IN BRIEF

Draft ... Open Expression: On the February 9 agenda of University Council are discussions of Open Expression guidelines and implementation (Almanac January 25, p. 2) and of the University's response to proposed federal regulations which would cut off federal aid to students who fail to register for the draft. Dr. Thomas Langfitt, vice president for health affairs, and Dr. Barry Cooperman, vice provost for research, give a report on industry-University relations.

Nuclear War: For the upcoming conference, "Toward Preventing Nuclear War," two key sessions have been scheduled: An address by United Nations Secretary General Javier Perez de Cuellar on March 24 at Irvine Auditorium (time TBA), and a debate March 30 between Senators George McGovern and John Warner on the viability of a nuclear arms freeze (time and place TBA).

Oral History: The Advisory Board to the Vice Provost for University Life has begun a project to collect on tape the history of women at the University over the past six decades. Starting with interviews with alumnae of the 'twenties, the Oral History Project is interested in three kinds of contributions from the University community: interviewees/narrators; loans and/or donations of supporting materials (books, papers, photos, diaries, etc.); and interviewers and transcribers. "It is imperative that this material be gathered in the very near future while memories of the last 50 years are still vivid," said Project Co-chair R. Jean Brownlee, Dean of the College for Women until its merger into the School of Arts and Sciences. Co-chair Christie Hastings of 649-1261 or Staff Assistant Liz Greco of Ext. 6404 offer additional information.

United Way Final: The record total for the 1982 United Way Donor Option Campaign on the campus is $113,405. On page 2, the President and Provost thank 69 offices and departments in which 50 percent or more of the members contributed.

Express Mail Box: The U.S. Post Office has installed a drop box for express mail in front of the Girard Bank Building at the corner of 36th and Walnut Streets, on the Walnut Street side. The envelopes and labels necessary for USPS overnight express can be obtained free of charge from the University Mail Service, P-241 FBA/16, Ext. 8665.

Computer Requirement in Religious Studies

Computer literacy has been made a requirement for graduate degrees in religious studies at Penn, by a vote of the administrative committee of the Graduate Group in Religious Studies. Starting with those who enter in September 1984, candidates for the master's and doctorate must demonstrate computer literacy to win the degree. Although humanities scholars in many fields now use computers, religious studies is believed to be the first humanities program in the U.S. to make their conquest a requirement.

"It will be treated as a skills requirement similar to the existing language requirements," said Dr. Robert Kraft, chairman of the program. "Just as students are required to know the languages used in scholarly discussion, particularly German and French, they must now know how to use the computer as a tool of scholarly purposes."

To prepare for the change by next fall, the religious studies program will begin a campaign to expand its computer facilities to accommodate more users, seeking funds from outside organizations and foundations.

It will also start instruction for department faculty members who may not yet be well versed in computer usage. Dr. Kraft, who was an initiator of computer usage for projects sponsored by the International Organization for Septuagint and Cognate Studies (formed to link international scholarly research on ancient Jewish texts), predicts that the use of computers will expand scholarly challenges for members of the department. "They will reconsider doing projects they had wanted to do, but time would not permit. I foresee the department's taking on new, exciting projects in humanities research. And it will help us do old things more efficiently."

For students, he said, the addition of computer skills, will make them "more competitive in a tight job market by providing them with skills other candidates won't necessarily have."

DeBeauvoir in 1984

An open meeting will be held Thursday, February 3, for faculty, students, and staff who may wish to contribute to the University's 1984 conference on the life, work and influence of Simone de Beauvoir. The conference, to be held April 11-13 next year, marks three anniversaries: Mme. de Beauvoir's 75th birthday, the 35th year since publication of The Second Sex, and the tenth year of the Women's Studies Program at Penn.

Leading scholars and activists from the U.S and abroad will be among the participants—with Mme. de Beauvoir live-by-satellite to the conference, the first of its kind to which she has consented to open her work and encourage her colleagues and friends to join. Chairing the project is Dr. Deirdre Bair of English, with a steering committee of Dr. Lance Donaldson-Evans of Romance Languages; Dr. Betty Erkilla of English; Dr. Michele Fine of Women's Studies; Carol Tracy of the Women's Center; Provost Thomas Ehrlich; and Mary Perot Nichols of Communications. The conference coordinator is Nancy Moses.

The meeting starts at 4:30 p.m. in Room B-1 of the Graduate School of Fine Arts.

INSIDE

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- Preliminary Report on Reenrollment and Attrition, pp. 4-5

The Toureador, nicknamed the Indian Fights, is a Goya etching from the set of 33 entitled La Tauromaquia on exhibit in the new Arthur Ross Gallery. The set of etchings was printed in Madrid in 1816. See page 3.
An Afternoon at Steering (A Fable)

There was a Supreme President who as Central Authority of One Universe regulated in heavenly harmony its thirteen principalities (diminished later in his wisdom to twelve), each ministered to further by an archangel dean. But the Supreme President tired of divine intervention, which required intensive effort, so he put the best face on abandoning the deans to Autonomy, while providing for their needs with a manna called subventions. But each clamored for more at the expense of the others, so the Supreme President decreed that Each Tub must be On Its Own Heavenly Bottom, the whole guided by the Invisible Hand of Adam Smith, rather than his own, which he had largely withdrawn. At this, One Universe degenerated into an Ecological Preserve with a dozen predators feeding on a common prey called students, regulated not by the Divine Hand, or even the Invisible One, but by the claws of Volterra's Leçons sur la théorie mathématique de la lutte pour la vie. For as a final gesture the Supreme President had decreed that for each student captured there would be a bounty called tuition which a dean's principality would need to survive.

Then the students cried unto the Supreme President saying, was it not for us that this heaven was created and all its paths of wisdom? Our deans have fenced us in lest we stray and through the bounty enrich another; we may no longer marvel at the full richness of One Universe which now lies in pieces. But the deans said, the restrictions are made because true wisdom comes of knowing one piece well, and besides, we allow some excursions. The students replied, your mouths are where your money is. And the students asked that the Supreme President reassemble in divine harmony the pieces of One Universe, or failing that, he hold a yearly divine Yom Kippur reckoning for deans to answer for how they had treated their students, even as the students were called to account many times each year. But the Supreme President said, since all my creatures truly believe in what benefits them, how shall we reckon, for every dean will have acted honestly after his own beliefs. So the students answered, you have created a body which can pass all judgments called the Council, although of course you don't always listen to it. Let it judge. So One Universe was put on the heavenly Council's agenda to decide which model of administration it liked best.

—Murray S. Stentenhaler

OF RECORD

Final Report of the Consultative Committee on the Search for a Dean of the Faculty of Arts and Sciences

The Consultative Committee on the Search for a Dean of the Faculty of Arts and Sciences first convened on April 27, 1982. The Committee members were: Dr. Sandra T. Barnes, associate professor of anthropology, Dr. John J. Cebra, Annenberg Professor of natural sciences and chair of biology, Dr. Robert F. Engs, associate professor of history; Dr. C. Drew Faust, associate professor and chair of American civilization; Dr. Thomas P. Hughes, professor of history and sociology of science (chair); Allison Mankin, student representative; Robert Shepard, student representative; Dr. Paul Soven, professor of physics; Dr. Elliot Stellar, University Professor of physiological psychology in anatomy and Provost Emeritus; Ione A. Strauss, alumni representative; and Dr. Frank A. Trommler, professor of German. Dr. Mary Ann Meyers served as administrative secretary.

During the summer and fall of 1982 the committee held some 20 scheduled meetings. The chair made progress reports to meetings of School of Arts and Sciences chairpersons and to the SAS faculty. The committee met with the administrative staff of the FAS dean's office and with representatives of the undergraduate and graduate student body. On three occasions, the committee invited the President and the Provost of the University to exchange views and arrange procedures.

The position was advertised in Almanac, The Chronicle of Higher Education, The Daily Pennsylvanian, and The New York Times. Letters soliciting nominations were sent to individual members of the SAS faculty, members of the administration, and officers of national scholarly organizations and societies, including the American Academy of Arts and Sciences, the National Science Foundation, and the American Philosophical Society. Stress was placed on Pennsylvania's commitment to equal opportunity.

The committee considered a total of 51 internal nominees and 103 external nominees. It engaged in informal discussion with persons especially well informed and qualified for the position of dean of a school of arts and sciences.

On the 9th of November, the committee submitted to the President and Provost the names of four persons considered likely candidates for the position. Professor Joel Conarroe's name was among them, and he was subsequently named dean.

—Dr. Thomas P. Hughes, Chair

Almanac

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The New York Times

The Daily Pennsylvanian

To the University Community

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We take this opportunity to give special thanks to the following offices and departments having 50% or more of their members contributing to the campaign.

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- Career Planning & Placement
- Chaplain's Office
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A Gallery for the Furness Building

On February 8 members of the University will gather for the opening of an exhibition, Francisco Goya y Lucientes: The Disasters of War, La Tauromaquia, Spanish Entertainment, and other prints from the Collection of the Arthur Ross Foundation.

They will celebrate not only the show, but its showcase—the new Arthur Ross Gallery—in a building that is itself a work of art. The Furness Building, a 19th-century masterpiece of Victorian architecture designed by Frank Furness, served as Penn's main library from 1891 until 1962, and currently houses the fine arts library and related archives and collections.

The new gallery is in Furness's first-floor south wing, a Robert Rodes McGoodwin design added in 1931 to house the Horace Howard Furness Shakespeare Library. After 1962, when the Shakespeare collection moved to the sixth floor of Van Pelt, its former home was refurbished by the Class of 1939 to serve as a meeting room for both University Council and the Stated Meetings of the University Trustees.

When Frank Furness designed the building he intended it both as a gallery and a library, according to Dr. Paul Todd Makler, curator of the University's art collection.

The Arthur Ross Gallery is important, Dr. Makler said, because it will give students the experience of living with art. "They should take it as part of life, not something relegated to Sunday afternoons at the Art Museum. ... The idea is not to rival the Philadelphia Museum of Art, but to provide students with an educational experience—and an opportunity to curate shows," he explained.

The opening of the gallery means that Penn can begin to showcase its 4000 treasures accumulated since becoming a university in 1791. The University-owned art includes famous pieces such as the prized Thomas Eakins painting, The Agnew Clinic, and the David Rittenhouse Orrery, made by the mathematician and Penn professor in pre-Revolutionary days.

"The Arthur Ross Gallery will be the first of a number of separate galleries to be developed in the Furness Building and integrated with its fine arts library and archives," according to Dean Lee Copeland of the Graduate School of Fine Arts. "We will be able to exhibit the present and future collections of the University and it will also allow us to bring exhibits here from outside for the enjoyment and education of students, faculty, staff, and the Philadelphia community," he said.

Dean Copeland said that the goal is to restore the entire building (the Furness Building is listed in the National Register of Historic Places) and that Mr. Ross's generosity is a significant step toward achieving this.

Professor Marco Frascari of the Graduate School is the designer of the gallery, which will retain its Gothic motif. He is using the original McGoodwin walls and the present multi-paned windows, which will include photo-sensitive glass to control the amount of sunlight in the gallery. The lobby is also being restored. The wooden doors and all other wood trim has been returned to its original light color; the black ironwork staircase will be returned to its original light tone. Two lanterns that were once on top of the stairposts have been recreated by GSFA students and faculty.

Arthur Ross was an undergraduate in the Wharton School, 1927-30, a member of Sigma Alpha Mu and the Punch Bowl business board. He then attended Columbia University where he received his B.S. degree in 1931. Since then he has had a distinguished career in business and philanthropic activities and has also served the United States government as a public member on various delegations to the United Nations and its economic and social agencies. "Arthur Ross has a long-standing friendship with the University of Pennsylvania where he studied and which has subsequently benefited from his interest in education and the arts," said President Hackney. "His concern in this area has also been felt in New York City where his programs for preservation and beautification have benefited both the cultural life and the environment of the city. It is a matter of pride that he has chosen to establish the Arthur Ross Gallery in Philadelphia, recognizing it as an appropriate means of enriching the learning experience at the University."

The Opening Exhibit

The opening exhibition, on loan from the Arthur Ross Foundation, includes a complete edition of Francisco Goya Lucientes' La Tauromaquia prints on the bullfight. Twenty plates from The Disasters of War, a graphic account of the sufferings which the Napoleonic wars brought to Spain, and other selected etchings will be on display from February 8 to March 31. Among the works is the renowned lithograph Spanish Entertainment, which Goya executed at the age of 80, near his life's end. The lithograph is one of a set of four, known as the Bulls of Bordeaux, and represents the ultimate expression of his Spanish character and ancestry.

In his introduction to the catalog of the exhibit, Arthur Ross noted that Goya was "ushering in a new age of art."

"Goya was born in the tough, barren northeast region of Spain and his great artistry and brilliant use of the copper plate as an art form soon established him as one of the great artists of all time," Mr. Ross continued. "Coping with his changing fortunes gave him an independent and iconoclastic perspective on life. A towering figure by the end of the eighteenth century, he had the strength and talent to become a precursor of a new beginning in art both as to subject matter and style."

La Tauromaquia was the name given to the set of 33 Goya etchings issued in Madrid in 1816. The series brought him wide acclaim and further established his reputation as one of the great figures in the world of art. This work was, in some ways, a reaction to his completion of Los Caprichos, that sardonic indictment of Spain's social and political structure. The epigraph to the catalogue accompanying the exhibition is drawn from a description by Goya of a print from The Disasters of War.

'Tis the way of the world—men tease and fight one another: he who yesterday played the bull plays today the horseman in the ring. Fortune directs the spectacle, assigning the roles according to her fickle caprice.

At the time The Tauromaquia was published, bullfighting was a political issue: despite its popularity, there was liberal opposition to the Spanish national pastime. Although Goya's opinions are not clearly stated, the influence of the Enlightenment view appears in the brutal realism of some of the episodes, which are reminiscent of the pessimistic visions of human nature depicted in The Disasters of War.

Dibersión de España, (Spanish Entertainment), from the lithograph series Bulls of Bordeaux completed in 1825 in France, will also be included in the exhibition. This print shows an event common in Spanish villages—bulls set free in the main square so all can test their potential as matadors. As in The Tauromaquia, the bullfight appears to be a commentary on the Spanish populace. Goya died in exile three years after the series was finished. — M.F.M.
For some weeks, references have been made in the campus press to projected studies of undergraduate attrition. It should be emphasized that before we can derive detailed information about the reenrollment and attrition of school-specific groups or any other subgroups of the undergraduate student body, we must have a format for analysis that is common to all of the schools, and a consistent data base so that analysis can be replicated from year to year.

The Director of Student Data has taken the initial step of creating an analytic data base, and in the document published below, offers some preliminary comments on cohorts of freshmen entering since 1973. For the Council of Undergraduate Deans, the next step is the formation of a work team to begin analysis of these data. On the team will be the four undergraduate deans, with representatives of the Admissions Office, Office of Student Financial Aid, Registrar's Office, and the Council Committee on Admissions and Financial Aid. The Provost has asked the Associate Provost, Dr. Marion Oliver, to sit in an advisory capacity; and we shall name two student representatives, who will participate but will not have access to individual student records.

This is not a task that will be completed overnight, but it is one that must be carried out as meticulously as possible to ensure that we begin with a sound base which allows us to make use of these data with confidence in the months and years ahead.

—George S. Koval, Acting Vice Provost for University Life, (Convenor, Council of Undergraduate Deans)

A Preliminary Report on Reenrollment and Attrition

The increasing importance of undergraduate education at Pennsylvania is clear. The commitment of the institution to the undergraduate enterprise was recently affirmed by President Hackney in "Choosing Penn's Future." As we begin to scrutinize our efforts at recruiting, teaching, and graduating undergraduates, however, we know too little about our success or failure. Like our peer institutions, we need accurate information on how many of our students reenroll each term, what the nature of student attrition is, when attrition occurs, and what percentage of our students graduate early, on-time, or late. This information is critical for any sensible evaluation of our admissions and financial aid policy, for monitoring of our student service efforts, and for educational policy and budget planning tasks.

To date there have been very few efforts to get at the necessary numbers. While the Office of Planning Analysis runs a computer model each year that targets with some precision the number of students one can expect on campus from fall to fall, it has never purported to consider reenrollment from the point of view of individual classes and groups. The computer model has been a budget tool designed for that specific purpose and it has not pretended to help us understand the actual process of reenrollment and attrition.

One reason for the remarkable lack of information is the lamentably difficult task that confronts anyone who attempts to gather the necessary data. Efforts that are in large measure manual require significant amounts of time and are almost impossible to replicate each year as part of a regular institutional research function. The study before us, of which this report is only a preliminary discussion, was undertaken with the intent of establishing an automated analysis that would provide us with the important information we need while also, and even more importantly, establishing a capability to continue the analysis when each year's new data are available. Having undertaken the task, I now understand full well why it has not been done before.

Since assuming the position of Director of Student Data, I have written two long reports which outline many of the problems of our student data computer systems. These problems are never more apparent than when we attempt to do the type of analysis required here. My first report on student data issues resulted in certain changes to the Student Data Base file in the fall of 1980, but these changes were not available for the earlier files. The retrospective nature of this study forces us to deal with several years' worth of data files where it has been impossible to identify precisely our population and match Registrar and Admissions Office data. After several months of work, ways of dealing with many of these problems have been developed. I mention this because it is critical that any reader of this report realize that some "noise" does and must exist in these data. My experience leads me to believe that the data are basically correct despite the fact that some individual records in the data base are still in error. The best way to put that assertion to the test is to make use of the new data base to analyze rigorously the aggregate data presented here. (A look at Table 1 represents some of the difficulties that still persist after considerable effort to clean up the data.)

What Has Been Done

The only way to proceed with a study of reenrollment is to create a data base of entering cohorts, that is, classes of freshmen and transfer students that enter together in specific years. Since the analysis of graduation rates requires an historical perspective of at least four years, we began with the cohort that entered in 1973. Since we gathered data by term from Fall 1973 to Fall 1982, the new data base for the study contains information on nine cohort groups, each separating freshmen and transfers (the Fall 1982 cohort group has not yet been added to the

<table>
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<th>Year of Cohort</th>
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<th>Records on Study Dataset</th>
<th>Records with Admissions Data</th>
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</table>

* A cohort represents a class of freshmen who enter together in a specific year. The first column lists the number of matriculants reported by the Admissions Office. These numbers always include some students who indicate they will matriculate, pay a deposit and never actually arrive. The fact that column two shows the lower number of our actual dataset for each cohort is therefore expected. However, the fact that column three shows that we were able to merge Admissions Office data and Registrar Office data for a slightly smaller group is evidence of the "noise" in the data. The figures for September 1980 and 1981 are examples of what we should strive for in terms of the ability to link our files.
study). For each cohort we collected six years' worth of data until the 1977 cohort (which has only five years available) with each subsequent cohort reduced by one year more. Since the data are gathered in a time series with appropriate arrays, we can measure performance of each cohort by each year in class. The result is a large data base with 200 million characters of data and with a capability to cut off data collection for specific cohorts after six years while continuing to gather data each fall for cohorts that do not yet have six years of data.

Table 2 presented here gives only a small snapshot of what is or will be available for in-depth analysis. It is still our intention to add financial aid data to the system in the future, for example. Since this is a first attempt at establishing an automated system of this type and since we have some problems with any retrospective look at our computer systems, the formal analysis should be carefully designed so that it can be replicated each year. Our initial effort should be directed toward testing the accuracy of our data. The best way of doing this is by establishing a work group to conduct the first analysis, as Vice Provost George Koval has announced above.

Basic Description of Reenrollment

One of the most basic questions about reenrollment is what comprises the graduation percentage for any given cohort. In this report, we deal only with the students admitted as freshmen from 1973 to 1981. Table 2 shows a fairly constant graduation rate of around 80 percent. The drop to 73 percent for the 1978 cohort represents the change from a six- and five-year perspective to four years. The data showing the rate of graduation for each cohort at the end of four years demonstrate that the 73 percent for 1978 is in fact a slightly better graduation rate than the trend would have predicted. The data on active students show that even after six years, 2 percent to 3 percent of the cohort students were still active in pursuit of the degree. This group generally represents students who leave and then return to school.

Those students who do not graduate follow a fairly predictable pattern overall. Of the 18 percent to 20 percent who do not graduate, approximately one-quarter to one-third leave after the freshman year and up to one-half by the end of the second year. Approximately another quarter leave over the next two years with the remaining students leaving Pennsylvania in the fifth or sixth year after matriculation, although they have generally not been active all of those years. These figures seem to be holding steady for those cohorts for which we have less than four years of data, once again suggesting that the pattern appears to be constant.

One of the overwhelming facts of attrition which is suggested strongly by the available data is that students leave Pennsylvania voluntarily. The data suggest that less than 25 percent of the students who leave us do so because of action by the school that terminates the student. Using the 2.0 GPA as a guide, most students who leave are in acceptable academic standing. The actual "drop" is seldom used although it is true that many withdrawals are initiated by the school and used as one would use a drop. Still the basic fact is that attrition is largely a voluntary event. This suggests that we can attack the problems if we can isolate the causes. Many possibilities suggest themselves.

One factor may very well be the need, as President Hackney puts it, to reduce the psychological size of the University. In many cases students do not formally withdraw or go on leave of absence. They merely depart without formal notification. The fact that many students do not tell us of their plans may be due to the fact that those students did not develop strong relationships with school offices or student service personnel. We are given no opportunity to find out what troubles the students and what may lead to their departures. Our lack of exit interviewing also leaves us without valuable information.

We do not know if what appears to be voluntary attrition when looking at data on academic performance may have institutional causes if financial aid information is studied. In fact, one danger we must avoid is the tendency to make judgments solely on the basis of academic performance data because they are the easiest to pull together. The need to move forward in the task of adding financial aid data, heretofore unavailable, to the study is critical to our ability to analyze this issue.

The data show a significant number of internal transfers, and this may present us with a very interesting avenue of analysis. Experience tells us that there are many more students who attempt internal transfer than succeed. The relationship between attrition and the failure to effect an internal transfer is worth analysis. The data base provides us with a great deal of information on these patterns of internal transfer, a form of attrition at the school level.

When considering the phenomenon of voluntary attrition, we also must keep in mind the fact that most national studies of attrition suggest that it is not actual performance that affects whether or not a student continues, but performance in light of expectations. Even though many of our students leave us in acceptable academic standing, it is possible that they have failed in light of their expectations of what was needed to meet their aspirations for a career or other educational goal. This may imply the need for some level of survey at the point of admissions, exit interviews with written records, and possibly a follow-up survey after departure.

Conclusion

This report aspires to be no more than basic description of reenrollment and attrition at Pennsylvania. Over the last few months we have constructed a data base that will allow for some in-depth analysis, but the way to structure that analysis is not intuitively obvious. If the data are to be useful to the schools in retention efforts, the work group with representation from the schools and related central offices will structure such an analysis and allow us to review issues related to exit interviewing, surveying, and other means of adding important information to that which we have available.

It is possible to identify certain specific problem areas and to suggest issues which must be considered in any attempt to increase our retention:

1. No retention effort is really possible unless we do a better job of getting at the causes of attrition. This involves improving our methods of recording data on current systems, doing everything possible to ensure that financial assistance can be examined in the future as a variable, and working on some methods for survey information and exit interviews.

2. Only a minority of our students leave us involuntarily. However, this could be a significant issue for selected groups and must be studied in light of evaluations of programs for academic support.

3. We should consider attrition patterns in light of recruitment strategies. Can we better recruit for retention?

4. As we seek to create an environment more likely to reduce our attrition rate, we need to identify students before they commit themselves to leaving. We need an effective early warning system. This is largely a task of sensitizing and coordinating resources we already have in place.

5. We should consider whether or not we have properly integrated the variety of advisory services available to students.

Many other issues could be listed easily. Of course, we must approach our efforts with an awareness that is a multifaceted problem which must be attacked in many ways. Creating the data base was an enormous challenge. We can now set out to use it for whatever level of analysis is most appropriate.

—Vince Conti, Director of Student Data

**TABLE 2**

<table>
<thead>
<tr>
<th>Freshman Cohorts</th>
<th>Six Years of Data</th>
<th>Five Years of Data</th>
<th>Four Years of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept 73</td>
<td>Sept 74</td>
<td>Sept 75</td>
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<tr>
<td>Graduated</td>
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<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Graduated After 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Active</td>
<td>2%</td>
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<td>3%</td>
</tr>
<tr>
<td>Not Active</td>
<td>18%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

ALMANAC, February 1, 1983
Children's Activities

Film Series
- February 5 The Wrong Box
- February 12 Lost in the Wild

The Saturday children's film series is free. Films are screened at 10:30 a.m., Harrison Auditorium, the University Museum.

Coursework

February 5 Gifted Students Program begins for youths grades 7-10 to supplement regular school programs in language (CGS). Information: Bruce Robinson, Ext. 3526.

On Stage

February 4, 8 Ta Fantastika, a Czechoslovakian troupe presents A Dream using sound, light, dance and mime to create surrealistic images and magical stories to celebrate Annenberg's fifth anniversary of the Theatre for Children Series; Friday 10 a.m. and 12:30 p.m., Saturday 11 a.m. and 2 p.m.; Tickets: $4.50 (orch.), $3.50 (balc.). Box office: Ext. 6791.

February 9 The Performing Arts Repertory Theatre Foundation, N.Y., presents Ishqal African Dancers; 10:30 a.m. and 12:30 p.m. Irvine Auditorium (Year 102 Events).

Coursework and Training

Health and Wellness Project
- Through April 16 Dance for Health, 12-week course, 8-10 p.m. $370.
- February 12 Advanced Bodywork, four-week seminar, 7 a.m. $30.
- February 1-28 Yoga: Way to Wholeness, six-week course, noon-1:15 p.m. $40.
- February 1-April 19 Tai Chi Chuan, 12-week course, 7-8 a.m. $65.
- February 3-10 Basic Massage and Healing, six-week course, 7-10 p.m., $90, $75 students.

These courses are sponsored by the Health and Wellness Project, a program of the Christian Association, and are held at the CA. Information and registration: 222-5941. Information and registration: 222-5941.

Training Division of Personnel

February 1 New Employee Orientation, noon-3 p.m.
February 2 Purchasing Orientation (first and third Wednesday of each month) call Ext. 4078 to register.
February 8 The Interview Process: From Start to Finish (for staff with hiring responsibilities), 1-4 p.m., $10 per participant, charged to the participant's department, following supervisory approval.
February 9 Resume Development, noon-1 p.m.
February 10 Preparing to Be Interviewed, noon-1 p.m.

For more information and registration contact the Training Division at 316 Franklin Building, Ext. 3400.

Exhibits

Through February 11 Paintings and Sculpture by Dina Wind, Faculty Club.
Through February 13 The Art of Storytelling through Illustrations from Canterbury Tales, part of Artfest '83, Lobby, Annenberg Center.
Through February 15 Letters, diaries, books, manuscripts of Horace Howard Furness and his son, marking the fiftieth anniversary of the Furness Shakespeare Library; Rosenwald Gallery, 6th floor, Van Pelt Library.
Through Fall 1983 The Lenape: Wanderers in their Own Land; Sharp Gallery, University Museum.
Ongoing The Egyptian Mummys: Secrets and Science and Polymers, University Museum.
February 2-8 Black Contributions to American History; Nichols and Grad Towers lobbies (North Campus Residence—Year 102 Events).
February 4-28 Work of the Faculty and Students—Department of Fine Arts. Fine Arts Gallery, Fine Arts Building.
February 4-28 Fragments of Invention, the Sketchbooks of Le Corbusier: Dean's Alley, Fine Arts Building.
February 8-March 31 Prints by Goya: Desastres de la Guerra, La Tauromaquia, Spanish Entertainment and other prints, Arthur Ross Gallery, Furness Building.
February 9-15 Black Contributions to American History: Fine Arts, Nichols and Grad Tower lobbies; Government, Kings Court; English House (North Campus Residence—Year 102 Events).

Exhibition Hours

Annenberg Center Lobby 3680 Walnut Street, Monday-Friday 8:30 a.m.-9 p.m., Saturday noon-9 p.m.; Sunday noon-6 p.m.

Arthur Ross Gallery Furness Building 220 South 34th Street, Tuesday-Friday 10 a.m.-5 p.m., Saturday and Sunday noon-5 p.m.

Fine Arts Building 34th and Walnut Streets. Monday-Friday 9 a.m.-9 p.m.

Fine Arts Library Furness Building, 220 South 34th Street, Monday-Thursday 9 a.m.-11 p.m., Friday 9 a.m.-10 p.m., Saturday 10 a.m.-5 p.m., Sunday 1-11 p.m.

University Museum 33rd and Spruce Streets phone: 222-7777. Tuesday-Saturday 10 a.m.-4:30 p.m.; Sunday 1-5 p.m.

Van Pelt Library Monday-Friday 9 a.m.-11 p.m. except holidays. Rosenwald Gallery, Monday-Friday 9 a.m.-5 p.m.

Guided Gallery Tours

February 5 Egypt
February 6 North American Indians
February 7 China
February 10 Japan
February 13 China

These Saturday and Sunday tours are free and begin at 1 p.m. at the main entrance of the University Museum. Information and to arrange for group tours: Ext. 4015.

Films

Exploratory Cinema
February 2 Commuters: Year of the Women
February 9 Conversations in Vermont: Going Home

GSAC Film Series
February 8 Shadows of Forgotten Ancestors
February 11 The Haider
Films are shown in Fine Arts B-I. at 7:30 and 10 p.m. Admission: $1.50; Season pass: $10.

Jacques Tati Retrospective
February 7 Mr. Hulot's Holiday, 7 p.m.; Jour de Fete, 9 p.m.
February 8 Traffic, 7 p.m.; Mon Oncle, 9 p.m.
February 10 Mr. Hulot's Holiday, 7 p.m.; Playtime, 9 p.m.

This exclusive Philadelphia showing of all five films by the modern master of silent comedy, is part of Artsfest '83. The films will be shown in the Studio Theatre, Annenberg Center. Admission: $3 per film, $5 for both films in one evening.

Museum Film Series
February 6 The Shepherds of Bernery: Village of No River
February 13 Les Petites Fugues

These free films are screened at 2:30 p.m., Harrison Auditorium, the University Museum.

PUC Film Alliance
February 3 The Twelve Chairs (Mel Brooks), 9 p.m.; The Twelve Chairs (Leroy Giede), 10:30 p.m.
February 10 Five Easy Pieces, 9 p.m.; Easy Rider, 10:30 p.m.

Unless otherwise indicated, all films are screened at 10 p.m., Irvine Auditorium. Admission: $2.

Penn Union Council Movies
February 4 Dead Men Don't Wear Plaid, 8, 11:45 p.m.; In the Heat of the Night, 9:45 p.m.
February 5 Raiders of the Lost Ark, 7:30, 9:45, 12 p.m.
February 11 Stripes, 8, 10, 12 p.m.
February 12 The Way We Were, 7:30, 9:45, 10 p.m.; Midnight: High Society
Schedule subject to change. All shows in Irvine Auditorium. Admission: $1.50. Midnight: $1 (Midnight showings of feature films are $1.50). Information: Ext. 4444.

International Tournée of Animation
February 11 A Tribute to the Animation Artists of the National Film Board of Canada. 6, 8, 10 p.m.

This exclusive Philadelphia showing of 21 animated selections is part of Artsfest '83. The films will be shown in the Studio Theatre, Annenberg Center. Admission (evenings) $4, $3 students (matinees) $3.50. 50 students.

Year 102 Films
February 1 Malcolm X, 8 p.m., Duncan lounge, Kings Court; English House (North Campus Residence).
February 2 Black History: Lost, Stolen, and Stolen, 7 p.m., Upper Lobby High Rise North (West Campus Residence).
February 3 Black History in America, 7 p.m., Upper Lobby High Rise North (West Campus Residence).
February 4 Roots: The Escape (episode 2), The Choice (episode 4), 8 p.m., North Campus Common Room, Nichols House (North Campus Residence).

Spanish Entertainment, an 1825 lithograph by Goya, at the Arthur Ross Gallery, starting February 6 (see Exhibits).

ALMANAC, February 1, 1983
February 7 Martin Luther King, 5 p.m., Seminar Room Harnwell House (West Campus Residence).

February 8 Roots: The Slave (episodes 2), 7:30 p.m., Mayer Hall (North Campus Residence).

February 9 Autobiography of Miss Jane Pittman, 7 p.m., McClelland Hall, Quad (West Campus Residence).

February 10 Roots: The African (episodes 1), 7:30 p.m., Law Dorms (North Campus Residence).

February 11 Roots: Upheaval (episode 3), Chicken George (episode 6), 8 p.m., North Campus Common Room, Nichols House (North Campus Residence).

For Black History Month
February is Black History Month, and boasts a multitude of exhibits, films, speakers, and music throughout the country. At Penn, Black History Month is also a highlight of the larger celebration of Year 102—marking the 102nd year of contributions of blacks at the University. Events include screenings of the Roots episodes throughout the month. For those who missed the first two episodes, shown in January, “The African” and “The Slave,” second showings are scheduled for February. For full details of the screenings, see Year 102 Films above.

Other events include: Black Contributions to American History, an exhibit which runs through February 8 at Nichols and Grad Towers 9 lounges. The Penn Gospel Choir will perform February 10 at 7 p.m. in the Harnwell House Roof top Lounge. A Newark House Training class will be held February 10 from 10 a.m. until 5 p.m. in Houston Hall, Bodeck Lounge.

The Year 102 Coordinating Committee has organized a calendar of events scheduled both on and off campus which can be picked up at the Houston Hall Information Desk.

Meetings
Faculty Senate
February 2 Special Meeting on Tuition Benefits, 3 p.m. in 200 College Hall.

GAPSA
February 9 Meeting, 6:15 p.m. in Bishop White Room, Houston Hall.

University Council
February 9 Meeting, 4-6 p.m. in Room 2, Law School.

Music
February 11 Penn Gospel Choir, 7 p.m., Rooftop Lounge, Harnwell House (West Campus Residence—Year 102 Events).


On Stage
February 3-5 Saddle Up! Glee Club, 8 p.m., Zellerbach Theatre, Annenberg Center.

February 6-13 A Night: Celebrating the art of storytelling by Chaucer and others through Word/Song/Image/Movement, including Jacques Tati Tales. The New Vic Theatre of London adaptation features a performance of two plays by the People's Light and Theatre Company in Harold Prince Theatre. Tickets are $5. and include a reception afterwards in the lobby.

February 8-13 in Zellerbach Theater. In conjunction with the play, a lobby exhibit showing the art of storytelling through illustrations from Canterbury Tales will be in the Annenberg Center through February 13. For more information about Artfest, call Ext. 6791.

An Artfest of Storytelling
Artfest '83, a week-long celebration of the art of storytelling, will be held February 6-13.

The eighth annual festival of the arts, sponsored by the Annenberg Center and supported in part by a grant from the Philadelphia Foundation, took a storytelling theme this year to honor the twentieth anniversary of the Department of Folklore and Folk-life. The opening celebration, February 6 at 3 p.m., features a performance by two people of the Plays for Children's Theatre and Company in Harold Prince Theatre. Tickets are $5. and include a reception afterwards in the lobby.

February 10 A Jacques Tati film retrospective begins February 7 in the Studio Theatre. The 17th International Tour

Technical and Freelance Writing
Careers in Technical and Freelance Writing will be the subject of a session presented by the Career Planning and Placement Office on Monday, February 7. Michael Markel, Society for Technical Communication, will speak on technical writing; Constance Bille, Educational Communications, will discuss scientific writing; and Marshall Ledger, Pennsylvania Gazette, will talk about freelance writing as a career.

Graduate students and others seeking alternative careers are invited to attend the February 7 session 4-6 p.m. in the Benjamin Franklin Room, Houston Hall. For more information call Ext. 7530.

Talks
February 1 Collaborative Learning: Kenneth Bouverie, professor of English, Brooklyn College, 11 a.m. and 3 p.m., Conference Room, Van Pelt Library (Writing Across the University Spring Colloquium Series).

The Effects of Stress on the Behavioral Effects of Hallucinations: Dr. Wagner Bridger, chairman, department of psychiatry, Medical College of Pennsylvania, 11:30 a.m., Medical Alumni Hall, HUP (Department of Psychiatry Colloquium).

February 2 Experiments in Health Care Delivery for Older Patients: Dr. T. Franklin Williams, professor of medicine, University of Rochester School of Medicine, director of geriatric medicine, Monroe Community Hospital, 11:30 a.m., Dorsal B, Medical Education Building (Center for the Study of Aging Guest Seminar on Aging: Geriatric Program, Section of General Medicine).

February 3 Bioengineering Applications of Laser Light Scattering: Ralph Nossal, NIH, 11 a.m., Alumni Hall, 1st floor, Towne Building (Department of Bioengineering, School of Engineering and Applied Science).

Human, Divinity and Spirit: Concepts of Kingship in Burma's Jambudipa; Michael Ang Thwin, Elmova College, 11 a.m., Room 2, University Museum (South Asia Regional Studies Seminar).

The Potassium Rectifier in Skeletal Muscle; Paul Horowitz, University of Rochester Medical Center, department of physiology, 1:30 p.m., Physiology Library, 4th floor, Richards Building (Department of Physiology, Pennsylvania Muscle Institute).

Cardiac Surgery: Transplantation and Intravenous Feeding. Three Throats of the Century: Dr. Francis D. Moore, MD, Professor Emeritus, Harvard Medical School; 8 p.m., Medical Alumni Hall, HUP (School of Medicine, 7th Robert G. Rawn Memorial Lecture).

(Continued on page 8)

Penn Contemporary Players
The Penn Contemporary Players present pianist Lambert Orkis in recital February 12. The program includes the area premiere of Music Professor Richard Wernick's Piano Sonata: Reflections of a Dark Light (1982); Oliver Messiaen's Prions pour Mi (Lucy Shelton, soprano); and Union Station: Solitude by Louis Moreau Gottschalk. The free concert will be held in Long Center Hall, Swarthmore College at 8:15 p.m.

PAULA HARTetag - Editorial Assistant

Peter Schnebel - Editor

Helen Long - Assistant to the Editor

ALMANAC, February 1, 1983
To list an event

For the weekly Almanac calendar must reach our office no later than 5:00 Locust (215) 746-2020. The deadline for publication is February 8, at noon, for the February 15 issue.

OPPORTUNITIES

Job descriptions and qualifications are listed only for those positions which have not previously appeared in Almanac. Positions which have appeared in a previous issue are listed by job title, job number and salary to indicate that the position is still available. Listings are condensed from the personnel bulletin of January 31 and therefore cannot be considered official. New listings are posted Mondays on personnel bulletin boards:

- Anatomy-Chemistry Building: near Room 558, 1st floor.
- College Hall: Personnel (Room 130), next to Chemistry Building.
- Law School: near Room 100, 1st floor.
- Franklin Building: near Personnel (Room 130), 1st floor.
- Johnson Pavilion: near Chemistry Building.
- Library: near Room 100, 1st floor.
- Logan Hall: near Room 100, 1st floor.
- Library Science: next to Library.
- Steinberg Hall: near Physical Laboratory Technician.
- Towne Building: near Room 100, 1st floor.
- Van Pelt Library: ask for copy at Reference Desk.
- Veterinary School: 1st floor, next to library.

For further information call personnel relations, 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 in salary listings may vary depending on the initial job and maximum salary. Some positions listed may have strong internal candidates. If you would like to know more about a particular position, please ask at the time of the interview with a personnel counselor or hiring department representative. Openings listed without salaries are those in which salary is to be determined. Resumes are required for administrative/professional positions.

Administrative/Professional Staff

Applications Programmer/Analyst II (5278) $16,350-$22,600.
Assistant Director III (5373) $14,500-$22,500.
Assistant Director IV (5378) $14,500-$22,500.
Assistant Registrar II (5372) $14,500-$22,500.
Assistant Treasurer (4583) $14,500-$22,500.
Associate Director of Psychiatry/Sorority Affairs (5297) $14,500-$22,500.
Director of Public Safety (5378) $14,500-$22,500.
Librarian I or II (2 positions) (5379) $14,500-$22,500.
Library Director II (5390) $14,500-$22,500.

Support Staff

Accounting Clerk (5376) $8,775-$10,725.
Administrative Assistant I (5389) $14,500-$16,000.
Secretaries (5391) $14,500-$17,500.
 librarian (5394) $13,100-$17,000.

Coordinating Assistant II (5038) $11,925-$14,975.
Coordinator II (5039) $11,925-$14,975.
Coordinator III (5040) $11,925-$14,975.