



Under the spotlight at the unveiling of a model block on Pine Street, the West Philadelphia Partnership’s Larry Bell (left) said neighborhood leaders and block captains can organize their blocks for better savings in the cooperative program for lighting up the rest of the neighborhood. Mr. Bell is shown here with Penn President Judith Rodin and Philadelphia Mayor Ed Rendell, who said he hopes the University City project can be replicated in other parts of the City—if donors, leadership and partnership can be replicated, too.

UNIVERSITY of PENNSYLVANIA

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Lights . . . Cameras . . . Action

In a well-attended press conference alongside Woodland Presbyterian Church at 42nd and Pine Street on December 3, Penn and some partners showed what increased lighting can do for the night visibility of one city block—and then announced that the whole 63-block area of University City (from campus to 49th Street, Market to Baltimore) is in line for the same dramatic improvement. “Street lights is just that: it lights up the streets,” said both President Judith Rodin and Mayor Ed Rendell as they underscored the need to make street crime harder to bring off, by illuminating sidewalks, porches, alleyways and cul de sacs as well.

Under the new plan, the West Philadelphia Partnership has developed grants that will give rebates to participating homeowners who install new fixtures at their homes. Estimating per-house costs from \$25 to \$400 to buy and install lights, President Rodin said “Penn is committed, with our partners, to making this initiative available to every homeowner in University City.” Among the grant donors are four of the area’s most prominent landlords: Michael Karp’s University City Housing; Alan Klein Properties; Steve Herman’s University Enterprises; and Alan Horowitz’s Campus Apartments.

To launch the program, the north and south sides of the 4100 block of Pine Street were lit up dramatically this month, at no cost to the block’s homeowners or the Presbyterian Church on the block. The City trimmed trees and shrubs; City Council’s Jannie Blackwell and Jim Kenney joined the Mayor in putting together City and local resources; PECO provided fixtures and coordination; and the International Brotherhood of Electrical Workers-Local 98 and MJK Electrical Corporation contributed the installation itself. A cheer went up on Pine Street as it all came together for the December 3 unveiling under the glare of still more lights from TV cameras.

A Holiday House Tour: Nine Homes December 15

By tradition, the University City Historical Society doesn’t reveal in advance the names of those who will open their homes for the Holiday House Tour in the University City neighborhoods of West Philadelphia. But the chance to see inside the Victorian and post-Victorian architectural showplaces, decked out for the season, always draws a crowd. (And, said one Penn couple whose handsome Victorian is on the tour, many faculty and staff in the area are inviting colleagues and students to come and see first-hand how wrong some out-of-town dailies like *The New York Times*—not to mention some hometown press—can be in their descriptions of a historic neighborhood.)

Besides traditional lights and trees, boughs and berries, each of this year’s nine houses has something unique to show: a collection of African-American Santas in one, contemporary art in another; sentimental Victorian Christmas heirlooms, a Hanukkah theme—plus, this year’s tour dovetails with the annual caroling of The Friends of Clark Park (who will probably cross paths with at least two local church groups caroling the same afternoon).

The tour runs from 1 to 5 p.m. Sunday, December 15, with cookies and cheer at the final house starting at 3:30. Tickets are \$10 each, available in advance from the UCHS c/o Melani Lamond, 1006 S. 46th St. Space permitting, tickets will also be available on site (call 387-3019 for information on that).



Cover photos by Tommy Leonardi

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To Light Up the Night . . .

*A New Outdoor Lighting Program
for University City (see [back cover](#))*

*On the 4100 block of Pine,
a demonstration program has
added porchlights and new sidewalk
fixtures modeled on Victorian gas-
lights—and continuing around the
house ([back cover](#)) a side passage
and driveway are also illuminated.
Now the City, PECO and the
West Philadelphia Partnership
want the same improvement
for 63 blocks of University City.*

News in Brief

Penn National Commission

Dr. Judith Rodin has announced the formation of a Penn National Commission on Society, Culture and Community, made up of scholars and leaders from the U.S. and abroad who will "try to understand the underlying social, historical and intellectual dynamics" of polarization in the present-day society. Dr. Stephen P. Steinberg, Assistant to the President, has been named Executive Director of the Commission, launched this week with a two-day plenary meeting on campus. (For the Commission's membership and goals, see pp. 4-7 of this issue.)

Penn Cultural Resources

A draft Cultural Resources Management Plan for the University is offered for examination, with comment invited by January 15, 1997. (See p. 7.)

NCAA: Comment by December 20

In this issue's 24-page *Supplement*, a self-study of athletics is presented for comment by the University community as part of an NCAA certification process. The Penn Committee's chair, Vice President Stephen Golding, asks comment by December 20, 1996 (See p. S-3 of the *Supplement*).

Deaths: Dr. Case, Dr. Viteles

At presstime, *Almanac* received notice of the deaths of two eminent emeritus professors, Dr. Lynn Cass of History, at the age of 93, and Dr. Morris Viteles of Psychology, who was also Dean of GSE, at the age of 99. Articles are being prepared for publication next week.

Preliminary Hearing: January 7

The preliminary hearing in the murder trial for the three defendants charged with the death of Dr. Vladimir Sled' will be held Tuesday, January 7 in Courtroom 306 of the Criminal Justice Center. The hearing was postponed because the district attorney made a legal motion to remove the public defender as the defense for Eugene Harrison since the PD's office is representing the other two defendants in another open case. Although Municipal Court Judge Thomas McCormack ruled that the PD should be off the case, the PD has appealed the decision. The lawyers will be back in court on December 11, "listing for status on counsel," "for a decision about Harrison's representation."

SENATE From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules. Questions may be directed to Carolyn Burdon either by telephone at 898-6943 or by e-mail at burdon@pobox.upenn.edu.

Agenda of

Senate Executive Committee Meeting

Wednesday, December 11, 1996, 3-5:30 p.m.

1. Approval of the minutes of November 6, 1996
2. Chair's Report
3. Past Chair's Report on activities of the Academic Planning and Budget Committee and on the Capital Council
4. Election of ninth member of Senate Nominating Committee from among continuing SEC members
5. Continued discussion on just cause revision
6. NCAA Review Reports
7. Informal discussion with the Provost
8. Selection of the Senate Committee on Committees from among continuing SEC members
9. Other new business

Institutional Research: Dr. Bernard Lentz



Dr. Bernard Lentz

Provost Stanley Chodorow has appointed Dr. Bernard Lentz of Ursinus College as Director of Institutional Research and Analysis. Now director of institutional research, as well as professor and chair of economics and business administration at Ursinus, Dr. Lentz will begin at Penn on January 2.

"Barney is a terrific hire. He brings excellent skills in IR, coupled with a great background in statistical techniques," said Deputy Provost Michael Wachter, who coordinated the search for the position. "He has taught econometrics for ten years in his current position, and has published a variety of articles using advanced statistical analysis. He will be an important member of the Provost's team supporting strategic planning at the University."

Dr. Lentz will direct the staff who provide institutional research supporting the policy and planning goals of the University. The Office of Institutional Research and Analysis also prepares the numerous reports and analysis required by external agencies.

"I look forward to joining Penn at such a dynamic time in its history," said Dr. Lentz. "Good, objective institutional research is essential to help meet the ambitious goals this Administration has established in the *Agenda for Excellence*."

An alumnus of Oberlin College, where he took his B.A. *magna cum laude*, Dr. Lentz received his M.A. and Ph.D. in economics from Yale University. He has been the recipient of numerous awards including a National Science Foundation fellowship and has written several books including *State Government Productivity: The Environment for Improvement*.

Public Safety Special Services: Susan Hawkins



Photo by Candace diCarlo

Ms. Susan Hawkins

Susan A. Hawkins, a clinical psychologist and lawyer who has been with the Philadelphia Health Department since 1988, will take office later this week as Director of Special Services for the University of Pennsylvania's Division of Public Safety, Managing Director Thomas Seamon has announced.

Heading the section formerly known as Victim Support & Special Services, Ms. Hawkins will be responsible for all support services for victims of crime, and will oversee all day-to-day operations of the department's seven-member special services team.

She will be involved in developing programs of safety education, crime prevention, community outreach and victim services; responding to emergency situations; recruitment and training of public safety personnel; and representing victims of crime. She will also serve as a liaison to the Philadelphia District Attorney's office and other entities.

"Susan Hawkins has extensive experience providing counseling services to both individuals and groups in a variety of circumstances, including a University setting," Mr. Seamon said. "Her unique blend of skills as a psychologist and a lawyer make her the ideal person for this critical position. She will be a key member of Public Safety's management team, and I am looking forward to working with her."

A 1979 graduate of Pomona College, Ms. Hawkins received her J.D. from Hastings College of the Law, University of California, in 1985 and was admitted to the federal bar and California State Bar that year. She directed the Patient's Rights Unit at the Mental Health Advocacy Project, a non-profit law office serving mentally disabled persons, until 1988 when she relocated to Philadelphia to join the AIDS Activities Office of the Philadelphia Health Department.

Ms. Hawkins has since taken her M.A. in clinical psychology from Widener University, in 1992, and is expected to receive her Psy.D. in clinical psychology from Widener this spring. While pursuing her graduate studies, Ms. Hawkins has worked as a clinical psychologist in a variety of institutions, including St. Joseph's University Counseling Center, Einstein Medical Center, Northwest Community Mental Health Center and, most recently, as Director of Schuylkill Valley Counseling/Managed Care Coordinator.

Safety Checks During Winter Break 1996

From 11 p.m., Friday, December 20 through 7 a.m., Monday, January 13, Penn faculty, staff and students who live between the Schuylkill River to 43rd Street, and Baltimore Avenue to Market Street may list their residences with the Penn Police for Special Checks during their absence for the holidays. Sign-ups must be done prior to leaving campus, either at the Penn Police Headquarters (3914 Locust Walk) or Special Services Unit (3927 Walnut St.). Details are similar to those given before Thanksgiving in *Almanac*, November 12, 1996.

Speaking Out

Dr. Rodin's Future at Penn

In recent weeks, there has been some speculation about the future plans of President Judith Rodin, including rumors about her joining the second Clinton administration in Washington.

Rumors should rarely be credited, and I am happy to be in a position to dispel these. President Rodin has clearly informed me and the Trustees of her intention to remain at the University and her deep commitment to accomplishing the vital goals of the *Agenda for Excellence*.

As we approach the 21st Century, we should all be very pleased that Penn will move forward under the leadership of President Rodin.

—P. Roy Vagelos
Trustees Chairman

Why This Paperwork?

This note is to alert faculty to the recently implemented policy by the Corporate Tax Department of our University (without prior notification, of course) concerning payment of travel expenses to foreign visitors who receive *no compensation* for services rendered. In the past this only required the completion of the University Travel Expense Form which simply identified the name, address, social security number of the foreign visitor and included receipts for the dates of travel. The new rules relating to such travel expenses require not only the completion of the University Travel Form, but in addition,

- A Foreign National Information Form
- IRS Form 8233-Exemption Form Withholding on Compensation
- IRS Form W-8-Certificate of Foreign Status
- IRS Announcement 96-12
- Visa and INS Form I-94-Arrival/Departure Record

I recently sent these forms to a visitor from France who agreed to come here for a lecture and conference and we agreed to pay for his overseas travel. He received no other compensation. He replied that since he did not understand the questions in these forms, would we permit him to hire a tax accountant at our expense to complete these forms. I believe your response as an American citizen would probably be the same. As best as I, an ignorant tax payer who also requires a tax accountant to fill out his forms, can tell these are for individuals who receive compensation for services. Except for answers to questions already supplied in the University Travel Expense Forms, the remaining do not appear to be applicable in such cases.

Clearly the implementation of such rules will seriously affect the participation of foreign visitors in Conference and Seminar programs at this institution, visitors who are at

the forefront of their field and give freely of their time. It is difficult to comprehend the reason for such measures. Surely there must be a more rational means of determining whether or not an individual has received compensation for services, if that is the purpose. Surely administrators can be more creative in accommodating the needs of IRS without disrupting a legitimate and essential function of a teaching and research university. Why must the house be burned down in order to catch a tiny mouse?

—David White
Professor of Chemistry

Response on INS/IRS Forms

While we wholeheartedly agree with you that the requirements imposed on the University by the Immigration and Naturalization Service (INS) and the Internal Revenue Service (IRS) are onerous we are nevertheless committed to abiding by them. The actions taken by this office are in direct response to an INS communication which remind colleges and universities across the nation of its intention to crack down on their making illegal payments to foreign scholars. Foreign scholars who come to this country on a B-1 (business) visa may *only* receive a reimbursement of travel and incidental expenses, whereas individuals on a B-2 visa (travel or tourism) may not receive any payments from the University.

To further complicate matters, the IRS has informed colleges and universities that reimbursements of travel expenses to foreign scholars (who are not employees) by U.S. institutions, are subject to 30% federal income tax withholding, at the source, on those reimbursements. Only those individuals from countries that have a tax treaty with the U.S. may claim exemption from the withholding requirement, by submitting a completed IRS Form 8233 (Exemption From Withholding on Compensation for Independent Personal Services of a Nonresident Alien Individual) to the University. While the form states that it is for compensation related services, the IRS' Office of Foreign Payments has informed us that this is the correct form for claiming exemption from the 30% withholding tax on travel reimbursements.

Although we are not required to withhold on individuals from tax treaty countries, we are required to report such payments and the Foreign National Information Form (FNIF) is a form we need in order to obtain the information necessary to complete IRS Form 1042S (Foreign Person's U.S. Source Income Subject to Withholding) for reporting purposes. We also require a copy of the Visa issued by INS and the I-94 (Arrival/Departure Record) that is stapled inside the passport.

For those faculty who expect to invite foreign visitors to the University in the fu-

ture, we suggest that you inform them of these governmental requirements and urge them to complete the forms before they arrive. Also be sure to inform foreign visitors that they should state that their purpose in the U.S. is business, not travel or tourism, when asked by INS Officials at their port of entry. Travel or tourist visa holders (B-2 or WT) can not receive any payments from the University.

We intend to review our policies, procedures and practices in consultation with the Provost's Office and key school personnel, to determine what relief, if any is available within the current INS/IRS regulations and we will keep the University community informed of the results of those deliberations.

—John F. Butler,
Tax Manager

Suggestion for Safety Tips

Safety and Security Tips for Thanksgiving Break 1996 (*Almanac* November 12) included the following statement: "Report any suspicious person or activity as soon as you can: where, what, who, when and how." The staff and Advisory Board of the African-American Resource Center (AARC), find the phrase "suspicious person" to be a particularly subjective and potentially dangerous one.

There are some individuals in the Penn community who would define that phrase as African-American male. One person's "suspicious person" could easily be an African-American faculty member, faculty/staff member's husband/son or a West Philadelphia resident with a legitimate reason for being on campus. The phrase might also be attributed to an African-American female with an ethnic hairstyle. Consequently, this puts the African-American population (particularly males) on and around Penn's campus in jeopardy.

The AARC Advisory Board, comprised of administrators, faculty, staff and students, has asked Tom Seamon and Maureen Rush to reconsider the use of this phrase in both written and oral communication. In our view, it is much more appropriate to use the phrase "suspicious activity or behavior" which can be clearly defined.

We are happy to report that our suggestion was well received and quickly acted upon. According to Maureen Rush, future "crime alerts" and safety tip outreach materials will be revised to read, "report suspicious behavior." She further stated that "Our mission is to protect *all* members of the Penn and West Philadelphia community that traverse within our patrol jurisdiction." The AARC staff and Advisory Board couldn't agree more.

—The AARC Advisory Board
Ray Fonseca, Chair

Speaking Out welcomes reader contributions. Short timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.

From the President: Announcing a National Commission

The Penn National Commission on Society, Culture and Community

Some forty members of the Penn National Commission on Society, Culture and Community from across the country and several foreign countries were brought together on the Penn campus this week by Penn president and Commission chair Judith Rodin.

The 3- to 5-year Commission, which includes a number of Penn faculty members, has been convened by President Rodin to explore the reasons behind the contemporary explosion of incivility, extremism, and social fragmentation in America and elsewhere around the world. The Commission will try to understand the underlying social, historical and intellectual dynamics that have led to a persistent tide of intolerant, ideologically extremist, and highly polarized cultural and political exchanges.

Part of Penn's continuing commitment to take a leadership role in bringing academic resources to bear on contemporary social problems, the 48-member Commission will seek to create out of its insights a body of writings and discussions that recasts current conflicts; engages emerging leaders in politics, the media, academe, and other professions; tests the ability of creative interdisciplinary and multiprofessional thinking to alter the dynamics of public discourse; and creates an international network of scholars, writers, and opinion leaders who can help to rethink the familiar and simplistic approaches to serious and complex problems.

As the Commission's ideas develop, they will be tested and disseminated in a variety of publications and multimedia materials which should be of interest to many Penn faculty and students, in both curricular and co-curricular settings. The Commission's WWW homepage will be announced in *Almanac* in January, and a variety of activities on campus will make the Commission a unique resource and contributor to the Penn community. Below are excerpts from two addresses by President Rodin to the first plenary meeting of the Commission, held at the University of Pennsylvania, December 9-10, 1996.

— Stephen P. Steinberg, Executive Director, Penn National Commission

An Urgent Task

From President Judith Rodin's Keynote Address

Why are we here? Put simply, many of us believe we are approaching a critical moment in our society—a moment that will determine the shape of our social and political future for many decades to come.

This is a moment of such potentially significant social consequence that it imposes special responsibilities on leaders in every field: in politics, in the media, in the entertainment industry, in business, in the law, in non-profit agencies and foundations, and most especially, upon those of us in the academic community.

Across America—and increasingly around the world—from campuses to the halls of Congress to talk radio and network TV—social and political life seems dominated today by incivility, ideological extremism, an unwillingness to compromise, and an intolerance for opposition.

This dominance is now widely evident in the harsh and uncompromising character of American political debate; in the resurgence of fundamentalist religious and social doctrines; and in the deepening isolation and self-segregation of ethnic and racial communities.

Overseas it is expressed in the rise of virulent forms of nationalism and xenophobia in Europe, Asia, and Africa—with tragic human consequences.

Among some of its most dramatic symptoms are the murders of physicians for performing legal abortions, bombings in New York and Oklahoma City (to say nothing of those in the Middle East), and the assassination of Yitzhak Rabin. Yet it is pervasive enough to be plainly visible in the products of Hollywood and the daily conversations of talk radio and day-time television.

Indeed, incivility has become a routine subject in our popular entertainments. That fact alone tells us that most Americans share this perception. According to a recent poll, eighty-nine percent think incivility is a serious problem. And seventy-eight percent think the problem has gotten worse over the past decade.

Of course, none of this is surprising: the incivility and polarization perceived by the public are readily evident in our public culture. What first appeared to many of us as minor skirmishes over a narrow spectrum of cultural and educational issues—what we have come to call the “culture wars”—has now become a full-fledged, nuclear conflict, in which no prisoners are being taken. Pat Buchanan's 1992 speech to the Republican National Convention reflects this widening of the battle-fronts: [*C-Span video excerpt from Buchanan speech.*]

This kind of unrestrained warfare has now become the daily fabric of our politics—on both ends of the spectrum. Take for example this typically “shameless” excerpt from CNN's “Crossfire” program: [*CNN video excerpt from “Crossfire.”*]

Ironically, this sort of treatment is so common today, that even the politicians involved take it as a given that it is politically smart to oppose it. Hence, the sudden eruption of pledges to “work together” and “seek

compromise” that we have heard since the 1996 elections. We can only speculate about how long this new “era of good feeling” will last. But note that no one seems to question the premise: that political debate has become too coarse, too confrontational, too extreme.

Of course, the examples that we have just seen are relatively tame and self-limiting. For all his extremism and crypto-racism, Pat Buchanan was endorsing a mainstream candidate for president, George Bush. And if the polarized pundits on “Crossfire” really came to blows, cooler heads would no doubt intervene. Yet, we cannot afford to be too sanguine. There are other, far more troubling, examples to consider.

Take the music of Tupac Shakur, the rap artist murdered in Las Vegas while under contract to Death Row Records. Did his death imitate his art—or did both merely reflect the nightmarish cultural reality from which he sprang? Listen to what he tells an 11-year old child: [*Audio excerpt from “Outlaw” by Tupac Shakur.*] Imagine the impact such a popular artist has on thousands of fans.

Every day, the news is filled with new examples of differences of opinion taken to absurd lengths: drivers in traffic jams shot at because they honked their car horns; abortion clinic doctors murdered by “pro-life” extremists; members of a fraternity at the University of Rhode Island brutally assaulted by the football team because one player was ejected from a fraternity party.

Of course, there has always been violence in our society and incivility in our politics. But this excerpt from Don Imus's talk-radio program goes light years beyond the slogan “Ma, ma, where's my pa?” used against the bachelor-candidate Grover Cleveland in the presidential campaign of 1884: [*MSNBC video excerpt from the Don Imus program.*] And even those who once felt some obligation to serve as role models, no longer feel any compunction about engaging in the most extraordinary exhibitions of incivility and rudeness: [*CNN video excerpt of Roberto Alomar spitting at umpire John Hirschbeck.*]

And then there is the largely invisible development of a culture of unrestrained rage, sadism, and insult on the Internet. As one journalistic observer recently reported: “An outsider peering into the wired life would probably take one look at the sheer bile that passes over the wires and come away with the impression that the Net community consists of 30 million virtual Visigoths pounding bloody knuckles on the keyboard and zooming around cyberspace in a testosterone-jacked homicidal rage.” I will leave the details to your imaginations.

My point is really not to bemoan the coarsening and brutalizing of American culture. I am not convinced it was ever all that pretty, to begin with. In fact, another of our tasks will be to place all of this in historical perspective. One generation's shameful breach of good manners can easily become the exemplar of respectful, civil protest in the next. Take,

for example, this historical footnote from a recent documentary on the history of the White House: *[Video excerpt describing first-ever picketing of the White House, by suffragettes in 1917.]*

If something has changed, there is reason to think we must look more deeply into it than the surface manifestations of incivility and coarseness. It is my hope that through such understanding we may find some clues to effecting serious change. Because even if the level of incivility and polarization is not new, it does seem that its consequences are more dangerous—and widespread.

It seems as though there is some large and fundamental process at work—at home, abroad, and on campus: The incivility and extremism infecting our politics and our culture, now polarizes the discussion of almost every public issue, and drives successful leaders and officeholders to appease the most extreme of their potential supporters—or to retreat from political life, altogether. In concert with the spread of the forms of democratic government around the world, we see an apparent rise in the virulence of nationalist movements and fundamentalist doctrines. And as our campuses strive to prepare students for the diverse global society of the 21st century, we see increases in self-segregation and intolerant behavior. I suspect that these are not isolated phenomena, but surface manifestations of some common, deeper dynamic.

But, unfortunately, in the face of such a world, the temptation to withdraw, to shut out the madness, to isolate ourselves, is understandably growing. Last January, the *Washington Post* reported that we are becoming a nation of suspicious strangers. Not only have we lost confidence in our government and our institutions, but more and more, we mistrust each other. In every generation since the 1950s this mistrust has grown. Today, nearly two out of three Americans believe that most people cannot be trusted. Thirty years ago, a majority believed the opposite.

Along with mistrust has come a decline in the role of mediating social institutions that once bound us together in multiple communities and provided forums for education, debate, and communal interactions. This leads in turn to greater social fragmentation and individual isolation. No wonder that the evocative title of Robert Putnam's article "Bowling Alone" has become a metaphor for our age.

U.S. News has put incivility on its cover and asks "whatever happened to good manners?" The right calls for a return to "civic virtues," and the left tells us that "it takes a village." Of course, both sides have elements of truth on their side—but neither has a realistic road map for getting from here to there. Prescriptive solutions based on a long-departed—and probably mythic—past are not efficacious. Self-righteous sermonizing about moral decline or the values of good citizenship are unlikely to change powerful patterns of behavior. Incivility and rigid political extremism are only symptoms. We cannot moderate their influence until we have adequately diagnosed and understood the underlying disease.

Of course, here, too, everyone has their own "ten most likely" list of suspects. Many people blame the advent of electronic mass media. They surmise that the numbing isolation of television and the anonymity of talk radio have fostered a generation of thoughtless, inattentive, violence-prone video-junkies. This argument asserts that it should come as no surprise if our world begins to look like MTV, since our children have been conditioned like Pavlov's dogs to experience the world in 2-minute sound bites and rap-rhythmed word patterns. Add to that the apparently unlimited debasement of entertainment and journalism—on television, in film, and in print—in the endless search for commercial profits and higher ratings.

Others blame the schools for failing to educate a more discerning populace. If high school graduates cannot write a serious essay or locate Europe on a map, why should we be surprised when civic virtues are ignored and the ideals of civil society confused with the right to offend, defame, and infuriate.

Given the low voter turn-out last month, it appears that many of us blame our political leaders. We seem to believe they are only interested in re-election—and too often in the art of the deal.

Others believe that we are reaping the just desserts of the greed and self-aggrandizement of the 1980s. They question how anyone can respect our society when—they say—the few, the rich, and the powerful control everything and leave the masses to suffer in our decaying cities.

We will hear about many other possible explanations over the next two days, and I am sure that each of you has an important hypothesis. Whatever the real causes of our current rash of incivility and fragmentation, it is

Membership of the Penn National Commission on Society, Culture and Community

Professor K. Anthony Appiah, Afro-American Studies, Harvard University
 Professor Joyce Appleby, History, UCLA
 Mr. Paul Begala, Public Strategies, Incorporated
 Professor Thomas Bender, Dean for Humanities, New York University
 Professor Jean Bethke-Elshtain, Ethics, University of Chicago
 Professor Derek Bok, Kennedy School of Government, Harvard University
 Hon. Bill Bradley, Retiring U.S. Senator, New Jersey
 Professor David Bromwich, English, Yale University
 Professor E. L. Doctorow, English, New York University
 Professor Drew Faust, History, University of Pennsylvania
 Professor James Fishkin, Government, University of Texas
 Dr. Mari Fitzduff, Director, Community Relations Council of Northern Ireland
 Professor Joel Fleishman, Director, Center for Ethics, Public Policy and the Professions, Duke University
 Professor Lani Guinier, Law, University of Pennsylvania
 Professor Amy Guttmann, Dean of the Faculty, Princeton University
 Professor Rochelle Gurstein, The Bard Graduate Center
 Dr. David Hamburg, President, Carnegie Corporation of New York
 Teresa Heinz, Chairman, Howard Heinz Endowment
 Chairman, Heinz Family Philanthropies
 Hon. A. Leon Higginbotham, Jr., Kennedy School of Government, Harvard University
 Mr. William Hudnut, Former Mayor, Indianapolis, Senior Resident Fellow for Public Policy, Urban Land Institute
 Professor Kathleen Jamieson, Dean, Annenberg School for Communication, University of Pennsylvania
 Professor Randall Kennedy, Law, Harvard University
 Professor Linda K. Kerber, History, University of Iowa
 Professor Richard Lapchick, Center for Sports and Society, Northeastern University
 Professor Lawrence Lessig, Law, University of Chicago
 Mr. Tom Luce, Hughes & Luce
 Professor Martin Marty, Religion, University of Chicago
 Hon. Abner Mikva, Law, University of Chicago
 Professor Michael J. Piore, Economics, Massachusetts Institute of Technology
 Professor Donald Randel, Provost, Cornell University
 Dr. Judith Rodin, President, University of Pennsylvania—*Chair*, Professor Jay Rosen, Journalism, New York University
 Professor Andras Sajo, Budapest College, Central European University
 Professor Michael Sandel, Government, Harvard University
 Professor Michael Schudson, Communication, UC-San Diego
 Professor Martin E.P. Seligman, Psychology, University of Pennsylvania
 Professor Neil Smelser, Director, Center for Advanced Study in the Behavioral Sciences
 Professor Patricia Spacks, English, University of Virginia
 Mr. Robert Richard Spillane, Superintendent of Schools, Fairfax County, Virginia
 Professor Claude Steele, Psychology, Stanford University
 Professor Cass Sunstein, Law, University of Chicago
 Mr. Calvin Marshall Trillin, *The New Yorker*
 Professor Edna Ulmann-Margalit, Philosophy and Religion, Hebrew University of Jerusalem
 Professor Michael Useem, Management and Sociology, University of Pennsylvania
 Mr. Paul Verkuil, Attorney at Law
 Professor Robert Wiebe, History, Northwestern University
 Professor William Julius Wilson, Kennedy School of Government, Harvard University
 Professor Robert Wuthnow, Sociology, Princeton University

Commission Staff

Dr. Stephen P. Steinberg, *Executive Director*
 Dr. William D. Boltz, *Associate Director*
 Mr. Michael Strong, *Technology Coordinator*
 Ms. Cheryl Faulkner, *Administrative Assistant*

certainly the lack of new and creative thinking that bars the way toward change for the better. As society, we seem — for the moment — to have simply run out of new ideas. Perhaps we are busy trying to shout one another down because we lack any real sense of who we are, what we believe, what reasons can be legitimately given to support our beliefs, and what arguments are available to convince our opponents. Along with the loudness of our public discourse has come a very real shallowness, a thoughtless over-simplification, in which reasons, complexity, and precision have no place.

Yet the situations of social and political conflict with which we are faced today are fundamentally complex. Issues like affirmative action, abortion, immigration, nationalism, and health care are difficult. Their solution cannot come from a system of communication and decision-making that rewards the simple, the absolute, and the extreme.

The irony is that as our human abilities to communicate and cooperate effectively seem to falter, our technological power to access and share information and ideas is opening extraordinary new vistas. Even more important, our knowledge of human behavior, both individual and social, practical and theoretical, is burgeoning. Our understanding of the complexities and contradictions of culture and tradition is vastly deeper than it was 100 or even 30 years ago. Many would argue that intellectually, scientifically, technologically, we are better prepared to confront the hard questions of the 21st century than many would have dared hope just a few, short decades ago. Yet, we have failed to mobilize this knowledge in ways that create useful ideas and insightful understandings into the political and social problems we face.

We have failed to place contemporary issues in their historical and intellectual context—not merely to affirm past perspectives—but to generate new alternatives and new approaches to them. This is a critical role for each of our professions and for the institutions through which we practice them. Thus it falls to academic and professional leaders to take on this task with urgency.

We must find new ways of using, communicating, and applying our burgeoning knowledge and technological capabilities. We must begin to

envisage new forms of intellectual engagement and public communication that are equal to the tasks of social leadership in the 21st century. Not to impose simplistic solutions, but to open new possibilities. To change the dynamics of our polarized and simplistic, “in your face,” public discourse, we must create and inject into it something new: new ideas, new interpretations, new visions, and new alternatives. Otherwise, we will remain trapped in the unproductive polarization of the present.

If today’s crisis is fundamentally cultural and intellectual, this effort must first of all be cultural and intellectual in focus. It must start from the premise that our culture is too important to fight “wars” over. Rather, it is the great resource from which we must draw forth new answers to persistent and perplexing questions.

As I see it, this is an area in which each of us must assume the responsibilities of leadership. Individually and through our institutions, we must mobilize our best intellectual resources—from the scholarly disciplines, from the learned professions, and from the worlds of politics, journalism, philanthropy, entertainment, business, and the media.

Only such a broadly conceived effort will be adequate to the task at hand: First, to identify and understand the true origins of our contemporary social crisis. Second, to generate the new insights, interpretations, and ideas that will help all of us to rethink the familiar and simplistic approaches we hear rehearsed every day in the media.

Only from such a process can the new ideas and approaches we so desperately need be created. Only with new ideas and perspectives will we be able to make the best possible use of the new instruments of communication and information that are now appearing.

That is our responsibility. It is our responsibility to teach this—by example—to our students and colleagues, and to the broader society: to let them see us engage in the hard intellectual task of thinking anew about important issues. To help all of us learn to think differently—and act differently—about issues that matter to our society and in our individual lives.

This is the task we have now chosen to undertake together, through the formation of the Penn National Commission on Society, Culture and Community.

The Commission’s Charge

From Dr. Rodin’s Concluding Remarks at the Plenary Meeting

More than two hundred years ago, our Colonial predecessors developed some unique mechanisms of communication and collective intellect as they grappled their way toward, first, independence, and later, towards more effective forms of governance. Through dozens of “Committees of Correspondence,” the soon-to-be revolutionary leaders shared information, insights, and opinions among the thirteen colonies, as the conflict with Great Britain developed.

These private conversations, carried on over what were then great distances and differences of circumstance, attitudes, and politics, began the process of binding together the future leaders of a single nation. Indeed, a majority of the delegates to the First Continental Congress were members of the Committees of Correspondence.

On this garden trellis of communication grew the foliage of revolutionary ideas that would eventually reach full flower in the Declaration of Independence, the Constitution and Bill of Rights, and another unique exercise in the power of ideas: *The Federalist Papers*. But what is most remarkable about this period is the degree to which ideas and rational debate were the stuff and substance of public discourse.

Today, new technologies such as the Internet offer the potential to create modern parallels—on a global scale—to these Colonial patterns of communication and rational discourse.

In some ways, our Colonial predecessors had it easy. By and large, they already shared a common intellectual tradition. As men of the English Enlightenment, they were already committed to both the form and substance of rational debate. They believed passionately in the power of reason to inform and guide human behavior, the uniqueness of the nascent American nation, and the naturalness of the rights they espoused. They had the wonderful advantage of living in the first dawn of a clearly defined intellectual era, an era that they helped to give concrete form, and an era that—almost—swept away much that is problematic, unruly, violent, and irrational in human behavior.

Alas, for us, it is not so simple. We live in the twilight of their era. We live with the horrors of the 20th century. We live in a world that—though

it still values the forms of Enlightenment reason and government—seems to have forgotten their substance. Their simple and appealing faith in the reasonableness of every individual, the power of ideas to shape the world for good, and the ability of argument to sway and control passions seems almost quaint. Indeed, we live in a time when the world our ancestors created seems to have turned upon itself. The very tradition they helped to develop is itself at issue in many of the conflicts with which we are confronted.

Some respond to this situation by trying to restore a mythic past. Others reject all that has come before. Either way, the rest of us are deprived of the common framework we need to wrestle intelligently with the issues of the day—and with each other. That makes our task substantially tougher than that of our Colonial predecessors. But it may also provide us with clues to the nature of the profound cultural and intellectual crisis through which some believe we are living.

If that is the case, then there is no better period to which we might turn for guidance than Colonial America. There are important lessons to be drawn from this period. These lessons have guided us in conceiving of this Commission. I hope they will remain at the heart of our collective effort.

First among these lessons is the critical importance of leadership. It took individual leadership and initiative to form the Committees of Correspondence, to state publicly what were then treasonable political views, and to foment a revolution as much of ideas as of politics, national identity, or economics. The importance of leaders has motivated us to assemble as members of this Commission academic leaders of every stripe and opinion and widely divergent expertise. To this we have added leaders in journalism, business, politics, and literature—and we expect to add more as our work progresses. Around the Commission itself, we hope to build two concentric networks—one of the hundreds of writers, academics, and opinion leaders who could not be included, but whose views and reactions to our work can make important contributions to its evolution. Think of them as our own “committee of correspondence” if you will. And, as our ideas develop, we also plan to reach out to emerging leaders

in many fields; to share with them the ideas and insights we are developing—both to test them and to begin the process of outreach and dissemination of the Commission's work.

The second lesson we can draw from the Colonial period is the importance of dialogue. After all, it was in the exchanges of the Committees of Correspondence, the debates of the Continental Congresses, and writings of Federalist and anti-Federalist alike, that the common framework of a nation was formed. We may not be able to recreate that framework, but we can take away the lesson that only in serious and continuing dialogue can a new framework be fashioned. Throughout our work, the creation of a continuing and fruitful dialogue will be essential. First, among the members of the Commission itself—as we have begun over the past two days. Second, between the Commission members and the wider network of interested contributors and commentators. And finally, with emerging leaders and those who must in the end put our ideas to work. In creating and sustaining this dialogue, we hope to use all the rapidly evolving technologies of the Internet and global communications to ease, support, and enhance our work.

And finally, running through both of these lessons is an even more fundamental insight: an appreciation of the power and saliency of ideas. Ideas in the minds and voices of leaders. Ideas shared and debated in passionate and articulate dialogue. Ideas set loose to change the world in the way that only ideas can. It is first and foremost with the content of ideas that we will be concerned. First, in understanding the ideas that drive the phenomena we have explored only in a preliminary way in this first meeting. Second, in offering new ideas, interpretations and conceptualizations to reframe public discourse. And finally, by putting those ideas to work in the public sphere, initially through leaders and later, hopefully, by engaging the general public. . . .

Our intention is to pursue this task in three phases:

First, by commissioning original scholarly analyses of a variety of contemporary issues to clarify their intellectual and historical roots. We think of this process as “peeling back the onion” to identify the ideas and commitments that are at the heart of contemporary conflict and discord.

But merely identifying the sources of polarization and ideological commitment will not be sufficient. We must then look for the commonalities across issues. From this we may discern in our discussions — and explore through thematic analyses — the larger shape of the cultural and intellectual crisis through which we seem to be living. Finally, with a deeper understanding of the underlying dynamics, we should be able to frame some new interpretations and conceptualizations of contemporary conflicts in ways that open them to new possibilities of rational debate and respectful disagreement.

The ideas in conflict around us are too fundamental to be amenable to simplistic solutions or moralistic exhortations. But I do believe that ideas are never stagnant. Dialogue, creativity, and leadership have the capacity to put new ideas and new ways of thinking into play at any moment. . . .

Like the debates and exchanges of the Colonial era, we hope to stimulate within and around the Commission a process that might truly be called “collective intellection.”

Out of this process, we will create and distribute a variety of educational and informational materials: as publications, videos, CD-ROMs, or in other emerging formats, as well as—of course—on our own World Wide Web site. We want to take full advantage of the unprecedented opportunities offered by the rapid evolution of new interactive technologies and instant global communications.

Through all these means, we hope to share our ideas with those wider networks of interested colleagues, emerging leaders, and ultimately, with the general public. Not as moralistic imperatives or didactic solutions, but as elements of a useful, new vocabulary for thinking seriously about things that really matter in our society and in our lives.

Along the way, we also hope to create a new model for serious and productive inter-disciplinary and multi-professional communication. And we want to demonstrate—concretely and realistically—that professional and scholarly leaders can be brought together to make a real collective contribution to the daily life of our society.

But to do that, first must come the ideas— and the hard intellectual work that we have begun

OF RECORD

Rules Governing Final Examinations

1. No instructor may hold a final examination except during the period in which final examinations are scheduled; when necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled in the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, or some other unusual event, may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their dean's office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate dean.

7. No classes (excluding review sessions) may be held during the reading period.

8. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given.

In all matters relating to final exams, students with questions should first consult with their dean's offices. Faculty wishing to seek exceptions to the rules also should consult with their dean's offices. Finally, the Council of Undergraduate Deans and SCUE urge instructors to see that all examinations are actively proctored.

— Stanley Chodorow, *Provost*

To Comment on Penn's Cultural Resources Planning

The views of the public are solicited with respect to a draft Cultural Resources Management Plan which has been developed by the University of Pennsylvania. This Plan will be used to establish processes for the continuing integration of the preservation and use of historic buildings with the mission and programs of the University. The Plan has been prepared in accordance with a Memorandum of Agreement executed by the United States Air Force, The University, the Philadelphia Historical Commission and the Advisory Council on Historic Preservation in connection with the construction of the Institute for Advanced Science and Technology.

The Plan is available for public inspection at:

The University of Pennsylvania
Van Pelt Library
3420 Walnut Street
Philadelphia, PA 19104
and

The West Philadelphia Regional Library
125 South 52nd Street
Philadelphia, PA 19139-3408

All comments concerning the Plan should be forwarded in writing no later than *Wednesday, January 15, 1996*, to:

Titus D. Hewryk, Director,
Department of Facilities Planning
The University of Pennsylvania
3451 Walnut Street, Room P204
Philadelphia PA 19104-6287

Holiday Shopping: A Changing Scene for the Penn Community



Almanac's annual shopping tours began in 1972 with 39 lines of type telling the campus what they might find in four (4!) Penn outlets that were handy for last-minute buying ("The Late, Late Shopper," 12/19/72). The following year, as the first oil crisis struck nationwide, almost a page was devoted to saving personal and petroleum-based energy by buying near the workplace ("Shopping Without Wheels," 12/11/73). In more recent years—with steadily less distinction made between purely "Penn" outlets and those that add to campus convenience regardless of ownership—it now takes four pages to highlight what is offered within a lunch-hour radius of College Green. There is more to come, as suggested in campus planners' talk of "needed amenities" in all precincts, and in town/gown discussions about the quality of life on and near the campus. In a modest way the work has begun: This year 40th Street is getting a facelift, and all campus retailers are being given a boost by the Steppin' Out nights with their fanfare and discounts. The annual tour by *Almanac's* students and staff covers a given kind of shopping at a given time of year, but it is part of the changing inventory of goods and services at hand for those who work and study at Penn. —K.C.G.

The Bookstore and the Computer Connection

For those of you who haven't yet begun to buy your holiday gifts, time's a-wasting! Where can you go to do most of your shopping in one convenient location? The answer is, without a doubt, the *Penn Bookstore*. For this holiday season, just like the past years, the Bookstore has in stock many wonderful gift ideas that will aid you in your task. The 21st annual Sale-A-Bration begins this Wednesday and continues through Saturday, December 14.

Let's begin our mini-tour of the Bookstore's offerings by highlighting some of the books in stock. For the avid reader, you might want to start with the *New York Times* Best Sellers. The Bookstore has hardback books at 35% off and paperbacks at 25% off. Possible gifts include: Scott Adams' *Dilbert's Top Secret Management Handbook* for \$10.40, Patti Labelle's *Don't Block the Blessings* for \$16.22, Mary Higgins Clark's *Silent Night* for \$4.49, and Amy Tan's *The Hundred Secret Senses* for \$5.24.

For the most good books your wallet can support, look to the "sale" section. Here, you'll find an assortment of books that will whet anyone's appetite. A few that I found to be particularly interesting are: *Military Blunders I & II*, by Major Steven Eden (\$16.98 each), *The Book of American Values and Virtues*—a collection of stories, speeches, poems, and other writings by hundreds of famous Americans, edited by Erik Bruin and Robin Getzen (\$14.98), and *The Ultimate Juggling Kit*, by Richard Dingman (\$15.98), which includes an 80-page instruction book and three juggling balls.

If someone on your list likes calendars (or is in need of one!) then the dozens and dozens of calendars on hand will suit you well. Prices range from \$8.95 for a Philadelphia Scene calendar to \$12.00 for any one of their Star Trek calendars. In between these two extremes are calendars of The Grateful Dead, Dilbert, The Sierra Club, railroads, Curious George, and a whole slew of others. Besides the traditional wall calendar, the Bookstore also has lots of desk calendars for you to choose from.

Besides books and calendars, there are also various other gift ideas available. A wide range of Penn paraphernalia from mugs to clothing to

umbrellas can be purchased. If you look hard enough (on top of the cap rack) you will find Dr. Seuss caps for sale. The Cat in the Hat, the Grinch, and even the fish from *One Fish, Two Fish* can be yours for just \$18.

For the technologically-gearred recipients on your gift list, go visit the *Computer Connection*. There are many things here which can make the heart of any computer junkie happy. A must for anyone using a mouse would be a mouse pad. The Computer Connection has a variety of them! Styles include the Coca-Cola polar bear, The X-Files, Monopoly, and the Mona Lisa. Most of the mouse pads are priced at \$6.95.

The surgeon general has determined that staring at a blank screen all night may be hazardous to your term paper? The Computer Connection comes to the rescue with After Dark, the most popular screen saver in the world. Priced at \$35, there are versions compatible with both Windows (3.1 and '95) and Macintosh. You can add variety by purchasing the Simpsons screen saver for the Mac at \$35 or the Disney Collection for Windows 3.1 and '95 at \$32.

What's the purpose of having a computer unless you're going to enjoy its company? To accomplish this, the computer must have some games to be played. Available titles include *SimFarm* for Windows (\$34.95), *Star Trek: The Next Generation "A Final Unity"* (\$19.95) and the *Interactive Tech Manual* (\$25) both on CD-ROM for the Mac, *Star Wars Dark Forces* and *Rebel Assault II* both are on CD-ROM for the Mac and are priced at \$39.95 each.

Special Reminder: No purchases at the Computer Connection without a valid PennCard.

—T.L.

The Shops at Penn

At *University Cards* the Disney movie lovers can find characters from *101 Dalmatians* and the *Hunchback of Notre Dame* (but no Dalai Lama yet). Bugs Bunny and Daffy Duck weigh in for the rival *Looney Toons*, and Luke Skywalker and friends turn up from *Star Wars*. These are figurines, at \$3 each; for those who prefer their toys stuffed, there are *Muppets*, *Sesame Street* and *Winnie the Pooh* characters (\$10 to \$42) and a new generation of beanie babies at \$6.

The *Camera Shop* is having a Holiday Sale through December 23. Some of the items on sale

include binoculars, camcorders, frames as well as... cameras.

If you are looking for women's and men's shoes, *9 and Co.* is having their Semi-Annual Sale, which takes an extra 20% off of already reduced merchandise—so the bottom line is funky shoes starting at about \$30.

For those who like fine jewelry, *Smile* presents a dazzling array of silver jewelry from faraway places like Thailand, India, Mexico, Peru, Chile (plus plenty from the United States), well crafted, with or without stones. The prices range from \$8 for small earrings to \$30 and up for the more elaborate necklaces and bracelets. *Smile* also comes to mind if you want to give someone a unique household gift: you can give exquisite boxes and picture frames; choose artful candleholders in wood or glass; or surprise him/her with a playful wooden puppet of a monkey or a cow, at \$38.

You can also find at The Shops at Penn a number of stores that save you a trip to the mall: *The Gap* for clothing, and goods-specific outlets like *Software Etc.*, *Eyeglass Encounters*, and *Foot Locker*—the latter having a sale through December 14 with discounts ranging from 10% to 60%. —S.B.

Down Sansom Street

For those busy shoppers who'd like to try filling the whole holiday gift list at just one location, Sansom Street is the place to visit. The unique shops and cafes on Sansom Street are offering an array of treats this holiday season. This is one of the few places on campus where you will find delightful ideas for almost any age or personality—from the latest tunes to the tastiest edibles—which makes Sansom Street the holiday path to take.

Shopping for a music-lover? Well, *Sam Goody*, a music shop at the corner of Sansom, carries the latest hits for almost any taste. Not only are the prices reasonable, but the holiday festivities have brought some additional deals along with them. To save on CDs, until January 1 you can pick up a coupon at Sam Goody for \$2 off any regularly priced CD. And, if you purchase items of \$25 or more, you'll receive a discount on *The Spirit of Christmas* CD (making the reduced price \$6.99 for the pack of three CDs of classics such as *Joy to the World*, *We Wish you a Merry Christmas*, and *Silent Night*). Also available: gift certificates for the very busiest of holiday shoppers or for those who find the selection of tunes too overwhelming to choose from.

Avril 50, brimming with holiday spirit, carries edibles and drinkables including some that you won't find anywhere else on campus. Its assortment of chocolates is mouth-watering—Swiss, Dutch, and German chocolates; scrumptious Lindt, honey almond Toblerone; and the semisweet chocolate Sarotti with a coat of luscious creme. *Avril's* multitude of tea leaves are priced at a low \$12/lb or less. You can choose from an array that includes the China Ti-Kwan-Yin Oolong, a wonderfully smooth tasting all-purpose tea, or the Japan Encha, a classic Japanese tea with a very rich aroma. It also carries several different flavors of Celestial Seasonings tea leaves (\$3.19-\$4.59)—including aromatic apricot ginger, delicious black tea, tasty vanilla maple, delectable cinnamon apple, as well as other equally appetizing and interesting blends.

Avril also has wonderful calendars of various sizes (between \$6.99-20): wildflowers, an-

gels, cats, Monet paintings, and so on. And there are plenty of cards, wonderfully boxed, in a reasonable price range (\$10-15.95).

The Black Cat is one of the handful of campus shops so varied and different that people come here just to shop in its luxuriously overflowing maze of rooms and passages. (The University Museum, Smile and International House have the same drawing power.) *Cat* is as joyful, and as serious, as the season, carrying many items that come from charities and homeless shelters (many from within the Philadelphia area itself), in order to encourage gifts that benefit the local community. They stock colorful ties from Save the Children Federation, Inc., of which 5% of the manufacturer's price is donated to the program. Exotic tropical rainforest sauces (\$3.50) are simply the tastiest gifts of the season, made of savory spices and luscious fruits and nuts. A percentage of sales goes to the preservation of the rainforest and its native people. Items such as fruit spreads, handmade notebooks of varied colors and designs, and fragrant cinnamon bark boxes from Vietnam, are among many other goods from *The Black Cat*, whose sales are used for a good cause.

Bucks is one of the famous Sansom Street coffee shops that has special offers and delectable treats for the holidays. For coffee lovers, there's a \$10 certificate that entitles the bearer to a dozen cups—so of course its name is 12 Cups of Christmas. Other tasty options include hot apple cider (\$1.25, \$1.50), spicy eggnog latte (\$2.10, \$2.65, \$2.95), and packets of the deliciously seasonal mistletoe blend (\$9.50/lb). Gift certificates are also available at *Bucks*.

The other popular coffee shop on Sansom is *Le Bus*. Here are aromatic and delectable desserts: lemon bundt, chocolate, chocolate glazed with white drizzle (small, \$5.50; full, \$17.50), and pumpkin cheesecake (small, \$17.50; full, \$26). In a hearty assortment of fresh pies are delicious apple, cherry, and an unexpected peanut butter pie. Other treats include cinnamon buns (\$1.63 each), brownies (\$1.40), cookies (\$.75), muffins (\$1.40), scones (\$1.40), plain croissants (\$1.40), as well as deliciously filled croissants (\$1.63).

So this holiday season, take a stroll down Sansom Street. There's no charge for one of the things that makes it feel most like yuletide in the city: the architecture. —R.C.

Houston Hall

Houston Hall is one of the most welcoming buildings on campus, and on atrociously wet or frigid December days, its enclosed shopping complex is paradise indeed.

Not to mention great buys and superb selections under one roof.

CDs to Go is offering special deals this holiday season. If you buy a used CD, you can purchase a new CD at \$9.99. If you buy one CD from their \$9.99 selection, you can get the second one free. New releases are going at a low price of just \$12.99. Along with their normal selection of top titles, they are also carrying Christmas CDs during the holiday season, with choices like *Christmas Interpretations* by Boyz II Men and the *Billboard Rock N Roll Christmas*.

Somewhere between the donuts and the pizza, *Campus-T-Shirts* is sure to catch your eye. It has Penn tees, sweatshirts, sweatpants, and jackets at reasonable prices, plus Penn bags of varied sizes (ranging from \$11.95 to \$24.95) as well as Penn caps (\$12.95). For those awaiting the holiday discounts, mark your calendars—Wednes-

day, December 11 and 18, are Steppin' Out Days, when the *DP* will print coupons for 10% off on all items in the shop.

Looking for those perfect stocking stuffers? *Jackie's Campus Connection* carries fashion jewelry including sterling silver rings, earrings, necklaces, brooches, necklaces, and bracelets. It also has small-sized perfumes, gorgeous scarves of varied designs and shades, attractive shoulder bags, wallets, and a variety of hair accessories. The most unusual items, though, are their handmade puzzle maps of the U.S. and alphabet puzzles—ideal for any child interested in fun and learning (small size puzzle: \$30; large size: \$40).

For those not yet swept into the festive holiday mood, *Hallmark Card Shop* will simply sweep you off your feet! Their Christmas selection is fantastic. Boxes of chocolates and candies are foolproof solutions for the rushed shopper, and there's plenty to choose from including all the well-known fruit/nut/cream assortments, butternut toffee (\$3.95), cherry cordials (\$6.95), and other scrumptious possibilities. Many come already gift-wrapped in lively colors.

Shopping for a cookie lover? *Hallmark* carries handsome tins of delicious double chocolate chip cookies individually wrapped—a gift that can that can keep on giving, or at least until the cookies are all devoured.

Other holiday items include puzzles, stationery, pins, mugs, stockings, stickers, and handcrafted keepsake ornaments, all of which have a Christmas motif.

Boxed Christmas cards are now 20% off. With the purchase of any three Hallmark cards, you can also receive the wonderful free gift wrap kit that includes a sheet of gift wrap, a bow, and a guide to wrapping.

But now for the biggest and greatest deal: in January, Hallmark plans to remodel their store. To clear away merchandise in a hurry, *everything in the entire store will be 25% off during the last week of finals!*

But there's one more shop that specializes in a special kind of holiday gift—a gift whose fragrance, beauty, and encompassing sentiment, touches hearts and moves souls. *Roses* carries flowers, and growing plants that do just that—with daily delivery available within the University community. Worldwide delivery is also available. They carry gorgeous poinsettias (\$3.99-\$25), Christmas trees (\$6.99-\$35), wreaths (\$12.99 and up), as well as holiday baskets with fruits or flowers (\$25 and up). Prices vary depending upon the size. Crystal makes the holiday sparkle. The stunning holiday crystal bowl centerpiece with your choice of fresh flowers is an exquisite keepsake designed with a well crafted Christmas motif. —R.C.



38th & Walnut

Shopping on campus almost always involves making a stop or two at the Bookstore. But did you ever have the urge to go beyond that mega-plex of food, books and gifts, and visit some of the many establishments that are on the same block? Well, if you answered in the negative, perhaps this is a good time to go exploring.

Your first stop could be *The Flower Emporium* where they carry more than plants and flowers. Try the "junk baskets" which can be filled with your choice of candy or snacks for \$25 and up. Or the homemade chocolate covered pretzels: They are dipped in white, dark or milk chocolate and can be covered with nuts, sprinkles or coconut. These delicious goodies sell individually at 60¢ plain or 70¢ fancy. There's also a wide assortment of plush animals ranging from a \$6 Baby Bear to the \$135 Papa Bear.

If music is what you need, then *Vibes* is the place to go. With their wide stock of jazz, blues, reggae, classical, new age, rock and pop, rap and dance tunes, a *Vibes* gift certificate could solve all kinds of gift dilemmas. In addition to cassette tapes and compact disks (\$6.99 to \$17.99) *Vibes* also carries vinyl LPs ranging from \$8.99 to \$14.99. Does that special someone need a place to store their music? Then how about a CD tower that holds 120 CDs for \$12.99? Or, for the person on the go, CD and tapes cases that hold 15-60 CDs (\$9.99 to \$24.99) or 15 tapes (\$6.99).

University Jewelers is one of the oldest and most essential shops at Penn, where the major gift can be found without breaking the bank: rings, necklaces, bracelets and watches, all at a substantial discount but all with guarantees. Does a watch that doesn't need winding or batteries sound like a good idea? At 25% off regular price, you can indulge in the Seiko kinetic quartz watches with prices starting from \$285. How about a clock? *University Jewelers* has several types and sizes starting at \$30. Each is quartz and can be personalized.

If comic books are on your shopping list, then *Out of Time Comics* is the place to stop. Carrying comics ranging from Batman to Spawn to X-Files, they have current issues and recent back issues for sale all at their cover prices. Is someone into trading cards? *Out of Time Comics* also carries a variety of comic-based trading cards starting at around two dollars a pack.

Other stores in the retail wraparound include *The Seed*, where coffeebeans are in bins and gummy bears in jars as nature intended; *Classical Choice*, with a tremendous stock of new and used classical and jazz music; and, across Walnut, a handy *Thrift Drug* for toiletries and wraps, stocking stuffers and the like.

But the Bookstore was my point of departure, so I'll end this expedition with not one but two such places to browse. *The Pennsylvania Book Center*—a haven for bibliophiles and those they love to give books to—delights with the quality of selections and the knowledgeability of its staff. And the relatively new kid on the block, is a discount book center run by—the *Penn Bookstore*. (Yes, *that* Bookstore). It's called BP Books on the awning (for Bill Petrick, the veteran staffer who manges it?). There, every book is 50% off its cover price—except when the discount goes up to 75% on Steppin' Out Nites from 5-8 p.m. every Wednesday evening until December 18. —T.L.

(Holiday Shopping continues next page)

The University Museum

The place to go for gifts that are unique and have an international flair is the University Museum where there are two shops brimming with possibilities. For a potentially big discount, bring your green Surprise Coupon to the *Museum Shop*, along with your PENNcard, and save from 10-100% when you scratch off the silver disc at the time of purchase. This offer is valid from December 14-22 for Penn faculty, staff and students.

The Museum Shop, featured in *Philadelphia Magazine's* 1995 Ultimate Guide to the Best of Philly, offers world-wide selection of jewelry, ties, scarves, crafts, books, CDs and calendars. A selection of hand-made items from many countries range from the unusual ornaments (\$6-\$22) from Indonesia, Peru, China and Russia to knit sweaters from Nepal (\$150-\$200). There are also games for the fun-loving people on your list. An assortment of new and traditional board games from many cultures include Wadjet, an archaeological adventure game (\$60) which recreates an archaeological expedition expedition to ancient Egyptian tombs.

Known for their exquisite selection of jewelry, the Museum Shop has an almost entirely new selection including pieces from Nepal, Egypt, Israel, China, and the Americas. The Shop also features its own Museum reproduction jewelry in gold-plate, silver and pewter designs (\$14.95-\$45.)

Want something different for a beer-lover with a sense of history? The Shop has a newly created Beer Tablet Paperweight (\$49). What about something for a doctor or pharmacist? The reproduction tablet of the Sumerian medical tablet, circa 2100 B.C.E. is inscribed with the earliest known medical prescriptions (\$48). The mystery buff on your list would probably appreciate the Murder at the Museum t-shirts.

Cookbooks which feature international cuisine (starting at \$9.95) are filled with recipes from around the world. In addition to books about archaeology and anthropology, there is a selection of world music on cassette tapes (\$10.95) and CDs (\$16.50) and National Geographic videos (\$20).

Want something so new it's actually extremely old? They have sets of four coasters, from 75 million year-old natural sandstone, made in the U.S. (\$23). If you know a child who wants a cuddly pet, check out the Penguin pals backpack (\$28).

The *Pyramid Shop*, located near the Kress Gallery entrance, can put an end to holiday worries with a Guatemalan worry doll (\$1.40), spruce up a tree with ornaments from many countries as well as those created by Native American artisans (\$3-20), and help Santa fill plenty of stockings with stuff from every corner of the globe. Actually, there is even a Museum marble which looks like a globe, pinpointing where in the world the Museum is located (\$3). In conjunction with the new exhibit of Toys from Around the World, the Pyramid Shop features many such examples. There's the African stone game, Mancala (\$15.95), origami kits (\$3.50) and String Games from Around the World, a Klutz book (\$12.95) are but a few of the many. Echoing the theme of the recent World Culture Day, Peace Around the World, are the doves made by Potters for Peace, a Nicaraguan group whose goal is to enhance village economies through native artistry. The highly polished miniature doves are fashioned from local black clay (\$5.95) as are the larger doves sold in pairs (\$25.95). —M.M.

International House and Walnut Street

Holiday bargains abound at *International House's Bazaar Shop*. Things to wear: floral, embroidered Guatemalan velvet vests (\$50); Ecuadorean berets knit of cozy wool (\$10); silk scarves with colorful designs from India and Turkey (\$10-35); jewelry from all over the world made of beads of every kind, silver, brass, pearls, laquer-ware and jade (assorted prices, with many earrings under \$15); woven Guatemalan accessories (scrunchie, \$5; coin purse, \$1.75; eyeglass case, \$6.95).

Things for the home: Dutch Delfware (salt and pepper shakers, \$12.50), small boxes (\$7), house boxes (\$20-25); Japanese black ceramic teapot (\$30) and tray (\$18); Canadian glass bud vases with bead trim (\$25); Mexican silver candlestick (\$20), tray (\$15), tub- and shell-shaped soap dishes (\$12.50); floral-painted, paper mâché picture frames from Kashmir (\$8 and up); Moroccan pottery pitcher (\$45) and large blue vase (\$50) and stained-glass votive candle holder (\$20); blue and green Egyptian glass vases (\$20-25); Polish wooden boxes with inlay work (\$5-20); Kenyan carved-wood, giraffe-handle salad servers (\$12.50) and carved soapstone (Kisiistone) statue (\$25); nesting dolls from Belarus tell the story of Cinderella (\$30) or the Russian fairy tale The Princess Frog (\$35).

Things for the tree: angel ornaments of folded fabric from Poland (\$5); set of three Indian paper mâché ornaments in a matching box (\$32); Brazilian white doves (\$7.50); Laosong courtship baubles (\$3.50).

After all those gifts, there'll still be money left for lunch at International House's new restaurant, Sunset Grille. On the menu: feta-stuffed eggplant rolls, antipasti, soups and salads, Jamaican jerk chicken, apple-smoked salmon steak, mussels and linguini, burgers, fajitas, desserts, and a full bar featuring wines by the glass and microbrews.

In a hurry? Stop by *CVS or Thrift Drug* and pick up a gift, wrapping paper or holiday decorations for the office or dorm room: Baskets of floral-scented bath gels and lotions, or a Mr. Potato Head Massager (\$9.99). Cologne spray samplers (\$2.50), Bonnie Bell Lipsmacker sets (\$2.99) or Old Spice Cologne (\$4.59) and a patchwork stocking to stuff them in (\$6.99). Trim the tree with foil or bead garlands, Looney Toons, Garfield and Peanuts ornaments, glass and satin ball ornaments, tree toppers, and lights and an extension cord (\$1.50 and up). Guarantee yourself or a friend a trip to the dentist, with candy canes, Life Saver Sweet Storybooks, assorted chocolates and cookies, and new candy-cane Tootsie Pops—or not, with every brand and type of toothpaste, toothbrush and dental floss imaginable.

Getting and giving gifts: *Mail Boxes, Etc.* can ship and receive packages (by UPS, Federal Express or most any other carrier) to and from most anywhere. If you don't have the carton or envelope, they've got that and they'll even do professional packing. Other services and products available: mailbox rentals, faxing, voicemail and copier service, money transfers, notary service, printing, passport photographs, and stationery and office supplies. —M.S.



HUP, CHOP and Penn Tower

Although *HUP* is undergoing a major facelift and has moved its gift shop from the Silverstein pavilion entrance to the Ravdin entrance, it is worth looking for if you know a young would-be doctor. They have kids'-sized MD scrubs (\$18.99 a pair). They also have some cute sets of adult-sized nightshirts featuring a cow, dog, or cat, along with slipper socks which appear to be the animal's legs (\$22.99). Hand-painted pewter and Austrian crystal sun catchers come in a variety of motifs (\$12.99).

At *CHOP*, the elegant Daisy Shop near the entry has been supplanted with a simpler Gift Shop, located farther back near the glass elevator. It features some of the same items as the HUP Gift Shop like the small scrubs. It has a wider selection on stuffed animals.

The Penn Tower Hotel's *Flower Emporium and Gifts* extends its flower theme with some colorful, floral-print nightshirts with bath puff (\$20). —M.M.

The 40th Street Complex

For residents on the west end of campus, or just those passing through, retailers in the vicinity of 40th & Locust offer a wide variety of, well, *stuff*. Does that someone special keep talking about a new bike or even a leopard-spotted bean bag? Maybe they need a short wave radio, a camera, or just a new pair of shoes?

The *Bike Line* offers everything that a biker could ever want, including shorts, parts, accessories, helmets, and more. Monthly features include special deals on the "Helmet of the Month" and "Gloves of the Month." (December's helmet is the Bell Oasis Pro, The Bike Line's best seller.)

Did anyone say camoflauge clothing? *Urban Outfitters*, located a little further down Locust, has a cool selection of fashions for the more progressive prospective purchaser. Not only that, they have candles, cards, wall fixtures, some novelty books, and—Yes!—leopard spotted pillows and bean bags. Urban Outfitters adjoins *Video Library* and *Boccie's*, so you can buy some rad clothes, rent a Keanu Reeves movie, and eat a lamb and yogurt pizza without even leaving the building.

The *Camera Shop* sells—not surprisingly—cameras. Right now, the second set of prints is free on Wednesday night, in conjunction with Steppin' Out Nights. But that's not all! It wouldn't be a bad idea to stop by the Camera Shop if you are looking for the latest video recorders, binoculars, frames, calendars, or even cellular phones; but...

...for any other electronic needs, *Radio Shack* is right there, as well. From short wave radios to telephones, from computers to calculators, you can find your electronic needs here for a reasonable price. For example, remote-controlled cars range in price from the Wild Boss II RC Racer, at \$17.99, to the Wind Streaker RC Racer, at \$59.99. Not to mention an Optimus 100-watt rack system—this baby sells for \$799.99 (discounted from \$999.99)!

For any of your pediform needs, *The Natural Shoe Store* has all kinds of shoes, from boots to dress shoes to sneakers. Right now, they're having a blowout sale on much of their merchandise.

In addition to these great retailers, the 40th Street wraparound offers much in the way of food, notably at Smokey Joe's, My Favorite Muffin, Cool Peppers (specializing in Mexican fare), and Bucks County Coffee (try their hot apple cider)! —Z. M.

30th Street Station

All aboard! Do you realize just how much stuff you can get for people at 30th Street Amtrak Station? Whether you are on your way to the airport, or to Washington for the vacation, or just heading home at day's end to Bryn Mawr or Drexel Hill or West Trenton or wherever, take a few minutes to check out some of the shopping opportunities here.

For the latest in music, there's a *Tape World* (with more than just tapes). Sweet tooth? 30th has a huge candy shop, with everything from fudge and jelly bellies and salt water taffy to nuts and raisins. If you just want to send a card or flowers, 30th has both. In fact, a half dozen roses is now only \$8, and a dozen is just \$15. This month, poinsettias are on sale for \$5. And, you can get 15% off flowers with a Student Advantage card anytime.

30th also has a Post Office (besides the giant one across the street). So, not only can you buy commemorative stamps for your collection, but you can send someone special that card you just bought at the card shop. And, of course, there are several newstands—subscriptions to *The Economist* or *Foreign Affairs*, for example, are never bad gift ideas.

The Cart Market—sure, you pass by the carts all the time, but did you ever really see what they have to offer? Ties, perfume, gold jewelry, silver jewelry, cell phones, food baskets, sports paraphernalia, fleece clothing, vitamins, watches, scrunchies, candles, and South American apparel—one finds an overkill in breadth, if not in depth, of selection in the main hall of the station. For some arbitrary examples, novelty ties are \$7.99 (two for \$14), MLB caps are now on sale for 1/3 off, NFL trashcans are also on sale for \$9.95, stress relief pills are \$1.40 (the saleswoman swears by them), and wristwatches are anywhere between \$5 and \$45.

On top of all this there is an elegant, almost European food mart, with fruit, bakery treats, and aisle after aisle of Thai, French, Japanese, Italian, Southern soulfood and other kinds of takeout—but they can also be enjoyed on site in an indoor sidewalk cafe setting near the gourmet coffee stands.

—Z.M.

Penn VIPS Holiday Drive for Toys & Gifts

During this holiday season we once again ask the Penn community to lend a helping hand to its neighbors. Each year we support several organizations to make the holiday brighter for children and adults. This year we will donate items to Horizon House, St. Barnabas Mission, and Potters House. All three organizations support the homeless and less fortunate in our community. In addition we will provide gifts to the West Philadelphia Maternity Care Coalition.

We need the support of all members of the faculty and staff at Penn. Please contact Penn VIPS (898-2020) if you or your organization would like to provide gifts for children or adults. Help us to spread some cheer this holiday season.

—Bonnie Ragsdale,
Center for Community
Partnerships



Gift Ideas for Special People Who Love...

... **Antiquities:** The *University Museum* has a December special of \$5 off their household or individual gift membership, packaged in an Egyptian-style tin. Those who live in the present but treasure the past will be delighted with your gift of a full year of free admission, Museum Shop discounts, and *Expedition Magazine*. And, they will be kept up-to-date about the latest discoveries from the Museum's worldwide fieldwork and research. Information: 898-0657.

... **Art:** *Institute of Contemporary Art* members get free admission, invitations to previews, calendar of events, private "Curator's Perspective" tours, 10% discounts on ICA catalogues and prints and discounts on all lectures, symposia, performances, family workshops and special events. Students, artists, senior citizens, Penn faculty and staff pay \$20; individuals, \$35; families or households, \$65. A Contributing membership costs \$100; Participating, \$300; Benefactor, \$500 and Director's Circle, \$1000. Information: 898-7108.

... **Books:** Give a friend a year-long membership in the *Friends of the Penn Library* and you'll get a gift as well: a box of 12 greeting cards with reproductions of four medieval manuscript illustrations. Your friend gets a handsome brass bookmark, subscription to *Bibliotheca*, the Friends of the Library newsletter, and invitations to the Library's exhibit openings, lectures and theater, and other cultural events. Membership fees: student (\$10), regular (\$35), sponsor (\$100), patron (\$250), benefactor (\$500), Benjamin Franklin Society (\$1000), or life membership (\$1500). Benefactor, Ben Franklin and Life members get a year free of book borrowing privileges. Information: 898-7552.

Also, the Penn Library has released a "Web-enabled" CD-ROM disk containing the full text and images from four "on-line exhibits" that have been mounted on the Web by the Library's Special Collections Department. The disk is now available for \$5. To purchase call 573-3610.

You can also give a book by the University of Penn Press like *Hopeful Journeys*, *The Elfreth Book of Letters*, *A Philadelphia Family* or the *WPA Guide to Philadelphia*. To order by phone call 1-800-445-9880. See pages 8-10 of this issue for books by Penn authors.

... **Cinema:** For the cinephile on your list, give a \$20 discount film ticket good for any five movies shown by the *Neighborhood Film/Video Project* at International House. The ticket is good for one year. Information: 895-6542.

... **Flora:** Give a living, beautiful and easy to grow gift: Holland bulbs from the *Association of Alumnae*. Choose from: nine purple crocuses in a blue delft bowl (\$13); scarlet, white, or pink, amaryllis or four paperwhites in a white delft bowl (\$16); miniature red amaryllis in a white delft bowl or five tête-a-tête narcissi in a wicker basket (\$18); pink and white double amaryllis in a ceramic pot or a Christmas amaryllis in a holiday planter (\$20). Shipping/handling charges and any taxes are additional. Order by *December 12* for holiday delivery. Information: 898-7811.

Or, give a membership to the *Morris Arboretum*, the state of Pennsylvania's official arboretum and you'll get a gift certificate good for \$10 from the gift shop. With the membership comes: free admission, 15% course discounts, the quarterly newsletter, all the plant sale benefits, access to the Reciprocal Admissions Program, gift shop discounts, invitations to events and lectures, and use of the shuttle for the disabled. Your gift will be "announced" with an Arboretum tote bag. Membership plans: Student (\$20; with valid Penn ID), regular (\$45), Franklinia (\$65), Chestnut (\$125), Holly (\$250), Oak (\$500) and Laurel (\$1000). Information: 247-5777, Ext. 147, 151 or 155.

... **Food:** For convenient meals on campus, try *Dining Services'* ten-meal coupon books for breakfast (\$42), lunch (\$70), and dinner (\$106). For 25-meal coupon books, the rates are, respectively, \$98, \$168, and \$262. Members of the Law School Community may purchase \$10 value cards for use in Stern Dining Commons and the Goat Espresso Cart. All faculty and staff may purchase Value Cards in various denominations for use at CHATS. For further information, contact Adam Sherr at 898-7585.

Or, a *Faculty Club* membership, or gift certificates for lunch or dinner in the Hourglass (for members and non-members alike). Or, give a deposit to a member's Declining Balance Account. Cash, checks, and credit cards are accepted. Contact Martha Huggins at the Club, 898-4620.

Hillel Foundation: serves breakfast at \$4.75, lunch at \$7.25 and dinner at \$10.75. During holidays and Friday evenings there is an additional surcharge of \$4.50. Reservations are needed, by Thursdays at 5 p.m., for weekend meals.

... **Sports and Fitness:** *The Class of 1923 Ice Rink* offers a 10-admission discount book to Public Skating at the Rink for \$40 for those with PennCard and \$45 for those without. For the skating enthusiast: six weeks of group lessons, beginning the week of January 5, for \$75. The lesson registration deadline is December 29. For more information, please call 898-1575.

The Fitness Center at the Recreation Department offers reduced memberships after January 2. The fee is \$100 for students and \$155 for faculty/staff. This fee is valid through August 15.

... **The Stage:** *The Annenberg Center* has two gift options for theater-lovers. Buy gift certificates for upcoming productions including *Having Our Say* (December 10-15), *Dance Celebration's Tharp!* (January 7-12) and *Philadelphia Festival Theatre for New Plays' Bare Knuckle* (January 23-February 8). Or, buy a student four Select Tix vouchers for \$40; the student can use the vouchers—each good for one ticket to any performance in the 1996-97 season—to see four different shows or to take a group friends out for an evening of theater. Call the box office at 898-6791 for more information.

... **The World:** *International House* members get \$5 off a ticket to any *International House Music Series* concert, \$1 off a ticket to any *Neighborhood Film/Video Project* screening, 10% discount at the *Bazaar Shop* (a unique boutique located in the IHouse gallery) and ticket discounts to special events, such as the *Philadelphia Festival of World Cinema* and more. Individuals, \$30; families, \$50; contributing, \$100. Family members receive all of the above discounts for two individuals and contributing members receive the same discounts for four.

—S.B.

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OPPORTUNITIES at PENN

Listed below are the job opportunities at the University of Pennsylvania. To apply please visit:

University of Pennsylvania Job Application Center
Funderburg Information Center, 3401 Walnut Street, Ground Floor
Phone: 215-898-7285

Application Hours: Monday through Friday, 9 a.m.-1 p.m.

Positions are posted on a daily basis, Monday through Friday, at the following locations:

Application Center—Funderburg Center, 3401 Walnut Street (Ground level) 9 a.m.-1 p.m.

Blockley Hall—418 Guardian Drive (1st Floor and 2nd Floor)

Dental School—40th & Spruce St. (Basement-across from B-30)

Houston Hall—34th & Spruce St. (Basement-near the elevators)

Wharton—Steinberg Hall-Dietrich Hall (next to Room 303)

Job Opportunities and daily postings can also be accessed on the Human Resources web page (www.upenn.edu/hr/). A position must be posted for seven (7) calendar days before an offer can be made.

The University of Pennsylvania is an equal opportunity employer and does not discriminate on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin, disability or veteran status.

WHERE THE QUALIFICATIONS FOR A POSITION ARE DESCRIBED IN TERMS OF FORMAL EDUCATION OR TRAINING, PRIOR EXPERIENCE IN THE SAME FIELD MAY BE SUBSTITUTED. POSITIONS WITH FULL DESCRIPTIONS ARE THOSE MOST RECENTLY POSTED.

ANNENBERG SCHOOL

Specialist: Clyde Peterson

INFO MANAGEMENT SPECIALIST II (091133CP) P6; \$32,857-42,591 9-26-96 Annenberg School

ARTS AND SCIENCES

Specialist: Susan Hess

ASST. DIR. II (121496SH) Coordinate personal communication with SAS donors; prepare correspondence & reports; manage data for all aspects of donor relations; arrange special events related to cultivation & stewardship activity; proposal writing as needed. **Qualifications:** BA/BS in liberal arts preferably from research university; excellent writing, research & organizational skills & attentive to details & deadlines; strong interpersonal skills; development background plus. **Grade:** P3; **Range:** \$24,617-31,982 12-6-96 External Affairs

EXEC. ASST. II (121504SH) Maintain an overview of activities of the Office including those of the Deputy Dean, five Associate Deans, one Vice Dean for SAS External Affairs, the School's 25 departments, 36 graduate groups, 20 research centers, 10 institutes & committees; draft reports, remarks, policy statements, correspondence; conduct research & gather materials as needed by the Dean, Deputy & department Associate Deans; develop, organize & implement special programs & events such as staff retreats, faculty & chair orientations; special lecture series & School teaching awards; help resolve faculty, staff & student problems; in consultation with the Dean, prepare agendas for faculty, chair & staff meetings; serve as liaison between the Dean & other School & University offices, faculty & news organizations; staff the School's Committee on Committees; work with Associate Deans regarding academic regulations, personnel issues (including grievance matters), development proposals, research funding, appointment of department & graduate group chairs, undergraduate chairs & center directors. **Qualifications:** BA/BS; seven or more yrs. experience in highly responsible positions; administrative experience at a large University desirable; excellent organizational & written & oral communication skills; ability to effectively interact with diverse community & to regularly handle & resolve complex problems & issues; ability to function well under pressure. **Grade:** P8; **Range:** \$39,655-52,015 12-6-96 Office of the Dean

LANGUAGE SPECIALIST (091108SH) Teach English as a second language in intensive & special purpose programs (EAP, ESP & business English); develop

curricula; assist with administrative activities; coordinate special programs; contribute to profession through publication or presentation at national or local meetings. **Qualifications:** MS in TESOL or closely-related field; three yrs. experience teaching in university level ESL programs including ESP/EAP (business, law, ITA training) programs; knowledge of computer application to language teaching highly desirable; fluency in a foreign language desirable; excellent communication skills essential. **Grade:** P3; **Range:** \$24,671-31,982 12-5-96 English Language Programs

ADMIN. ASST. III (111485SH) (40 HRS) Type technical manuscripts, letters, and reports for large research group; proofread and edit letters/reports. Assist in proposal writing by organizing budget and academic summary requirements; maintain calendar, arrange seminars, travel and appointments. **Qualifications:** H.S., some college preferred. Two years experience at AAI level or equivalent. Knowledge of MAC required. Corporate experience helpful. Ability to work independently; prioritize; deadline oriented; strong editing skills; ability to type from dictation. **Grade:** G11; **Range:** \$23,424-\$29,723 12-3-96 Chemistry

ASSOCIATE DIRECTOR VI (101211SH) P8; \$39,655-52,015 10-4-96 SAS Computing

COORDINATOR II (101026SH) P2; \$22,351-29,098 10-16-96 History

COORDINATOR III (111409SH) (Work schedule may require some evenings) P3; \$24,617-31,982 11-18-96 Music

OFFICE SYSTEMS ADMINISTRATOR I (111431SH) P2; \$22,351-29,098 11-19-96 SAS Computing

RES. SPEC. JR./I (111410SH) P1/P2; \$20,291-26,368/\$22,351-29,098 11-12-96 Biology

ADMINISTRATIVE ASSISTANT I (101372SH) G9; \$17,614-21,991 10-31-96 Psychology

ADMINISTRATIVE ASSISTANT I (111408SH) G9; \$17,614-21,991 11-19-96 English Language Programs

ADMINISTRATIVE ASSISTANT I (111444SH) G9; \$17,614-21,991 11-20-96 English Language

ADMINISTRATIVE ASSISTANT II (101344SH) G10; \$19,261-23,999 10-24-96 External Affairs

DENTAL SCHOOL

Specialist: Clyde Peterson

COORDINATOR III (101265CP) P3; \$24,617-31,982 10-17-96 Clinic Management

CLERK III (111396CP) G6; \$14,008-17,201 11-12-96 Clinic Management

INSTRUMENT STERILIZATION ATTENDANT I (40 HRS) (101331CP) G5; \$14,714-18,069 10-28-96 Clinic Management

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

RES. SPEC., JR. (111395RS) P1; \$20,291-26,368 11-15-96 IME

OFFICE ADMIN. ASST. I (111414CP) G9; \$17,614-21,991 11-15-96 Towne Business Office

EXECUTIVE VICE PRESIDENT

Specialists: David Smith/Susan Hess

ACCOUNTANT I (111448SH) Responsible for administering procurement card program; issuance of credit cards; preparation of monthly reports to card holders; review of daily transactions feed from bank; responsible for training credit card holders & for interacting with the card issuing bank regarding issues such as fraud & other concerns; responsible for weekly payment of credit card transactions & updating the University's accounting system for credit card charges. **Qualifications:** BA/BS or equivalent work exp.; two-three yrs. accounts payable or other accounting exp.; understand basic accounting functions; ability to communicate effectively orally & in writing with diverse population; working knowledge of PC, spreadsheet & word processing software. **Grade:** P2; **Range:** \$22,351-29,098 12-6-96 Comptroller

BUYER II (PRODUCTION BUYER) (121494SH) Solicit price quotes & formal bids; conduct negotiations with suppliers; evaluate production specifications & material performance requirements; interview potential new vendors; establish & maintain price list & source files; follow-up on orders; approve vendor invoices & payments; involvement with Financial Management Info. Systems to enter invoices, issue receipts track payments & resolve discrepancies; liaison between Univ. depts., Business Administrators; work with internal Publication Services staff to ensure production deadlines & quality standards are met; stay abreast of changes in the industry, new technologies, equipment, methods & trends. **Grade:** P4; **Range:** \$26,986-35,123 12-6-96 Publications

STAFF ASS'T IV (121499SH) Provide a high level of administrative support, requiring independent thought & initiative, to the Vice President of Human Resources; arrange & manage Vice President's calendar; coordinate activities of Senior Management Team; interact with numerous & diverse customers, internal & external; screen, handle &/or disseminate all information that comes into the Vice Presidents office; provide essential clerical duties for management of office including preparing &/or drafting briefing document, agendas, presentations & flowcharts; identify & implement office improvements; supervise student workers; manage concurrent & diverse projects; handle highly sensitive & confidential matters with relentless professionalism. **Qualifications:** BA/BS or equiv. combination of relevant experience; demonstrated exp. in upper level responsibility of office management; project planning & prioritizing skill needed; experience in word processing, spreadsheet, computer graphic & dictaphone; skilled at dealing with diverse customers & handling sensitive, confidential situations; demonstrated team building & leadership skills; must be flexible & collaborative in approach. (*Ability to start work at 7:30 AM*) **Grade:** P4; **Range:** \$26,986-35,123 12-4-96 Human Resources

ACCOUNTANT, JR. (111450SH) (Work schedule: Monday thru Friday, 8:30 AM-4:30 PM) G11; \$20,497-26,008 11-20-96 Office of the Comptroller

ACCOUNTANT CLERK III (111449SH) G9; \$17,614-21,991 11-20-96 Office of the Comptroller

ACCOUNTANT II (101267SH) P4; \$26,986-35,123 10-16-96 Office of the Comptroller

ACCOUNTANT, FIXED ASS'T (101266SH) P5; \$29,664-38,677 10-16-96 Office of the Comptroller

FINANCIAL SERVICE ASS'T III (111407SH) G11; \$20,497-26,008 11-18-96 Student Financial Services

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

COORDINATOR IV (111480CP) Assist in designing and conducting international exchange programs both

short and long term; maintain contact with exchange students and keep track of their academic activities with a view to attracting them to GSE; assist in developing strategies and procedures for international programs; assist in conducting educational workshops overseas for both exchange and regular GSE students; assist in preparing the work plan and settings enrollment goals; develop international recruitment strategies and make revenue projections. **Qualifications:** BA/BS, Master's degree preferred; 3-5 years related experience; sensitivity to cultural differences in people; ability to plan and execute programs and activities; strong interpersonal skills; computer skills, especially in word processing and desktop publishing required, academic specialization in an area of international focus; proficiency in one or more foreign languages and study and/or extensive travel outside the United States preferred. (*Ongoing contingent upon funding*) **Grade:** P4; **Range:** \$26,986-35,123 12-3-96 International Programs

ADMIN. ASST. II (07730CP) (*On-going contingent upon funding*) G10; \$19,261-23,999 7-19-96 NCOFF

LAW SCHOOL

Specialist: Clyde Peterson

STACK ATTENDANT (101279CP) Union 10-21-96 Biddle Law Library

MEDICAL SCHOOL

Specialists: Ronald Story/Janet Zinser

ASSOC. DIR. VI (111482JZ) Manage & implement facilities planning & projects; manage projects for facilities renovations & new construction, including project management, information systems, project team communications, programming, budgeting, scheduling, activation planning & special projects. **Qualifications:** BA/BS in engineering, architecture, construction administration or related field; seven or more yrs. relevant experience in design & construction industry, preferably in an academic &/or health care environment; excellent organizational abilities; superb oral & written communication skills; ability to respond promptly & accurately to a wide variety of situations; sound judgment in design, construction, building systems & personnel issues. **Grade:** P8; **Range:** \$39,655-52,015 12-4-96 Architecture & Facilities Management

FISCAL COORDINATOR I (111400JZ) Assist in budget preparation & preparation of initial projections; monitor budgets & reallocate funds; prepare summary activity reports; prepare & authorize financial forms & reports; exercise resource stewardship; serve as liaison with Research Administrator, Business Services, Comptroller's Office, Budget Office & vendors. **Qualifications:** BA/BS or equivalent experience, preferably in business or accounting; knowledge of accounting principles & experience with computerized accounting systems/Lotus 1-2-3; familiarity with University policies & FinMis system preferred. (*End date: one year*) **Grade:** P1; **Range:** \$20,291-26,368 12-5-96 Cell & Developmental Biology

MANAGER III (111468JZ) Responsible for recruitment of secretarial/clerical staff for the Cardiovascular division, including screening, testing, interviewing, and hiring; prepare job descriptions and performance evaluation factors for support staff; monitor and sign time cards; coordinate coverage and distribute work to divisional secretaries; assist with the orientation of new fellows and faculty; maintain Cardiovascular Policy Manual; monitor office supplies, usage, purchasing, and costs; coordinate upkeep and maintenance of Division facilities and equipment; maintain interhospital relationships; develop plan for assigning all clinical space; assess space requirements for all new projects; compose recruitment ads for faculty and other professional positions; assure that Faculty appointments are executed correctly; responsible for revision and printing of fellowship brochure and application; oversee application and interviewing process; assists in evaluating computer and software needs. **Qualifications:** BA/BS in business administration and/or equivalent training and experience; three to five yrs. in a responsible administrative position, preferably in the health care field; supervisory experience; proficient with computers, preferably Macintosh. **Grade:** P4 **Range:** \$26,986-35,123 12-3-96 Cardiology

NURSE II (111477 RS) Assist in identification of protocol subjects; screen, interview, and enroll subjects in in-

outpatient protocols; conduct patient visits; educate patients about the study; complete case forms; perform venipuncture to collect required blood specimens; report findings; assist in program planning; triage sick calls from study subjects; assist in data management activities including QA of patient records and CRF's; answer queries. **Qualifications:** Active registered nurse licensure in PA; two years nursing experience; experience with HIV infected patients and clinical trials desired; ability to perform venipuncture; excellent communication skills; organizational and interpersonal skills; must be detail oriented; training in quality assurance and data management principles. **Grade:** P4 **Range:** \$26,986-35,123 12-3-96 Infectious Diseases

NURSE II (121506RS) Assist in identification of protocol subject; screen, interview & enroll subjects in in/out patient protocols; conduct patient protocol visits; educate patient about protocol; complete case forms; perform venipuncture to collect required blood specimens; communicate findings; assist in program planning; triage sick calls from study subjects; provide cross-coverage for active protocol; rotate coverage of study beeper nights & weekends. **Qualifications:** Active registered nurse licensure in PA; two yrs. nursing experience; experience with HIV infected patients & clinical trials desired; ability to perform venipuncture; excellent communication, organizational & interpersonal skills; must be detail oriented. **Grade:** P4; **Range:** \$26,986-35,123 12-6-96 Infectious Disease

PROGRAMMER ANALYST II (091101JZ) Development of ML & C/C++ of CPLand TSL & other database tools as required; develop client/server architecture for CPL; test CPL & TSL on biological databases; develop Mosaic & GUI interfaces to CPL client server for biological databases. **Qualifications:** MS in computer science or BS in computer & two yrs. experience; data experience desirable; ability to develop design & implement algorithms; preferred skills: UNIX, C, Perl, TCL/TK & GUI development. **Grade:** P6; **Range:** \$32,857-42,591 11-19-96 Genetics

RESEARCH SPECIALIST, JR. (111395RS) Participate in biochemical & cell biological research directed at elucidating relationships between cell structures & their structural functions; perform basic molecular biology & biochemistry experiments; perform cell & tissue culture, including isolation & maintenance of primary & established cell lines & preparation of media; perform microinjection & micromanipulation of cells (well train); assist in planning protocols; perform evaluation, establishment operation & maintenance of equipment; perform library bibliographic searches; keep logs & write reports; maintain inventory & order supplies. **Qualifications:** BA/BS in scientific field; exposure to laboratory research in molecular biology & tissue culture; desire to do challenging experimental work under direction. **Grade:** P1; **Range:** \$20,291-26,368 11-15-96 IME

RES. SPEC., JR. (111474RS) Responsible for the operation of the oligonucleotide synthesizer and the performance of molecular biological procedures at the DNA Sequencing Facility; isolation of DNA for sequencing; perform PCR and cloning, purify oligonucleotides, culture bacteria, and isolate DNA; assist in lab maintenance; perform library searches and outline new protocols. **Qualifications:** BS in Biology or science related field. **Grade:** P1 **Range:** \$20,291-26,368 12-3-96 Genetics

RES. SPEC. I (12148RS) Assist in immunological techniques including separation of peripheral blood lymphocytes, lymphoproliferation assays, and ELISA; perform basic tissue culture techniques; maintain short term and long term T and B cell cultures; assist in service requests for flow cytometry; assist users of CIC equipment and facilities; perform general lab duties such as cleaning, stocking, preparation of stock reagents, and routine equipment inspection and maintenance; perform molecular biological techniques. **Qualifications:** BA/BS in scientific field required; knowledge and experience in cellular immunological techniques and molecular biology and theory required; good organizational skills; ability to work with limited supervision; knowledge of Macintosh computers. **Grade:** P2 **Range:** \$22,351-29,098 12-3-96 Institute for Human Gene Therapy

RESEARCH SPECIALIST IV (111460RS) Maintain triple quadrupole mass spectrometers & attendant data systems & provide training in use of instruments; conduct research associated with Center for Cancer Pharmacology. **Qualifications:** PhD in chemistry, pharmacol-

ogy or related field; at least three yrs. experience in mass spectrometry with at least two yrs. LC/MS experience; four yrs. overall; flexibility, teaching ability, research ability, particularly with skills in vitro metabolism; familiarity with use of data system. **Grade:** P6; **Range:** \$32,857-42,591 11-25-96 Pharmacology

ADMIN. ASST. I (111476JZ) Assist with preparation of grant proposal; prepare spreadsheets; enter database information; organize and maintain files and records; answer telephones and process mail; hand carry document throughout the University; type correspondence, reports, and other documents; arrange meetings; coordinate office work flow, prepare special reports and projects. **Qualifications:** H.S. diploma required, some college preferred; two yrs. related administrative experience; proficiency with Windows-based computer environment, including word processing, spreadsheet, and database applications. Excellent written and oral communications skills needed; ability to handle multiple tasks, meet deadlines, and work independently. **Grade:** G9 **Range:** \$17,614-21,991 12-3-96 General Internal Medicine

ADMIN. ASST. II (111478JZ) (40 HRS) Perform administrative/clerical duties for the Chair; prepare reports; respond to inquiries; coordinate work with other administrative assistants; maintain appointment calendar; type documents; compose correspondence; handle travel arrangements; take Faculty Meeting minutes. **Qualifications:** H.S. diploma and related post high school training or business experience, or equivalent; two yrs. AAI experience, preferably in a medical setting; thorough knowledge of Word for Windows, Excel, Power point, Lotus Organizer 2.0; dictaphone usage strongly preferred; PC literate; type 55 wpm. **Grade:** G10 **Range:** \$22,013-27,427 12-3-96 Anesthesia

LAB. ANIMAL TECHNICIAN (111484RS) (40 HRS) Provide all aspects of care to laboratory animals including husbandry and enrichment of various species; feeding, cage cleaning, record maintenance; maintain rodent breeding colonies and inventories of colonies; provide technical assistance to investigators, including venipuncture; knowledge of working with Biosafety level 2 agents; maintain knowledge of and compliance with USDA, AAALAC regulations, and FDA's Good Laboratory Practices. **Qualifications:** High school diploma required; AALAS certification at the Technician (LAT) level highly desirable; 1-2 yrs. experience working with laboratory animals, including non-human primates; knowledge of and experience with BSL2+ agents; experience with technical procedures as described; able to lift heavy objects above the shoulders and catch and restrain lab animals; commitment to research programs and sensitivity to the needs of animals is essential; ability to meet tight and aggressive deadlines; excellent interpersonal and communication skills. **Grade:** G9 **Range:** \$20,130-25,133 12-3-96 Institute for Human Gene Therapy

RES. LAB. TECH. III (111462RS) (40 HRS) Responsible for the day to day operations of a large research laboratory; perform general laboratory support functions including collection/distribution of glassware; maintenance of supplies inventories; monitor and maintain common use lab equipment for cleanliness, proper maintenance, and function; prepare laboratory media and stock solutions for experiments; act as a liaison between laboratory investigators and purchasing vendors; act as contact person for order deliveries and their follow-up; responsible for weekly swipe tests, maintain accurate radiation safety records and quarterly reports; perform small equipment repair; provide backup to other research technicians. **Qualifications:** H.S. diploma required, BA/BS degree preferred; three years of experience in a laboratory; strong technical skills, knowledge of equipment function and repair; strong knowledge of computers preferred; excellent oral and written communications skills; ability to deal with multiple constituencies (faculty, technicians, vendors, and other University departments); must be available for emergencies; weekend hours required on a scheduled basis. **Grade:** G10 **Range:** \$22,013-27,427 12-3-96 Institute for Human Gene Therapy

ASSISTANT DIRECTOR VI (111461JZ) P7; \$36,050-46,814 11-26-96 Resource Planning & Analysis

BUSINESS MANAGER I (081028JZ) P4 \$26,986-35,123 9-3-96 Gastroenterology

COORDINATOR III (111416JZ) P3; \$24,617-31,982 11-13-96 Pathology & Lab Medicine

DATABASE TECHNICIAN II (091139JZ) P7; \$36,050-46,814 11-12-96 CCEB

EDITORIAL SUPERVISOR/EDITOR/MANAGING CLINICAL EDITOR (101234JZ) P7/P8; \$36,050-46,814/39,655-52,015 10-24-96 Radiation Oncology
FISCAL COORDINATOR II (091193JZ) P2; \$22,351-29,098 11-12-96 Medicine-Pulmonary
PROGRAMMER ANALYST I (101355JZ) P4; \$26,986-35,123 11-1-96 Radiology
PROGRAMMER ANALYST II (101262JZ) P6; \$32,857-42,591 10-18-96 Radiology
RESEARCH COORDINATOR (101280RS) (*On-going contingent upon grant funding*) P3; \$24,617-31,982 10-18-96 Psychiatry
RESEARCH SPEC., JR. (091204RS) (*On-going contingent upon grant funding*) P1; \$20,291-26,368 10-3-96 Surgery
RESEARCH SPECIALIST I (101240RS) P2; \$22,351-29,098 10-11-96 Medicine/Rheumatology
RESEARCH SPECIALIST I (101271RS) (*Flexibility to work beyond requisite scheduled hours, share on-call responsibilities for after hours, weekends & holidays*) (*End date: 10/31/98*) P2; \$22,351-29,098 10-18-96 IHGT
RESEARCH SPECIALIST I (101261RS) (*Position requires travel to multiple study sites, must have access to a car*) P1; \$20,291-26,368 10-22-96 Psychiatry
RESEARCH SPECIALIST I (101339RS) (*End date: 10/31/98*) P2; \$22,351-29,098 10-22-96 IHGT
RESEARCH SPECIALIST I (101243RS) 1101245RS) P2; \$22,351-29,098 11-6-96 Medicine-Pathology
RESEARCH SPECIALIST III (101386RS) (*On-going contingent upon grant funding*) P2/P3; \$22,351-29,098/ \$24,617-31,982 11-5-96 Medicine
RESEARCH SPECIALIST II (101239RS) (*On-going contingent upon grant funding*) P3; \$24,617-31,982 10-11-96 Medicine
RESEARCH SPECIALIST II (101326RS) P3; \$24,617-31,982 10-18-96 Medicine-Hematology/Oncology
RESEARCH SPECIALIST II (101241RS) P3; \$24,617-31,982 11-6-96 Medicine-Pathology
RESEARCH SPECIALIST III (101378RS) (101379RS) G10; \$19,261-23,999 11-5-96 Path. & Lab Medicine
RESEARCH SPECIALIST IV (101210RS) (*End date: 10/31/98*) P6; \$32,857-42,591 10-4-96 IHGT
STAFF ASSISTANT II (111406JZ) P2; \$22,351-29,098 11-12-96 Continuing Medical Education
STAFF ASSISTANT IV (111475JZ) P4; \$26,986-35,123 11-27-96 Ophthalmology
CLERK I (40 HRS) (101373JZ) G4; \$13,420-16,538 11-20-96 Neurology
CLERK II (40 HRS) (101275JZ) (*On-going contingent upon grant funding*) G5; \$14,714-18,069 10-17-96 Smell & Taste Center
CLERK V (111415JZ) G8; \$18,481-23,132 11-13-96 Pathology & Lab Medicine
EXECUTIVE SECRETARY (N/E) (40 HRS) (111391JZ) (*Work schedule requires evenings & weekends on regular basis*) G12; \$26,133-33,725 11-21-96 Pharmacology
HISTOLOGY TECHNICIAN II (40 HRS) (101330RS) G10; \$22,013-27,427 10-22-96 Ophthalmology
OFFICE ADMIN. ASSISTANT II (40 HRS) (101376JZ) G10; \$22,013-27,427 11-1-96 Rehabilitation Medicine
OFFICE ADMIN. ASSISTANT III (111466JZ) G11; \$20,497-26,008 11-27-96 Med. School Business Office
RESEARCH LAB TECHNICIAN III (05437RS) G10; \$19,261-23,999 10-28-96 Medicine/Cardiology
RESEARCH LAB TECHNICIAN III (101383RS) G10; \$19,261-23,999 11-5-96 Pathology & Lab Medicine
RESEARCH LAB TECH III (40 HRS) (101385RS) (*On-going contingent upon grant funding*) G10; \$22,013-27,427 11-5-96 Center for Experimental Therapeutics
RESEARCH LAB TECHNICIAN III (111433RS) G10; \$19,261-23,999 11-14-96 Psychiatry
RES. LAB TECH III (40 HRS) (111439RS) (*End date: 12/1/97*) G10; \$22,013-25,133 11-18-96 Anesthesia
SECRETARY V (40 HRS) (101247JZ) (*On-going contingent upon grant funding*) G10; \$22,013-27,427 Center for Bioethics
SECRETARY V (40 HRS) (111446JZ) (*On-going contingent upon grant funding*) G10; \$22,013-27,427 11-20-96 Center for Sleep
P-T (ACCOUNTANT JR.) (20 HRS) (08906JZ) G11; \$11,262-14,290 10-30-96 Continuing Med Educ.
PART-TIME (CONTROL CENTER OPERATOR) (SOM) (22 HRS) (111467JZ) (*Abie to work nights & weekends & overtime on short notice; Applicants must past a Police background security check*) (*Position considered "essential" personnel*) (*Work schedule: Sat-Sun, 7:00AM-7:00PM*) G9; \$9,678-12,083 11-27-96 Architecture & Facilities Management

REGULAR PART TIME (SUPERVISOR/SOM SECURITY UNIT) (22 HRS) (07802JZ) (*Able to work overtime on short notice; must pass police background security check; position considered "Essential" personnel*) (*Work schedule: Sat-Sun 8:00 pm-8:00 am*) G10; \$10,583-13,186 11-4-96 Architecture & Facilities Management

NURSING

Specialist: Ronald Story

ADMINISTRATIVE ASSISTANT II (40 HRS) (111393RS) Coordinate administrative clerical support fro the BSN/MSN Program; respond to inquiries from undergraduate through PhD programs; schedule interviews, facilitate application process; interface with program directors & other offices; prepare mass mailings for registration & orientation; collect student related data, compile statistics & prepare reports; participate & assist in campus recruiting events. **Qualifications:** Completion of high school business curriculum & related training; at least two yrs. at the AAI level or comparable experience preferably in a fast paced environment; strong organizational & interpersonal skills; excellent telephone skills; strong PC related skills including word processing experience at the intermediate level or above; WordPerfect fro Windows 6.1 preferred; ability to type at least 50 wpm; familiarity with database programs preferred; knowledge of e-mail & SRS or related tracking system. **Grade:** G10; **Range:** \$22,013-27,427 12-4-96 Nursing
ADVANCED PRACTICE NURSE (101232RS) (*Must be able to make home visits within 25 mile radius of HUP, Presbyterian, Phoenixville & Nazareth Hospitals or any additional research sites*) (*End date: 6/30/00*) P9; \$43,569-57,217 10-10-96 Nursing School
ASSOCIATE DIRECTOR V/VII (101251RS) P7/P8; \$36,050-46,814/\$39,655-52,015 11-6-96 Nursing
COORDINATION II, FINANCIAL AID (101229RS) P2; \$22,351-29,098 10-11-96 Nursing
P-T (ADVANCED PRACTICE NURSE) (101231RS) (*Must be able to make home visits within 25 mile radius of HUP, Presbyterian, Phoenixville & Nazareth Hospitals or any additional research sites*) (*End date: 6/30/99*) P9; \$19,917-26,156 10-10-96 Nursing
ADMINISTRATIVE ASSISTANT III (40 HRS) (101360RS) G11; \$23,425-29,723 10-25-96 Nursing
ADMIN. ASSISTANT III (40 HRS) (111420RS) (*End date: 8/31/99*) G11; \$23,425-29,723 11-15-96 Nursing

PRESIDENT

Specialists: Susan Hess/Janet Zinser

ASSISTANT TO DIRECTOR I (121501JZ) Report to the Director of the Alumni council on Admissions, assist with implementing programs & services for alumni families; arrange interviews, tours, meetings with faculty & other aspects of admissions process; interview & counsel applicants; review applications & make decision recommendations; serve as member of Admissions Selection Committee; arrange & coordinate special events, including receptions, telethons, special programs; ensure educational counseling to alumni applicants & parents after decision; track & record statistics; maintain & update applicant database; arrange appointments & itineraries; coordinate videotape distribution. **Qualifications:** BA/BS; familiarity with University of Pennsylvania & its facilities, especially with student life & undergraduate academic programs, highly desirable; knowledge of WordPerfect & database programs; ability to learn software programs; excellent customer service skills & desire to work with students & alumni; willingness to work evenings & weekends. **Grade:** P1; **Range:** \$20,291-26,368
ASSISTANT MANAGER II (121495SH) Oversee and perform day to day operation of active records unit of the University Records Center; supervise, facilitate, and participate in processing of incoming and outgoing records and in retrieval, shelving, and delivery of records; responsible for specialized records management procedures and automated access technologies for active records; responsible for digitized records storage, retrieval, and delivery. **Qualifications:** BA/BS or equivalent workplace exp.; one to three years minimum experience in large records management operation, with exp. in time-sensitive, active records management preferred; knowledge of on-line records management systems preferred. **Grade:** P2 **Range:** \$22,351-29,098 12-3-96

University Archives
EXECUTIVE ASSISTANT I (05508JZ) P6; \$32,857-42,591 11-20-96 Development & Alumni Relations
STAFF ASSISTANT III (101335H) P3; \$24,617-31,982 10-18-96 Office of the Secretary
ADMINISTRATIVE ASSISTANT I (40 HRS) (111468JZ) G9; \$20,130-25,133 11-27-96 Development & Alumni Relations
ADMINISTRATIVE ASSISTANT III (40 HRS) (101260SH) (*Some nights & weekends required*) G11; \$23,425-29,723 10-14-96 Office of the President

PROVOST

Specialist: Clyde Peterson

PART-TIME ASSISTANT MANAGER I (17.5 HRS) (121502CP) Establish & maintain consistent merchandising program; keep current with product development; order merchandise; maintain displays; conduct daily sales operations of the Pyramid Shop; administer financial operations of the Shop; make deposits, prepares invoices for payment; establish with approval from Women's Committee & Financial Officer, shop hours, merchandising & pricing practices; make reports as required. **Qualifications:** BA/BS or equivalent experience; aptitude for financial management & buying & display; experience in small shop operations; familiarity with anthropology & primary & secondary (1st & 8th grades) useful. **Grade:** P1; **Range:** \$10,146-13,184 12-6-96 Museum
ASSISTANT TO DIRECTOR I (111430CP) (*Work schedule may require some evening & weekend hours*) P1; \$20,291-26,368 11-20-96 ICA
CRC COMPUTER TECHNOLOGY SPECIALIST II (101258CP) P6; \$32,857-42,591 10-17-96 Computing Resource Center
COORDINATOR II (111435CP) P2; \$22,351-29,098 11-20-96 Learning Technology Administration
COORDINATOR III (101238CP) P3; \$24,617-31,982 10-15-96 Arthur Ross Gallery
INFORMATION SYSTEM SPECIALIST II (101323CP) P5; \$29,664-38,677 10-25-96 Undergrad Admissions
LIBRARIAN III (101340CP) P4/P5; \$26,986-35,123/29,664-38,677 10-30-96 University Libraries
RESEARCH SPECIALIST IV (101349CP) P6; \$32,857-42,591 10-31-96 Museum
SYSTEMS ANALYST II/SR. (101374CP) P7/P8; \$36,050-46,814/\$39,655-52,015 11-1-96 ISC/Application Development
LTD. SVC. (MARKETING COORD. I) (111463CP) P2; \$18,626-24,248 11-26-96 Annenberg Ctr.
ADMINISTRATIVE ASSISTANT III (101320CP) G11; \$20,497-26,008 10-21-96 Undergraduate Admission
ADMINISTRATIVE ASSISTANT III (101321CP) G11; \$20,497-26,008 10-21-96 Undergraduate Admissions
ADMINISTRATIVE ASSISTANT III (101319CP) G11; \$20,497-26,008 10-30-96 Undergraduate Admissions
ASST. LAB ANIMAL TECHNICIAN (40 HRS) (091160CP) (*Work schedule may include shifts other than M-F, incl. weekends, holidays & overtime*) G7; \$17,068-21,247 11-14-96 ULAR/School of Medicine
BIBLIOGRAPHIC SPECIALIST (101256CP) Union 10-22-96 University Libraries

Classifieds

FOR SALE

House in Overbrook Park - 3 bedroom, 15/20 minutes from Penn. Near school, day care, shopping and public transportation. Quiet street. House well maintained. Many amenities. Must See. Call Vic McGill (Fox & Lazo) 610-525-6600 (#25A).

FOR RENT

4700 Springfield Avenue. 2 bedrooms, second floor, modern kitchen and bathroom, hardwood floors, large backyard. \$600 includes all utilities. 724-7102.

SERVICES

Shari D. Sobel, Ph.D. Psychotherapy. University of Pennsylvania Alumna (215) 545-4744

For classifieds rates and information, contact The Compass at 898-3632.

CURATORIAL ASSISTANT (111429CP) G11; \$20,497-26,008 11-19-96 Institute of Contemporary Art
LAB ANIMAL AIDE (40 HRS) (081031CP) G5; \$14,714-18,069 11-20-96 ULAR
LIMITED SERVICE (ADMINISTRATIVE ASSISTANT I) (101322CP) G9; \$ 9,678-12,083 10-30-96 Undergraduate Admissions
REG. P-T ADMIN. ASSISTANT II (101257CP) G10; \$10,583-13,186 10-17-96 University Libraries

VETERINARY SCHOOL

Specialist: Ronald Story

ASSISTANT SUPERVISORY CUSTODIAL (NBC) (40 HRS) (111490RS) Responsible for supervision & training new employees; pre-training existing employees in accordance with accepted departmental procedures; supervise custodial workers; supervise & make recommendations for group projects; coordinate emergency coverage, supplies, program & job duties for employees; ensure proper coverage of areas & reports irregularities & absences; make recommendations pertinent to safety; personnel & department efficiency; make recommendation to management regarding improvements; identify problems in procedures; maintain morale, work productivity & acts as liaison between staff & management. **Qualifications:** H.S. grad or equivalent; two-three yrs. related exp.; supervisory or group leadership experience preferred; ability to make good judgment decisions with good communication skills, both written & oral; familiarity with all types of cleaning equipment; experience in hospital cleaning environment & knowledge of health care cleaning procedures; ability to tolerate post-surgical clean up is required; able to lift & carry up to 50 lbs.; able to work flexible schedule; valid driver's license required. (*Position located in Kennett, Square, PA-there is no public transportation*) **Grade:** G9; **Range:** \$20,130-25,133 12-6-96 Large Animal Hospital

CENTRAL SUPPLY TECHNICIAN (NBC) (40 HRS) (111486RS) Wash, sterilize instruments & supplies using sterilization equipment & techniques; laundry duties; assist as needed in pre-operative preparation of OR supply cart & assist with supplies in operating room as needed; may have custody of supplies; participate in guidance & education programs for Vet & Nursing students. **Qualifications:** High school graduate; one-two yrs. related experience; ability to communicate effectively with faculty, staff, clients, students; ability to lift & carry up to 50 lbs.; experience with sterilization techniques; able to work under stressful conditions & to work flexible hours. (*Position located in Kennett, Square, PA-there is no public transportation*) **Grade:** G8; **Range:** \$18,481-23,132 12-6-96 Large Animal Hospital

CLINICAL LAB TECHNICIAN (111489RS) Perform a variety of clinical tests, utilizing precision instruments such as microscopes & automatic analyzers; test results are used in the treatment & diagnosis of disease. **Qualifications:** High school graduate with two yrs. of post-secondary school training in clinical lab procedures & techniques or equivalent work experience; familiarity with automated equipment preferred; computer background helpful. (*Work schedule may require working every other weekend/two days off during the week alternate week 9:30AM-5:30PM*) **Grade:** G10; **Range:** \$19,261-23,999 12-6-96 VHUP-CLM

LAB ANIMAL TECHNICIAN (40 HRS) (111488RS) Provide routine work performed under direct supervision involving the care & maintenance of laboratory canine animals; provide food, water, bedding & clean trays daily; observe animal conditions & report abnormal health & unsafe unusual conditions; maintain accurate records of animal care; assist in preparation &/or administration of medication &/or experimental compounds; perform basic functions of animal nursing &/or first aid. **Qualifications:** High school graduate; certification as laboratory animal technician or eighteen months experience in the animal care field; physically able to lift heavy objects above the shoulders & catch & restrain lab animal; willing to accept occasional overtime assignments & shift assignments other than Monday thru Friday; work may involve the use of potentially hazardous chemical, biological or radiological materials. (*Position located in Kennett, Square, PA-there is no public transportation*) **Grade:** G9; **Range:** \$20,130-25,133 12-6-96 New Bolton Center

NURSE, VET ASSISTANT (40 HRS) (111491RS) Care of hospitalized large animal patients, includes feeding, hydrotherapy, walking, bathing, support wraps & restraint of large animal patients; admit & discharge hospi-

tal patients; identification of patient & equipment; escort visiting owners to animals; conduct tours; general maintenance & cleanliness of hospital & equipment; stock, organize & maintain treatment rooms; maintain endoscope & help with endoscopy service. (*Position located in Kennett, Square, PA-there is no public transportation*) **Grade:** G5; **Range:** \$14,714-18,069 12-6-96 Large Animal Hospital

OFFICE SYSTEMS COORDINATOR (111459RS) Create and maintain automated systems, support department activities including teaching and clinical performance evaluations, department home page and department personnel files. Coordinate activity of the department's education committee, search committee's and the intern/resident matching program. Provide minor systems support to the department; generate reports, statistics and other information. Report directly to the Chair. **Qualifications:** BA/BS or equivalent. Two to four years related experience. Demonstrated computer skills with expanded knowledge in database management, spreadsheet management, and word processing. Strong written and communication skills. Ability to resolve problems/conflicts minimal supervision. **Grade:** G11; **Range:** \$20,497-26,008 11-21-96 VHUP/Clinical Studies

PART-TIME (TECH, VET I/II) (111487RS) **TECH I:** Administer treatments, injections & medications as prescribed; assist with diagnostic & therapeutic procedures; monitor vital parameters, observe & record symptoms, reactions of patients. **TECH II:** Same as above as well as, perform diagnostic & therapeutic procedures; assist in the instructions of nursing & veterinary students (may have direct teach responsibility). **Qualifications:** **TECH I:** Completion of accredited animal health tech program or degree in animal science or three yrs. Vet Tech experience; state certificate/licensure may be necessary. **TECH II:** Same as above as well as at least two yrs. experience as Vet Tech I or equivalent required. (*Work schedule: Wednesday-Thursday, 8:00AM-8:00PM; Friday 12:00-6:00PM*) **Grade:** G8/G10; **Range:** \$8,885-11,121/\$10,583-13,186 12-6-96 VHUP-Emergency

ASSISTANT DIRECTOR, FACILITIES/PLANNING & CONSTRUCTION (111442RS) (*Position located in Kennett Square, PA-there is no public transportation*) P5; \$29,664-38,677 11-21-96 NBC/Admin. Services
ADMINISTRATIVE ASS'T I/II (40 HRS) (111419RS) (*Position located in Kennett Square, PA-there is no public transportation*) G9/G10; \$20,130-25,133/22,013-27,427 11-15-96 Large Animal Hospital
TECH, VET I/II (40 HRS) (111401RS) **TECH I:** (*Work schedule requires rotating/nights/weekends*) G8/G10; \$18,481-23,132/\$22,013-27,427 11-13-96 VHUP-Wards
TECH, VET I/II (40 HRS) (111455RS) G8/G10; \$18,481-23,132/22,013-27,427 11-25-96 Emergency Service

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

UPWARD BOUND COUNSELOR (12650CP) (*Work schedule: Tuesday-Saturday/End date: Grant supported, ongoing continuation contingent on funding*) P3; \$24,617-31,982 11-26-96 Department of Academic Support
VETERANS UPWARD BOUND COUNSELOR (101255CP) (*On-going contingent on grant funding*) P3; \$24,617-31,982 10-14-96 Academic Support Programs

WHARTON SCHOOL

Specialist: Janet Zinser

DIRECTOR VII (111418JZ) Responsible for all facilities operations maintenance, scheduling & security for four buildings totaling 600,000 square feet, School's capital planning, space planning & allocation & new capital construction & renovations; manages staff of twelve & directly supervise the managers of facilities, classroom & special event scheduling, project management & scheduling & facilities services; responsible for the successful; implementation of multi-department operations initiative which consolidates the scheduling of special events, facilities maintenance; classroom technology delivery, computer lab reservation & student registration for computer courses. **Qualifications:** BA/BS with major in engineering or business administration or equivalent; MBA or Master's in engineering, architecture or design strongly preferred; five-seven yrs. progressively responsible experience in facilities management,

architectural planning/design or engineering; thorough understanding of technical aspects of planning for & maintenance of structural, mechanical & electrical systems of large building complex; demonstrated computer literacy; ability to use spreadsheets, databases, CAD & read blue prints; proven problem analysis skills; excellent communication & negotiating skills with proven ability to work with people from a variety of backgrounds & experience; strong management skills; position is considered "essential" personnel; able to be on call at all hours; position may require incumbent to inspect roof tops, sub-basements & other confined space & at times require incumbent to be exposed to adverse weather conditions. **Grade:** P10; **Range:** \$48,822-64,066 11-15-96 Facilities Services

PROGRAMMER ANALYST III (101276JZ) Evaluate & recommend new or modified data networking policies & strategies; develop testing & implementation plans & procedures for new network technologies; manage School's Cisco 7000 router supporting fourteen multiprotocol subnets; establish & enforce standards for networking equipment & topologies; configure, install & maintain Ethernet & FDDI devices; manage vendor relationships for supply & maintenance of network hardware, software & cable; participate in Wharton Computing's capital spending & budget planning processes; analyze baseline & utilization statistics & implement modifications to improve overall network performance & reliability; monitor & troubleshoot network performance; maintain expertise with existing & emerging technologies & standards. **Qualifications:** BA/BS in computer science, engineering field or equivalent experience in design & implementation of network software & hardware, preferably in an Internet-connected environment; 5-7 years experience in many facets of computing support; *Operating Systems:* UNIX, MS-Windows, Win95, Novell, NT; *Networking:* TCP/IP, IPX, SNMP, distributed environments; Ethernet LANs & writing topologies; *Languages:* C, C++, Perl, BASIC; *Networking Hardware:* routers, concentrator, repeaters, fiber optics; ability to work independently; strong communication skills; ability to lift networking & computing equipment up to 50 lbs. (*Application deadline date: 12/10/96*) **Grade:** P7; **Range:** \$36,050-46,814 12-4-96 WCIT

ASSOCIATE DIRECTOR VI/VII (101219JZ) P8/P9; \$39,655-52,015/\$43,569-57,217 10-9-96 Undergraduate Division

COORDINATOR II (111423JZ) (111425JZ) P2; \$22,351-29,098 11-15-96 Aresty Institute

DESIGNER PUBLICATIONS (111422JZ) P3; \$24,617-31,982 11-18-96 Aresty Institute

DIRECTOR VII (11535JZ) P10; \$48,822-64,066 11-8-95

DIRECTOR VIII (101324JZ) P11; \$56,135-70,246 10-18-96 Finance & Administration

FINANCIAL ADMINISTRATOR I (111457JZ) P4; \$26,986-35,123 11-25-96 External Affairs

INFORMATION SYSTEMS SPECIALIST I/II (101276JZ) P3/P5; \$24,617-31,982/29,664-38,677 10-17-96 WCIT

INFORMATION SYSTEM SPECIALIST II (111301JZ) P5; \$29,664-38,677 11-12-96 WCIT

MAJOR GIFT OFFICER I/II (11549JZ) P7/P8; \$36,050-46,814/\$39,655-52,015 11-10-95 External Affairs

MANAGER IV (111440JZ) (*Work schedule may require that no vacation can be taken during the months of August, September, January & May; minimum work week of 40 hours is required to manage the function which is open 8:00AM-5:30PM*) P5; \$29,664-38,677 11-18-96 Facilities Services

PROGRAMMER ANALYST I (111424JZ) (*On-going contingent upon grant funding*) P4; \$26,986-35,123 11-15-96 Pennsylvania SBDC

ADMINISTRATIVE ASSISTANT III (111426JZ) G11; \$20,497-26,008 11-18-96 Steinberg Conference Center
BUILDING SERVICES ASSISTANT (40 HRS) (111413JZ) G8; \$18,481-23,132 11-13-96 Wharton Facilities Services

SUPERVISOR II (08873JZ) (*This position requires periodic overtime on evenings, Saturdays, Sundays, University holidays; production cycle of the department requires that no vacation be taken during the months of December, January, August & September; availability for overtime is a requirement of this position*) G11; \$20,497-26,008 11-15-96 WCIT

REGULAR PART-TIME (EDITORIAL ASSISTANT I) (111453JZ) G11; \$11,262-14,290 11-25-96 Wharton Real Estate

PENNPRINTOUT

Penn Web update

Several new features and services designed to improve the usefulness of the Penn Web were put in place in November.

- The search page (www.upenn.edu/search/) was updated to include two new options: a search of the Penn Web using the popular search tool Alta Vista, and a link to the Penn Index (www.upenn.edu/penn-index/), which points to several useful indexes, including a list of departmental web pages.
- The electronic calendar was expanded to list events sponsored by student groups. To restrict a search on the calendar (<http://www.upenn.edu/cgi-bin/calendar/unprotected/search>) to student events, select "Student Activities" from the "Activity" list.
- Reports of broken or out-of-date links on web pages are being sent to providers of information each week so they can fix problems on their pages. The result has been a more reliable Web and fewer error messages to users.
- Users now receive a more useful error message when they can't connect to a page on www.upenn.edu. The message, which replaces the cryptic "404" error, explains the possible causes of the problem and allows users the option of having the system notify the provider that there is a problem.

These Penn Web improvements are among the first fruits from a cross-university team formed this fall to plan and operate the Penn Web. Under the governance of the Penn Web Steering Committee, the Penn Web Team includes members from ISC, the Libraries, Schools, and key administrative offices. Its initial efforts are focused on deferred maintenance, improved operational procedures, and planning for a comprehensive redesign of the Penn Web's structure and appearance. The Team is actively soliciting input about the Web from a wide range of sources, including November's highly successful web-based survey. You can contact the Web Team through Randall Couch at couch@isc.

The energizer

The new Facilities Management web pages just keep going, tempting the casual browser to explore just one more nugget about the Penn campus. You can use their direct URL (www.upenn.edu/fm/) to explore the site, but most people will first become familiar with their stunning map collection since the maps recently became the centerpiece for the campus map on the Penn Web (www.upenn.edu/fm/map/).

Directories offer added convenience

The web-based online directory (directory.upenn.edu/) is more convenient to use now that clickable e-mail and home page addresses are available from the search results page. The only caveat is that student home page information will not be available until ISC and the Schools complete modifications to local data-extract processes. Try out the new directory with a search for your own listing and make sure that it reflects your preferences.

If your listing is incorrect, incomplete, or doesn't reflect your current personal privacy preferences, select "Adding/Changing E-mail Directory Listings" to find out how to update directory

information. Faculty and staff should note that the "Faculty/Staff Directory Update" form now includes a selection to turn the display of home page addresses on or off and that the Business Services Department now accepts corrections to the *Faculty/Staff Telephone Directory* via a web-based form—see www.upenn.edu/bus-svcs/instr.html for details.

Penn Web survey prize winners

The prizes for the recent Penn Web survey were awarded as follows: The \$50 gift certificate to Palladium Restaurant was won by Warren L. Wang, SEAS undergraduate; Claris Home Page (Windows) went to Adam Kane, brother of a SAS undergraduate; and the \$50 gift certificate to the Book Store was won by Wen-Liang Chen, a Social Work graduate student.

Thank you to the nearly 1,900 people who responded to the survey. Look for a summary of the results early in the new year.

Computing restructuring at Penn

Seven campus pilots and an integrative steering group continue to move Penn toward a new model for delivering computing services across the University. Vetted across Penn, the model clarifies a new division of labor that lets the Schools and the central computing group each devote more effort to the things it does best. By July of 1997, all frontline computing support will be at the local level as close as possible to the recipient. The central computing group will concentrate on infrastructure services such as networking, core business systems, data administration, standards, and services for local providers of computing. Most of the pilots can be followed in the computing restructuring web pages (www.upenn.edu/restruct/). One pilot is organizing undergraduates to deliver computing support to other undergraduates in residence. Another is linking help desks across campus by sharing software that tracks problems and builds a database of solutions. A third is putting in place a coherent set of services targeted specifically to local providers of computing support.



Michael T. Ryan, describes the rich web-based resources available from the Library's Center for Electronic Text & Image (www.library.upenn.edu/etext) in Penn Printout Online's December issue. Visit [Printout Online \(\[www.upenn.edu/pennprintout\]\(http://www.upenn.edu/pennprintout\)\) to view our feature story on CETI's virtual rare books and manuscripts—and more.](http://www.upenn.edu/pennprintout)

More Winter Cheer

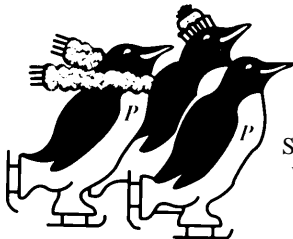
AAA Holiday Party: Wednesday, December 11

The African-American Association of Administrators Faculty and Staff holds its annual holiday party tomorrow in the third floor conference room of Lauder-Fischer Building from noon-2 p.m. If you haven't otherwise received word of this event, please consider this your invitation to join us in celebration.

—Rashida Abdu, Co-chair, AAA Networking Committee

Steppin' Out Nite Holiday Celebration: December 11

The Steppin' Out Nite Holiday Celebration in University City will include a tree lighting ceremony at 40th & Locust Streets with music provided by the Powelton Steppers. Santa Claus will visit the Food Court at the Shops at Penn, from 5:30-8 p.m. The Penn Band will provide street entertainment starting from 3401 Walnut Street and going to 40th Street. There will be free Victorian-style trolley rides to and from shopping areas and restaurants (34th Street to 50th Street, 5-8 p.m., including the Fire House Farmers' Market). Hot cider and ginger snaps will be available at the trolley stops. See the DP for the trolley route. The last Steppin' Out Nite of the semester is scheduled for December 18.



Free Midnight Skating: December 13 & 14

The 1923 Ice Rink, at 3130 Walnut St., opens its doors to all PennCard holders this weekend. The free skate sessions are from midnight to 2 a.m., this Friday and Saturday, December 13 and 14. Skate rental is \$1.50. Transportation from the Rink after the sessions will be provided by PennBUS. For more information, call 898-1923 or see the Ice Rink home page at www.upenn.edu/icerink.

Faculty Club: December 18 Open House

The menu includes cheese and fruit, chicken satay, mozzarella with prosciutto, smoked salmon, dim sum, cheese tortellini, tomato basil penne, roasted turkey with cranberry sauce and tarragon mayonnaise, top round of beef au jus with horseradish cream, mini confections and candies, and holiday punch; the Hourglass bar will be open; 4:30-6:30 p.m., Faculty Club.



Bagel Business Back in Basement

Soon the bagel will once again be among the options in the Houston Hall Mall. A new independent company, which will be known initially as University Bagel, will open by January 13, filling the void left when Bagel Builders moved out earlier this semester. Ashok Patel, owner and president of the company, said they will mostly serve bagels, sandwiches and drinks during the day, continuing with coffee and desserts in the evening.

Tom Hauber, Associate Director of Student Life and Facilities, said the University hopes they will revive the level of business that had been in the Hall of Flags a baker's dozen years ago when Skolnick's first opened. However, when Houston Hall undergoes renovations as part of the Perelman Quad beginning in May 1998, the building will close its doors for two years and all of the merchants and offices will have to relocate.

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **November 25 through December 1, 1996**. Also reported were **Crimes Against Property**, including 18 thefts (including 1 burglary, 2 thefts of auto, 2 thefts from auto); 4 incidents of criminal mischief and vandalism; 1 of trespassing and loitering. Full crime reports are in this issue of *Almanac on the Web* (www.upenn.edu/almanac/v43/n15/crimes.html).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **November 25 and December 1, 1996**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Threats & harassment—2			
11/26/96	12:10 PM	Nichols House	Dispute between students
11/26/96	7:52 PM	Brooks Dorm	Unwanted phone calls received
38th to 41st/Market to Baltimore: Threats & harassment—1			
11/25/96	8:44 PM	High Rise North	Unwanted phone calls received
41st to 43rd/Market to Baltimore: Robberies (& attempts)—1			
11/25/96	4:17 AM	200 Blk. 43rd	Complainant robbed at gunpoint

Update

DECEMBER AT PENN

MEETING

12 Osteoporosis: A Practical Approach; Michelle Battistini, ob/gyn; Ass'n of Women Faculty and Administrators meeting; 4 p.m., Smith Penniman Room, Houston Hall (AWFA).

SPECIAL EVENT

14 Amazulu; annual holiday crafts market featuring arts and crafts by African-American artists; jewelry making workshop for ages 7-adult, all day Dec. 14, \$15; storytelling; lecture by Dr. Edwin Nichols, 6:30 p.m.; 12-7 p.m.; International House; \$1, free/children 12 and under; info: 627-8667. *Continues on December 15.*

TALK

11 Women's Studies: The Penn Mid-Atlantic Seminar; Leonore Tieffer, NYU School of Medicine, discusses her new book, *Sex is Not a Natural Act and Other Essays* (Westview); discussants: Michelle Fine, CUNY Graduate Center (formerly of Penn) and Susan Lindee, history and sociology of science; 5:30 p.m.; Room 109, Annenberg School; for a paper for the session (optional), contact Women's Studies at 898-8740 (Women's Studies).

Next Issues: There will be an issue December 17, but none December 24 or 31, and none January 7. We will resume publishing weekly with the January 14 issue. The deadline for the February at Penn calendar is January 14.



Almanac

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The *Compass* stories are written and edited by the Office of University Relations, University of Pennsylvania.

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**Report to the NCAA
Committee on Athletics Certification:
A Self-Study of Athletics at the
University of Pennsylvania**

NCAA Certification Committees

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Jorge Santiago-Aviles, Associate Professor Electrical Engineering
David Smith, Manager, Human Resource Services
Jane Williams, Women's Athletic Board (C '65)

Report to the NCAA Committee on Athletics Certification:

A Self-Study of Athletics at the University of Pennsylvania

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Rules Compliance S-4
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To the University Community

The University of Pennsylvania has spent the past year conducting a self-study as part of the process required to meet National Collegiate Athletic Association (NCAA) certification requirements. This was not an insignificant challenge given Penn's athletic program of 32 intercollegiate teams and more than 1,000 student-athletes; it is one of the largest programs in the country. The purpose of the self-study is to ensure that Penn's athletic programs meet or exceed NCAA guidelines for governance and rules compliance, academic integrity, fiscal integrity, and commitment to equity.

Over the past year, representatives from a broad cross-section of the University community have educated themselves regarding how Penn manages and supports its athletic programs. They have affirmed University athletic policies and they have made recommendations for improvements where warranted. But on balance, the committees found that Penn's athletic programs and policies represented the highest standards of the NCAA, Ivy League and the University.

As one of the institutions that helped the NCAA develop its certification program in 1991, Penn believes that the certification process helps maintain an athletic program that contributes to the University's overall mission and reinforces the positive values of Penn athletics. The process also allows Penn to demonstrate and reaffirm its commitment to the Ivy League principles that require student-athletes to be fully integrated into the larger scholarly community and meet the same high standards for both athletic and academic excellence. As this report bears out, Penn does not compromise the standards that it sets for its student-athletes and its athletic programs.

Ivy League rules governing financial aid, eligibility and academic performance for student-athletes are stricter than NCAA rules, and the self-study reflects this. The study also reflects Penn's commitment to maintaining a proper balance between athletics and academics and its ongoing efforts to ensure equal opportunity for all students wishing to participate in intercollegiate sports and parity between men's and women's programs.

In addition to the work of the committee members, the NCAA seeks to insure broad institutional participation in the self-study process. For this reason, the draft reports of the working committees conducting the self-study are now complete and are being published for comment from the University community. The NCAA Certification Institutional Steering Committee will take these comments into account in preparing its final report for submission to the President, and then to the NCAA. The complete text of the draft reports is available in Van Pelt-Dietrich Library Center, from the Athletic Department office in Weightman Hall, and will be on the News and Public Affairs Web site (www.upenn.edu/pennnews).

Comments should be submitted to NCAA Athletics Certification Study in care of Tricia Simpson, Weightman Hall, 235 S. 33rd St., or by e-mail at tsimpson@pobox.upenn.edu no later than *Friday, December 20, 1996*.

— *Stephen T. Golding*
Chairman, NCAA Certification Committee

1. Governance and Commitment to Rules Compliance

I. Self-Study Items

1. *Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed previously regarding institutional athletics governance and rules compliance, focusing on those implemented during the last three years.*

Intercollegiate athletics are an integral part of the educational program of the University of Pennsylvania. The institution maintains responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. The President has ultimate responsibility and authority for the operation of the athletics program, with the clear and direct support of the Board of Trustees. The Director of Athletics is conferred responsibility for the operation of the intercollegiate athletic program and management of the athletics staff, with a reporting line to the Provost, who reports to the President.

Within the past three years, the University of Pennsylvania has undergone a number of personnel changes in the senior management of the institution. In July 1994, Dr. Judith Rodin became the seventh President of the University of Pennsylvania and the first Penn alumna to take this office. At the same time, Dr. Stanley Chodorow took over as Provost and Steve Bilsky became Director of Athletics and Assistant to the Provost. In October 1994, Dr. P. Roy Vagelos took on the role of chairman of the Board of Trustees. (Refer to Appendix A-1 for University of Pennsylvania Trustees and Appendix A-2 for the Administrative Structure of the University of Pennsylvania.)

During the 1994-95 academic year, the President named Dr. Ken Shropshire, Associate Professor of Legal Studies and Real Estate, to the post of faculty athletics representative (FAR) and Dr. Larry Moneta, Associate Vice Provost for University Life, to the post of institutional eligibility officer. These individuals have responsibilities regarding institutional athletics governance and rules compliance as defined by the NCAA and the institution.

The new administration of the University of Pennsylvania has continued, and strengthened, the support for Penn's intercollegiate athletics programs as an integral part of the educational enterprise. Evidence of such support can be found in the University's five-year strategic plan, entitled *An Agenda for Excellence* (Appendix A-3). In this plan, published for comment by the University community in November 1995, the first strategic goal states that "the University will solidify and advance its position as one of the premier research and teaching universities in the nation and in the world." Among the stated subgoals is for "Penn's exceptional undergraduate programs [to] position it among a select group of research universities as a school of choice for the ablest undergraduates in the nation and in the world. To enhance its ability to fulfill its mission, the University will be considered among the top ten in undergraduate education." Among the strategic initiatives identified to enable the University to achieve this subgoal is to "enhance activities that improve Penn's attractiveness to undergraduates." It includes initiatives to "develop new and up-to-date recreational athletic facilities" by "[identifying and securing] funds for construction of new recreational athletic facilities, [developing] facilities to provide sufficient, equitable, and attractive athletic space, and [developing] a plan for intercollegiate athletics that continues to stress the recruitment of scholar-athletes."

The President and Provost emphasized their conviction that "the University of Pennsylvania gains strength from the special character of its component parts and the synergies among those parts" in their joint cover letter to the *Agenda for Excellence*. They also charged the deans and directors "...to lead their faculties in developing or reviewing their schools' strategic plans to ensure that the University's goals...provide a foundation for school-level programs and initiatives." In accordance with that charge, the Director of Athletics proposed the Division of

Recreation and Intercollegiate Athletics (DRIA) Strategic Plan,¹ which was approved by the President and Provost and discussed with the DRIA staff, the Athletic Advisory Board, the University Council Committee on Recreation and Intercollegiate Athletics, and the Academic Planning and Budget Committee in the fall of 1996.

Beginning in July 1995 and culminating in September 1996, the Director of Athletics made significant changes to the DRIA's organizational structure to increase the efficiency, effectiveness, and accountability of the staff. (Refer to Appendix A-4 for DRIA Organizational Chart—1991 and Appendix A-5 for the DRIA Organizational Chart—1996.) The reorganization established a lateral staffing structure which clarified the chain of command, created clearer lines of communication, and eliminated duplication of administrative efforts. The changes also established an increased emphasis on new revenue sources through fund-raising and corporate sponsorship, a shift of budgetary responsibility to individual sport programs, and the assignment of eligibility and compliance responsibilities to a senior administrative position.

With regard to major policy change, academic standards governing student-athlete eligibility were revised during the 1994-95 academic year in order to be equitable with the academic standards governing the general student population. The revision process was led by the institutional eligibility officer and involved significant discussions with the following institutional representatives: DRIA senior administration, the academic eligibility officer for each of the four undergraduate schools, the University Council Committee on Recreation and Intercollegiate Athletics (UCRIA), the Faculty Senate's Committee on Students and Educational Policy, the Council of Undergraduate Deans, and the Provost. A revised eligibility policy was drafted and approved by the Provost and was instituted for the 1995-96 academic year. This policy and is subject to the approval of the University Council.

The guiding principles for student-athlete academic accountability are as follows: (1) student-athletes should not be subjected to substantially different standards for participation in extracurricular activities than all other students; (2) eligibility standards should be based on objective criteria that are directly related to the student-athlete's undergraduate school's academic regulations; and (3) governance of student-athlete eligibility resides with the institution's faculty with the implementation of eligibility policies assigned to the Eligibility Committee comprised of the eligibility officers of each undergraduate school. The institutional eligibility officer convenes the Eligibility Committee and the DRIA compliance officer serves in an ad hoc capacity to the Eligibility Committee.

2. *Explain how the mission of the athletics program relates to that of the institution as a whole.*

The fundamental mission of the University (Appendix A-6) is to educate men and women to become future leaders through excellent programs which challenge their intellect, provide for diversity of experiences, and offer opportunities to grow and excel. The mission of the DRIA (Appendix A-7) is "to provide a wide array of athletic opportunities on both the intercollegiate and recreational levels which will enhance and enrich the educational experience of our students" and "to provide recreational and fitness activities for the entire University community." This mission supports the institution's stated commitment to "encourage, sustain, and reward its faculty; nurture, inspire and challenge its students; and support and value its staff."

The University of Pennsylvania also "inspires, demands, and thrives on excellence," according to its mission, and the DRIA maintains that level of commitment in its efforts "to encourage the highest standards of competition for our intercollegiate teams." Most importantly, however, is the DRIA's pledge "to conduct a program that is consistent with the educational purposes of the University of Pennsylvania and the principles of the Ivy Group Agreement, the ECAC, and the NCAA."

The development and support of the University's connections to alumni and friends is another important aspect of Penn's mission which is specifically supported by the DRIA's stated intention to "promote a shared experience with the University community, alumni, and friends

* For description of all Appendices and their availability, please see page S-24.

¹ The DRIA Strategic Plan will be made available to the Peer Review Team during the campus visit.

that helps to form the lifelong foundation of the relationship between the individual and the University.”

3. *Describe the process followed and the role of various participants in the development, formal approval, and most recent review of the mission of the athletics program. Also, describe how and to whom the completed mission statement is circulated.*

The DRIA Statement of Mission (see Appendix A-7) was formally approved by the President in July 1996. The review and establishment of the mission statement was initiated as the DRIA began the endeavor of developing a strategic plan, a process that was led by an outside consultant under the direction of the Director of Athletics. In July 1991, the senior administrative staff was introduced to a strategic planning model and began discussions on customer analyses, environmental scanning, and organizational assessment. Representatives of constituent groups (i.e. coaches, Athletic Advisory Board, University Committee on Recreation and Intercollegiate Athletics, Women’s Athletic Board) were involved via discussions with individual members throughout the process. Draft versions of the strategic plan, including the statement of mission, were shared with the Athletic Advisory Board for their feedback, with the final version being distributed in February 1994. Strategic plan drafts were also shared with the DRIA staff for their feedback, with a formal presentation made in 1994 and distribution of the final version in March 1994.

In early 1994, the strategic plan was also provided to the Provost for his review. Due to the personnel change in the Director of Athletics’ position (July 1994) the final version of the strategic plan, including the statement of mission, was not officially endorsed. It was, however, used in the development of the current strategic plan and statement of mission. The mission was officially approved by the President in July 1996 and the strategic plan was officially approved by the President in October 1996. The DRIA Strategic Plan and statement of mission were presented to and discussed with the DRIA staff, the Athletic Advisory Board, and the Academic Planning and Budget Committee in October 1996 and the University Council Committee on Recreation and Intercollegiate Athletics in November 1996.

4. *Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution’s governing board, the chief executive officer, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other key individuals or groups (e.g., faculty, students) in this process.*

The Director of Athletics is responsible for the management of the DRIA. The Director is assisted in his duties by a senior administrative staff which meets bi-monthly. The senior staff is comprised of the Director of Administrative Affairs, the Director of Athletics Development and Public Affairs, the Senior Associate Director of Athletics, the Associate Director of Athletics, the Assistant Director of Athletics, and the Executive Assistant to the Director of Athletics. The associates are responsible for overseeing the sport programs and have regularly scheduled, bi-monthly meetings with each coach.

The DRIA is under the direct supervision of the Provost, who reports directly to the President. The President serves on the Council of Ivy Group Presidents, which has “full and final responsibility, through the Policy Committee, for the determination of all agreed policies of the Group and with respect to the organization and operation of the Committees on Administration and Admissions.” The President and the Provost report to the Board of Trustees on matters within the DRIA which involve substantial resource allocations, major changes in programs or facilities, and matters that have significant impact on the philosophy of the institution.

The Board of Trustees commissions the Athletic Advisory Board (Appendix A-8) to serve in the role of overseer and advisor. Members are nominated by the Director of Athletics, the President reviews and endorses the nomination, and the Board of Trustees votes on the appointment. Currently the membership includes trustees, faculty, alumni/ae, and the NCAA faculty athletics representative.

From the faculty perspective, the University Council (the elected body representing the interests of the University faculty) appoints a Committee on Recreation and Intercollegiate Athletics (Appendix A-9) to include faculty, administrators, support staff, students, and alumni/ae (ex officio members include the Director of Athletics, the institutional eligibility officer, and the Dean of Admissions). The UCRIA serves in an advisory capacity to the Director of Athletics and the Provost, and provides a

linkage of the DRIA and the faculty via the University Council.

The Women’s Athletic Board (Appendix A-10), according to their statement of policy and purpose, “is comprised of interested persons who will act as a liaison with the athletic department, University administration, coaches, and alumni. The Board’s concern is the status, development, growth, policy, and needs of women’s athletics” at the University of Pennsylvania. “The intent of the Board is to work closely with the athletic department, coaches, and the Athletic Advisory Board, as well as with the established channels for development, public relations, and recruiting.”

The Gender Equity Advisory Group (Appendix A-11) was created in 1995 to monitor the gender equity settlement agreement (see item 1 in Commitment to Equity) and make recommendations about future issues related to gender equity. The membership is comprised of at least seven members, including a chair appointed by the Director of Athletics, one female coach, one male coach, one female student-athlete, one male student-athlete, a member of the Athletic Advisory Board, a member of the Women’s Athletic Board, and a member of the University Council Committee on Recreation and Intercollegiate Athletics.

The faculty athletics representative attends the NCAA convention as a voting delegate and has responsibilities regarding institutional athletics governance and rules compliance as defined by the NCAA and the institution. The institutional eligibility officer convenes the Eligibility Committee and attends to matters concerning institutional eligibility and rules compliance.

The Ivy League makes decisions about intercollegiate athletics through its established committee structure, which is supported by the Ivy League Office. The League’s committee structure includes the Council of Ivy Group Presidents the Policy Committee, the Committee on Administration, the Committee on Admissions, and the Sports Committee (Appendix A-12).

The Council of Ivy Group Presidents (also referred to as the Ivy Council) consists of the Presidents of the eight Ivy League institutions. The Ivy Council has full and final responsibility, through the Policy Committee, for the determination of all agreed policies of the Group and with respect to the organization and operation of the Committees on Administration and Admissions.

The Policy Committee has 12 members, including a senior officer appointed by the institution’s president and 4 additional members, selected by the chair and the League’s executive director, one from the Committee on Administration, one from the Committee on Admissions, one director of financial aid, and one senior associate director of athletics. The role of the Policy Committee is to monitor the policies and programs of the member institutions to ensure consistency with the spirit and intent of this agreement. In addition, League-wide rules on admission and financial aid, particularly as they affect the recruitment, admission, and financial aid of student-athletes, are considered by the Committee. The Committee maintains a set of rules of eligibility for athletics consistent with the policies and principles agreed to by the Group, and it hears appeals from eligibility decisions of the executive director.

The Committee on Administration is comprised of the athletic directors of each of the eight member institutions. The charge of the Committee is to oversee the various operational aspects of matters dealt with in the Ivy Agreement, keeping under close and constant review the conditions under which intercollegiate sports are conducted and promoting inter-institutional cooperation in keeping with the spirit of the Ivy Agreement. Specific activities of the Committee include management of the separate Ivy Athletic Leagues; league awards and trophies and all-Ivy teams and certificates; financial considerations; coaches’ activities; public relations; and representation for the Ivy group in the councils of national and regional athletic associations.

The Committee on Admissions is composed of the dean or director of admissions of each of the eight member institutions. The committee has jurisdiction over all matters of admissions that are affected by the Ivy Agreement, including the recruitment of athletes at Ivy Group institutions and acceptance procedures. The committee prepares detailed rules for the effective control of recruitment regulations promulgated by national and regional conferences in which individual institutions of the Ivy Group hold membership.

The Sports Committees are each made up of the head coaches of that specific sport from each member institution and an appointed administrative liaison as determined by the Committee on Administration. The committee is to meet at least annually to discuss issues related to the Ivy League operation of the associated sport. The issues include, but are not limited to, officiating, scheduling, recruiting, selection of the all-Ivy teams, NCAA rules changes or championship policies that affect the Ivy

League, and proposed Ivy League rules changes. The chair of the sport committee (1) works with the administrative liaison and the Ivy Office to resolve any sport related issues raised by the Sports Committee or other Ivy League committees; (2) works with the administrative liaison to submit any sport-related NCAA legislation proposed by other member institutions which affects the Ivy League; (3) works with the administrative liaison to submit any sport-related Ivy legislation to the Ivy office for vote by the Committee on Administration; and (4) attends meetings of the Committee on Administration or its working group as needed.

5. *Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).*

The Board of Trustees provides oversight and broad policy formulation for the operations of the athletics program via the Athletic Advisory Board, which is commissioned by the Board of Trustees to serve the role of overseer and advisor, and the President and the Provost, who report to the Board of Trustees on matters within the DRIA that involve substantial resource allocations, major changes in programs or facilities, and matters that have significant impact on the philosophy of the institution.

Within the past three years, the Board of Trustees has made a number of decisions with implications for the DRIA, beginning with the appointment of the President and Provost in 1994. The Board of Trustees has also made a variety of decisions with regard to athletic facilities, as Trustee approval is required for all major capital projects at the University of Pennsylvania. Since 1993, the Trustees have authorized capital expenditures on the construction of the Weiss Weight Room for male and female varsity student-athletes (1993); replacement of the artificial turf and drainage system on Franklin Field (1993); and the completion of the Franklin Field rehabilitation project addressing such things as structural concerns and seating issues (1993, 1994, 1995), among other projects.

6. *Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.*

The President has ultimate responsibility and authority for the operation of the athletics program. Within the past three years, the President has been significantly involved in a variety of athletic-related decisions, including the following:

— The President serves on the Council of Ivy Group Presidents, which has “full and final responsibility, through the Policy Committee, for the determination of all agreed policies of the Group and with respect to the organization and operation of the Committees on Administration and Admissions.” Decisions made by the Ivy Council during the last three years included increasing the number of women’s soccer games from 15 to 17 (NCAA limit is 20) and reducing average annual matriculated football recruits per institution from 50 to 35, beginning with the class of 1997.

— The gender equity settlement (1995) was negotiated in close concert with the Office of the President and was executed with presidential approval. This is discussed under item 1 in the Commitment to Equity section.

— During the 1994-95 academic year, the President named Dr. Ken Shropshire, Associate Professor of Legal Studies and Real Estate, to the post of faculty athletics representative (FAR) and Dr. Larry Moneta, Associate Vice Provost for University Life, to the post of institutional eligibility officer.

— The President integrated the recreational and intercollegiate athletics program into the University’s five-year strategic plan (see Appendix A-3). Among the strategic initiatives identified in this plan, published for comment by the University community in November 1995, is the commitment to “enhance activities that improve Penn’s attractiveness to undergraduates.” It includes initiatives to “develop new and up-to-date recreational athletic facilities” by “[identifying and securing] funds for construction of new recreational athletic facilities, [developing] facilities to provide sufficient, equitable, and attractive athletic space, and [developing] a plan for intercollegiate athletics that continues to stress the recruitment of scholar-athletes.”

— The DRIA Strategic Plan and Statement of Mission, were reviewed and approved by the President and Provost (1996).

7. *Describe the activities that the institution has established for its athletics booster groups and other representatives of the institution's athletics interests, as well as those organized or initiated by the booster groups. Also, describe how the activities of these groups and individuals are maintained under the clear control of the institution, including*

whether institutional personnel serve on booster-club or foundation boards.

The University of Pennsylvania has annual giving funds for each intercollegiate sport to enhance the quality of the program, meet needs the operating budget cannot accommodate (i.e., special team training travel, special equipment purchases), and promote additional interest in and support for the program. All funds contributed to the program are deposited into institutional accounts in accordance with institutional policy.² Expenditures must be approved by the responsible associate Director of Athletics and are monitored according to institutional policy by the Director of Administrative Affairs. All fund-raising activities, newsletters, and special events must be approved in advance by the athletics development officer and the responsible associate Director of Athletics. All of the above mentioned positions have a clear reporting line to the Director of Athletics, who reports to the Provost who, in turn, reports to the President. The President has ultimate responsibility and authority for the operation of the athletics program, with the clear and direct support of the Board of Trustees. In this manner, the annual giving funds are maintained under the clear control of the institution.

In some sports, there is a formalized structure to the donor membership which includes a board and statements about the mission and individual roles. The sports with a formalized structure are men’s basketball (Appendix A-13), football (Appendix A-14), men’s tennis (Appendix A-15), women’s tennis (Appendix A-16), and wrestling (Appendix A-17). The coach and the athletics development officer work most closely with these groups and are responsible for overseeing their activities.

8. *Describe how the institution has organized itself to maintain compliance with NCAA rules. Include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator (if any), coaches, and other key individuals inside and outside athletics (e.g., recruiting coordinator, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.*

The University of Pennsylvania is committed to maintaining its intercollegiate athletics program within the principles and standards of the Ivy League and the NCAA. Compliance to rules and regulations is a shared responsibility across departments and schools. *Exhibit A*, on page 5, lists positions with compliance to NCAA rules as a component of the assigned duties and responsibilities.

The Ivy League office regularly supports institutional efforts with regard to rules compliance and will provide special assistance upon request. Every four years, the senior associate director of the Ivy League conducts an on-sight review of each member institution’s compliance process and produces a report for the institution, with recommendations as necessary. This process provides a review by a compliance authority external to the DRIA and the institution. The University of Pennsylvania is scheduled for its review during academic year 1996-97.

9. *Describe the procedures by which the institution processes alleged or self-discovered violations of NCAA rules.*

The DRIA compliance coordinator is responsible for investigating all alleged or self-discovered violations of NCAA rules to determine whether a violation has occurred. All violations are reported to the Director of Athletics, the program’s associate director, the head coach, and the persons involved in the potential infraction. If the action creates a violation of eligibility rules, then the institutional eligibility officer is informed. All other actions are reported to the faculty athletics representative. Violations considered minor are informally reported by the compliance coordinator and formally reported by either the institutional eligibility officer or faculty athletics representative to the senior associate director of the Ivy League. Major violations are reported by the Director of Athletics to the President, Provost, faculty athletics representative, and Ivy League executive director. The Ivy League office reports violations, as deemed necessary, to the NCAA. Violations considered to be major are generally reported directly to the NCAA, but they may be reported through the Ivy League. When deemed appropriate, the President will report major violations to the Board of Trustees.

A written report concerning the violation is part of the reporting process and shall include the following information:

- Date and location of the action
- Identification of the person(s) involved in or affected by the action
- Description of the action
- The specific rule(s) or regulation(s) violated

² There are two funds that are external to the institution; see Fiscal Integrity section, item 4.

Exhibit A: Positions That Have Compliance to NCAA Rules Among Their Responsibilities

Position	Appointed By/Reports To	Compliance-Related Duties and Responsibilities
President	Board of Trustees/ Board of Trustees	Ultimate responsibility and authority for the actual operation of the athletics program.
Faculty Athletics Representative	President/President	Provides oversight on issues national in scope (as opposed to conference [Ivy] issues). Evaluates information pertaining to alleged rules violations and reports actual violations to the Ivy League or the NCAA. Evaluates DRIA requests for Ivy League or NCAA waivers when appropriate and submits those which are warranted. Serves as voting delegate at the NCAA Convention.
Director of Athletics	Provost/Provost	Principally responsible for the institution's compliance with NCAA regulations. Delegates specific compliance duties of members of the senior administrative staff, primarily to the compliance and eligibility coordinator.
Senior Associate Director	Director of Athletics/ Director of Athletics	Oversees all aspects of individual sport programs, including compliance issues. Major compliance projects as assigned by Director of Athletics (i.e., NCAA certification).
Associate Director of Athletics (Compliance Coordinator)	Director of Athletics Director of Athletics	Coordinates and monitors the DRIA efforts in maintaining compliance with NCAA, conference, and institutional rules pertaining to intercollegiate athletics. Works cooperatively with faculty athletics representative, institutional eligibility officers, eligibility committee, senior DRIA administration, coaches, and Ivy League compliance director to ensure institutional compliance with NCAA rules. Attends NCAA Compliance Seminars and other related meetings. Conducts NCAA rules education. Manages student-athlete eligibility issues.
Assistant Director of Athletics	Director of Athletics/ Director of Athletics	Liaison to the faculty with regard to student-athlete issues. Liaison to the Office of Admissions and the Office of Financial Aid. Monitors recruitment plans, especially in relation to admissions and financial aid concerns.
Executive Assistant to the Director of Athletics	Director of Athletics/ Director of Athletics	Issues and projects as assigned by the Director of Athletics.
Director of Administrative Affairs	Director of Athletics Director of Athletics	Provides periodic checks for rules compliance with regard to financial records, especially in relation to recruitment (e.g., phone calls, visits).
Coaching personnel	Director of Athletics/ Associate Directors of Athletics	Responsible for knowing and abiding by all applicable rules and regulations of the institution, Ivy League and NCAA. (A statement to this effect is contained in all coaches' contracts or letters of appointment.) Responsible for education their constituent groups (i.e., student-athletes, alumni, and friends) as to rules governing their activities and involvement.
Institutional Eligibility Officer	President/Provost	Ensures that participants in intercollegiate athletics have satisfied all institutional, Ivy League, and NCAA criteria governing eligibility. Works cooperatively with the DRIA compliance and eligibility coordinator and the senior associate director of the Ivy League to ensure compliance. Works with the Provost, University Council, school deans, school eligibility officers, etc., as necessary to create, apply, and monitor institutional academic standards for participation in intercollegiate athletics. Evaluates data pertaining to alleged eligibility rules violations and reports actual violations to the Ivy League. Evaluates DRIA requests for Ivy League or NCAA waivers when appropriate and submits those which are warranted.
School Eligibility Officers (comprising the Eligibility Committee)	School Dean/ School Dean	Represent their respective schools and work with the institutional eligibility officer and the DRIA compliance coordinator to establish, monitor, and apply institutional academic standards.
Dean of Admissions	Provost/Provost	Ensures compliance; with institutional admissions policies. Delegates responsibilities as necessary.
Associate Dean of Admissions	Dean of Admissions/ Dean of Admissions	Ensures compliance with institutional admissions policies. Ensures compliance with NCAA initial eligibility certification of first-year students in non-NCAA championship programs.
Financial Aid Director	Provost/Provost	Provides financial aid award documentation, indicating that assistance is based on need and that athletics ability is not a primary factor in determining an aid award. Assists the compliance and eligibility coordinator in maintenance of NCAA squad list.

- Means by which the institution became aware of the action causing the violation
- Corrective action taken or sanctions imposed by the DRIA and any recommendations for further action by the Ivy League or NCAA

Delineated in *Exhibit B*, below, is the sequence of discovery, investigation, and action in response to a possible infraction:

- Alleged violation reported or discovered involving student-athlete, coaching staff member, or representative of athletics interest.
- Compliance coordinator reports alleged violation to program's associate director, head coach, and persons involved in the potential infraction.
- If compliance coordinator determines that no violation occurred, then no further action is taken.
- If it cannot be determined whether a violation did occur, then the compliance coordinator evaluates the situation with the Director of Athletics, the institutional eligibility officer and/or faculty athletics representative (as applicable) and/or the senior associate director of the Ivy League.
- If it is determined that a violation did occur, then the compliance coordinator informs the Director of Athletics and the institutional eligibility officer and/or faculty athletics representative (as applicable). If appropriate (i.e., the action is perceived to be a major violation), then the Director of Athletics informs the President and Provost.
- When warranted, sanctions are imposed and communicated to the person(s) whose action(s) caused the violation, the Director of Athletics, the program's Associate Director of Athletics, and other individuals as appropriate.
- If the sanction resulted in a student-athlete's loss of eligibility, then the compliance coordinator, with assistance from the institutional eligibility officer, may elect to begin an appeal process with the Ivy League or NCAA.

10. Describe the institution's rules-education efforts for student-athletes, athletics department staff members, other institutional staff members, and representatives of institution's athletics interests.

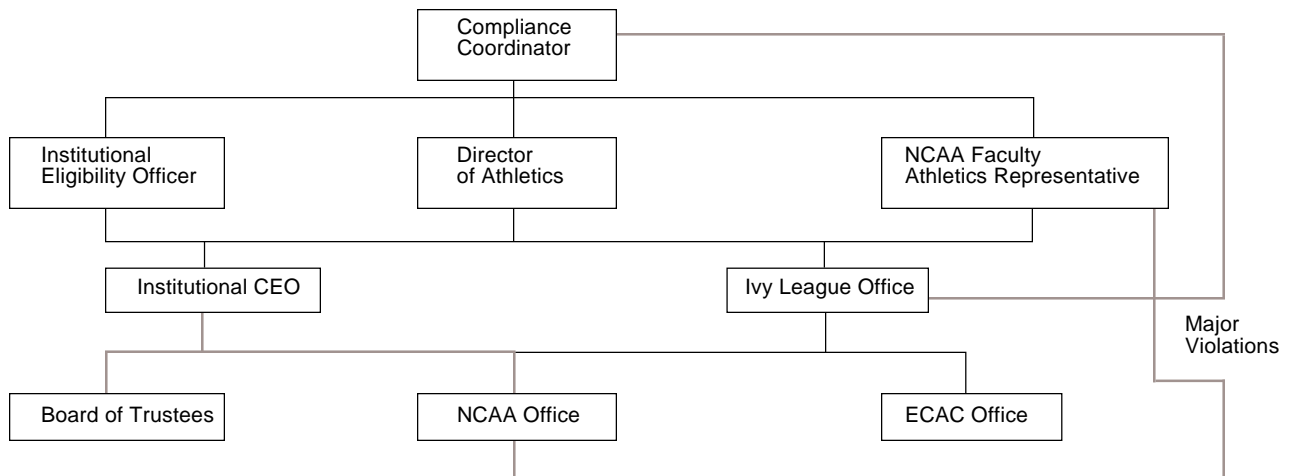
Rules education at the University of Pennsylvania is an ongoing process. The compliance coordinator is primarily responsible for formal efforts and programs, however, rules education is a shared responsibility of the DRIA senior administration and coaching staff.

Athletics Department Staff Members. Rules-education efforts are targeted to the senior administration and coaching staffs. The compliance coordinator is principally involved in these efforts and works cooperatively with the Director of Athletics and other senior administrators. Rules education efforts are most often in the form of missives from the compliance coordinator, Director of Athletics or Senior Associate Director of Athletics, followed by updates at staff meetings. When appropriate (i.e., before and after NCAA conventions), senior staff and coaches are given summaries of proposed (and later, adopted) legislation which are reviewed and discussed at coaches meetings. Additional emphasis is placed on Ivy League rules and regulations because these are often more restrictive than those of the NCAA. Each head coach is issued a copy of the *Ivy League Manual*. Each head coach also has access to an *NCAA Manual*.

Other Institutional Staff Members. The DRIA senior administration judiciously works with those school, office, and department heads with whom they routinely interact to broaden their knowledge of pertinent rules and regulations. These education efforts are primarily in the form of meetings and written correspondence. Principally included in these efforts are the Office of the President, Office of the Provost, Office of Admissions, Office of Financial Aid, Office of the Registrar, and Office of Development and Alumni Relations.

Representatives of Athletics Interests. Coaches play a major role in the DRIA's rules-education efforts. Each coach is expected to inform alumni and friends who express a desire to interact with student-athletes or prospective student-athletes of the rules governing such involvement. To support the coaches efforts, rules pertaining to representatives of athletics interests are periodically printed in *PennSport!* (the official newsletter of Penn athletics which is mailed to donors, parents, season ticket holders, select institutional representatives, etc.). The Ivy League produces a publication, *NCAA Rules All Ivy Alumni and Friends of Athletics Should Know*, which is provided to the coaches for distribution to selected alumni and friends. This publication is also mailed by the Office of Admissions to all chairs and new members of its Alumni Secondary Schools Commit-

Exhibit B: Sequence of Discovery, Investigation and Action in Response to Possible Infraction



- Alleged violation reported or discovered involving student-athlete, coaching staff member, or representative of athletics contest.
- Compliance coordinator reports alleged violation to program's associate director, head coach, and persons involved in the potential infraction.
- If compliance coordinator determines that no violation occurred, then no further action is taken.
- If it cannot be determined whether a violation did occur, then the compliance coordinator evaluates the situation with the Director of Athletics, the institutional eligibility officer and/or faculty athletics representative (as applicable) and/or the senior associate director of the Ivy League.
- If it is determined that a violation did occur, then the compliance coordinator informs the Director of Athletics (as applicable). If appropriate (i.e., the action is perceived to be a major violation), then the Director of Athletics informs the President and Provost.

tee (an institutionalized program which solicits alumni to provide admissions applicants with an opportunity for an interview).

Student-Athletes. Coaching staffs are responsible for educating their respective student-athletes with regard to pertinent rules and regulations for participation in intercollegiate athletics programs and do so through individual and team meetings. These efforts are reinforced and emphasized in the compliance coordinator's eligibility meetings. Here, policies, regulations, and expectations of conduct and behavior are reviewed and discussed. Student-athletes are encouraged to ask questions and seek clarifications to ensure they fully understand the rules with which they are to comply. Additionally, each student-athlete is given a copy of the DRIA Student-Athlete Handbook (Appendix A-18), which contains the most pertinent policies, rules, and regulations of the institution, Ivy League, and NCAA.

II. Evaluation and Plan for Improvement

1. *Given the responses previously, evaluate whether the activities of the athletics program are in substantial conformity with each of the operating principles set forth in this section. The institution's evaluation should address each of the seven specific operating principles separately.*

Operating Principle 1: Institutional Mission. Maintaining intercollegiate athletics as an integral part of the educational program is a basic purpose of the Association. Consistent with this fundamental policy, the mission and goals of the athletics program shall:

- a. Appear in published form and be given wide circulation within the institution and among its external constituencies;
- b. Relate clearly to the mission and goals of the institution;
- c. Support the educational objectives and academic progress of student-athletes;
- d. Support equitable opportunity for all students and staff, including women and minorities;
- e. Result from a process of development and periodic review involving substantive participation by the major constituent groups of the institution; and
- f. Be reflected in the actual practices of the institution's athletics program.

The University of Pennsylvania is in substantial conformity with operating principle 1 in that the intercollegiate athletics program is maintained as an integral part of the educational program and its fundamental policy, mission, and goals are consistent with those of the institution.

The establishment of the DRIA Statement of Mission was made in consultation with major constituent groups and received final approval from the President. The mission was formulated in concert with the goals of the institution, as delineated in the Mission of the University and the *Agenda for Excellence*. The following excerpts from the DRIA Statement of Mission exemplify the commitment to the educational objectives of the institution, the academic progress of student-athletes, and the support for equitable opportunity for all students and staff:

- *To provide a wide array of athletic opportunities on both the intercollegiate and recreational levels which will enhance and enrich the educational experience of our students.*
- *To foster the individual balance between the academic and athletic experience.*
- *To support an intercollegiate program that is representative of the student body and serves the diverse interests of both male and female athletes.*
- *To provide an environment for our coaching and administrative staff that allows growth both professionally and personally.*

The DRIA Statement of Mission is communicated to student-athletes via the *DRIA Student-Athlete Handbook*, and to staff and constituent boards and committees via distribution in the DRIA Strategic Plan. Communication with the University community, alumni and friends needs to be enhanced.

Operating Principle 2: Institutional Control. The Association's principle of institutional control vests in the institution the responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests.

The University of Pennsylvania is in substantial conformity with operating principle 2. The institution maintains responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. The DRIA compliance coordinator manages and monitors the DRIA efforts to comply with institutional, Ivy League, and NCAA rules and regulations. As rules education is an ongoing process, the DRIA will remain committed to continuing efforts to evaluate and improve the knowledge of policies, rules, and regulations applicable to student-athletes, staff members, and representatives of athletics interests.

Operating Principle 3: Presidential Authority, Governing Board. The institution's governing board shall provide oversight and broad

policy formulation. The chief executive officer shall be assigned ultimate responsibility and authority for the actual operation of the athletics program, with clear and direct support of the board.

The University of Pennsylvania is in substantial conformity with operating principle 3. The President has ultimate responsibility and authority for the operation of the athletics program, with the clear and direct support of the Board of Trustees. The President's formal authority for the operation of the athletics program is apparent in the administrative structure of the Ivy League. The Director of Athletics is conferred with responsibility for the operation of the intercollegiate athletic program and management of the athletics staff, with a reporting line to the Provost, who reports to the President.

Operating Principle 4: Shared Responsibilities. The athletics program shall be an integral part of the educational enterprise of the institution. As such, appropriate campus constituencies shall have the opportunity to provide input into the formulation of policies relating to the conduct of the athletics program and to scrutinize the implementation of such policies.

Athletics at the University of Pennsylvania is an integral part of the educational enterprise of the institution. Through the President, the Provost, the Board of Trustees, the Athletic Advisory Board, the University Council Committee on Recreation and Intercollegiate Athletics, the Women's Athletic Board, and the Gender Equity Advisory Group, appropriate campus constituencies are afforded opportunities to provide input into the formulation of policies relating to the conduct of the athletics program and to scrutinize the implementation of such policies. Although students participate in the University Council Committee on Recreation and Intercollegiate Athletics and the Gender Equity Advisory Group, and the team captains have periodically been called together to discuss athletics matters, there is a need to formalize the mechanism for student-athlete feedback by formalizing the Student-Athlete Advisory Committee.

Operating Principle 5: Assignment of Rules-Compliance Responsibilities. The institution shall have in place a set of written policies and procedures that assign specific responsibilities in the area of rules compliance. In critical and sensitive areas, institutional compliance procedures shall provide for the regular participation of persons outside of the athletics department.

The University of Pennsylvania is in substantial conformity with the assignment of rules compliance responsibilities as delineated in operating principle 5. The compliance coordinator is responsible for coordinating and monitoring institutional efforts with regard to education and compliance with institutional, Ivy League, and NCAA policies and regulations pertaining to intercollegiate athletics. The DRIA senior administration and several offices outside the DRIA, including the faculty athletics representative, institutional eligibility officer, eligibility committee, Office of Admissions, Office of Financial Aid, and Ivy League Office, are involved in providing oversight for compliance procedures.

Although the responsibility structure for rules compliance is functioning well at the University of Pennsylvania, there is a need to establish a written document identifying positions and outlining duties and responsibilities pertaining to rules compliance. That document should then be distributed to appropriate personnel (e.g., responsible individuals, student-athletes, DRIA staff, eligibility officers).

Operating Principle 6: Rules-Compliance Accountability. Rules compliance shall be the subject of an ongoing educational effort, and the commitment to rules compliance shall be a central element in personnel decisions within the department of intercollegiate athletics.

The University of Pennsylvania is in substantial conformity with operating principle 6 with regard to rules compliance accountability. The institution is committed to maintaining its intercollegiate athletics program within the principles and standards of the Ivy League and the NCAA and holds all representatives of athletics interests accountable for rules compliance.

Commitment to rules compliance is important to personnel decisions within the DRIA. In keeping with NCAA regulations, all DRIA administrators and coaches are required to sign an NCAA statement confirming their understanding and acceptance of NCAA rules and regulations and compliance to the same. All coaches under contract have a statement in their agreement which holds them personally responsible for knowing and abiding by all applicable rules and regulations of the University, Ivy League, and NCAA and all future contracts will similarly address the commitment to rules compliance. Any and all rules infractions are noted in the offending individual's personnel record.

The compliance coordinator is responsible for coordinating and monitoring institutional efforts with regard to education and compliance with institutional, Ivy League, and NCAA policies and regulations pertaining to intercollegiate athletics. The DRIA remains committed to continuing efforts to evaluate and improve the knowledge of policies, rules, and regulations applicable to student-athletes, staff members, and representatives of athletics interests.

Operating Principle 7: Rules-Compliance Evaluation. The institution shall provide evidence that its rules-compliance program is the subject of periodic (e.g., annual) evaluation by an authority outside of the athletics department.

The University is in substantial conformity with operating principle 7 with regard to rules compliance evaluation. The DRIA's compliance efforts are subject to review by several external offices with a role in providing institutional oversight for compliance procedures. Eligibility Committee members represent their respective schools and work with the institutional eligibility officer and the DRIA compliance coordinator to establish, monitor, and apply institutional academic standards. The institutional eligibility officer is responsible for oversight of the eligibility process. Additionally, the Office of Admissions and the Office of Financial Aid oversee compliance in their respective areas. In order to formalize the institutional review process, a compliance review committee will be established to conduct periodic (e.g., annual) evaluation by an authority outside of the athletics department.

The Ivy League office regularly supports institutional efforts with regard to rules compliance and will provide special assistance upon request. Every four years, the senior associate director of the Ivy League conducts an on-sight review of each member institution's compliance process and produces a report for the institution, with recommendations as necessary. This process provides a review by a compliance authority external to the DRIA and the institution. The University of Pennsylvania is scheduled for its review during academic year 1996-97.

2. Given the responses previously, evaluate whether the activities of the

athletics program are consistent with the mission and purpose of the institution.

The activities of the intercollegiate athletics program are consistent with the mission of the University. The DRIA provides a wide array of athletic opportunities on both the intercollegiate and recreational levels which enhance and enrich the educational experience of Penn students and provide recreational and fitness activities for the entire University community. This supports the institution's stated commitment to "encourage, sustain, and reward its faculty; nurture, inspire, and challenge its students; and support and value its staff."

The DRIA's active commitment to conduct affairs within the moral and ethical principles of the institution, as well as within Ivy League, and NCAA regulations, is entirely consistent with the mission and purpose of the University of Pennsylvania.

DRIA's efforts to promote a shared experience with the University community, alumni, and friends are also in support of the University's mission in that these efforts help to form the lifelong foundation of the relationship between the individual and the University.

3. Where the institution concludes in its evaluation that it does not conform to one or more operating principles, describe the institution's specific plan for improvement, including: (a) the intended end result, (b) the individuals or offices that will be responsible for taking specific actions, and (c) the specific timetable for completing the work. Where the institution concludes that these improvements may affect existing programs or activities in other areas, describe how the institution intends to maintain the current level of quality of those programs.

The subcommittee on governance and commitment to rules compliance found that the University of Pennsylvania is in substantial compliance with the operating principles as set forth in the 1995-96 Division I Athletics Certification Self-Study Instrument. Nonetheless, the subcommittee recommends the actions below which serve to broaden awareness of the athletics mission and strengthen the University's compliance efforts.

Governance and Commitment to Rules Compliance: Summary of Plans for Improvement			
Action	Intended End Result	Responsible Individuals	Timetable for Completion
Periodically publish DRIA Statement of Mission and a summary of goals and objectives in publications that target University faculty and staff (<i>Almanac</i>), the student-athletes (DRIA Student-Athlete Handbook), and external constituencies (<i>PennSport!</i> , team newsletters).	Give the DRIA Statement of Mission wide circulation within the institution and among external constituencies.	Director of Athletics Communications	Academic Year 1997-98
Remain committed to continuing efforts to evaluate and improve the knowledge of policies, rules, and regulations applicable to student-athletes, staff members, and representatives of athletics interests.	Promote and sustain the principle of institutional control with student-athletes, staff, and representatives of athletics interests.	Compliance Coordinator	Continuing
Formalize the mechanism for student-athlete feedback by formalizing the establishment of the Student-Athlete Advisory Committee from the existing Captain's Council.	Vehicle for student-athletes to provide input and feedback to DRIA administration on student-athlete issues and concerns.	Director of Athletics (or designee)	Continuing
Create a document clearly defining policies and procedures that assigns specific responsibility in the area of rules compliance, then distribute to appropriate personnel (responsible individuals, student-athletes, DRIA staff, eligibility officers, etc.)	Clarification of positions, duties, and responsibilities pertaining to rules compliance.	Director of Athletics Compliance Coordinator	Academic Year 1997-98
Establish a Compliance Review Committee.	Enhance compliance efforts and broaden the University Community's knowledge of the rules and regulations governing intercollegiate athletics.	President Provost Director of Athletics Compliance Coordinator	Academic Year 1997-98

2. Academic Integrity

I. Self-Study Items

1. *Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding academic integrity, focusing on those implemented during the last three years.*

In the summer of 1994, a new institutional eligibility officer was appointed by the President and Provost. This individual was charged with responsibility for reviewing and amending the academic eligibility policies and procedures which are applied to Penn's athletes. Throughout the 1994-95 academic year, discussions were held with the University Council Committee on Recreation and Intercollegiate Athletics (comprised of faculty, staff, and students), the Faculty Senate Committee on Students and Educational Policy, the Provost and the Council of Undergraduate Deans, the academic eligibility officers of the individual schools and colleges, and various coaches and members of the athletic administration.

Listed below are the current operating principles for student-athlete academic eligibility:

- Student-athletes should not be subjected to substantially different standards for participation in extracurricular activities than all other students.
- Eligibility standards should be based on objective criteria that are directly related to each student-athlete's own school or college academic regulations.
- Governance of athletic eligibility rests with the faculty. The Council of Undergraduate Deans oversees implementation of eligibility policies and has assigned the determination of exceptional circumstances to the school's or college's eligibility officers, convened by Penn's institutional eligibility officer. The compliance officer for the Division of Recreation and Intercollegiate Athletics (DRIA) also serves as an ad hoc member of the eligibility review committee.

A new eligibility policy was introduced for the 1995-96 academic year (Appendix B-1). The policy's impact was monitored and reviewed by the eligibility committee throughout the year. A report on the outcomes of the implementation of that policy was provided to the Council of Undergraduate Deans (Appendix B-2) and a revised policy was developed for the current academic year (Appendix B-3), also to be monitored and reviewed by the eligibility committee.

Additionally, DRIA revised the roles of the compliance and academic support officers to provide more consistent and comprehensive guidance to student-athletes. These roles are more fully articulated in the responses to self-study items 6 and 7.

The implementation of this new eligibility process represents the only major policy or organizational change affecting the academic integrity of student-athletes at the University of Pennsylvania.

2. *Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.*

Student-athletes complete the same application for admission as all other applicants to the University of Pennsylvania. Admissions criteria are the same for all applicants as well. The SAT I and three SAT II Subject Tests or the ACT is required in addition to the candidate's academic transcripts, letters of recommendation, resume of extracurricular activities, and at least two essays. Applicants are first reviewed by a regional director in the Admission's Office, regardless of their status as recruited athletes. Applicants are divided among fourteen regional directors according to the location of the secondary school they attended. In this way, all candidates from an individual high school and region can be compared prior to the selection process.

In most cases, applications from student-athletes are reviewed a second time by the Associate Dean of Admissions acting as the athletic

liaison. After applications are reviewed and evaluated, they are presented in either an administrative or formal selection committee. Applicants that are clearly inadmissible or uncompetitive are automatically denied. As of the 1995-96 cycle, all other applicants are presented in the formal selection committee, a group comprised of the Dean of Admissions or one of his associates acting as chair; the regional director, who presents the application to the committee; the undergraduate dean from the college to which the student has made application (or his/her representative); and an assortment of faculty and other admissions staff members.

As a member of the Ivy group, Penn strictly adheres to the admission standards set by the league. One of the primary tenets of those standards includes stipulation that student-athletes as a group be representative of the student body as a whole. All applicants are assigned an academic rating based on their standardized testing and high school classroom performance. Student-athletes, as a group (and generally by program), should have an average academic rating no less than one standard deviation from the overall class mean. In addition, a presumptive floor has been established for student-athletes. In general, no applicant with an academic rating below this floor should be admitted, unless a case can be made that the student would be admitted without regard to athletic ability.

3. *Compare the admissions profiles of student-athletes who received athletic grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years for which this information is available: average standardized test scores and average overall high-school grade-point averages for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form—football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and women's other sports) and for all entering freshman students (by gender and by racial or ethnic group).*

The data as requested on Attachment No.1 (Part 1, A and B only) is provided in Appendix B-4. Consistent with Ivy League institutional preferences, information relating to racial and ethnic groups will be provided to the NCAA Peer Review Team during their on-site visit and to the NCAA Committee on Certification. It will not be appended to this report in order to ensure appropriate confidentiality for students and student-athletes. (Precedent for this was established by Columbia University in their self-study process, and this position reflects the consensus of the Ivy Council.)

Converted class rank is used by the University of Pennsylvania (and the Ivy League) for all admissions determinations and has been substituted in this report for grade-point averages. Most significant is the fact that athletic participation does not influence the distribution of grants-in-aid (aid is granted to Penn students exclusively based on financial need). Therefore, comparisons provided delineate all student-athletes from the student body at large.

The data reveal that student-athletes are admitted at approximately the same ratio of academic ability as non-athlete students.

4. *Compare the number of freshman student-athletes receiving athletics aid who were admitted by special exception to the institution's standard or normal entrance requirements with the number of freshman students generally who were so admitted by providing these data for the three most recent academic years and, for the student-athlete data, for each of the eight sport groups organized by year listed in the Division I graduation rates disclosure form.*

Penn operates under admission guidelines established by a faculty committee. These guidelines address issues of academic performance, special talents, personal qualities, racial and ethnic diversity, geographic distribution, and institutional affiliation. Eighty-five percent of the class is admitted based solely on their academic achievement, personal qualities, leadership, extracurricular talent, and potential to excel at Penn. The

committee guidelines stipulate that 15 percent of the class can be admitted in a special admissions category. These include children of alumni, development cases, socioeconomically disadvantaged students, and a small percentage of athletes. Nearly three quarters of the athletes admitted to Penn each year are admitted without using the special admit category. Regardless of which admit category is used, no students at Penn shall be admitted unless the admission committee believes they can succeed academically.

The data as requested on Attachment 2 are provided in Appendix B-5. As indicated above, Penn does not offer athletic-based grants-in-aid to student-athletes, therefore the data compare all athletes admitted by special exception to all students admitted by special exception. The data are unremarkable.

5. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify the individual(s) with final authority for certifying initial eligibility, and their title(s).

Transfer students must qualify for waivers if they wish to represent the University in outside intercollegiate competition. Penn has few student-athletes who are also transfer students. Therefore, special attention is given them. Nonetheless, the initial eligibility certification process for transfer students resembles that used to certify first-year students.

The following is the process used in determination of eligibility status for first-semester transfer student-athletes:

1. The Associate Director of Athletics for compliance and eligibility (compliance coordinator) obtains necessary releases for permission to contact prospective transfer student-athletes.

2. 4-4 Transfers. If the prospective transfer student-athlete matriculates at Penn, the compliance coordinator will determine which, if any, waiver is applicable for the student's immediate eligibility to represent the University. The one-time transfer exception is most frequently utilized. The compliance coordinator solicits the necessary material for this exception.

3. 2-4 or 4-2-4 Transfers. If the prospective transfer student-athlete matriculates at Penn, the compliance coordinator will determine which, if any, waiver is applicable for the student's immediate eligibility to represent the University.

a. Verify the student has a sufficient number of transferable credits. This information is obtained from one of two sources: the student's Student Record System (SRS) file or directly from the director of transfer admissions.

b. Determine whether the student has graduated from a two-year college with an associate's degree.

c. Confirm the student's status as a qualifier through either the NCAA Clearinghouse or the student's initial four-year college.

4. If the transfer student-athlete satisfies criteria for a waiver or exception, he or she is certified for eligibility in the manner identical to all other student-athletes.

5. Certifying officials:

— Dr. Larry Moneta is the institutional eligibility officer. He is appointed by the University President and is charged with oversight for the eligibility process and the certification of eligibility.

— Ron Sanders is the University Registrar. His office runs the eligibility and full-time status reports.

— Each of the undergraduate schools have designated an individual to serve as the school eligibility officer. These individuals are responsible for ensuring that students in their respective schools satisfy criteria for eligibility. The undergraduate school eligibility officers are Dr. Alice Kelly, The College; Katherine Becht, SEAS; Marianne Smith, Nursing; and Byron Dresner, the Wharton School.

— Shelly Krause is the Director of Transfer Admissions. She would be called upon to verify transfer credit status not recorded in the student's SRS file.

— D. Elton Cochran-Fikes is the DRIA compliance coordinator. He is responsible for orchestrating the eligibility process.

6. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify the individual(s) with final authority for certifying continuing eligibility, and their title(s).

Please note that Penn and Ivy League academic eligibility requirements exceed the NCAA academic eligibility expectations. All efforts to review Penn student-athletes' academic progress include consideration of NCAA, Ivy League, and University of Pennsylvania academic eligibility policies.

1. Student-athletes are coded in the SRS as participants for the current academic year by the compliance coordinator.

2. The University Registrar's office runs a computer program to retrieve data and render an eligibility decision. The program is developed to evaluate major declarations, good standing, and satisfactory progress. Students who are found to not meet the normally prescribed levels are evaluated individually by their school eligibility officers.

3. First-year student-athletes are certified by the NCAA Clearinghouse for initial eligibility. Student-athletes participating in non-NCAA sponsored programs (men's crew, lightweight football, and squash) are certified by either the Clearinghouse or the University.

4. Prior to practice for participants in football and track and field and prior to competition in all other sports, student-athletes meet with the compliance coordinator to review and discuss NCAA, Ivy League, and institutional policies and regulations. At this meeting, student-athletes complete and sign an NCAA Student-Athlete Statement, an NCAA Drug Testing Consent Form, and the conference eligibility record form.

5. Full-time enrollment is monitored by the DRIA Assistant Director of Athletics responsible for academic support. The University Registrar's office runs a report weekly outlining the enrollment status of each participating student-athlete.

6. Certifying officials:

— Dr. Larry Moneta is the institutional eligibility officer. He is appointed by the University President and is charged with oversight for the eligibility process and the certification of eligibility.

— Ron Sanders is the University Registrar. His office runs the eligibility and full-time status reports.

— Each of the undergraduate schools have designated an individual to serve as school eligibility officer. The individuals are responsible for ensuring that students in their respective schools satisfy criteria for eligibility. The undergraduate school eligibility officers are Dr. Alice Kelly, The College; Katherine Becht, SEAS; Marianne Smith, Nursing; and Byron Dresner, the Wharton School.

— Shelly Krause is the director of transfer admissions. She would be called upon to verify transfer credit status not recorded in the student's SRS file.

— D. Elton Cochran-Fikes is the DRIA compliance coordinator. He is responsible for orchestrating the eligibility process.

7. Describe the academic support system available to student-athletes. Include: (a) the specific academic support services (e.g., tutoring, posteligibility programs, study skills) offered; (b) any policies that govern which students can use these services; (c) the mechanisms by which student-athletes are made aware of these services; (d) the mechanism for institutional academic oversight of these services; and (e) any means of analyzing, explaining, and addressing special academic needs of student-athletes (if any are identified).

A) Academic support services for student-athletes all come under the direction of the Department of Academic Support Programs (DASP) at the University of Pennsylvania. The DASP falls under the direction of the Office of the Vice-Provost for University Life. The Assistant Director of Athletics in charge of academic coordination works closely with Ms. Terri White, Director of Academic Support Services. Student-athletes can take advantage of any program sponsored by DASP based on the criteria of the program.

The following are major outreach programs for all Penn students based on criteria established by the DASP. Student-athletes are invited to participate in these programs based on how they meet the criteria, which is the same for any student at Penn.

Pre-Fresh/PENNCAP. This program offers four-year comprehensive supportive services to approximately 500 targeted undergraduate students to help each student reach his or her academic and career goals. Services and activities include:

— An academically rigorous four-week summer enrichment program featuring innovative courses, designed and taught by outstanding faculty, which prepare students for the academic expectations of each undergraduate school.

— Academic, financial, and career advising from professional and peer counselors.

— Specialized tutorial assistance and learning skills development.

— Educational, cultural, and social programs.

Mentor Program. This program enhances the experience of first-year undergraduate African-American, Asian-American, Latino/Chicano, and Native American students by providing them with opportunities to build mentoring relationships with upper-class students, faculty, and/or professionals with similar academic or career interests.

In addition, the DASP sponsors the following workshops and support programs for students at Penn:

1. *School-Based On-site Tutoring.* On-site tutoring is intended to provide Penn students with academic support throughout the year to foster intellectual excellence. Through peer tutoring, students receive help with their coursework without the need to register or to reserve a private tutor. All students taking core courses within each school are encouraged to attend these free tutoring sessions. The tutors, who are available most weeknights, are familiar with the course content taught by individual instructors within each school. Services are provided on a walk-in basis. The program generally starts in the fall and runs to the end of the spring semester. Student-athletes are encouraged to use on-site tutoring services and announcements are sent to each varsity coach and posted in and around locker rooms.

2. *Academic Workshops.* DASP offers instruction and consultation on all aspects of academic reading, writing, and study strategies. Topics include time management, reading with versatility and efficiency, taking lecture notes, exam preparation, test taking, and academic writing. Individual instruction is available by appointment or during walk-in hours; group workshops are scheduled throughout the academic year. Each fall semester the DASP sponsors workshops for student-athletes during the second week of school. The workshops cover the same topics as the others offered on campus, however the DASP attempts to be sensitive to the needs of student-athletes by conducting workshops in the evening hours.

3. *Collegiate Academic Achievement Program (CAAP).* The Collegiate Academic Achievement Program is designed to provide student-athletes with supplemental study and tutoring opportunities as well as to foster academic interaction with fellow athletes. Some of the tutors for CAAP are student-athletes; all of the tutors for the program are hired, paid, and trained through the DASP. The CAAP program is similar to on-site tutoring, however all of the tutorial support is for courses that are usually taken by freshmen at Penn.

4. *Student-Athlete Tutor Referrals.* In addition to the CAAP program, student-athletes may request individualized tutoring through the Assistant Director of Athletics for Academics, Recruitment, and Admissions. Student-athletes must schedule an appointment to discuss their academic difficulties and complete a tutorial form. Then the student-athlete brings the form to the Tutoring Center for a tutoring assignment. There is no fee and student-athletes will receive the same amount of tutoring hours that other students at Penn receive for individual tutoring appointments.

B) There are no policies that govern which student-athletes can use these services, except those policies and criteria that have been developed for all students by DASP.

C) Student-athletes are made aware of these services by communicating information to all head coaches and assistant coaches of varsity sports programs. Each fall the Assistant Director for Academics, Recruitment, and Admissions visits every program's first team meeting to announce all the programs taking place, hand out information pertaining to academic support programs, and announce the CAAP program. In addition, there is a section in the Student-Athlete Handbook that pertains to academic resources at Penn, including office locations and phone numbers.

D) The Department of Academic Support Programs reports to the Office of the Vice-Provost for University Life, which has the responsibility of providing oversight for all academic support programs at Penn. The Division of Intercollegiate Athletics has no authority or oversight over DASP.

E) The Assistant Director of Athletics in charge of academic coordination will communicate special needs of student-athletes to the Director of Academic Support Programs. The DASP then makes recommendations for any special services for a particular student-athlete and implements the appropriate support services.

The job description of the Assistant Director of Athletics for Academics, Recruitment, and Admissions is attached as Appendix B-6.

8. *Describe the institution's policies related to the scheduling of intercollegiate athletics competitions and practices that minimize interference with class time and examination periods.*

The University of Pennsylvania subscribes to Ivy League policies regarding scheduling of contests and practices. League policies (attached as Appendix B-7) specify that athletic activities cannot conflict with mandatory orientation sessions for new and continuing students. In addition, student-athletes are expected to attend all class sessions and to meet all academic obligations as defined by their schools and their faculty. League scheduling of competitions are also made with full consideration of member institutions' exam schedules and study periods.

Information regarding class and exam schedules is published sufficiently in advance for coaches to ensure appropriate scheduling. DRIA administration staff confer regularly with academic and student affairs staff to be aware of (and to disseminate to coaches) information regarding orientation activities and other mandated academic events.

9. *Review the graduation rates for student-athletes and for students generally during the last three years, and comment on any trends or significant changes.*

Graduation rate data for the three requested years are provided below. These and other detailed graduation rate data are reviewed regularly by faculty, student, and administrative bodies to ensure successful completion of academic goals by Penn's student-athletes. The data reveal the fact that Penn student-athletes graduate at a rate quite comparable to students at large.

In the past few years, Penn has reviewed and altered several of its data collection and codification methods. This has resulted in variations in data outcomes which are reflected in the counting methods instead of with actual practices or student outcomes. The Academic Integrity Subcommittee recommends that the Athletic Department, in concert with the Office of Institutional Research, the Registrar's Office and other appropriate departments examine these concerns in depth and reconcile Penn's data collection efforts which are pertinent to student-athletes so that consistent trends can be reviewed.

Note: The graduation rates offered below are taken from the NCAA Graduation-Rates Report for the years indicated. The formulation of the data does not allow for the deletion of students (from the database) who have left the University in good standing for personal reasons, transferred to another institution, have been placed on financial hold or graduated beyond the six-year time frame. That is, graduation credit is not given for students who leave Penn and graduate from another institution or students whose degree has not been conferred due to non-academic institutional policies.

<i>Class</i>		<i>Six-Year</i>	<i>Graduation Rate</i>
1987-88	Total Class	2444	89.24%
	Non-Athletes	2184	89.51%
	Athletes	260	87.00%
1988-89	Total Class	2235	88.50%
	Non-Athletes	1991	88.50%
	Athletes	244	88.50%
1989-90	Total Class	2250	87.20%
	Non-Athletes	2007	87.89%
	Athletes	243	81.00%

10. *Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.*

The University of Pennsylvania expects that all students will graduate with the class with whom they were admitted. Penn has no separate graduation goals for student-athletes and holds identical standards for graduation for student-athletes as for all students attending the University. Penn recognizes that a small number of students will continue their undergraduate studies for a fifth year and that an even smaller number will transfer to other institutions or discontinue their studies. The University does not expect that student-athletes will transfer out or discontinue study at any greater proportion than students generally.

Ivy League regulations prohibit "red shirting" of student-athletes, therefore, Penn does not support athletically "induced" delays of studies or of graduation.

II. Evaluation and Plan for Improvement

1. *Given the responses previously, evaluate whether the activities of the athletics program are in substantial conformity with each of the operating principles set forth in this section. The institution's evaluation should address each of the five specific operating principles separately.*

Operating Principle 1: Student-Athletes Integrated in Student Body. An intercollegiate athletics program shall be designed to be a vital part of the institution's educational system, and student-athletes shall be considered an integral part of the student body.

It appears that, based on responses to the self study items, student-athletes at Penn are quite well integrated into the general student body. Key indicators include Ivy League rules and recommendations regarding

scheduling conflicts as well as institutional policies regarding continuing eligibility. The study does not ask institutions to determine whether student-athletes participate in non-athletic extracurricular activities in similar proportion to students generally. We believe that such analysis will provide clearer indication of this goal and we recommend that such data be collected and compiled.

Operating Principle 2: Admission and Graduation. The institution shall admit only student-athletes who have reasonable expectations of obtaining academic degrees. If the graduation rate of student-athletes is significantly lower than that of the rest of the student body, this disparity shall be analyzed, explained, and addressed (through specific plans for improvement) by appropriate institutional authorities under clearly established and approved policies. If the academic profile of entering student-athletes differs from that of the rest of the student body, the contrast shall be analyzed and explained by regular institutional authorities under clearly established and approved policies.

Scrupulous review of existing admissions and graduation data confirms Penn's commitment to the principles of equity in admitting student-athletes with proven capacity to manage its challenging curriculum. These data are reviewed extensively by community bodies including the Faculty Senate Committee on Students and Educational Policy and the University Council Committee on Recreation and Intercollegiate Athletics. However, consistent with the statement offered in response to self-study question #9, further enhancements to the quality of Penn's data collection efforts are recommended.

Operating Principle 3: Academic Authority. The responsibility for admission, certification of academic standing, and evaluation of academic performance of student-athletes shall be vested in the same agencies that have authority in these matters for students generally.

Governance of all academic obligations and expectations of student-athletes rests appropriately with their schools and colleges and with an institutional eligibility officer who is not a member of the athletic administration. The President and Provost appoint the institutional eligibility officer and school associate deans appoint school eligibility officers who are vested with responsibility for enforcing school and University academic regulations. Review of eligibility practices suggest that student-athletes are fully accountable, without exception, to their school academic requirements.

Operating Principle 4: Academic Support. Adequate academic support services shall be available for student-athletes. Student-athletes shall be encouraged and assisted in reaching attainable academic goals of their own choosing. When it is determined that individual student-athletes have special academic needs, these needs shall be addressed. The support services shall be approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics. The detailed description of academic support provided to student-

athletes at Penn confirms the University's commitment to ensuring the academic success of its student-athletes. Most academic support services are available to students at large, which also supports the operating principle that student-athletes should be fully integrated into the student body. DRIA administration has appointed an individual to monitor student-athlete academic performance and to advise individual student-athletes as needed. It is recommended that this individual consider engaging coaches further in support of the academic achievements of their athletes.

Operating Principle 5: Scheduling. The scheduling of athletics competition and practice shall minimize conflicts between athletics participation and academic schedules, especially during examination periods.

Ivy League competition and practice rules and schedules are fully supportive of student-athlete academic obligations and responsibilities. Penn conforms to all League expectations and student-athlete schedules rarely create conflict with exams, coursework, or other academic activities.

2. *Given the responses previously, evaluate whether the activities of the athletics program are consistent with the mission and purpose of the institution.*

It is the conclusion of the Subcommittee on Academic Integrity that the activities of the athletics program are generally consistent with the mission and purposes of the University of Pennsylvania. In the past several years, the University has focused considerable attention on academic eligibility issues and policies. It has been and continues to be the University's goal to ensure student-athlete academic success by ensuring full participation in all academic activities and by providing appropriate academic support and guidance.

The Committee recommends that an ad hoc eligibility review group continue to provide close monitoring of this evolving eligibility process and that they also be assigned responsibility for ongoing evaluation of academic support activities for student-athletes. An annual report to the Provost and the Council of Academic Deans should be provided by this team.

3. *Where the institution concludes in its evaluation that it does not conform to one or more of the operating principles, describe the institution's specific plans for improvement, including: (a) the intended end result, (b) the individuals or offices that will be responsible for taking specific actions, and (c) the specific timetable for completing the work. Where the institution concludes that these improvements may affect existing programs or activities in other areas, describe how the institution intends to maintain the current level of quality of those programs.*

Specific plans for improvement are summarized in the table below.

Academic Integrity: Summary of Plans for Improvement			
Action	Intended End Result	Responsible Individuals	Timetable for Completion
Monitor and review revised eligibility policy.	To provide foundation for refinement of eligibility policy.	Eligibility Review Committee	Biannual review
Ongoing evaluation of academic support activities for student-athletes.	To enhance services, especially in those areas in which student-athletes have indicated they feel underserved.	Eligibility Review Committee	Ongoing
Submit annual report on eligibility process to Provost, Council of Academic Deans, and appropriate faculty committees.	To ensure approval of faculty and governing bodies.	Eligibility Review Committee	Annual
Engage coaches further in support of the academic achievement of their athletes.	To increase coaches' familiarity with all academic-related areas affecting their athletes.	Assistant Director of Athletics for Academics, Recruitment, and Admissions	Ongoing
Review and refine student-athlete related data collection efforts.	More accurate admissions and graduation data with agreed-upon definition of terms.	Compliance Officer for DRIA	Review by December 1997; Implementation of changes by Spring 1998

3. Fiscal Integrity

I. Self-Study Items

1. *Describe any major changes in athletics policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding fiscal integrity, focusing on those implemented during the last three years.*

There have been no major changes in athletics policy and organization that affect the University of Pennsylvania's current efforts to adhere to the operating principles stated in the self-study instrument on fiscal integrity. On an operational level, the Department of Recreation and Intercollegiate Athletics (DRIA) recently began distributing DRIA monies to the individual sports programs and made each sport responsible for its own budget. If additional financial support is needed, the individual coach, working with DRIA development staff, is expected to raise funds for that program.

2. *Explain the institution's philosophy with respect to the funding of the athletics program.*

The DRIA strives to provide the Penn community with programs that complement, support, and generally adhere to the academic mission of the University. Its recreation, intramural and club sports, and intercollegiate athletics programs satisfy its many constituencies, including students (both undergraduate and graduate), faculty, administration, staff, alumni, and the community. Penn fields 32 teams with rosters recently totaling over 1,000 men and women.

The University operates under the principles of responsibility center management budgeting, which anticipate that each school and center will generate sufficient revenues to meet program expenditures and will not exceed approved budgetary authority. Within this system, the DRIA is defined as a resource center because it does not generate sufficient revenues to meet a large share of its programmatic requirements. Thus, the University supports the DRIA from general University resources and student fees.

The guiding principles or standards that constitute the basis for the policies and procedures involving funding for intercollegiate athletic programs are as follows:

- Allocation of funds will be made in an effort to ensure that each program has adequate resources to compete at the Division I level of the Ivy League. Penn seeks to be competitive within the Ivy Group and measures success by its performance in the Ivy Group. As is the case in academic endeavors, Penn, where appropriate and within Ivy guidelines on recruiting, financial aid, and length of season, aims to be successful on a national and international level.

- Penn is committed to wide participation in intercollegiate athletics, with equal opportunities for participation and success for both men and women. Equity in the areas of funding, facilities, equipment, services, and compensation for each program is a consistent objective.

- The cultivation of strong alumni and athletic interest groups is encouraged and supported by the development staff for fundraising purposes.

- The budget process involves users in the planning and controlling functions.

- The stewardship of all funds, both income and expense, are handled in accordance with University and departmental policies and procedures.

- Compensation systems are in compliance with University guidelines and controls.

3. *Prepare a list of all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.*

The Financial Schedules Report of the DRIA's Office of Budget and Management Analysis for FY 1994 through FY 1996 outlines all of the revenue sources that are under the clear accounting and financial control of the University of Pennsylvania (see Appendix C-1). Included in these reports are such revenues as student fees, endowment income, gifts, ticket sales, team guarantees, sales and services income, sponsored programs, and subvention allocations from general University funds.

4. *Prepare a list of all other resources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of your institution's intercollegiate athletics program, including outside foundations.*

There is one external account generating revenue on behalf of the University's intercollegiate athletics programs. The Lawson Robertson

fund for the Friends of Penn Track was established to help fund the men's and women's track teams' trips to England every four years. The fund was set up as a nonprofit corporation in the Commonwealth of Pennsylvania at the Wilmington Trust Company. The proceeds from the investments are used to fund travel expenses of the teams under the supervision of the track coaches. These funds will be brought into the University's financial management system during this academic year. Currently the fund has a balance of approximately \$80,000, which will be converted into an endowment for the track teams.

In addition, there is one account that is held by the University but managed by an external party. The donor, a professional financial manager, stipulated that he retain control over the investment management of the funds. The disposition of the funds is controlled solely by DRIA in full accordance both with the specification of the donor restrictions as to use, and with the University's fiscal management guidelines.

5. *Describe the step-by-step process for the athletic program's budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures. Prepare a separate description for those sources of revenue described in Item No. 3 and another for revenue sources described in Item No. 4.*

Under the University's responsibility center management budgeting system, the DRIA is a resource center, so called because, unlike schools, it does not generate sufficient revenues to meet a large share of its programmatic requirements. The University supports DRIA from general University resources and also allocates to DRIA a portion of the student General Fee. Other resource centers at Penn include departments that are considered "quasi-academic," such as the Library, the University Museum, and the Morris Arboretum. While these are budgeted like schools, they are essentially cost centers, funded largely through allocations of revenues generated by the schools and other sources.

As one of 35 cost centers within the framework of the University's responsibility center budgeting philosophy, the DRIA is treated no differently from any other school and center in terms of the budget process. The Athletic Director annually is required to submit a five-year budget request to the Provost, which must project the Department's total revenue and expenditures. The budget is then reviewed by the University's Office of Budget and Management (Budget Office) for the reasonableness of the projections and consistency with University policies. The Provost must then approve the budget prior to its being forwarded to the University's Board of Trustees as part of the University's comprehensive budgetary review process.

Once a budget has been approved, it is entered into the University's accounting system where it is monitored by both the Budget Office and the University's Comptroller's Office. Any deviations from the budget are reported to the Penn administration and trustees during the fiscal year as part of a monthly budgetary review.

Consideration of the budget development process for the Lawson Robertson Fund, the only other resource providing income for the University's intercollegiate athletics program, is not relevant as this fund is presently being converted to an endowment that will fall under the University's financial management system.

6. *Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. Prepare a separate list of revenues described in Item No. 3 and another for revenues described in Item No. 4.*

Appendix C-2 contains the revenue and expenditures for each of Penn's intercollegiate athletics programs, all related administrative programs, and the total of all programs for the fiscal years 1993-94, 1994-95, and 1995-96.

7. *Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics, including any methods used to ensure the independent nature of the auditor.*

Also describe relevant corrective actions planned or implemented from the three most recent audits.

The independent accountant who performs the University's external financial audit of all activities, including intercollegiate athletics, is appointed annually by the Trustees of the University of Pennsylvania through its Committee on Audit, which is comprised of trustees not employed by the University. The independent accountant adheres to policies and procedures to ensure independence that are in accordance with the American Institute of Certified Public Accountants' standards. Management's responses to recommendations for improvements to internal accounting controls made by the independent accountant are incorporated in the annual audit reports which will be furnished to the site-visit team.

The University's independent accountant is Coopers & Lybrand, which has performed agreed-upon procedures and reported its findings with regard to the accounting records and systems of internal accounting control of the intercollegiate athletics program of the University in accordance with NCAA bylaw 6.2.3.1 since the inception of the requirement. Agreed-upon Procedures Reports for FY 1993-94 and FY 1994-95 are attached (see Appendix C-3) and the report for FY 1995-96 will be furnished to the site-visit team. Each report contains a section citing recommendations for improvements to internal accounting controls and the DRIA's response as to corrective actions it planned to take.

8. *Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., state funds vs. restricted/foundation funds). Also describe the controls, policies, or guidelines (if any) the institution has in place in regard to staff expansion and approval of new positions.*

Expenditures for intercollegiate athletics are managed through the business office of the DRIA. The policies and procedures, which are clearly described in the *Financial Policy Manual* published by the Vice President for Finance, are administered by the Comptroller. DRIA is required to follow all established procedures for any disbursement of funds and must ensure that all requests are accurate and have proper documentation. There are no differences in procedures for processing expenditures based upon various sources of funding.

While Penn currently does not operate under a position-control system, and unit managers are not given separate personnel and non-personnel budgets, requests for new positions are reviewed by the Office of Budget and Management Analysis and reviewed for approval by the Provost. The Office of Human Resources oversees the hiring process for new staff positions. The Director of Athletics consults with Human Resources after determining that a new position is needed and approved, and a job description is developed along with an appropriate salary range.

9. *Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).*

As described in Item No. 5, the Budget Office and the Comptroller's Office work regularly with DRIA to understand the cause of any budgetary deviation and to try to develop solutions to rectify the problems. If it is determined that DRIA does not have the capacity to resolve the budgetary deficit, then the University provides additional resources to ensure balanced operating performance for the fiscal year. University assistance can be in the form of either a direct grant or loan, both of which have been used in recent years.

The University has spent a great deal of time over the last several years analyzing the revenue and expenditure base of DRIA to understand why resources have not grown at the same rate as program requirements. The analysis has shown that the Department's resource base has been historically inelastic and has not kept pace with its program's inflationary increases. Over the past several years, the University has tried to correct this problem by reducing the department's dependence on general University subvention and by increasing its allocation of General Fee revenues. Because these revenues support a variety of University programs with which the DRIA must compete, the Provost's Office has been forced to make this funding transition over a multi-year period. Based on the adjustments made for FY 1997, specifically, increasing the regular University subvention, the University believes that the Department's revenue and expenditures have achieved equilibrium and will require only normal inflationary increases in the future. We will continue to monitor DRIA's financial performance and review this policy.

10. *Describe institutional policies and any state laws applicable to individuals, including athletics department staff members, who may enjoy economic*

gain as a result of university affiliation or the use of institutional facilities (e.g., faculty involved in product research and development, coaches involved in sports camps or shoe contract endorsements). Indicate whether, and if so, how, the institution has addressed issues related to conflict of interest, property rights, procurement regulations, and consistency of athletics department staff compensation with the various guidelines and regulations that govern compensation of other university personnel.

In 1996, The University of Pennsylvania and DRIA implemented a new set of clearly defined policies that address the issues of conflict of interest, private inurement, and other activities that may result in economic gain to staff members. Penn requests the following documentation:

- Yearly required report to the President and the Director of Athletics on activities
- Summer camp and clinic policy and report requirements
- Reports on contracts with suppliers of athletic equipment

Compensation of all DRIA staff is coordinated with the Department of Human Resources. All reevaluations, promotions, and equity adjustments, for example, are joint efforts with Human Resources. The University guidelines and regulations governing compensation of other University personnel apply to DRIA staff.

11. *Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA rules.*

All expenditures and revenue associated with intercollegiate athletics are under the University's accounting and financial control. Policies and procedures to ensure that all expenditures are in compliance with NCAA rules are outlined and emphasized in several ways. An extract of the *Financial Policy Manual* is included in the DRIA policies manual and administered as noted in Item No. 8. Travel and recruiting guidelines are examples of the material. In addition, there is a copy of the NCAA manual in every head coach's office and all coaches have ready access to these manuals. Staff meetings are held to clarify and emphasize the most important issues. Changes and new policies are communicated on a timely basis. Our independent accountant, Coopers and Lybrand, reviews our procedures and processes each year.

Travel advances for off-campus recruiting activity are requested by coaches with information provided on the destinations and the term of their visits. Upon their return, a travel and expense form is submitted to reconcile how the funds were used. The following information is required:

- Detailed accounting of all expenses by day with appropriate vouchers and original receipts. All entries are reviewed for policy conformance to the Comptroller's *Financial Policies Manual*, items number 2351 to 2362. Also, DRIA Business Office staff members examine the request for compliance with the fiscal policies outlined in the *NCAA Manual* and the *Ivy Manual*.
- A daily report is included with the expense form summarizing the purposes of the trips with:
 - Date of activity
 - Destination: city, state, high school, site of competition, etc.
 - Purpose of trip: activity described such as recruiting, evaluation, alumni cultivation, athletic context, or tournament
 - Person or persons contacted
 - Number of miles driven

The travel and expense report, along with the daily report and vouchers, provide a permanent record for additional audits of activities and appropriate fiscal procedures. In cases requiring expense reconciliation there are at least three reviews of the reports. The Business Office staff, which is knowledgeable about NCAA rules, is first, followed by the Director of Administrative Affairs and, finally, the Travel Office of the University.

On-campus recruiting of student-athletes is administered in much the same way as off-campus recruiting. For example, funds are advanced to a coach for disbursement to the student hosts in accordance with NCAA guidelines. Disbursement records are maintained and are required to certify how funds were used. Travel itineraries are noted along with each recruit's travel expenses. Any reimbursements for travel made directly to the recruit are made in strict accordance with both University and NCAA guidelines.

Among the hundreds of transactions that are processed each month, there are situations that require the originator of the request to explain his or her request for reimbursement. Sometimes there is a need to provide additional documentation, receipts, or other explanations for expenditures, excess mileage, or special purchases. If the Business Office cannot resolve the issues with the originator, the request goes to the supervisor of the individual for resolution. Checks and balances are built into the financial system.

The procedures in place for the processing of expenses do not vary according to the source of funding. Both restricted and unrestricted funds must follow the same processes.

The Director of Purchasing and the Comptroller establish and maintain policies and procedures to provide for all procurement and disbursement activities. The Trustees of the University of Pennsylvania have empowered the Director of Purchasing as the only person who can incur any obligation or make any commitment on behalf of the University for the purchase of goods and services. Approval must come from Purchasing for DRIA to make any purchases. The DRIA is charged with the responsibility to implement those policies and has established procedures to monitor compliance.

Certain purchases that relate to travel, entertainment, and minor expenses are handled as noted in the travel and expense report form described above. Purchases may be made from approved budgets that have been developed by the coach/manager and his or her supervisor. Deviations from the original budget must be approved by supervisors. Some policies are as follows:

- The Business Office can use a charge card for purchases up to \$1,000. A request form is required.
- A purchase order request is required for all other items and services needed. Supporting documentation, model numbers, correspondence, contract terms, etc. must be included.
- Items must be shipped to an official location for storage and disbursement.
- Verification of receipt is required before payment.
- Purchases exceeding a total value of \$5,000 must have at least three competitive bids.
- Payments to individuals must follow detailed University and IRS regulations.
- Other policies are outlined in the Financial Policies Manual (items 2301 to 2329).

Implementation of the policies and procedures are documented by a series of forms administered by the Business Office (Appendix C-4).

II. Evaluation and Plan for Improvement

1. *Given the responses above, evaluate whether the activities of the athletics program are in substantial conformity with each of the operating principles set forth in this section. The institution's evaluation should address both of the specific operating principles separately.*

Operating Principle 1: Financial Controls. Institutional financing of intercollegiate athletics shall follow prudent management and fiscal practices and provide relatively full and stable opportunities for student-athletes. All funds raised for and expended on athletics shall be subject to generally accepted practices of documentation, review, and oversight. In addition, all expenditures from any source for athletics shall be approved by the institution. Budget and audit procedures for athletics shall be consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2, which requires that the institution's annual budget for athletics be approved by the institution's chief executive officer or designee from outside the athletics department, and that a financial audit be performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department.

The Subcommittee of Fiscal Integrity is proud that the University of Pennsylvania is in substantial conformity with this operating principle. The financing of intercollegiate athletics occurs within the same planning, budgetary, reporting, and audit environment as the rest of the University. The Provost, Vice President for Finance, and Director of Budget and Management, prepare, review, and revise the annual DRIA budget. Ultimate authority over this budget rests with the University trustees, who also monitor funds regularly.

In addition, outside auditors, approved by the Trustees' Committee on Audit, routinely review the department. To the extent that problems have developed within the athletics program's budget, or that new priorities have emerged, the University has attempted to mitigate the financial impact. The following initiatives are part of the University's ongoing efforts to address athletics budget issues:

- The University will continue to shift the revenue base of DRIA from subvention to student fees to give it a more flexible income stream.
- DRIA is undertaking a review of its programs to get a more realistic assessment of their size, participation, and centrality in order to align the programs with resources.
- DRIA is working to identify alternative revenue sources for its capital improvements which, at this time, represent a major cost item. DRIA is planning to move from funding capital improvements out of the operating budget to funding out of sources such as capital fund-raising. In addition, DRIA is aggressively seeking corporate sponsorship, special events income, and user fees as a means of closing the budget expense gap.

Operating Principle 2: Established Policies and Procedures. The institution shall have in place policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA rules.

Penn currently complies with Operating Principle 2 (see Item No. 11). The University has moved from central control to a management system that places more fiscal responsibility on unit managers. In addition, the University has installed a new financial system. Therefore, DRIA is placing renewed emphasis on orientation and training for head coaches and other managers. Ultimate responsibility for oversight of this functions rests with the Director of Administrative Affairs for the Department of Recreation and Intercollegiate Athletics.

2. *Given the responses above, evaluate whether the activities of the athletics program are consistent with the mission and purpose of the institution.*

The activities of the athletics program are consistent with the mission and purpose of the University. Because Penn believes that athletics contribute to the general development of its students, faculty, and staff, athletics are funded like other University activities. Though athletics does raise money for its own programs through ticket sales and users' fees, 65 percent of its operating budget comes from general University funds. DRIA is treated in the same way as any other cost center of the University. These funds are dispersed under the same strict controls as funds designated for academic departments and educational programs.

3. *Where the institution concludes in its evaluation that it does not conform to one or more operating principles, describe the institution's specific plan for improvement, including: (a) the intended end result, (b) the individuals or offices that will be responsible for taking specific actions and (c) the specific timetable for completing the work. Where the institution concludes that these improvements may affect existing programs or activities in other areas, describe how the institution intends to maintain the current level of quality of those programs.*

The Subcommittee of Fiscal Integrity is pleased to report that the University conforms to the NCAA's operating principles for fiscal integrity. The items summarized in the following table represent key action areas that the University will be undertaking in order to continue to ensure the quality of its athletics programs.

Fiscal Integrity: Summary of Plans for Improvement			
Action	Intended End Result	Responsible Individuals	Timetable
Continue shifting the revenue base of DRIA from subvention to student fees to give it a more flexible income stream.	To bring revenue and expenses into better alignment	Director Athletics Provost VP Finance Director Budget & Planning	FY1997-98
Undertake a review of DRIA's programs to get a more realistic assessment of their size, participation, and centrality in order to align the programs with resources.	To bring revenue and expenses into better alignment.	Director Athletics	FY 1997-99
Identify alternative revenue sources for capital improvements, move away from funding capital improvements out of the operating budget to funding out of sources such as capital fund-raising.	To bring revenue and expenses into better alignment.	Director Athletics VP Development	Ongoing
Additional training and orientation for coaches and unit managers.	To allow unit managers and coaches to exercise fiscal responsibility.	Director Administrative Affairs	Ongoing

4. Commitment to Equity

I. Self-Study Items

1. *Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding gender equity, minority opportunity, and student-athlete welfare, focusing on those implemented during the last three years. Explain how the institution is organized to further these efforts for both staff and students and provide evidence that matters concerning gender equity, minority issues, and student-athlete welfare are monitored, evaluated, and addressed on a continuing basis.*

Operating Principle 1. Gender Issues. In 1994, a new Director of Athletics was appointed. This appointment was made at the same time that Judith Rodin took office as President of the University, and the combination of new leadership in the Department of Recreation and Intercollegiate Athletics (DRIA) and at the University level ushered in a forward-looking agenda that emphasizes diversity, commitment, and accountability. Gender issues have been among the leading priorities of the new administration.

One of the first actions that was taken by the Director of Athletics after his appointment was a restructuring of DRIA's development and public relations operations. In the summer of 1994, the development and public relations staff was reorganized and enlarged to provide the necessary support for the fund-raising and public relations needs of women's and men's sport programs. The restructuring included appointment of a Director of Development and Public Affairs and a Director of Major Gifts.

Developing a stronger base of resources and support for women's athletics programs has been an area of emphasis for the new development staff. Annually, DRIA sponsors a reception at homecoming for the Friends of Women's Athletics, and in each of the last two years the Department has sponsored a special event in February to honor and support the efforts of Penn's women athletes. The recently appointed development staff has responsibility for these activities, and has also made strides in securing sponsorship for women's programs. For example, a major sponsor was secured for the annual February event and to support several other women's events and tournaments.

Recent fund-raising activities for women's sports also include a major initiative announced in honor of the chairman of the University Board of Trustees upon his retirement from the Board in January of 1994, which raised over \$200,000 for a special fund to support major capital expenses for women's sports.

DRIA's reorganized sports information function has also been an important factor in the promotion of women's sports. The Athletic Communications staff is a resource for all the sport programs at Penn. The activities of Athletic Communications are discussed fully under item 4.

A second major change has been the creation of a new budget system that redirects as much sport program funding as possible out of the central DRIA budget and into the individual sports. A budget for each sport is determined based on the particular equipment, travel, and other needs of that sport. The fund-raising capacity of the specific sport, as demonstrated by its recent history, is also determined. Each sport is then directly funded for the difference between their needs and the amount they can be expected to provide through fund-raising. The new budget system promotes equity by applying uniform standards across all sports in determining the needs of each.

Support for women's athletic programs at Penn has also come from the Women's Athletic Board, an alumni organization chaired by a member of the Athletics Advisory Board. In the past, this group's efforts have included major fund-raising initiatives, as well as seminars and mentoring networks to foster career opportunities for women athletes. Endowing a fund for Ivy League championship awards for women was also among the group's recent activities.

An ongoing discussion of the University's progress toward compliance with Title IX requirements has provided the context in which many

changes in policy and organization have occurred. During the 1992-93 academic year, a review of Title IX compliance was undertaken at the direction of the Provost, in conjunction with the strategic planning process of the DRIA. As an outcome of this process, the DRIA undertook a compensation review of head coaching positions and salaries. A Compensation Factor Committee was established that consisted of head coaches of men's and women's sports, University compensation specialists, and senior administrators from DRIA. A new classification system was established with generic position descriptions and pay grades assigned (Appendix D-1). As a result of the review, a majority of the head coaches of women's sports were given compensation and/or position adjustments, and several received automobile allowances.

Concerted efforts have also been made by DRIA to recruit and hire women as head coaches of women's sports. In those cases where it has not been possible to recruit a qualified female, the head coaches have been strongly encouraged to adhere to the policy of bringing in a woman assistant coach. Also in connection with the adjustments made as a result of the compensation review, all women's head coach positions are now full-time.

In November of 1993, the Women's Law Project submitted a summary of gender equity concerns on behalf of a number of coaches of women's sports and several students to the President of the University. As a result, the Provost's Review Committee that had been established for the 1992-93 Title IX review continued to meet into 1994. In February 1994, the University announced its commitment to provide over \$500,000 over an 18-month period to fund gender equity recommendations from the Provost's Review Committee. In addition to compensation and position adjustments, funds were committed for general program support which included recruiting, special travel, capital equipment and facility improvements, support services, and development staff for fund-raising purposes.

In May 1994, in an effort to prompt the University to address other equity issues, the Women's Law Project, on behalf of a group of coaches and athletes, filed a complaint with the Office for Civil Rights. Following a series of meetings with an OCR representative and legal counsel, both parties agreed to resolve the complaint through the use of a mediator. In August of 1995 a settlement agreement was reached and announced (Appendix D-2) which involved significant financial commitments in terms of both facility expenditures and another \$140,000 in operating budget and included the following initiatives:

- Renovation or construction of locker rooms utilized by women's programs
- Renovation of weight room and training room in Hollenback Center
- Coaching staff additions and position enhancements in several women's sports
- Addition of a part-time strength coach
- Equipment and facility enhancements for softball and women's crew
- Strategy for addressing security concerns of coaches and athletes
- Equitable treatment of promotion, publicity, and fund-raising for women's sports
- Initiation of a major fund-raising drive to rehabilitate or develop office spaces for coaches
- Commitment that policies and procedures in the athletic department are designed to give men and women equal opportunity

Also included among the initiatives that were agreed upon in the settlement was the appointment of a Gender Equity Advisory Group to monitor compliance with the agreement and future issues related to gender equity. The Gender Equity Advisory Group meets at least twice a year and includes two coaches, one woman and one man; at least two student-athletes; a member of both the Athletics Advisory Board and the Women's Athletic Advisory Board; and a member of the University Council Committee on Recreation and Intercollegiate Athletics (see Appendix A-11). The coaches of women's sports and the Advisory Group have received periodic updates on the items addressed by the settlement agreement and have heard presentations regarding facility renovations and security initiatives. Action on all items specified by the

settlement agreement has been proceeding on or ahead of schedule.

Operating Principle 2. Minority Issues. The University of Pennsylvania is committed to diversity and promotes opportunity for members of underrepresented minority groups in all its activities, including athletics programs. This commitment is demonstrated by an already diverse community of students, faculty, and staff, and it is articulated in the University's strategic plan, *An Agenda for Excellence* (see Appendix A-3). Minority retention of faculty, staff, and students is monitored by the Office of the Provost and minority issues receive a great deal of emphasis in planning initiatives. This commitment was evidenced most recently in a document published in the September 17, 1996, *Almanac* (Appendix D-3), in which several new efforts to enhance the recruitment and retention of minorities were announced, including the allocation of funds, fundraising activities, and the appointment of a member of the standing faculty to serve as Special Advisor to the President on progress in this area.

As an urban campus with a diverse population, Penn has a significant number of minority students. The University aggressively recruits students nationally and internationally for its undergraduate and graduate programs. The Admissions Office has a Director and Associate Director of Minority Recruitment and a Director of International Recruitment and sponsors a number of programs annually to recruit qualified minority students. Coaches work closely with the Admissions Office to coordinate recruiting of minority and international students. While DRIA has not established any specific matriculation goals for minority students, coaches actively recruit minority student-athletes for their programs, and the proportion of minority student-athletes is, in general, reflective of the overall student population. Minority representation is strongest in the sports of football, men's and women's basketball, and men's and women's track and field.

A number of groups and services that are available on campus offer academic and social support to minority students. These include special counseling, tutoring, residential, and pre-professional programs. Minority student-athletes receive information about these programs in the recruitment literature, as well as in the *Practical Penn*, a comprehensive resource book that all first-year students receive. These resources are summarized in Appendix D-4.

The University's commitment to minority groups applies to the recruitment and retention of DRIA administrative and coaching staff, as well as to student-athletes. DRIA closely adheres to University policies and procedures regarding the advertising and hiring of its administrative and coaching staff. All full-time positions are advertised in national, professional, and area publications, and frequently in minority publications. Members of the department regularly contact a network of historically black colleges to develop an applicant pool and identify possible minority recruits for coaching or administrative positions. All advertising and hiring is monitored and approved by affirmative action officers in the DRIA and for the University to meet University and federal requirements.

In recent years, a concerted effort has been made to identify and hire minorities for coaching and administrative positions, including, in a number of cases, special-effort searches for minority candidates. As a result, assistant coaches in men's and women's basketball and the Coordinator of Football Operations are members of minority groups, as are the Associate Director for Programs, Compliance, and Eligibility and the Assistant Director for Academics, Recruitment, and Admissions.

Operating Principle 3. Student-Athlete Welfare. Student-athletes are admitted and matriculate as all other students do at Penn, and they are strongly encouraged to take advantage of all the support programs and services that the University offers to students generally. However, the University recognizes that student-athletes have some special needs and interests that must be accommodated in order for them to fulfill their athletic and academic goals.

In the fall of 1991, an individual was first hired to serve specifically as a full-time academic coordinator for athletes. The Assistant Director of Athletics for Academics, Recruitment, and Admissions and his assistant have responsibility for monitoring and supporting the academic progress of Penn student-athletes and serving as a resource, as well as a liaison with other campus offices that support the needs of students. This office works closely with athletes and coaches to ensure that the athletes take advantage of the support services available on campus to address ongoing or individualized needs. The Assistant Director for Academics, Recruitment, and Admissions monitors the academic progress of student-athletes during the academic year and refers them to appropriate campus support services. Once a month, the Assistant Director meets with liaisons from each school to receive academic reports on student-athletes.

The Assistant Director has recently initiated an effort to meet person-

ally with every first-year student-athlete to review a range of issues, including academic schedules, and to point the way to any resources that may be of particular use to that student. In addition, the Assistant Director's office houses a resource center for student-athletes, where leaflets describing virtually every student resource on campus are available. In another recent initiative to improve the awareness of Penn's student-athletes of special programs, services, and events in the University at large, DRIA has added a part-time intern to staff its resource center. The chief responsibility of this intern is to communicate to student-athletes about University-wide programs on a more timely basis than has been achieved through more informal means.

Although it is not the philosophy of DRIA to monitor student-athlete's progress on a personal or social level, there are some mechanisms in place that ensure that Department administration is aware of any significant issues in these areas. The Assistant Director of Academics, Recruitment, and Admissions meets with the directors of Student Health Services and the University's Counseling and Psychological Services on a regular basis to discuss, in general terms, concerns involving student-athletes. The Office of the Vice Provost for University Life also provides feedback to DRIA on issues involving conduct and academic integrity. In annual meetings and reports, the University's nutritionist provides feedback on nutrition and eating disorder issues as they relate to student-athletes.

Penn's comprehensive network of academic support programs for its students is described in the Academic Integrity section of this report under item 7. In addition to the general University programs, special programs have long been in place to provide student-athletes with tutorial support, instruction in study strategies, and counseling. Effective as of the 1996-97 academic year, the University's Department of Academic Support Programs (DASP) has redesigned its services to support Penn student-athletes more effectively and efficiently. The following are programs now offered to student-athletes to ensure that they remain in good academic standing in order to maintain their athletic eligibility for participation in intercollegiate sports and to facilitate the successful completion of their academic programs:

- *DASP Educational Pipeline/Pre-Freshman Program.* Each year, a portion of the admitted class is referred to DASP. These students, based on their academic profile, are considered "special admits" who need structured academic support to succeed at Penn. These students are invited to participate in the Pre-Freshman Program (PFP), an intensive four-week summer enrichment program, and they continue to receive comprehensive tutorial and counseling support throughout their four-year undergraduate career. DASP staff involve the DRIA's Assistant Director for Academics, Recruitment, and Admissions in the selection of athletes for this program.
- *Academic Enhancement Project.* This initiative represents a modified program of support for students referred by the DRIA and the four undergraduate schools. First-year students who were invited to the Pre-Freshman Program but did not participate are identified by the Assistant Director of Athletics for Academics, Recruitment, and Admissions. Each student-participant receives a program of support to meet his or her individual needs. The program includes close monitoring; an individual assessment by a learning instructor to determine academic support needs; regular meetings with a learning instructor to develop appropriate study strategies, writing skills, and time management techniques; and free tutoring for subjects prescribed by the learning instructor.
- *Collegiate Academic Achievement Program (CAAP).* CAAP, which was initiated in 1992 specifically for student-athletes, has proven to be invaluable to the academic achievement of Penn athletes. CAAP is designed to provide student-athletes with supplemental study and tutoring opportunities, as well as to foster academic interaction with fellow students. The program requires student-athletes to meet three nights per week for three hours each night, during which time they are provided with a variety of tutorial supports. Workshops are also offered focusing on typical first-year study issues and study strategies for specific disciplines. Student-athletes may also request individualized tutoring through DRIA's Assistant Director for Academics, Recruitment, and Admissions.

NCAA enhancement programs are another important source of support for Penn student-athletes. DRIA has recently initiated a laptop computer loan program using a portion of the annual funding that is provided by the NCAA for academic enhancement programs. Under this program, student-athletes who are a member of a varsity team may sign out a laptop when traveling to an away contest or when participating in required practice and competition during recess periods. In addition, the NCAA Student-Athlete Assistance Fund has proven to be valuable for Penn student-athletes in meeting special financial needs. From the beginning of the program, Penn has been aggressive in its efforts to make qualified students aware of the existence of the fund. As a result, a large number of Penn's qualified athletes have taken advantage of this resource in meeting necessary expenses.

The University's new student orientation program offers students a

number of events, activities, and workshops designed to familiarize them with life at Penn. A mandatory student-athlete orientation session is held as a part of this program. The student-athlete orientation introduces new student-athletes to DRIA administrators and coaches and addresses Penn's philosophy and commitment to athletics as an important part of the undergraduate experience. The program also introduces student-athletes to the wide range of campus support services, as well as to their own social and academic responsibilities. Student-athletes are also informed about the resources available to them through the *Student-Athlete Handbook*, which is updated and distributed to all athletes at the beginning of each academic year (see Appendix A-18).

2. Describe the institution's educational enhancement programs (e.g., education regarding substance abuse, AIDS and nutrition education; career guidance and counseling; personal counseling; academic skills enhancement) available to student-athletes. Describe practices/procedures in place to assure student-athletes' access to these programs.

Student-athletes have full access to the comprehensive network of enhancement programs available to all Penn students. All incoming first-year students are introduced to the University's many support services and counseling resources during New Student Orientation. In addition, all incoming students receive copies of *The Practical Penn*, a comprehensive guide to the University and its surroundings and resources, as well as a handbook from their particular school or college.

Penn's Student Health Services is the primary campus resource for health education programs. The Student Health Service's Office of Health Education supports the University's endeavors by promoting a healthy and safe campus environment. Services provided by the office include literature, workshops, training, and referrals on such topics as alcohol and other drugs, nutrition, fitness, stress management, sexual health, sexual assault, eating concerns, and body image.

Peer health programs are an important mechanism used by the Student Health Services to provide students with information and to help them learn how to access the health system resources they may need. These programs involve undergraduate and graduate students, who are fully trained paraprofessionals with a demonstrated commitment to educating, supporting, and advocating for their peers. Training is provided by Student Health Service Office of Health Education staff. Coaches of individual sports frequently invite members of these groups to give talks to their teams. Peer programs include the following:

- DART (Drug and Alcohol Resource Team)
- FLASH (Facilitating Learning About Sexual Health)
- GUIDE (Guidance for Understanding Image, Dieting, and Eating)
- STAAR (Students Together Against Acquaintance Rape)

Additional resources that the Student Health Service has in place to address special health concerns include the University's Advisory Team for Eating Concerns, which coordinates delivery of prevention, education, treatment, and referral services to students ranging from those preoccupied by food and body image to those manifesting bulimic/anorexic symptomatology. This group includes medical, psychology, psychiatry, and nutrition staff and offers individual and group services. A campus nutritionist is also available to provide nutritional counseling to support training and athletic performance, as well as to address eating disorders.

The University's Counseling and Psychological Services (CAPS) division is also a major support resource for students. CAPS provides consultation and individual, crisis, and group counseling to help students address problems related to anxiety, stress, body image, substance abuse, academic performance, sexual identity, sexual abuse, and personal problems. CAPS staff also help international and minority students address adjustment issues that may arise in the Penn environment, and career and psychological testing are offered as well. CAPS provides workshops, self-help information, and referrals to other campus resources. Students may choose to see a psychologist on an individual basis or to attend a structured or unstructured group.

Three focused resource centers provide another source of support for Penn students, including student-athletes. These include the African American Resource Center, the Penn Women's Center, and the Lesbian-Gay-Bisexual Center.

Special mechanisms are in place to promote student-athletes' awareness and utilization of these campus-wide resources. Beginning in the fall of 1996, the requirement was established for each varsity sport to hear presentations by the Student Health Service and CAPS. The *Student-Athlete Handbook* also provides information and telephone numbers for many of the support services on campus. In addition, many coaches

discuss these services at their first team meeting of the year and post announcements in their facilities to notify student-athletes about workshops and special presentations throughout the season.

University of Pennsylvania student-athletes, like all Penn students, receive career guidance from the University Career Planning and Placement Services (UCPPS). UCPPS works with students to help them assess their abilities, learn about career options, define goals, and achieve them. The office also helps students find permanent jobs and summer internships and to gain admission into graduate or professional schools. UCCPS counselors make presentations every semester for student-athletes, and a number of special programs and presentations are held in the evenings in order to accommodate student-athletes' practice schedules.

The academic skills enhancement resources available to student-athletes are fully described in the section on Academic Integrity under item 7. As discussed in this section under item 1, the academic performance of student-athletes is monitored by the Assistant Director of Athletics for Academics, Recruitment, and Admissions to help ensure that student-athletes in need of academic skills enhancement are directed to the appropriate resources on a timely basis. The *Student-Athlete Handbook* highlights additional academic resources, including the campus Learning Resource Center, which provides professional consultation on improving academic reading, writing, and study skills. During an introductory interview at the Center, the student's strengths and needs are discussed and an individual program of services is determined.

3. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The Associate Director of Athletics for Compliance (compliance coordinator) has responsibility for overseeing compliance with NCAA bylaws regarding exit interviews. Since the spring of 1992, all graduating senior athletes or those athletes who have exhausted their eligibility have been invited to participate in voluntary exit interviews. The interview process gives student-athletes an opportunity to describe the quality of their overall athletics experience at Penn and increases the awareness of DRIA administrators of student-athlete issues and concerns.

Letters are mailed to all senior athletes to request their participation in the process after their final seasons have ended, with the exception of spring sport athletes, who receive their letters in April. A questionnaire is included in this mailing to solicit opinions on how well the Penn athletic program meets student-athlete needs (Appendix D-5). In addition, the letter invites students to participate in the voluntary exit interviews (Appendix D-6).

Interviews are conducted by DRIA senior administrators, who write a summary and submit it to the compliance coordinator for review and identification of areas of concern. The review is a means for DRIA administrators to determine what kind of experience student-athletes have and whether the Department is meeting its commitment to them. The feedback gathered through the process is also used to evaluate what the program is doing well. Where a pattern emerges through the questionnaires and interviews that suggests an area of concern, the issue is brought to the attention of the appropriate administrator for follow-up.

Although the summaries of findings are shared with the relevant head coaches, the questionnaire responses and interview notes taken are considered confidential and, as such, are accessible only to DRIA senior administration. However, since the inception of the exit interview process, there have been incidences in which student-athletes' statements have had relevance in performance evaluations of members of the coaching staffs. It is DRIA policy that if a criticism made by a graduating student in the exit interview might have some bearing on the performance evaluation of a coach or a staff member, that individual must be afforded the opportunity to respond to the criticism in a confidential meeting with the Director of Athletics. Thus, effective with the beginning of the 1995-96 academic year, student-athletes are being asked to sign a release permitting the completed questionnaire or interview notes to be viewed by non-senior DRIA administrators when there is cause for an individual to be made knowledgeable of statements in these documents. The focus of the exit interview program, however, remains on obtaining a better understanding of the student-athlete's experience at Penn, and not on eliciting performance evaluations of staff.

4. Describe current policy, organization and resource allocation related to student-athlete or athletic support services (e.g., sports information, marketing and promotions, sports medicine, strength and conditioning,

training-room services, sports equipment, travel and per diem, facilities) for both male and female student-athletes.

Sports information (Athletic Communications) and marketing and promotion efforts for all intercollegiate programs are overseen by DRIA's Director of Development and Public Affairs. Each sport program is assigned a representative from the Athletic Communications office to coordinate publicity and record-keeping for the sport. All media and recruiting guides are funded through the Athletic Communications budget. To ensure that each program's communication needs are being met, monthly meetings are held with the head coach and associate director overseeing that sport. A full-time staff member is responsible for all marketing and promotions efforts for intercollegiate programs. All corporate sponsorships and related events are coordinated through this office and often include community service activities involving coaches and athletes.

The athletics training staff and sports medicine services are overseen by the Senior Associate Director of Athletics. Five full-time and three part-time certified trainers are on staff to service the 32 varsity sport programs, working out of two primary training rooms and several satellite operations. Prior to September 1996, the University of Pennsylvania Medical Center's Sports Medicine Center was located in Weightman Hall, which provided excellent access and service for Penn's student-athletes. With the recent move of the Sports Medicine Center to another facility on campus, DRIA has maintained on-site sports medicine services, with a physician present on a daily basis during clinic hours in an athletic training facility. The athletic training staff is assigned to provide coverage for designated teams at home and away contests, but must also work as a pool to accommodate all team's needs. All of the trainers are ATC or RPT certified. Graduate or undergraduate student trainers are used to assist certified trainers with routine coverage of training rooms and practices.

The Manager of University Strength and Fitness oversees the two intercollegiate and three recreational weight rooms. The two intercollegiate weight rooms are modern facilities with weight and aerobic equipment. These facilities are supervised by the manager, a part-time assistant, interns, and trained work study students. Varsity teams/athletes are assigned to a specific weight room and workout times based upon their team or individual needs. An updated schedule is posted in each weight room. The manager works closely with the Senior Associate Director to monitor team needs and assignments.

Provisions are made in each sport's budget for sports equipment, travel, and per diem expenses. Needs are determined by applying standardized allowances and formulas across each team. The funds are managed by the head coach and associate director overseeing the program. The head coach for each sport and his or her associate director annually review travel plans and related expenses to ensure that teams are being treated appropriately and equitably.

Facility schedules are established and overseen by the Associate Director for Operations. Contest schedules are developed by the head coaches and associate directors to coordinate facility usage and then submitted for the master schedule of events. Practice schedules are submitted by the head coaches to the Associate Director for Operations; when necessary, the coaches meet with the Associate Director to work out conflicts and determine final facility usage schedules. Men's and women's teams are given equal access to all facilities for practices and contests based upon previously established priorities and policies. All event management is coordinated and handled through the Operations office.

II. Evaluation and Plan for Improvement

1. *Given the responses above, evaluate whether the activities of the athletics program are in substantial conformity with each of the operating principles set forth in this section. The institution's evaluation should address each of the three specific operating principles separately.*

Operating Principle 1: Gender Issues. An institution shall demonstrate that in the area of intercollegiate athletics, it is committed to fair and equitable treatment of both men and women. It shall have available adequate information for assessing its current progress in this area and an institutional plan for addressing it in the future. The plan shall provide for accommodating the evolving standards of the Association in the area of gender equity.

Penn was a leader in athletic program management through its creation in the early 1980s of a gender-neutral administrative structure

which has allowed for men's and women's sports to be managed jointly, rather than individually by gender. In 1982, Penn became the first Division I institution to appoint a woman as head coach of men's and women's swimming. In 1991, Penn elevated women's soccer from club status to a varsity sport, bringing the total number of women's varsity sports supported at Penn to fourteen—a number that is significantly higher than the national average of 7.5 per school¹ and a demonstration of the University's considerable commitment to its women athletes.

Special efforts have been made to recruit and hire women as head and assistant coaches for women's sports and to give women opportunities to be placed in leadership positions as administrators or coaches. Currently, 10 of the 13 head coach positions for women's sports are women, and a woman is head coach of men's and women's swimming. Women also hold key administrative positions as Senior Associate Director, Director of Major Gifts, Director of Annual Giving, Marketing and Special Events Coordinator, and Executive Assistant.

Penn has demonstrated its commitment to an equitable salary structure for men and women through recent studies and monitoring by Human Resources. As a result, the average salary of the head men's and women's coaches is comparable, as are the average salaries of assistant coaches.

Notwithstanding Penn's demonstrated commitment to equity, the University and DRIA recognize that there are areas where improvements can be made. Based upon the analysis of the information and data that have been compiled for this NCAA review and certification, two key areas have been identified for improvement. Specifically, analysis of the data gathered for Self-Study Item 1, Attachment No. 3, suggests that in spite of the large number of sports offered, women are underrepresented in Penn's intercollegiate athletics programs. Furthermore, with respect to opportunities for women in DRIA coaching and administration, it is recognized that, in spite of recent policy and personnel changes, women remain underrepresented, particularly in the coaching staff. This is an issue that must be addressed as openings occur.

Operating Principle 2: Minority Issues. An institution shall demonstrate that in the area of intercollegiate athletics, it is committed to providing equitable opportunities for minority students and institutional personnel. It shall have available adequate information for assessing its current progress in this area and an institutional plan for addressing it in the future. The plan shall provide for accommodating the evolving standards of the Association in the area of minority issues.

The DRIA is in substantial conformity with the operating principle regarding minority issues and is committed to providing equitable opportunities for minority students and institutional personnel.

Penn's student-athletes are representative of the diverse student population at Penn, and the athletic programs benefit from the University's efforts to recruit qualified minority students both nationally and internationally. Whereas the percentage of African American and other ethnic student-athletes is comparable to that of the general student body, there is a notable difference between the percentage of Asian students and Asian student-athletes.

In keeping with the University's commitment to diversity, recruitment of foreign student-athletes is undertaken whenever circumstances allow. Such recruitment efforts are, however, limited by the expense involved in international travel. International recruiting is further limited by the fact that Penn does not offer financial aid based on athletic ability.

Although the members of this committee feel that DRIA is in substantial conformity with this operating principle, there will be ongoing efforts directed at improving opportunities for students and institutional personnel from underrepresented minority groups. The recruitment of underrepresented minority student-athletes has been identified as an initiative in the DRIA Strategic Plan to enhance overall student-athlete recruitment, and it is felt that efforts to expand awareness of minority issues and concerns should be pursued. In addition, every opportunity should be pursued to create more diversity in DRIA staff. Given that the final decision in any hiring situation must be based on individual qualifications, it is a priority of the Department to identify a significant pool of minority candidates whenever possible. With respect to coaching, progress has necessarily been limited by the fact that those sports with the highest minority participation—and, thus, the sports offering the best pool of minority candidates—have had very low turnover on the coaching staffs. Thus, progress in this area will depend on taking full advantage of the openings that do arise.

Operating Principle 3. Student-Athlete Welfare. The institution shall demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students. There shall be evidence that the welfare of student-athletes and the fairness of their treatment is

¹ As reported by R. Vivian Acosta and Linda Jean Carpenter, "Women in Intercollegiate Sport: A Longitudinal Study—Nineteen Year Update," June 1996.

monitored, evaluated, and addressed on a continuing basis.

The University is in substantial compliance with the operating principle regarding student-athlete welfare. Penn's network of academic support programs, combined with those programs that have been put in place specifically to serve its student-athletes, demonstrates the institution's commitment to the academic success of its students and ensures that sufficient resources exist for any student who wishes to avail himself or herself of them. The academic tracking mechanisms now in place ensure that any student-athlete who is experiencing academic difficulties will be identified on a timely basis and directed to the appropriate support resources. Although there are no formal mechanisms to ensure that those students who would benefit from personal, social, or career counseling utilize these services, DRIA administrative and coaching staff direct considerable effort to making students aware of how they can access such services.

DRIA administrative staff have recognized that their major challenge in improving the effectiveness of their student-athlete welfare efforts lies in increasing students' awareness and utilization of existing resources. Efforts must be made to ensure that coaches, in particular, are aware of the resources available to the student-athletes on their teams. Furthermore, the Department needs to get more input from student-athletes regarding their needs and interests to ensure accessibility and relevance of student welfare program offerings. The Student-Athlete Advisory Committee should prove to be an important vehicle for obtaining such input. Improving on existing feedback mechanisms, such as the exit interview process, is also important in this respect. Ideally, the means could be found to engage all student-athletes in the exit interview process. Particularly in those sports with only a few seniors on the roster in a given year, input from all student-athletes is important in order to better understand the full range of their experiences.

2. Given the responses above, evaluate whether the activities of the athletics program are consistent with the mission and purpose of the institution.

1. Gender Issues

Historically, and with efforts in support of women's sports over the last three to five years, DRIA has demonstrated its commitment to fair and

equitable treatment of men's and women's sport programs. This commitment is consistent with the University's mission and affirmative action principles, as well as the Department's own mission statement. The current administrative structure and strategic planning initiatives are designed to ensure that Penn's male and female student-athletes enjoy a positive athletic experience and the opportunity to achieve success in their athletic and academic endeavors.

2. Minority Issues

The University values diversity and seeks talented students, faculty, and staff from diverse backgrounds. The Office of Affirmative Action monitors the University's equal opportunity and affirmative action policies and program and works closely with the affirmative action officer in DRIA to coordinate minority recruitment and hiring efforts. As a result, the activities of the athletics department are consistent with the goals and mission of the University.

3. Student-Athlete Welfare

The University is philosophically unambiguous in defining student-athletes as students first and athletes second. Student-athletes, on the whole, enter Penn academically prepared to succeed in this environment, and every effort is made to integrate student-athletes into the mainstream of academic life at Penn. For all student-athletes, as for all students at Penn, academic, personal, and social support programs offer additional support for those who need it. The provisions for academic and general welfare of student-athletes at Penn is thus consistent with the goals and mission of University.

3. Where the institution concludes in its evaluation that it does not conform to one or more operating principles, describe the institution's specific plan for improvement, including: (a) the intended end result, (b) the individuals or offices that will be responsible for taking specific actions, and (c) the specific timetable for completing the work. Where the institution concludes that these improvements may affect existing programs or activities in other areas, describe how the institution intends to maintain the current level of quality in those programs.

The plan for improvement is summarized in three tables that follow (below and on page 23).

Commitment to Equity: Summary of Plans for Improvement			
1. Gender Issues			
Action	Intended End Result	Responsible Individuals	Timetable for Completion
Establish maximum squad sizes for all sports.	Close gap in percentage of men and women in intercollegiate programs.	1997-99 Senior Associate Director of Athletics Associate Director of Athletics	
Support only those J.V. programs that are used to develop players for varsity competition; develop club sports for those sports where sufficient interest exists.	Close gap in percentage of men and women in intercollegiate programs.	Senior Associate Director of Athletics Associate Director of Athletics Director of Recreation	1997-99
Establish consistent definitions for counting varsity athletes to provide the data needed to carry out analyses of athletics participation on a routine, ongoing basis.	Close gap in percentage of men and women in intercollegiate programs.	Associate Director of Athletics	Spring 1997
Enhance recruiting results through focused and targeted efforts.	Close gap in percentage of men and women in intercollegiate programs.	Assistant Director of Athletics for Academics, Recruitment, and Admissions	1997
Conduct an interests and abilities survey.	Respond to interests and abilities of women on campus.	Chair, Gender Equity Advisory Group	1997—1st survey 2000—2nd survey
Continue efforts to identify and hire women to fill coaching vacancies, including advertising in publications of coaches' associations, networking to pursue strong women candidates.	Increase number of women in full-time head and assistant coaching positions.	Senior Associate Director of Athletics	As vacancies occur

**Commitment to Equity: Summary of Plans for Improvement
(continued)**

2. Minority Issues

Action	Intended End Result	Responsible Individuals	Timetable for Completion
Annual educational program for coaches with University student resource offices.	Increased awareness of University programs and activities to enhance the recruitment of and support for minority athletes.	Assistant Director of Athletics for Academics, Recruitment, and Admissions	1997 (Ongoing)
Ensure minority representation on Student-Athlete Advisory Committee.	Increased sensitivity to concerns of minority student-athletes.	Director of Athletics	Spring 1997
Develop strategy for targeted recruitment of minority athletes.	Increased minority presence on athletic teams.	Director of Athletics Dean of Admissions	Spring 1997
Coordinate recruiting efforts and programs with directors of minority and international recruitment, to include DRIA involvement in special on-campus programs, off-campus travel, and development of publications and literature.	Increased diversity on athletic teams through increased minority and international student presence.	Dean of Admissions Assistant Director of Athletics for Academics, Recruitment, and Admissions	1997-98
Develop links with existing campus programs designed to familiarize inner-city middle school students with college life.	Increased minority presence on the campus, with the potential for eventually increasing the minority presence on athletic teams.	Assistant Director of Athletics for Academics, Recruitment, and Admissions	1997-2000 (ongoing)
Identify sports with strong minority representation and target for future vacancies for special-effort searches; develop a strategy for recruiting in sports in which minority representation is weaker.	Increase number of head and assistant minority coaches; increase minority student-athlete recruitment.	Senior Associate Director of Athletics Office of Affirmative Action	As vacancies occur

3. Student-Athlete Welfare

Action	Intended End Result	Responsible Individuals	Timetable for Completion
Hold regular presentations on academic and other counseling resources.	Make coaches aware of resources available to student-athletes.	Assistant Director of Athletics for Academics, Recruitment, and Admissions	1997
Formalize Student-Athlete Advisory Committee from existing Captain's Council.	Obtain regular input and feedback from student-athletes Increased response to exit interview and questionnaires.	Director of Athletics Senior Associate Director of Athletics Associate Director of Athletics	Spring 1997 Spring 1997 1996-1997

Appendices cited in this report are available for examination at the Reference Desk of the Van Pelt-Dietrich Library Center, or can be requested from the Athletic Department office in Weightman Hall. They will soon also be found via the News and Public Affairs Web site (www.upenn.edu/pennnews/).

Appendices: Governance and Commitment to Rules Compliance

Appendix A-1	University of Pennsylvania Board of Trustees
Appendix A-2	Administrative Structure of the University of Pennsylvania
Appendix A-3	Agenda for Excellence
Appendix A-4	DRIA Organizational Chart-1991
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Appendix A-6	Mission of the University
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Appendix A-8	Athletic Advisory Board Membership
Appendix A-9	University Council Committee on Recreation and Intercollegiate Athletics Membership
Appendix A-10	Women's Athletic Board Membership
Appendix A-11	Gender Equity Advisory Group Membership
Appendix A-12	Council of Ivy Group Presidents' Committee Structure
Appendix A-13	Men's Basketball Club Structure
Appendix A-14	Champion's Club (Football) Structure
Appendix A-15	Penn Tennis Corporation (Men's Tennis) Structure
Appendix A-16	Friends of Penn Women's Tennis Structure
Appendix A-17	Grappler's Club (Wrestling) Structure
Appendix A-18	DRIA Student-Athlete Handbook

Appendices: Academic Integrity

Appendix B-1	1995-96 Eligibility Policy
Appendix B-2	Report to the Council of Undergraduate Deans on Outcome of Eligibility Policy
Appendix B-3	Revised Eligibility Policy
Appendix B-4	Self-Study Attachment 1, Parts 1A and 1B
Appendix B-5	Self-Study Attachment 2
Appendix B-6	Job Description, Academic Coordinator
Appendix B-7	Ivy League Policies Pertaining to Scheduling of Contests and Practices

Appendices: Fiscal Integrity

Appendix C-1	Financial Schedules Report, Office of Management Analysis, Department of Recreation and Intercollegiate Athletics, FY1994 to FY1996
Appendix C-2	Revenues and Expenditures for Intercollegiate Athletics Programs and Related Administrative Programs
Appendix C-3	Independent Accountant's Agreed-Upon Procedures Report, FY1993-94 and FY1994-95
Appendix C-4	University Reimbursement and Purchasing Forms

Appendices: Commitment to Equity

Appendix D-1	Compensation Classification System
Appendix D-2	Press Release Announcing Settlement Agreement Between Women's Law Project and University
Appendix D-3	Minority Recruitment and Retention at Penn (<i>Almanac</i> September 17, 1996)
Appendix D-4	Summary of Programs and Resources for Minority Students
Appendix D-5	Senior Student-Athlete Questionnaire
Appendix D-6	Senior Student-Athlete Exit Interview Questions

Comments should be sent to the NCAA Athletics Certification Study c/o Tricia Simpson, Weightman Hall, 235 S. 33rd Street, or by email to tsimpson@pobox.upenn.edu no later than Friday, December 20, 1996.