2.1</td>
<td>2</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Veterinary</td>
<td>103</td>
<td>7.4</td>
<td>8</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>SAMP</td>
<td>15</td>
<td>(NA)</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Nursing</td>
<td>46</td>
<td>97.0</td>
<td>45</td>
<td>43</td>
<td>2</td>
</tr>
</tbody>
</table>

1. GSAS availability estimated for "all disciplines." Since individual counts for these disciplines are not available.
2. GSFA recalyzed on basis of art, architecture, city planning, landscape architecture.
3. Annenberg calculated on basis of speech and dramatic arts.
PROMOTIONS

The following Trustee-confirmed promotions are based on actions taken by the Provost's Staff Conference between June 1 and October 11; in this listing, and in the LEAVES that follow, actions in the College and GSAS have been combined under FAS.

COLLEGE OF ENGINEERING AND APPLIED SCIENCE

Dr. Leonard Nanis to Professor of Chemical Engineering.

FACULTY OF ARTS AND SCIENCES

Dr. Keith DeVries to associate Professor of Archaeology . . . Dr. Samuel C. Vila to Associate Professor of Astronomy . . . Dr. David R. Williams to Professor of Psychology.

GRADUATE SCHOOL OF FINE ARTS

Dr. Narendra N. Junaja to Associate Professor of Landscape Architecture and Regional Planning . . . Yves Lepere to Assistant Professor of Architecture.

SCHOOL OF DENTAL MEDICINE

Dr. Manuel M. Albin to Adjunct Professor of Pediatric Dentistry . . . Dr. Sheldon M. Berneck to Assistant Professor of Pediatric Dentistry . . . Dr. I. Stephen Brown to Assistant Professor of Periodontics . . . Dr. Irving Buchin to Adjunct Professor of Pediatric Dentistry . . . Dr. Donald A. Nitkin to Assistant Professor of Restorative Dentistry . . . Dr. Peter A. Rubelmen to Assistant Professor of Periodontics . . . Dr. Hamayoun Safavi to Assistant Professor of Restorative Dentistry . . . Dr. Charles C. Sezlo to Assistant Professor of Oral Surgery . . . Dr. Irving Yalisove to Associate Professor of Restorative Dentistry.

SCHOOL OF MEDICINE

Dr. Nahid I. Abdou to Associate Professor of Medicine . . . Dr. Peter H. Bloch to Associate Professor of Radiological Physics . . . Dr. Stanley J. Brody to Professor of Community Medicine and Psychiatry . . . Dr. Stanley M.K. Chung to Assistant Professor of Orthopaedic Surgery . . . Dr. Edward D. Crandall to Assistant Professor of Physiology . . . Dr. William L. Dyson to Associate Professor of Surgery and Psychiatry . . . Dr. Manouchehr Fallahnejad to Assistant Professor of Surgery . . . Dr. William W. Fox to Assistant Professor of Pediatrics . . . Dr. Robert J. Gill to Associate Clinical Professor of Medicine . . . Dr. John W. Damle to Associate Professor of Urology . . . Dr. William L. Dyson to Associate Professor of Surgery and Psychiatry . . . Dr. Manouchehr Fallahnejad to Assistant Professor of Surgery . . . Dr. Wayman W. Fox to Assistant Professor of Pediatrics . . . Dr. Robert J. Gill to Associate Clinical Professor of Medicine . . . Dr. Ralph W. Hamilton to Professor of Surgery . . . Dr. Michael Harris to Professor of Anatomy and of Orthopaedic Surgery . . . Dr. Robert W. Harris to Assistant Clinical Professor of Psychiatry . . . Dr. Eugene Gardner Jacobs to Assistant Professor of Psychiatry . . . Dr. Sergio Jimenez to Assistant Professor of Medicine . . . Dr. Fredrick Kayne to Associate Professor of Biochemistry . . . Dr. Nicholas A. Keulides to Professor of Medicine . . . Dr. Steven G. Kelsen to Assistant Professor of Medicine . . . Dr. Kenneth Kershbaum to Assistant Clinical Professor of Medicine . . . Dr. Ahmed C.K. Kutty to Assistant Professor of Medicine . . . Dr. Paul A. Latke to Assistant Clinical Professor of Orthopaedic Surgery . . . Dr. Kazumi Makisumi to Assistant Professor of Otorhinolaryngology and Human Communication . . . Dr. Charles E. Mangan to Assistant Professor of Obstetrics and Gynecology . . . Dr. Carl R. Meyers to Assistant Professor of Pathology . . . Dr. Gergia Mikhail to Professor of Obstetrics and Gynecology . . . Dr. Albert S. Mildvan to Professor of Physical Biochemistry . . . Dr. S. Grant Mulholland to Associate Professor of Urology . . . Dr. Allen R. Myers to Associate Professor of Medicine . . . Dr. R. Barrett Noone to Assistant Professor of Surgery . . . Dr. Robert J. Shiller to Professor of Pathology (promotion in a secondary appointment) . . . Dr. Martin Pring to Associate Professor of Physiology . . . Dr. David Merrill Reed to Associate Clinical Professor of Family Study in Psychiatry . . . Dr. Michael Selzer to Assistant Professor of Neurology . . . Dr. Leslie M. Shaw to Assistant Professor of Pathology . . . Dr. William H. Simon to Associate Professor of Biochemistry . . . Dr. Stanley M. K. Chung to Associate Professor of Orthopaedic Surgery . . . Dr. Maurice N. Srouji to Associate Professor of Pediatric Surgery . . . Dr. Edward Stempel to Professor of Medicine . . . Dr. Jan Pedro Szidon to Associate Professor of Medicine . . . Dr. Pascal J. Viola to Assistant Professor of Pathology . . . Dr. Darcy B. Wilson to Professor of Pathology and of Human Genetics . . . Dr. Michael R. Zimmerman to Assistant Professor of Pathology . . . Dr. Sidney N. Zubrow to Associate Clinical Professor of Medicine.

SCHOOL OF VETERINARY MEDICINE

Dr. Benjamin G. Buckett to Professor of Animal Reproduction, with secondary appointment as Research Professor of Obstetrics and Gynecology, School of Medicine . . . Dr. Philip B. Khoury to Assistant Professor of Parasitology . . . Dr. Joy Palm to Wistar Professor of Pathobiology . . . Dr. Beri E. Stromberg Jr. to Assistant Professor of Parasitology.

LEAVES

COLLEGE OF ENGINEERING AND APPLIED SCIENCE

Dr. David R. Gaskell, Metallurgy and Materials Science, to do research at Broken Hill Research Laboratory, Australia (1975-76).

Dr. Solomon Pollack, Metallurgy and Materials Science, to investigate the viscoelastic properties of bone and hard tissue at Tel Aviv University (fall, 1975).

Dr. Noah S. Prewes, Electrical Engineering, to develop a methodology to support decisions in budget allocation, jointly with Tel Aviv University and the Ministry of France in Israel (fall, 1975).

Dr. Warren D. Seider, Electrical Engineering, to be a visiting associate professor at MIT (fall '74-spring '75).

Dr. Wayne L. Worrell, Metallurgy and Materials Science, to conduct research with Professor Leo Brewer at Berkeley (1975-76).

FACULTY OF ARTS AND SCIENCES

Dr. David P. Balamuth, Physics, to serve as program officer in nuclear physics for NSF (1974-75).

Dr. Barry S. Cooperman, to continue ribosomal studies at the Institut de Biologie Physico-Chimique, Paris (spring, '76).

Dr. John Gillespie, Biology, to be an NIH staff fellow at the Institute of Environmental Health Studies in Raleigh, N.C. (spring and fall, '75).

Dr. Keith DeVries, Archaeology, to serve as archaeologist with the Viscoelasticity in Bone and Hard Tissue project in Kagnew, Ethiopia (1974-75).

Dr. Keith DeVries, Archaeology, to hold a British Petroleum Fellowship at the University of Dundee, Scotland (1974-75).

Dr. Barbara Kirshenblatt-Gimblett, Folklore and Folklife, to continue an NEH project on Yiddish folklore (fall, 1974).

Dr. Bryan W. Roberts, Chemistry, to study and write on the chemistry of natural products (fall, 1975).

Dr. Robert J. Shiller, Economics, to conduct research for the National Bureau of Economic Research, Boston (July '74-June '75).

Dr. Barbara Herrnstein Smith, English, to complete a book about fictive discourse (fall, '74).

GRADUATE SCHOOL OF FINE ARTS

Ruckstraw Downes (1974-75).

Dr. Britton Harris, 1907 Foundation Professor of Transportation Planning, to develop ideas on optimal planning, possibly in the form of a book (spring '75).

SCHOOL OF MEDICINE

Dr. Arthur H. Auerbach, Psychiatry, to continue clinical practice (1974-75).

Dr. Howard D. Bonner, Plant Physiology, Johnson Foundation, to be a program manager in biochemistry at NSF (1974-75).


Dr. Joseph S. Gots, Microbiology, to visit laboratories in Europe to learn new techniques of mammalian cell culture (spring '75).

Dr. Eric M. Kennel, Anesthesia, to serve as anesthesiologist with project HOPE in Kagnew, Ethiopia (1974-75).

Dr. Lyle H. Peterson, Physiology, to write a textbook (October '74-May '75).

Dr. Francis E. Rosato, Surgery, to work on immunotherapy of human tumors with Dr. George Mathe at the Hopitalier Paul-Brusse in Villelief, France (spring '75).
Dr. Luther L. Terry, Medicine and Community Medicine, to serve as consultant to University Associates, Inc., and the American Cancer Society (1974-75).

SCHOOL OF VETERINARY MEDICINE
Dr. Robert S. Brodey, Surgery, to do research in clinical oncology and teach at the University of Nairobi (spring, fall, ’75).
Dr. James R. Rooney, Pathology, to teach and do research at the Veterinary College of Ireland (fall, ’75-spring, ’76).

WHARTON SCHOOL
Extension of the leave granted to Dr. J. Scott Armstrong, Marketing, until June, 1975.
Dr. Marshall E. Blume, Finance, to study capital markets in foreign countries, possibly at an European university (fall 1975).
Dr. Bernard F. Cataldo, Business Law, (fall ’74).
Dr. William F. Hamilton, Decision Sciences, to be White House Fellow (1974-75).
Dr. E. Gordon Keith, Finance, to teach at the American University of Beirut and assist in planning faculty-student exchanges between AUB and Wharton (1974-75).
Dr. William T. Kelley, Marketing, to be visiting professor of business at Elmira College (1974-75).
Dr. Mogali S. Larson, Sociology (fall ’74).
Dr. Adrian M. McDonough, Management, to do research on information systems in France (fall ’74).
Dr. Paul F. Smith, Finance, to work on a project to develop criteria for differentiating types of risks in lending for financial institutions (fall ’75).

OF RECORD
ON SMOKING REGULATIONS
Following is the text of a memorandum sent by the Provost to all deans, directors and chairmen on November 8, 1974.

I would like to call your attention to the resolution on smoking which was adopted by the University Council on May 8, 1974. I would be pleased if you will inform the members of your faculty and staff of this resolution and encourage their participation in its enforcement. Where necessary your building administrators should ask the Buildings and Grounds Department to post the necessary signs.

I am asking the Office of the Ombudsman to handle any complaints arising from any infractions of the policy. He will contact you directly about such complaints.

Preamble
The uncontrolled use of cigarettes, cigars, and pipes in public places is felt by many people to be a great imposition on nonsmokers. At the very least, a captive group is exposed over a prolonged period to an atmosphere that is irritating and uncomfortable to the point of impaired working efficiency. In addition it is likely to be a health hazard, causing headaches, allergic reactions, and possibly lung cancer or heart disease.

The rights of nonsmokers should be protected, as is already being done in airlines, trains, and other public places, by providing segregated areas for smoking.

Resolution
Smoking is acceptable in University buildings only in hallways, stairwells, and private offices and laboratories where no contrary instructions have been posted by the occupants.

Otherwise smoking is not acceptable, particularly in lecture halls, classrooms, libraries, committee meeting rooms, or public lounges except where special segregated “smoking” lounges have been provided.

The intent and spirit of this resolution is to protect the rights of nonsmokers without placing them in the defensive position of having to request relief at every offensive incident.

Adopted by the University Council May 8, 1974; published in Almanac May 21, 1974.

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. 7245, 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)
APPLICATIONS PROGRAMMER ANALYST responsible to the project manager for analysis and programming for accounts payable and general accounting system. Qualifications: College degree preferred or equivalent experience in programming techniques and financial application. At least two years’ programming experience in COBOL and 370/OS. Financial background essential. $10,675-$13,275-$15,875.

FISCAL EDP COORDINATOR responsible for computer utilization in departmental accounting and budget administration; prepares special budget reports and analyses. Qualifications: College graduate with courses in EDP, accounting, statistics and business administration or equivalent experience. At least three years’ experience with EDP, accounting and budgets. $10,675-$13,275-$15,875.

JUNIOR RESEARCH SPECIALIST, biochemistry lab (9/3/74).

MANAGER, Student Financial Services (11/12/74). Incorrectly listed by Personnel last week as Manager, Student Financial Aid.

MANAGING EDITOR, management journal (10/22/74).

PROGRAMMER ANALYST, Philadelphia Social History Project, to use computer technology to study historical phenomena; explore the shift from batch processing to interactive computing. Work involves a large-scale, machine-readable data base. Qualifications: Degree or equivalent. Experience in data base management, information retrieval. Working knowledge of PL/I, APL, MARK IV, IMS and “canned” computer program packages for social science analysis such as SPSS desirable. $10,675-$13,275-$15,875. Originally listed by Personnel and published (Almanac, October 8) as Research Specialist II. Job title and description have been revised by Personnel.

OFFICE MANAGER, medical research area, responsible to director for coordinating activities and maintaining complex scheduling systems, registry, extensive reprint library; supervision and training of clerical staff; advanced secretarial duties and routine bookkeeping. Qualifications: High school graduate with at least two years’ college experience; previous supervisory responsibility. Thorough knowledge of office procedures. $8,075-$10,050-$12,000.

RESEARCH COORDINATOR, emergency medical services (10/22/74).

RESEARCH SPECIALIST I, Four positions announced September 24 through November 12, including surgical research, biochemistry and cytogenetics.

RESEARCH SPECIALIST II, Museum (9/3/74).

SENIOR RESEARCH COORDINATOR, emergency medical services (11/5/74).

STAFF NURSE, perinatal instruction, 3 hrs/wk (11/12/74).

VICE-PRESIDENT FOR UNIVERSITY RELATIONS AND DEVELOPMENT (10/29/74).

(continued)
OPENINGS CONTINUED

SUPPORT STAFF (A-3)

ESTIMATOR INSPECTOR (11/5/74).
GROOM, New Bolton Center, to assist in cleaning and disinfecting animal housing facilities. Qualifications: Experience in caring for farm animals. $4.75-5.475-6.175.

KEY PUNCH OPERATOR I (11/12/74).

MEDICAL SECRETARY (1) (10/15/74).

RESEARCH BIBLIOGRAPHER, medicine (11/12/74).

LICENSED PRACTICAL NURSE for general duties in doctor's office; LPN experience in Ob/Gyn ambulatory care. $5,200-$6,275-$7,835.

PSYCHOLOGY TECHNICIAN I (10/20/74).

RESEARCH LABORATORY TECHNICIAN II, biochemical assays (11/5/74).

RESEARCH LABORATORY TECHNICIAN III. Five positions announced September 3 through November 5, including enzyme assays, hormone immunoassays, blood gas and immunochemical analyses.

SECRETARY I (1), SECRETARY II (3), SECRETARY III (3) (10/29/74).

SENIOR COLLECTION ASSISTANT. Qualifications: Familiarity with University accounting system. At least five years' experience in billing of accounts receivable. Typing and an aptitude for detail work required. $6.550-$7,925-$9,300.

SENIOR MAINTENANCE ENGINEER, New Bolton Center (10/29/74).

TYPIST I, medical area (11/5/74).

TYPIST II for mail, typing, telephone, filing and helping students. Qualifications: High school graduate or equivalent. Good typing skills and ability to deal with people. Must be willing to learn keypunch. $5.300-$6.225-$7,150.

HOURLY RATE (A-4)

Hourly rate is negotiable on the basis of qualifications.

CLERK, full-time, Sept.-May; possibly through the summer (11/12/74).

SECRETARY, 20 hrs/wk, preferably 10 a.m.-2 p.m. Mon.-Fri. (11/12/74).

THINGS TO DO

LECTURES

Perspectives on Gay Americans. Nath Rockhill, a founder of the Lesbian Liberation Committee of the Gay Activists' Alliance and national coordinator of lobbying efforts for the National Gay Task Force, speaks on Women and the Gay Movement. CA, November 19, 8:30 p.m.

Black Politics and the Idea of Power, with Dr. Vernon C. Gray, chairperson, political science. Morgan State College, B-26 Stetler Hall, November 20, 3 p.m. Sponsored by Penn-Morgan Cooperative Project.

Vivien Wooff: A Woman and a Nation. Louisa May Alcott and Angélique Wilson (Anglo-Saxon Attitudes. As if by Magic) gives the semester's second Leon Lecture. W-51 Dietrich Hall, November 21, 8:15 p.m. Sponsored by the Faculty of Arts and Sciences.


Dr. Anthony Campolo, visiting lecturer in sociology here and chairman of sociology, Eastern College, addresses the Faculty Tea Club on Toward a Sociological Understanding of Love. Tea Club Room, Faculty Club, November 26, 1:30 p.m.

ENTERTAINMENT


College Musicum. Mary Anne Ballard, director. Music of medieval Italy. Prince Theatre, November 20, 21, 8:30 p.m.

Weekend of New Cinema. The Annenberg Cinematheque presents four films in their Philadelphia debuts: The Mother and the Whore by Jean Eustache (French, 1973), shown November 21, 8:30 p.m.; November 23, 2:30 and 9:30 p.m.; November 24, 2:30 p.m. Shadows of Forgotten Ancestors, by Sergei Paradzhanov (USSR, 1964) shown November 21, 24, 6:30 p.m. Promised Lands by Susan Sontag (France, Israel, 1974), shown November 22, 6:30 and 9:30 p.m.; November 23, 6:30 p.m. Ms. Sontag will be present both days for questions and discussion.


Dr. Anthony Campolo, visiting lecturer in sociology here and chairman of sociology, Eastern College, addresses the Faculty Tea Club on Toward a Sociological Understanding of Love. Tea Club Room, Faculty Club, November 26, 1:30 p.m.

EXHIBITS

Posters for Philadelphia '76, graphics designed for the city's bicentennial celebration, Lippincott Library, through November. A sherry hour with the artists, with fife and drum as background music, begins at 4:30 this afternoon at Lippincott. Sponsored by Wharton M.B.A.'s for the Arts.

Paintings, drawings and prints by Michael Laszchuk. Houston Hall, through December 3. Sponsored by PUC.