

Minority Permanence at the University of Pennsylvania: A Retrospective Analysis

To the University Community

During my tenure as President of the University of Pennsylvania, I have set no single priority higher than the building of a diverse and humane University community. I believe that much has been achieved in establishing and securing minority permanence at Penn. This progress has been won, in large part, through the persistent efforts of Penn faculty, administrators and students who have sustained and renewed the daily effort needed to change long-standing patterns of behavior. It has been my privilege to be their partner in that day-to-day process of change, and I am grateful to all who have made contributions to our important work.

The materials that follow are a record of recommendations made by committees and commitments made by the Administration. These commitments were largely fulfilled, and many milestones were reached. The materials, including summary documents and detailed appendices, constitute a record of past recommendations, proposals and commitments to achieve minority permanence. As a record of the history of our efforts, and as a snapshot of our current condition, they form the foundation of our continuing institutional agenda to ensure the permanent presence of minority scholars in our academic community.

Our next commitment is to look at those issues that have been identified as unresolved and to assess whether, within the context of current conditions and our history, they are appropriate, and, in light of this review, to set short- and long-term priorities about actions that will lead to further progress towards our institutional minority permanence goals.

I want to thank the Ad Hoc Minority Permanence Retrospective Review Committee members for their diligent work on our behalf. I know that all of our efforts will continue with my successors and that they join with me in pride—and renewed commitment—as we pause to mark our progress.

— *Sheldon Hackney, President,
University of Pennsylvania
June 1993*

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June 1993

Abstract

Over the past two decades, University of Pennsylvania faculty, students, executive officers, and administrators have had a protracted dialogue regarding the commitment of the University to increasing minority presence and ensuring minority permanence. This dialogue is evidenced by a rich documentary history. While considerable progress has been made in a number of areas, there are currently nine major *outstanding* and/or *unresolved* commitments:

- Establishing additional departmental incentives for recruiting minority faculty and for promoting minority scholars; making minority faculty appointments beyond the normal, regular faculty allocation;
- Retention of the Faculty Investment Fund for new African American faculty with sufficient resources to provide one-half of the cost of each new faculty salary for six years;
- Funding for three to five full-time faculty and five to ten part-time faculty, for Afro-American Studies; funding for two full-time faculty for the Center for the Study of Black Literature and establishing a distinguished chair in Afro-American Studies;
- Establishing a minority graduate center and an office for the recruitment of minority graduate and professional students;
- Establishing a supportive service network within each undergraduate school to monitor academic progress and enhance the academic success of minority students;
- Establishing a Provost's financial aid fund for gifted minority undergraduates;
- Establishing a continuous review process to implement the earlier recommendations of the Task Force on Black Presence;
- Meeting central and school-based fundraising objectives to assure ongoing, permanent financial support to ensure minority permanence; and
- Implementation of proposals relating to current racial awareness programs for faculty, teaching assistants, staff supervisors and resident assistants.

In addition, the review committee calls for the implementation of the recommendations of the Subcommittee on Advising and Retention (Planning for the Twenty-First Century, Final Reports of the Ten Working Groups, 1989) pertaining to qualities of academic life: improving academic instruction, creating community, supporting academic performance and building collegiality.

Membership of the Ad Hoc Minority Permanence Retrospective Review Committee

Dr. Howard Arnold, Associate Professor, School of Social Work

Dr. Richard Clelland, Deputy Provost (Retired)

Dr. John Wells Gould, Executive Director, Office of the President

Dr. Allen J. Green, Director, African American Resource Center

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A Summary of Institutional Commitments and Progress

Over the past two decades, University of Pennsylvania faculty, students, executive officers, and administrators have had a protracted dialogue regarding the commitment of the University to increasing minority presence and ensuring minority permanence. This dialogue is evidenced by a rich documentary history unparalleled, perhaps, in U.S. higher education. In general, this dialogue has yielded a shared understanding that the University's initial commitment was to achieve and maintain a critical mass of African American faculty, administrators, and students by establishing structure, policy practices, and resources and by taking concrete steps to ensure a quality of life for minority students, faculty and staff. Specifically, the University's commitment to increasing minority presence and ensuring minority permanence has centered on access, retention and support of African American faculty members, undergraduate students, graduate and professional students; the establishment and maintenance of an African American Studies Program, and the institutionalization of minority permanence through an ongoing fundraising campaign, which has more recently focused on the most severely underrepresented minorities at the institution, including African American and Hispanic scholars. In his most recent statement on minority permanence to address the concerns raised by staff, faculty and students of color, President Sheldon Hackney stated that ...

"Progress has been made in the United States and at the University of Pennsylvania in increasing diversity and equality of opportunity...Much has been achieved in establishing and securing minority permanence at Penn. Many formal mechanisms and resources are in place to sustain and support that presence. The Civil Rights movement of the 1960s never completed its task. To have torn down many of the visible barriers to equal participation in our society is not the same as having created a path along which everyone has secure footing.

We have agreed to do more to smooth that path to prove...that a University can successfully push itself to examine closely its successes and failures, to reconsider the perceived limits of institutional commitment and resources, and above all, to be courageous and creative in finding resources, particularly in stringent fiscal times, to meet urgent and unlimited needs. This is the time for such immediate re-examination."¹

Recently, President Sheldon Hackney and senior African American faculty agreed to initiate a review process to identify and highlight from the University's documentary history on minority permanence, those specific outstanding and/or unresolved commitments on behalf of the University to increase minority presence and ensure minority permanence. The commitments analyzed were in four key

areas: faculty, undergraduates, graduate and professional students, general academic programs and support services. While numerous documents were collected, the committee limited its formal review to only those written recommendations as contained in documents (reports, summaries, correspondence) which were institutional in nature, i.e., a product of or generated by task forces, committees, subcommittees and working groups sponsored by, initiated or authorized by the University. A summary of the specific commitments, progress made, and unresolved issues follows.

Faculty

In the area of faculty, the University made the commitment to *increase* the number of African American faculty through the establishment of hiring goals, ongoing recruitment efforts, and the provision of funding to support the appointment of additional minority faculty. Although progress has been made in this area, several key issues remain open, specifically:

- Appointing a Provost's advisory group to serve as a consultative body to decide affirmative action issues and cases;
- Making minority faculty appointments beyond the normal, regular faculty allocation;
- Establishing new departmental incentives for recruiting minority faculty and promoting minority scholars; and
- Retention of the Faculty Investment Fund for new African American faculty with sufficient resources to provide one-half of the cost of each new faculty salary for six years.

In light of the expanded commitment by the administration to increase the presence and permanence of other "most underrepresented" scholars at Penn, there remains open also the question of how the University will actively promote the access and retention of Hispanic and Native American scholars.

Afro-American Studies

The University has a well-established commitment to Afro-American Studies, i.e., an Afro-American Studies Program has been established with a director, administrative structure and faculty.

Currently, open items center around faculty issues:

- Funding for three to five full-time faculty;
- Funding for five to ten part-time faculty; and
- Establishing a distinguished chair in Afro-American Studies.

An earlier proposal to establish an Institute of Afro-American Studies has been implemented with the establishment of the Center for the Study of Black Literature and Culture. Currently *unresolved* is the commitment to provide the Center with two full-time faculty.

Graduate/Professional Students

Over the past two decades, the University has made efforts to *increase* the numbers of graduate and professional students. Efforts to fulfill this commitment have been centered on recruitment and funding. Currently

unresolved is the need to reconsider and find more effective ways to address the underlying issues of recruitment and funding. Specifically, outstanding proposals pertain to:

- Establishing a minority graduate center; and
- Establishing an office for recruitment for minority graduate and professional students.

Undergraduates

The University has a well-established commitment to *increase* the numbers of and support the academic success of minority undergraduates. The University has attempted to fulfill this commitment by its continuing efforts in the areas of admissions and financial aid. Currently *unresolved* are issues pertaining to advising/counseling, and funding:

- Establishing a supportive service network within each undergraduate school to monitor academic progress and enhance the academic success of minority students;
- Establishing a Provost's financial aid fund for gifted minority undergraduates;
- Expanding support services for University undergraduates, especially minority students (to include academic advising, and support services, personal growth and career development services);
- Increasing financial aid for African Americans and Hispanic students; and
- Creating a Distinguished Student Scholars Program and a Distinguished Visitors Program; and
- Implementing proposals relating to the current racial awareness programs for faculty, teaching assistants, staff supervisors and resident assistants.

There remains open, also, the question of how successful undergraduate research programs such as the University of Pennsylvania Summer Research Program for Minority Students and the William Penn Scholars Program should be expanded to provide targeted opportunities to more minority students throughout all of the University's schools.

In addition, the review committee calls for the implementation of the recommendations of the Subcommittee on Advising and Retention (Planning for the Twenty-First Century, Final Reports of Ten Working Groups, 1989) pertaining to the qualities of academic life: improving academic instruction, creating community, supporting academic performance and building collegiality.

Other Proposals

The University has made a commitment to institutionalize Black presence through the establishment of the Black Presence Steering Committee, the Minority Permanence Oversight Committee, and the Program to Enhance Minority Permanence. Current open items pertain to:

- Establishing a continuous review process to implement the earlier recommendations of the Task Force on Black Presence; and
- Meeting the central and school-based fundraising objectives of the campaign to assure ongoing, permanent financial support to enhance minority permanence.

¹ On Minority Permanence at Penn, *Almanac*, January 26, 1993.

Minority Permanence at the University of Pennsylvania: A Retrospective Analysis

Over the past two decades, the University of Pennsylvania has maintained a continuity of commitment to minority permanence. Programs to support this commitment have been implemented and reaffirmed over the past two decades in the following areas: faculty, graduate and professional students, undergraduate students, general academic programs and outreach support services. Considerable progress has been made to enhance minority permanence in these areas. The University now faces the challenge, as it moves through the second century of institutional minority presence, to meet those issues which remain unresolved.

Since the University of Pennsylvania has long enjoyed a rich documentary history pertaining to the African American presence, in particular, it was recommended by senior Black faculty that a retrospective review of this documentary history should be undertaken as part of the overall goal of setting the course for the future of minority permanence.

President Sheldon Hackney in his letter of June 25, 1991, to Dr. Jerry Johnson and other senior faculty concurred with the recommendation that there should be "a shared documentary understanding of the recent history of African American presence at Penn." Specifically, President Hackney proposed that the process should commence by:

"[assembling] those documents referenced as key to our understanding of past proposals, commitments, and practices regarding minority permanence; and

"[summarizing] recommendations contained in the above."

President Hackney further stated that "we...can through an iterative process develop an understanding of past commitments that might then be used to determine institutional 'next steps.'"

In response, in a September 26, 1991, memorandum co-authored by Professors Houston Baker, Ralph Smith and Jerry Johnson, setting forth the agenda for a joint meeting held on September 30, 1991, with President Hackney and tenured black faculty, it was further proposed that:

"There should be agreement on a joint process to review and augment the documentary history of the last two decades with the view toward (1) identifying the promises, commitments, undertakings and assurances which have been offered during that period, (2) ascertaining the current status of same, and (3) developing an expedited process of ensuring compliance."

As an outgrowth of this meeting, the following faculty/administrative subcommittee was formed to conduct the documentary review:

Dr. Howard Arnold
Dr. Richard Clelland
Dr. John Wells Gould
Dr. Allen J. Green
Dr. Jerry C. Johnson
Dr. Ralph Smith
Dr. Walter Wales

As a critical first step, a retrieval process was put in place by Dr. Valarie Swain-Cade McCoullum, Associate Vice President, to collect key documents pertaining to minority permanence at the University. By the end of the academic year 1991, two bound volumes of minority permanence documents had been assembled together with a synopsis. (Minority Permanence Documents, Volumes I and II). The two bound volumes

contain key documents collected from all sectors of the University pertaining to minority permanence over the past twenty-five years.

In addition to the documents contained in the bound volumes, the review committee has reviewed and collected additional documents including but not limited to:

Six Working Papers for Strategic Planning—(January, 1982: Sequels)

Planning for the Twenty-First Century: Final Reports of the Ten Working Groups (December, 1989)

Provost's Office Documents

Reports of the Affirmative Action Council (September, 1987 May, 1991)

McGill Report (Admissions Policy for the Undergraduate Schools of the University of Pennsylvania, August 1, 1967)

Description of Minority Recruitment Activities (Admissions Office, 1977-1992)

Mendelson Report (Report on University Life by Joint Subcommittee of the Committee on Faculty Affairs and Committee on Student Affairs, April, 1973)

Minority Graduate and Professional Students Data Call (Green, 1992)

A complete inventory of the documents analyzed by the review committee is attached as Appendix A.

To facilitate a thorough review of the documents, the review committee determined that it would be necessary to identify and highlight institutional commitments made by the University according to the following subject matter areas: graduate and professional students, undergraduate students, faculty, and general academic and support services. While collecting numerous documents, the committee limited its review to those written recommendations contained in documents (reports, summaries, correspondence) which were *institutional* in nature, i.e., a product of or generated by task forces, committees, subcommittees, working groups sponsored, initiated or authorized by University faculty or administration, as these recommendations would be reflective of actual commitments made by or on behalf of the University. A complete listing of the institutional commitments isolated by the review committee is attached as Appendix B. An overview of the institutional commitments isolated by these subject areas is set forth below.

Faculty

Over the past two decades, to build diversity within its faculty, the University has made the commitment to increase the number of African American faculty members. As this commitment evolved, the University has sought to have minority faculty represented in all disciplines and departments across the University and to develop a cadre/critical mass of Black faculty in various departments (History, English, Sociology). The University's continued commitment to maintain diversity in its faculty has manifested itself in the areas of affirmative action, funding, recruitment and data needs. Considerable progress has been made in the areas of affirmative action and recruitment; issues pertaining to departmental incentives and sanctions remain open.

Specifically, in the area of affirmative action, Faculty Affirmative Action Guidelines and Procedures for Appointments and Promotions have been recommended and established.² It has been further estab-

lished and the Provost has designated a Special Assistant to implement affirmative action in academic departments.³ Further, with respect to Affirmative Action Officers, there has been some progress toward meeting the recommendations that:

- 1) Affirmative Action Officers should be consulted by the Deans and Chairpersons in the establishment of all search committees;⁴
- 2) Affirmative Action Officers should be made *de facto* members of school personnel committees;⁵ and
- 3) the work of Affirmative Action Officers should be endorsed by the President, Provost, Deans and Department Chairpersons as an expression of University commitment.⁶

Currently *unresolved* is the commitment to the appointment of a four-five member Provost's Advisory Group to serve as a consultative body as needed by the Special Assistant in deciding affirmative action issues and cases.⁷

In the area of goals, it has been specifically recommended that goals for academic personnel be set by multiplying the percentage figures times the total numbers in each academic unit; the goal for hiring then becomes the difference between this figure and number of African Americans currently on the faculty.⁸ There has been some progress toward fulfilling the recommendation that initial goal-setting should come from a faculty review with central administrative action only if the numbers generated by the faculty initiative fall short.⁹ Further, there has been some progress toward implementing the proposal that there should be a reduction in the future availability of appointment slots for a department or a school if a substantial shortfall continues in the achievement of the goals set.¹⁰

In the area of funding, a fund supporting one-half of the salary of a minority candidate and administered centrally through the Provost's Office as an incentive to the Schools and departments to appoint minorities to the faculty has been recommended and established.¹¹ With respect to this fund, it has been recommended that the fund should be expanded and increased in size if insufficient funds are available to support the faculty proposed by the Schools.¹² It has been further recommended that these matching funds should not disappear after three years.¹³ Specifically, it has been proposed that the matching funds are to be incorporated in the subvention of the school, if the faculty member receives tenure; if the faculty member resigns or is denied tenure, funds should be returned to the Provost's budget for use in Black faculty recruitment.¹⁴

There has been some progress toward implementing the proposal that a portion of the subvention should be reserved for increasing minority presence by supporting minority visiting professors and for the proposal to establish a faculty internship program for minority doctoral candidates.¹⁵ Currently *unresolved* are the following proposals with respect to funding: reserving a portion of the subvention to increase minority presence by making minority faculty allocations beyond normal faculty allocations,¹⁶ new departmental incentives for promoting minority scholars, Minority Scholars Advancement Fund, Distinguished Scholars Program, Distinguished Senior Fellows Program, Distinguished Visitors Program.¹⁷

Proposals in the area of *recruitment* of African American faculty members which currently remain unresolved include: designating an academic officer (African American faculty member) to assist in the recruitment of African American faculty,¹⁸ establishing departmental incentives for recruiting minority faculty,¹⁹ establishing an Office of Minority Faculty Recruitment²⁰ and establishing a recruiting network reporting to the Provost and Council of Deans to identify distinguished African American and other underrepresented minority cohort faculty candidates.²¹

In the area of *data needs*, it has been proposed and established that there should be a compilation of trend data for faculty by race and year for tracking progress or retrogression.²² In addition, it has been proposed and established that there should be subtotals of African Black and non-American Hispanic within minority faculty totals.²³ Specific recommendations currently remaining unresolved include establishing a minority faculty vita bank²⁴ and compiling of data on promotions, discharge, lay-offs, and terminations by ethnic groups for standing faculty.²⁵

Afro-American Studies

Over the past two decades, the University has made considerable progress in implementing several of the earlier proposals relating to Afro-American Studies. Specifically, an Afro-American Studies Program has been established which is semi-autonomous with its own faculty and administrative structure; the Program is now an individual major.²⁶ Additionally, the recommendations pertaining to the Director for Afro-American Studies have been implemented: the director's primary appointment comes from another department and is for a fixed term; the director receives a stipend on top of salary; the director has the right to hire and has funds for part-time lecturers.²⁷

Currently *unresolved* are proposals relating to: the adequacy of funding for faculty, i.e., a provision of funds for three to five *full-time* and five to ten *part-time* faculty;²⁸ establishment of a distinguished chair in Afro-American Studies;²⁹ establishment of the right to petition for reappointment of its faculty;³⁰ provision of a regular operating fund for undergraduate students.³¹

During recent years, the University has partnered out a series of commitments pertaining to establishing an Institute of Afro-American Studies, now known as the Center for the Study of Black Literature and Culture, headed by Dr. Houston Baker, Director. Specifically, it had been proposed and established that the Institute/Center should focus on the study of Afro-American life in all facets, provide conceptual models for Afro-American studies programs, initiate and reinforce undergraduate programs in Afro-American Studies at host and cooperating schools³² and that the Director of Afro-American Studies should also be the Director of the Institute.³³ Currently *unresolved* are the proposals to provide the Center with two full-time faculty and for the Center to offer significant career and educational options to Black undergraduate and graduate students.³⁴

Graduate/Professional Students

The University has long maintained the view that in order to increase the number of minority faculty members, the number of scholars in training at the graduate and post-doctoral levels must be increased. The University therefore has maintained a continuity of commitment to expand minority representation among its graduate and professional students. The University's commitment to minority graduate and professional students has centered on two areas: recruitment and funding.

In the area of *recruitment*, the recommendation that undergraduates should be used as a source of recruitment has been implemented; there has also been some progress toward implementing the proposal to use faculty and alumni as a source of recruitment.³⁵

Over the past two decades there has been some action taken toward implementing the proposal to increase resources for staffing of minority recruitment programs. Additionally, there has been some progress toward implementing the recommendation to establish a centralized structure with accountability to the Vice Provost for Graduate Studies and Research to 1) provide assistance and support to the graduate departments and 2) coordinate, monitor and evaluate all facets of the University's graduate admission of Blacks and other underrepresented minorities.³⁶

Further, there has been some progress toward keeping the recommendation to establish a mechanism to 1) collect data required for follow-up and evaluation of admissions processes and 2) coordinate and stimulate research into questions affecting Black admissions. Also, there has been some progress toward implementing the proposal to examine and utilize the experience of schools and their results in the areas of recruitment, enrollment, and retention of Blacks³⁷ (e.g., responses to Green Data Call: Minority Graduate and Professional Students). Currently *unresolved* are the proposals relating to: establishing a minority graduate center, establishing an office for recruitment for minority graduate and professional students and developing a flexible, uniform selection process recognizing that GRE test scores, for many people of color, do not accurately predict aptitude for graduate study.³⁸

In the area of *funding*, the recommendation to establish a Provost's tuition and fellowship fund for minority graduate students has been implemented together with recommendation that each school is required to provide graduate minority admissions data to the Provost.³⁹

Further, there has been some progress toward implementing the

recommendation to provide increased resources for financial aid to Black students.⁴⁰ Specifically, there has been some progress toward implementing the proposals to establish for minority students the following: graduate fellowships to begin graduate studies, pre-doctoral fellowships to complete dissertations and post-doctoral fellowships to advance research and build academic careers.⁴¹

Undergraduates

The University has a well-established commitment to enhancing the presence of minority undergraduates.

Over the past two decades, there has been considerable progress in implementing several earlier proposals in the area of *admissions*. Specifically, it has been recommended and established that a special admissions committee should be formed to evaluate students for special admissions status, to advise the Dean and Admissions staff on matters relating to the admission of African American students and other students of color; and to provide guidelines concerning any modification in admissions policy.⁴² Other earlier proposals relating to conducting surveys of African American admissions in all schools⁴³ and providing funds for research into question of alternative predictive indices have also been implemented.⁴⁴

Currently *unresolved* is the proposal to form a committee within each undergraduate school composed of faculty, staff, and students to advise and assist the Minority Recruitment Program Director in efforts to increase the enrollment of African American students in various disciplines and professions.⁴⁵

In the area of admissions staff-funding, earlier proposals relating to funding have been implemented, i.e., providing funding for better staffing, travel for admissions staff, expenses of candidates brought to campus, the development of a brochure targeted to prospective African American students⁴⁶ and the expansion of programs to increase the enrollment of African American students.⁴⁷ Also, earlier proposals relating to *admissions staffing* have been implemented, i.e., an increase in the number of African-American professionals in the Admissions Office to provide additional resources in the recruitment of African Americans, and the assignment of the administrative assistant position to the Director of Admissions on a full-time basis.⁴⁸

In the area of *recruitment*, several earlier recommendations have been implemented, i.e., increased attention given to closely coordinating recruitment efforts with national, regional and local programs which identify high potential African American students; increased attention given to secondary schools having large African American enrollments located in the country's largest cities which are not given priority in the present regional scheme; increased attention given to attracting African American students who live outside the feeder northeastern states; increased attention given to African American students with professional interests which are strengths at the University (business, engineering, architecture, social work, health science).⁴⁹ There also has been some progress toward implementing the recommendation that in order to enlarge the pool of minority students the University should create programs in other schools similar to the PRIME Program of the School of Engineering and Applied Science.⁵⁰

In the area of *financial aid*, an earlier proposal recommending the incorporation of admissions and financial aid files to monitor any marked trends and to review the effect of packaging on the yield of African American students has been implemented.⁵¹ Also, it has been recommended and established that the University should fully support an independent study/work study program for minority undergraduates.⁵²

Currently *unresolved* is the proposal to establish a Provost's financial aid fund for gifted minority undergraduates separate from the "normal" financial aid package.⁵³ Also currently *unresolved* are proposals relating to the establishment of a five-year program for special status students leading to the baccalaureate degree and for special status admissions, summer help programs and structured summer work.⁵⁴

Another area of concern is advising/counseling. Specifically, there has been some progress toward implementing the recommendation that special programs for advising, orientation, special education, and career counseling should be adequately funded to cover the full range of needs from pre-freshman summer programs to graduate study.⁵⁵ There has been some progress toward implementing the proposal to establish an early warning system to be developed by the Office of Counseling Services to identify undergraduate students in need of sup-

portive services and other remedial assistance and to implement special outreach procedures to ensure that African American students receive the assistance they need.⁵⁶ Also there has been some progress within all undergraduate schools toward implementing the proposal that faculty take the initiative to see that students in need of supportive services recognize and understand their academic weaknesses and know where to go to obtain assistance.⁵⁷ Currently *unresolved* is the proposal that each of the undergraduate schools should establish a supportive service network as an extension of the advising system with the central purpose of monitoring the academic progress and adjustment and enhance the academic success of all underclassmen and especially those from racial minority groups.⁵⁸ In addition, the review committee calls for the implementation of the recommendations of the Subcommittee on Advising and Retention (Planning for the Twenty First Century, Final Reports of the Ten Working Groups, 1989) pertaining to qualities of academic life: improving academic instruction, creating community, supporting academic performance and building collegiality.⁵⁹

In other areas, there has been some progress toward implementing the proposal relating to the appointment of a minority member at a high level position with direct access to the Provost and President to be charged with overseeing all aspects of minority presence at the University and with responsibility for all staff and all functions dealing with minority affairs in the central administration,⁶⁰ e.g., recent promotion of Dr. Valarie Swain-Cade McCoullum. However, Dr. McCoullum currently has staff status, not line status, and has not been given responsibility for any human resources functions, faculty recruitment, graduate/professional student recruitment or retention, or undergraduate admissions/retention activities.

In the area of data needs, there has been some progress toward implementing the proposal relating to generating attrition data by class and year and data to provide an explanation as to why some African-American "admits" do not go on to matriculate (e.g., the current retention survey on African American undergraduates).⁶¹

In the area of housing there has been some progress toward implementing the recommendations that in the selection and performance evaluation of residence masters and staff personnel, there should be included a specific concern for promoting the African American presence. There has also been some progress toward implementing the recommendation that academic and social programs in residential centers should take specific cognizance of the African American experience and insure a feeling of hospitality toward African American students.⁶²

Further in the area of housing it has been proposed and established that landlords are to be informed that the University expects that all students seeking housing accommodations should be treated fairly and equally without regard to race. Secondly, in cases where clear evidence of discrimination exists, it has been proposed and established that the University should be an advocate of equal opportunity and offer assistance including legal counsel, to students victimized by racism.⁶³

An earlier proposal to establish a living-learning center for African American students has been implemented with the establishment of the W. E. B. Du Bois College House, a college house dedicated to the study of African-American culture.⁶⁴

General Academic and Support Services

Over the past two decades there has been considerable progress in implementing the proposal to establish an ongoing advisory group of faculty and administrators to offer advice and recommendations on ways to institutionalize the Black presence and quality of University life.⁶⁵ This advisory group, now known as the *Black Presence Steering Committee*, is chaired by the Provost and presently includes all tenured Black faculty at the University. It advises the President and Provost of all issues relevant to enhancing the Black presence at the University. However, no comprehensive plan has emerged, only fragments. For example, there has been some progress toward implementing the recommendation that the Trustees should retain the question of progress on Black Presence as a continuing item on their agenda (Trustee Committee on Student Life and the Trustee Committee on University Responsibility).⁶⁶ Currently *unresolved* is the proposal relating to establishing a "Progress Committee" composed of faculty members collectively charged with keeping under continuous review the steps needed to implement the recommendations of the Task Force on Black Presence.⁶⁷

During recent years, there has been considerable progress toward implementing the recommendation that the University support minority permanence with ongoing funds. The University established the Program to Enhance Minority Permanence with the approval of the Trustees in 1985 and set a fund-raising goal of \$6 million—a goal that was surpassed in mid-1988 with \$7.3 million committed by major corporate, foundation, and alumni contributors. Community members then proposed fund-raising objectives of \$10 million by 1990, \$35 million by 1996 and \$75 million by the year 2000, the extended effort to be designated the Second Century Fund.⁶⁸

Specifically, there has been some progress in meeting this commitment by the University establishing, in 1990, a goal that by the end of the Campaign for Penn, a minimum gift income base of no less than \$1.8 million through endowment and term monies will be available annually for minority permanence programs. The income is to be used to augment and supplement existing funding levels and extant minority permanence initiatives. The commitment means that if proceeds from endowment and term monies do not reach the \$1.8 million level by the end of the Campaign, the University guarantees that level of expenditure from other sources.⁶⁹

Other Proposals

- Currently *unresolved* is the recommendation that administration support for African American oriented students' organizations and other activities of students of color should be continued and enlarged.⁷⁰

- An earlier proposal relating to a cooperative program between the University and Morgan State University was implemented⁷¹ and has expanded today beyond the original proposal to include partnerships with other Historically Black Colleges and Universities, in other programs and initiatives such as the Leadership Alliance, the University's Summer Research Program for Minority Undergraduates and the 1993 Biomedical Colloquium with faculty from Historically Black Colleges and Universities.

- It has been recommended and established that the University should have a policy on Racial Harassment and have in a single publication the student judicial code and pertinent university policies regarding conduct and misconduct and descriptions of grievance procedures that are available.⁷² The University Racial Harassment policy was updated and republished in 1988. Currently *unresolved* is the implementation of proposals relating to the current racial awareness programs for faculty, teaching assistants, staff supervisors, and resident assistants.⁷³

References

(All documents are available for review in the Office of the President)

- "On Minority Permanence at Penn" (*Almanac*, January 26, 1993) (107-ALMANAC MIN PERM, January, 1993)
- Status Report: Steps to Implement Past Recommendations on Black Presence at the University of Pennsylvania—(Working Draft: Hackney and Aiken, January 7, 1989) (57-STATUS RPT: BLACK PRES IMPLEMTN)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 8-128)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 8-129)
- Six Working Papers for Strategic Planning (*Almanac*, January 15, 1982), (14-STRAT PLAN SIX WORKING, 14-165)
- Report of Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 7-128)
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- Report of Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 6-127)
- Report of Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 7-128)
- Report of Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, June 9, 1977, 7-8-128); Use of Re-development Fund for Special Minority Faculty Appointments—Provost's Memorandum #4-73, (67-PROVOST MEMO #4-73, RE-DEV FD/SPEC MIN FAC APPTS; Minority Re-development Fund for Special Minority Faculty Appointments 1972-1982, (49-MIN REDEV FUND SPEC MIN FAC APPTS, December 2, 1982)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 138)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 138)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 138)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 7-127); Six Working Papers for Strategic Planning (*Almanac*, January 15, 1982), (14-STRAT PLAN SIX WORKING, 14-165)
- Six Working Papers for Strategic Planning (*Almanac*, January 15, 1982), (14-STRAT PLAN SIX WORKING, 14-165)
- Subcommittee on Advising and Retention (*Almanac Supplement*, December 5, 1989, 16,17), (32-ADVSNG/RETENT/SUBCOMM RPT); Minority Presence on Penn Faculty, 1987 (27-PENN FAC: MINORITY PRESENCE, 28-252)
- Pennsylvania One University—Report of the University Development Commission, January, 1973 (4-UNIV DEV COMM RPT, 5-64)
- Subcommittee on Advising and Retention (*Almanac Supplement*, December 5, 1989, 16), (32-ADVSNG/RETENT/SUBCOMM RPT)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 8-129)
- Six Working Papers for Strategic Planning (*Almanac*, January 15, 1982), (14-STRAT PLAN SIX WORKING, 14-165)
- University of Pennsylvania Black Resource Center Final Report, April 25, 1988 (28-BLACK RESOURCE CTR FINAL REPORT, 28-286)
- University of Pennsylvania Black Resource Center Final Report, April 25, 1988 (28-BLACK RESOURCE CTR FINAL REPORT, 28-286)
- Status Report: Steps to Implement Past Recommendations on Black Presence, March 29, 1985 (22-STATUS RPT BLACK PRES IMPLEMENT, 25 - 214e); Update to the Black Student League (*Almanac*, April 9, 1985), (23-UPDATE BLK STUD, 27-216)
- University of Pennsylvania Black Resource Center Final Report, April 25, 1988 (28-BLACK RESOURCE CTR FINAL REPORT, 29-287)
- The Afro-American Studies Program at the University of Pennsylvania, November 21, 1972 (3-AFRO AM PROG, 4 - 31,32)
- The Afro-American Studies Program at the University of Pennsylvania, November 21, 1972 (3-AFRO AM PROG, 4 - 31,32)
- Pennsylvania: One University—Report of the University Development Commission, January, 1973 (4-UNI DEV COMM RPT, 5 - 65)
- Second Century Fund: Working Paper #1, October 24, 1980 (12-2ND CENT FUND WORKING PAPER #1, 12-152)
- The Afro-American Studies Program at the University of Pennsylvania, November 21, 1972 (3-AFRO AM PROG, 4-31)
- Pennsylvania: One University—Report of the University Development Commission, January, 1973 (4-UNI DEV COMM RPT, 5-65)
- The Afro-American Studies Program at the University of Pennsylvania, November 21, 1972 (3-AFRO AM PROG, 4 - 32,41)
- The Afro-American Studies Program at the University of Pennsylvania, November 21, 1972 (3-AFRO AM PROG, - 32); Pennsylvania: One University—Report of the University Development Commission, January, 1973 (4-UNI DEV COMM RPT, 5 - 65)
- One University—Report of the University Development Commission, January, 1973 (4-UNI DEV COMM RPT, 5 - 65)
- Report of the Task Force on Black Presence (*Almanac*, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10 - 132)

<p>36. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10-132)</p> <p>37. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10-132)</p> <p>38. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10-132)</p> <p>39. Six Working Papers for Strategic Planning (<i>Almanac</i>, January 15, 1982), (14-STRAT PLAN SIX WORKING, 15-166); Status Report: Steps to Implement Past Recommendations on Presence, March 29, 1985 (22-STATUS RPT BLACK PRES IMPLEMENT, 26-214i)</p> <p>40. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10-132)</p> <p>41. The Second Century Fund to Enhance Minority Permanence at the University of Pennsylvania (Draft IV), July, 1989, (30-2ND CENT DRAFT IV CASE STMT, 33-354)</p> <p>42. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 9-131)</p> <p>43. Trustee Executive Board Minutes, March 18, 1969, (1-TRUST MIN, 1-3)</p> <p>44. One University—Report of the University Development Commission, January, 1973, (4-UNIV DEV COMM, 5-65)</p> <p>45. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 9-130,131)</p> <p>46. One University—Report of the University Development Commission, January, 1973, (4-UNIV DEV COMM, 5-64,65)</p> <p>47. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 9-131)</p> <p>48. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 9-131)</p> <p>49. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 8,9-130)</p> <p>50. Six Working Papers for Strategic Planning (<i>Almanac</i>, January 15, 1982), (14-STRAT PLAN SIX WORKING, 15-166)</p> <p>51. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 9,10-131)</p> <p>52. Subcommittee on Advising and Retention (<i>Almanac Supplement</i>, December 5, 1989, 17), (32-ADVISING/RETENT/SUBCOMM RPT)</p> <p>53. Six Working Papers for Strategic Planning (<i>Almanac</i>, January 15, 1982), (14-STRAT PLAN SIX WORKING, 166)</p> <p>54. Six Working Papers for Strategic Planning (<i>Almanac</i>, January 15, 1982), (14-STRAT PLAN SIX WORKING, 15 - 166)</p>	<p>55. One University—Report of the University Development Commission, January, 1973 (4-UNIV DEV COMM, 5-65)</p> <p>56. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11-135)</p> <p>57. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11-135)</p> <p>58. Subcommittee on Advising and Retention (<i>Almanac Supplement</i>, December 5, 1989, 17), (32-ADVISING/RETENT/SUBCOMM RPT)</p> <p>59. Subcommittee on Advising and Retention (<i>Almanac Supplement</i>, December 5, 1989, 14,15), (32-ADVISING/RETENT/SUBCOMM RPT)</p> <p>60. Six Working Papers for Strategic Planning (<i>Almanac</i>, January 15, 1982), (14-STRAT PLAN SIX WORKING, 14 -165)</p> <p>61. University of Pennsylvania Black Resource Center Final Report, April 25, 1988 (28-BLACK RESOURCE CTR FINAL REPORT, 28-286)</p> <p>62. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11-136)</p> <p>63. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11,12-136)</p> <p>64. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11-135)</p> <p>65. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 10,11-134)</p> <p>66. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 12-140)</p> <p>67. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK March 21,FORCE BLACK PRESENCE, 12-140)</p> <p>68. Resolution on a Development Program to Increase and Support Minority Presence at Penn, October, 1985 (24-DEV PROG MIN PRES RES, 28-217); The Second Century Fund to Enhance Minority Permanence at the University of Pennsylvania (Draft IV), July, 1989 (30-2ND CENT DRAFT IV CAST STAMT, - 333,334)</p> <p>69. Campaign Goal for Minority Permanence at Penn, June 28, 1990 (34-CAMPGN GOAL MIN PERM RPT, 43-542)</p> <p>70. Report of the Task Force on Black Presence (<i>Almanac</i>, March 21, 1978), (8-TASK FORCE BLACK PRESENCE, 11 - 136)</p> <p>71. One University—Report of the University Development Commission, January, 1973 (4-UNI DEV COMM RPT, 5-65)</p> <p>72. Exchanges on Racism (<i>Almanac</i>, February, 1985 - Response on Racism), (17 - EXCHANGE ON RACISM: RESP, 22,205)</p> <p>73. Update to the Black Student League (<i>Almanac</i>, April 9, 1985), (23-UPDATE BLK STUD, 27,216)</p>
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Appendix A: Master Document Listing

A. Minority Permanence Documents: Bound Volumes I and II			
#. Document	(CODE)	#. Document	(CODE)
1. Trustee Executive Board Minutes	(TRUST MIN)	1. Trustee Executive Board Minutes (cont'd)	(TRUST MIN)
Establishment of Joint Committee of Faculty Members from University to consider African American Negro Institute - February 21, 1969		John Wideman Appointed Director of Afro-American Studies - December 3, 1971	
Committee appointed on Afro-American Academic Program - March 14, 1969		W.E.B. Du Bois Residence Center approved by administration - April 14, 1972	
Recommendations from Committee on Afro-American Studies regarding Separate School - May 3, 1969		2. Steering Committee of the University Council Minutes - September 29, 1969	(UNIV COUN STEER COMM)
Reconstituting Ad hoc Committee on Black Students - September 12, 1969		3. The Afro-American Studies Program at the University of Pennsylvania November 21, 1972	(AFRO-AM PROG)
Black Studies Program is stopped until position of the Society of Afro and Afro-American Students is clarified - February 13, 1970		4. Pennsylvania One University - Report of the University Development Commission - January 1973	(UNIV DEV COMM RPT)
Four reports to come from Committee on Afro-American Studies - April 10, 1970		5. The Implementation of Development Commission Recommendations (<i>Almanac</i> - February 20, 1973)	(DEV COMM IMPLEMTN)
Establishment of Search Committee for Black Administrator - May 1, 1970		6. Program for the Eighties: \$255 Million for the University of Pennsylvania - October 3, 1975	(PROGRAM '80s)
Report on the Committee on Black Studies - November 13, 1970		7. Comprehensive Settlement Ends Student Sit-In (<i>Almanac</i> - March 7, 1978)	(STUDENT SETTMT)
Problems associated with creation of Black Studies Program - October 15, 1971		8. Report of the Task Force on Black Presence	(TASK FORCE)

#. Document	(CODE)	#. Document	(CODE)
(<i>Almanac</i> - March 21, 1978)	BLACK PRESENCE)	of Racial Minority Students in the	GRAD/PROF
9. Year of the Black Centenary at Penn	(TRIBUNE:	Graduate/Professional Schools at the	STUD
(<i>Philadelphia Tribune</i> - September 23, 1980)	BLACK CENT)	University of Pennsylvania -	ASSEMBLY)
10. Year of Black Centenary at the University of	(ATLANTA:	April 26, 1989	
Pennsylvania (<i>Atlanta Daily Word</i> —	DAILY BLACK	30. The Second Century Fund to Enhance Minority	(2ND CENT
September 30, 1980)	CENT)	Permanence at the University of Pennsylvania	DRAFT IV
11. Penn exhibit celebrates Black grads	(INQUIRER	(Draft IV) - July 1989	CASE STMT)
(<i>Philadelphia Inquirer</i> - October 24, 1980)	BLACK GRADS)	31. Draft Report of the Working Group on	(WKG GRP:
12. Second Century Fund:	(2ND CENT	Advising and Retention - July 1989	ADVSNG/
Working Paper #1 -	FUND WORKING		RETENT
(October 24, 1980)	PAPER #1)		DRAFT RPT
13. The Year of the Black Centenary at the	(BLACK CENT	32. Subcommittee on Advising/Retention	(ADVSNG/
University of Pennsylvania — November 1980	PROSPECTUS)	(<i>Almanac Supplement</i> - December 5, 1989)	RETENT
14. Six Working Papers for Strategic Planning	(STRAT PLAN		SUBCOMM
(<i>Almanac</i> - January 15, 1982)	SIX WORKING)		RPT)
15. Report of the Committee on University	(UNIV RESPON	33. Report of the Committee on Black Faculty,	(PRINGLE
Responsibility (<i>Almanac Supplement</i> -	RPT)	Graduate Student, and Undergraduate Student	RPT)
January 16, 1982)		Presence at the University of Pennsylvania,	
16. An Open Letter to the President and	(OPEN LTR TO	1989-1990, March 28, 1990	
Provost of the University of Pennsylvania -	PRES/PROV	34. Campaign Goal for Minority Permanence at	(CAMPGN GOAL
February 20, 1985	2/20/85)	Penn - June 28, 1990	MIN PERM RPT
17. Exchanges on Racism (<i>Almanac</i> -	(EXCHANGE ON		TO MIN PERM DIV
February, 1985 —	RACISM)		OVERSGHT COMMITTEE)
Response on Racism)		35. Minority Permanence Documents	(MIN PERM SYNOPSIS)
18. Memo: Minority Awareness Seminars	(MINORITY	B. Provost's Office Documents	
February 28, 1985	AWARENESS	36. Report of the Committee on the	(RPT: COMM
	SEM)	Goals of Higher Education on	GOALS
19. Memo: From President and	(MEMO FR	Programs for Black Students	HIGHER ED/
Provost to Black Student League -	PRES/PROV	and Afro-American Studies -	BLACK STUDENTS
February 28, 1985	TO BSL	March 6, 1969	AFRO-AM STUDIES)
	2/28/85)	37. Rieber Committee Report - April 28, 1969	(RIEBER COMM
Memo: From President and	(MEMO FR		RPT)
Provost to Black Student League -	PRES/PROV	38. Document Packet on Black Studies	(BLACK
March 11, 1985	TO BSL	(including Rieber Committee Report) -	STUDIES
	3/11/85)	(Goddard, June 10, 1969)	DOCUMENT
20. Statement to University	(MIN FAC		PACKET)
Council on Minority Faculty -	STMT TO	39. Working Paper on Afro-American Studies -	(WORKING PAPER:
March 13, 1985	UNIV COUN)	(Gundersheimer, December 9, 1969)	AFRO-AM STUDIES:
21. Letter to the President and Provost -	(LTR TO		GUNDERSHEIMER)
March 13, 1985	PRES/PROV	40. Final Report of the University Council	(FINAL RPT:
	3/13/85)	Ad Hoc Committee on Black Studies -	UNIV COUN
22. Status Report: Steps to Implement Past	(STATUS RPT	(—)	AD HOC COMM.
Recommendations on Black Presence -	BLACK PRES		BLACK STUDIES)
March 27, 1985	IMPLEMENT)	41. The Black Presence at Pennsylvania:	(WIDEMAN:
23. Update to the Black Student League	(UPDATE	Guidelines for Development -	BLACK
(<i>Almanac</i> - April 9, 1985)	BLACK STUD)	(Wideman, September 21, 1972)	PRESENCE
24. Resolution on a Development Program	(DEV PROG		AT PENN)
to Increase and Support Minority Presence	MIN PRES	42. Report to the University Community	(RPT: WORKING
at Penn - October 1985	RESOLUTION)	by the Working Group on Minority	GRP MIN
Trustees: Black Presence Funding /	(TRUST:	Faculty and Students - (—)	FAC/STUDENTS)
South Africa Forum	BLACK PRES	43. Final Report: Office for the	(FINAL RPT:
(<i>Almanac</i> - October 29, 1985)	S. AFRICA)	Recruitment of Minority Faculty -	RECRUITMENT/
25. Trustees Development Committee Report	(TRUST DEV	(Engs, —)	MIN FAC OFFICE)
(<i>Almanac</i> - October 29, 1985)	COMM RPT)	44. Goals for the Appointment of Minorities:	(APPT MIN
26. CIC Directory of Minority Ph.D. Candidates	(MIN PH.D'S	Standing Faculty - 1978-1979	STANDING FAC:
and Recipients - 1987 (excerpts)	CIC DIR)		GOALS 1978-1979)
27. Minority Presence on the Penn Faculty -	(PENN FAC:	45. Report of the Steering Committee	(RPT: BLACK
1987	MINORITY	on Black Presence - December 1, 1975	PRESENCE
28. University of Pennsylvania Black	(BLACK RESOURCE		STEERING COMM)
Resource Center Final Report -	CTR FINAL	46. * Report of the Task Force on	(RPT: BLACK
April 25, 1988	REPORT)	Black Presence - March 21, 1978	PRESENCE —
29. Broken Promises: Report on the	(BROKEN		TASK FORCE)
Representation of Blacks Among the	PROM: MIN	47. * Working Draft: Status Report.	(STATUS RPT:
Standing Faculty, and the Representation	AFFAIRS COMM	Steps to Implement Past	BLACK PRES
		Recommendations on Black Presence at the	IMPLEMENT)
		University of Pennsylvania - June 1985	

* Also in *Minority Permanence Bound Volumes I and II*.

#. Document	(CODE)	#. Document	(CODE)
48. Report to the President from the Ad Hoc Committee on Minority Undergraduate Students Presence - October 10, 1985	(RPT TO PRESIDENT: MIN STUD U/G AD HOC COMM)	68. "Call for Racial Data" - (<i>Almanac</i> , May 20, 1971)	(ALMANAC: RACIAL DATA)
49. Minority Re-development Fund for Special Minority Faculty Appointments 1972-1982 - December 2, 1982	(MIN REDEV FUND — SPEC MIN FAC APPTS)	69. "Action on Racial Census, Academic Planning" - (<i>Almanac</i> , March 26, 1974)	(ALMANAC: RACIAL CEN ACAD PLNG)
50. American Council on Educational Board of Directors: Meeting on Minority Issues: Background Paper I: A Status Report on Minorities in Higher Education - May 5-6, 1987	(BACKGR'D PAPER I: AM COUN ED MTG MIN ISSUES)	70. "Minority Recruitment" - (<i>Almanac</i> , October 16, 1973: Provost's Memorandum, October 12, 1973)	(ALMANAC: PROVOST MEMO-MIN RECRUIT)
51. American Council on Educational Board of Directors Meeting on Minority Issues: Background Paper II: Identifying the Issues May 5-6, 1987	(BACKGR'D PAPER I: AM COUN ED MTG MIN ISSUES)	71. Race and Majors - (Educational Policy Committee, December 7, 1979)	(ED POL COMM RACE-MAJORS)
52. * Black Resource Center: Final Report	(FINAL RPT: BLACK RESOURCE CTR)	72. The Afro-American Studies Program - (Educational Policy Committee, May 1, 1978)	(ED POL COMM AFRO-AM STUDIES)
53. Pew Proposal for Minority Student Retention - The Tutoring Center, April 11, 1988	(PEW PROPOSAL MIN STUDENT RETENTION)	73. Guidelines for a Minority Graduate Program - (Baker and Cox, February 11, 1975)	(BAKER-COX MIN GRAD PROG GUIDLNS)
54. Developing a Diversity Education Program: An Interim Report to University Council - (Diversity Education "Oversight" Committee)	(INTERIM RPT: DIVERSITY ED OVERSIGHT COMMITTEE)	74. Document Packet: Methods for Minority Preparation for College Courses - (Stephens, May 30, 1974)	(STEPHENS: MIN PROGS AT PENN)
55. 1988-89 Minority Graduate and Professional Student Recruitment Activity - (Cade, 1988) (including Kravitz Report on Minority Recruitment 1988)	(CADE RPT: MIN GRAD-PROF STUD RECRUITMENT 1988-1989)	75. Minority Programs at Penn (Goddard, 1969)	(GODDARD: MIN PROGS AT PENN)
56. * Minorities at the University of Pennsylvania Faculty, Students, Staff, Program, Activities, Supports - (Draft, January, 1989)	(DRAFT RPT: MINORITIES AT PENN)	76. "Special Admissions" - (College Faculty: Minutes of Meeting April 29, 1969)	(MINUTES: COL FAC-SPEC ADMIS)
57. * Status Report: Steps to Implement Past Recommendations on Black Presence at the University of Pennsylvania - (Working Draft: Hackney and Aiken, January 1989)	(STATUS RPT: BLACK PRES IMPLEMENT'N)	77. "Black Studies" - (Committee of Undergraduate Deans: Resolution, October 19, 1970)	(COMM-U/G DEANS- BLACK STUDIES)
58. Minorities at the University of Pennsylvania - (February 1989)	(MINORITIES AT PENN)	78. Student Letter to Dr. Levin regarding Black Students - (February 16, 1968)	(STUD LTR: LEVIN - BLACK STUDENTS)
59. State of Black Undergraduate Affairs with Regard to the University Administration - Black Student League	(BSL: STATE OF BLACK U/G)	79. "Black Studies" - (Committee of Undergraduate Deans: Resolution, —)	(COMM U/G DEAN: BLACK STUDIES)
60. * Broken Promises: Minority Affairs Committee of the Graduate and Professional Student Assembly (Revised, May 1, 1989)	(BROKEN PROM: MIN AFF COMM GRAD/PROF STUD ASSEMB)	80. Racial Awareness Seminars Report - (October 4, 1985)	(RPT: RACIAL AWARENESS SEMINARS)
61. * Minority Permanence Report - (Cade, September, 1991)	(CADE RPT: MIN PERM 1990)	81. "Minorities Among the Full-Time Faculty" (1975-1982) - <i>Almanac</i> , May 17, 1983)	(F/T FAC: MIN: 1975-1982)
62. William Penn Minority Undergraduate Initiative) - (Cade, January 10, 1990)	(WM PENN MIN U/G INIT)	82. Blacks among Standing Faculty - (1986-87)	(STANDING FAC: BLACKS - 1986-87)
63. Document Packet: Minority Permanence - (Cade, September, 1991)	(CADE: MIN PERM DOC PKT 1991)	83. Blacks Among Standing Faculty - (1989-90)	(STANDING FAC: BLACKS - 1989-90)
64. Black Studies at Pennsylvania (<i>Pennsylvania Gazette</i> , June, 1969)	(PENN GAZETTE: BLACK STUDIES)	84. Undergraduate Assembly Resolution: Third World Center - (November 26, 1980)	(RESLTN: U/G ASSBLY 3RD WORLD)
65. Recommendations for Enhancing the Minority Presence within the Faculty of Arts and Sciences - (Ad Hoc Group on the Minority Paper, March 15, 1982)	(RECS: MIN PRES AD HOC GRP/MIN PAPER)	85. Provost's Task Force on Black Presence (including Draft Charge to Task Force on Black Presence) - (August 1980)	(PROVOST'S TASK FORCE: BLACK PRES)
66. Council of Deans, Minutes: Discussion with Representatives of the Black Faculty and Administrators	(MINUTES: COUN OF DEANS/BLACKS FAC/ADMIN)	86. Working Paper #1: Black Support Center - (Hammond to BFA Steering Committee) - (March 12, 1979)	(WORKING PAPER #1: BLACK SUPPORT CENTER)
67. Use of Re-development Fund for Special Minority Faculty Appointments - (Provost's Memorandum #4-73) December 20, 1973	(PROVOST MEMO #4-73: RE-DEV FD/SPEC MIN FAC APPTS)	87. Discussions by Subcommittee on Black Presence Steering Committee - (Adams, October 8, 1974)	(SUBCOMM: BLACK PRES STEERING COMM)
		88. Admissions Policy for the Undergraduate Schools of the University of Pennsylvania - (August 1, 1967)	(MCGILL RPT: ADMISS POL U/G SCHOOLS)
		89. Report on University Life: Joint Subcommittee of the Committee on Faculty Affairs and the Committee on Student Affairs - (Mendelson Report)	(MENDELSON RPT: UNIV LIFE-JOINT SUBCOMM-FACULTY AFFS-COMM STUD AFFS)

* Also in *Minority Permanence Bound Volumes I and II*.

<p>C. Green Data Call: Minority Graduate and Professional Students</p> <p>90. Responses: (RESPONSES)</p> <ul style="list-style-type: none"> a. Annenberg School for Communication (ASC) b. Biomedical Graduate Studies (BIOMED GRAD STUDIES) c. Graduate Division of Arts and Sciences (GAS) d. Graduate School of Education (GSE) e. Law School (LAW) f. School of Medicine (MED) g. School of Nursing (NUR) h. Wharton Graduate Division (WG) <p>D. Other</p> <p>91. Blacks at Penn (archival boxes 1-4) (BLACKS AT PENN: ARCH BXS 1-4)</p> <p>92. President's Monthly Report: 1992 Admissions Cycle (PRESIDENT'S MONTHLY RPT: 1992 ADMISS)</p> <p>93. An Overview of Minority Recruitment Program Applicants, Admits and Matriculants - (1978-1991) (MIN RECRUIT: 1978-1991)</p> <p>94. Description of 1990-91 Minority Recruitment Activities - (Admissions Office, 1990) (MIN RECRUIT: 1990-91)</p> <p>95. Description of 1989-90 Minority Recruitment Activities - (Admissions Office, 1989) (MIN RECRUIT: 1989-90)</p> <p>96. Description of 1988-89 Minority Recruitment Activities - (Admissions Office, 1988) (MIN RECRUIT: 1988-89)</p> <p>97. Description of 1987-88 Minority Recruitment Activities - (Admissions Office, 1987) (MIN RECRUIT: 1987-88)</p> <p>98. Description of 1986-87 Minority Recruitment Activities - (Admissions Office, 1986) (MIN RECRUIT: 1986-87)</p> <p>99. Description of 1985-86 Minority Recruitment Activities (Admissions Office, 1985-86) (MIN RECRUIT: 1985-86)</p> <p>100. Description of 1983-84 Minority Recruitment Activities (Admissions Office, 1983-84) (MIN RECRUIT: 1983-84)</p>	<p>101. Description of 1981-82 Minority Recruitment Activities (Admissions Office, 1981-82) (MIN RECRUIT: 1981-82)</p> <p>102. Description of 1977-78 Minority Recruitment Activities - (Admissions Office, 1977-78) (MIN RECRUIT: 1977-78)</p> <p>103. University of Pennsylvania Affirmative Action Plan - (March 1, 1991 through February 28, 1992) (AFFIR ACT PLAN: 3/1/91-2/28/92)</p> <p>104. Reports of Affirmative Action Council (RPTS: AFFIR ACT CNCL)</p> <ul style="list-style-type: none"> a. September 1987 - May 1988 b. September 1988 - May 1989 c. September 1989 - May 1990 d. September 1990 - May 1991 <p>105. Six Working Papers for Strategic Planning - (January 1982: Sequels) (STRAT PLAN SIX WKG PAPERS: and Its Calendar - (<i>Almanac</i>, October 12, 1982) SEQUELS)</p> <ul style="list-style-type: none"> b. "Choosing Penn's Future" (<i>Almanac</i>, January 25, 1983) c. "Investing in Penn's Future" (<i>Almanac</i>, January 15, 1985) <p>106. Planning for the Twenty-First Century: Final Reports of the Ten Working Groups - (<i>Almanac Supplement</i>, December 5, 1989) (TEN WKG GRPS: FIN RPTS 21ST CENT)</p> <p>107. "On Minority Permanence at Penn" - (<i>ALMANAC</i>, MIN PERM, JAN '93)</p> <p>108. "Action Steps Regarding Minority Permanence" (<i>ALMANAC</i>, MIN PERM FEB '93)</p> <p>109. Choosing Penn's Future for the "New Majority" A Conversation Rejoined (Cade, September 21, 1992) (PENN'S FUTURE SEPT '92)</p> <p>110. Minority Permanence Development Fund Allocation Briefing Materials (Cade, March 10, 1993) (MIN PERM BRIEF'G MAT)</p> <p>111. University of Pennsylvania's Summary of Programs to Support Plural Permanence (Cade, March 1993) (PLURAL PERM)</p>
<p align="center">Appendix B: Institutional Commitments to Minority Permanence</p> <p align="center">* = on line ** = some movement *** = unresolved</p>	
<p>I. Faculty Recruitment:</p> <ul style="list-style-type: none"> * Establishment of Faculty Affirmative Action Guidelines and Procedures for Appointment and Promotions. (Status Report, 1/7/89) ** Establishment of Faculty Investment Fund for Recruitment. (1/73/5 - 64) <ul style="list-style-type: none"> * Provost's Office support of one-half year salary for all new Black Faculty members. (1/73 - 64); Minority Redevelopment Fund for Special Minority Faculty Appointments (1972-1982); (December, 1982) ** Maintaining intensive efforts to recruit Black faculty in business, science, humanities, and social sciences. (4/26/89/32 - 317) *** An academic officer, a Black faculty member, to devote two-thirds time to identifying and recruiting Black Faculty. (1/73/5 - 64) "Minority Recruitment" (<i>Almanac</i> October 16, 1973; Provost's Memorandum, October 12, 1973) *** Establishment of departmental incentives for recruiting minority faculty including the creation of a set of new tenure lines allocated to those departments which, in open competition, come up with the strongest minority candidates. (7/11/89/35-411) *** Establishment of Office of Minority Faculty Recruitment. (6/9/77/8 - 129) Final Report: Office for the Recruitment of Minority Faculty (Engs) *** Establishment of recruiting network, reporting to Provost and Council of Deans to identify distinguished minority faculty candidates. (1/82/14 - 165) <ul style="list-style-type: none"> Minority Faculty Recruitment Plan (3/29/85,25 - 214d) <p>Data Needs:</p> <ul style="list-style-type: none"> * Maintaining of trend data for faculty (standing, full-time) by race and year for tracking progress or retrogression. (4/25/88/28 - 286) * For minority faculty totals, subtotals of African Black and non- 	<ul style="list-style-type: none"> American Hispanics. (4/25/88/29 - 286) *** Establishment of a minority faculty vita bank. (3/29/85/25 - 214e) *** Compilation of data on promotions, discharges, layoffs, and termination by ethnic group for standing faculty; exit interviews. (4/25/88/29 - 287) <p>Affirmative Action:</p> <ul style="list-style-type: none"> * Designation of individual by Provost (Special Assistant) whose primary charge is the implementation of Affirmative Action in academic departments. (6/9/77/8 - 128) * For academic personnel, goals are derived by multiplying the percentage figures time the total numbers in each academic unit; the difference between this figure and the number of Blacks on the present faculty becomes the goal for hiring. <ul style="list-style-type: none"> * Establishment of goals does not complete the University's obligation. (6/9/77/6 - 127) ** Initial goalsetting should come from a faculty review in each field of the realistic prospects for appointment in that field. Only if the numbers generated by this faculty initiative fall short, should the goals be dictated by central administrative action. (6/9/77/6 - 127) ** Failure to meet the recommended goals should prompt a process of encouragement from the central administration for a greater effort by the department in the future. If a substantial shortfall continues in the achievement of the goals set, a restriction in the future availability of appointment slots for a department or a School becomes appropriate. (6/9/77/6 - 128) *** Affirmative Action Officers should be consulted by the deans and chairpersons in the establishment of all search committees and in the instruction of these committees as to the necessary procedures to be followed before the process is initiated. (6/9/77/8 - 128) ** Affirmative Action Officers should be made de facto members of School personnel committees. (1/82/14 - 165)

- ** Endorsement of work of Affirmative Action Officers and Council on Equal Opportunity by the President, Provost, deans and department chairpersons, as an expression of a University commitment that is independent of and indeed goes beyond the formal requirements of the law. (6/9/77/7 - 128)

- *** Appointment of four to five-member Provost's Advisory Group to serve as consultative body as needed by Special Assistant in deciding Affirmative Action issues and cases. (6/9/77/8 - 129)

Funding:

- ** Establishment of a faculty internship program which would bring a number of very talented minority doctoral candidates to Penn for a year to complete work on their dissertations and to teach one or courses. (6/9/77/7 - 127)
- ** Provost's supplementary fund to provide a pool of financial support to supplement faculty funds should continue to be available and further steps should be taken to overcome its underutilization. (6/9/77/7,8 - 128); Use of Redevelopment Fund for Special Minority Faculty Appointments (Stellar, December 20, 1973); Minority Redevelopment Fund for Special Minority Faculty Appointment (1972-1982) (Ramey, December 2, 1982)
 - * If insufficient funds are available to support the faculty proposed by Schools, fund should be expanded and increase in size. (3/21/78/ - 138)
 - * Matching funds to not disappear after three years. If the faculty member receives tenure, matching fund is incorporated in subvention of the School. If faculty member resigns or is denied tenure, funds may be returned to the Provost's budget for use in Black faculty recruitment. (3/21/78/ - 138)

A portion of the subvention should be reserved for increasing minority presence by:

- ** a) supporting minority visiting professors, and
- *** b) making minority faculty appointment beyond the normal faculty allocation to each School providing funds from the Provost's Office for minority faculty appointments. (1/82/14 - 165)
- *** Establishment of a Minority Scholars Advancement Fund with funds recently raised for minority presence to promote the professional development of talented minority faculty. (1987/28 - 252)
- *** Development of new departmental incentives for promoting minority scholars. (7/11/89/35 - 411)
- *** Creation of a Distinguished Scholars Program whereby students interested in academic careers could receive full scholarship through undergraduate and graduate school in exchange for a commitment to return to Penn to teach. (7/11/89/35 - 410,411)
- *** Establishment of a Distinguished Visitors Program to supplement existing programs with a number of distinguished people from all walks of life who would spend a period of one or two weeks on campus. (7/11/89/35 - 412,413)

II. Afro-American Studies

- * Appointment of committee(s) to consider questions concerning Afro-American Studies. (3/14/69/4—31)
- * Approval of Afro-American Studies Program. (11/21/72/4—31,32)
 - * Semi-autonomous with its own faculty and administrative structure.
 - * Individual major.
- * Appointment of Director of Afro-American Studies Program. (11/21/72/4—31,32)
 - * Director's primary appointment to come from other department.
 - * Director to receive stipend on top of salary and to be appointed for a fixed term.
 - * Director will have a right to hire.
 - * Director may use funds for part-time lecturers and funding is to be increased.
- ** Fund (an internal foundation) to be established for research in the Black experience; fund to be available to researchers in any field whose work will contribute to the scholarly base of Black Studies. (10/24/80/2—154)
- *** Right to petition for reappointment of its faculty. (11/21/72/4—32)
- *** Distinguished chair in Afro-American Studies to be established. (10/24/80/12—152)

- *** Regular operating fund for undergraduate students to be provided. (1/73/5—65)

- *** Funds for three to five full time and five to ten part-time faculty to be provided. (1/73/5—65)

Institute of Afro-American Studies:

- * Centered at Penn with close liaison and collaboration with area and other Ivy League institutions. (11/21/72/4—30)
- * Should focus on the study of Afro-American life in all facets and work at development of curriculum in Afro-American Studies. (11/21/72/4—30)
- * Provide conceptual models for Afro-American Studies Programs.
- * Initiate, reinforce undergraduate programs in Afro-American Studies at host and cooperating schools. (11/21/72/4—41)
- * To be started with Director of Afro-American Studies—to also be Director of Institute. (11/21/72/4—32); (1/73/5—65)
- *** Should have two full time faculty. (1/73/5—65)
- *** Offer significantly different career, educational options to Black students. (11/21/72/4—41); (1/73/5—65)

III. Graduate/Professional Students

Recruitment/Admissions:

Sources of Recruitment

- Undergraduates (6/9/77/10—132)
 - * Mellon Program
- ** Faculty (6/9/77/10-132)
- ** Alumni (6/9/77/10—132)]
- ** A centralized structure should be established with accountability to the Vice Provost for Graduate Studies and Research to provide assistance and support to the graduate department and to coordinate, monitor, and evaluate all facets of the University's graduate admissions of Blacks. (6/9/77/10—132)
 - Baker-Cox Guidelines for a Minority Graduate Program, 1975
- ** A mechanism should be designed and implemented for the collection of data required for follow-up and evaluation of admission processes, and coordination and stimulation of research into questions affecting Black admissions. (6/9/77/10—132)
 - Madden Data-Base Project, 1992
- ** There should be an examination and utilization of the experience of schools within the University and elsewhere whose efforts have yielded positive results in recruitment, enrollment, and retention of Blacks. (6/9/77/10—132)
 - Swain Cade Report on Minority Graduate and Professional Student Recruitment Activity, 1988;
 - Green Data Request, 1992
- ** There should be increased resources for staffing of minority recruitment programs. (6/9/77/10-132)
- *** There should be a minority graduate center. (6/9/77/10—132)
- *** There should be an office for recruitment of minority graduate and professional students. (6/9/77-132)
- *** A flexible and more uniform selection process should be developed which recognizes the disadvantages of Blacks of GRE test scores which admission decisions are largely based. (6/9/77/10—132)

Funding:

- * For minority undergraduate students, establish a Provost's tuition and fellowship fund. This should be coupled with a policy that requires each graduate group and department to report on admission of minority graduate students to the Provost during each academic cycle. (1/82/15—166)
 - * The Fontaine Fund has been established as a minority fellowship fund. Each School provides the Provost's Office with graduate minority admissions data. (3/29/85/26—214j)
- ** Increased resources for financial aid for Black graduate students should be provided. (6/9/77/10—132)
 - ** Strategy
 - ** Results (amounts expended, number of students)
- Second Century Fund:
 - ** Graduate Fellowships for promising minority candidates to begin their graduate studies without the undue financial burden should be provided. (7/89/33-354)

- ** Pre-doctoral Fellowship to assist minority students nearing their doctorates to complete their dissertations should be provided. (7/89/33—354)
- ** Post-doctoral Fellowships to allow minority scholars who have just received Ph.D. degrees to advance their research and begin to build their academic career should be provided. (7/89/33—354)
- ** Funding for graduate student and post-doctoral initiatives will be sought to include endowed and term funds to support multi-year fellowship support for graduate students and a number of professional students who seek academic careers. These multi-year fellowships will be competitive with the best fellowships offered by our competitors. (7/89/34—353,355)

IV. Undergraduates

Advising/Counseling:

- ** Special Programs for advising, orientation, special education and career counseling should be funded to cover needs from pre-freshmen summer program to graduate study. (1/73/5-65)
- ** Talks to continue about changes in the advisory program for Black students. (4/10/70/2-7)
- ** Vice Provost for Student Affairs to resolve certain questions which have arisen concerning an advising program for Black students. (5/1/70/2-8)
- ** Each of the undergraduate schools should establish a Supportive Services Network as an extension of the Advising System, with the central purpose of monitoring the academic progress and adjustment of all under-classmen and especially those from racial minority groups. (7/89/35-424,447)
- *** An early warning system should be developed to identify undergraduate students in need of supportive services and other remedial assistance. The Office of Counseling Services should jointly be involved in developing the system in providing students with the resources necessary to perform successfully in their academic work. Special efforts, including outreach procedures, should be implemented to insure that Black students receive the assistance they need. (6/9/77/11-135)
- *** Faculty of the University should be reminded of its responsibility for the academic development of students. Faculty members have an obligation to encourage students to work toward the limits of their intellectual capacity. Similarly, faculty members should take the initiative to see that students in need of support services recognize and understand their academic weaknesses, and know where to go in order to obtain assistance. (6/9/77/11-140)

Center for Black Students:

- * A Committee to be appointed regarding the establishment of a Black Social Center.

Black Administrator for Black Students:

- ** A Black Administrator will be employed to relate to concerns of Black students. (5/10/70/2-8)
- ** A minority member should be appointed to a high level position charged to oversee all aspects of minority permanence at Penn. This individual [should have] direct access to the Provost and President and with responsibility for all staff and all functions dealing with minority affairs in the central administration. (1/82/14-165)

Admissions:

- Committees/Studies:
- * Special admissions committee should be formed 1) to evaluate for admission those students who do not meet requirements for admission through the regular process but who have been designated eligible for special admission status; 2) to advise the Dean and the admissions staff of matters relating to the admission of Black and other special students; and 3) to provide guidelines regarding any modification in admissions policy. (6/9/77/9-131)
- ** Each undergraduate school should form a committee of faculty, staff, and students to advise and assist the Minority Recruitment Program director in specialized efforts to increase the enrollment of Black students in the various disciplines and professions. (6/9/77/9-130,131)
- * Provost's Office to conduct a survey of Black admissions in all schools. (3/14/69/1-3)
- * Funds should be provided for research into the questions of alternative predictive indices. (1/73/5-64)

McGill Report:

- * Admission policy of the University should be designed to produce a student population having the highest possible diversification as to 1) intellectual interests, 2) special talents, 3) social and economic background, 4) cultural characteristics. (McGill - Pg. 5)
- * An applicant's "background" broadly defined should be given some weight in the admission decision. (McGill - Pg. 12)
- * Special consideration should be given to candidates from socially and economically deprived backgrounds. (McGill - Pg. 15)
- ** It is recommended that the Admissions Office be permitted to select up to 5 percent of the matriculating class for the undergraduate schools as a group purely on the basis of subjective and diversity factors.
- Starting in 1972, The Policy Report (McGill) High Personal (regular admission) component's 5% of an entering freshman class is to be combined with the Socio-Economic (special admission) component's 3% of an entering freshmen class thereby allowing for up to 8% of an entering freshman class to be admitted in the SE (socio-economic) component under special admissions procedures. (Auth: 8-1-72 addendum to admissions policy McGill Report, 1972)
- * This recognizes the relevance of subjective factors and the need for cultural and other types of diversity within the student body.
- * This allotment of spaces could also be used to admit candidates from a background that would enrich the social and cultural environment of the campus.
- ** The intent of the provision is not to enlarge the number of matriculants accommodated by the Special Admissions Procedure (McGill -Pg. 23)
- * The background factor should be broadly interpreted to facilitate the admission of any type of student whose presence would add flavor to the campus and strengthen the overall educational experience of the total student body. The Admissions Office could use this factor to favor an African American person. (McGill - Pg. 25)
- * A special mechanism should be established for the admission of a limited number of applicants falling within clearly defined categories. (Among those categories would be applicants from economically and culturally-deprived backgrounds.) (McGill - Pg. 26)
- ** It was suggested that ten percent of each entering class could justifiably be admitted on the basis of special provisions. (McGill - Pg. 26-27)
- * It was suggested that up to 3 percent of the spaces in each year's entering class, i.e., 30 percent of the spaces available under the special admissions procedure be reserved for applicants from economically and culturally-deprived backgrounds. (McGill - Pg. 28; Pg. 43)
- ** At the present time the number of applicants in this category, principally [African Americans], who can meet the minimum standards of acceptability is much smaller than this allotment would accommodate. (McGill - Pg. 28)
- ** The University is committed to a policy of actively recruiting African Americans; more spaces may eventually be needed for this group. (McGill - Pg. 28)
- ** In assessing the treatment of economically and culturally-deprived applicants in the overall admissions process, the applicants will be credited with 20 points for "background" in the regular admission procedure. (McGill - Pg. 28)
- Starting in 1972 a predominance of freshman candidates offered admission are to be selected by a joint faculty/undergraduate school/admissions staff Selection Committee discussing the qualifications of individual students rather than by the more formalized, mechanistic point-system recommended in the (1967) McGill Report. (Auth: 8-1-72 addendum to admissions policy McGill Report)
- * In making individual admission decisions, the admissions staff should ignore difference in the need for financial assistance. (McGill - Pg. 39)
- * Cases eligible for special procedure may be approved if not academically marginal. (McGill - Pg. 44)

Recruitment:

- * Increased attention should be given to closely coordinating all recruitment efforts with national, regional, and local programs which identify, support, and provide financial assistance in

high-potential Black students; that greater attention be given to secondary schools having large Black enrollments located in the country's largest cities which are not given priority in the present regional scheme and that in general greater attention be given to attracting Black students who live outside the feeder northeastern states, which presently supply over 70 percent of both Black and White undergraduates (6/9/77/8,9-130)

- * Increased attention be given to the growing number of Black students seeking professionally-oriented interests such as business, engineering, architecture, social work, and health science which are particular strengths at the University. (6/9/77/9—130)
- * To enlarge the pool of minority students, the University should create programs in other schools similar to the PRIME Program of SEAS. (1/82/15-166)

Staff/Funding:

- * Funds should be provided for better staffing and better equipping our Admissions Office; to solve immediate problems in Black admissions and to permit research into significant longer term questions of admissions policies and procedures in general. (1/73/ - 65)
- * Admissions staff should have more funds to travel and to cover expenses of candidates brought to campus. (1/73/5-64,65)
- * Funds for effective brochure targeted to prospective Black students should be provided. (1/73/5-64)
- * Admissions Office should increase its number of Black professionals to provide additional resources in recruiting Black students in all areas of admission. (6/9/77/9—131)
- * Increased financial resources should be provided to the minority recruitment director to expand programs to increase the enrollment of Black students. (6/9/77/9—131)
- * It is specifically recommended that the present administrative assistant be assigned to the director on a full-time basis and that funds be provided to enable those traveling on behalf of the University to engage in personal communications with Black students. (6/9/77/9—131)

Financial Aid:

- *** A committee should be formed to deal with minority issues directly affecting minorities such as financial aid, affirmative action, and discrimination. (3/77/8/6-123)
- * Incorporation of the admissions and financial aid files should be implemented so that data may be made available to: 1) properly review the effect of packaging on the yield of Black students during the past five years and 2) further monitor such efforts on a yearly basis so that any marked trends may be evaluated and appropriately considered in Admissions and Financial Aid planning. (6/9/77/9,10—131)
- *** Establish a Provost's financial aid fund for gifted minority undergraduate students separate from the normal financial aid package. (1/82-166;214h)
- *** Establish forty undergraduate scholarships for the most promising Black undergraduates to be named in honor of the donors. (10/24/80/13-153)
- *** A five-year program for special status students should be established leading to the baccalaureate degree. The first part of this program could be equivalent to a "prep school" specifically designed to maximize student success in the later part. (1/82/15-166)
- ** Adequacy of financial aid packaging summer work study programs and consideration of undergraduate and graduate education should be researched. (1/73/—64)
- *** For special status admissions, summer help programs should be established, which should continue every summer for the student's entire four years. (1/82/15-166)
- *** The University should expand and systematize the opportunities for students and especially minority students to do structured summer work. (7/89/39-426)
- *** The University should fully support the establishment of an Independent Study/Work Study program for minority undergraduates whereby students would be assigned to undergraduate and graduate faculty and engaged in non-credit or credit-bearing projects, research, work-study jobs, and related experiences. (7/89/36-425)

Housing:

- ** University policy, while protecting the rights of students to make their own choices regarding interpersonal relations, should encourage and foster the development of interracial, interpersonal relationships based on a philosophy that emphasizes the universality of the human experience. The selection and performance evaluation of residence masters and other staff personnel should include specific concern for promoting the Black presence. Academic and social programs in residential centers should take specific cognizance of the Black experience and should be developed in ways that insure a feeling of hospitality toward Black students. (6/9/77/6-136)
- * The resources and influences of the University should be used to protect the right of Black students to equal opportunity in housing. Local landlords should be informed that the University expects all students seeking housing accommodations to be treated fairly and equally without regard to race. In cases where clear evidence of discrimination exists, the University should be the advocate of equal opportunity and should offer assistance including legal counsel to students victimized by racism. (6/9/77/11,12/136)

Data:

- ** Attrition data by class and year should be generated (4/25/88/28-286)
- Explanation should be provided as to why some Black "admits" do not go on to matriculate. (4/25/88/28-286)

Pre-College Programs:

- ** Pre-College Support to support new initiatives to encourage under-represented minority youth to enroll in and successfully complete post-secondary program that are often associated with undergraduate recruitment should be provided. (7/89/34-355)

V. General Academic and Support Services

Black Presence — Committee:

- * The administration should organize an ongoing advisory group of faculty and administrators to offer advice and recommendations on ways to institutionalize the Black presence and the quality of University life. The responsibilities of such a group might be performed by the "Black Presence" Implementation Committee." (6/9/77/10,11-134)
- * Steering committee on Black Presence, as an advisory board to the Provost, should be re-established with recommendation from Black faculty, students, and staff for its membership. (4/4/85/28-216)
- ** The Trustees should retain the question of progress on Black Presence as a continuing item on their agenda by creating a subcommittee of the Educational Policy Committee, whose functions would parallel those of the Faculty Progress Committee. (6/9/77/12-140)
- ** In recognition of the need for ongoing funds to support minority permanence at Penn, the University has made the following commitment:
The University of Pennsylvania has established a goal that by the end of the Campaign for Penn, a minimum gift income base of no less than \$1.8 million through endowment and term monies will be available annually for minority permanence programs. This income shall be used to augment and supplement existing funding levels and extant minority permanence initiatives. This commitment means that if proceeds from endowment and term monies do not reach the \$1.8 million level by the end of the Campaign, the University guarantees that level of expenditures from other sources. (6/28/90/43—541)
- *** There should be the establishment of a "Progress Committee" of faculty member collectively charged with keeping under continuous review the steps being taken to implement the Task Force on Black Presence. (6/9/77/12-140)
- *** Administration support for Black-oriented student organizations should be continued and enlarged. Such organization help increase the feeling of compatibility between Black students and the University. Moreover, the support of such activities is important symbolic evidence of the University's interest in the preservation of a viable Black presence. (6/9/77/11—136)

<p>*** Each University cost unit to provide flat percentage of expense budget for \$500,000 - \$600,000 budget for Black Presence. (1/73/6—65)</p> <p>*** Second Century Program to be implemented in two phases—Phase One immediately terminating in 1985 at which time Phase Two to be initiated. University to immediately contribute \$1 million to endowment and agree to budget as a line item \$100,000 per year over the next five years of administrative costs. University should announce Challenge Match of 5 to 1, 4 to 1, 3 to 1, 2 to 1, 1 to 1 over the next five years. (10/24/80/13—146)</p> <p>*** University will commit itself to seeking \$6 million over the next five years specifically for the purpose of attracting a greater number of under-represented minority students and faculty and supporting activities that will make their lives at Penn more fulfilling so that the University as a whole will be enriched. (10/85/28—217)</p> <p>*** A joint committee of faculty members from the University and from Morgan State will consider a possible cooperative African-American Negro Institute. (2/21/69/1—2)</p> <p>*** The Morgan State-Penn Cooperative Project budget should be increased, stabilized, and strengthened administratively to permit effective long-range planning. (1/73/5—65)</p> <p><i>Racial Harassment:</i></p> <p>*** The University will immediately initiate, in consultation with faculty, students, and staff the development of a strong University Policy on Racial Harassment and will work to draw together, in a single publication, the student judicial code, pertinent University policies regarding conduct and misconduct, and descriptions of grievance procedures that are available. (2/21/85/22-205)</p>	<p>*** The Task Force on Conduct and Misconduct will lead the effort to develop a Policy on Racial Harassment in consultation with other interested students, faculty, and staff members. The Chair of the Faculty Senate is joining in the request that the ad hoc Senate Committee on Behavioral Standards join in this process. (2/21/85/22-205)</p> <p><i>Minority Awareness Seminars:</i></p> <p>*** An issues-oriented organizational meeting will be held between racial awareness consultants and minority students, faculty, and staff.</p> <p>*** Using input from the initial planning sessions, a consultant will prepare an agenda and timetable for the Seminars.</p> <p>*** Subsequent to this presentation, the consultant will be asked to make a similar presentation on a school-by-school basis, to the department chairpersons or to the full faculty on what the issues are, the need to do something and what these Seminars will entail.</p> <p>*** During the Summer of 1985, a well-documented, written program will be produced and distributed to each of the Deans and Department Chairpersons.</p> <p>*** During the Fall of 1985, the Seminars will begin and continue throughout the year. (2/28/85/22,23—206)</p> <p>*** Each School will have a racial awareness program for faculty and teaching assistants, developed within the School and/or utilizing University-wide sessions.</p> <p>*** The Office of Human Resources will have a racial awareness program for staff supervisors and new staff members. (4/4/85/26,27—216)</p> <p>*** The Office of University Life will have a racial awareness program for resident assistants. (4/4/85/26,27—216)</p>
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Minority Permanence at the University of Pennsylvania:
A Retrospective Analysis *June 1993*