

# UNIVERSITY of PENNSYLVANIA *Almanac*

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## SSW Interim Dean: Richard Gelles



Richard Gelles

Dr. Richard Gelles has been named interim dean of the School of Social Work, effective September 1. His appointment was announced August 30 by President Judith Rodin and Provost Robert Barchi.

"Dr. Gelles, the Joanne T. and Raymond B. Welsh Professor in Child Welfare and Family Violence, is an accomplished scholar, outstanding researcher and experienced administrator," Dr. Rodin said.

Recognized nationally and internationally as one of the leading theorists and researchers in the study of family violence, Dr. Gelles is the author or co-author of 23 books and more than 100 articles, chapters and pa-

pers on the subject of family violence. His book, *Behind Closed Doors*, published in 1980, established family violence as a contemporary social problem, and helped to frame the debate and research agenda in this area for the next decade.

He played a critical role in National Family Violence surveys which are the most frequently cited research in scholarly works on this issue. Before coming to Penn in July 1998, Dr. Gelles served as director of the Family Violence Research Program at the University of Rhode Island where he held a number of administrative roles, including department chair and dean of arts and sciences.

"We are delighted that Richard has agreed to lead the school during

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## Nursing Dean: Afaf Meleis

Dr. Afaf I. Meleis, has been named dean of the School of Nursing. She will assume her new position in January. President Judith Rodin and Provost Robert Barchi announced last week.

"Dr. Meleis' appointment marks the successful conclusion of an extensive search to find the most qualified candidate for this role. She has an international reputation as a nurse and medical sociologist, and she is ideally suited to attract even more prominence to our School of Nursing, which is already a recognized leader in its field," Dr. Rodin said.

Dr. Meleis' career has combined academic and administrative positions. She will join Penn following a 21-year tenure at the University of California, San Francisco, where she was both a professor in the Department of Community Health Systems in the School of Nursing, and an associate in nursing for the Nursing Service. This past spring Dr. Meleis received UCSF's Chancellor Award for the Advancement of Women in recognition of her role as a worldwide activist on behalf of women's issues. She has served on all major academic senate committees at UCSF and is credited with having made a substantial impact on the University's recruitment efforts to enhance diversity as well as to attract a more accomplished student body.

A prominent medical sociologist, Dr. Meleis is a sought after researcher and speaker on the topics of women's health and development, immigrant



Afaf I. Meleis

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## Associate Vice President for Finance & Treasury Management: Lucy Momjian

Lucy Momjian was appointed Associate Vice President for Finance and Treasury Management on July 23. Overseeing the Cash Management, Trust Administration, Construction Financing and Central Gifts Processing departments of the Treasurer's Office, Ms. Momjian brings over twenty years of experience in Penn's Finance division to the position. In her new capacity, she will also assist in developing and implementing strategic financial planning initiatives for the University and will assume responsibility for managing the University's commercial banking relationships.

Since July 2000, Ms. Momjian has served as Interim Associate Treasurer in the Office of the Treasurer. She spent the majority of her career at Penn in the Office of Investments, most recently as a Director of Investments, overseeing the risk management and operations areas of the University's endowment. She is a Chartered Financial Analyst and earned a MSEd. in Higher Education Administration (1998) from GSE and a BSE in Finance and Organizational Management, *cum laude*, (1979) from Wharton.



Lucy Momjian

## Associate Vice President in Office of EVP: Jack Shannon

Jack Shannon has been named Associate Vice President in the Office of the Executive Vice President, having previously served as the Managing Director for Economic Development since 1997. In addition to continuing to spearhead the University's various economic development activities, Mr. Shannon, in his new position, will also take on the added responsibility for managing special initiatives; coordinating external activities; and developing policy within the EVP Center.

A La Salle University alumnus who took his master's in public policy from Harvard's JFK School of Government, he subsequently attended Penn Law and received his Juris Doctorate in Government and Public Interest Law. Mr. Shannon came to the University from the City of Philadelphia, having first served as the inaugural director of the Mayor's Business Action Team, and later as the first deputy director of the Commerce Department.



Jack Shannon

## Penn: #5 in U.S. News

Penn moved up a notch in the ranking in the newest *U.S. News & World Report* list of Best National Universities. Penn tied with MIT and Stanford for fifth while Princeton held on to first and Harvard and Yale remained tied for second. California Institute of Technology was fourth. The universities were ranked in 18 categories including academic reputation, graduation and retention rate, faculty resources, class size, student faculty/ratio, and financial resources.

"While we don't believe that the *U.S. News* and other rankings should be taken too seriously, we also understand that they are followed with great interest by many of our students and prospective students and their parents, faculty and friends. We are naturally pleased that we continue to rank among the top national universities," said President Judith Rodin.

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# SENATE

## From the Senate Office

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*The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Executive Assistant Carolyn Burdon, Box 12 College Hall/6303, (215) 898-6943 or burdon@pobox.upenn.edu.*

## **Actions Taken by the Senate Executive Committee Wednesday, September 5, 2001**

**1. Chair's Report.** Professor David Hackney stated that a committee is being established to develop an institutional review board and policies for social science research, as required by Federal law. The committee will focus on rules appropriate for the social sciences, distinct from the existing medical model. He noted that the Gender Equity Committee Report is almost ready and will be published in *Almanac* and presented to SEC for consideration. Also due soon is a retirement task force report that will aim to make retirement appealing for older faculty. A Minority Equity Committee is being formed that will build on the work of the Gender Equity Committee.

**2. Discussion on Nominating of Senate Nominating Committee.** Professor Hackney noted the importance of the committee and reminded SEC members to submit their nominees by September 19, 2001.

**3. SEC Vacancies.** Nominations were made to fill a one-year vacancy for an at-large position and an assistant professor position on SEC. SEC voted on the nominees who will be contacted.

**4. Report to the President and Provost Concerning Services to Students With Disabilities.** Vice Provost for University Life Valarie Swain-Cade McCoullum reviewed the recommendations in the report (*Almanac* September 4, 2001). Among the highlights were: construction of an office combining various services for students with disabilities has been completed; the hiring process is underway for a director, associate director and additional staff; a Web site has been created ([www.upenn.edu/osl/sds/](http://www.upenn.edu/osl/sds/)); Denise Marone is the new learning instructor head; and many of the schools have identified their disability liaison.

SEC discussion centered on the protocol for letters to faculty. The preference was for an official letter to be sent to faculty by the Office of Student Disability Services at the beginning of each semester. A SEC member recommended that the list of school disability liaisons and guidelines for faculty be posted on the Web site. It was also suggested that a booklet containing relevant information be prepared for faculty.

**5. Progress Report of the Teaching Evaluation Committee.** Co-chair Deputy Provost Peter Conn and co-chair David Pope responded to questions submitted in advance by Faculty Senate Chair David Hackney. Deputy Provost Conn recalled that about one year ago the then Faculty Senate Chair Larry Gross and he established the committee. The conclusion at this point is that the University will continue to collect and use student evaluations, endeavoring to draft recommendations that make the instrument professional and maintain credibility and integrity. The former SCUE form is undergoing significant change.

Deputy Provost Conn stated that another group is focusing on the best practice for gathering student responses outside these forms, such as letters with longer comment by students.

A third group is working on faculty members' role in evaluating teaching of faculty colleagues. And a fourth group was focussing on whether Penn should have Web-based evaluations. This has been tabled and will not be recommended at this point in time.

Deputy Provost Conn concluded by saying that he hopes the report will be completed this fall. Professor Pope said the committee will reaffirm the use of student evaluation of teaching but that a determination is needed as to why questions are on the evaluation form and why they are appropriate.

In response to a SEC member, Deputy Provost Conn stated that research suggests that there is no difference between distributing the evaluation form before or after the final exam. Another SEC member inquired as to the status of the mid-term survey that was only for the eyes of the professor.

Emphasis was made by a SEC member that it was okay to use a SCUE form but that should not be taken too seriously. It is a mistake to approach this as consumer satisfaction. It is a question of evaluating teaching effectiveness. Answers to the questions raised suggest there is another form; it should be used rather than the SCUE form. The SEC member also underscored that use of anonymous evaluations is not allowed in the courts. These evaluations measure something but it is not teaching effectiveness.

Teaching Evaluation Committee member Paul McDermott presented information on validity of students' evaluations of teaching effectiveness (SETs). A SEC member noted that this information points to student evaluations being effective at the margins—the high and low—so there is a problem making a distinction among those in between. Professor McDermott stated that SETs are inflated at the high-end and at the low end are consistent. Several SEC members spoke to the affect of low ratings when a professor introduces an innovative teaching method, such as Maple, to which students are unaccustomed. Some SEC members expressed the concern that there is a relationship between grading practices and ratings. They believe that this drives grade inflation. Deputy Provost Conn stated the committee may recommend comments be requested from faculty on what they are teaching for inclusion in the package assembled for tenure and promotion review.

## **SSW Interim Dean: Dr. Gelles**

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this time of transition and look forward to working together with him during the coming year," said Dr. Barchi.

Dr. Gelles has been the co-director of the Center for the Study of Youth Policy and for the past year, also served as the co-director of the Center for Children's Policy, Practice and Research. He was a recipient of the SSW Teaching Award last year (*Almanac* May 16, 2000).

Dr. Gelles earned his B.A. from Bates College, his M.A. in sociology from the University of Rochester and his Ph.D. in sociology from the University of New Hampshire.

Former SSW dean Ira Schwartz left Penn to become provost at Temple University (*Almanac* September 4).

## **FOR COMMENT**

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*The proposed Statement of Principles for University Community Retailers was developed by the Division of Business Services in partnership with the offices of the President, Provost, and Vice Provost for University Life. This Statement will be distributed to all University Community Retailers to express the service standards we expect of our local business and retail partners. Please e-mail comments to Lee Nunery at [nunery@pobox.org](mailto:nunery@pobox.org) or to Amy Johnson at [ayjohnso@pobox.org](mailto:ayjohnso@pobox.org) by September 28, 2001.*

## **Statement of Principles for University Community Retailers**

*September 1, 2001*

The University of Pennsylvania is a community in which intellectual growth, learning from others, mutual tolerance, and respect for freedom of thought and expression are principles of paramount importance. As the largest private employer in Philadelphia—and the largest institution of higher education—the University of Pennsylvania is committed to creating a favorable environment for its constituents and partners.

Members of the University community are expected to exhibit responsible behavior, to be responsible for their actions, and to respect the rights of others. Responsible behavior includes:

- a) Respecting the health and safety of others.
- b) Ensuring fair and equitable treatment of all customers in pricing, service delivery, and any other business transactions.
- c) Respecting the rights of University community members to express opinions and points of view without fear or threats.
- d) Complying with all contracts made with the University.
- e) Complying with federal, state, and local laws.

A civil campus environment requires the participation of all its constituents. In the same manner that the University holds high expectations for its business and retail partners, it expects that all members of the University community will treat Penn's business and retail partners with similar respect and courtesy.

If you have questions regarding this Statement of Principles, please contact the University's Division of Business Services: (215) 898-9155.

## Nursing Dean: Dr. Meleis

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health care, international health care and knowledge development. She is on the editorial boards of a number of publications, including *Advances in Nursing Science* and *Scholarly Inquiry International*. She has written more than 150 articles and has authored numerous monographs and books.

Because of her global reputation in the critical area of women's health issues, Dr. Meleis is often invited to plan conferences, conduct symposia and to present keynote addresses on this topic. Currently, she is the vice president of the International Council on Women's Health.

A native of Egypt, Dr. Meleis completed her nursing degree at the University of Alexandria before coming to the United States to pursue graduate education as a Rockefeller Fellow. She holds an M.S. in nursing, an M.A. in sociology and a Ph.D. in medical and social psychology from the University of California, Los Angeles.

"At this time we would also like to thank Neville Strumpf for her outstanding contributions and leadership as interim dean during this period of transition. Neville maintained this position while at the same time continuing her important work in the area of elder care, for which she has received national acclaim," said Dr. Rodin. "We are truly grateful to her for her commitment to Penn and to the School of Nursing," added Dr. Barchi.

## Agenda for Council Meeting

Wednesday, September 12, 2001, 4 to 6 p.m.  
Bodek Lounge, Houston Hall

- I. Appointment of a Moderator (1 minute).
- II. Approval of the minutes of March 28, April 18 and 25, 2001 (3 minutes).
- III. Follow-up comments or questions on Status Reports (5 minutes).
- IV. Admissions and Financial Aid
  - A. Report of the 2000-01 Committee on Admissions and Financial Aid, Abba Krieger, Chair, Presentation (10 minutes).
  - B. Report on Admission of Athletes, Peter Conn, Deputy Provost, Presentation (10 minutes).
  - C. Discussion on items A. and B. (15 minutes).
- V. Report of the 2000-2001 Committee on Recreation and Intercollegiate Athletics, Edward Lally, Chair, Presentation (5 minutes).
- VI. Report to the President and Provost Concerning Services to Students With Disabilities, Valarie Swain-Cade McCoullum, Vice Provost for University Life, (Presentation 10 minutes; discussion 10 minutes).
- VII. Selection and ranking of focus issues for University Council for the academic year (15 minutes).
  - A. Proposal to amend the Council bylaws for the Committee on Quality of Student Life. The proposal would allow the chairs of the Undergraduate Assembly and GAPSA, who are voting ex officio members, to appoint a specific alternate to attend in their absence while retaining voting rights.
  - B. Progress on New Dining Service Contract.
- VIII. Adjournment by 6 p.m.

## Trustees Meetings: September 13

The Fall Stated Meetings of the University Trustees will be held on Thursday, September 13, at the Inn at Penn. The Facilities & Campus Planning Committee meets, 9:30 to 10:15 a.m., in the Woodlands C/D Ballroom. The Budget & Finance Committee meets, 12:15 to 12:45 p.m., in the Woodlands C/D Ballroom. The Open Meeting of the Executive Committee, is 3 to 3:30 p.m., in the Regent/St. Marks Room. The Stated Meetings are open to observers under the Commonwealth's Sunshine Law. Members of the University may register their interest in attending, with the Office of the Secretary, (215) 898-7005.

## Two New Putzel Chairs at Wharton



Paul Rosenbaum



Robert Verrecchia



Elizabeth & Robert Putzel

The estate of the late Robert G. and Elizabeth F. Putzel has donated over \$5 million to Wharton as part of the Campaign for Sustained Leadership. As one of the largest bequests in the School's history, Mr. and Mrs. Putzel's gift created two endowed chairs for Wharton professors. Dean Harker remarked that the "Robert and Elizabeth Putzel Chairs are a magnificent legacy and testament to the commitment the Putzels had for Wharton. The entire Wharton community is profoundly grateful for this wonderful gift." Mr. Putzel was a 1930 Wharton graduate.

Paul R. Rosenbaum, professor of statistics, has been named to the Robert G. Putzel Professorship. Dr. Rosenbaum, who joined Penn in 1986, received his M.A. and Ph.D. from Harvard and has previously held the Robert B. Egelston Term Professor of Statistics and the Joseph Wharton Term Associate Professor and Professor of Statistics.

Robert E. Verrecchia, professor of accounting, has been named to the Elizabeth F. Putzel Professorship. Dr. Verrecchia received his M.S. from the University of North Carolina at Chapel Hill and his Ph.D. from Stanford. He came to Penn in 1983 and has previously been the Ernst & Young Professor of Accounting and the Arthur Young Professor of Accounting.

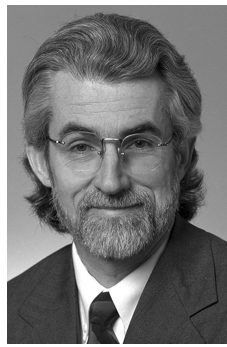
## New Appointments to Established Chairs



Marshall Fisher



Thomas Gerrity



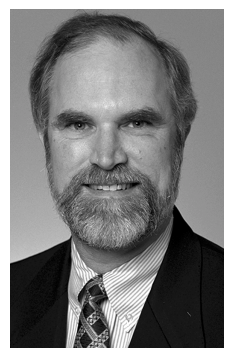
John Hutchinson

Marshall L. Fisher, professor of operations and information management and Co-Director of the Fishman-Davidson Center for Service and Operations Management has been named UPS Transportation Professor for the Private Sector. Dr. Fisher received his M.S. and Ph.D. from MIT. He joined the faculty in 1977.

Thomas P. Gerrity, professor of Management and Operations and Information Management and Director of the Wharton Electronic Business Initiative, has been named the Joseph J. Aresty Professor. Dr. Gerrity received his MSEE and Ph.D. from MIT and joined the Wharton faculty in 1990. Dr. Gerrity, was the 11th dean of the Wharton School.

This fund was established in May, 1998 to support a professor of Leadership and Change Management. Mr. Aresty, W'43, is a former member of the Board of Overseers.

John Wesley Hutchinson, professor of marketing, has been named to the Stephen J. Heyman Professorship. Dr. Hutchinson received his B.S. from Duke University and is Ph.D. from Stanford. He joined the Wharton faculty in 1996.



G. Richard Shell



Kenneth Shropshire

This endowed professorship was established by Mr. Heyman, W'59, in 1985 to be awarded to an outstanding scholar who will provide leadership in teaching and research activities. Mr. Heyman is a member of Wharton's Graduate Executive Board, an overseer at SAS, and a former overseer for the Nursing School.

G. Richard Shell, professor of legal studies and management has been named to the Thomas Gerrity Professorship. Professor Shell received his B.A. from Princeton and his J.D. from the University of Virginia. He joined Penn in 1986. The chair was created in honor of Dr. Gerrity's deanship of the Wharton School.

Kenneth L. Shropshire, professor of legal studies and real estate, and chairperson, Legal Studies Department, has been named to the David W. Hauck Professorship. Professor Shropshire received his B.A. from Stanford and his J.D. from Columbia University School of Law.

Mr. Hauck, W'60 and a member of the Undergraduate Executive Board, established the chair in 1989.



## Death of Dr. Battistini



Michelle Battistini

It is with great sadness that I write to inform you of the untimely death of Dr. Michelle Battistini, who died earlier this morning [September 5] in a motor vehicle accident.

Michelle was a 1983 graduate of the Medical College of Pennsylvania. From early in her career she was a remarkably dynamic, competent and committed physician. I distinctly recall identifying her as a "star" during residency interviews. Michelle chose to remain at MCP for residency. My persistence in trying to recruit her eventually won out, and she joined our faculty in 1994 to start a comprehensive women's health program.

Known as Penn Health for Women, the fledgling program was one of the cornerstones for the opening of Penn Medicine at Radnor. The multi-disciplinary program quickly grew to become the largest initiative at Radnor and a primary entry point for many women and their families into our health system. Michelle's passion for the highest quality of health care and service for women enabled her to recruit a fine team of physicians and support staff. Her personal charisma and reputation for menopause care led to an enormous demand from patients for her services. Her program became the clinical arm of our NIH Center of Excellence for Women's Health and a model that has been emulated by others.

Michelle earned the Sylvan Eisman Outstanding Primary Care Physician Award in 1999 from UPHS; and the 2001 Excellence in Teaching Award from the Association of Professors of Gynecology and Obstetrics (APGO). In addition to her commitments to clinical care and education, Michelle had a growing national and international academic reputation as an expert in menopause care. She most recently lectured to the Japanese Society of Obstetrics and Gynecology on menopause management of women who are survivors of breast cancer.

Michelle and her family lived in Northfield, NJ, a suburb of Atlantic City. Her arduous commute was a testament to her commitment to her family and her energy and commitment to her work and her patients. Her family, her colleagues, and her patients are shocked by this terrible tragedy and their loss. It is difficult to find words to express our deepest sympathy to her husband, Gary and her two young children, Jackie and Dominic. Michelle was also a deeply religious person, who strived to integrate an element of spirituality into her day-to-day life and her work. I am sure your prayers at this time will be appreciated.

—Michael T. Mennuti, M.D.,  
Chairman, Department of  
Obstetrics and Gynecology

## Speaking Out

### Noisy Night in Neighborhood

This semester is off to a bad start with the loud music that emanated from the new parking garage at 40th and Walnut Street on Sunday evening, September 2 until midnight. As a resident living only two doors down from the garage this was particularly disturbing. Around 10 p.m. my wife called the University Police to request their action in this matter. After struggling to get beyond the dispatcher, the sergeant, who could obviously hear the music over the phone agreed it was loud and excessive. However, he could do nothing regarding this because it was a "university-sanctioned" event. Since when does "university-sanctioned" mean violation of noise ordinances?

The University might consider setting a good example in keeping noise levels down especially at those properties that directly border on the surrounding neighborhood. What makes this event especially aggravating is other groups and students will now assume they too have the right to generate loud noise in the neighborhood since the police will not interfere, especially if they can get their event defined as "university-sanctioned."

I would like to see the University become an active agent in facilitating noise abatement in the neighborhood, not a perpetrator. And when the police are called, they will act in a positive and caring manner and not make the concerned citizen caller feel like a criminal merely for asking that the law be enforced. The Philadelphia noise ordinance does not give any time limits: excessive noise at any time is subject to violation.

Finally, not all neighborhood groups speak for all of the residents of University City. No one asked the couple who lives above me if they wanted to be kept up, not only by the loud music, but also by their very young child who was distressed by the noise. I would even hazard to guess that some of the students in the affected area may have appreciated a quiet Sunday evening.

—John Andrews-Labenski, Electronics Engineer,  
Dept. of Psychology & Walnut St. Resident

### NSO Response

Let us first apologize for the inconvenience that our New Student Orientation (NSO) Dance Party caused those residents that live near the 40th and Walnut Street Parking garage. We would also like to provide a bit of background to the event on the evening of Sunday, September 2.

The Dance Party was the culmination of what was a wonderful day of student and community interaction. The day began with our first ever 40th Street Festival, on the field adjacent to 40th Street, between Walnut and Locust, for the freshmen class. The goal of Festival was to introduce new students to the community to which they now belong. Community organizations ranging from The Friends of Walnut West Library to Spruce Hill Community Association gave their time to introduce and seek out new student involvement in their "home away from home," West Philadelphia. We also introduced the freshmen to local performing artists Denise King, a wonderful Jazz singer, and the eclectic new music group, "The Beach Balls." The entire event was catered by FreshGrocer with appetizers provided by local 40th Street area restaurants, Izzy and Zoe's, Bitar's, and Lee's Hoagies. This event was a real collaboration of the Uni-

versity and the community. It was an effort, not only to introduce Penn students to the surrounding community, but also to encourage them to care about and feel a part of West Philadelphia.

All our social events during NSO are also meant to provide students with positive programming to foster a sense of responsibility as members of the community in general.

As with the Festival, the dance party was a reinforcement of the idea that 40th Street is not a border between two worlds, but a place of dynamic interaction and possibilities for Penn and the community to blend and collaborate.

Again, we apologize and assure you that we will address your concerns when planning events.

—Sean Vereen, Aliya Ansari, Rebecca MacDowell, Christine Jereb, NSO Coordinators

### Penn Police Response

I wanted to provide you the perspective from the Penn Police Department. The event in question was hosted by the Office of the Vice Provost for University Life to provide some 2,000 freshmen a safe and festive event during the Labor Day weekend.

The dance party held on the fourth floor of the parking garage at 40th and Walnut Streets began at approximately 9 p.m. The music for the event concluded at approximately 11:50 p.m. According to our records, Mrs. Andrews-Labenski's call was received by our Communications Center at 10:51 p.m. During the entire three hours that this event was occurring, the only complaint of loud noise received by the UPPD was the telephone call made by Mrs. Andrews-Labenski. Normally, when the UPPD receives complaints of loud parties or loud music, we receive multiple calls regarding the same source of the noise or music. As this was a sanctioned event, we were well aware that the music was to end at a predetermined time. This is not the case for most noise complaints received by our agency.

I can assure you that our officers are sensitive to the needs of our community, and we actively work to facilitate noise abatement, when legitimately warranted. When reports of noise or loud music are received, our officers investigate, and if the noise level is determined to be excessive, those responsible are asked to keep the noise to a level that will not disrupt their surrounding neighbors. Upon receipt of subsequent calls to the same location, a police supervisor is dispatched to evaluate the situation. The supervisor makes a determination to either allow an event to continue, or he or she instructs officers to close the party or event down.

Mr. Andrews-Labenski's statement that "...the police...not make the concerned citizen caller feel like a criminal" is particularly disturbing to me. I have listened to the audiotape of Mrs. Andrews-Labenski's telephone call to our agency and I can state without hesitation that she was treated professionally and with civility by our PennComm staff.

Please understand that this event was planned to occur on a Sunday evening followed by a holiday to minimize the impact upon the residential community. Evidently, the impact was minimal, as Mrs. Andrews-Labenski's call was the only complaint received. I assure you that had the level of noise from this event (or any event for that matter) risen to a level that had caused widespread annoyance and disruption within the neighborhood, our officers would have adjusted the situation accordingly.

—Thomas A. Rambo, Chief of Police, Penn Police

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

*On Wednesday evening, September 5, the University community welcomed the Class of 2005 under a clear sky on College Green.*

## Chasing and Creating Whirlwinds *by Judith Rodin*

I join Penn's faculty, staff, and student leaders to welcome you officially to the University of Pennsylvania. And congratulations to Dean Stetson and his fabulous Admissions team for bringing to Penn this stellar group of young men and women.

To this gifted class of 2005: Congratulations, and welcome!

You are likely the most talented class ever brought to campus.

You are definitely the brightest group of students ever admitted to Penn.

And I bet every one of you got wiser to the world way ahead of *Candide*.

But wait; we are not ready to hand you your Penn diplomas just yet. Like *Candide*, you are going to take a journey—a journey that will ignite your imagination and expand your horizons. Each of you will find the journey always challenging, frequently exhilarating, and, yes, at times, incredibly exhausting.

But as Robert Frost wrote, "There is no way out but through."

I expect every one of you to make it through Penn and earn your degree. You wouldn't be here if we had any doubt of that.

But I hope you will pick up much more than a degree along the way. I hope your journey through Penn will lead you toward a deeper cultivation of your own humanity and a broader awareness of our common humanity.

I hope you will take advantage of all that Penn and the great city of Philadelphia have to offer to discover your own hidden talents and interests.

I hope you will acquire both the power to succeed and the inclination to serve others.

In short, I hope something of the big man sitting in that chair—(Benjamin Franklin) rubs off on each of you.

Few Americans I know of made as much of their talents, gave as much to their country, or expressed the full capacity of their own humanity as deeply as our founder, Benjamin Franklin.

I would like to share with you a slice of history from Franklin's life that vividly illustrates an intrepid curiosity that we discern in each of you. The year is 1755, and Franklin, accompanied by his son and several other gentlemen, is riding on horseback through the Maryland countryside.

Suddenly, Franklin spots a small whirlwind beginning to gather force in a valley below as it moves up the hill toward his riding party. By the time it draws near to them, the whirlwind has reached a height of 40 to 50 feet, and a diameter of 30 to 40 feet at its widest point.

Let's have Franklin himself pick up the story from here:

"The rest of the company stood looking after it, but my curiosity being stronger, I followed it, riding close by its side, and observed its licking up, in its progress, all the dust that was under its smaller part.

"As it is a common opinion that a shot, fired through a water-spout, will break it, I tried to break this whirlwind, by striking my whip frequently through it, but without any effect."

Franklin chases the whirlwind for three quarters of a mile into the woods, "until" he writes, "some limbs of dead trees, broken off by the whirl, flying about and falling near me, made me more apprehensive of danger; and then I stopped."

That is the essence of Benjamin Franklin. He was bold and curious enough to track a dangerous weather phenomenon that others only looked at. He investigated the whirlwind's unique properties, especially its power to uproot and lift tree branches high into the air. He learned that whirlwinds move in the opposite direction of the prevailing winds. And he took pains to record his findings and expand our understanding of meteorological science.

However, Franklin also knew when to stop. He knew the difference between a calculated risk and a reckless experiment.

Now, let's imagine how today's college students might react to Franklin's whirlwind.

The ordinary student would say "Cool!" and take no further notice.

Others might run for cover and wait for their professors to explain it to them.

They go to Princeton.

The extraordinary student—driven by the same insatiable curiosity that propelled Franklin to take a fuller measure of all phenomena in his path—tears off after the whirlwind.

Where do you suppose these fearless storm chasers go?

That's right, they're right here at Penn, by the thousands. They continue a Penn legacy of excellence that extends back to America's beginnings, a heritage that, we proudly note, includes nine signers of the Declaration of Independence and eight framers of the Constitution.

This evening, you join their ranks. Indeed, welcoming you into our community of scholars—our very special family—is what convocation is all about.

Embedded in my welcome message is an invitation and a challenge for each of you as you now join the ranks of Franklin and other Penn ancestors who helped conceive America's great democratic experiment and help to shape the course of history: Stay awake—not just through all the speeches, which may be a heroic feat in itself—but also to the intellectual, social, and cultural whirlwinds that blow through the Penn campus virtually every minute.

A whirlwind can pop up anywhere in any form.

It can be a class or even a single lecture that delivers you from the purgatory of the undeclared or mismatched major and into the heavenly light of academic delight.

It can be a visit to Kelly Writers House that stirs your own creative juices. It can be a late-night session in your College House that plants the seeds for a history-making project.

It can be a book you read or a conversation with a professor that changes your life.

However and wherever these whirlwinds appear, heed them and observe them closely. Brave their bracing winds even if they blast you out of your comfort zone or uproot some long-held belief or notion.

Indeed once you get the knack of spotting and chasing whirlwinds, before you know it, you will be creating whirlwinds of your own, as many Penn students already do now.

In all four undergraduate schools, you will find students who have been energized dramatically by the intellectual culture at Penn.

They are pursuing bold new paths toward a deeper awareness of their own abilities, which blossom into practical benefits for society.

In the School of Nursing, for example, a senior from Kenya named Kisimbi Thomas is a veritable cyclone of multi-tasking energy.

He is earning a joint degree in Nursing and Health Care Management at Wharton, as a pre-med major with minors in biology and political science.

This past summer, Kisimbi performed research for one of Penn's elite international research centers studying outcomes in health care systems in the United States, Canada, Britain, Germany, Italy, and the Scandinavian nations. He is conducting an independent study on international mobility of the health care workforce. And he is a member of the Undergraduate Assembly and the Senior Class Board.

Ultimately, Kisimbi intends to return to Kenya to reform his country's health care infrastructure and eventually become the president of Kenya! I have no doubt.

Then there are the students in the School of Engineering and Applied Science—the birthplace of the digital revolution—who do amazing things with technology every day.

A team of three Computer and Telecommunications Engineering students took on a challenge unanswered by much more experienced engineers and scientists: current algorithms designed for the classical computer do not efficiently solve many well-known and important problems.

Drawing on the laws of quantum physics, these students developed an

*(continued on page 6)*

(continued from page 5)

educational software tool that teaches students the fundamentals of quantum computing.

If realized, quantum computation will yield solutions to these apparently difficult problems.

The web-based tutorial system that these Penn undergraduates created is named QUEST—for Quantum Computing Educational Software. QUEST will now strengthen Penn's curriculum by providing students with the tools to study the basic theory of quantum circuits, design quantum circuits, and use animated simulations to test these circuits.

Though still in its infancy, quantum computing may some day revolutionize computer and information science—and these superb Penn engineering students will have helped awaken other students to its exciting possibilities.

Of course, when it comes to whirlwinds, Wharton students also have a way of cornering the market. Steven Davis, for example, has taken the art and science of business education to a new dimension. Earning a joint degree last spring in Operations Management at Wharton and Aeronautics at SEAS, Steven earned honors as a Benjamin Franklin Scholar, a University Scholar, and a Joseph Wharton Scholar.

Working at NASA the summer before his senior year, Steven tapped his business and science education at Penn to design and present a plan to put a telescope on the moon. He is set to pursue a master's degree in Astronautics and Space Engineering in England as a Thouron Scholar, and I expect we will be hearing a lot more about Steven in the years ahead.

We also expect to hear a lot from our latest Rhodes Scholar, Lipika Goyal. Lipika came to The College wanting to become a doctor, and soon began dropping in on a wide variety of lectures at the Medical School. Some she found dreadfully dull.

But others she found inspiring. One lecture in particular—on infectious diseases by Penn Professor Harvey Rubin—motivated her to devote her medical career to helping underprivileged people in developing nations.

That lecture was Lipika's whirlwind. It led to summer research projects in Ghana to study sickle cell disease and malaria, and to the slums of South Delhi, India to study the effects of zinc deficiency on early childhood development. It led to her discovery of a devastating link that exists between physical sickness and societal sickness. And it led her to Oxford, where she will spend the next two years studying the economics, history,

social anthropology and politics of developing nations.

These amazing students, and hundreds more like them at Penn, share much in common with you: They sat where you sit now, hearing the call to expand the body of knowledge at Penn and to cultivate their own humanity.

You, however, enjoy a distinct advantage. Enhanced amenities and the steady advance of scholarship and technology offer you an enormous range of opportunities and options that barely existed even four years ago.

Nonetheless, the call that Penn issues to each of you—the call not just to be a spectator, but a full-fledged participant in our community of scholars—that call remains the same.

Now you must decide how to answer this call. Nobody else—not I, not the provost, not your faculty adviser, not even your parents—can script your response.

But I will leave you with a hint by way of an ancient fable that dates all the way back to 1977, before you were born.

It's from a movie called *Star Wars*. Perhaps some of you have seen it?

In the movie, the hero, Luke Skywalker, is preparing for his last and most dangerous flight. Nothing much is riding on it except deliverance from an Evil Empire and possibly the future of cosmic civilization.

At this crucial moment, Luke hears the voice of his mentor, Ben Kenobi, advise him to shut down his computers, trust his own instincts, and tap into the Force.

Members of the Class of 2005, Penn is swarming with Ben Kenobis, wise men and women of our outstanding faculty, who are here to engage you and to be engaged by you.

The Force at Penn is an energy field, a whirlwind of intellectual, cultural, and humanitarian endeavor created by everyone who has lived, learned, worked, and taught here.

It stretches to the great city of Philadelphia, the birthplace of modern liberty.

That energy field binds us together, across all schools and all the years. It truly becomes a part of you—but only if you are awake to it.

Get wasted, blitzed, fried, plastered, or bombed, or even just get by, and you're sure to miss out on what could be the greatest adventure in your life.

This is your time, this is your call, this is your flight.

May the force of Penn be with you.

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## Addressing Ethical and Social Questions *by Robert L. Barchi*

Members of the Class of 2005—it is my great pleasure to join the President in formally welcoming you to the University of Pennsylvania. What a fantastic time to be joining our community of scholars; a time both of intellectual discovery and of eager anticipation of discoveries yet to be made. A time ideally suited to curious and creative minds like yours.

Most of you were born in 1983. Most of us on the stage were born...well, let's not go there, but we come from a different era and have shared a different set of experiences. In order to put *your* generation into perspective, Beloit College has developed a "mindset list" that explains your viewpoints and frames of reference. For instance, I do find it useful to remember that, for most of you, The New Kids on the block are actually over the hill.

And things no longer come in pairs and slide between the toes.

For you, Cal Ripkin has always played baseball.

And Tylenol bottles have never been easy to open.

In spite of our differing backgrounds, one thing is clear; we are *all* now caught up in a time of remarkable change; a time of such rapid scientific and intellectual growth—a whirlwind, as President Rodin aptly put it—that the accumulating knowledge itself often outpaces our ability to address the ethical and social questions raised by efforts to apply that knowledge.

Let's take a few examples. The Human Genome Project, one of the most ambitious and far-reaching research efforts ever undertaken, has provided us with a catalogue of the entire human DNA sequence encoding all of the thousands of genes that are present in every cell of our body. We now have in our hands the blueprint for describing each of the key building blocks that uniquely constitute a human being.

But this wealth of knowledge raises a host of ethical questions. Do we have the right to alter defective genes during development to allow a healthier baby to be born? Well, many of you might say "yes." What about

modifying genes that aren't defective to produce a smarter, faster or taller child? Hmmm...not so easy. Where do you draw the line? Where would *you* draw the line?

Or how about human stem cells, another hot topic in the news lately. These remarkable embryonic cells have the ability to develop into any of the body's specialized tissues and organs, be it a heart, a neuron or a liver. To its proponents, stem cell research holds out hope for treatment, even cure, of a variety of debilitating or fatal diseases. To its opponents, this research further erodes our respect for human life.

Here again, our ability to *accomplish* things through technology has outpaced society's comfort level with actually seeing them done. The critical issue is not the potential scientific value of stem cell research, but rather the ethical, moral and political questions it raises.

The intersection of technology and ethics is by no means limited to the life sciences. Global banking and business, linked through the Internet, enjoy instant access to the populations and economies of countries half a world away. But that same access can have a profound impact on the domestic politics of a developing country. As executives ponder their options in the global market, at what point do ethical and societal issues outweigh bottom line business considerations?

With the rapidly accelerating pace of discovery in science and technology, striking a balance between what is *possible* and *can* be done, and what is *ethical* and *should* be done will become increasingly difficult. The truly valuable contributions to our society will come from those individuals who are willing and able to engage in informed debate on both the practical and the ethical aspects of these tough questions. This in turn requires a broad educational foundation in the *why* of living as well as the *how* of life.

In short, it requires a well-rounded liberal education.

One of our goals at Penn is to provide each of you, no matter what your

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area of primary interest, with the breadth of education needed to put such issues into perspective. As faculty, we seek to strengthen your already robust ethical framework and reinforce your personal commitment to integrity at the same time that we help you to become the most skilled entrepreneurs, economists, nurses or molecular geneticists. For your part, don't be like Candide; question what we tell you, learn from experience and push the envelope.

But ethical questions don't only arise at the macro level of policy, politics and business. In your next four years, you will face a host of difficult ethical and moral questions in the microcosm of our university and in your own personal life. You will confront head-on the ethics of living in, and being collectively responsible for, an academic community.

Here, too, you will need to draw on your growing knowledge and experience, and your own inner resources, to find the right answer. Do a gut check, because, very often, how you feel deep in your stomach is a good reading of where your personal moral compass is pointing.

As Penn faculty, we like to think that we are your principal educators. But in fact the people who will have the greatest impact on your experience here will be your peers. As you sit together tonight on the cusp of so much exciting discovery, look around you at your most important teachers—for no one will help you learn more than your suitemates, your teammates and

your classmates. In the next seat or the next row may be a future business partner, a co-inventor, a co-author, or even a spouse.

I urge you to approach your academic work and your new classmates with the same energy, integrity, imagination and enthusiasm that brought you to our campus. Together, you will help shape answers to some of the deepest questions of our time. As your teachers, we know that you will answer well, and will challenge us to do the same.

Tonight, as you formally join our Penn family, what I wish for you is this:

That in four years you will say that you have learned and grown beyond your wildest expectations; that you felt a true sense of community with your peers and with your faculty colleagues.

That your intellectual curiosity and thirst for knowledge reached new heights.

That you were given the tools you needed to confront tomorrow's complex ethical and societal issues.

That you felt supported and secure.

That you made lasting memories.

That you are eager to start your new life but will sorely miss the Red and Blue. For now, enjoy every possible minute you can in this extraordinary place during this exceptional time of learning and discovery.

## GRADUATE STUDENT WELCOME 2001

*The Graduate and Professional Student Welcome Reception was held at the Annenberg Center on September 6, 2001.*

### Opportunities to Engage or Disengage and Enjoy *by President Judith Rodin*

To all of you who are new to Penn, welcome!

To those of you who received your undergraduate education here, welcome back!

It is great to see all of you. Here. Now.

As we raise our glasses *this afternoon*, toasting your past and future successes...

Or in the *new* graduate student center on Locust Walk—just outside this building—where you will have opportunities to engage in discussions with students from other disciplines...or to disengage from academic rigors to enjoy a cup of coffee or a fun movie.

The Graduate Center is for you.

And with its new director, Anita Mastroieni, you will have the opportunity to help create the kind of programming you want all year long.

Of course the Graduate Student Center is just one of many opportunities you will have as a member of the Penn Community.

Let me take a few minutes to mention just five:

- *First, academic inquiry.*

A graduate or professional education grants you both the time and the resources for academic inquiry. I hope you will take advantage of all the opportunities this period provides for high-level analysis, expert training, and intellectual growth.

- *Second, institutional history.*

Penn is America's first university, and claims the first medical school, the first business school, and the first hospital in the United States. You have at your disposal the collective knowledge of the 261-year history of this University: the expertise of our world-class faculty; and the inspiration of Penn's museums, libraries, and many other centers of learning.

- *Third, the scholarly legacy.*

You have the opportunity to contribute to the body of knowledge in your fields, and some of you will also teach the brightest young minds in the world.

- *Fourth, urban enrichment.*

You are studying in this dynamic city—the birthplace of our nation—which today is a mecca of education and health care; home to some of the most innovative architects and planners in the world; and a center of communications, business, technology, culture, and the arts.

- *And fifth, an illustrious group of alumni that you will be joining.*

My undergraduate years at Penn were wonderful. They led me to the field of psychology.

But it was during my graduate study that I began to develop my own research program. It was then that I became invested in my field, and truly began to explore its depth and breadth, and my place in it. I had a world of opportunity open to me, and I embraced it. I hope you will do the same.

Again, welcome to Penn. We are delighted to have you here.



*The new Graduate Student Center at 3615 Locust Walk (above) includes a lounge (right), a computer lab, and meeting and event space equipped with state-of-the-art audio/visual and presentation equipment. The Center will host programs designed by graduate fellows for graduate students.*



Photographs by Marguerite Miller



## Admissions and Financial Aid

August 7, 2001

Scheduled for discussion at Council on September 12, 2001

### I. Executive Summary

The University Council Committee on Admissions and Financial Aid (heretofore referred to as CAFA) was given three charges:

- *Charge 1:* Examine financial aid packages and their effectiveness as a recruiting tool, and (consulting with the Committee on Pluralism as necessary) their role in the recruitment and retention of minorities.
- *Charge 2:* Explore the possibility of extending need-blind admissions to applicants who do not come from North America. Follow the progress of the undergraduate financial aid endowment in order to maintain need-blind admissions.
- *Charge 3:* Work with the Committee on Recreation and Intercollegiate Athletics in their review of the status of student-athlete admissions.

At the meeting of the University Council committee chairs we were given an additional charge:

- *Charge 4:* Evaluate the University's Admissions Web site ([www.upenn.edu/admissions/undergrad/](http://www.upenn.edu/admissions/undergrad/)).

The committee passed the following motions, which will be elaborated upon below:

- *Motion 1:* The Provost should appoint an ad-hoc committee to evaluate the resources, faculty availability, performance and effectiveness of the pre-freshman program, advising, and tutorial services. The evaluation should be done with a focus on students who are specially admitted. The need to expand these programs and the resources that this might require should also be considered.
- *Motion 2:* The Administration should make available data on admissions to CAFA with the support of the Office of Institutional Research and Analysis. The database should be updated yearly with information on GPA, graduation status, admissions information from a student's application (e.g., PI, SAT scores, and RIC), financial status, demographics, and indicators for specially admitted students. CAFA should not present these data without the consent of the Administration.
- *Motion 3:* The Committee on Admissions and Financial Aid (CAFA) calls on the University to declare its commitment to the goal of admitting qualified students from around the world on a need-blind basis (Global Need-Blind Admissions, or GNBA) and to move toward attainment of this goal with deliberate speed, recognizing the significant financial and other resource implications of implementing a GNBA policy. Further, CAFA calls on the University to demonstrate its commitment to making measurable progress toward this goal by recruiting, admitting, and providing financial aid to support an additional 12 (twelve) students in the 2002 Admissions cycle (Class of 2006). These students, an incremental addition to what would otherwise be the size of the Class of 2006, shall be recruited from countries other than the U.S., Canada and Mexico. Priority should be given to applicants from regions that are currently the most underrepresented in the Penn undergraduate student body: Eastern Europe, Africa, and the Caribbean. CAFA should follow the University's progress toward GNBA and make periodic recommendations regarding further increases in the number of aided international students. Finally, efforts to target endowment for aided foreign students should be maintained and enhanced.

**Committee Membership:** Abba Krieger (*chair*), Evis Cama, Terry Conn, Sue Kauffman DePuyt, Dennis DeTurck, David Freiman, Robert Giegengack, Cindy Gold (spring semester only), Paul Gulesserian, Daniel Hammer, Julia Kim (fall semester only), Carol Ladden, Lucia Leone (fall semester only), Kathleen McCauley, Kristen Miller, Sharon Pepe, Arnold Rosoff, William Schilling, Patti Scullin, Warren Seider, Willis Stetson, Diana Swartz, John Vohs, Terri White and guest Bernard Lentz.

### II. Background

The three charges are aimed at sub-populations with the goal of achieving diversity:

- Charge 1—minorities;
- Charge 2—foreign students (non-North Americans);
- Charge 3—athletes.

Penn does not merely accept the strongest students academically. Geographic diversity and other considerations are taken into account. This is, of course, the admissions policy at all elite universities. Diversity requires balancing the strength of individual applicants with the overall strength of the "community" of students in each class. Penn has currently reached an "equilibrium" in making such decisions that is implicitly accepted. In its deliberations the committee felt that tampering with the process would not be in the best interest of the Penn community as a whole, but rather would serve, in a counterproductive way, individual interests of isolated subgroups. The committee's decisions and discussions were cast

with this tenet in mind.

Throughout our deliberations we were faced with constraints, the most salient of which were the assumptions that the size of the student body is fixed, and the resources for financial aid will not change dramatically, at least in the short run. For example, committee members were favorably disposed to increasing the number of aided foreign students, particularly since the pool of such students is excellent. But, if we increase the number of aided foreign students, then that would require a reduction in the number of other students. Also, if we increase the amount expended on aid to foreign students, then the amount available for North American students would have to be reduced commensurately.

It is important to note that Penn is a popular school. This is reflected in an increase in the number of applicants (there has been an increase of about 50% over the decade of the 1990s), and the quality of these applications. Since the student body at Penn has become academically stronger, this makes it even more difficult for some students to thrive without strong academic support.

It is also interesting to note that the three charges, noted above, proved to be very topical. In our consideration of the first charge, the issue arose as to whether SAT scores are a good measure of performance for these students. Genaro Padilla, vice chancellor for undergraduate affairs at Berkeley, received a fair amount of press when he announced that Berkeley is considering doing away with SAT scores as a requirement for admission (Brand, William, *The Oakland Tribune*, June 19, 2001). Yale's decision to extend need-blind admissions to foreign students received favorable press in the *New York Times* (Arenson, Karen, November 15, 2000). The book, *A Game of Life* (Shulman and Bowen, 2001), focuses directly on the advantages and disadvantages of intercollegiate sports in elite institutions, and the diversity that student-athletes bring to these universities.

### III. Process

The committee relied heavily on the expertise of the dean of admissions, Willis Stetson, the director of financial aid, William Schilling, and the head of the Office of Institutional Research and Analysis, Bernard Lentz. The committee is indebted to them. We would not have been able to function without their assistance. The committee also owes a debt of gratitude to Kim Hoover, who provided wonderful administrative support.

It would have been unwieldy to tackle all of these issues in full committee meetings. Subcommittees were formed. The first subcommittee that focused on charge 1 was co-chaired by Robert Giegengack and Terry White. Arnold Rosoff chaired the subcommittee on foreign students. Warren Seider, who was a member both of CAFA and the Committee on Athletics and Recreation, chaired the third subcommittee. It was through these subcommittees that ideas and recommendations were formed and filtered up to the whole committee.

### IV. Discussion of Charge 1

In order to place this charge in a framework, the "admissions" process broadly defined, can be divided into four phases:

1. application pool;
2. admitted students from the application pool;
3. matriculated students from those students who were admitted;
4. retention of students who matriculated.

The charge of looking at the relationship between financial aid and minority students falls into the third phase—*increase the yield* (i.e., the number of students who matriculate from those who are accepted).

There were limited data available. Interestingly the one-year snapshot that we looked at showed that yield for minorities was lower than the yield for non-minorities. But this outcome is easily misinterpreted. What is happening is that our competition for minority students tends to be stronger than our competition for non-minority students. Interestingly, however, our yield for minorities is higher than our yield for non-minorities, once an adjustment is made for the competing institution. For example, of the minority students that Penn admitted, a greater fraction were accepted by Harvard, Yale and Princeton as well, as compared to the corresponding number in the non-minority pool. But Penn did better, in head-to-head competition with Harvard, Yale and Princeton for minority students, than it did for non-minority students.

The committee then refocused its charge to phase 1, namely considering whether the pool of minorities from which we select could be increased. We heard about programs that identify minority students who



score relatively high on the SATs. Much effort is expended to encourage these students to apply to Penn. Therefore, if the minority pool is to be dramatically increased, this would entail targeting minority students whose applications are weaker as measured by conventional means (SAT scores). The committee felt uncomfortable in engaging in an experiment to admit such students. We felt that it might be unfair to the student, as he or she might find it difficult to be academically successful at Penn. This concern was heightened by the realization that academic support in terms of pre-freshman programs, tutoring, and advising was being stretched to its limit and would not be able to deal with the potential increase in need. This discussion results in motion 1 above.

The retention of minority students (i.e., phase 4) is probably the most important. The Committee on Pluralism dealt with this issue.

#### V. Discussion of Charge 2

We talked with Elisabeth O'Connell and others from the admissions office who are responsible for admissions of foreign students, Joanne Hanna and others from the development office and individuals in the office of international programs. We also had a lengthy discussion with Professor Jamshed Ghandhi, who is in charge of the Huntsman Program. A more detailed report of our findings appears as Appendix A.

We have a reasonable presence of foreign students on Penn's campus. But these students tend to be disproportionately from the Far East and other areas where there are people of means. We admit approximately 40 students with financial aid. This is a small fraction of the close to 500 foreign students that Penn admits. Only about half of the aided foreign students who are admitted matriculate.

The committee realizes that it would be impossible at the present time to adopt a need-blind policy for foreign students. However, we also appreciate the benefits of increasing the presence of foreign students, particularly from areas of the world in which there is an under-representation. Most notably, Eastern Europe has a very talented pool of potential students who would not be able to afford private college education in the States. It would be costly to replace financially aided foreign students with foreign students who do not need financial aid. That led to the recommendation of the committee listed as motion 3 above. The feeling is that this would increase the number of students modestly; in steady state, once implemented over the next four years, this would result in an increase of 40-50 students.

#### VI. Discussion of Charge 3

In order to respond to Charge 3, a joint subcommittee of members of CAFA and the Athletic and Recreations Committee was established. Warren Seider agreed to chair this subcommittee. This effort is a continuation of last year's effort (see *Almanac*, April 15, 2000).

Interestingly, as in Charge 1, there was focus on advising and tutoring that was available principally to athletes who were specially admitted.

The committee focused on gathering information, so that next year's committee could make more informed policy decisions. The details of their findings appear as Appendix B.

#### VII. Other Considerations

Deputy Provost Peter Conn supported our efforts by making data on admissions and financial aid available to the committee. We share the concern of the administration that these data are potentially sensitive. Appropriately there was an agreement that these data could be used by our committee, principally the chair, so that we could be better informed. We also appreciate the sensitive nature of the data, and as a result, the need to keep this information confidential.

Also, Bernard Lentz, the Director of the Office of Institutional Research and Analysis attended the meetings of our committee. Hence, the capability of answering questions using objective data is present. But it takes a fair amount of time to assemble the appropriate data that would shed light on the charges presented to CAFA.

The second motion was made and passed unanimously to assure that the committee is not delayed while the appropriate data are compiled. This would enable the committee to work in a more timely fashion.

We also visited the Web site. This Web site was recently updated and improved. Thanks to this effort, we all agreed that the Penn's admission Web site is among the best that we have reviewed.

The Penn Summer Waiver Program was initiated in the Summer of 2000. This ensures that students who are on financial aid are not disadvantaged in terms of the opportunities that are available to other students. Specifically, Penn waives the required summer contribution for students who are engaged in a qualified program, for example, work for a non-profit organization. This program is under the direction of William Schilling. Our committee reviewed the way in which the program worked last summer and endorsed minor modifications that were made by Mr. Schilling.

## Appendix A

### Report of the Subcommittee on Financial Aid for non-North-American (NNA) Students of the Committee on Admissions and Financial Aid

#### I. The Importance of International Student Financial Aid to Penn's Standing as a Global University

The University of Pennsylvania proudly proclaims itself a *global* institution of higher learning, and it largely lives up to this claim. However, a significant limitation to Penn's being fully "global" lies in the fact the University still considers an international applicant's need for Student Financial Aid (SFA) in making the admissions decision. This is in contrast to the "need-blind" admissions policy Penn follows for applicants from "North America"—defined as the U.S., Canada and Mexico. Under "need-blind" admissions, we accept applicants based on their substantive qualifications (including a range of criteria, not just raw academic merit); and we make an implicit commitment that once we admit an applicant we will provide an SFA "package" adequate to enable him or her to come to Penn.

In the case of "non-North American" (NNA) applicants, however, Penn will not admit them unless it appears reasonably certain that they have, or can obtain, the financial resources to come. The University rejects a policy of "admit/deny"—in other words, where we admit the student but deny SFA. For the most part, this seems a sound strategy. Why admit a student and set in motion a process that may ultimately be frustrating because the student will not be able to come. However, as addressed below, there may be some instances where giving a qualified applicant a letter of acceptance might enable him or her to secure funding elsewhere.

The University of Pennsylvania has a substantial and rich body of highly qualified international students from around the world; but because of our SFA limitations, the composition of that body is skewed. It comes principally from Canada and Mexico and the higher economic tiers of NNA nations and largely excludes students from the poorest nations—especially those in Eastern Europe, Africa, and the Caribbean.

There are numerous exceptionally well-qualified and highly desirable NNA applicants to whom we don't offer admission because they cannot reasonably be expected to come without SFA and we can't afford to provide it. In the year 2000 admissions cycle, for example, the Admissions Office reports that there were 2,429 international applicants, of whom over 1,000 were NNA applicants. However, there were only enough SFA resources to support some 40 of these applicants.<sup>1</sup> Penn admitted 443 international students, both aided and non-aided; of these, 240 matriculated. SFA packages were offered to 40 students with documented need; of these, 20 matriculated.

As a further illustration, Professor Jamshed Ghandhi, Director of the Huntsman International Studies and Business (ISB) Program, visited with the committee and told of brilliant, talented NNA students who would have greatly enhanced the Penn student body but who were not offered admission because of their financial need status. On occasion, Professor Ghandhi has been able to secure special external funding for particular students. The committee heard other accounts of such *ad hoc* approaches to SFA for NNA students. On a regular and predictable basis, however, the funds are simply not available to support matriculation of these students, despite their clear merit and the substantial contribution they would make to Penn's international diversity.

Within the past academic year, some of our more prominent peer competitors—notably Harvard, Princeton, Yale, and MIT—have moved to a "global need-blind" admissions (GNBA) policy, gaining much positive media attention thereby. These institutions can afford to do this because their SFA funds, especially endowment funds, are substantial, dwarfing ours. Because of the commendable efforts of our Admissions Office and the inherent attractions of a Penn education, the University is doing well in terms of attracting the best NNA international students. However, while at present we may not lag too visibly behind the above-named peer institutions, as American higher education continues its shift toward a global enterprise, Penn will not long be able to claim first-tier status unless it can achieve and maintain parity with the front-runners in terms of SFA.

The Committee feels strongly that the University needs to formulate and implement a strategy that will assure our competitive status in the future with regard to attracting and supporting the very best international students from around the globe without regard to their financial ability. Only by ultimately treating applicants from all around the world on an equal basis, will Penn be able to truly become a global university. Toward this end, the Committee recommends the following action steps, which are discussed and supported more fully in the Analysis section follows.

#### II. Action Steps Summarized

The Committee urges the University to move as rapidly as it can toward a global need-blind admissions (GNBA) policy, but it also recognizes the substantial difficulties of moving fully to GNBA in the near term. The financial and other costs, impossible to assess confidently for a number of reasons, will undoubtedly be very substantial. Consequently, the Committee recommends a 4-step approach

<sup>1</sup> The average SFA package is almost \$29,000 per year, of which over \$24,000 is University grant (not requiring repayment).

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toward the ultimate goal. The University should:

1. Declare its goal of moving to a policy of Global Need-Blind Admissions (GNBA) as expeditiously as possible given financial and other resource constraints.

2. Begin immediately to focus attention and efforts on the fund-raising activities necessary to fund attainment of this goal.

3. Demonstrate commitment to the GNBA goal and to making progress toward its attainment by currently increasing the recruitment and support of needy NNA students. The Committee recommends increasing by 12 the number of NNA students enrolled in the class entering in 2002 and continuing this level of increase through 2005—a total of 48 new NNA students overall over the next four years.

- a. The number 12 is an approximate number which seems “about right” to the Committee but is subject to modification in the first and succeeding years based on the size and quality of the applicant pool and the financial and other resource constraints faced by the University.

- b. The Committee assumes that in the first year, the NNA students enrolled hereunder will be *additional* students, increasing class size beyond what it would otherwise be. Whether this should be the case in subsequent years is an important policy question that the University should address, in consultation with CAFA.

- c. The Committee recommends that the additional students admitted under this proposal be drawn primarily from the three regions most underrepresented in Penn’s student body: Eastern Europe, Africa, and the Caribbean nations.

4. Pledge to review progress toward the GNBA goal annually and, in support of such review, to develop measures of the financial and other resource implications of increasing recruitment and support of NNA students.

### III. Supporting Analysis

#### A. Admissions Office Operations

Early in its inquiry, the subcommittee looked into how the Admissions Office handles NNA applicants of questionable financial ability. Our thought was that perhaps there were ways the admissions process could be more effective in finding support for these students, or enabling them to find support for themselves.

Specifically, we heard from some people that NNA applicants of limited means were hurt by the University’s “no admit/deny” policy because it precluded an opportunity for enterprising students to take their letter of admission from Penn and “shop it around” to try to find funding from government agencies, foundations, corporations, and relatives. Upon looking into this point, the committee found that the issue is more complex than it seems at first. For one thing, the admissions timetable is a major constraint. Once the admissions decision is made, there is not enough time to allow an admitted NNA student to secure funding within the time period the student has to commit to coming to Penn. Further, the admissions cycle can’t be easily modified to provide more flexibility at either end—i.e., either announcing admissions decisions by an earlier date for needy NNA applicants or allowing these students a longer time after being accepted before they must commit to Penn. The admissions timetable is not set solely by this university; rather, it is constrained by agreements with other Ivy League institutions. While the Committee would encourage the University to look for ways to increase flexibility to address the above problem, it recognizes that this does not offer a current solution.

Skipping the further details of our analysis, the Committee concluded that the Admissions Office is doing an excellent job, working within its resource constraints, to maximize the number of qualified international students we bring to Penn. Admissions is on the alert, we were told, to identify funding sources in foreign nations that might help to fund applicants from those nations. When a promising but needy applicant is identified, Admissions tries to help him or her tap into any known funding sources. The committee is satisfied that this part of the process is being handled adequately and has no input in this regard, other than to acknowledge the good work of those in Admissions, led by Elisabeth O’Connell, who deal with international student recruitment and admissions. Acknowledgement is also due the staff of the Office of International Programs (OIP), who work closely with students after they are admitted to assist them in obtaining visas and taking care of other details necessary to get them to campus and help assure their successful integration into the Penn community.

Other than encouraging Admissions and OIP to continue doing what they have been and to be alert for ways to refine the process, the Committee has no recommendations in this area.

#### B. Additional Funding for International Students

After concluding that the recruitment and admissions processes are being handled well, the committee further concluded that the obvious solution is, indeed, the correct one: increasing the access of needy NNA applicants to a Penn education is best addressed by coming up with more funds to support them.

*Reallocating Current Funds:* One possibility, of course, is to reallocate currently available SFA funds from other uses to the support of needy NNA students. The Office of Student Financial Services has some discretion to make such internal allocation decisions and has used that power to make modest increments in SFA support for NNA students over the past year. The Committee recognizes the strong support of Bill Schilling and the Office of Student Financial Aid in maximizing the resources available for the support of NNA students. Without some specific University policy direction in this regard, however, it is unrealistic to expect much more help from this quarter.

Another obvious possibility is to reallocate other University funds to NNA-SFA needs. This would require a University-level policy decision; and the Committee will later herein recommend adopting such a policy. It is recognized,

however, that the University has countless important and pressing needs and that, at any given point in time, budget allocation is a zero-sum game. As important as the Committee believes the subject of its charge to be, it recognizes that financial aid for international students must be seen in the larger perspective of the University’s priorities.

*Seeking new funding:* The obvious answer—obvious in terms of its desirability but not necessarily in terms of feasibility—is to find new sources of funding for SFA. The Committee is aware of the University’s ongoing fund-raising initiatives to support student financial aid. The Development Office (through Joanne Hanna, who visited with the Committee) reports that approximately \$131 million has been pledged already in the University’s \$200 million campaign to increase funds for student financial aid. The campaign seeks to obtain as much of this as possible in *endowment* funds. The Development Office is receptive to the idea of a targeted sub-initiative—i.e., a program within the above campaign—focused on building financial support for needy NNA students.

The Committee believes such an effort should be undertaken, with emphasis on seeking funds that would not likely be available to the University for other purposes. To some extent, any new fund-raising initiative risks intruding upon other development activities. However, it may be possible to identify individual or corporate donors, or funding agencies, both governmental and private, that might be interested only NNA students who are in need of financial aid. These would be the ideal sources of support to be tapped through the initiative we are proposing.

*Area-specific support:* Within this group of potential funding sources, many may be interested in supporting students only from their particular geographic region. The Committee was told, for example, of a Chinese family living in Hawaii that is very generous but is interested only in supporting Penn students from Mainland China. Presumably, most foreign sources of support would tend to fall in this category.

*Non-area-specific support:* Less restricted funds are clearly preferable to those more restricted. Thus, the ideal is find donors willing to support NNA-SFA without geographic limitation. The Committee suggests that a fund-raising program be crafted which recognizes the donors’ tendency to impose geographic limitations but states clearly the University’s goal of developing a global SFA fund free of such restrictions. Perhaps a donor (individual or organization) could be persuaded that for every X number of geographically restricted SFA packages it contributes it should also contribute one unrestricted package.

### IV. Proposed Action Plan

#### A. Long-term strategy

The University should formally recognize the desirability and importance of ultimately moving to a Global Need-Blind Admissions policy and commit to this as a goal. However, it is premature to make a firm commitment at this time to achieving GNBA by a date certain. We need a thorough inquiry into the likely costs of moving to GNBA—not just direct monetary costs, but all resource implications. For example, if class size is held constant, admitting more aided NNA students will diminish the number of NA students and unaided non-NNA students. This may have different implications for different schools and different programs within the University; so, on several levels, this is a complex and potentially sensitive policy question. The Committee recommends that CAFA (the Committee on Admissions and Financial Aid) continue next year, and in succeeding years, to focus attention on this issue and to call for, gather, and analyze relevant information as it becomes available.

#### B. Short-term strategy

To assure that the University begins moving immediately toward the above-stated goal, intermediate targets should be set. While modest in terms of numbers of NNA students aided, these targets would be a visible and important signal of the University’s commitment to GNBA. This commitment would help to energize the fund-raising efforts discussed above.

The Committee does not know what numbers of NNA students should ultimately be recruited and supported. It is satisfied, however, that increasing the number by approximately 12 students in the next admissions cycle is a reasonable objective. Thus, the Committee makes the following recommendation.

For next year, an additional 12 NNA students with financial need should be recruited and supported with SFA. By “additional,” we mean an increase of 12 in the overall size of the entering class. From discussions with the Admissions Office and others, the Committee believes an additional 12 students can be absorbed into the University community without causing significant resource problems, financial or otherwise. More money for SFA will be needed, of course; and the Committee requests that additional University funds be given to the office of Student Financial Services to support these additional students. To meet diversity goals, the Committee further recommends that the additional students be sought primarily from the three regions of the world that are currently most under-represented in the Penn community: Eastern Europe, Africa, and the Caribbean.

In following years, the Committee believes that the number of aided NNA students should be further increased; but the increments for those years cannot be specified now. The Committee recommends that CAFA be charged in successive years to monitor progress toward the overall goal of GNBA and make follow-on recommendations, as appropriate.

## V. Summary and Conclusion

The University should adopt a long-term policy goal of Global Need-Blind Admissions (GNBA). This goal should be factored into the Development Office's strategic plans for fund-raising, and a specific program should be established to build financial support for Non-North-American (NNA) students with financial need. In the short term, the University should seek to recruit an additional 12 exceptionally qualified NNA students with financial need for admission to the Class of 2006, with emphasis on students from Eastern Europe, Africa, and the Caribbean. In subsequent years, the Committee on Admissions and Financial Aid should continue to monitor progress toward the above goal and to gather information and make recommendations toward attainment of that goal.

Arnold J. Rosoff (*chair*); Evis Cama; David Freiman; Paul Gulesserian; Eric Kaplan (guest); Julia Kim (fall semester only); Abba Krieger; Bernard Lentz; Kathleen McCauley; William Schilling; Willis Stetson

### Appendix B

#### Report of the Subcommittee on Student-Athlete Admissions of the Committees on Recreation and Intercollegiate Athletics and Admissions and Financial Aid

Last year, the Subcommittee on Student-Athlete Admissions of the CRIA and CAFA examined the admissions process for student-athletes and prepared a report, which appeared in the *Almanac* (April 15, 2000). This report discusses the Academic Index (AI) computed for each perspective athlete, and the interplay between the Athletics Department (Assistant Director, Rosemarie Burnett, and the coaches) and the Admissions Office, as the latter considers student-athletes for admissions to Penn. Due to a winnowing of disinterested applicants throughout the process, about 70% of student-athletes admitted usually matriculate, yielding about 270 student-athletes in the freshman class (about 11.5% of 2,350 freshmen).

Early this academic year, the subcommittee was presented with graduation-rate data by Barney Lentz (Director of the Institute for Research and Analysis in the Provost's Office). Graduation rates were presented for Penn classes that entered in the six-year period between 1987 and 1992. The data show the percentage of students that graduated within 4, 5, 6, and 7 years. Furthermore, in several categories, the number of students having predictive indexes (PIs) is identified: (1) at or above the mean PI, (2) one standard deviation below the mean PI, and (2) two standard deviations below the mean PI. These data are presented for all students, male students, female students, all athletes, male athletes, and female athletes.

Differences in the retention and performance of student-athletes were discernable, but a closer look at the data was necessary before reaching any conclusions and recommendations. Consequently, a few members of our subcommittee examined the data more carefully, and learned about several programs that provide assistance to student-athletes, prior to matriculating at Penn and during their undergraduate years. Then, after preparing a comprehensive report, containing many observations and suggestions for improvements, they met with the entire subcommittee near the end of the spring semester. Since insufficient time was available to meet also with the Director of Athletics, Steve Bilsky, and the Dean of Admissions, Lee Stetson, as well as the two committees, CRIA and CAFA, the subcommittee decided to provide this summary of its findings with a few recommendations. Over the summer and during the fall, the details will be examined more closely with these parties.

#### Graduation Rates and Performance of Student-Athletes

On the basis of the most recent data studied, for students entering in 1991-1993 and graduating within six years (by 1999), when student-athletes who are "special admits" are excluded, no substantive differences between athletes and non-athletes are observed with regard to: (1) predictive indices (PIs), (2) graduation rates, and (3) grade-point averages (GPAs). However, the small fraction of male student-athletes who are so-called "special admits" (hereafter referred to as *male special-admit athletes*) have lower predictive indices (PIs), lower graduation rates and take longer to graduate, and lower grade-point averages (GPAs). This observation is presented with two important qualifications. First, while data are not available, selection criteria for student-athletes have been upgraded and there is considerable reason to expect that smaller differences exist in more recent entering classes. Second, the GPA may not be a sufficiently comprehensive indicator of student performance. In this regard, often students with lower grades play a leading role in solving problems in their fields, in business, in politics, and in other endeavors. A related observation is that, while female special-admit athletes have lower PIs, their graduation rates are slightly higher than for the entire female population.

Clearly, it is important to assess the performance of student-athletes at Penn in comparison with those at other four-year institutions. Unfortunately, the NCAA graduation-rate data applies only for students on athletic scholarships, thereby excluding all of the Ivy League schools, who provide substantial financial assistance for many athletes (in need-blind admissions), but not "athletic scholarships." However, for the special-admit athletes, data from the admissions office shows that Penn matriculates a relatively small fraction in comparison with the other Ivy League schools. Here, it is necessary to examine closely the definition of a *special-admit athlete*.

#### Assistance for Student-Athletes

Penn provides considerable opportunity for support of all students, especially special admits. For the student-athletes, Rosemarie Burnett is the Academic

Coordinator for the Department of Intercollegiate Athletics. Having served in this role for two years, she makes herself available to approximately 1000 student-athletes, working with persons responsible for student services in the four undergraduate schools. In addition to Rosemarie, student-athletes receive considerable assistance from the Department of Academic Support Programs (DASP), headed by Terri White. This office provides a Pre-freshman Program (PFP-PENNCAP), a four-week extended orientation program for students during August), Tutoring Services (involving individual tutors provided for many courses), and Learning Resources (instruction in academic reading, writing, and studying), designed for all students, but especially special-admits.

*Pre-Freshman Program (PFP)/PENNCAP:* Special-admit athletes are referred to PFP to participate in this four-week summer academic enrichment program. During the month of August, 110 students enroll in rigorous courses designed by faculty in each of the four undergraduate schools. They also receive comprehensive individualized counseling and academic support services. Each student is assigned a Peer Counselor and participates in social and cultural enrichment activities.

The principal concerns involving the PFP are: (1) the size of the program, which involves less than half of the special-admit athletes, and (2) the tendency of the athletes not to utilize the counseling services during the four years after their pre-freshman experience. In connection with the former, the availability of faculty instructors is the limiting factor.

*Tutoring Services:* All Penn students are entitled to utilize tutorial services offered by the DASP Tutoring Office, with PENNCAP students given priority status in the assignment of tutors. Recognizing the unique needs of student-athletes due to their demanding schedules, the Tutoring Services staff has established a program that promotes the successful scholar-athlete by encouraging him/her to serve as a tutor. They have also worked out an arrangement with the Athletic Academic Coordinator to coordinate individual tutorial services through her office. The Athletic Academic Coordinator identifies scholar-athletes, based on her intimate knowledge of all athletes, and hires them to work with student-athletes she believes would benefit from an individual tutor.

Here, the principal issues are: (1) improving coordination between the DRIA and DASP, and (2) arranging for tutors to be available on demand as needed, especially after mid-terms, when student-athletes first realize they need help.

*Learning Resources:* Learning Resources provides instruction in academic reading, writing and studying. Their services are offered through individual appointments and/or workshops. The Learning Resources staff conduct individual learning assessments and prepare a plan of support for each PENNCAP student during the Pre-Freshman Program. Based on recommendations of the PENNCAP Academic Coordinator, they continue to receive services throughout their undergraduate studies.

Several steps are needed to encourage athletes to participate, including: (1) extended hours beyond 9-5, and (2) a workshop series being designed specifically for athletes.

#### Recommendations

On the basis of data concerning male special-admit athletes and the assistance provided for student-athletes, the following recommendations are offered:

1. With the number of applications to Penn increasing rapidly (from under 10,000 in 1989 to 19,150 in 2001), the admission rate has declined appreciably. Consequently, it is reasonable for the university community to question whether 11.5% athletes in the student body is too high. In this regard, many student-athletes matriculate with strong academic qualifications (that accompany strong athletic abilities) and, over the course of their undergraduate years, perform at a high level academically. It is recommended that both the advantages and disadvantages of participation in intercollegiate sports and many aspects of the diversity student-athletes bring to universities be examined more closely, with a helpful reference being *The Game of Life* (Shulman and Bowen, 2001). Note that because the Ivy League schools do not share data on the percentage of student athletes, comparisons cannot be made, excepting informal data shared through contacts.

2. An attempt should be made to measure the performance of student-athletes during the past five years, even though complete retention data are not available. There are reasons to expect that their graduation rates and performance will be improved because selection criteria for admissions of student-athletes have been upgraded.

3. Data should be assembled on the performance of students having comparable predictive indexes. The data should span the full range of predictive indexes, with emphasis on the lower end; that is, the special admits. Data for the student-athletes should be compared with data for non-athletes to determine if there are significant differences.

4. The position of Academic Coordinator in the DRIA is very demanding. Rosemarie Burnett serves in two roles: (1) working with the coaches and the Admissions Office to recruit and admit the best student-athletes, and (2) working with over 1,000 student-athletes to provide the support services many need to be successful. It is recommended that the operation of her office be examined closely, as it is anticipated that her effectiveness can be increased significantly with additional personnel.

Warren D. Seider; Edward T. Lally; Abba Krieger; Steve Galetta; Suzanne Kauffman DePuyt; Terri White; Kristen Miller; Martin Bonilla (guest); Rosemarie Burnett (guest); Barney Lentz (guest)

May 3, 2001



## Recreation and Intercollegiate Athletics

August 22, 2001

Scheduled for discussion at Council on September 12, 2001

During the '00-'01 academic year the University Committee on Recreation and Intercollegiate Athletics (CRIA) for was charged with: (1) *Working with the athletics compliance officer, assess whether educational programs about performance-enhancing drugs are effectively implemented*; (2) *Maintaining oversight over the improvement of recreational facilities*; (3) *Continuing to monitor the University's compliance with the letter and the spirit of NCAA regulations*; (4) *Working with the Committee on Admissions and Financial Aid (CAFA) in their review of the status of admissions and academic performance of student-athletes*; and (5) *Establishing lines of communication with the coaching staff to better understand their perspective*. CRIA met six times with the Director and the appropriate Associate/Assistant Directors of the Division of Recreation and Intercollegiate Athletics (DRIA) for discussions on committee charges. The subcommittees formed to examine academic support/achievement and drug education programs met an additional 10 times.

**Improving Recreational Facilities.** Dr. Michael Diorka, Director of Recreation, briefed the committee on upcoming improvements to the University's recreation facilities. Construction will begin on the Pottruck Health and Fitness Center on, May 22, the day after Commencement, with the closing and draining of the Gimbel pool for much needed repairs to the pumps and support structures. During the summer, DRIA has made arrangements for University students, faculty and staff to use facilities at Drexel University. While several issues remain to be worked out, CRIA was assured that no interruption in swimming pool availability would occur as a result of this construction. Repairs to the pool will be completed and Gimbel Gymnasium reopened in time for the return of the classes and the start of the 2001 fall semester.

Dr. Diorka went on to say that when the students do return in September, 2001 they will find changes in the Gimbel/Katz setup that were necessary due to Pottruck construction. The entrance to Gimbel will be moved from its current location on Walnut Street to Sansom Street. The Katz Fitness Center will move from its present location to the basketball court in Gimbel and the Cardiovascular Center will be in a climate-controlled room. For this temporary inconvenience, the University community will be rewarded with a state-of-the-art recreation facility in 2003.

**Funding for club sports.** Aaron Short, an Undergraduate Assembly (UA) representative on CRIA, brought an additional agenda item to the committee that was considered under the committee's general charge. During the past fiscal year, the Student Activities Council had decreased Sports Club Council budget by over 20%. This loss of support necessitated an increase in dues and additional unexpected costs to club sport athletes. In an effort to preserve and strengthen club sports at Penn, UA advocated a plan that would ensure a consistent amount of annual funding for club sports. Contained in this proposal is a request that DRIA would begin to assume at least portion of the financial support for club sports. This goal was to be achieved via a four-year phase-in that was outlined in the proposal. CRIA believes that the club sports program provides a meaningful and worthwhile athletic experience for over 1000 students each year and voted unanimously to support UA's proposal to achieve a secure funding base for club sports.

**Educational programs about performance-enhancing drugs.** At the present time, the NCAA does not require its member institutions to conduct drug education programs although it has recently issued guidelines for setting up and conducting just such a program (August, 2000). Currently Penn does not have a formal education program performance enhancing drugs although it does make student/athletes aware of banned substances and drug screening procedures by providing each individual with a copy of the *UP Student-Athlete Handbook*.

CRIA considered two options in setting up an educational program to make student-athletes aware of performance-enhancing drugs. The first option was to use The National Center for Drug Free Sport, an organization that provides athletics-specific drug testing program support, to provide speakers to conduct seminars and lectures for student-athletes about drug-use prevention and policies that affect their use of substances ([www.drugfreesport.com/speakbur.htm](http://www.drugfreesport.com/speakbur.htm)). An alternative would be to follow the NCAA guidelines but develop the program locally. Scripts and/or PowerPoint® presentations could be developed that would ensure uniformity of content. The program could be team-taught using DRIA personnel to present administrative aspects of the NCAA drug testing program and physicians from the faculty discuss the sequelae of using the various performance-enhancing substances. This option offers a better learning environment through small class sizes and schedule flexibility that would allow teams to arrange sessions at their convenience.

**Academic achievement/support of student-athletes.** CRIA and CAFA have worked together on this charge for the past two years. Professor Warren Seider, a member of both CRIA and CAFA, has chaired this subcommittee. In the initial year, much of the CRIA effort was directed toward understanding the admissions process as it applies to student-athletes. During the past year, graduation rates and then academic support for student-athletes were examined. Problems with gaining access and the analyzing the data slowed the subcommittees work and precluded a discussion of the charge by CRIA before the end of the academic year. A copy of the subcommittee report\* (Appendix B) is included with this report.

— Edward T. Lally, Chair

### Committee Members

**Chair:** Edward T. Lally (path/dental) **Faculty:** Steven Galetta (neurol/med, Richard L. Hodinka (pediatrics), Tracy McIntosh (neurosurgery/med), James Mullen (medicine), Warren Seider (chemical engr), Craig Thompson (hemat-oncol/med), Karen Wilkerson (nursing), **Graduate/professional students:** Shan-Wei Ko (NUG), Stephanie Bloom (NUG) **Undergraduate students:** Calvin DaRosa (EAS' 02), Aaron Short (COL' 03) **PPSA:** Julie Lawson (audit & compliance), Ira Winston (Computing, SAS/SEAS/GSFA) **A-3:** Dee Stenton-Schillig (oral surgery/dental) **Ex officio:** Steve Bilsky (dir, rec & intercollegiate athletics), Jim Gardner (repr, president's office), John Smolen (vice provost Univ life designee) Lee Stetson (dean, admissions)

**Note:** The Report of the Subcommittee, Appendix B, is on page 4.

## Meetings for University Council 2001-2002

Following are the dates for meetings of the University Council, which are open to observers who register their intention to attend by calling the Office of the Secretary, 898-7005, in advance. All are held from 4-6 p.m., Bodek Lounge, Houston Hall. The agenda will be announced in *Almanac* prior to each meeting.

**Fall Semester**  
Wednesday, September 12  
Wednesday, October 17  
Wednesday, November 7  
Wednesday, December 5

**Spring Semester**  
Wednesday, January 23  
Wednesday, February 27  
Wednesday, March 27  
Wednesday, April 17  
Wednesday, April 24 (extra)

## Annual Report of the Steering Committee for University Council 2000-2001

*This is the twenty-third annual report of the Steering Committee of University Council, prepared in accordance with a requirement in the Council Bylaws that the Steering Committee publish an annual report to the University community that reviews the previous year's Council deliberations and highlights "both significant discussions and the formal votes taken on matters of substance."*

### September Meeting

In accordance with the bylaws, Council selected and ranked focus issues for the 2000-2001 academic year.

The Committee on Recreation and Intercollegiate Athletics presented its 1999-2000 year-end committee report.

Alcohol Policy Coordinator Ms. Stephanie Ives presented the 1999-2000 Year One Alcohol Progress Report.

Provost Robert Barchi and Vice President for Facilities and Real Estate Services Omar Blaik presented an update on the Campus Development Plan.

### October Meeting

Co-Chairs Professor Phoebe Leboy and Associate Provost Barbara Lowery presented Council with a progress report on the Faculty Gender Equity Committee.

In accordance with the bylaws, the president, the provost and other administrators presented extended reports covering the state of the University.

President Judith Rodin's annual State of the University report addressed issues including FY 2000 progress, undergraduate admissions, research funding, international research/global perspective, fundraising, rankings, the Campus Development Plan, and FY 2001 initiatives, such as strategic initiatives, student life, neighborhood initiatives, and P2B.

Provost Robert Barchi's annual State of the University report addressed issues including admissions, research, academic initiatives, academic facilities, campus life, and the future.

The Committees on Pluralism and Admissions and Financial Aid presented 1999-2000 year-end committee reports.

### November Meeting

Vice President for Facilities and Real Estate Services Omar Blaik updated Council on the University recycling program; the new Capital Planning Approval Process; and deferred maintenance, now referred to as facilities renewal.

Executive Vice President John Fry presented crime statistics and Interim Vice President for Public Safety Maureen Rush presented strategies in place for community and neighborhood safety.

Mr. Fry also reported on the status of the Sundance Cinema project.

The Committee on Facilities presented its interim report on the Campus Development Plan 2000.

### December Meeting

Facilities Services provided an overview of its activities with regard to capital needs and improving accessibility to campus facilities. The Vice Provost for University Life (VPUL) provided Council with an interim status report on University services to students with disabilities.

The Committee on Manufacturer Responsibility reported on its recommendation to President Rodin to join both the Worker Rights Consortium (WRC) and the Fair Labor Association (FLA).

Council held its annual open forum with speakers and discussion on the Penn Students Against Sweatshop's (PSAS)'s response to the committee process; allocation of space for Facilitating Learning About Sexual Health (FLASH) and the Office of Health Education; increased Latino representation on University Council; women's safety and security; and the BioPond and the new Life Sciences building. Speakers were either directed to appropriate resources immediately, or assured their issues would be taken up in Steering and/or appropriate Council committees in the near future.

### January Meeting

Steering agreed to cancel the January Council meeting since there were no items ready for discussion.

### February Meeting

UA Chair Michael Bassik reported on the UA's resolution to amend its bylaws for the allocation of one of its University Council seats to the chair of the undergraduate Nominations and Elections Committee (NEC) and three seats to organizations to be appointed by the NEC.

Laurie Olin, Principal of Olin Partnership, Ltd. and Practice Professor of Land Architecture and Regional Planning, presented the green space component of the Campus Development Plan.

College Dean Richard Beeman and Michele Goldfarb, Director of the Office of Student Conduct (OSC), provided Council with information on the Family Education and Privacy Act (FERPA) changes and the Penn community's opinions/comments.

### March Meeting

In accordance with the bylaws, President Rodin, Provost Barchi, and Vice President for Budget and Management Analysis Michael Masch presented extended reports on budgets and plans for the next academic year.

The Committee on International Programs presented its 2000-2001 recommendations.

UA Chair Michael Bassik, Randall Couch, Manager of Information Systems and Computing (ISC) Communications Group Designs, and UA member Eric Chen reported on the Penn On-Line Calendar improvements.

### April Meeting

Chair Gerald Porter presented the report of the Task Force on Privacy of Personal Information.

The Committee on Personnel Benefits presented its 2000-2001 interim report.

The Committees on Bookstores, Communications, and Safety and Security presented 2000-2001 year-end committee reports.

### Special Meeting

A special meeting of University Council was convened on April 25, 2001 in order for Council to hear more committee year-end reports during the current academic year rather than the next year.

The Committee on Community Relations, Libraries, Pluralism, and Quality of Student Life presented 2000-2001 year-end reports.

In accordance with the bylaws, Council held a preliminary discussion of focus issues to be discussed in the 2001-2002 academic year.

— Leslie Laird Kruhly, Secretary to the Steering Committee

### Summary of 2000-2001 University Council Resolutions and Recommendations and Administrative Actions Taken on Them

"RESOLVED, that at the first fall meeting of the Council, the Secretary shall distribute to the Council the actions of Council passed during the previous academic year, including a list of all recommendations and resolutions, the implementation of which would require administrative action. The president or the provost shall indicate what action they have taken or plan to take with respect to each recommendation and resolution."  
(University Council: May 8, 1974)

### Resolutions from the 2000-2001 Academic Year

No resolutions were proposed for Academic Year 2000-2001.

— Leslie Laird Kruhly, Secretary to University Council

From the Office of  
International Programs

### American-Scandinavian Foundation Fellowships

The American-Scandinavian Foundation offers fellowships (up to \$18,000) and grants (normally \$3,000) to individuals to pursue research or study in one or more Scandinavian countries for up to one year. Awards are made in all fields, to students, professionals and artists.

**Eligibility:** Applicants must have a well-defined research or study project that makes a stay in Scandinavia essential. Applicants must be United States citizens or permanent residents. Applicants must have completed their undergraduate education by the start of their projects.

Online application for the 2002-2003 competition are available. Application deadline is *November 1, 2001*. For information: [www.amscan.org](http://www.amscan.org) (click on "Grants and Awards").

### German Chancellor Scholarship Program

Ten German Chancellor Scholarships are awarded annually to highly motivated individuals in the private, public, not-for-profit, cultural and academic sectors. The program sponsors individuals who demonstrate the potential to strengthen ties between Germany and the United States through their profession or studies.

The scholarship provides for a stay of one year in Germany for professional development, study, or research. Applicants design individual projects tailored to their professional development and goals and decide at which institutions to pursue them. Successful candidates have come from such fields as business, government, social and policy sciences, law, journalism, communications, management, finance, economics, architecture, public service, humanities, arts and environmental affairs.

The program begins September 1 and lasts twelve months. It is preceded in August by language classes taught in Germany. The monthly stipends range from DM 3,500 to 5,000 and special allowances are available for accompanying family members, travel expenses, and German language instruction. Candidates must be United States citizens, possess a bachelor's degree by the start of the award, and should be under 35 years old. Command of German is not a prerequisite.

Applications and information can be found on the foundation's web site or may be obtained from the following address:

Alexander von Humboldt Foundation  
U.S. Liaison Office  
1012 14th Street NW, Suite 301  
Washington, DC 20005  
Phone: (202) 783-1907;  
Fax: (202) 783-1908;  
E-mail: [avh@bellatlantic.net](mailto:avh@bellatlantic.net); [www.humboldt-foundation.de](http://www.humboldt-foundation.de).

Application deadline for 2002-2003 awards: *October 31, 2001*.

—Joyce M. Randolph,  
Executive Director, OIP

## Code Red Alert: Preventing a Computer Worm

The Code Red worm infected a number of Microsoft Windows systems at Penn this summer. As people return this fall we expect a resurgence. Code Red I uses your system to attack other computers. A later variant, Code Red II, creates "back doors" on your system, allowing anyone to view your passwords and read or delete your files. Code Red II is extremely difficult to remove, requiring that you re-install Windows. A worm is unlike computer viruses, which require some action to spread. For example, a virus spreads when you click on an infected e-mail attachment. Worms spread by themselves.

Code Red is preventable. Information Systems and Computing (ISC) reminds everyone at Penn to protect their system by following these steps:

1. *Determine if your system is vulnerable.* All PCs running Windows NT (Server & Workstation) and Windows 2000 (Server & Professional) are vulnerable. PCs running Windows 95, Windows 98, Windows Millennium Edition or UNIX/Linux cannot be infected by either Code Red version. Macintosh and UNIX systems cannot be infected.
2. *Apply the patch.* To protect your system from Code Red, you must install patches using instructions at: [www.microsoft.com/technet/itsolutions/security/topics/codepatch.asp](http://www.microsoft.com/technet/itsolutions/security/topics/codepatch.asp). **NOTE:** Windows 2000 users must first install Windows 2000 Service Pack 2 before installing the above patches. To install Service Pack 2, choose "Windows Update" from the Start Menu, and follow the link for Service Pack 2.
3. *Find out if your system has been infected.* Norton Anti Virus (NAV) will not prevent infection (you need the patch for that), nor will it detect Code Red I. But it will detect Code Red II. Install NAV and then run a full scan. To install and configure NAV, see: [www.upenn.edu/computing/product/desk/nav.html](http://www.upenn.edu/computing/product/desk/nav.html). Also, if your system has been infected by Code Red II, you will find a file called C:\inetpub\scripts\root.exe on your hard drive. (If you have drives other than C:, you should check them as well).
4. *Clean your computer if it has been infected.* To clean infected computers, follow the instructions at: [www.upenn.edu/computing/virus/codered/](http://www.upenn.edu/computing/virus/codered/).

**NOTE:** Infected machines must be reformatted and reloaded with original software to remove the worm.  
**Network Disconnection:** ISC will disable PennNet network ports for any machines infected with Code Red.

#### Computing Assistance

*Students in College Houses:* Contact your information technology advisor (ITA). See [www.rescomp.upenn.edu/](http://www.rescomp.upenn.edu/).

*Students living off-campus, in Sansom East and West, and in the Greek houses:* Contact First Call (215) 573-4778 or visit the Computing Resource Center (CRC), M-F from 1-4:30 p.m., at Suite 202 Sansom Place West.

*Faculty and staff:* Contact your local support provider (LSP). If you don't know who your local support provider is, consult [www.upenn.edu/computing/view/support/](http://www.upenn.edu/computing/view/support/).

—Dave Millar, University Information Security Officer, Data Administration

## September Volunteer Opportunities

*Dear Penn Community,*

*Thank you for your donations to the School Supplies Drive. Distribution of the supplies will take place in the beginning of September and will benefit area shelters, schools and families.*

*Special thanks you to the Annenberg School for Communication for your furniture donation over the past months that benefited two area agencies.*

*Following, is a listing of volunteer opportunities based on community requests for assistance and/or partnerships. If you would like to volunteer for any of the following programs, please contact me at [sammapp@pobox.upenn.edu](mailto:sammapp@pobox.upenn.edu) or (215) 898-2020.*

—Isabel Sampson-Mapp, Associate Director, Faculty Staff and Alumni Volunteer Services  
Director, Penn Volunteers In Public Service, Center for Community Partnerships

**Sparkle Plus Citywide Clean Sweep** Philadelphia Housing Authority (PHA) Saturday, September 15, 8 a.m. Volunteer to help clean up the grounds located at 44th and Market Streets. Help to beautify the area for the many tenants living at this PHA location. There's no present like your time.

**Cleanup Volunteers** Saturday, September 22, 9 a.m.-noon, to help fight blight on a strategic corridor just south of the Rittenhouse Square area. We will clean streets and vacant lots on South 20th Street from Fitzwater (two blocks south of South Street) to Mifflin Street — about a mile in all. This is part of the Philadelphia More Beautiful 17th District Cleanup. Tools, work gloves, and refreshments provided. For details, contact Laura Blanchard (215) 985-1445, [lblancha@pobox.upenn.edu](mailto:lblancha@pobox.upenn.edu) or Isabel Mapp.

**Mentors, Mentors, Mentors** needed for the Penn's Workplace Mentoring Program in its 8th year of operation! Volunteer to mentor an 8th grade middle school student one day a month. Students come to campus the third Thursday of the month at 9 a.m. from October - May. They participate in a group program and then visit with their individual mentor in the mentor's workplace. Students depart campus around 1:30 p.m. Each mentor receives training and support. Join the many other mentors involved in this program.

**Donating Platelets** There is a strong need for help at the Children's Hospital of Pennsylvania. The Apherisis Donor Center really needs people to donate platelet cells (it's very much like giving blood) to help out children with leukemia. Won't you and/or your group do something really worthwhile? It's a very worthy cause—these children have suffered through a lot in their lives. Visit the website for additional information <http://hematology.chop.edu/apheresis>.

**Computers Needed** Is your department upgrading its computers? Would you like to donate your used computers to a worthy cause? The Center for Community Partnerships and a group of volunteers are working to provide computers to West Philadelphia schools, families and nonprofit agencies. Join us by donating your used computers to this cause.



# Update

SEPTEMBER AT PENN

## CANCELLED

**15** *Gernreich Exhibition Lecture* by Wolf Prix at 4 p.m. at the ICA has been cancelled.

## CHANGE

**12** The location of the talk *Kaposi's Sarcoma-Associated Herpesvirus and Episome Persistence* will be held in the Austrian Auditorium, CRB.

## CORRECTION

The opening reception for the exhibit *Travels in the Labyrinth—Mexican Art in the Pollak Collection*, will be held on *September 14*, from 5-8 p.m. in the Arthur Ross Gallery.

## SPECIAL EVENTS

**14** *Open House: GIC*; 4-6 p.m.; 3708 Chestnut St. (Albert M. Greenfield Intercultural Center).

## TALKS

**12** *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile*; Iván Burgos, Valeria García, Mariela Huerta, Mónica Jeannette Pérez, Llaraeta health group; Julia Paley, Anthropology; 3-6 p.m.; Class of 1949 Auditorium, Houston Hall (CURF; Civic House; Center for Community Partnerships; University Museum; Anthropology; Sociology; Center for Urban Ethnography and Health and Society; Latin American and Latino Studies; Urban Studies; Women's Studies).

**13** *NFkB: A Tale of Two Kinases*; Inder Verma, Salk Institute for Biological Studies; noon-1 p.m.; Austrian Auditorium, CRB (IHGT; Center of Experimental Therapeutics).

*Gene Therapy: Problems and Promises*; Inder Verma, Salk Institute for Biological Studies; 4-5 p.m.; Austrian Auditorium, CRB (IHGT; Center of Experimental Therapeutics).

**18** *Functional Genomics of the Developing Endocrine Pancreas*; Klaus Kaestner, genetics; noon; Austrian Auditorium, CRB (Biochemistry and Biophysics).

**Deadlines:** The deadline for the weekly update is each Monday for the following week's issue; for the October At Penn calendar it is *September 11*. See [www.upenn.edu/almanac/calendar/caldead.html](http://www.upenn.edu/almanac/calendar/caldead.html).

## 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 **August 27 through September 2, 2001**. Also reported were **21 Crimes Against Property**: (including **16 thefts**, **2 retail theft**, **2 burglaries** and **1 vandalism**). Full reports on the Web ([www.upenn.edu/almanac/v48/n03/crimes.html](http://www.upenn.edu/almanac/v48/n03/crimes.html)). Prior weeks' reports are also on-line.—Ed.

This summary is prepared by the Division of Public Safety and in cludes all criminal incidents reported and made known to the University Police Department between the dates of **August 27** and **September 2, 2001**. The University Police actively patrols 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 (215) 898-4482.

08/29/01	7:24 PM	220 S 43rd St.	Complainant harassed by ex-boyfriend
08/30/01	9:30 PM	4037 Spruce St.	Clothing/jewelry taken from residence
08/30/01	8:30 PM	3948 Delancey St.	2 males with marijuana arrested
08/31/01	8:38 AM	4101 Baltimore	Door forced/playstation taken
08/31/01	3:10 PM	100 S. 34th St.	Persons attempting to take merchandise/2 Arrested
09/01/01	11:01 AM	3819 Chestnut St.	Males with property/one wanted on warrant/Arrest
09/02/01	12:12 AM	38th/Spruce Sts.	Driver of stolen auto/Arrested

## 18th District Report

9 incidents and 2 arrests (including 3 robberies, 4 aggravated assault and 2 rapes ) were reported between **August 27 and September 2, 2001** by the 18th District covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

08/27/01	3:00 AM	4200 Chester	Robbery
08/28/01	3:58 AM	237 48th St.	Aggravated Assault
08/28/01	4:00 AM	5100 Market	Robbery
08/30/01	7:06 PM	1018 48th St.	Aggravated Assault/Arrest
08/30/01	9:05 AM	126 49th St.	Rape
08/31/01	3:22 PM	3400 Spruce St.	Robbery
09/01/01	9:16 PM	5009 Cedar	Aggravated Assault/Arrest
09/02/01	4:00 AM	4900 Pine	Aggravated Assault
09/02/01	11:15 PM	4700 Springfield	Rape



Are you responsible for some of the 118,000 hits to *Almanac's* website last week?

**Get on board Express Almanac:** To register, send an e-mail message with "subscribe" as the Subject to [almanac@pobox.upenn.edu](mailto:almanac@pobox.upenn.edu) and include your name, e-mail address, and mailing address. —Ed.

## September Bottom Line

The September 2001 issue of the *Bottom Line* is now available at [www.finance.upenn.edu/ftd/fintrng/bottomline/archive/Sep2001.pdf](http://www.finance.upenn.edu/ftd/fintrng/bottomline/archive/Sep2001.pdf). Listed below are just some of the items that you'll be able to find in this edition:

- BEN Teaches: Training information for the BEN Financials upgrade
  - How to register
  - What courses to register for
  - What prerequisite course(s) to complete
  - Other BEN project updates
- SFS billing schedule and new service offerings
- ABA luncheon schedule for FY 2002
- Quarterly Quiz (your chance to win a Faculty Club membership)

—Financial Training Department

## CLASSIFIEDS—PERSONAL

### FOR RENT

For rent in Cape May, N. J. **4 bedroom** historic home. Discounted September rates. \$975/week. Please call (215) 572-1140.

### THERAPY

**Competent psychotherapy:** group, family and individual. Please call for an appointment: Shari D. Sobel, Ph.D. (215) 747-0460.

*Almanac* is not responsible for contents of classified ad material.

## Help Wanted: Work-Study Students

Positions available at *Almanac*. Duties include desktop publishing, web design and maintenance, proofreading, research. Send e-mail to [morrism@pobox.upenn.edu](mailto:morrism@pobox.upenn.edu).

## CLASSIFIEDS—UNIVERSITY

### RESEARCH

If you have **hypertension** or hypertension plus stable Type 2 diabetes, please call to learn about exciting upcoming research trials. Most visits take place in the morning. Renumeration varies per study. For information, call Virginia Ford @ (215) 662-2638.

Volunteers Needed for **early menopausal women** bone density research study. The University of Pennsylvania Health System seeks volunteers for a bone density medical research study. If you meet the following description, you might be eligible to participate: female ages 45-55, no menstrual periods for at least 6 months. Volunteers will be compensated for their involvement. Please contact: Helen Peachey at (215) 898-5664.

**Do you have high cholesterol?** Doctors at Penn are launching a novel new research study looking at two well-known cholesterol lowering agents. The study involves several visits to the Hospital of the University of Pennsylvania. If you have elevated cholesterol levels, are not currently taking any lipid-lowering medications, and think you might be interested in this study, please contact David Berezhich at [berezhich@mail.med.upenn.edu](mailto:berezhich@mail.med.upenn.edu) or (215) 662-9040. Compensation is provided.

**Are You Post-Menopausal?** And Do You Have **High Cholesterol?** If Yes, Are you Worried About your Risk for Heart Disease? Doctors at The University of Pennsylvania are conducting an exciting new study for post-menopausal women with high cholesterol. Participants will receive a painless test called an Ultrafast CT (EBT) scan that will provide information about the amount of calcium buildup in the arteries. Calcium build-up in the arteries is an early feature of atherosclerotic plaque formation. Doctors want to test the effects of cholesterol-lowering drugs, Lipitor or Pravachol, to reduce calcium build-up in the blood vessels of the heart. All participants will receive either Lipitor or Pravachol. Compensation will be provided for time and effort. If you would like to hear more information and see if you qualify for the study, please call Melissa Fair at (215) 662-9056.

To place a classified ad, call (215) 898-5274.

*Almanac* is not responsible for contents of classified ad material.



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The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request.

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# 2002 Models of Excellence Program

*Dear Penn Faculty and Staff,*

*The Models of Excellence program provides an opportunity for recognizing outstanding staff member achievements—above and beyond job expectations—that make significant contribution to the University of Pennsylvania.*

*This program, successfully introduced in 1999, supports the values of the University; provides models for emulation; and offers an opportunity to honor, award, and celebrate outstanding accomplishments by individual Penn staff members and teams.*

*We know that each year there are many staff member accomplishments worthy of recognition. We encourage you to let us know of these achievements through the nomination process described below.*

*Thank you for helping us identify the important achievements of your Penn colleagues that ensure our continued success as a premier institution of higher education.*

*—Judith Rodin, President    —Robert Barchi, Provost    —John Fry, Executive Vice President*

## Excellence Criteria

The following excellence criteria will be used by the Selection Committee to identify individual staff members or staff teams as “Models of Excellence” for outstanding contribution to the mission of the University. Extremely noteworthy contribution will receive “Honorable Mention.”

### Supportive Practices, Procedures, and Policies

- Bringing about significant positive change for the University’s mission,
- Eliminating significant obstacles to achieving the University’s mission,
- Resolving, in unique/novel ways, problems that impede progress.

### Innovative and Proactive Leadership

- Utilizing highly effective and/or novel practices to inspire and lead others to contribute constructively to the University’s mission,
- Proactively identifying and resolving challenges that interfere with team/unit/school/center activities to further the University’s mission,
- Encouraging a coordinated effort by a complex group and facilitating the group’s ability to meet complicated goals.

### Extraordinary Service to Key Constituencies

- Supporting internal and/or external constituencies in ways that exceed expectations and result in unexpected and very positive outcomes that support the University’s mission.

### Substantial Cost-effectiveness

- Identifying improvements to University practices, policies and/or program designs that result in substantial cost savings or financial gain to the University while enhancing the organization’s ability to support the University’s mission.

### Exemplary Relationship Building Within and/or Outside of the Immediate Organization

- Developing and utilizing strong, constructive and productive relationships that enable goals to be met that would be impossible otherwise.

## Nominations

Nominations of staff members (individuals or teams) are welcome from any full or part-time faculty or staff members of the University of Pennsylvania, including self-nominations. Nominations should:

1. Apply to notable achievements by staff member(s) that are above and beyond job expectations
2. Apply to achievements that occurred during the previous academic year
3. Include a one-sentence description of the achievement
4. Include a brief description of the standard job responsibilities of the nominee(s)
5. Offer a typewritten (no more than 2 pages), detailed description of the achievement, explaining how the nominee(s) went above and beyond job expectations utilizing standards of excellence reflective of the Models of Excellence.
6. Include the name, work address, e-mail, and work telephone number of the nominator, nominee(s), and the nominee(s) supervisor.

## References

Each nomination should be accompanied by two University references from individuals familiar with the work cited. References should confirm and expound on the described achievements and how they surpassed job expectations. No more or less than two references should be provided, one of which should be a supervisor of the nominee(s). If the nominator is the supervisor, please provide two other sources of reference.

References should be typewritten and limited to one page each. These references should be included as part of the nomination in sealed envelopes labeled with the name(s) of the nominee(s).

Nomination materials AND references should be sent by intramural mail to:

QOWL—Models of Excellence Program,  
527-A 3401 Walnut/6228

## Timing

All nominations are due by *November 12, 2001*. Nominations should apply to achievements that occurred during the previous academic year.

## Selection

Individuals and/or teams will be selected as “Models of Excellence” or accorded “Honorable Mention” based on the notable nature of their contribution to the University and the use of excellence practices to achieve outcomes above and beyond job expectations. The number of awards given annually will be a reflection of the very high standards associated with these awards.

## Selection Committee

A committee of Penn leaders, including the Provost, Executive Vice President, Vice President of Human Resources, previous Models of Excellence award winners, and other staff members from across the campus will review all nominations and select the award winners for the 2002 program.

## Notification

Staff members chosen for these honors will be notified in January and this information will be publicized broadly to the University community.

## Celebration

A celebration in honor of the “Models of Excellence” and “Honorable Mentions” will be held on April 15, 2002.

## Awards

Staff members identified as Models of Excellence will receive a cash prize of \$500 each and a Models of Excellence award.

Staff members receiving Honorable Mention will receive a cash prize of \$250 and an Honorable Mention award.

## Questions?

For more information about this program, see [www.hr.upenn.edu/quality/models](http://www.hr.upenn.edu/quality/models) or contact Marilyn Kraut, Manager, Quality of Worklife Programs ([kraut@hr.upenn.edu](mailto:kraut@hr.upenn.edu) or (215) 898-0380).