MINORITY PERMANENCE

AT THE

UNIVERSITY OF PENNSYLVANIA

October, 1992
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INTRODUCTION

The University of Pennsylvania aspires to be a multi-racial, multi-ethnic, international learning, teaching, and research community in which scholarship of the highest order is recognized and rewarded. To this end the University has recruited a multinational faculty and enrolls students from 100 foreign countries and 47 of the United States. This diversity contributes to the stimulating intellectual environment and the breadth of scholarship which make Penn an exciting and distinctive institution.

For more than 20 years the University has recognized a special responsibility for enhancing the permanence of U.S. minorities (African-Americans, Hispanics, Asians, Native Americans) on its campus. This effort has been a priority for all levels of the academic enterprise, from undergraduate to graduate to faculty and staff. Notable--but not sufficient--progress has been achieved in building undergraduate enrollment (minority matriculants now constitute 31 per cent of the freshman class*) and in enrollment in many of the professional schools, where future employment opportunities make the perceived risk of investing in post-baccalaureate education less daunting.

* See attached, Appendix 1, Minority Undergraduate 10-year trend data.
At a time of rapidly rising costs of higher education and reduced federal interest, universities face a challenge in building and maintaining diversity in their faculties and student bodies. At Penn diversity is considered essential to the breadth of education and range of scholarship which characterize a great university. This document describes Penn's efforts on behalf of minorities in six areas.

**FACULTY**

Like its peer institutions, the University of Pennsylvania has experienced difficulty in expanding minority representation among its faculty. Competition among institutions—and with industry—for the small pool of minority scholars is intense. After more than two decades of aggressive recruiting, the number of minority-group faculty members remains disappointingly small. African-Americans and Hispanics represent less than 3 percent of Penn's standing faculty.

Increasing this representation is not an easy or inexpensive process. The University will continue to increase the commitment of its own resources to the problem, but those resources are finite. External funding, through the Program for Enhancing Minority Permanence and through the University-wide capital campaign, is a necessity which is being intensively pursued. The most desirable and permanent form of such funding is, of course, endowment.

Penn has recruited notable minority faculty members in recent years. Although there have been steady numerical gains,
particularly for Black faculty,* across the University and although Penn minority faculty presence compares favorably with that at peer institutions, only 50 out of 1,900 standing faculty are Black and 24 are Hispanic. Many of these faculty are in the professional schools where they have little or no contact with undergraduates. Thus, minority and non-minority students alike have little opportunity to benefit from the presence and work of most Black and Hispanic professors: minority undergraduates do not often see members of their own race teaching University courses, and consequently are less likely to consider academic careers. Other students are deprived of the intellectual probity and perspectives of minority scholars.

Therefore, Penn has set, as an institutional imperative for the next four years, an aggressive program for the recruitment of minority faculty. Indeed, such active recruiting and an attractive and supportive academic environment have enabled the University to attract outstanding minority scholars to its ranks recently.

Minority faculty appointments in 1986-87 were: Evelyn Brooks, Assistant Professor of History; Barbara Holder, Assistant Professor of Nursing; Risa Lavizzo-Mourey, Assistant Professor of Medicine; Kenneth Shropshire, Assistant Professor of Legal Studies, and David Thomas, Assistant Professor of Management.

* See attached, in appendices, current list of Black faculty.
Appointments in 1987-88 were: Mary Frances Berry, Geraldine R. Segal Professor of History; Luz J. Martinez-Miranda, Assistant Professor of Engineering; Michele Foster, Assistant Professor of Education; Judy Pelham, Assistant Professor of Education; Catalina Herreras, Assistant Professor of Social Work; and Oscar Gandy, Associate Professor of Communications.

Appointments in 1988-89 were: Larry Gladney, Assistant Professor of Physics; Donald Cunnigen, Assistant Professor of Sociology; Elizabeth Patterson, Assistant Professor of Radiology; Carol Lani Guinier, Associate Professor of Law; and Jose Miguel Oviedo, Professor of Romance Languages.

Appointments in 1989-90 were: Wanda Gordon, Assistant Professor of Endodontics; Antonio McDaniel, Assistant Professor of Sociology; Fred Wright, Assistant Professor of Psychiatry; Lori Pierce, Assistant Professor of Radiation Oncology; Raymond Fonseca, Professor of Oral Surgery and Dean, School of Dental Medicine; and Gregory Provan, Assistant Professor of Computer and Information Science.

Appointments in 1990-91 were: Gregory Broderick, Assistant Professor of Surgery; Delma Broussard, Assistant Professor of Pediatrics; Vivian Gadsden, Assistant Professor of Education; and Francis Mante, Assistant Professor of Restorative Dentistry.

Appointments in 1991-92 were: Honorable A. Leon Higginbotham, Senior Fellow, Law School; Manthia Diawara, professor of English; and Joseph Achille Mbembe, Associate Professor of History.
Appointments in 1992-93 are as follows: H. Dexter Barber, Assistant Professor, Oral Surgery and Pharmacology; Kymberly Higgins - Barber, Assistant Professor of Orthodontics; Mamle Mante, Assistant Professor of Restorative Dentistry; Freida Outlaw, Assistant Professor of Nursing; Georgette Chapman Poindexter, Assistant Professor of Legal Studies; Stephanie R. Ried, Assistant Professor of Rehabilitation Medicine; Howard Stevenson, Assistant Professor of Education; Louis Thomas, Assistant Professor of Management.

One other aspect of faculty recruitment is the effort to persuade Ph.D. holders who have pursued careers in industry or government to return to teaching, thereby setting an example for younger scholars. Though not specifically recruited under this plan, Professors Berry and Shropshire came to Penn after careers in government and the law. The School of Engineering and Applied Science has recruited as adjunct faculty Dr. Victor L. Lawrence (Electrical Engineering) from AT&T Labs and Dr. Uma Chowdhry (Materials Science and Engineering) from Du Pont.

The process leading to the recruitment of minority faculty members begins with identifying senior scholars in fields targeted by Penn's recruiting strategy through widespread advertising and other contacts. Through personal contacts, schools and departments explore the interest and availability of scholars most likely to suit and enjoy the Penn environment. A formal program for Visiting Minority Scholars, conducted through the office of the Provost, brings to the campus each year young
scholars for a period of academic enrichment and, for some, offers of faculty positions.

Much more remains to be done in this area, and the Second Century Fund for Minority Permanence, discussed in more general terms in the section on General Academic and Support Programs, has a particular bearing on the University's plans for increasing its number of minority faculty members. In conjunction with the capital campaign, the Second Century effort envisions the following new faculty resources:

** Distinguished chairs for permanent tenured faculty.**

The University's development campaign has prioritized faculty development and support as a key component of the campaign. "Distinguished chairs" are meant to attract established scholars and special efforts will be made to engage the interest of senior faculty including exemplary minority faculty. These chairs will have to be more than competitive; they must be superlative in every respect, including salary, research funds, clerical support, teaching load, and benefits. Seven chairs funded at $1.25 million each would create a critical mass of distinguished, senior minority faculty and bring enormous distinction to Pennsylvania.

** Distinguished visiting professorships.** These are conceived as one means of ensuring a continuing distinguished minority faculty presence at Pennsylvania. Attracting such minority scholars as John Hope Franklin, Arnold Rampersad, Wole Soyinka, Bessie Head, and such business, government, and professional
leaders as Earl Graves, Bernard Watson, Barbara Jordan, Michael Manley, and others, the Second Century Fund Visiting Professorships would broaden the range of minority intellectual and scholarly activity at Penn, give that activity a national and international dimension, and provide a permanent and continuously augmented resource pool for minority scholarship at the University. These visiting scholars will be expected to spend at least one semester in residence.

**Assistant professorial chairs.** These term chairs, funded by endowments of $750,000 each, will be designed to provide superlative positions for both new and established assistant professors. They will serve as inducements to distinguished young scholars, including the most promising minority junior faculty, who, in today's market, often are presented with multiple job offers. They will also serve as rewards and recognition to outstanding assistant professors already at Penn. They will serve as goals to be attained by such scholars and will enable the University to respond affirmatively when these scholars are presented with offers by other institutions.

**Faculty research support.** A fund has been established to provide faculty salary and research support and additional appointments for schools, programs, and departments that have distinguished themselves in minority faculty scholarship. Maintained by the Provost and overseen by an interschool, interdisciplinary committee, the enhancement fund for minority faculty...
will provide incentives for all areas of the University's academic community to increase minority faculty numbers.

**UNDERGRADUATE**

A significant minority presence in the undergraduate student body is an important University goal. The University recognizes that diversity in the student population enriches the experience of the entire campus community and contributes to educational excellence.

Achievement of this goal requires purposeful effort in admissions, financial aid, and academic and social support systems. A wide array of services and activities for minority undergraduates is available to ensure that they will succeed academically and benefit from campus life.

** In **Admissions**, the University has made significant progress in the matriculation of minority undergraduate students. For freshmen entering September 1992 (Class of 1996), Penn admitted 374 African-American, 265 Hispanic, and 8 Native American students. Of those accepted, 271 matriculated at Penn (150 African-American, 117 Hispanic, and 4 Native American). These data compared with 382 admitted (291 African-American, 83 Hispanic, and 8 Native American) candidates and 161 matriculating (124 African-American, 31 Hispanic, and 6 Native American) students in September 1979, or an increase of 69 percent in offers of admission and 68 percent in the number of matriculants. African-Americans constitute 6.5 percent and Hispanics constitute 5.1 percent of the Class of 1996.**
Penn has had a minority undergraduate recruiting effort in place for two decades. The Office of Admissions appointed a minority recruiter in 1968; the Office of Minority Recruitment was established in 1972. It is important to note that minority recruitment is a priority concern not only of this office but of the entire admissions staff.

The tools of undergraduate recruitment—visits to high schools, prospect mailings, contacts with counselors, events on campus and around the country—are used with a special focus by Penn's minority admissions staff. In the fall of 1990 the staff spent a total of 51 days in travel, visiting 138 targeted high schools. These visits were expanded last year. Additional visits are being made by staff of the Western and Southwestern regional admissions offices, focusing on Penn's two largest minority-search states, California and Texas. Care is being taken to maintain national visibility and Penn's commitment to the Northeast Corridor. Besides visiting schools, minority recruitment staff participate in NSSFNS college fairs in six selected cities, and in regionally arranged Introduction to Pennsylvania programs in 9 cities. The staff also participated in 17 other specialized programs aimed at minority students and their parents.

Mailings to minority-search students are being broadened and intensified. In addition to the regular June letters to students identified by the usual means, mailings to all participants in the national LEAD and ABC programs have generated pos...
tive responses. As before, a follow-up mailing from Penn's United Minorities Council is expected to stimulate more applications. A letter of extension on the application deadline was mailed to those African-American search students who had responded to the summer mailing, but had yet to mail an application. Of the 658 students to whom the deadline was extended, 66 students applied to the University.

Contact with counselors of minority students is cultivated during high-school visits; the staff also nurtures relationships with counselors in national and local minority programs. Among these are LEAD, PRIME, ABC (A Better Chance), Jack and Jill, ASPIRA, LULAC, Prep for Prep, and the Oliver Scholars Program. Penn's minority recruiters often host students from these programs on special visits to the campus, and appear as speakers on panels organized by the programs.

The big on-campus minority recruitment event is the four-day Scholars Weekend at Penn, to which top minority candidates are invited. They meet students and faculty and attend classes and student activities. In 1990 116 students from 24 states and the District of Columbia attended, and 67 or 78% per cent matriculated this past September. Recruitment receptions in key areas around the country, held in February for applicants and in April for admitted students, will be called to the attention of minority students and their parents through a phone-a-thon.

Hispanic recruitment is receiving special emphasis this year, in an effort to build Penn's appeal to this fastest-
growing minority group. In addition to travel and personalized recruitment, the staff is working with current Penn undergraduates to develop a network of Hispanic undergraduate student recruiters. Regional admissions offices in Texas and California are expected to gain higher visibility for Penn among Hispanic populations. The office has also initiated an annual Latino Pre-Applicant program. Schools in the northeast, Texas and California are asked to nominate their top Hispanic juniors and seniors. Now in its second year, 23 invited schools sent 38 attendees of which 18 applied for admission.

In its own region, Penn's Office of Minority Recruitment conducts programs at two levels in Philadelphia schools and is about to add a third.

Penn's minority alumni and faculty play important roles in enhancing minority presence at the undergraduate and other levels at the University. Members of the Black Alumni Society are being encouraged to take part in regional recruiting visits and events, to represent Penn at college fairs, and to assist personally in application and matriculation by minority students. Similar participation by minority faculty members can have a special appeal to the brightest minority applicants.

**Financial Aid** is of particular importance to most minority undergraduates. As a group, they tend to have greater need than the average Penn student, and this is reflected in the allocation of resources. Penn strives to ensure that the cost of edu-
cation will not be a factor in any student's decision to enter or leave the University.

Penn extended financial assistance to 195 of the 267 minority freshmen who entered in 1990, or 73 per cent. Most of this aid (80%) is in the form of grants (not loans). The proportion of minority students receiving aid significantly exceeds the overall figure for the freshman class, which is approximately 44 per cent. Financial aid to freshmen minority students, in the past fiscal year, exceeded $3,200,000.

** Freshman Orientation activities before and during the academic year are numerous and varied. The largest undergraduate school, the College of Arts and Sciences, in which nearly 700 Black students are enrolled, conducts an orientation for its minority freshmen and presents workshops throughout the year for them on topics like financial aid. The CAS advising staff has established a Minority Concerns Committee which is exploring additional ways in which it can be helpful. The Afro-American Studies program holds a reception at which freshmen can meet leaders of minority student groups. A reception at the Albert M. Greenfield Intercultural Center introduces minority freshmen to this important campus resource.

** Minority students can benefit from PENNCAP, the University of Pennsylvania Commonwealth Achievement Program, now in its second decade of service. PENNCAP is a comprehensive service program for students of disadvantaged educational or economic backgrounds. Currently it provides extensive academic counsel-
ing, tutorial, and referral services to 200 undergraduate students. The retention and graduation rate is 89 per cent, significantly higher than the University's averages for students of comparable backgrounds. PENNCAP students regularly achieve grade point averages a full 1.00 higher than predicted by their entering achievement scores and high-school grades. PENNCAP is supported by state, federal, and University funds.

** Academic support also is available through the Minority Undergraduate Mentoring program.

** Minority Scholars Initiatives - The Office of the Provost, in close cooperation with University faculty and academic officers, has initiated several programs to provide extraordinary minority undergraduates with opportunities to pursue individualized research with senior Penn faculty and to study extramurally. The primary goal of these efforts is to increase the presence of exemplary scholars of color in the academy: to nurture and develop the next generation of University faculty members. These programs include the following:

- **The Andrew W. Mellon Minority Undergraduate Scholars Program**: This program presently supports three cohort groups of extraordinary Humanities and Social Sciences undergraduate scholars who receive senior faculty mentorship, pursue independent research projects (both domestic and international), and receive program support (through the completion of their graduate/professional programs). To date, Mellon graduates have received full...
multi-year fellowships for graduate study at the University of California at Berkeley, the University of Minnesota, Columbia University, and the University of Michigan. Two additional Mellon Scholars have matriculated in Harvard University's School of Law.

- The William Penn Scholars Initiative in Mathematics, Science, and Engineering: Inaugurated in the Fall semester of 1990, 100 talented students participate in this program. The goal of the initiative is to increase the representation, retention, and graduation rates of Black and Latino undergraduate scholars in mathematics, science, and engineering baccalaureate programs. Students receive faculty and peer mentoring, pursue individual research projects, participate in academic course "coaching sessions," and other directed activities designed to increase their awareness of, and interest in, post-baccalaureate study in mathematics, science, and engineering.

- The Penn Historically Black College Undergraduate Biomedical Initiative; The Lincoln University NSF Initiative: These programs are just two of the many programs designed to link the University of Pennsylvania with partner HBCU institutions in joint undergraduate program efforts. Penn currently has established formal programming partnerships with Lincoln University (PA), Howard University, Spelman College, Morehouse College,
Xavier University. These initiatives will be expanded, over
the next year, to include relationships with Hispanic
colleges and universities and Native American colleges.

** Minority Tutoring Programs** in Engineering and in Chemistry
were initiated in 1987-88 with support from the ARCO Foundation.
In the School of Engineering and Applied Science, the 10-year-
old Program for Minorities in Engineering was significantly
strengthened by the appointment of an outstanding minority
graduate scholar to coordinate undergraduate minority tutoring
through the University's Tutoring Center, and by making such
tutoring mandatory for minority freshmen. The coordinator's
example and personal attention, together with enhanced tutoring
services, are inspiring improved performance by the School's
minority freshman. In Chemistry, where participation is volun-
tary, students are assigned to carefully selected undergraduate
tutors, and to a PENNCAP counselor. The students meet in two-
hour weekly evening study sessions which, it was reported, have
lifted their morale, created an esprit de corps, and reinforced a
positive attitude toward learning. The study sessions have been
broadened to include general academic advising and visits by
high-achieving minority peer models in the sciences.

** The University Tutoring Center is an outgrowth of the Office
of Supportive Services, established in 1974 to provide limited
professional advising, counseling, and tutorial support to
incoming freshmen and upperclass students. Since then, the
service has expanded to assist both undergraduate and graduate
students with academic, financial, social, and personal problems. The Tutoring Center, so designated in 1980, offers trained tutors to all University students for individual and small-group sessions, as well as weekly review workshops. The Center also offers crisis counseling and helps students find other University services.

**Writing Across the University** (WATU) is a program which helps all interested students, minority and non-minority alike, undergraduate and graduate, to hone their writing skills in a variety of settings. Of particular relevance in this context is the Writing Center, where students meet with graduate-student consultants for individualized assistance; 330 students made 838 visits to the center last year. WATU is also providing Writing Advisors, undergraduates who have taken a special course, to help students with writing in their residences; last year 30 Writing Advisors consulted with more than 349 students for more than 1100 hours. The main impact of WATU is in writing-intensive courses taught as part of the regular curriculum in the four undergraduate schools. Some 90 graduate writing fellows assisted students last year in the writing aspects of 101 such courses, which enrolled approximately 3700 undergraduates. Students in writing-intensive courses may use the Writing Lab to learn word processing and use writing-related software. The lab also is used for computer-intensive freshman writing courses.

**The Pre-Freshman Program** each summer provides a head start for about 130 young people, half of them minorities, who will be
entering Penn in the fall. Assistant deans in the undergraduate schools choose students to be invited to the program; in the summer of 1988, 250 were invited and 172 came. For three weeks in August the pre-freshmen sharpen study skills, learn about Penn and the services it offers, start campus friendships, and get a taste of college-level classes and the academic pace they require. They live together on campus in groups of eight to ten. The University, through the office of the Vice Provost for University Life, provides room and board, tuition, some 40 instructors, and 34 peer counselors and student staff. Two peer counselors are assigned to each small group, and they follow up on members' progress during the academic year.

** Several programs are designed to nurture readiness for college, and for application to Penn, among minority high-school students in the Philadelphia region.

The Philadelphia Regional Minority Student Scholars Invitational, aimed at Philadelphia area high-school seniors, in 1990 brought 33 top students nominated by their 15 schools to the Penn campus for a daylong program. They were given information regarding the college admissions and financial aid process and introduced to the many opportunities available to undergraduates at Penn, as well as to the special supportive services provided to minority students. The program has gained several minority matriculants for Penn in each of its first two years of operation. It is a collaborative effort of the Provost's Office,
the Office of Admissions, the Office of Affirmative Action, and the Financial Aid Office.

The Philadelphia Junior High School Program offers junior high school students and their parents in the School District of Philadelphia early advice on the high-school preparation they will need for success in college and careers. This program, a community service project of the Office of Admissions and the Black Alumni Society, is presented on two Saturdays each spring. Admissions officers conduct workshops for parents, and Penn students lead workshops for students. A third program, for high-school juniors just beginning their college search, was begun in the spring of 1989 by the Office of Minority Recruitment and the regional admissions director for the Philadelphia area. Modeled after the Invitational program for high-school seniors, and not restricted to minority students, it introduces participants both to the college admissions process and to Penn.

** One of the nation's leading programs of Afro-American Studies (AFAMS) provides an opportunity for Penn students to gain the knowledge to understand and critically evaluate the human, cultural, social, and economic factors that helped to shape the African-American contribution to U.S. society. Students may major or minor in this interdisciplinary field, enrolling in the program's own courses and seminars and choosing Afro-American or African-centered courses in a number of schools and departments. These include American Civilization, Anthropology, Education, English, Folklore and Folklife, History, Law, Nursing, Politics,
Science, Religion, Social Work, and Sociology. Afro-American Studies, in addition to its formal academic program, cosponsors an annual series of lectures on various dimensions of Afro-American culture. It brings to campus distinguished Scholars in Residence and Artists in Residence. With the Office of Student Life, AFAMS sponsors an annual leadership education retreat for undergraduate African-American students and potential leaders during a weekend at the beginning of the fall semester. It maintains a Reading Room for research use and publishes an Afro-American Faculty Resource Directory as a guide to sources of assistance and advice. The present director of AFAMS is Professor John Roberts of the Department of Folklore and Folklife.

** An Afro-American Studies Summer Institute for Pre-Freshmen was conducted for the fourth year in 1990 by AFAMS. In an intensive one-week course of study, 40 pre-freshmen were introduced to major intellectual and cultural themes and currents in the 19th- and 20th-century African-American experience. The goal was to help them clarify their own views and values of their African-American heritage and contemporary relations between races and cultures.

** The residential program of the W.E.B. DuBois College House is designed to maximize the academic, cultural, and social benefits that students interested in Black culture and Black studies receive from the University of Pennsylvania. DuBois provides a congenial living arrangement for 90 students who share
those interests; it is also a campus center for cultural, academic, and social programs on the Black experience, and the scene of many of the lectures and events sponsored by the Afro-American Studies program.

** The **Albert M. Greenfield Intercultural Center**, an educational cocurricular unit of Penn's University Life division, encourages students, faculty, and staff to learn as much as possible about American racial minorities (Hispanic, Asian, African-American, and Native American) and their contributions to our diverse society. To this end the Center promotes seminars, activities, programs, and discussions to address current issues and affairs prominent in our society, especially as they concern American racial minorities, the majority society, the Penn environment, and the Philadelphia community. The Center's library, seminar rooms, and meeting rooms are available for use by faculty, staff, and student organizations which share its goals. It provides office space for the United Minorities Council and its affiliated student organizations. Among these are the following:

ACELA. ACELA is the Asociacion Cultural de Estudiantes Latino Americanos. The organization is made up of University of Pennsylvania Latino students as well as those interested in Latino issues and concerns. The goal of the group is to promote Latino cultural, political, and social awareness on campus; they are committed to the admission and retention of Latino students and the establishment of a Latino Studies Program. Recently,
they co-sponsored the first Latino Pre-Applicant Conference with MEChA to give both information about and encouragement to attend Penn to high school juniors and seniors. In addition, they have formed a Latino alumni group in order to keep Latino alumni involved with ACELA and the University.

BSL. The Black Student League is an organization designed to serve as a support mechanism to foster the social, political, cultural, and intellectual needs of African-American students at the University of Pennsylvania. As the umbrella organization for all undergraduate African-American student groups, their goal is to unify the African-American community at Penn. They are also committed to demonstrating to the University and the wider community the richness and diversity of African-American culture. They regularly sponsor lectures and discussions which have in the past year included Congressman Ronald Dellums and Kwame Toure. In addition, they sponsor an annual Kwanzaa celebration and serve as mentors to students in the West Philadelphia area.

CASA. The Carribean American Student Association.

CSA. The Chinese Student Association has approximately 200 members drawn from both the Chinese and non-Chinese communities at the University of Pennsylvania. CSA is primarily a cultural organization, though they do have political aims. They annually sponsor a Chinese New Year celebration in conjunction with the University Museum, as well as several dances, and "Dim Sum outings" to Philadelphia's "Chinatown." In addition, they held, in 1989-90, an Asian Rountable Discussion with the Korean Cultural
Society to discuss the difficulties faced by Asians at Penn and in the wider world.

JCS. The Japan Culture Society is, as its name implies, primarily a cultural organization. They have 50 to 60 members and sponsor a variety of Japanese cultural events, tea parties, and dances throughout the academic year. In addition, they are committed to increasing language and cultural awareness among their members.

KCS. The Korean Cultural Society sponsors several cultural and social activities, such as dances, throughout the academic year; these activities are open to all students at the University of Pennsylvania. KCS is committed to fostering cultural awareness among its members and recently co-sponsored an Asian Roundtable discussion with the Chinese Student Association.

MEChA. El Movimiento Estudiantil Chicano de Aztlan was established in 1969 by Chicano students in Santa Barbara, California. MEChA at Penn was formed in 1972 and is part of the national organization. Their major concerns are the recruitment and retention of Mexican-American students. Their annual calendar of events includes social activities as well as programs aimed at increasing awareness of Chicano culture and concerns. They strive to be a support group on all levels, personal, academic, and extracurricular, and co-sponsored in 1989-90 the First Hispanic Pre-Applicant conference with ACELA.

PPA. The Penn Philippine Association sponsors several dances and speakers throughout the academic year.
PVC. The Penn Vietnamese Club sponsors cultural events and dances on an interschool basis.

SAS. The South Asia Society.

** The Howard Mitchell Fellowship Program, conducted by the Black Wharton Undergraduate Association, annually honors two minority Wharton students, a freshman and an upperclass student, for academic and extracurricular achievement. Support comes from corporations which participate in the annual Howard Mitchell Forum, named in honor of a senior Penn authority on human resources, holder of the UPS Professorship of Human Resources and Management.

GRADUATE AND PROFESSIONAL

Graduate and professional students make up roughly half of the University of Pennsylvania's enrollment. In 1990 about 15 per cent of students matriculating into these programs were from minority populations. The University believes it would benefit from increased minority representation, and is working in a variety of ways to improve it.

One of the major factors affecting a minority student's choice of a graduate or professional school is financial aid. Penn has increased graduate financial aid significantly in recent years, and is seeking support to increase it further.

** The University's major contribution to advancing minority scholars at the graduate level is the Fontaine Fellowship Program, one of the University fellowship programs for graduate students. Named for Dr. William T. Fontaine, the first ful...
affiliated Black professor at Penn, these fellowships since their inauguration in 1968 have provided tuition awards and stipends for some 215 minority men and women in various fields of the arts and sciences. The Fontaine Fellowships currently assist 43 students from an allocation of $285,000, principally from unrestricted University funds.

** Additional aid for talented minority scholars is provided by the W. W. Smith Fellowships at both the predoctoral and postdoctoral levels. These, like certain other University faculty development programs, benefit third- and fourth-year graduate students of great intellectual promise who have passed their qualifying examinations and who wish to pursue teaching and research careers in higher education. The predoctoral fellowships enable students to complete their dissertations on a full-time basis, without the distraction of having to seek employment to support their costs of graduate education. W. W. Smith Postdoctoral Fellowships provide a year of support for recent Ph.D. recipients who show evidence of scholarly achievement and the promise of significant research and publication. Two predoctoral and two postdoctoral fellows receive support each year from the W. W. Smith Charitable Trust. Current funding is $50,000.

** Since 1982-83 the University has participated in the federally financed Patricia Roberts Harris Graduate and Professional Opportunities Program (G-POP). Beginning with nine G-POP fellows in the School of Veterinary Medicine receiving
total of $75,600 in aid, the University now has 13 fellows in Veterinary Medicine, Engineering, Wharton, and City and Regional Planning supported at a level of $195,000. These fellowships are renewable, and the University supplements them with other available support to maintain these students in graduate and professional studies. The University has applied to the U.S. Department for continuing and new fellowship support for FY1992. Additionally, the University has applied for 12 new Harris fellowships for students seeking careers in public service.

** Shils/Zeidman Fellowships -** Established with a grant in 1987 by the late Leonard Zeidman, the Shils/Zeidman fellowship supports Wharton students from minority groups, from Third World countries and from Israel who are majoring in entrepreneurial studies. The fund has received additional gifts from individuals and a foundation and the School hopes to augment the fund substantially in future years.

** The Finkelstein Fellowship was an extraordinary initiative to link graduate support to the mentoring of high school students. Each year, a graduate student who demonstrated exemplary potential for academic leadership was named a Finkelstein Fellow. Full financial support of this student was granted, with the proviso that the student actively engage in programs that encourage high school students to complete high school and enter post-secondary programs. Past Finkelstein seminars, with high school participants in Penn's Upward Bound program, were very
successful. The first Fellow was a Ph.D. candidate in the Graduate School of Fine Arts and the current Fellow is a graduate Music student.

** Penn's interdisciplinary Biomedical Graduate Studies Group (BGS) is expanding its special efforts to include minority students in its program of *Summer Internships in the Biological Sciences*. The program, initiated in 1986, is designed to provide a meaningful experience for talented undergraduates in the laboratories of established biological scientists, to stimulate their interest in scientific research careers. In their efforts to recruit minority undergraduates to the summer program, and to doctoral study at Penn, BGS faculty and staff cultivate contacts at "feeder" colleges having high minority enrollments; they participate in organizations and meetings concerned with minority recruitment; and they obtain names of potential applicants and send mail to them directly. The number of minority students in Biological Summer Internships at Penn has grown from four in 1986 to 1 in 1990.

** The *Medical School Minority Affairs* program is a multi-faceted effort involving recruitment, financial aid, and counseling. The staff visits colleges and attends conferences where minority medical recruiting is discussed; recently the program has begun to reach into Philadelphia's academic high schools to encourage early interest in medical careers. The Office of Minority affairs helps matriculating medical students in obtaining financial aid; through counseling services and sponsored
activities it seeks to ease their adjustment to the medical-school environment and to assure their success in their studies. The Office works with the Biological Graduate Studies Group in recruiting undergraduates for the Biological Summer Internships (see above). Over the past 15 years the number of Penn minority medical graduates receiving the M.D. degree each year has fluctuated between 10 and 19.

**Graduate Recruitment** is both a school and a University-wide responsibility. In 1976 a system, mandated by the Trustees, was established which coordinates, monitors, and evaluates all facets of graduate minority and female admissions. From 1982-1988, the Associate Provost was responsible to the Provost for assuring that an annual pool of exemplary students from groups which have been traditionally underrepresented submit applications—and are admitted—to Penn graduate programs. In 1984 the Minority Graduate Liaison Committee, consisting of representatives from the twelve graduate and professional schools, was formed to coordinate minority recruitment efforts across the University. The Provost’s Planning Committees are presently assessing present School minority recruitment efforts to develop recommendations for enhancing the recruitment and admissions rates of minority graduate and professional students.

Recruiting activities take several forms: (1) Visits to sites chosen to reflect optimal geographic/racial/ethnic diversity, including the University of Puerto Rico at Mayaguez, and historically black colleges including, but not limited to, the
Atlanta University system and Fisk University, Howard University, and Morgan State University. Penn representatives meet with faculty and administrators to establish institutional ties; they interview potential minority candidates and answer questions about graduate study at Penn. Expressions of interest are referred to appropriate Penn schools, and contact is maintained by mail between visits. (2) Participation in major conferences and meetings of groups and associations working to increase educational access for minorities and the disadvantaged. These include the National Name Exchange, the National Council of Educational Opportunity Associations, the Mid-Eastern and Pennsylvania Associations of Educational Opportunity, the National Association for Educational Opportunity, Minority Access to Research Careers, and the Ivy Consortium for Minority Graduate Recruitment. (3) Participation in consortial/list activities sponsored by Educational Testing Service, National Association for Educational Opportunity, National Scholarship Service and Fund for Negro Students, National Name Exchange, and the Council on Financing Higher Education. Penn sends recruitment information to more than 5,000 potential minority graduate students through these consortial activities. (4) Through the University's Minority Graduate Liaison Committee, a limited number of shared recruiting-visits are scheduled to maximize institutional coverage, advertising is sponsored in periodicals devoted to enhancing access for minority students. Penn literature is directed to targeted minority students, and...
the names of minority students who express interest in more than one program at Penn are shared.

** Through the **Graduate Fellow Mentorship Program**, directed by the Assistant Provost in coordination with pre- and post-doctoral fellowship awards, graduate fellows can be assigned mentors who will be responsible for encouraging the fellow's acquisition of academic and research skills necessary to their success in advancing their professional careers. Mentors will be either school faculty members or distinguished graduates and/or practitioners in the graduate fellow's cognate area(s).

** Organizations like the **Minority Graduate and Professional Students Association** provide opportunities for members to meet with their counterparts in all twelve schools and give voice to mutual concerns. Other campus groups of interest to minority graduate students include the Society of Black Engineers, the Society of Hispanic Professional Engineers, the Black MBA Association, the Wharton Latin American Student Association, the Asian American Association of the Wharton School, the Black Law Students Union, the Student National Medical Association, the Organization of Minority Veterinary Medical Students, the Graduate School of Education Multicultural Student Association, Hispanics Unidos of the School of Social Work, and the National Association of Black Social Workers—University of Pennsylvania Chapter.

The **Gloria Twine Chisum Fellowship** has recently been established at the University of support an African-American
graduate student in a doctoral program in the natural sciences, including mathematics. The term of appointment for this fellowship is five years with an annual stipend of $15,000. In addition, all tuition and fees are provided. Funding for a sixth year, if needed, is available.

The University of Pennsylvania Graduate and Professional Program Initiative for Graduates of Historically Black Colleges and Universities is currently being developed by the Offices of the President and Provost. The program will consist of two components, an undergraduate summer research experience and a multi-year graduate and professional fellowship program. This initiative seeks to increase the number of Ph.D. and professional degree recipients from underrepresented minority groups in selected fields in the arts and sciences, thereby enlarging the pool of qualified applicants for appointment to college and university faculties. The University expects to select an initial cohort of ten talented HBCU undergraduates, during the spring 1991 semester, to initiate the undergraduate program component during a summer research residency at the School of Medicine during the month of July.

PRECOLLEGE

In addition to offering high-quality education to all the talented minority undergraduate and graduate students it is able to recruit, the University of Pennsylvania is home to a number of precollege programs for minorities. These activities range from college-level courses for advanced high-school students to
efforts to build literacy in the elementary grades of public schools. Some are openly aimed at recruiting minority applicants of high ability to Penn; some are designed to help more minority students become prepared for suitable colleges, that is, to increase the size of the applicant pool generally; and in others, the element of community service predominates.

** LEAD is a Penn program which has become a national program, involving ten prominent universities. It is a four-week summer program for academically gifted minority high-school leaders who are about to enter their senior year. Since 1980 more than 2,500 talented minority students nationally have been stimulated to achieve collegiate and later successes through LEAD, which stands for Leadership, Education, and Development.

LEAD is a business-oriented program, which began in 1979 as a joint effort by Penn's Wharton School and McNeill Consumer Products Company. It was addressed to the problem of under-representation of minorities in undergraduate schools of business and in the middle management of corporations. Its success led to its replication at nine other schools of business around the nation. Thirty students live on each campus while taking courses on a wide range of business topics, meeting with minority corporate managers, and visiting business offices and industries. Recent minority representation was 63 per cent Black, 18 per cent Hispanic, 18 per cent Asian, and 1 per cent Native American. In 1986, some 120 alumni of the 1982 LEAD program went to work for corporations.
LEAD at Penn is now a University-wide program conducted by the Penn Tutoring Center under the supervision of the Provost; it retains close ties to the Wharton School. It has proven to be a powerful recruiting tool for Wharton and other Penn schools. Last year, of the 300 minority students who participated in the nationwide program, 107 (36 per cent) applied to Penn, 78 were admitted, and 45 are attending. In all undergraduate classes, Penn has 111 LEAD alumni this year: 58 in Wharton, 37 in the School of Arts and Sciences, 13 in the School of Engineering and Applied Science, and three in the School of Nursing. A recent survey of 180 students who had attended LEAD at Penn from 1980 to 1985 found that all were attending or had graduated from college, 114 of them at Ivy League institutions; 54 had chosen Penn.

** PRIME works to nurture aptitude for engineering study in Philadelphia-area minority students as early as the eighth grade. (Its full name is Philadelphia Regional Introduction for Minorities to Engineering.) A joint project of Penn, Drexel, College of Pharmacy and Science, Temple, and Villanova Universities, regional industries, the School Districts of Camden and Philadelphia, and other area institutions, PRIME gives its students special reinforcement in reading, mathematics, and science skills in their schools; 120 of them spend four weeks following ninth grade in a special academic program on the Penn campus in the summer. All of them receive career and college counseling. More than 3,000 students are enrolled in PRIME, and over 90 per cent of them will attend college. Penn's School of
Engineering and Applied Science is active in PRIME, and relies on it as a means of strengthening its minority presence in the community.

** The Minority High School Student Research Apprentice Program each summer brings unusually talented students from two Philadelphia academic high schools to work directly with principal investigators in research projects in the School of Medicine. Last summer eight students from 10th through 12th grades worked in University laboratories for eight weeks in this program supported by the National Institutes of Health. The purpose is to encourage their interest in careers in biomedical research. At the end of the summer the apprentices report orally on their experiences to a seminar of faculty and their peers; they also write technical reports on their projects.

** Upward Bound and Veterans Upward Bound have been operating at Penn since 1980. Upward Bound is a three-year program for economically or educationally disadvantaged high-school students which encourages upward mobility through academic achievement. Ninety-seven per cent of the students who have remained in the program and graduated from high school enter undergraduate study. Veterans Upward Bound is a separate program geared to the needs of older students. The programs have a retention rate of 85 per cent, and have demonstrated beneficial effects on students' standardized test scores, motivation, and high-school grade point average. The Penn Upward Bound programs serve more than 360 students.
** Penn is host annually to some 450 disadvantaged youths participating in the National Youth Sports Program. For five weeks each summer the youths, aged 10 to 16, receive instruction in a variety of sports in University facilities. They also take an enrichment program which deals with drug and alcohol abuse, nutrition and personal health, career opportunities and job responsibilities, and higher education. Most of the program staff members are recruited from the community. The National Youth Sports Program is sponsored by the National Collegiate Athletic Association and the Office of Community Services of the U.S. Department of Health and Human Services.

** The Philadelphia Writing Project (PhilWP) at Penn's Graduate School of Education in 1988 conducted the PhilWP Penn Scholars Program. The purpose of this three-week summer orientation was to help 60 ninth- and tenth-graders participating in the Philadelphia School District's Desegregation Program to strengthen their reading, writing, and studying skills, and to prepare them to deal effectively with the multicultural issues and challenges of going to school in a new environment. The Philadelphia Writing Project, a site of the Bay Area/National Writing Project, is a school-university partnership linking the School District of Philadelphia, the University of Pennsylvania, and the Philadelphia Alliance for Teaching Humanities in the Schools (PATHS).

** Penn participates in the program of the American Foundation for Negro Affairs (AFNA) which helps to prepare
Philadelphia-area high-school youths for college and for careers in medicine and law. The students take extra after-school courses in the classrooms, auditoriums, and laboratories of Penn and other medical and law schools in the region. Steering committees drawn from the professional schools determine the syllabus and curriculum to be taught. Teachers are recruited from Penn, other universities, and local schools. Each summer, 400 to 500 AFNA students spend six weeks on the Penn campus in special studies. The AFNA program, now in its 20th year, claims some 200 medical doctors and 100 lawyers as alumni.

** Penn's Precollege Program offers rising high-school seniors an opportunity to enroll in Penn's summer session, earn college credit, and have a real taste of college life. Admission to the Precollege Program is very selective. This program, like those that follow, is conducted by the College of General Studies (CGS).

** The Penn Summer Science Academy, begun in 1987, offers 32 students finishing the ninth or tenth grade year an opportunity to spend the summer intensively engaged in scientific study and exploration.

** The William Penn Summer Science Enrichment Program offers a four-week science enrichment program for students of average ability from Philadelphia. Penn's program engages 60 ninth- and tenth-grade students, many of whom are minority, in a varied program which includes lectures, laboratory work, access to computers, field trips, and writing exercises during the month of
July. The William Penn Foundation, which funds this CGS program, expects that this intensive experience will encourage these "average" students to make better use of their education.

** The **PENN Partners Program** links about 30 minority students having proven ability and an interest in science with "mentors." The mentors are selected from CGS' Post-Baccalaureate Pre-Health Program, which assists students in returning to school in order to prepare for medical school. The objective of the Partners program is to expose a group of youngsters to medical health professionals and high-achieving role models, to encourage them to set their sights on science and college. The Partners program is a three-year project now in its second year of operation; in its first year it won national recognition as a model of intervention. Funding is by the Jessie Ball du Pont Foundation.

** The **Discovery Program** of CGS offers short courses throughout the year that span the liberal and fine arts and sciences. Age groups range from the early school years to juniors in high school, but the focus is on grades 5 through 10. Participants must be identified by their classroom teachers as being near the top of their class either actually or potentially. The Discovery Program offers financial aid to able students whose parents cannot afford the fees. Aid has been extended to about 20 per cent of the total or nearly 100 students, most of them minorities.
PENN IN THE WEST PHILADELPHIA COMMUNITY

The University of Pennsylvania has been a part of the city of Philadelphia for nearly 250 years. The University has made many contributions to its home city, leading the way in the provision of medical services and research, and educating a significant share of the region's leadership in business, finance, law, technology, architecture and planning, and the health professions.

The University's leaders recognize that the future of an institution is inexorably linked to the future of its city. This University's mission includes both helping students benefit from the rich learning resources that the city represents and fulfilling its responsibilities as a citizen of Philadelphia.

In the West Philadelphia area, where it has resided since 1872, Penn is deeply involved in cooperative projects with its neighbors to resolve urban problems and enhance the shared environment. Penn's efforts in West Philadelphia benefit minority people: the area is about 85 per cent Black, 11 per cent white, and 4 per cent other, including some 17,000 Southeast Asian families.

** The West Philadelphia Partnership, chaired by Penn President Sheldon Hackney, is a major force for community improvement. The Partnership is a consortium of institutions, businesses, and community groups working to enhance the well-being of neighborhoods in West Philadelphia. For over 27 years it has acted as an organizer, coordinator, and catalytic agent
for growth and community development. It has been the liaison between West Philadelphia and that part of it known as University City, where Penn and other large educational and medical institutions are situated. Major medical entities, corporations, neighborhood organizations, colleges and universities, and prominent civic leaders are represented on the West Philadelphia Partnership board. The Partnership provides an organizational framework for cooperative efforts by area institutions and the community.

** The Collaborative for West Philadelphia Public Schools (CWPPS) came into being in 1985 when the West Philadelphia Partnership decided that the institutional resources of the community (Penn, Drexel University, and Philadelphia College of Pharmacy and Science) could be coupled with those of businesses, community organizations, and the public schools to increase the effectiveness of public education in the community. CWPPS, also chaired by President Hackney, was established to develop a common agenda among these constituent groups in support of excellence in West Philadelphia schools. CWPPS as one of its first major projects organized a massive Tutoring Program for West Philadelphia schools, involving some 380 students from Penn and the two other institutions who work with school-age children in public schools and community centers. It published an Educational Resource Guide for use by teachers and others, which lists and briefly describes some 200 organizations and programs which offer various services to West Philadelphia students.
Is College Day brings some 140 juniors from three West Philadelphia high schools to the Penn campus for a day in February; each goes to classes and lunch with a Penn student, and in the afternoon they hear advice from the Office of Admissions about college application procedures. CWPPS has launched a campaign to raise $1.6 million for a College Advise-ment and Scholarship Endowment Fund to help West Philadelphia students attend college. **President Hackney was a founder of the Committee to Support Philadelphia Public Schools (CSPPS), which has much the same goals, on a city-wide basis, as the West Philadelphia Collaborative. CSPPS combines the influence of the University, the public schools, the city's civic and business leadership, and philanthropic organizations in efforts to improve the quality of public education under the superintendent of Philadelphia schools, Dr. Constance Clayton, a University Trustee. Penn faculty are active in a number of CSPPS-sponsored projects such as the Philadelphia Alliance for Teaching Humanities in Schools (PATHS) and the Philadelphia Renaissance in Science and Mathematics (PRISM). **Penn shares with its community another valuable resource—its students. Through the Penn Extension program, students who wish to do volunteer work are matched with agencies and organizations which need their services. By this means Penn students are finding rewarding experiences in cultural, educational, health, human services, and social agencies, enriching their personal and educational lives while at the same time contri-
buting to the betterment of the community of which the University is a part.

** The **West Philadelphia Improvement Corps** (WEPIC) grew from an idea proposed by Penn students in an undergraduate honors seminar in 1985. It is a school-based neighborhood and school improvement program focusing on youth in West Philadelphia. WEPIC serves well over 100 youths at half a dozen schools and engages them during the school year and summer in educational activities designed to improve their community. It has built a staff of ten teachers, two full-time staff, and five part-time Penn students. WEPIC projects include landscaping of schools and the community, housing rehabilitation, recycling, gardening, mural painting, researching neighborhood history, and internships at neighborhood businesses and institutions. WEPIC is working toward creating year-round community schools designed to involve and serve community members of all ages. Operating under the West Philadelphia Partnership umbrella, WEPIC brings together the University and a broad array of governmental and private groups. It has received support from many sources including the U.S. Department of Labor and the Commonwealth of Pennsylvania Department of Education.

At Penn, WEPIC has forged close ties to academic departments and other groups, resulting in: five new seminars focusing on WEPIC in Nursing, History, Landscape Architecture, Communications, and Social Work; formation of a working group composed of 17 faculty members from eight schools and eleven departments.
focusing on issues of school and community revitalization in West Philadelphia; a "Positive Images" tutorial and mentoring program involving 50 Black Penn undergraduates and 50 West Philadelphia High School students; and a national working conference at Penn on "Urban Universities, Job Training and Employment, and School and Community Revitalization" in 1987.

** Through the Wharton West Philadelphia Project, Wharton School students, faculty, and staff are working in partnership with community groups, coalitions, and businesses on economic development projects, and with local high-school students to enhance their educational and career prospects. The project marshals resources from throughout the Wharton School, applying management knowledge and business skills to improve the economic environment and the overall quality of life for neighbors of the University of Pennsylvania. Wharton has been engaged for more than 25 years in working to ameliorate problems that are endemic to America's urban centers. Wharton MBA candidates made a major contribution to planning and implementing a Promote West Philadelphia project, under a neighborhood business revitalization contract with the Philadelphia Commercial Development Corporation.

** Penn is active in the Buy West Philadelphia effort, which helps local vendors learn to sell to major institutions in the area, and informs institutions of available services. In 1987 the University bought $2.74 million worth of goods and services from West Philadelphia vendors, a 110 per cent increase in
dollars spent in the community, compared to $1.3 million in 1986. Penn also is a leader in the Hire West Philadelphia movement, stimulated by an annual Job Fair, which matches local residents with available positions in area institutions. Many Penn employees either come from West Philadelphia prior to employment or choose to live in this community after being employed. Currently, 1,986 full-time employees reside in West Philadelphia. Of this total, 526 are members of Penn's faculty. Additionally, nearly 600 of Penn's part-time work force reside in West Philadelphia. These numbers are exclusive of the 6,600 part-timers who are of student designations, such as work study, teaching assistant or research fellow, who live in West Philadelphia.

Recently, in an effort to improve and increase diversity within its workforce, particularly in job categories where people of color or women should have better representation, Penn has made an effort to establish a community networking forum. A luncheon meeting was held with community representatives from professional, civic, religious, and job training/placement organizations. Sponsored by the Offices of Facilities/Physical Plant, Human Resources and Affirmative Action, the participants explored ways to build on the networking relationship in general and ways to build the explicit pools for existing vacancies within the trades and crafts.

** The West Philadelphia Landscape Plan and Greening Project, another activity of the Partnership, links concern for the
environment to the total quality of community life by expanding upon current West Philadelphia interest and resources in the urban landscape and community greening. A long-term Strategic Landscape Development Plan is being formulated, along with a more detailed plan for landscaping defined smaller areas and scattered sites. Plans will make provision for participation at all levels--individual, group, City, State, and Federal. The University's Fels Center is assisting in organizational aspects, and the Department of Landscape Architecture and Regional Planning will create the strategic plan and provide design assistance to another major participant, Philadelphia Green of the Pennsylvania Horticultural Society.

The Child Care Resource Network, under the auspices of the Faculty Staff Assistance Program, assists University of Pennsylvania faculty and staff in finding day care and other child-related resources. Referrals are made within the five county area but many University employees either reside in the West Philadelphia community or prefer to have their children close to them while they work. Therefore, many of the referrals are made to day care centers, family day care providers and schools within the West Philadelphia community.

** The Say Yes to Education Foundation was established by George and Diane Weiss of Hartford, Connecticut, to follow through on a promise the Weisses made on June 19, 1987, to sixth-grade graduates of Belmont Elementary School: Stay in school, graduate from high school, gain entrance to a two-
four-year college or an accredited vocational training school, and the Weisses will pay all tuition expenses. In addition to guaranteeing the students' tuition, the Weisses established a program designed to guide and assist students through the next six years by offering supportive services such as counseling, tutoring, eye and dental examinations, and career-awareness projects. The Say Yes to Education Foundation, a supporting organization attached to the University of Pennsylvania, manages the scholarship endowment and the operating funds; it will also encourage the establishment of similar programs beyond West Philadelphia.

** Through the Child Health Assessment Program at West Philadelphia Community Center, the School of Nursing seeks to reduce high infant-mortality rates in parts of the area. Graduate pediatric nursing students screen children ranging from infants to 12-year-olds for impairments in hearing, vision, and speech, congenital conditions requiring medical intervention, generalized developmental delays, and nutritional and dental problems. These conditions are reported to the Center staff and to parents with recommendations for corrective action, thus increasing the children's chances for normal development.

** During a speech at the outset of Penn's 250th celebration in 1990, President Hackney pledged $1 million to endow a fund that will provide last dollar scholarships to academically eligible graduating seniors from public schools in West Philadelphia to attend two or four year colleges. The Philadelphia Scholars Fund
was further enhanced by a gift of $750,000 from Core States Financial Corporation in 1991. To date, about 60 students from West Philadelphia high schools have received last dollar grants through the Philadelphia Scholars Fund. Awards are currently restricted to a maximum of $1,000. A goal of raising $15 million for the Fund has been set which would allow the program to assist students throughout the Philadelphia School District.

** The West Philadelphia Mental Health Project is an effort to bring desperately needed coordination and continuity to service from many agencies for over 15,000 people in West Philadelphia.

** The Catto Educational Center/Penn-Bartram School for Human Services. This is the continuing commitment of Penn's Graduate School of Education to the public schools of Philadelphia and to the Penn-Bartram program.

GENERAL ACADEMIC AND SUPPORT PROGRAMS

The University of Pennsylvania maintains a number of offices, committees, centers, funds, and programs which serve the general purpose of sustaining and enhancing a significant minority presence in the Penn administration, faculty, and student body. These highly diverse entities are discussed here.

The Program to Enhance Minority Permanence, launched with approval of the Trustees in 1985, is the central University effort to increase the under-representation of minorities on campus. Its announcement signified a commitment by Penn to accomplish this objective, and established a plan and priori-
ties. It targeted specific departments as holding the greatest potential for building a nucleus of minority faculty members, one senior and two junior, and assigned priority to recruiting in those departments. It called further for a program of visiting minority scholars and a minority faculty advancement fund. For graduate-student recruitment and retention, the Program specified increased first-year and pre- and postdoctoral fellowship support. It called for enhanced under-graduate scholarship funds. It projected increased support of special programs to enhance the environment for Penn's Black community, such as the Afro-American Studies Program.

The University set a fund-raising goal of $6 million for the Program to Enhance Minority Permanence. As of mid-1988 that goal had been surpassed, with $7.3 million committed by major corporate, foundation, and alumni contributors. The University now seeks to raise this total to $10 million by 1990, $35 million by 1996, and $75 million by the year 2000. This extended effort will be designated the Second Century Fund Campaign, in celebration of the second century of minority presence at Penn.

The Minority Permanence Development Committee, chaired by the Provost and consisting of senior minority faculty and officials of the University, meets regularly to discuss fund-raising progress and allocation of funds.

The Black Presence Steering Committee, also chaired by the Provost and including all tenured Black faculty at Penn, advises the President and Provost on all issues relevant to enhancing the
Black presence at Penn. The Provost's Reinvestment Fund has recently been merged with the Minority Presence Development Fund.

Among the initiatives encouraged by the Fund is the new **Center for the Study of Black Literature and Culture**. The Center which was instituted in 1989 promotes interdisciplinary approaches to Black literary scholarship, including the hosting of four distinguished resident fellows - made possible by funding from the Rockefeller Foundation. The Center sponsored faculty seminars, a distinguished speaker series, and a two-week, intensive summer seminar on pedagogy attended by both center faculty and representatives from the Philadelphia Public School System. The Center has also worked with the Philadelphia School District to develop new ways to teach Black literature and culture among the district's 200,000 students, helping teachers make use of the growing body of scholarship in Afro-American literature. The Center is headed by a leading Black literary scholar, Dr. Houston A. Baker Jr., Albert M. Greenfield Professor of Human Relations.

The **African-American Resource Center** (AARC), which opened in 1989, helps to build a more supportive environment for members of Penn's African-American community. It provides members of the community, particularly staff, administrators, and faculty, with advice and referral to existing University resources which can help to meet their concerns, and will act as an advocate for them. The AARC also works with other University units to resolve issues and concerns important to African-American people,
and serves as a consultant to University entities seeking to enhance programming of particular significance to the Black community. Through its work, the AARC has developed institutional "network" systems for African-American staff, students, faculty, and alumni.

The University abides by and often exceeds the affirmative-action requirements of the U.S. Department of Labor and the Office of Federal Contract Compliance Programs (OFCCP). The Affirmative Action Council, made up of key Penn faculty, staff, and administrators, gives advice and makes recommendations to the President about affirmative-action issues and policies.

A recently appointed Task Force for Affirmative Action is reviewing recommendations made by the federal agencies and addressing technical and procedural issues to ensure compliance with federal regulations. Task Force members are University administrators responsible for implementing initiatives recommended by OFCCP.

The Office of Affirmative Action (OAA) is responsible for the development and implementation of the University's Affirmative Action Program and for liaison between federal, state, and city compliance agencies and the University. OAA oversees programs designed to increase the representation of minorities, women, and the disabled throughout the University. To this end it engages in numerous projects and initiatives, including presentations on and off campus. Staff members assist University search committees and are preparing a training man...
for non-faculty affirmative-action compliance officers.

The University's Racial Harassment Policy was updated and republished, along with a parallel policy on sexual harassment, in December 1988. The policy statement defines the kinds of behavior which constitute harassment and sets forth the University's resources and procedures for dealing with them. It directs that deans of schools and directors of major administrative units appoint persons as Harassment Information Resources (HIRs) to meet in confidence with individuals who believe they are being harassed, and to help them find University resources for support and counsel. Ten such resources, including the Office of Affirmative Action, are described. Formal and informal mechanisms for mediation and resolution or adjudication of harassment complaints are specified. The policy calls for central reporting of harassment cases to the University Ombudsman, and for programs of education and prevention. The policy is currently being reviewed and updated by the University community.

Diversity Education Program - Diversity/awareness programs were implemented in Fall 1989 in dormitories and college houses.

Diversity Education Program for Employees - The composition of today's workforce is drastically changing, with an estimated 70% of the total workforce expected to be composed of women, minorities, and immigrants by the year 2000. Therefore, it is important to create and promote a positive pluralistic environment in regards to race, gender, age, ethnicity, and persons with disabilities. To address these issues at Penn, the Office of
Human Resources/Training and Organization Development designed and is conducting a series of programs directed toward helping University employees better understand the issues and implications of diversity at work.

In 1988, Training and Organization development contracted with an external consultant (Elsie Y. Cross, Associates, Inc.) to provide Managing Diversity programs for key members of the Penn community. Managing Diversity is a three-day change program designed to provide organizational renewal and the maximum use of human resources through removing individual, group, and organizational barriers which prevent full utilization of all employees. The program provides skills to help participants become more effective in servicing and working with a multicultural population. Since 1988, over 150 senior administrators, including the President and members of the President's Management Group, have attended the program.

Training and Organization Development also designed and facilitated a Diversity At Work series in the spring of 1988. Over 80 University employees attended this program. The three half-day programs incorporate a three-part video series which portrays specific situations that cause conflict when dealing with people who are different and how such situations can be better handled. By using the video series, the program addresses issues concerning stereotypes and assumptions, unwritten rules and double standards, cultural differences, the stresses of being bi-cultural and communication styles.
The results of these programs include heightened awareness of issues of gender and race, improved communication, increased understanding of individual and group differences as well as ongoing open discussions on how these issues affect the workplace environment.

Training and Organization Development is committed to meeting the needs and expectations of a diverse workforce and will continue to explore additional strategies for addressing issues of diversity as well as ongoing evaluation of current programs.

**Staff Relations** - The University recognizes the need for and makes every effort to ensure that Penn's work environment is a positive one for all employees; one that not only is accepting of differences but also one that values those differences.

In support of the University's commitment to Diversity, the Office of Staff Relations identified an external consultant to provide Diversity Training for members of the University community including senior management. In addition, each member of the Office of Staff Relations staff participated in the Managing Diversity workshop, and diversity sensitivity training is an ongoing part of our staff development efforts.

The Office of Staff Relations also chairs a policy review committee as a part of the effort to sensitively update Human Resources Policy. The committee is composed of members of the University community including representatives from the various advocacy groups (e.g., Affirmative Action, Penn Women's Center,
Ombudsman). One of the purposes of the group is to provide input and feedback regarding policies to ensure that they do not represent silent barriers or have an adverse impact on women or people of color.

Staff Relations is assisting the grievance subcommittee of the Affirmative Action Council in rewriting the Staff Grievance Procedure to ensure that the process is fair and equitable for all University employees.

The mission of the Office of Staff Relations and the role it plays within the University community is to provide leadership and guidance in the development and maintenance of a positive work environment which promotes effective communication, consistent fairness and a collaborative exchange between management and staff. To this end the Office of Staff Relations develops and conducts programs and workshops, develops policies, resolves conflicts and assists all members of the University community with issues and concerns regarding the workplace. This includes addressing problems of Diversity (e.g., investigating harassment and discrimination complaints) as well as providing leadership in sensitizing the University community to issues of Diversity.

Office of Labor Relations - The Office of Labor Relations is providing supervisory training in the form of seminars, informational bulletins, and consulting services to support the continuous education of supervisors of unionized employees and represented employees in order to maintain a positive labor climate.
This training also includes addressing issues of recruitment and Diversity.

The Office of Labor Relations is focusing increased attention on the issue of recruitment and hiring of people of color and women in the Physical Plant trades. The Office of Human Resources/Labor Relations co-sponsored a community networking lunch to seek the assistance of community leaders toward the goal of recruiting applicants of color for Physical Plant trades positions.

**OHR/Employment** - The Employment Office supports the University commitment to diversity in several ways. Employment specialists assist hiring officers to develop applicant pools which are not only competitive but also diverse. Also, the specialists are able to influence hiring officer's decision-making processes to ensure a greater representation of all ethnic groups among University staff.

The Employment Office works very closely with the Office of Affirmative Action to ensure compliance with EEO regulations.

Another important part of the Employment Office's activities focusing on Diversity is represented in outreach efforts to the surrounding community. The specialists regularly conduct seminars and workshops on Career Assessment, Resume Writing, Interviewing Techniques and Conducting an Effective Job Search to assist individuals to become more "job ready" and eventually competitive candidates for positions are Penn. Also a representative of the Employment Office regularly attends the...
ity breakfast sponsored by the Community Relations Office and participates in meeting with West Philadelphia political leaders and constituencies.

While focusing efforts on developing and maintaining diverse applicant pools, the Employment office serves the needs of current employees. The Employment Office continues to take a lead in promoting service seminars, workshops, and processes necessary for a quality worklife for all employees.

**Information Management** - Coordinated the efforts of University Management Information Systems (UMIS), Equal Opportunity and Planning Analysis in the rewrite and testing of all affirmative action reports to function with the new personnel/pay-roll system. These included the workforce analysis, utilization analysis, promotion analysis and monitor reports.

This office, in cooperation with the Office of Compensation, developed data for an institution-wide salary equity and promotional opportunity analysis conducted by Towers, Perrin, Forster and Crosby (PTF consultants). They developed summary reports for senior management profiling the progress that women and people of color have made in the administrative staff from 1983 to 1987 and are taking a close look at promotion policies, and launching a Salary Management Initiative program. Compensation's longer term goal includes in-depth analysis of employee turnover, the assignment of job classification within grades and to look at other approaches to position classification such as using a
factor-based technique that identifies job requirements in a more systematic way.

This office is also coordinating efforts to update ethnicity data for all University support staff.
THE CAMPAIGN FOR PENN:
$35,000,000
ENHANCING MINORITY PERMANENCE

PROSPECTUS
MAY 1990

THE UNIVERSITY BOARD OF TRUSTEES

University of Pennsylvania
SUBJECT TO COMPLETION, DATED 1994

PROSPECTUS

$35,000,000
Enhancing Minority Permanence

The University of Pennsylvania has a special responsibility to itself and to the nation to promote the increase of minority faculty and students on its campus. The University’s responsibility is based both on the value of a Penn education in the lives of individuals from underrepresented minority groups and on the value of a diverse community of faculty and students to Penn. That diversity is vital to the kind of education that Penn seeks to offer all students and to the kind of environment Penn strives to provide. It is also vital to a nation whose continued leadership will require the talents of all its citizens.

The University seeks to enhance minority permanence in four key areas: graduate education, faculty development, undergraduate education, and academic and student life programs. To support these efforts, the University seeks investments totalling $35 million over the next five years.

Investors are advised to read this prospectus and to retain it for future reference.

The goals of the Campaign and the gift opportunities listed herein have been approved by the University of Pennsylvania Board of Trustees.

<table>
<thead>
<tr>
<th>Goals of the Campaign</th>
<th>Gift Opportunities</th>
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<tbody>
<tr>
<td>Graduate and Post-doctoral Fellowships</td>
<td>$50,000 to $500,000</td>
</tr>
<tr>
<td>Endowed and Term Chairs and Visiting Faculty Funds</td>
<td>$50,000 to $1,250,000</td>
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<td>Undergraduate Scholarships</td>
<td>$25,000 to $100,000</td>
</tr>
<tr>
<td>Academic and Student Life Programs</td>
<td>$50,000 to $250,000</td>
</tr>
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</table>
Participation in higher education is a key indicator of a nation's vitality. Colleges and universities teach the knowledge and skills critical to a nation's economic, political, and social well-being. Consequently, when any population group is left out of the higher education process, there is cause for great national concern.

By the year 2000, one-third of all school-age children will be minorities. Yet the rate of minority participation in higher education, particularly for African Americans, Hispanics, and Native Americans, not only is not growing but has actually declined since 1975. At all levels, baccalaureate, master's, and doctorate, minority enrollments are disproportionately low.

Statistics at the doctoral level are particularly discouraging. With fewer minority students pursuing doctoral degrees and teaching careers, there will be fewer minority teachers to serve as role models for minority students and to expose other students to minority citizens in leadership roles.

Current minority faculty statistics reflect a history of low participation in higher education. Even colleges and universities with a strong commitment to hiring minority faculty have been unable to reach a minority faculty level commensurate with minority student enrollment, let alone proportionate to the population at large.

If the United States is to meet the challenges of the next century, it must increase the level of minority participation in higher education. An educated citizenry that includes all is vital to our future.
3 percent of the standing faculty are minorities. African-American and Hispanic students comprise 8.9 percent of the undergraduate enrollment. In the graduate and professional schools African-American students make up 3.4 percent of the population, Hispanics, 1.5 percent, and Native Americans, 0.3 percent.

Despite their low numbers, minority students and faculty members play an active role in University life. African-American and Hispanic undergraduates are represented in all areas of the University, including student government, academic societies, athletics, arts and entertainment, residential living and learning, academic councils, and extramural committees.

Minority graduate and professional leadership in the University's academic life also has grown significantly in recent years. Penn's Black and Hispanic Alumni Association plays an increasingly active role in shaping the University's future. The Black Faculty, Staff and Administrators Organization has expanded its role in shaping policies and programs. In addition, a new African-American Resource Center was established to further support the African-American community at Penn.


Influential and active, Penn's minority presence is a major University resource. Yet, minority faculty and student numbers remain too small a percentage of Penn's academic community.

---

The Challenge

The University of Pennsylvania is in a unique position to provide leadership in increasing minority participation in higher education. Its location in an
urban area with abundant archival, scholarly, and social resources; its tradition of minority scholarship, and its commitment to minority education provide an opportunity to demonstrate to the nation—and the world—how a great research university can reach out to all segments of the population and bring them into a diverse and thriving educational community.

To provide this leadership, the University must increase the number of minority students and faculty and provide them with the resources to remain at Penn until they have achieved their academic and professional goals. Recruitment and enrollment are not enough. Retention is the key to success.

### Graduate and Postdoctoral Students

One of the best ways to increase the number of minority faculty members is to increase the number of scholars-in-training at the graduate and postdoctoral levels. However, the number of minority graduate students is small and declining for both historic and economic reasons. In the past, minority students have not been encouraged to pursue doctoral programs, and such long and costly programs have often been beyond their financial reach. Government aid for graduate work is minimal, fellowships have been hard to obtain, and teaching and research positions have been scarce. This combination has kept many highly able students from obtaining doctorate degrees and entering the teaching profession.

The University of Pennsylvania cannot single-handedly reverse the decline in minority graduate enrollment, but it can and must offer the kind of support that will encourage minority students to do graduate work at Penn.

The Campaign for Penn, therefore, seeks funding for:

- **Endowed and term graduate and post-doctoral fellowships** to attract the very best minority scholars-in-training;
• Expanding innovative and successful recruitment programs, including scholars' weekends and conferences, for minority graduate and professional students;
• Supporting visiting minority graduate students in order to enrich their academic preparation and assist Penn in recruiting them for faculty positions.

Faculty Development

Like its peer institutions, the University of Pennsylvania has had difficulty in expanding minority representation among its 1,800 standing faculty. Across the University, there are only 50 African Americans, 33 Hispanics and one Native American on the standing faculty. Many of these faculty are in the professional schools where they have limited contact with undergraduates.

Despite more than two decades of aggressive recruiting, the number of minority faculty members remains small; competition for the small pool of African-American and Hispanic scholars is fierce. Clearly the University will have to make a significant financial investment to attract and retain minority faculty of the highest calibre.

The Campaign for Penn, therefore, seeks the following investments:

• Endowed professorships to attract, retain, and reward exceptional scholars who will create a critical mass of senior faculty;
• Endowed assistant professorships and term chairs to recruit young faculty, the next generation of academic leaders;
• Distinguished visiting professorships to broaden the range of minority intellectual activity at Penn, give that activity a national and international dimension, and provide an augmented resource pool for minority scholarship;
Undergraduate Students

A university’s strength is defined in large part by the quality of its undergraduate population. Accordingly, Penn’s minority undergraduates and alumni contribute to the University’s reputation and are a source of great pride. A significant increase in their numbers will be of great benefit to the University and to society.

Clearly, there will not be more minority undergraduates unless minority high-school students have more incentives to enroll in the University. Minority students are faced with formidable obstacles to a private four-year college education as tuition rates, even at public institutions, have been increasing at about twice the rate of the median minority family income. At the same time, government aid to students has declined. To encourage enrollment of minority youth who have demonstrated the potential to meet Penn’s academic standards, the University must increase available scholarship funds.

The Campaign for Penn seeks support for:

- **Endowed scholarship funds** to encourage the enrollment of minority students.

Programs

To create and maintain an environment responsive to the interest, concerns, and aspirations of a diverse minority community, the University of Pennsylvania must strengthen and expand programs which provide intellectual support to minority faculty and students. Following are examples of programs for which major philanthropic investments are needed.

- **Minority faculty research funds** to provide recruitment incentives and assist with start-up costs of new academic initiatives.
The Afro-American Studies Program, an interdisciplinary academic program that provides students with an opportunity to learn about the history of African Americans, their present condition, and prospects for the future.

The DuBois College House, a living-learning residence founded in 1974 to bring together students interested in African-American culture and studies.

The Center for the Study of Black Literature and Culture, a University research program devoted to African-American and African diasporic literary and cultural study, that sponsors both practical and theoretical projects and includes a distinguished speakers series and a residency fellowship program.

The Albert M. Greenfield Intercultural Center, established in 1984 to increase the University community's appreciation of minority contributions to American society and of the issues concerning minority groups on campus.

The PRIME Program, a joint effort by the University of Pennsylvania, Drexel, Temple, and other universities to strengthen the academic skills of high-school students who have the potential to succeed in engineering programs.
<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Chicano/Puerto Rican</th>
<th>Asian</th>
<th>Latino</th>
<th>Native American</th>
<th>Total</th>
<th>MRP</th>
<th>Percentage of all Freshman</th>
<th>Total Non-MRP Applicants</th>
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**ADMISSIONS**

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<td>51</td>
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**MATRICULANTS**

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<th>Matriculants</th>
<th>Admits</th>
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<td>399</td>
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**Notes:** Admit Rate = Admits/Applicants
Yield Percentage = Matriculants/Admits
### Undergraduate Admissions

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<td>52.6</td>
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<td>103</td>
<td>77.4</td>
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### Key Segments of Freshman Pool:

#### Early Decision
- 1,401 +14.0, 1,229 *840 60.0 62.9 773 805 95.8 96.4 745

#### Regular Decision
- 11,073 +29.4, 8,560 4,108 37.1 44.7 3,830 1,490 36.3 41.0 1,570

### Minorities:
- 4,915 +33.0, 3,695 1,800 36.6 42.7 1,578 760 42.2 45.9 724
- 788 +36.8, 576 374 47.5 53.0 305 150 40.1 36.7 112
- 3,489 +31.6, 2,651 1,153 33.1 39.4 1,045 489 42.4 47.9 499
- 118 +45.7, 81 50 50.9 61.7 50 22 36.7 42.0 21
- 362 +30.2, 278 142 39.2 43.5 121 73 51.4 51.2 62
- 138 +43.8, 96 63 45.7 53.1 51 22 34.9 51.0 26
- 20 +53.9, 13 8 40.0 46.2 6 4 50.0 66.7 4
- 618 +35.8, 455 261 42.2 48.8 222 117 44.8 49.1 109

### Alumni
- 648 +7.3, 604 395 61.0 72.9 440 262 66.3 63.0 277

### Faculty-Staff
- 91 -8.1, 99 58 63.7 79.8 79 45 77.6 82.3 65

### Athletics
- 1,169 +17.5, 995 544 46.0 51.2 509 282 51.8 55.0 280

### Female
- 5,190 +34.9, 3,848 2,159 41.6 51.0 1,964 992 46.0 50.9 999

### Pennsylvania Residents (FR)
- 1,452 +12.7, 1,287 740 51.0 56.3 724 444 60.0 60.1 435

### Philadelphia Residents (FR)
- 272 +15.6, 232 133 48.9 43.3 101 88 66.2 58.4 59

### Philadelphia High Schools (FR)
- 205 +15.6, 232 129 46.3 43.3 103 81 68.2 60.2 62

### PA Residents (TRF)
- 342 +16.3, 294 153 44.7 46.9 138 120 78.4 71.0 98

### Sec Sch - Public
- 7,513 +26.8, 5,927 3,014 40.1 47.5 2,817 1,396 46.3 50.5 1,423
- Private
- 4,175 +29.4, 3,226 1,666 39.4 46.5 1,500 774 47.0 50.8 762

### Sept. Transfers (a)
- 1,349 +47.6, 914 426 31.6 38.3 350 270 63.4 69.4 243

#### COL
- 716 +40.7, 509 264 36.9 44.8 228 169 64.0 69.7 159

#### ENGR
- 198 +54.7, 128 36 18.2 26.6 34 18 50.0 58.8 20

#### WHAR
- 304 +38.8, 219 53 17.4 26.0 57 40 75.5 77.2 44

#### NURSING
- 126 +142.3, 52 69 54.8 55.8 29 40 58.0 65.5 19

### January Transfers
- **190 -13.2, 219 70 36.8 33.8 74 57 81.4 66.2 49

#### COL
- 104 -8.0, 113 44 42.3 39.8 45 32 72.7 57.8 26

#### ENGR
- 14 -39.1, 23 5 35.7 17.4 4 4 80.0 25.0 1

#### WHAR
- 57 -21.9, 73 16 28.1 26.0 19 -16 100.0 84.2 16

#### NURSING
- 15 +50.0, 10 5 33.3 60.0 6 5 100.0 100.0 6

---

'a92, 2,483 FR deposits-paid = 2,295 matriculants + 60 Holdovers to '93 + 128 Cancels-after-deposits. FR TGT: 2,250

'91, 2,461 FR deposits-paid = 2,315 matriculants + 40 Holdovers to '92 + 106 Cancels-after-deposits. FR TGT: 2,250

(a) 0 No-Actions

PMR-1992 730 EDPs Admitted in December 1991 (456 COL; 84 ENGR; 158 WHAR; 32 NUR) and 708 of these paid deposits by 4-1-92 (443 COL; 80 ENGR; 154 WHAR; 31 NUR).

**215 originally; 25 Jan. TRF Applicants became Sept. TRF candidates.
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<th>NAME</th>
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<td>COMPUTER &amp; INFORMATION SCI</td>
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<td>STEVENSON, HOWARD</td>
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<td>FOLKLORE &amp; FOLKLCIFE</td>
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