From the Senate Chair:
All are invited to brown bag lunches at 12:30 p.m. in the Faculty Senate Office, 15 College Hall, on a twice weekly rotating schedule. This week’s dates are Wednesday, September 15, and Friday, September 17. Next week: Monday, September 20, and Thursday, September 23.

— Murray Gerstenhaber

New Teaching Awards

The Office of the Deputy Provost has been monitoring the implementation of several recommendations of the Report of the Task Force on the Quality of Teaching. One such recommendation was 2.6: “Those schools which do not have their own teaching awards should be encouraged to establish them.” During the academic year 1981-82, new teaching awards were established in five schools as follows:

- FAB: Cash awards and certificates are presented each year to two members of the standing or associated faculty for distinguished teaching. In addition recipients will have their names inscribed on a plaque.
- Wharton: The Wharton MBA Association presents a bottle of vintage wine and a certificate of recognition each year to an unspecified number (last spring, 12) of outstanding teachers in the MBA program.
- Education: The Award for Excellence in Instruction carries a certificate and a plaque. It is awarded by a faculty committee each year.
- Dental Medicine: Excellence in teaching in preclinical courses is recognized by the Robert de Revere award—a plaque given each year by the Student Council.
- Medicine: Outstanding teaching is recognized by a monthly award to one basic scientist and one clinician called the “Medical Student Government Faculty Honor Roll.” The names are posted in the Academic Programs Office, and the faculty members are honored by students at a monthly party.

In addition, two schools are actively considering this matter, and Nursing will give an award in Spring 1983.

As of June 1983, then, in nine schools at least a single award will be given recognizing excellence in teaching—exclusive of the Lindback Awards. These schools are Arts and Sciences, Wharton, Veterinary Medicine, Medicine, Education, Dental Medicine, Law, Engineering and Applied Science, and Nursing.

— Richard C. Clelland, Deputy Provost

Trustees: Steinberg Hall and Financial News

Friday the Trustees Executive Board unanimously passed a resolution naming the new addition to the Wharton School’s headquarters Steinberg Hall. The action honors Saul P. Steinberg, W’59, chairman of the board of Reliance Group Holdings, which made a gift of $4 million toward the Dietrich Hall renovations. (See below.)

The Board also confirmed the appointments of Vice Presidents Paul Gazzarro and Gary Posner. President Sheldon Hackney said that with their installation, and other changes described in his recent memorandum (Almanac September 7), he has enlisted Dr. William J. Hickey, in his new role as Executive Director of Management Studies, to help coordinate the three vice-presidential areas just moved under the President’s Office.

Admissions: A Changing Picture

Enrollment of minority students has turned upward (16.7 percent in the Class of 1986), and geographical diversity is also increasing in line with the current Admissions Plan. Admissions Dean Lee Stetson reports in detail on pages 4 and 5.

Additions were made to the Boards of Overseers of two schools. To the Law School: former Deputy Secretary of the Treasury Robert Carswell of New York’s Shearman and Sterling, and Geoffrey C. Hazard, Jr., the Nathan Baker Professor of Law at Yale, where he is deputy dean of the School of Organization and Management. To the School of Arts and Sciences: T. Peter Pappas, W’70, president of Atlantic Maritime Enterprises Corporation, and Gordon S. Bodek, C’42, president of Bobrick International. Trustee Leonard A. Lauder was named to the University Museum’s Board of Overseers, and two women were added to the Athletic Advisory Board—Doris K. Dannenhirsch, Ed.’47, founder and longtime coach of the Penguinettes; and Martha Z. Stachitas, CW ’75, formerly of the annual giving and athletics staffs at the University.

Provost Thomas Ehrlich reported that the Academic Planning and Budget Committee has spent its time developing plans “to ensure that academic priorities come first, and budget considerations are geared to those priorities.” (He reports at greater length on page 3 of this issue.) He also noted that searches are still on...

(continued)
The total market value of the AIF on September 2, 1982, was $190.1 million or $217.44 per share. Cash and cash equivalents represented 7 percent of total investments, fixed income securities 31 percent, and equities 62 percent. Gross investment income for the next 12 months is estimated to be approximately $17 million or 9 percent of current market value.

$13.2 million has been added to the Fund since January 1, 1982. The number of participating units has also increased.

Since December 31, 1981, the AIF has increased 12.8 percent per share on a total return basis and the common stock portion of the Fund has increased 8.6 percent (total return). This compares with total return increases of 9.3 percent and 3.3 percent for the Dow Jones Industrial Average and Standard & Poor's 500, respectively. AIF bonds have increased 23.3 percent on total return basis versus a 23.6 percent rise in the Salomon Bros. Composite Index.

In the period since December 31, 1979, again on a total return basis, the AIF per share value has appreciated by 46.3 percent while the common stock portion, adjusted for transactions, has risen 57.6 percent. The Dow Jones Industrial Average is up 26.6 percent while the S & P 500 is up 30.1 percent for the same period. AIF bonds rose 31.6 percent (total return) versus a 19.7 percent increase in the Salomon Bros. Composite Index.

As for FY 1982 budget performance, Mr. Gazzero's preview of the audited annual statement (due soon) showed a surplus of $107,000 in University operations, and a $5 million surplus for the Hospital. The better-than-projected University performance he attributed to three factors—higher earnings on temporary investment of funds; nonborrowing (so that the University paid no interest in FY 1982) and control of utility costs. On the Hospital side, $300,000 of the surplus came from performance in hospital operations and the rest from gifts and non-operating funds. But, he noted, a difference in University and Hospital accounting principles will show up in the consolidated statement as a footnote deficit of $3.6 million as the Hospital runs its depreciation costs through the operating fund.

Bank Day: Money Talk
Representatives of area banks will be on campus, September 15, Bank Day, to discuss services available to University faculty and staff. Questions about checking accounts, savers certificates, bank by phone and direct deposit will be answered from noon to 2 p.m. at the Faculty Club Lounge. Bank Day is a new service sponsored by Personnel Relations and Payroll Operations.

### FY 1983 Commonwealth Appropriation to the University of Pennsylvania

<table>
<thead>
<tr>
<th>Line Item</th>
<th>1982-83</th>
<th>Governor’s Recommendation</th>
<th>Senate Bill 1449</th>
<th>$ Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction</td>
<td>$7,502,000.00</td>
<td>$7,502,000.00</td>
<td>$7,577,000.00</td>
<td>$75,000.00</td>
<td>1.0%</td>
</tr>
<tr>
<td>2. Dental Clinics</td>
<td>683,000.00</td>
<td>683,000.00</td>
<td>724,000.00</td>
<td>41,000.00</td>
<td>6.0%</td>
</tr>
<tr>
<td>3. Medical Instruction</td>
<td>2,940,000.00</td>
<td>3,116,000.00</td>
<td>3,116,000.00</td>
<td>176,000.00</td>
<td>6.0%</td>
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<tr>
<td>4. Veterinary Instruction</td>
<td>5,120,000.00</td>
<td>5,120,000.00</td>
<td>5,427,000.00</td>
<td>307,000.00</td>
<td>6.0%</td>
</tr>
<tr>
<td>5. New Bolton Center</td>
<td>1,188,000.00</td>
<td>1,188,000.00</td>
<td>1,500,000.00</td>
<td>312,000.00</td>
<td>26.3%</td>
</tr>
<tr>
<td>6. Student Aid</td>
<td>3,780,000.00</td>
<td>3,780,000.00</td>
<td>3,798,000.00</td>
<td>88,000.00</td>
<td>2.3%</td>
</tr>
<tr>
<td>7. Food and Animal Clinics</td>
<td>594,000.00</td>
<td>594,000.00</td>
<td>750,000.00</td>
<td>156,000.00</td>
<td>26.3%</td>
</tr>
<tr>
<td>Totals</td>
<td>$21,787,000.00</td>
<td>$21,963,000.00</td>
<td>$22,892,000.00</td>
<td>$1,105,000.00</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Note: The Veterinary School appropriation is the sum of lines 5 and Senate Bill 1449 contains $7,877,000 for Veterinary, a $778,000 increase (11 percent) over 1982-83.

Summary of Gifts and Receipts

July 1, 1982, through September 3, 1982

At each meeting of the Trustees or Trustees Executive Board, the Development Office reports on the sources, purposes and nature of gifts and grants received from governmental and non-governmental sources. The report is cumulative for the fiscal year—this one covering the first two months of FY 1983. These reports will be published periodically as space permits. —Ed.

<table>
<thead>
<tr>
<th>Source</th>
<th>Subscriptions</th>
<th>Receipts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>83,613</td>
<td>277,537</td>
</tr>
<tr>
<td>Friends</td>
<td>1,401,278</td>
<td>1,370,143</td>
</tr>
<tr>
<td>Corporations</td>
<td>2,201,724</td>
<td>1,107,886</td>
</tr>
<tr>
<td>Foundations</td>
<td>3,023,545</td>
<td>729,888</td>
</tr>
<tr>
<td>Associations</td>
<td>368,068</td>
<td>45,018</td>
</tr>
<tr>
<td>Total</td>
<td>$7,278,216</td>
<td>$3,530,404</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Subscriptions</th>
<th>Receipts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Support</td>
<td>562,575</td>
<td>606,300</td>
</tr>
<tr>
<td>Student Aid</td>
<td>764,485</td>
<td>942,808</td>
</tr>
<tr>
<td>Programs</td>
<td>3,547,841</td>
<td>1,422,154</td>
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<tr>
<td>Construction</td>
<td>1,325</td>
<td>3,235</td>
</tr>
<tr>
<td>Renovation</td>
<td>134,015</td>
<td>121,464</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>336,271</td>
<td>287,114</td>
</tr>
<tr>
<td>Purpose to be Determined</td>
<td>131,704</td>
<td>148,439</td>
</tr>
<tr>
<td>Total</td>
<td>$7,278,216</td>
<td>$3,530,404</td>
</tr>
</tbody>
</table>

Faculty Club: Three-Night Gala

The Faculty Club's first-floor cocktail lounge and buffet, renovated and renamed The Hourglass, stretches its opening night over three evenings this week: Wednesday, Thursday and Friday (September 15 through 17) starting at 6 p.m. No formal invitations were mailed, so this notice invites members and guests.

Correction

In last week's note that George Koval has physically moved to 112 College Hall (as Acting Vice Provost for University Life), he was incorrectly identified director of financial aid. His title for some time has been Executive Director of Student Financial and Administrative Services (that operation does continue at 3537 Locust Walk as noted); and the Director of Student Financial Aid is William M. Schilling, 233 Logan Hall.
Report of the Academic Planning and Budget Committee

Last February, I reported on behalf of the Academic Planning and Budget Committee concerning the initial activities and plans of the Committee (Almanac February 2). This second report completes the work of the Committee for the current fiscal year. It summarizes the Committee’s efforts and outlines the Committee’s plans for the next year. Like the February report, this one was written by the chair and endorsed in substance by the Committee members.

In this first year of its existence, the Committee set for itself three major tasks. The first was to organize itself effectively, building an agenda and mechanisms that would serve the University well over the long term. The second task was to begin the process of developing new budgetary strategies with which to address the critical issues of compensation, tuition, and financial aid. The Committee’s third and final major task was to help coordinate at Pennsylvania the process of long-range planning.

As we began our work, we confronted several key organizational questions. Would the Committee be of more value as an independent body reporting periodically to the Provost or as a group of colleagues in whose discussions the Provost would participate directly and on a continuing basis? Could the Committee help, as a single group, to deal effectively with the hard issues of both budget and planning? What structures could allow it to do so? And could its members, drawn as they were from all corners of the University, be expected both to express their concerns openly and frankly, and yet to look at issues from an institutional perspective?

The Committee has decided to provide the University administration with continuing advice—a source of consensus grounded in discussions in which I, as chair, take an active part. The Committee’s responses and counsel have proven invaluable to me, and I am indebted to its members for much of what I have learned this year in my position.

The Committee also decided not to organize as two separate entities but rather to seek mechanisms allowing consideration of both budget and planning issues by one comprehensive body. The most promising of these was the development by the overall Committee this spring of a series of subcommittees. Drawing on the individual strengths of Committee members, these subcommittees will develop materials on a number of topics on the Committee’s agenda, enabling the larger group to focus in depth on key issues while still attending to the broad range of concerns facing the University.

One subcommittee, charged with special responsibility for planning issues, will be chaired by James Emery. Another, chaired by Ralph Amado, will concern itself with budget matters. Subcommittees, to be chaired by Daniel Perlmutter and Oliver Williamson, respectively, have also been formed to focus on the two largest schools—the Faculty of Arts and Sciences and the School of Medicine. Four other schools now experiencing particular financial difficulties—the School of Dental Medicine, the School of Public and Urban Policy, the School of Social Work, and the School of Veterinary Medicine—will be the concerns of subcommittees chaired by Rosemary Stevens, David DeLaura, Robert Davies, and Ralph Amado, respectively. Each school subcommittee will consider both academic planning and budget issues.

The Committee’s efforts to organize itself and its agenda should serve it well as it undertakes the second, more substantive task of developing budget strategies. The years ahead promise to bring major changes in the University’s income patterns, as federal financial assistance programs are cut back, as the level of federal funding of research is reduced, and as long predicted demographic changes make themselves felt on campus. In the recent past, the University has been able to increase enrollment as a way of off-setting declines in revenues from other sources. Now, however, demographic realities effectively preclude that option.

We are pained this year to see increased tuition at a rate in excess of inflation and a widened spread between tuition and salary increases as well. Clearly we must all look to cost containment in every phase of University operations as a way of holding tuition increases to reasonable levels. We must find ways to help meet the costs of Pennsylvania education for all our students—not only those for whom we traditionally calculate need. And of primary importance, we must find ways of assuring competitive levels of faculty compensation, without which the quality of that education cannot long be maintained.

These pressing considerations and financial problems must be considered and addressed in a framework of long-range planning. Recognizing this, the Committee intends to press next year for implementation of a two-year budget cycle. A two-year perspective should provide the operational link between the Committee’s short- and longer-term tasks and bring new coherence and direction to both.

This leads, finally, to the Committee’s third major task—coordination of the University’s planning process. Pennsylvania enjoys a tradition of successful investment in academic excellence. Its planning task is to strengthen itself further, to build on its accomplishment, to fulfill its opportunities. The groundwork—the generation of ideas as to how this might best be done—was begun by the Deans last summer. Out of their discussions and the efforts of a set of working groups grew planning papers on six topics. These papers and University-wide reaction to them were in turn reviewed by the Academic Planning and Budget Committee this spring. The Committee saw great merit in many, though not all, of the proposals. All members were concerned about cost implications. We need now to identify cross-cutting issues—e.g., possibilities of consolidation, the need to impart more effectively both literacy and numeracy—and to decide their relative priority so that hard but necessary choices can be made. The Committee was pleased to hear from the President that he expects to build on the planning represented in the working papers and to share with the University community in the fall his vision of the University’s direction over the next decade.

Finally, a personal note from the chair. The Committee’s charge is “to bring together academic planning and financial planning so that informed advice might be provided to the administration on both short-term and long range resource allocation.” In my own view, the Committee has met this charge extremely well over the course of its first year, and I have every expectation that we will do even better next year. All of the Committee’s deliberations are confidential, as established in the charge of the Committee, and insofar as I am aware, that seal of confidentiality has never been broken. All discussions have been frank and all information available in the Provost’s Office has been shared with the Committee. As a result, the Committee provided help that was extraordinarily valuable.

Fortunately, all but one faculty member will be returning to the Committee next year. Professor Axinn had to resign upon selection as chair-elect of the Faculty Senate. But she will be ably replaced by Ann Miller. The students departing from the Committee—Paul Kelly, Vanessa Morenzii, and Charles Rich—deserve special thanks as does Professor Axinn.

The University will face financial pressures next year even more troublesome than the ones that beset us this year. Difficult decisions will undoubtedly need to be made. With the help of the Committee and others, I have full confidence that we will successfully meet the challenge.

—Thomas Ehrlich, Provost
The Class of 1986: Progress on Two Major Fronts  by Willis J. Stetson, Jr.

The Class of 1986 is a remarkably talented group of men and women. Their academic qualifications are extremely high and they represent an extraordinary range of leadership abilities, creative talents, and potential to contribute significantly to the One University environment.

The 1982 Admissions Plan focused on two important goals. One was a broadening of the geographic diversity represented among entering freshmen, and the other a significant increase in minorities represented among entering freshmen—particularly a visibly increased black presence in the undergraduate student body.

**Number of Freshmen:** 2110 entering freshmen was the goal set for September 1982, distributed as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>1,460</td>
</tr>
<tr>
<td>Wharton</td>
<td>300</td>
</tr>
<tr>
<td>Engineering</td>
<td>300</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>50</td>
</tr>
</tbody>
</table>

To accommodate the acceptance cancellations over the summer, we targeted the offers of admission to yield 130 freshman acceptance deposits above the goal of 2110 entering freshmen, or, about 106 percent of the number desired in September. Acceptance deposits paid by freshmen admitted to the undergraduate schools reached 106 percent of each school's target earlier in May than in any of the recent five years. In fact, we permitted acceptance deposits above the goal of 2110 entering freshmen to reach 165 rather than 130—providing a buffer of 35 in the event that the general bleakness of the economy produced a higher number of summer cancellations than in previous years.

As of August 30, the matriculants (i.e., paid acceptance deposits) for the four undergraduate schools totaled 2,150:

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>1,474</td>
</tr>
<tr>
<td>Wharton</td>
<td>318</td>
</tr>
<tr>
<td>Engineering</td>
<td>302</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>56</td>
</tr>
</tbody>
</table>

**Geographic Diversity:** The goal of broadening the geographic diversity represented among entering freshmen serves the University's long-standing commitment to diversity of student background as a positive educational value to be actively pursued. It also addresses the demographic realities of a shrinking college-age cohort in the North and Middle Atlantic states, the areas from which Pennsylvania traditionally enrolls a majority of its entering freshmen.

In the years 1977 through 1979, for example, 55 percent of the freshmen entering each year came from New York and Pennsylvania. In 1980 and 1981, that percentage dropped to 51 percent and 50 percent, respectively.

For 1982, students from New York and Pennsylvania will comprise just over 46 percent of the entering freshmen. Pennsylvania's dependency on the declining student population of New York state has moved from over 28 percent in 1978 (605 freshmen) to 23 percent in 1982 (488 freshmen).

Students from North Atlantic area states continue to make up about 13 percent of the entering freshman class (270 in 1982; 279 in 1981). In 1978, just over 12 percent came from the New England area. In 1982, over 90 percent of that area's students enrolled from Massachusetts (146) and Connecticut (99). (Middle Atlantic area: PA, NJ, NY). (North Atlantic area: CT, MA, ME, NH, RI, VI).

Movement toward a broader geographic diversity is also evidenced in the increased numbers of freshmen entering from outside Pennsylvania's traditional and valued feeder states of the northeast and mid-Atlantic areas.

South Atlantic area states in 1978 supplied about 8% of the entering freshmen (188 students). In 1982, that area will send us about 118 (224 students) of the freshman class, an increase of 13 students over 1981's 211 freshmen. During this period of time, Florida joined Maryland as one of this area's states to provide at least 3% of the entering freshman class. (South Atlantic area: DC, DE, FL, GA, MD, NC, PR, SC, VA, VI).

In 1978, North Central area states sent Pennsylvania about 4 percent of its freshman class (81 students). In 1982, that area will send us about 7 percent (153 students) of the class, an increase of 44 students over 1981's 109 freshmen. Ohio, Michigan, and Illinois sent us 62 freshmen in 1978; 117 freshmen enrolled from those states in September 1982. And those 117 students represent an increase of 37 (37 percent) over 1981's 80 entering freshmen from Ohio, Michigan, and Illinois. (North Central area: IA, IL, IN, MI, MN, MO, OH, WI, WV).

Broadened diversity brought by freshmen entering from the South Central and West area states presents a continuing challenge to our expanded and enhanced recruitment efforts. The numbers are small, but between 1978 and 1982, freshmen coming from those areas increased from 11 to 37 even though the number from South Central states moved from 25 to 21, last year to this. (South Central area: AL, AR, KY, LA, MS, TN). (West area: CO, ID, KS, MT, ND, NE, NV, SD, UT, WY).

Numbers of freshmen enrolling at Pennsylvania from the South West and Far West area states are up by 30 percent from 1981 to 1982 (i.e., from 82 to 107 students). In 1978, 39 entering freshmen (less than 2 percent of the class) came from southwest and far west states. 1982's 107 freshmen from those states (about 5 percent of the class) reflects an increase of 68 students (174 percent) over the five years. Texans (southwest) and Californians (far west) make up most of the increase from the area:

<table>
<thead>
<tr>
<th>Year</th>
<th>Texas</th>
<th>Californians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>1981</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>1978</td>
<td>8</td>
<td>23</td>
</tr>
</tbody>
</table>

(South West area: AZ, NM, OK, TX). (Far West area: AK, CA, HI, OR, WA).

One of the most encouraging salients reflecting the broadened geographic diversity of 1982's freshman class is the increase of international students among entering freshmen. From a five year low of 15 international students among 1980's entering class, 1981's international freshmen moved to 26, and in 1982 jumped to 50 international students among entering freshmen. 22 foreign countries are represented by these...
international freshman students (11 countries in 1981); including 8 European, 4 Asian (2 from the People's Republic of China), 2 African, and 8 Central/ South American nations.

For years, outside of the large percentage of Pennsylvania, New York, and New Jersey students among the entering class, only three other states—Connecticut, Massachusetts, and Maryland—contributed more than 3 percent of the enrolling freshman class.

In 1981, Florida was added as the seventh state sending 3 percent or more to the freshman class; and in 1982, Florida (with 56 students), California (with 54), Ohio (with 52), and International countries (with 50) each contribute between 2½ and 3 percent of the enrolling freshman.

An increased national visibility reflects in 1982's movement toward an extended and deepened geographic base. But it is just that—"movement towards..." a beginning. If Pennsylvania is to avoid the dangers of a declining college-age population in the decade ahead, we must continue to attract even a more national/international based undergraduate student body.

Key Segments of the Class

Minorities: 16.7 percent of the 1982's entering freshman class are from racial minority groups, compared with 13.3 percent in 1981 and 11.4 percent in 1978.

- 137 Black students are among September's freshman class, up from 115 in 1981—an increase of 22, or 19 percent; and up from 104 Black freshmen entering in 1978.
- Similarly encouraging increases from 1978 to 1982 are seen among Asian and Latino freshman students:
  - Asian freshmen totaled 111 in 1978. In 1982, 166—an increase of 50 percent (55 students) over 1978 and an increase over 1981 of 50, or 43 percent.
  - Latino students among 1978 freshmen totaled 18; among 1982 freshmen, Latino students total 47—an increase of 161 percent (29 students).

Trends over the years are shown in the table below.

Women: 42.1 percent of the class are women, compared with 38.1 percent in 1981, 37 percent in 1979, 30 percent in 1970, and 26 percent in 1960. These young women represent over 25 percent of the entering engineers compared with 18 percent in 1981 and 4 percent in 1970. The 1982 Wharton class has nearly 31 percent women, up from 29.5 percent in 1981 and from 7 percent in 1970.

Alumni: The Class of 1986 has 252 freshmen (11.7 percent) who have alumni legacies from the University. Last year 258 freshmen (12.4 percent) had alumni legacies.

Pennsylvanians: There are 507 (23.6 percent) Pennsylvania residents among the entering freshman. In 1981, 508 Pennsylvanians represented 24.5 percent of the entering freshman.

The number of Pennsylvania residents among September transfer students is 206. When added to the Pennsylvania residents among entering freshmen, we see that 27.5% of freshman and transfer students entering this September are residents of the Commonwealth.

Faculty-Staff: 81 (or 3.8 percent) of the freshman entering this September have faculty-staff affiliation at the University. 1981's 80 faculty-staff children also comprised 3.8 percent of that class of entering freshman.

The salients known now about the incoming class are both encouraging and positive, affirming progress towards our dual goals of broadened geographic diversity and visibly increased minority presence among the entering freshman class. A good beginning—with much, much more to be done.

Progress—with much yet to be accomplished.

<table>
<thead>
<tr>
<th>Trends In Minority Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
</tr>
<tr>
<td>% of Black freshman</td>
</tr>
<tr>
<td>Chicano</td>
</tr>
<tr>
<td>% of Chicano</td>
</tr>
<tr>
<td>% of Black freshman</td>
</tr>
<tr>
<td>Oriental</td>
</tr>
<tr>
<td>% of Oriental</td>
</tr>
<tr>
<td>Latino</td>
</tr>
<tr>
<td>% of Latino</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>% of American Indian</td>
</tr>
<tr>
<td>No. minority freshmen</td>
</tr>
<tr>
<td>% of minority freshmen</td>
</tr>
</tbody>
</table>

ALMANAC, September 14, 1982

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**Research Foundation: October 15**

Proposals to the University Research Foundation will be due Oct. 15, 1982. Special consideration will be given to younger faculty members and to proposals within those disciplines that have little access to external funding sources. A limited number of awards, typically under $3,000, will be funded during this cycle. Appropriate proposals might include:

- seed money for initiation of new research;
- limited equipment requests directly related to research needs (not including word processors or computer terminals);
- improved research opportunities for minorities & women;
- travel for research purposes only;
- publication preparation costs.

Due to limited funds, requests for salaries of principal investigators cannot be entertained; requests for salary support for research assistants will only be considered in unusual circumstances.

Proposals should take the form of mini-grant applications, three to five pages in length. The cover page of the proposal must include:

1. Name, Department School
2. Title of proposal
3. Amount requested
4. 100 word abstract of the need
5. Amount of current research support
6. Other pending proposals for the same project
7. List of research support received during the past 3 years

The proposal itself should describe briefly the research and the specific needs which the proposed grant will cover. The budget should list and justify the specific items requested and, if possible, assign a priority to each item.

An original and ten copies of the proposal should be submitted to the Chairman of the Research Foundation, Dr. Eliot Stellar, 243 Anat/Chem/G3 (Ext. 5778). Late proposals will be held for the Spring award cycle.

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COUNCIL

In accordance with the Consultation Procedures for Appointment and Reappointment of Deans and University-wide Administrators, the following search committee report is published.

**Final Report of the Consultative Committee in the Search for a Dean of the Law School**

The Consultative Committee in the Search for a Dean of the Law School was first convened in October, 1981. The Committee members were: Leona Barsky (Law student); Janice Bellace (Wharton); Ivar Berg (Sociology); Stephen Burbank (Law); Richard Easterlin (Economics); Clair Fagin (Nursing); Frank Goodman (Law); Henry Hansmann (Law) (Chair); Robert Marchman (Law student); Thomas O'Neil, Jr. (Law alumnus); Ralph Spritzer (Law).

The Committee met regularly throughout the fall of 1981. On January 26, 1982, the Committee submitted a list of three names for the consideration of the President and Provost.

The position was advertised in The Chronicle of Higher Education and in The New York Times, as well as through notices and articles in Almanac and the Daily Pennsylvanian. In addition, letters soliciting nominations, and particularly nominations of individuals who were female and/or members of minority groups, were sent to a large number of law school deans, law professors, and judges.

A total of 105 external nominees and 8 internal nominees were given consideration by the Committee. Of these, 15 were female and 98 were male. Five of the nominees were black. The final list of names submitted to the President and Provost included both internal and external candidates. The person selected for the position, Robert Mandel, was chosen from those recommended by the Committee.

—Henry Hansmann, Chair
Course Book Department
- Discounts on selected new texts
- Savings on used texts
- Imported foreign language books
- We buy back your used books
- Ask about our liberal return policy

Photography
- Complete film processing
- Large selection of photographic equipment—papers, chemicals, etc.
- Rezound cassette copier copies any tape in less than two minutes for as little as $2.99

Fine Arts
- Large selection of fine art and drafting supplies
- Custom framing service

Sundries
- Health & beauty aids from head to toe
- Food and snacks, from soda to gourmet cookies
- Dorm room necessities—hot pots, etageres, tables, etc.

Stationery
- Back-to-school supplies for all
- Notebooks, date books, pens & pencils
- Large office-supply selection

Cards and Gifts
- Huge selection of greeting cards and stationery
- Penn insignia glassware, mugs and assorted gift items
- Plenty of posters to adorn your dorm
- Stuffed animals, ashtrays, gifts for everyone
A New Look at the Book Store

Over the summer, the University Book Store rearranged itself with an eye to academic convenience. Textbooks, trade books, art/engineering-drawing and office and school supplies are now closer to each other. Some cashier's stations were relocated to serve the changed traffic flow. Items with Penn insignia gained prominence alongside books in the new layout because of their increasing demand, Director Elizabeth Tuft said. (Also, she notes, it is not too early to mark Thursday, December 2, on faculty/staff calendars: that's this year's Party and Sale Night, when the Book Store offers its customers refreshments, discounts and late-shopper's hours in preparation for the holidays.)
Report of the Ad Hoc Subcommittee on Classroom Space  
Of the Council Committee on Facilities  

The following report of the Subcommittee on Classroom Space represents a thoughtful analysis of a difficult set of problems. The document was discussed at the April meeting of University Council where it met with general approval. I am impressed with the wisdom of the recommendations and am eager to move towards implementation. Some matters raised in the report have already been addressed:

1. Capital Council has authorized the renovation of Logan 17; work will be completed in the summer of 1983;
2. The Registrar's staff will monitor classrooms in the central pool and prepare a priority list of needed repairs each semester;
3. The Registrar will undertake a classroom utilization survey and a study of the block system during this academic year; and
4. The Subcommittee on Classroom Space has been made a permanent unit of the Facilities Committee.

Full implementation of the Subcommittee's recommendations will affect both faculty and students and will require cooperation from all members of the University community. For these reasons, the report of the Subcommittee is presented here for your review and comment.—Thomas Ehrlich, Provost

In the last few years it has become increasingly apparent that the University's pool of classroom space is not adequate to meet the demands placed upon it. Deferred maintenance, a problem across the campus, has taken its toll on the quality of space. The narrow span of time within a teaching day when most courses are offered frequently leaves us without the quantity of space necessary to satisfy demand. The lack of central coordination of existing space often forces us to be inefficient in our use of it. Finally, the loss of classroom space for offices and other non-classroom related use has led to a significant erosion of the available pool.

The current renovation of Dietrich Hall has helped to focus attention on these problems which will in no way disappear when those renovations are complete. The Subcommittee was formed to examine the many facets of this issue, and although the data on usage is not as complete as we would like it to be, we have a number of recommendations. This report attempts to present these recommendations by grouping them around specific aspects of the overall problem.

A. The Renovation of Classroom Buildings

Renovation of buildings that are used to house classes frequently results in the loss of classroom space. A few years ago the entire second floor of Stiteler Hall was converted into office space for the Political Science department, resulting in the loss of especially valuable classroom space since it had been used to house a number of courses from the School of Social Work which do not conform to the University's block system. Letters warning of the difficulties of housing these courses in the small central pool did not produce any additional space. The subsequent renovation of Dietrich Hall has resulted in plans which call for a significant change to the classroom space that will be available after the renovation.

The following table illustrates the point:

<table>
<thead>
<tr>
<th>Size</th>
<th>Before Renovation</th>
<th>After Renovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>21-40</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>41-50</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>51-100</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>101-150</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>151-200</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>201 plus</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>31</td>
</tr>
</tbody>
</table>

*Note: Plans call for six of these rooms (five in 21-40 range and one in 51-100 range) to not be part of the central pool controlled by the Registrar. The 28 rooms before the renovation had all been included in the central pool.

The plans also call for a number of departmental suites which may be used for small classes or seminars. The obvious effect of the plan is to reduce the size of the classroom space, an educationally desirable goal. However, the Subcommittee remains unconvinced that the University will witness any reduction in the size of the student body. The Registrar indicates that he perceives the loss of the large lecture halls as a serious problem.

We do not mean to single out the Dietrich Hall project. What we do want is to establish a clear mechanism through which the needs of the general University for classroom space can be perceived and evaluated prior to the making of decisions that can affect the pool of space available. Certainly discussions about these issues occurred prior to the renovations noted here; however, the Subcommittee cannot find a clear statement of procedure that would ensure a fair hearing for the concerns of those charged with the task of housing courses centrally.

We propose that plans for major renovations in buildings with existing classroom space be approved by the Office of the Provost and that the officer designated by the Provost to give such approval seek the
advice of the University Registrar as to the possible impact of the plans on the scheduling of classes.

We seek the involvement of the Office of the Provost because much of the space falls under the ultimate control of the schools and we see no central officer charged with the responsibility of general overview of the quality, quantity, and use of classroom space.

B. The Loss of Individual Rooms

At present the Office of the Registrar is responsible for the central assignment of space for most regular course activity. In addition, individual departments and schools control space in their own areas which they frequently use for their assignments. The problem facing the Registrar is a significant one. The space available in the schools, especially the professional schools, is used largely for graduate courses. Responsibility for assignment and control over the space generally rests with a single person in the school. The Office of the Registrar has a responsibility to assign a majority of our classes, including almost all of our undergraduate classes; but the Registrar does not appear to control the space.

Recently a room in Williams Hall was taken for use as a computer terminal room for data processing instruction. Again we do not intend to single out these cases but to illustrate a more pervasive problem. In both cases, the Registrar was seen as an individual who had to be notified of a de facto decision. Those individuals who moved to take that space had no technical authority to do so; they merely did what they knew they could do because no clear authority exists. Does the Registrar have the right to appeal or to veto the plan to take a classroom out of the pool? If so, to whom? Can a Building Administrator take that authority upon him or herself? Does the final authority rest with the Dean of a school whose budget is charged for that space? Can the Energy Office decide to close off space and notify the Registrar to that effect? We desperately need a clear statement on where the authority rests.

The Subcommittee requests that the Provost clarify the issue of authority over classroom space. We recommend that it be the responsibility of the dean charged for the space and that each dean assign a single officer with whom the Registrar and other interested parties can work. The Registrar should have the right to appeal a decision to remove space from the central pool and that appeal may have to be to someone designated by the Office of the Provost. In the case of major renovation to classroom buildings plans would have to be approved by the Office of the Provost.

C. Decentralized Assignment

Although the Office of the Registrar has the largest single responsibility for assignment of classroom space, most classrooms are not part of the central pool used by the Registrar. In the Fall 1981 term, a term in which we did not have the use of Dietrich Hall, the Office of the Registrar had 138 rooms in the central pool. Of these, 92 (or 66 percent) were in three buildings: Williams Hall, Bennett Hall and David Rittenhouse Labs. To accommodate the classes in the roster, 252 other rooms were used but were not assigned centrally. We do not know if all of these 252 rooms are classrooms. It is likely that a certain number of them represent lounges or offices where very small classes meet. However, it is clear that the central pool does not represent even a simple majority of our classroom space. It is also true that the problems of scarcity of space are most evident when we consider those classes that must be assigned space from the central pool.

The Subcommittee is not convinced that we lack an adequate quantity of classroom space. We may suffer from the symptoms of scarcity where the problem does not really exist. We know that the normally high demand for space between 10 a.m. and 2 p.m. each day leads to insufficient use of space at other times and will have more to say about this issue below. It is probably also true that the lack of coordinated procedures for the use of all of our available space places an unfair strain on the rooms available in the central pool. In times when the availability of classroom space is so significant a problem and when financial constraints make it difficult to perceive that new space can be created, we must make efforts to make efficient use of available rooms.

The Subcommittee is aware of the fact that many of the schools that control their own classroom space have made the space available for some central assignment but the informal processes are cumbersome and frequently result in our having a course without an adequate room when such a room goes unused in one of our buildings.

We recommend that schools which control their own classroom space must show a 75 percent utilization of that space averaged over the teaching day before they can turn their courses over to the Registrar for central assignment.

We recommend that schools that control their own classroom space make that space available to the Registrar for central assignment after they have scheduled their own classes. The Registrar should know the times that the rooms are available and have the authority to assign the space if necessary, notifying the schools when the space is used.

In discussions with the University Registrar, the Subcommitte has been made aware of the need for large lecture halls. As part of the central pool there are only seven rooms with a capacity of 200 or greater and only one additional room at 150 seats. These rooms are in high demand. Outside the central pool there are only two other rooms in the 150-plus capacity range. Unfortunately, one of the largest rooms available to the Registrar is so unfit for classroom use that faculty will only accept it when nothing else is available. This room, Logan Hall 17, is notorious for its poor lighting, bad acoustics, and ancient seating. Portions of the room have no view of the lecture platform. The room has remained essentially unchanged since it was used as a lecture hall in the early part of this century. That fact, however, may represent a selling point in raising money for its renovation.

We recommend that serious attention to the total renovation of the Logan Hall 17 space with the intention of creating a useful lecture hall and possibly one or two seminar rooms out of the present space. We suggest that the Development Office seek the funds for the renovation by making use of the fact that it is one of the oldest classroom areas still in use on the campus.

As noted earlier, the Subcommittee feels that the problem of scarcity of classroom space is largely a product of the ineffectual use of the space. Table I below indicates use of the 138 rooms in the central pool during the Fall 1981 term. At no time were all of the rooms in use. This is due to the fact that some rooms like Logan Hall 17 are rejected much of the time and because the block system is so blatantly ignored that rooms are partially used across two blocks, leaving the rooms unused for the remaining part of each block. A copy of the block system is shown on the next page and we will say more about it below.

![Table I](image_url)

The table also shows the heavy use of our space between the Hours of 10 and 2, with the obvious exception of the free hours of Tuesday and Thursday 11 to 12. This table does not even do justice to the demand for those hours since the renovation of Dietrich Hall has forced a certain amount of spreading of the schedule and use of the free hours. If we are going to make efficient use of our space we must use the early morning hours.
and late afternoon hours more effectively. It is also clear that the effective teaching day on Friday is between 10 and 1. The Subcommittee is concerned that the return of Dietrich Hall to the pool will result in increased pressure on the 10 to 2 time periods. We have had student complaints that this makes the scheduling of classes difficult. We know that it makes the scheduling of classroom space chaotic. It is clear that the faculty are at times in a room too small for the size of the course when an appropriate size would have been available at an earlier or later time.

We recommend that the Provost work with the Deans to devise a procedure appropriate for each school by which the Deans could monitor the distribution of courses across the teaching day and that the Deans set a goal of having 40 percent of the course offerings in the 8 to 10 or 3 to 5 periods.

If we are to make efficient use of our space, we must also pay attention to procedures that help us make systematic use of it. We do have a block system. Yet, the Subcommittee found numerous courses that did not abide by the system and even departments where most of the offerings, including undergraduate offerings, were off-block. Perhaps the block system is no longer appropriate for the nature of the teaching activity at Pennsylvania. However, it may also be the case that it is a system that has been so little enforced in the past that we have grown accustomed to ignoring it.

We recommend that the block system be enforced as strictly as possible for a period of one year. During that time, the Registrar should report to the appropriate dean all courses which a department is scheduling off-block and only with the approval of the dean should those courses be allowed to be taught off-block. In the case of exceptions, the reason for the exception can be documented and that information can be used to evaluate the appropriateness of this block system for Pennsylvania. The Registrar should be charged with the task of evaluating the block system and reporting his findings to the Provost and the deans at the end of that year.

The Subcommittee took note of the fact that Friday afternoon from 3:00 to 5:00 represents one of the least utilized times. When considering the block system we suggest that the Registrar take this into account and investigate the possibility of a Monday and Wednesday 3:00 to 4:30 block in place of the Monday, Wednesday and Friday 3:00 to 4:00 and 4:00 to 5:00 blocks. This new block may be popular and help in the spread of courses outside of the 10:00 to 3:00 time span.

Quality of Space

We have saved for last what is perhaps the most important and emotional issue involved in any discussion of classroom space, the issue of the quality of space. The Subcommittee is sensitive to the fact that deferred maintenance in the past has resulted in a serious problem in many areas of the campus and that each of these areas can make a strong argument for limited funds. However, classroom space, most significantly that space in the central pool, especially suffers because no single office has the responsibility to push for those funds. The Acting Vice-President for Operational Services told the Facilities Committee that we do not have a regular plan for preventative maintenance in classroom areas. It appears that there is also little in the way of a regular plan for painting, changing lights, ordering furniture or any of the other activities that must go on if the space is to survive the heavy demands placed upon it.

We have been made aware of the fact that many schools do have an individual on their staff charged with working with Operational Services on maintenance of that school's space. This does not seem to be the case for most of the space in the central pool, space that is largely charged to the FAS budget but which is used by almost all schools to some degree. Of course, the emphasis on the use of that space is by the undergraduate schools. The evidence shows that this lack of attention is taking its toll. Students sit in classrooms with lights out for weeks, with broken furniture and peeling paint. The recent report on the Quality of Teaching (Almanac April 14, 1981) noted the effect which this environment can have on the instructional activity. Certainly it is hard to justify such surroundings when the cost of instruction soars.

We do not mean to be unmindful of the financial difficulties facing this and other institutions of higher learning at this point in time. But we do feel strongly that this is a separate and visible issue that must be directly addressed when the Provost and deans engage in budget negotiations. We need some clear understanding of the degree of responsibility of the schools for the maintenance of classroom space and the degree of responsibility that belongs to the Vice-President for Operational Services. The problem related to the quality of classroom space can no longer be lost in the gray area between a dean and the central administration. We need a program of regular maintenance with some clear and specifically designated funds in the budget. Attention must be paid to the details of the classroom; the chairs, tables, desks, lights, painting, carpet and the like. We should have rooms with sufficient movable chairs and tables to create seminar environments. These are the kinds of things that will not happen if someone does not see it as his/her responsibility to make them happen.

We recommend that the Dean of FAS appoint a specific individual as the staff person charged with monitoring the condition of FAS classroom space and working with Operational Services on requests.

We recommend that money be specifically designated for classroom refurbishment and maintenance in each school budget. With a budget line, the item becomes a visible entity subject to specific negotiations as to the priority of the task and the amount to be spent on it.

We recommend that the Vice-President for Operational Services seriously look at the role of the housekeeping staff with respect to monitoring the condition of classroom space. Since housekeeping must enter each room regularly, we should consider adding to their responsibilities the tasks of reporting lights that are out, furniture that is badly broken, and other readily obvious problems. When we consider the role of the building administrators, the housekeeping supervisors and the school officers who have responsibility for the plant some mechanisms must be devised to ensure timely reports on work that is needed.

Given the importance of these issues and the fact that the Subcommittee can find no single individual or group charged with monitoring this area, we feel that regular review by the Facilities Committee is appropriate.

We recommend that the Ad Hoc Subcommittee on Classroom Space be made a permanent subcommittee of the Facilities Committee. If the situation improves, that status could be reconsidered at a later time. We further recommend that the University Registrar chair the Subcommittee.

John J. Smolen, Jr.
Mary Spata
Flo Freeman, Guest Member
David Goodhand, Guest Member

ALMANAC, September 14, 1982
Job descriptions and qualifications are listed only for those positions which have not previously appeared in this or a previous issue. New positions are listed by job title, job number and salary to indicate that the position is still available. Listings are condensed from the personnel bulletin and therefore cannot be considered official. New listings are posted Mondays on personnel bulletin boards at

ALMANAC: Personnel Bulletin, near Room 358;

Centennial Hall: lobby;

College Hall: first floor;

Franklin Buildings: Personnel (Room 130);

Johnson Pavilion: first floor, next to directory;

Law School: Room 28, basement;

Leidy Lab: first floor, outside Room 102;

Logan Hall: first floor, near Room 117;

LBIR: first floor, opposite elevator;

Richards Buildings: first floor, near mainstaircase;

Stammtisch: second floor;

Social Work/Casework Building: first floor;

Towne Building: mezzanine lobby;

Texas Hall: second floor, off Reference Desk;

Veterinary School: first floor, next to directory.

For further information, call personnel services, 898-7284.

The University is an equal opportunity employer. Where qualifications include formal education or training, significant experience in the field may be substituted. The two figures are salary and show minimum starting salary and maximum starting salary (midpoint). Some positions listed may have strong internal candidates. If you would like to know more about a position, please ask the time of the interview with a personnel counselor or hiring department representative. Openings listed without salaries are those in professional positions. Resumes are required for administrative/professional positions.

**Administrative/Professional Staff**

Accountant III (5014) $16,350-22,600

Applications Programmer/Analyst II (5092) $16,350-22,600

Applications Programmer/Consultant (C0802) $16,350-22,600

Assistant Director (5092)

Assistant Conservator Museum (4828) $13,100-17,800

Assistant Dean, Administration (II23)

Assistant Director III (C0606) (C0849) administers internal operations for a research center system of evaluation and implements evaluation, makes on-site visits; prepares an expense budget and reviews annual reports (MBa degree, experience in administration of federal and state assistance programs, ability to develop new programs and organize diverse groups, strong written and oral communication skills) $16,350-22,600.

Assistant Registrar for Registration and Scheduling (4800) $15,350-22,600

Assistant to the Director (5123) coordinates advisory board meetings and activities; designs and executes market surveys, processes routine correspondence, edits and proofreads, reads research production methods (degree, typing or word processing experience) (BA/BS, experience) $12,000-16,100.

Assistant Treasurer (4583)

Associate Development Officer III (2 positions) (C0506)

Associate Director (5119) $16,350-22,600

Building Administrator responsible for security, operational and maintenance building services (knowledge of operation of HVAC, mechanical, electrical; knowledge of plumbing systems; experience in laboratory safety) $14,500-19,775.

Contracts Administrator I (5083) $14,500-19,775

Coordinator I (C0803) $12,000-16,100

Coordinator III (5068) $14,500-19,775

Electrical Designer (4947)

Electrical Engineer (5002) $14,500-19,775

Executive Director. (2502) 

Executive Officer for the ASA (5123) designates committees and subcommittees; assists in formulation of projects (experience; advanced degree).

Executive Director, Public Affairs (5085).

Fiscal Coordinator (5064) $12,000-16,100

Head Coach, Women's Rowing (4515),

Language Specialist: Limited Service (5087) $14-500-19,775 program in German, Romance languages, Slavic studies;

Language Specialist (5020) $14,500-19,775

Manager, Limited Service (5140) manages Houston Hall and Irvine Auditorium from 4:30 p.m.-midnight; works closely with all groups using facilities, (degree, experience in staff or facility management, public relations experience, knowledge of college union services).

Planning Associate II (5123) manages school and central administrative offices; supplies information to external agencies when requested; writes computer programs in Mark IV

**Opportunities**

(1982)

For further information, call personnel services, 898-7284.

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(1982)
DEATHS

Dr. Wilmer M. Anderson, a neurologist, died in his Haddonfield, N.J. home on May 30 at the age of 58. A graduate of the University of Pennsylvania Medical School, Dr. Anderson did his residency in neurology there before accepting a postdoctoral fellowship in pathology with the Armed Forces Institute in Bethesda, Maryland. He served on the faculty of Penn's School of Medicine; he was chief of neurological services at the old Philadelphia General Hospital and attending neurologist on the staff of the Hospital of the University of Pennsylvania. Dr. Anderson is survived by a brother, Delmar Anderson.

Laurence H. Eldredge, a former Philadelphia law professor, died July 17 in San Francisco at the age of 80. Mr. Eldredge, a 1927 graduate of the University of Pennsylvania Law School, authored several books on the law, taught at Temple University in the late 1920s and 1930s, and later at the University of Pennsylvania. From 1940 to 1968, he was a lecturer on medical jurisprudence at the Penn Medical School.

Active in civic and cultural affairs, Mr. Eldredge was president of Episcopal Hospital, the Philadelphia Art Alliance, and the Better Business Bureau of Philadelphia. In 1970, he accepted a professorship at Hastings College of Law, University of California, and later attained emeritus status. He is survived by his daughters, Harriet Benton, Deborah duPont Hogan and Helen Louise Bradley; two sisters, seven grandchildren and five great-grandchildren.

Dr. William M. Parkins, professor of physiology and surgical research at Penn, died June 28 in Florida at the age of 74. Dr. Parkins was named professor of surgical research in 1972 after 25 years in the Harrison Department of Surgical Research, Penn School of Medicine. He is survived by his wife, Phyllis; a son, Frederick M. Parkins; daughter, Janet P. Harshaw; a sister, Boydeania Rodgers; and six grandsons.

Eugene N. Sallard, a custodian/truck driver at the University from 1972, died August 17 at the age of 58. Mr. Sallard was placed on long-term disability in February 1980. He is survived by his daughter Katharine Elizabeth of Philadelphia.

LIBRARY NEWS

There is now a second floor passageway from Van Pelt Library to Lippincott Library, providing better access to the current periodicals on the west end. The new passageway, officially opened at a ceremony this summer, is designed to make it easier for patrons to use the library.

Another change has recently been made to improve service; the Rare Book Department will be open longer hours. The new hours, now in effect, are 9 a.m.-5 p.m., Monday through Friday.

The Medical and Biological Sciences Library will officially be known as the Biomedical Library. This new name more appropriately reflects the major areas of interest served by the library. The three major users of the library are the School of Medicine, the School of Nursing and the Biology Department.

U. S. SAVINGS BONDS PROGRAMS

Again this year, the University of Pennsylvania joins other leading institutions in participating in the U. S. Savings Bonds Payroll Deduction Program. This is an opportunity to consider enrollment in this systematic savings program.

Today's Series EE Savings Bond pay 9 percent if held to their full 8-year maturity. They pay 81/4 percent after five years, and 6 percent after the first year; continued are the tax advantages and safety features that have traditionally been associated with Savings Bonds.

With the Payroll Savings Plan saving is regular and automatic. And it is regularity of saving—even more than the amount—that builds financial security.

As E. Donald Walker, Chancellor of the University of Texas System and Chair for Higher Education on the U. S. Industrial Payroll Savings Committee, said: "Some critics will point out that U. S. Savings Bonds fare poorly against other savings means available. However, few people are utilizing those savings alternatives. I am convinced that there are many among us who would benefit from an automatic, regular way to save for their futures."

For further information and an enrollment card, call Alan R. Harris, Coordinator, Ext. 3517.

—James H. Robinson, Community Relations

BULLETINS

Anxiety Control Program

As the new academic year begins, many people find themselves anxious about what the new year may bring. Anxiety is a common occurrence. Sometimes anxiety can become a serious problem warranting professional help.

For times like these, the University has the Anxiety Control Program. The program was designed to uncover the causes of anxiety and to develop effective forms of treatment.

Anxiety's most common symptoms include tension headaches, stomach in knots, apprehension, restlessness, sleeplessness, feeling alone in open spaces, and insomnia. If you have any or all of these symptoms, you may be a candidate for the Anxiety Control Program.

Anxiety may also be related to other problems such as panic attacks (a frightening situation when you periodically become severely tense for a few moments, and just as suddenly, the tenseness goes away) and phobias. The Anxiety Control Program can treat these problems as well.

The treatment process begins with an initial call to the program. An appointment is arranged with one of the program's research psychiatrists. All the psychiatrists are specialists in the field of anxiety. With the initial evaluation, the psychiatrist determines if the program is best suited for you. If the program is not, you are referred to the best available program.

Treatment includes standard or newly developed medication and therapy. In addition, and to your particular type of anxiety, you should begin to experience relief in two to three weeks. In addition, the program has been adding psychotherapists who are specialists in group therapy, individual therapy, and relaxation training.

The usual $25 fee for the initial evaluation with the psychiatrist is waived for all University employees and students. All medical and laboratory tests (including EKG and blood work), medication, and total treatment by the psychiatrist are free to those in the program.

The Anxiety Control Program can be reached at Ext. 4301.

PMS Treatment Program

A treatment program for premenstrual syndrome and dysmenorrhea, disorders that affect half of all menstruating women, has recently begun at HUP.

Located in the Mudd Professorship Suite of the Hospital, the clinic is one of the few of its kind in the United States. It offers medical treatment and counseling to women who suffer from these menstrual problems. The goals of the clinic are to relieve the symptoms of premenstrual syndrome (PMS) and dysmenorrhea and to increase understanding and awareness of these problems.

Premenstrual syndrome is a hormonal disorder that affects women three to twelve days before their periods and interferes with normal daily functions. It may be experienced as physical discomfort, emotional distress or both. The most common symptoms of PMS are tension, irritability, depression, breast tenderness, weight gain, swelling and headaches. PMS sufferers usually experience relief at the onset of the menstrual period and have a symptom-free phase following the period.

Dysmenorrhea is abdominal or lower back pain (commonly known as menstrual cramps) that occurs during menstruation and limits normal activity. Approximately 20 percent of dysmenorrhea sufferers experience severe pain.

Over 140 million working hours are lost each year as a result of menstrual problems. Medical treatment has only recently become available.

For more information, or to make an appointment, call the Premenstrual Syndrome Program at 662-3329.

Home Volunteers Needed

A program designed to help terminally ill patients in their home environment, rather than in a hospital setting, is in need of adult volunteers. The Palliative Care Program of the University seeks to support and assist dying patients and their families. Volunteers serve in a number of capacities—providing companionship, helping with meal preparation, doing light household tasks, and being an integral part of the Palliative Care team.

A thorough training program, conducted by professional staff, will be offered on campus October 23 and October 30, 9:30 a.m. to 3:30 p.m., for the men and women who qualify for this highly selective volunteer program.

Call the Cancer Center for information at 662-3927.

Parent-Infant Center

The Parent-Infant Center is now enrolling children from three months to five years. Full day care is available, 8 a.m.-6 p.m. at the center which has served the children of families from Penn and its nearby community for the past several years. The center, at 4205 Spruce Street, is also willing to cooperate with University departments that need a site for students to gain practicum experience or to do research. For information call Marni Sweet, director, at Ext. 4180.

Tabernacle Nursery School

Tabernacle Nursery School is a cooperative, progressive nursery school for two-and-one-half to five-year-olds. Hours are 8:30 a.m. to 5:30 p.m. The school is located at 37th and Chestnut Streets and has been serving the University City community for 20 years. For more information please call Donna Morris, registrar, at 662-1178 or EV6-4100.