



Brown • Columbia • Cornell • Dartmouth • Pennsylvania • Princeton • Yale

Table of Contents:

The Steering Committee..... 3

Schedule of Events..... 4

I. Students’ Role in Financial Aid Policy..... 5

II. Public Course Evaluation Systems..... 11

III. Off-campus Community Involvement/Relationship with Local Government..... 17

IV. Internship/Externship Programs Initiated by Students..... 23

V. Tuition—especially for Study Abroad and International Students..... 29

VI. Sexual Assault on Campus..... 34

VII. Mental Health Facilities..... 39

VIII. Admissions Reach Out to Under-Represented Districts..... 44

IX. Environmental Issues—Global Warming, Emissions..... 52

X. Alcohol Policy..... 57

XI. Dining Options..... 63

XII. Summer Storage..... 67



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The Steering Committee 2006 - 2007

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VP-Internal.....Erin Cho.....University of Pennsylvania
VP-Policy.....David Ali.....Columbia University
VP-Programs.....Grayson Fahrner.....Cornell University
VP-Intergroup.....Mazdak Asgary.....Cornell University
VP-Finance.....Brendan Gleason.....Columbia University
VP-Communications.....Lauren Barnett.....Princeton University

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IvyCORPS Chairperson.....Mollie Pickens.....Columbia University

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Brian Becker.....Brown University
Eash Kumarasamy.....Columbia University
Ryan Lavin.....Cornell University
Katy Whisenhunt.....Dartmouth University
Bing Chen.....University of Pennsylvania
Sunshine Yin.....Princeton University
Rebecca Taber.....Yale University

Ivy Council Conference

Fall 2006

Princeton University

Friday, November 10, 2006

6:00 – 10:00 PM	Arrival Check-in	Whig-Clio Senate Chamber
10:00 PM	Steering Meeting	Whig-Clio Senate Chamber

Saturday, November 11, 2006

9:15 AM	Catered breakfast Announcements	Frist 302
9:45 – 10:45 AM	Presentation	Frist 302
10:45 – 11:30 AM	Breakout Session 1	Sexual Assault – Frist 205 Mental Health Facilities – Frist 206 Tuition – Frist 207
11:35 – 12:20 PM	Breakout Session 2	Financial Aid – Frist 205 Summer Storage – Frist 206 Admissions Outreach – Frist 207
12:30 – 1:20 PM	Lunch	On your own
1:30 – 2:15 PM	Breakout Session 3	Alcohol Policy – Frist 205 Dining Options – Frist 206 Environmental Issues – Frist 207
2:20 – 3:05 PM	Breakout Session 4	Internship/Externships – Frist 205 Community Involvement – Frist 206 Course Evaluation – Frist 207
3:10 – 5:00 PM	Free time in Princeton	Various – See Welcome Packet
5:30 – 7:00 PM	Presentations/Discussions	Frist 302
7:00 – 7:30 PM	Break	
7:30 – 9:30 PM	Banquet	Chancellor Green Rotunda
10:00 PM	Fun Times at Princeton U	

Sunday, November 12, 2006

9:30 AM	Catered breakfast	Guyot 10
10:00 AM	Steering Meeting	Guyot 10

I. Students' Role in Financial Aid Policy

Brown University

1). What is your financial aid policy?

Beginning with the Class of 2007, Brown implemented a need-blind admission policy for all US citizens and permanent residents. This means that an applicant's ability to pay for their education will not be a factor in their admission decision. This policy allows Brown to open its doors to students who previously thought that an Ivy League education was out of reach and therefore allows Brown to maintain a student body that is strong in intellect, diverse in character, and driven to achieve. This policy ensures that 100% of a student's financial need will be met once that student is admitted to the university.

2). Do students have any role in setting financial aid policy at your school?

No, although students were involved in the recent search committee for a new Director of Financial Aid.

3). Have there been efforts on campus to get students involved with financial aid policy? How has the administration received those efforts?

No.

4). Has there been any effort to provide financial aid for international students a priority for your school if you do not have a program instated already?

Yes, it is something that is being pursued heavily by the administration, and year by year more money is being channeled into international financial aid, with need-blind the eventual goal.

Columbia University

1). What is your financial aid policy?

Beginning with the 2007-08 academic year, Columbia's Financial Aid Office will be issuing grants instead of loans for students of families earning less than \$50,000 per year.

- Almost 50% of Columbia undergraduates receive some sort of financial assistance.

- 80% of first-year students applying for financial aid received a need-based aid award.
- The most recent average financial aid award for entering first-years was \$27,203 (combination of grant, loan and part-time job).
- Over 40% of Columbia undergraduates are awarded need-based grant aid.
- Columbia has committed over \$40 million of its resources for grant aid to undergraduate students.
- Of the wealthiest private colleges in America (those with endowments of over \$500 Million), Columbia has the highest proportion (16%) of undergraduates receiving federal Pell Grants in the Ivy League, illustrating Columbia's commitment to socio-economic diversity on its own campus.

2). Do students have any role in setting financial aid policy at your school?

Students do not have a role in setting financial aid policy. However, there are many student activists who have written to the administration and have written editorials in the Columbia Daily Spectator urging for financial aid reform.

3). Have there been efforts on campus to get students involved with financial aid policy? How has the administration received those efforts?

Students have written editorials in the Columbia Daily Spectator regarding financial aid policy, but no effort has been made to get students actively involved with policy setting.

4). Has there been any effort to provide financial aid for international students a priority for your school if you do not have a program instated already?

International students do not, for the most part, qualify for financial aid because they do not qualify for federal financial aid. There are certain scholarships that are available for international students, but these are limited in number. There has been no sincere effort to make financial aid available to international students.

Cornell University

1). What is your financial aid policy?

Cornell's financial aid programs are exclusively "need-based," and awards are given based on determined parent and student contribution amounts.

Common Components:
 Cornell University Grant
 Fellowship Grants
 Federal Pell Grant
 Respective State Grants

William D. Ford Direct Subsidized (or Unsubsidized) Loan
Federal Perkins Loan
Cornell Key Alternative Loan

“No matter what your family's financial situation is, Cornell University provides a wide range of financing options to make education affordable. We encourage all students who think they need aid to apply. For families with demonstrated financial need, we develop financial aid packages that may include grants, work-study, and loans. Other non-aid financing options are also available such as loans from outside sources, federal parent loans, and Cornell's interest free installment payment plan, which is administered by the Office of the Bursar.”

2). Do students have any role in setting financial aid policy at your school?

Cornell's assembly system has a “Joint Assemblies Financial Aid Review Committee,” in which a group of undergraduate & graduate students, faculty, administrators, and staff review Cornell's various programs and policies. The committee also has jurisdiction over an emergency grant, “Student Helping Students,” which is a fund allocated from the Student Activities Fee.

3). Have there been efforts on campus to get students involved with financial aid policy? How has the administration received those efforts?

The creation of the JAFARC (Joint Assemblies Financial Aid Review Committee) has done a significant job in providing student input into financial aid policy. The Provost for Admissions and Enrollment and the Dean of Financial Aid attend these meetings.

4). Has there been any effort to provide financial aid for international students a priority for your school if you do not have a program instated already?

Cornell University has created an office exclusively serving international students in need of financial aid. There is a separate application and award process as these students cannot receive federal aid, but are assisted in other financial venues through the university.

Dartmouth University

1). What is your financial aid policy?

“Admissions: The Admissions process is need-blind for all U.S. citizens, permanent residents, and holders of certain U.S. refugee statuses. The Admissions process is also need-blind for Canadian and Mexican citizen. The admission candidacy of applicants who do not fall into either of the above categories considers both financial need and admissions criteria.

“Financial Aid: Financial aid is awarded based on demonstrated financial need rather than on merit, athletic ability, or special talents. Dartmouth guarantees to meet 100% of each family's demonstrated financial need during the student's four years of undergraduate study. Each family's need is re-assessed each year and the financial aid package is adjusted, as necessary, to assure that it is commensurate with demonstrated need.” (<http://www.dartmouth.edu/apply/financialaid/policies.html>)

2). Do students have any role in setting financial aid policy at your school?

No.

3). Have there been efforts on campus to get students involved with financial aid policy? How has the administration received those efforts?

No.

4). Has there been any effort to provide financial aid for international students a priority for your school if you do not have a program instated already?

No.

Princeton University

1). What is your financial aid policy?

Princeton's goal for financial aid is to make it possible for any student admitted to Princeton to attend regardless of financial need. This is to ensure economic diversity among the student body. Admission is completely need-blind. An early estimator for financial aid for the parents of perspective students is available online to assist applicants in determining their estimated financial aid package. However, each student's aid package is determined individually upon admission based on need and is reassessed every year.

Approximately 54% of the student body receives some kind of financial aid, up from 38% in 1998. The average grant per student is about \$30,000 per year compared to about \$15,000 per year in 1998. A large factor in this rise has been the elimination of student loans. Since 2001, financial aid at Princeton has been solely based on grants, allowing students to graduate debt-free. To supplement their grants, students are also usually asked to work a campus job for several hours a week. A website is maintained to help students find campus jobs, and working for Dining Services by assisting in the dining halls during meals is a popular option.

A recurring issue on campus is financial aid for eating club membership. Now, eating club members on financial aid receive as a grant for their eating club costs about \$4,000, the amount of a Dining Services contract. However, this often leaves members short about \$2,000 or \$3,000. Recently, some members of the student body have called

on the University to make grants to cover this gap. Currently, the University will only offer loans to students to cover the gap.

2). Do students have any role in setting financial aid policy at your school?

Princeton as a Faculty and Student Committee on Undergraduate Admission and Financial Aid. Undergraduates, working closely with the faculty, play a role in advising the Admissions and Financial Aid Office on policy. Additionally, the Undergraduate Student Government at times plays a role in advocating changes to financial aid policy, but it does not have a formal policy-making role in financial aid policy.

3). Have there been efforts on campus to get students involved with financial aid policy? How has the administration received those efforts?

At times, the Undergraduate Student Government (USG) has made an effort to advocate policy changes for financial aid, with mixed sympathy from the Administration. Earlier this year, the USG adopted a resolution advocating more financial aid for members of eating clubs. The resolution, however, was simply a recommendation because the USG lacks any formal role in policy making for financial aid. So far, the administration has not made any changes to the aid policy for eating club members.

4). Has there been any effort to provide financial aid for international students a priority for your school if you do not have a program instated already?

International students are treated exactly the same as domestic students in the awarding of aid. International students are admitted need-blind, and their full need is met. This goes a long way in encouraging the application of international students from diverse economic backgrounds. Recently, efforts have been made to improve aid for international students. For example, last year the Student and Faculty Committees on Undergraduate Admissions and Financial Aid proposed increasing the grants of international students so that they could afford to travel home over winter break.

University of Pennsylvania

- For 2006-2007, Penn is committing over \$86 million of its resources for grant aid to undergraduate student.
- Almost 64% of Penn undergraduates receive some form of financial assistance.
- Nearly 40% of Penn undergraduates are awarded need-based grant aid.
- Approximately 74% of the freshmen who applied for financial aid for the 2006-2007 academic year received a need-based award.
- The average financial aid award for incoming aided freshman in 2006 was \$28,506 (combination of grant, loan, and work study).

- Penn will eliminate student loan requirements and provide grant to cover tuition, room, and board for students from economically disadvantaged families with incomes of \$50,000 and below.
- more found at <http://www.sfs.upenn.edu/paying/paying-pro-look-at-the-facts.htm>

Students do not have a formal role in setting the undergraduate financial aid policy at Penn. However, students have served on committees (e.g. Council Committee of Admissions and Financial Aid) which have advised the administration on financial aid issues.

In regards to the efforts on campus to engage students with the financial aid policy, the Undergraduate Assembly (one of Penn's six undergraduate student government entities, specifically charged with policy-issues such as this) has had input on a number of policy changes. The new policy, implemented in 2005-2006, allowing outside scholarships to offset student loan & work expectations entirely before any adjustment to grant, reflected a proposal made by the UA several years ago. The UA's recommendation was also instrumental in the creation of the Summer Savings Waiver program, for students who participate in volunteer or low-paying summer internships in public service, or related to their academic or career goals.

While the number of admitted international aid applicants is limited because of budgetary constraints, we currently do aid over 250 international undergraduates. Providing grants for international students is one of the specific targets of Penn's campaign to raise endowment for undergraduate financial aid. The University of Pennsylvania will initiate a fundraising campaign specific to international students' financial aid needs in January of 2007.

Yale University

SEE ATTACHED ADDENDUM.

II. Public Course Evaluation Systems

Brown University

1). Is there any type of public course evaluation system in place at your university. If so, how is this system maintained and monitored?

Course evaluations are individually written by department and professor, and there is no standardized form for evaluating classes. However, there are currently student government members working with the Faculty Executive Committee and the College Curriculum Council to standardize the process.

2). What survey(s) are used to determine data/ratings and how in general does the guide work?

In addition to departmental evaluations, there is also a student group called the Critical Review, which conducts its own surveys. The CR asks professors to hand out survey forms that grade the classes on the following criteria:

Goals were clearly stated; exams/assignments relevant; grading policy clear and fair; feedback throughout the semester; I learned a lot from instructor; aware of level of understanding; organized class time well; motivated me to succeed; assigned readings worthwhile; homework exercises beneficial; lecture/discussion relevant; materials/activities useful; class appropriately challenging; accomplished course goals; apply new principles elsewhere; I loved what I got out of course.

All of these categories are tallied on a 1-4 scale, and the averages are shown on the website for each class. This is a student-run publication, and because of that there is no mandate that all professors hand out the forms.

3). Do students take these evaluations seriously when completing them, and do professors and administrators in turn take what students wrote seriously?

Yes and Yes.

4). How can a student go about initiating such a system in a university? What authorities should student consult, and in what strategic manner?

Work with the administration or create a student group, but your goal should be legitimacy and respect.

Columbia University

1). Is there any type of public course evaluation system in place at your university. If so, how is this system maintained and monitored?

Columbia College, the liberal arts school, does not have a public course evaluation system. The School of Engineering and Applied Sciences does have such a system called Oracle. This system provides responses to the 1-5 ratings from questions in the course evaluations. The way it works is that the professor is then rated 1-100% based of this scale. The system is maintained and monitored by the administration.

There is another “unofficial” system called CULPA that was student created, operated, and maintained. It is a website that students go to in order to fill out written reviews of the professor. It gives candid responses but often they are unbalanced with either very positive or very negative responses.

2). What survey(s) are used to determine data/ratings and how in general does the guide work?

For the Engineering school's oracle system, there is an indexed rating of 1-100% for each professor in each area. At the end of every survey there are questions where the professor is rated 1-5. The system then takes an average. Let's say it is 4; 4 then corresponds to 80% (e.g. average of 3 corresponds to 60%). Based off of the rating, students getting a holistic feeling for how well the professor performs.

3). Do students take these evaluations seriously when completing them, and do professors and administrators in turn take what students wrote seriously?

This is a question that is up to debate. Currently, at least for Columbia College, I think students may not take them as seriously since they never are able to view the results of the feedback. This may be different for the engineering school since they can view the feedback and, hence, they might consider answering the questions more seriously. It is also debatable whether the departments take it seriously. My sources say it depends on the department; some consider it critical and others may not take them as seriously. Currently, the administration is trying to find a way to consolidate a database of the surveys for the purpose of the administration assessing professor performance. This cross-departmental centralization is still not definite.

4). How can a student go about initiating such a system in a university? What authorities should student consult, and in what strategic manner?

At SEAS, it was completely the independent initiative of the Dean of the school to force this on the departments. For Columbia College, it is disjoint right now. It seems why might have to lobby department by department. Right now we are in the phase of finding “allies” within the administration who think this is a good idea. Ultimately, as the engineering school demonstrated, the best method is to have administration pressure on the departments.

Cornell University

1). Is there any type of public course evaluation system in place at your university. If so, how is this system maintained and monitored?

Only certain academic schools at Cornell have their course evaluations open to the general public, most are kept confidential from students. The Student Assembly has been exploring the creation of a public course evaluation system "The Big Red Review," a student run and maintained service for the undergraduate body.

2). What survey(s) are used to determine data/ratings and how in general does the guide work?

The potential public course evaluation system would operate through an interactive online form, consisting of numeric ratings as well as short-answer editorials.

3). Do students take these evaluations seriously when completing them, and do professors and administrators in turn take what students wrote seriously?

The students that take the time to fill these surveys out usually take them seriously, as do the professors and administrators of each academic program.

4). How can a student go about initiating such a system in a university? What authorities should student consult, and in what strategic manner?

Students will submit a proposal to the Student Assembly, who will then provide the appropriate support and networking to get the initiative off the ground. It will then be proposed to the faculty senate for approval. This step is the most difficult, and many student initiatives have been halted at this point.

Dartmouth University

Dartmouth's Student Assembly oversees a very successful public course evaluation system complete with reviews written by and for Dartmouth undergraduates. It is maintained and monitored by the student government organization. Over 18,000 individual reviews are included in the database, dating back to 2001, and reviews written prior to 2001 are made available through a link to the old Student Assembly Course Guide website. A simple search tool enables students to search by any combination of year, term, department, course number, and professor.

An extensive and useful set of surveys determines the data and ratings for each course. Reviews are grouped specifically according to term, year, and professor; thus, separate listings exist for the Fall 2005 offering of Course X and the Fall 2006 offering of the same course. Once a student clicks on the specific course he/she is looking for, a set of data representing the average of all students reviewing that specific course appears.

These include eighteen questions relating specifically to the course (matched its description, was paced appropriately, was interesting, included diverse perspectives, etc.), the homework and exams (difficulty, effectiveness, etc.), and the professor (responsive, helpful, available outside of class, etc.), all rated on a scale of 1 to 5. Overall letter “grades” for the course and professor are included as well. From here, users can access every individual review of the course. Each individual review includes the reviewer’s personal ratings of all the above categories as well as personal factors such as average weekly time spent per week on homework, the reviewer’s grade in the course, their age, how often they went to class, whether or not the reviewer is majoring in said subject, etc. A box for personal comments is made available as well, and is oftentimes the most telling aspect of a review.

Both reviewers and users alike take these evaluations very seriously. Most say that the Course Guide is an invaluable tool in aiding a student with his/her course selections for each of their terms at Dartmouth. It is very straightforward to write a review, though a thorough range of information is necessary. With over 18,000 reviews in the last five years, there is no shortage of students willing to share their thoughts on professors and courses with fellow students. Concerns of bias in any given review (impossible to avoid) are easily detectable by reading into the information necessary for a reviewer to provide (What grade did the student receive? Is this a class for their major?). Students must log into the Course Guide with their Dartmouth ID, thereby preventing multiple reviews by the same reviewer for the same course. Any reviews that are deemed offensive or inappropriate (though rare) can easily be referred to Student Assembly, who swiftly deals with such issues.

To initiate a system similar to Dartmouth’s Student Assembly Course Guide, students should strongly consider approaching the student government organization to oversee and maintain the site, as well as other students and/or faculty to aid in the design of the website. Oftentimes, simplicity makes for the most effective of ratings sites like this, and close (but not constrictive) regulation of content is necessary to maintain the integrity and effectiveness of such a website. Like Dartmouth’s Student Assembly Course Guide, they can prove to be a respected and indispensable resource for freshmen and seniors, majors and non-majors alike.

Princeton University

1). Is there any type of public course evaluation system in place at your university. If so, how is this system maintained and monitored?

There are currently two public course evaluation systems in place at Princeton University. The first is called the Student Course Guide (SCG), and it is an online system run by the Undergraduate Student Government (USG) as part of a popular web portal which only Princeton students can access. Joseph Perla, a student hired by the USG last year, designed and maintains the site. Most of the work has been done in the initial coding process, but the designer still spends time answering questions about the site and making improvements. Since this system is very new and thus lacks student reviews, the

old USG-sponsored SCG is still available to students.

The second course evaluation system is administered by the university. It is passed out by each professor to the students in his class at the end of each semester. It is anonymously filled out by each student, collected in envelopes, and then taken to the registrar, where all the maintenance occurs.

2). What survey(s) are used to determine data/ratings and how in general does the guide work?

The SCG sorts all courses by their department and lists them by the number. When a course is selected, one can see basic information such as the title, the professor (and his/her photo), and class times. A student can choose to review the course or to review the professor. In reviewing a course, one indicates the semester in which the course was taken and the professor teaching the course at the time. Then he fills out a survey that asks the student to grade the quality of the course, indicate the amount of time per week spent on the class relative to other courses, and give more elaborate responses describing the classroom experience. In reviewing a professor, one answers similar questions but keeps the ratings in the scope of the professor's ability to teach and not the course content. This information is then archived and available for viewing by any future students who log in to the portal. This Guide has other useful features that, for instance, allow students to make their own class schedule, search classes by different criteria, and find courses deemed as "cool courses" or professors who are "cool profs" based on previous student reviews.

The course evaluations created by the university include two sheets— a Scantron portion that allows students to rate different aspects of the course (workload, feedback, lab quality, etc.) based on a given numbering system and a written portion that asks for more specific student opinion on the good and bad qualities of the course. Currently, the registrar collects the data from these surveys, compiles them into a PDF file, and distributes them to the relevant departments for faculty viewing. Some may be stored in Stokes Library, the sociology and population research database. The USG is working to make this information readily available on the SCG for student viewing.

3). Do students take these evaluations seriously when completing them, and do professors and administrators in turn take what students wrote seriously?

Since filling out the SCG is not mandatory, students who choose to participate do take the evaluations seriously. In the past, the USG has implemented a reward system that gives the "best review" for each course a small monetary prize, which served as an incentive for students to fill out the survey in greater detail. Professors cannot access the student portal.

The evaluations administered by the university are mandatory, and although most students do take them somewhat seriously, there are cases when students give inaccurate ratings in an attempt to finish quickly. Administrators and departments do take the surveys seriously. Although their role is not known, the evaluations are taken into considerations in discussions for tenure. A few professors even create their own feedback

forms for students to fill out throughout the semester, because they want to improve the course to meet the students' needs while the semester is still in progress.

4). How can a student go about initiating such a system in a university? What authorities should the student consult, and in what strategic manner?

Since the USG is always looking for ways to improve the current course evaluation system, it welcomes students to contact them with suggestions. If a student wanted to initiate such a system, he/she should contact Caitlin Sullivan, the Academics Chair for Princeton's USG. Since the course guides are for students' interests, it would be wise to approach the project with a cooperative, rather than a competitive, spirit, regardless of one's dissatisfaction with the current system.

University of Pennsylvania

The University of Pennsylvania's current method of public course evaluation is through an online system called the Penn Course Review. The Penn Course Review is a student-run publication that lists the numerical ratings and general comments for all undergraduate courses taught in an academic year. The University of Pennsylvania course evaluation forms have seven questions that students rate on a scale of Poor to Excellent. The top two questions, which ask for each student's "Overall Course Rating" and "Overall Professor Rating," are the two main forms of numerical assessment. For each course, numbers represent the averaged ratings of the students who submitted course evaluations.

While the lecture styles of most professors remain unchanged regardless of student opinion, most students take the PCR very seriously, and allow it to become a large factor in their course selection process. As the Penn Course Review is a student-run entity, issues with initiating a comparable program would first arise in finding a dedicated group of students who would be willing to create such a site and publicize its existence. Thereafter groups would establish a relationship with the Office of the Registrar to ensure official recognition of the site from the administration, and integration of the site into the school's own network.

Yale University

SEE ATTACHED ADDENDUM.

III. Off-campus Community Involvement/Relationship with Local Government

Brown University

1). In what ways does the student body and the university interact with the off campus residential community?

Student Body

Positive -- The different groups usually exchange friendly greetings and sometimes join in pick up sports games (Frisbee, ect.) There are also events of mutual interest to both groups such as Brown Football games or Waterfire. Also, the do dog walking together, there is trick or treating, and many students baby-sit neighbors.

Negative -- Most of the negative relations revolve around noise complaints. These can be anything from parties at off campus house to just being generally loud when walking home from bars. There are also issues with trash removal.

University

Formal -- The University office of Residential life is in close contact with organized neighborhood groups such as city councils

Informal -- Many of the professors or employees of the University are these neighbors.

2). What conflicts have arisen between the local government interests and undergraduate interests at your universities? What, if any, has the student's presence been in relevance to the dialogue of the issue?

There have been very few conflicts with local government either on a neighborhood level or a city level. Providence understands the importance that Brown plays in the city and Brown is careful to be cognoscente of its neighbors. However recent issues have included problems with city police on campus and an issue with the Mayor (a brown grad) being displeased with Brown's purchase of some real-estate.

3). What is the relationship like between students living off-campus and their "permanent resident" neighbors? Does the university have a program set in place that deals with off-campus housing issue and concerns specifically?

Relationship -- It is not so much friendly as symbiotic. Students are polite to neighbors in hopes that they won't call the cops as soon (during a party) and neighbors realize they are in a college zone, but the neighborhood is pretty nice so they don't have a lot of patience with too much "horseplay" especially neighbors with young families or old people.

Program -- Yes, the university has a mandatory informational session with a video for living off campus covering everything from neighborly relations to how to live on your own. It is not extensive but adequate.

Columbia University

1). In what ways does the student body and the university interact with the off campus residential community?

The student body interacts with the surrounding community mainly through community service activities and, in some cases, neighborhood activism. Columbia has a tense relationship with some of its neighbors and is seen by some people as a corporation within the relatively quiet neighborhood of Morningside Heights. In addition, there is strong opposition from the residents of the area immediately north of Morningside Heights to Columbia's proposed expansion plan into that area.

2). What conflicts have arisen between the local government interests and undergraduate interests at your universities? What, if any, has the student's presence been in relevance to the dialogue of the issue?

There have been few, if any, conflicts between neighbors and the student governments of Columbia.

3). What is the relationship like between students living off-campus and their "permanent resident" neighbors? Does the university have a program set in place that deals with off-campus housing issue and concerns specifically?

Very few Columbia students live off campus due to the high cost of doing so. As a result there are few problems between students who live off campus and "permanent resident" neighbors.

Cornell University

1). In what ways does the student body and the university interact with the off campus residential community?

The University's office of Community Relations coordinates a public forum for students, local residents, the city police, and the mayor of Ithaca to come together and discuss issues of concern for all parties involved once a semester. In addition, the Student Assembly welcomes and encourages local government officials to come to our meetings and provide an opportunity for dialogue among undergraduates and local government.

2). What conflicts have arisen between the local government interests and undergraduate interests at your universities? What, if any, has the student's presence been in relevance to the dialogue of the issue?

A most recent conflict of interest has involved a new noise ordinance passed by the local legislature, putting harsh sanctions on noise ordinance violations. Due to student population in our "collegetown" residential areas, there are currently two Cornell students who have been elected onto the city council, who represent student interest in areas such as these.

3) What is the relationship like between students living off-campus and their "permanent resident" neighbors? Does the university have a program set in place that deals with off-campus housing issue and concerns specifically?

There is an unavoidable degree of tension between students who reside off-campus and the permanent residents of the area. Coordinated forums as mentioned above help provide the opportunity for dialogue. The university has just announced their opening of an office that will exclusively deal with off-campus housing issues and concerns for undergraduate students.

Dartmouth University

1). In what ways does the student body and the university interact with the off campus residential community?

Through volunteer work and jobs. For example, many residents post temporary jobs, such as babysitting, on the Dartmouth Blitzmail (e-mail) bulletins for students to respond to. Students also participate in groups such as DREAM which involve mentoring children in the Upper Valley area. The Dartmouth Asian Organization has something called DAO Pals every week, in which students play with children in the area. The original goal of this was to interact with mostly adopted Asian children but now involves others.

2) What conflicts have arisen between the local government interests and undergraduate interests at your universities? What, if any, has the student's presence been in relevance to the dialogue of the issue?

One major conflict was Tubestock in 2006. Every summer, the sophomores have Tubestock, which is a big rafting trip down the river. However, last summer it was effectively stopped by the town of Hanover when it created new laws. These include the "open container town ordinance," which makes open containers on bodies of water illegal, and the "outdoor activities town ordinance," which holds participants in a non-permitted outdoor event accountable for penalties. The state law says that any person who participates will be fined and guilty of a misdemeanor. This ended the Tubestock tradition and was received very negatively by students – however, there was not much that students could do.

3) What is the relationship like between students living off-campus and their "permanent resident" neighbors? Does the university have a program set in place that deals with off-campus housing issue and concerns specifically?

There have not been any incidents with off-campus students and community residents as far as I'm aware. The Dartmouth Real Estate Office is there to help students find off-campus housing, but I don't think there is any forum for issues and concerns.

Princeton University

1) In what ways does the student body and the university interact with the off campus residential community?

Although many students tend to stay within the university bubble, student groups and the university make an effort to bolster university and town relations. Several community-based programs exist on campus. The Pace Center and the Community House encourage students to participate in local civic engagement programs and community service projects. At the end of April, the town of Princeton and Princeton University host the CommUniversity festival. Local clubs, businesses, and student organizations provide food, drinks, and live entertainment on Nassau Street and Palmer Square. The turnout in the past four years has been high and plans are underway for the 2007 event. Local businesses acknowledge the university's presence in the community. Many of the local shops and businesses offer "special deals" for college students and students do visit these Princeton establishments regularly.

2) What conflicts have arisen between the local government interests and Undergraduate interests at your universities? What, if any, has the student's presence has been in relevance to the dialogue of the issue?

In 2005 and 2006, the Princeton Borough prosecutor warned the officers of the eating clubs about serving alcohol to minors. There have been several cases in the past several years where underage students and visitors drank alcoholic beverages at the clubs and have ended up at the Princeton Medical Center due to excessive drinking. In response to this, the officers of the eating clubs have implemented new rules to cut down on underage drinking. For the most part, members and visitors must show a college ID to enter the clubs and/or display a pass (only distributed by a member in the club), club bouncers check IDs and issue wristbands to students over the legal drinking age. Some clubs have put students in charge of "patrolling" the club to ensure that their peers are partying within reasonable bounds and other clubs have hired professional bar tenders to regulate who receives alcoholic beverages at the clubs. According to the reports in The Daily Princetonian, the number of underage students visiting PMC due to excessive drinking at the eating clubs has decreased since the clubs enforced the firmer regulations.

Also in regards to alcohol, the Undergraduate Student Government and the University tried to organize an on-campus pub for legal aged members of the university community last spring. The Princeton Borough and the New Jersey Division of Alcoholic Beverage Control condemned the movement stating that the university did not have the right type of permits to serve alcohol as a pub. To continue the pub nights, Princeton Borough and NJDABC suggested that the University and USG use the moniker "Café After Dark" and not "pub night." Several hundred members of the Princeton University community visited this event, but the University pub/late café nights have not made appearance this year.

In regards to the community, the University has proposed to the township of Princeton and the New Jersey Transit to remodel University Place-the area around McArthur Theater, the Dinky, and the Wawa to create an "arts neighborhood." The university has hired the global architecture firm Renzo Piano Building Workshop to design the \$300 million project. This project promises to provide undergraduate students as well as the community with more access to the creative and performing arts at Princeton. So far, the public discussion to create this space has been limited.

3) What is the relationship like between students living off-campus and their "permanent resident" neighbors? Does the university have a program set in place that deals with off-campus housing issue and concerns specifically?

Outside the university's gates on Nassau Street, another world exists: 30,000 local residents, shopping centers, a medical center and numerous local businesses. Yet, most of the Princeton student body does not reflect any of these numbers. According to A Princeton Profile 2006-2007, the university affirmed that 97% of the student body lives on campus, and in the near future, almost all students will live in four-year residential colleges. The 3% who do not live on campus rent local apartments, which are not intended for college students, or live at home in the surrounding community. The rent for apartments is high and neighbors in these apartment areas (most of which are along Nassau Street) are working adults. Few students live off campus; the university does not endorse it and in fact discourages it in favor of the residential college

University of Pennsylvania

In general, Penn has a strong relationship with the surrounding off-campus community. With respect to the off-campus residential community, however, there is little to no interaction simply because most students and residents of West Philadelphia do not all live in the same general area. Campus Apartments, the housing organization partially owned by the university, regulates most of the housing available to university students just off-campus. As a result, it is rare to find students and native residents living in the same house or apartment complex. Thus, there are few conflicts between native residents and university students.

The further our campus extends, however, the more this begins to change. The University of Pennsylvania recently acquired a large share of land to the east and has multiple plans to enhance its campus to the west – which coincides with West Philadelphia. To reconcile the geographic disputations, Penn has made a conscious effort to provide housing and local retail stores for West Philadelphia residents so that both the said residents and Penn students may both peacefully reside in Philadelphia. There is definitely some discontent from the West Philadelphia community regarding Penn's imminent acquisition of more land in the area.

There have been few problems between the undergraduate body and local government largely because of the university's presence in the city. In regards to local government, Penn often has political figures – as do most schools – come to campus to share their insight about the political field as well as provide job opportunities for civic engagement. The university has its own dynamic relationship with the city police.

Similarly, areas such as treatment and housing (as discussed above) are well-regulated by the university.

Yale University

SEE ATTACHED ADDENDUM.

IV. Internship/Externship Programs Initiated by Students

Brown University

1) What appropriate venues exist for finding internships and externships for students? Have there been any student initiatives with alumni to foster these opportunities?

Brown JobLink (eRecruiting) is Brown's ONLY PRIMARY resource for the on-campus recruiting program and job/internship application process. There are thousands of national and international job and internship opportunities open for application. Students need to activate their free membership in order to access the system, apply for positions, and see the opportunities available. Once registered, they sign-up for the on-campus recruiting schedule, and apply for jobs and internships that interest them. UCS Alumni Liason will be working with the Career Development Center to integrate more students into job fairs and recruiting events on campus, targeting younger students to consider possible career paths before their senior year.

2) What sort of funding is available for internships that might be career-related, but unpaid?

BIAP - (Brown Internship Award Program) Funding awards in the amount of \$2,300 are available for career exploration in a wide variety of fields. Approximately 34 BIAP awards will be available for the summer of 2006. Awards include GENERAL AWARDS - for internships in ANY CAREER FIELD, LABOR RELATIONS AWARDS, ARTS AWARDS, and HUMANITARIAN AWARDS

AIP - Students who are on financial aid and eligible for University scholarship may apply for a waiver of their summer earnings requirement. For summer 2006, 25 summer earnings waivers of up to \$2,600 will be awarded.

3) What is the relationship like between the Career Services department of the university and the student body? How can this be improved?

Career Services advertise Recruiting Events and Job Fairs through their website and campus wide emails. This can be improved by more face-to-face contact between counselors and students. Career Services should target freshmen during their orientation to inform them of their resources and availability. An open house at the beginning of the semester was successful in familiarizing students with the location of their building, staff members, and resources within the building.

Columbia University

1) What appropriate venues exist for finding internships and externships for students? Have there been any student initiatives with alumni to foster these opportunities?

The main source for finding internships and externships is through ColumbiaTrak, our job search tool run by MonsterTrak. Columbia also offers programs specific to Columbia students, such as EDGE, Encouraging Dynamic Global Entrepreneurs. This is a paid summer program held in Scotland which students learn about entrepreneurship, enterprise leadership, consulting and economic and community development. They then work with industry experts consulting small to medium sized enterprises in Scotland. Columbia also offers SCORE: Entrepreneurial Coaching which matches Columbia students with retired business executives who are Columbia alumni in order to assist students in starting their own business.

2) What sort of funding is available for internships that might be career-related, but unpaid?

Columbia offers little funding or academic credit for unpaid internships. A student can obtain “transcript credit” from the school, in which the internship is listed on their transcript; however, the student will not receive academic credits for this internship. Additionally, there is some funding available to help subsidize the cost of living in New York City for students who have unpaid internships in the city.

3) What is the relationship like between the Career Services department of the university and the student body? How can this be improved?

The Career Services department works very hard to accommodate the schedules of students. They offer what they call “Power Half Hours” which tend to be around lunchtime. They are half hour sessions with the career services staff addressing topics such as resumes, job searches and interviews. These sessions are very helpful according to students who have attended them.

The career services department is located on our east campus, which is not convenient for most students to go to. This limits attendance at many of their events. Also, their website is not very dynamic or organized, which prevents many students from obtaining many of the resources available through career services.

Cornell University

1). What appropriate venues exist for finding internships and externships for students? Have there been any student initiatives with alumni to foster these opportunities?

Cornell Career Services has a list-serve system, e-mailing students with opportunities and events in relation to their academic and career interests. Career Services also coordinates a freshman and sophomore externship program during the winter and spring breaks, providing students the opportunity to shadow and explore certain careers.

2) What sort of funding is available for internships that might be career-related, but unpaid?

For students in fellowships, there are separate endowments that students can apply for to compensate their living costs during a non-paid internship. For summer internships, students can apply to have their “student contribution” portion of their financial package decreased as a result of a non-paid internship.

3) What is the relationship like between the Career Services department of the university and the student body? How can this be improved?

Career services hire student employees that help with outreach in the undergraduate community. Perhaps the undergraduate student government of a university can create a liaison position to be filled by a student government representative, providing discussion for improvement.

Dartmouth University

1) What appropriate venues exist for finding internships and externships for students? Have there been any student initiatives with alumni to foster these opportunities?

Students have access to internship opportunities through Career Services and monitoring the Blitz Bulletin Boards, which is an online bulletin board that will alert students to various opportunities. Some career-related committees, such as the Nathan Smith Society for premed students, offer a list of internships on its website. Students are also encouraged to approach their professors to ask for internships.

Tucker Fellows and Dartmouth Partners in Community Service (DPCS) interns work for non-profit and/or non-governmental organizations, exploring diverse professional and academic fields. In addition to direct community service, fellowships and internships may include research, advocacy, public policy, cross-cultural education and civic engagement. DPCS is an alumni-supported program overseen by an alumni board and its interns are provided with an alumni mentor. Alternative Spring Break (ASB) service trips, faith-based fellowships, post-graduate fellowships (Olga Gruss Lewiin and Richard D. Lombard), community-based research and social justice and civic forums are additional program options.

2) What sort of funding is available for internships that might be career-related, but unpaid?

The Rockefeller Center offers funding for internships in non-profit and public sectors, with emphasis on policy issues. Tucker Fellowship is available for community service experiences within the U.S. and abroad, structured around intentional moral or spiritual development. Dartmouth Partners in Community Service is available for direct community service work within the U.S., carried out in partnership with a Dartmouth alumni mentor. Bildner Urban Summer Program is for interns working as full-time summer teachers through the Boys and Girls Clubs of Newark, NJ. Dickey International is funding for internships in government, non-governmental organizations (NGO's), research organizations, and humanitarian service agencies in countries other than intern's home country. M.R. Robinson funding is for work in educational media or children's media or work that directly benefits at-risk or inner-city children. E.H. Fisher is for work in advertising, public relations or publishing.

3) What is the relationship like between the Career Services department of the university and the student body? How can this be improved?

First year students are highly encouraged to make an appointment with Career Services in order to get their questions answered about their futures. Throughout the year there are many open houses and walk-ins that are advertised through email and mail.

Princeton University

1) What appropriate venues exist for finding internships and externships for students? Have there been any student initiatives with alumni to foster these opportunities?

There are a number of avenues at Princeton for students to find internships and externships. Career Services provides students with an invaluable resource. Counselors are available to assist students with clarifying interests and identifying experiential opportunities to satisfy those interests while developing skills for the future. Thousands of internship listings are available on-line through TigerTracks (eRecruiting), a searchable database presenting paid, stipend, and volunteer positions from around the world. Additional summer job resources, such as internship directories, are available in the Career Services library. For externships, Career Services recently initiated a new program called the Externship Pilot Program. The Princeton Externship Pilot Program is a career exploration program that offers Princeton sophomore and junior undergraduates the opportunity to start investigating a career field of interest and make professional connections by spending time with alumni in their workplaces. In its first year, the Princeton Externship Pilot Program is scheduled for Intersession break, January 28, 2006 – February 5, 2006, and placements will be targeted for New York, New Jersey and Philadelphia, PA. Externships offer no pay and are 1-3 contiguous days, with the length of the placement predetermined by the alumni sponsor. The externship program helps

you to explore a professional work environment, understand how skills and interests developed in a variety of majors might be used, and test out career interests.

The Study Abroad Program and the Career Service office have also created a guide called the International Internship Program, which directs students to International internships. Through the program, students can find International jobs in the governmental, NGO and commercial sectors. There is also the Alumni Careers Network, which is a database of alumni who have volunteered to provide advice about these types of issues. Many alumni also volunteer to assist with summer jobs/internships, full-time positions, and/or to host students at their place of work.

There is also Princeton Project 55, which is a nonprofit organization established by members of the Class of 1955 at Princeton University to mobilize alumni, students, and others who share our concerns, to provide civic leadership and to develop and implement solutions to systemic problems that affect the public interest. This program helps provide a link between Students and Alumni to foster opportunities in civic engagement. Finally, there Programs in Asia, Africa and Latin America that provide fellowships for students and graduates to teach English to people in different countries. Recently, a current Princeton student, Richard Truex, created his own program called "Summer of Service," in which 11 undergraduates taught at an English immersion program in rural Jishou, China, last summer.

2) What sort of funding is available for internships that might be career-related, but unpaid?

There are a number of different ways to receive funding for summer internships. Since many internship are unpaid or only modestly remunerated, these grants are designed to help defray some of the expenses associated with the summer. Departments will provide funding for internships that are related to a student's field of concentration. Funding can also be sought from the Alumni Council. Also, the Council of Humanities provides grants, funded by the endowment of Edwin F. Ferris, Class of 1899, for summer internships in writing, publishing, and journalism, both print and electronic media. The Liz Duffy '88 Community Award was established by the Undergraduate Student Government and the Office of Religious Life in 1991. The fund provides small grants from \$100 to \$500 to currently-enrolled undergraduates interested in pursuing domestic community service projects either during the summer or during a semester away from school. There are a number of other funds available through Career Services through similar Awards such as the one above, but for different fields.

3) What is the relationship like between the Career Services department of the university and the student body? How can this be improved?

The link between Career Services and the student body needs to be improved. There needs to be more publicity about the benefits Career Services has to offer students. There has also been concern voiced that Career Services is not involved enough early in Students academic careers and that career planning is not integrated enough into the

University life. Part of the reason for this is the location of Career Services, which is located far down on Nassau Street. Career Services and the University Student Government have worked to fix these problems, including better advertising for events such as the Career Fair and Career Week. Increased communication between Career Services and the student body is the key to fixing these problems

University of Pennsylvania

Career Services at Penn is an extremely valuable resource for students for finding internships. Its office has walk-in advising for all of Penn's four undergraduate schools, and there is an internship/career library in the office that students can browse freely. Online, there is Pennlink, which is a database of job/internship/event opportunities. In regards to involving alumni, there is the Penn Career Network, which provides contact information of alumni who have volunteered to share advice and answer questions about careers. There is also the Penn Internship Network, which provides the contact information of Penn students who have volunteered to talk about their past internships. There are also various links and how-to guides off of the Career Services website.

The one complaint, particularly heard by College of Arts and Sciences students is that Career Services often seems to focus on Wharton and business-related internships. However, there are several government and NGO career fairs throughout the school year, and one must remember that in the end, no matter what the major or interest, it is the student who has to take the time and energy to find an internship – Career Services is only a resource. Overall, the relationship between it and the student body is excellent – the staff is very knowledgeable and easily accessible to undergraduates.

Yale University

SEE ATTACHED ADDENDUM.

V. Tuition—especially for Study Abroad and International Students

Brown University

1). Does your school provide financial aid for study abroad students?

Yes. The value of the financial aid award is based on the study abroad program's costs, including airfare and living costs.

2). Are there any plans to offer tuition assistance for study abroad students?

Tuition assistance is already offered for study abroad students.

3). Is financial aid available for international students? If not, what steps are being taken in order to instate a financial aid program/allocation?

A limited amount of financial aid is available for international students. International students wishing to receive aid must apply for it at the time of admission to the University. International students who do not apply for, and receive, financial aid upon admission to the University will not be eligible for University aid in future years.

Columbia University

1). Does your school provide financial aid for study abroad students?

When it comes to studying abroad, students from Columbia remain eligible for financial aid. When participating in a program abroad for which the student will be receiving credit, the student remains enrolled at Columbia and pays the Columbia tuition for that semester. When paying the tuition to Columbia, the student is eligible for financial aid as always. In turn, Columbia pays for the academic costs of the study abroad program in which the student is enrolled, up to a value equal to Columbia's tuition. This financial side of programs abroad applies equally to students in the Columbia College as well as the School of Engineering and Applied Sciences.

2). Are there any plans to offer tuition assistance for study abroad students?

There are some scholarships that are available for students studying abroad, but there are no plans to widen that assistance level.

3). Is financial aid available for international students? If not, what steps are being

taken in order to instate a financial aid program/allocation?

As of right now, financial aid is indeed available for international students, but to a different degree as compared with domestic students. Financial aid is not offered by all departments. Currently, about a third of international graduate students receive a form of financial aid and about a tenth of undergraduate students as well. While Columbia will consider undergraduates for financial aid, the number of awards distributed each year is rather small. Another significant difference between the finances for an international student and a domestic one is that the former is not eligible for work study (since work study involves funding from the U.S. government). While this difference is logical, it does create a barrier between the two groups of students, as more jobs are available on campus to work study students as opposed to non-work study.

Cornell University

1). Does your school provide financial aid for study abroad students?

Yes, there is a separate applications process, and separate staff in the Financial Aid office who deal with study abroad and international students.

2). Are there any plans to offer tuition assistance for study abroad students?

Yes. They must go through a similar application process filling out forms such as the CSS profile and Cornell's financial aid application, and submitting copies of tax returns. Depending on the program, the financial aid counselors might allot students for a higher budget if there program or region is relatively more expensive.

3). Is financial aid available for international students? If not, what steps are being taken in order to instate a financial aid program/allocation?

Yes. Cornell has a separate office with staff designated to serving the financial needs of international students.

Dartmouth University

1). Does your school provide financial aid for study abroad students?

Yes – to those on Dartmouth study abroad trips.

2). Are there any plans to offer tuition assistance for study abroad students?

They are supposed to get the same financial aid that they would get anyway on the school sponsored study abroad trips.

3). Is financial aid available for international students? If not, what steps are being taken in order to instate a financial aid program/allocation?

Yes, but international students are not admitted in a need-blind manner.

Princeton University

1). Does your school provide financial aid for study abroad students?

Yes, Princeton determines your financial need and provides aid to the students regardless of whether they are attending school on or off campus. ALL financial aid is determined by need against the cost of tuition *at* Princeton. The financial aid office requests from the student a budget for his time abroad, including tuition, travel, health insurance, room, board, etc. The financial aid office then disburses money to the student who forwards the money to the study abroad program, applies it to room or board, or spends it however the student wishes (so long as he/she is completing academic credit). There is one caveat: the school tacks on a study abroad fee of \$2,500 that is not taken into account when determining need. For students who cannot afford this fee, Princeton offers them a loan, one of the few circumstances in Princeton's financial aid plan where aid comes in the form of a loan (since Princeton administers a grants-only financial aid program).

2). Are there any plans to offer tuition assistance for study abroad students?

There are no specific tuition assistance programs for study abroad students besides the program outlined above. Need is determined based on the cost of attending Princeton, so a program with higher tuition does not mean that financial aid will be adjusted, i.e. the student gets more money. It also works vice versa: for a cheaper program, the student gets the same aid as determined by the cost of Princeton tuition.

3). Is financial aid available for international students? If not, what steps are being taken in order to instate a financial aid program/allocation?

Yes, financial aid is fully available for international students. This includes one roundtrip plane ticket. However, the administration is exploring either adding an additional roundtrip ticket to international students for winter break or providing them with a stipend to spend on food, travel, etc. over the same period (a much cheaper alternative to a plane ticket, but still providing for them).

University of Pennsylvania

If the program is not one that is managed by Penn directly, Penn makes arrangements to pay the affiliated sponsoring institution for instructional costs. Penn can pay its portion of the charges. The costs of meals, housing, study materials, insurance, and personal expenses are additional, just as they are in Philadelphia, but in many sites they do not exceed the average cost of studying in a major US city. One should expect to be able to pay for the costs of studying abroad in generally the same way one finances his/her studies on the Penn campus. If a student is not eligible to receive financial aid but uses a payment plan such as the Penn Plan, he/she will be able to continue to use the plan to cover the costs of participation. If it is a Penn student and a child of a Penn employee who is eligible for a tuition reduction benefit, this benefit may be applied to the tuition cost of the study abroad program.

In addition to financial aid though Penn offers its students scholarships to help assist in the payment of study abroad costs. Currently there are approximately 35 scholarships available for students of all backgrounds from the Monbusho scholarship for Japanese students to the Simpsons scholarship in Egyptology for sponsored study in Egypt.

When you study abroad for a semester or a year for academic credit, you will be charged tuition and a study abroad fee by the University of Pennsylvania at a rate equivalent to tuition and the general fee on the Philadelphia campus for the corresponding time period.

You should expect to be able to pay for the costs of studying abroad in generally the same way you finance your studies on the Penn campus. If you are not eligible to receive financial aid but you use a payment plan such as the Penn Plan, you will be able to continue to use the plan to cover the costs of participation. If you are a Penn student and a child of a Penn employee who is eligible for a tuition reduction benefit, this benefit may be applied to the tuition cost of your study abroad program.

If you receive financial aid, your award will be based on the program's budget, using allowances (including airfare and living costs) established by the Office of International Programs. If the budget is less than the standard on-campus budget, aid will be reduced beginning with Penn grant funds. If the budget is higher than the standard on-campus budget, the differential will be met with additional assistance, which may include loan. You will be eligible for grants and loans as if you were on campus, with the exception of Federal Work Study (FWS). The normal FWS component of your aid package will be covered with other forms of assistance. If you would be eligible to receive Penn grant assistance as an on-campus student, any increase in your student loan requirement toward covering your FWS component will normally be limited to \$500 per semester, funds permitting. The expected family contribution remains the same whether you are on campus or abroad.

If your aid credit exceeds your charges (and any past due balance), you are entitled to a refund of the difference to meet other expenses that are not billed. Because students in many study abroad programs may have to leave or pay certain expenses prior to the time some of their aid (e.g., Stafford Loan) is credited, the Office of Student

Financial Services will advance funds upon request prior to the first week of the semester, on the basis of pending aid.

An information sheet (and required processing forms) about financial aid advances, special procedures for Stafford Loan check disbursement, and power-of-attorney authorization is available in the Office of Student Financial Services, 100 Franklin Building. Above all, remember to apply early for financial aid and for a Federal Stafford Loan.

Tuition for study abroad students is always an issue being worked on. In addition to the current policies in place to assist the costs the Education wing of the Undergraduate Assembly at Penn is working on further subsidizing these costs.

Penn's policy on financial aid is somewhat different in comparison with its other peer institutions. In terms of international students, unlike its peer institutions, Penn offers need-blind aid to Canadian and Mexican citizens and permanent residents and non-need blind aid to all other international students. However Penn like all the other Ivies, does not offer any merit scholarships to any students regardless of citizenship.

Yale University

SEE ATTACHED ADDENDUM.

VI. Sexual Assault on Campus

Brown University

1). How many cases are reported a year, past 5 years? What process typically takes place when a case of sexual assault is reported?

I. Data was unavailable at time of print.

II. Sexual Assault Advocates are Brown staff or faculty members trained to provide information and support to any student who has been the victim of sexual assault. Talking with an advocate does not require a student to file a disciplinary complaint, to press charges, or to pursue any specific course of action. The advocates help students explore their options.

- A. Can the situation be resolved informally? Resource persons will work with all interested parties towards a successful resolution.
 - a. Yes- Process Ends
 - b. No- A formal written complaint will be turned over to a Senior Associate Dean of Student Life who will then do a Preliminary Assessment to determine if the case merits investigation.
 - i. Yes- Investigations and Hearings will take place involving appropriate law enforcements agencies and university departments.
 - ii. No- Process Ends

2). Does your campus or student groups provide services for sexual assault victims? What about for those students not assaulted on-campus?

I. Students who are victims of sexual assault are provided the following:

- A. Medical treatment through Brown University Health Services.
- B. Counseling through Psychological Services.
- C. Assigned a Sexual Assault Advocate.

II. Yes, Students who are victims of sexual assault off campus are provided all the same services as students who are sexually assaulted on campus.

3). How does your social scene contribute to sexual assault incidences?

I. Via parties thrown at Fraternities, Sororities, Themed houses, and various other parties that involve the accepted practice of drinking heavily.

Columbia University

1). How many cases are reported a year, past 5 years? What process typically takes place when a case of sexual assault is reported?

Columbia has recently revised its sexual misconduct policy and all victims of sexual misconduct (defined as “non-consensual, intentional physical conduct of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks or breasts. Lack of consent may be inferred from the use of force, threat, physical intimidation, or advantage gained by the victim's mental or physical incapacity or impairment of which the perpetrator was aware or should have been aware”) has the option of filing a complaint. If a complaint is filed, a formal hearing commences in which both the accused and the accuser have opportunities to present their case in both oral and written form.

2). Does your campus or student groups provide services for sexual assault victims? What about for those students not assaulted on-campus?

Columbia has a Rape Crisis/Anti-Violence Support Center that is available 24 hours a day.

The Sexual Violence Prevention and Response Program (SVPRP) provides comprehensive and integrated education, support and advocacy about sexual and relationship violence. The program supports survivors and fosters individual and collective action to end sexual and relationship violence.

The Barnard Columbia Rape Crisis/Anti-Violence Support Center provides peer counseling and advocacy services for survivors and co-survivors of sexual and relationship violence.

There is also an organization called Nightline where students can call and speak anonymously about issues such as sexual assault from 10 pm – 3 am.

3. How does your social scene contribute to sexual assault incidences?

Cornell University

1). How many cases are reported a year, past 5 years? What process typically takes place when a case of sexual assault is reported?

Individual cases of sexual assault are not made very public by the Cornell University Police. Crime-alerts are sent over the university list-serve when assaults and thefts do occur.

2). Does your campus or student groups provide services for sexual assault victims? What about for those students not assaulted on-campus?

Cornell's Gannett Health Services offers its peer-advisory service, EARS (Empathy, Assistance, and Referral Services), along with professional post-drama services in Gannett.

3. How does your social scene contribute to sexual assault incidences?

While there are many fraternity parties on campus, which many might associate a common venue for assault incidences to occur; Cornell's police and the student "campus-watch" program are on-call 24 hours a day.

Individual cases of sexual assault are not made very public by the Cornell University Police. Crime-alerts are sent over the university list-serve when assaults and thefts do occur.

Dartmouth University

1). How many cases are reported a year, past 5 years? What process typically takes place when a case of sexual assault is reported?

There were 14 cases in 2005. There were 8 in 2003 and 2004, and 3 in 2002. However, it is important to keep in mind that sexual assault is one of the most underreported crimes. When the charges are made through the school, the school tries the accused and determines punishment.

2). Does your campus or student groups provide services for sexual assault victims? What about for those students not assaulted on-campus?

SAPA (Sexual Assault Peer Advisors) works to spread information about sexual assault to the campus and also serves as advisors which are available to victims. This summer a Consent Day was hosted to raise awareness.

3. How does your social scene contribute to sexual assault incidences?

This is probably a matter of opinion, but the pervasive Greek social scene may not help with "date rape" cases and any cases involving alcohol consumption.

Princeton University

1). How many cases are reported a year, past 5 years? What process typically takes place when a case of sexual assault is reported?

Number of cases is unavailable though University postings.

If a case of sexual assault is reported to a counselor in confidence, no action can be taken by the counselor or university unless there is a “threat of physical harm to that individual or others.” - SHARE

Informal Complaints – a university designated individual will privately mediate an agreement between the two parties who do not have to meet face to face. If the agreement is maintained by both parties, the matter is considered resolved and no disciplinary action is required.

Formal Complaints – these are handled by the appropriate University judicial system. Once a formal complaint is made, every effort will be made to investigate the incident. Public Safety and University officials are required to investigate if called.

“All forms of sexual assault and all attempts to commit such acts are regarded as serious University offenses which are likely to result in suspension, required withdrawal, or expulsion. New Jersey criminal law encompasses the offenses identified above, and prosecution may take place independently of charges under University regulations. Convictions under New Jersey law can result in imprisonment for up to 20 years.” – quoted from Rights, Rules, and Responsibilities: Princeton University.

In Emergency Situations – public safety will meet the victim and acquire appropriate medical attention (PMC or University Health Services)

2). Does your campus or student groups provide services for sexual assault victims? What about for those students not assaulted on-campus?

Through our student health services and McCosh Health Center the university has implemented SHARE. SHARE is an acronym that stands for Sexual Harassment/Assault Advising, Resources, and Education. This organization serves students, faculty and staff that are victims of verbal and physical sexual harassment, relationship violence, sexual assault, or harassment based on sexual orientation. Services include: individual confidential clinical assessments for any secondary effects of harassment or assault, confidential consultations regarding disciplinary and legal options, campus-wide education and referrals to community-based support. Talking to a SHARE professional does not necessarily result in a formal report. All meetings are confidential and private. SHARE also serves those who have had a history involving sexual assault and are dealing with its after-effects.

In addition, the ombuds officer, deans of student life, human resource managers, associate deans of the faculty, and deans of studies are all available to answer questions and provide information for resolving conflicts.

3). How does your social scene contribute to sexual assault incidences?

Many organizations and clubs have initiations and pick-ups. Many rituals involve removing articles of clothing and serve alcohol. Because of the environment at these events, sexual harassment and assault are likely to occur in one way or another.

Because the average night out at Princeton involves the Eating Clubs, alcohol is almost always available at the Street. The combination of inexperience and endless supply of alcohol, pregames, and peer pressure to let loose after a hard week of work, makes the social scene a large contributor to incidences of sexual assault.

University of Pennsylvania

In 1996, 4 cases were reported. In 2002, 16 cases were reported. In 2003, 7 cases were reported. In 2004, 8 cases were reported. In 2005, 10 cases were reported.

When a sexual assault is reported, it can be reported to the University Police via 511 on any campus phone, the over 420 blue phones located on and off campus, and also directly in person to the Department of Public Safety at 4040 Chestnut Street.

Once a report is made the university enters it into the university database. The data is used in the crime statistic report/almanac which is required to be made public for the Philadelphia and university areas.

“When a victim of sex offense contacts the Special Services Department, the individual will be advised of health, legal, and other support services available on and off campus and will be assisted in assessing the services. If the victim elects to go through the criminal justice system and/or receive medical treatment, personnel from Special Services accompany the victim to the sexual trauma unit at Jefferson Hospital for evaluation, treatment, and/or evidence collection.”

Also, the victim is informed of reporting options, including the right to report the incident fully and completely to the Philadelphia Police Department or the right to file no report.

Support assistance is readily available for victims of sexual assault. Counseling and Psychological Services, the Penn Women’s Center, and academic and housing accommodation can be made upon request.

At the University of Pennsylvania, Greek life and university-wide events such as Spring Fling, which correlate with alcohol consumption, can contribute to sexual assault incidences on campus.

Yale University

SEE ATTACHED ADDENDUM.

VII. Mental Health Facilities

Brown University

1). What percentage of undergraduates use some aspect of your mental health services per year? What types of services do your mental health facilities provide?

Numbers on psychological services usage is confidential, but estimates are high. Psych services is a team of clinical psychologists, social workers, and psychiatric consultants provides evaluation, short-term psychotherapy, and crisis intervention. Psychological Services deals with all types of issues, from depression to anxiety to eating disorders – essentially, anything psychological.

2). Are mental health services free/covered by your school's health insurance?

All students get 5 free visits to psych services, and after that there are fees.

3). How accessible and well advertised are your mental health facilities Are your school's psychologists/counselors considered to be qualified and helpful?

Mental health facilities are very well advertised; there are signs all over campus with their numbers, and they are centrally located on Brown's Main Green. All freshmen and transfers learn about psych services during Orientation, and really, all students know that they can go there whenever they need to.

Columbia University

1). What percentage of undergraduates use some aspect of your mental health services per year? What types of services do your mental health facilities provide?

Counseling and Psychological Services (CPS) at Columbia provides counseling, consultation, and crisis intervention. CPS offers short-term individual counseling, couples

counseling for students and their partners, student life support groups, medication consultation, training and emergency consultation. Students are encouraged to select a CPS clinician (bios and photos are available online).

2). Are mental health services free/covered by your school's health insurance?

Counseling and Psychological Services (CPS) offers free psychological counseling to all undergraduate and graduate students who have paid the Health Service Fee. The University's Health Service Fee includes limited coverage for off-campus outpatient mental health services. Students must obtain a referral from a CPS clinician prior to beginning psychotherapy, psychiatric services or substance abuse treatment to make use of insurance benefits provided through the fee. When CPS is closed, a clinician-on-call can provide telephone advice about urgent mental health concerns.

3). How accessible and well advertised are your mental health facilities Are your school's psychologists/counselors considered to be qualified and helpful?

During Scheduled Clinical Hours

Students who are interested in meeting with a counselor should call the appointment line. In order to provide rapid access to a clinician, Counseling and Psychological Services (CPS) provides phone appointments with counselors, usually within one business day of an initial call. After this initial phone appointment, an in-person appointment may be scheduled according to the urgency of the patient's needs. In the event of an acute psychiatric emergency, the patient may come directly to CPS without an appointment during its scheduled clinical hours.

After Hours Urgent Situations and Emergencies

If the situation is urgent after scheduled clinical hours, a student can call the clinician-on-call. In the event of a psychiatric emergency, a student can also contact the nearest emergency room: St. Luke's-Roosevelt Hospital Center Psychiatric Emergency Room. These resources are equipped to assist with psychiatric emergencies. Once the immediate crisis is managed, CPS is available to provide a wide range of counseling services.

CPS also offers counseling to undergraduate students on a drop-in basis in three Residence Hall Offices at 100 Carman Hall, 210 East Campus, and 112A Hartley Hall.

Main Office Clinical Hours

Mon-Thur 8am to 6:30pm, and Fri. 8am to 4:30pm.

Residence Hall Locations and Office Clinical Hours

- 100 Carman
Mon. 4pm-7pm, Tues. 5pm-9pm, Wed. 4pm-9pm, Thurs. 7pm-10pm

- 210 East Campus
Mon. 5pm-9pm, Tues. 4pm-7pm, Wed. 5pm-8:30pm
- 112A Hartley
Mon. 5pm-9pm, Tues. 4:30pm-10pm, Wed. 11am-2pm, 5pm-8:30pm, Thurs.
5pm-10pm

All information about CPS is posted on an easily accessible website:
http://www.health.columbia.edu/docs/topics/mental_health/

Cornell University

1). What percentage of undergraduates use some aspect of your mental health services per year? What types of services do your mental health facilities provide?

Cornell's Gannett Health Services offers its peer-advisory service, EARS (Empathy, Assistance, and Referral Services), along with professional post-drama services in the university's health center.

2). Are mental health services free/covered by your school's health insurance?

Yes, the EARS program is predominately student staffed and is entirely free with no strings attached for students to concern themselves over.

3). How accessible and well advertised are your mental health facilities Are your school's psychologists/counselors considered to be qualified and helpful?

EARS has great publicity on campus. Students often quarter-card and host events and presentations to publicize the group and what it does for undergraduates on campus.

Dartmouth University

1). What percentage of undergraduates use some aspect of your mental health services per year? What types of services do your mental health facilities provide?

970 students used counseling services last year, which is roughly 25% of the student body. Our mental health facilities provide psychological counseling, counselors-on-call, general counseling groups, and various counseling groups regarding specific issues.

2). Are mental health services free/covered by your school's health insurance?

Yes, short-term mental health services are free/covered by our school's health insurance, but long-term mental health services, when students need to consistently meet

with a counselor for an elongated period of time, will be referred to a community therapist.

3). How accessible and well advertised are your mental health facilities? Are your school's psychologists/counselors considered to be qualified and helpful?

Our mental health facilities are moderately well advertised; there are posters for and plenty information regarding DAPA (Drug and Alcohol Peer Advisors), MAV (Mentors Against Violence), SAPA (Sexual Abuse Peer Advisors), and EDPA (Eating Disorders Peer Advisors). Yes, our school's psychologists/counselors are considered to be qualified and helpful; they form a diverse group of psychiatrists, psychologists, psychiatric residents, social workers, and psychology interns.

Princeton University

1). What percentages of undergraduates use some aspect of your mental health services per year? What types of services do your mental health facilities provide?

Though data were not available, it is estimated that between five to ten percent of undergraduates use some aspect of the mental health services per year.

The mental health facilities provide students with crisis intervention, individual psychotherapy, group psychotherapy, couples counseling, psychiatric consultation, referrals for long-term treatments, after-hours emergency services, educational workshops and training, preventive mental health screenings, and specialized interdisciplinary treatment teams.

2). Are mental health services free/covered by your school's health insurance?

Some aspects, like short-term therapy sessions and preventive mental health screenings, are covered by the school's health insurance. Others, like drug prescriptions, are not covered and the financial burden is on the student. A Mental Health Loan Program is also offered, whereby a student can apply for up to \$1,000 in loans to cover outside mental health counseling costs once the free short-term therapy offered by the mental health services is over.

3). How accessible and well-advertised are your mental health facilities? Are your school's psychologists/counselors considered to be qualified and helpful?

Mental health facilities are accessible: they are available 24 hours a day, every day of the week. However, they are not well-advertised. To find out about the services they provide, one must seek out the necessary information through the Princeton University website. The school's psychologists/counselors are qualified and are considered by most to be helpful.

University of Pennsylvania

The University of Pennsylvania offers a mental health program and facility entitled Counseling and Psychological Services (CAPS). Counseling and Psychological Services offers a wide range of services including individual and group counseling and therapy, crisis intervention, structured workshops, psychological testing, medication reviews, and consultation.

In the past few years CAPS has provided individual counseling services to over 2,400 Penn undergraduate and graduate/professional students per year. Also, all services provided by CAPS are free to University of Pennsylvania students. Furthermore, CAPS at the University of Pennsylvania strictly protects the confidentiality of information shared during sessions. The staff of CAPS is composed of licensed psychologists, psychiatrists, and social workers of diverse backgrounds who specialize in working with college students. All of the staff is also trained in multicultural and sexuality issues.

To enhance the counseling experience, CAPS ensures to match students with a clinician they would both feel most comfortable with and find most helpful. CAPS advertises through ads in the school newspaper *The Daily Pennsylvanian*, many fliers, and placards on campus. In addition, CAPS has its own weblink on the main University homepage, "PennPortal." Also, no mentor/advisor to an undergraduate student withholds this valuable service from their knowledge – all students are encouraged to visit CAPS even if they are not having any serious psychological issues.

Yale University

SEE ATTACHED ADDENDUM.

VIII. Admissions Reach Out to Under-Represented Districts

Brown University

1). Does your school operate any specific program to reach out to students from under represented school districts? Do students have a role in the recruitment process?

Brown University has several programs to reach out to students from under-represented school districts that involve both administrators and students. Similar to most other Universities, Brown sends admissions officers all over the world. They try to target under represented school districts as much as time will allow. Alumni also often visit high schools in their area.

Students at Brown are very involved in reaching out to schools that admissions officers did not have time to get to. The Bruin Club (the umbrella organization that oversees all prospective student needs including campus tours, information sessions, and overnight hosting) has a program called high school networking. Over winter and spring breaks, Brown students visit 5 high schools in their area to encourage students to apply. Unlike admissions officers, they talk more about personal experience and answer questions from the perspective of students. The high school networking program encourages students to visit underrepresented schools but the student ultimately picks what schools he/she will visit.

Talent Quest is a program at Brown that specifically targets recruitment from under-represented schools. Students that come from talent quest schools are asked to give back to the program by going back to their schools and mentoring prospective students to encourage them to attend Brown University.

2). What kind of information does your admissions office provide to attract students to your school, who might not otherwise have thought it a possibility to attend?

Direct from the Brown University Admissions Website:

Need-Blind Admission

Beginning with the Class of 2007, Brown implemented a need-blind admission policy for all US citizens and permanent residents.

"Need-blind admission" simply means that your ability to pay for your education will not be a factor in the admission decision. Its basic premise is that a family's financial circumstances will not be considered when reviewing a student's application for undergraduate admission. Family and individual circumstances are considered only with respect to financial aid.

This policy has allowed us to further open our doors to students who had previously thought an Ivy League education was out of reach. Brown is committed to maintaining a student body that is strong in intellect, diverse in character, and driven to achieve. Any student who possesses these qualities should have the opportunity to study at Brown. The need-blind policy further underscores this commitment.

Through scholarships, loans, and work study, 100% of an admitted student's financial need will be met.

University Work Scholarship

Brown realizes that the transition to college life can be difficult. To that end, we are pleased to announce that beginning with the Class of 2006, a student's first-year financial aid package will not include the expectation that a student work during the academic year.

This expectation is typically called work-study. All first-year students whose financial aid packages would have included a work expectation will receive a one-time replacement of this work expectation with a University Work Scholarship. Since you will not be expected to work during your first academic year, we hope that you will take this great opportunity to explore the numerous academic, extracurricular, and cultural activities available to you at Brown.

If you are applying for financial assistance, it is critical to meet all filing deadlines in order to ensure consideration for available funds. The Office of Financial Aid can tell you what forms you need to fill out, where to get them, and when they are due. Go to the Deadlines & Instructions for Applying section for all the information you need.

Eligibility for aid from Brown is solely based on financial need. In accordance with Ivy League policy, Brown does not offer aid based on academic achievement, athletic ability, or any other form of merit.

3). Do you feel that your campus is integrated? Socio-economically, ethnically, racially, etc?

Although Brown makes many attempts at integration, many students still feel that Brown is not integrated.

Results from a recent poll conducted by the Undergraduate Council of Students:

“Do you feel that there is adequate economic diversity on campus?”

- No Response: 186 (9.2%)

- Yes: 927 (45.8%)
- No: 911 (45.0)

Columbia University

1). Does your school operate any specific program to reach out to students from under represented school districts? Do students have a role in the recruitment process?

Students are encouraged to join the undergraduate recruitment committee in which students become tour guys, host prospective students and help to attract new students to Columbia. Columbia offers an event called “Days on Campus” in which prospective students spend the night in Columbia dorms with current students and experience life at Columbia. Columbia also offers a similar program called “Prospectives on Diversity.” This program is an overnight stay similar to Days on Campus; however, all of the events planned are focused on Diversity at Columbia including an Activities Fair and Student Panels addressing diversity at Columbia.

2). What kind of information does your admissions office provide to attract students to your school, who might not otherwise have thought it a possibility to attend?

Columbia’s admissions office does have a strong focus on diversity. In the FAQ section of the admissions website, the second and third questions address the questions “What is the percentage of students of color on campus?” and “What is the percentage of international students on campus?” According to the admissions office, 40% of the student body identifies themselves as students of color. The admissions office FAQ also adds that Black Enterprise Magazine and Hispanic Magazine both listed Columbia as one of the top ten colleges for African American and Hispanic students, respectively. Facts like this might encourage students of color to apply.

3). Do you feel that your campus is integrated? Socio-economically, ethnically, racially, etc?

This is a subjective question. The writer of this answer does feel that our campus is very diverse; however, in the past three years at Columbia, there have been several events that have brought the issues of diversity and tolerance back into the limelight. Last year there were several hate crimes occur including one in which the walls of a dorm were spray painted with anti-Semitic statements. This year, when the college Republicans brought the Minutemen to speak at Columbia, a violent protest occurred with students storming the stage during their speeches. While the students at Columbia are very diverse and come from different socio-economic, ethnic and racial backgrounds, it seems that many of these groups have not successfully integrated with one another, resulting in a somewhat disjointed campus.

Cornell University

1). Does your school operate any specific program to reach out to students from under represented school districts? Do students have a role in the recruitment process?

The Provost for Admissions and Enrollment is also the university traveler for recruiting international and under represented prospective students. Cornell has an extensive outreach program coordinated with the Cornell's Cooperative Extension program which has locations all over the nation that try to reach out to under represented school districts. The Early Decision process has recently been analyzed in the respect of applicant demographics, and the current Student Assembly has meet with the Provost for Admissions and Academic Enrollment to provide an undergraduate input.

2). What kind of information does your admissions office provide to attract students to your school, who might not otherwise have thought it a possibility to attend?

Our admissions department provides a student ambassador service which enables prospective students to contact currently matriculated undergraduate students and ask specific questions about the university.

3). Do you feel that your campus is integrated? Socio-economically, ethnically, racially, etc?

Cornell's motto, "Any Person, Any Study" is truly reflective in its integrated campus and residential programs. Student organizations and program houses on campus provide an excellent venue for cultural and ethnic learning.

CLASS OF 2010 DEMOGRAPHICS:

Female 1,567 (48.4%)

Male 1,671 (51.6%)

Total 3,238

African American 5.9%

Asian 15.4%

Bi/Multiracial 5.6%

Caucasian 40.9%

Hispanic 5.4%

Native American 0.6%

Not reported 17.1%

From:

New York 31%

Mid-Atlantic 23.3%

New England 11.6%

West 9.9%

International 7.7%

Midwest 8.1%

South/Southeast 4.6%

Southwest/Mountain 3.8%

Dartmouth University

1). Does your school operate any specific program to reach out to students from under represented school districts? Do students have a role in the recruitment process?

There are a few programs that reach out to students from under represented school districts. Students are brought for historically underrepresented school districts to Dartmouth where they are hosted in students' dorms. The goal is to expose these high school students to the Dartmouth atmosphere and make the school more attractive to these applicants. Furthermore this outreach program is paid for by the school, the high school students' flight, lodging etc, are all taken care of by Dartmouth. Furthermore Dartmouth college has one of the largest Native Populations in the Ivy League. Dartmouth also has a Native recruitment program called the "Dartmouth Native Fly In".

2). What kind of information does your admissions office provide to attract students to your school, who might not otherwise have thought it a possibility to attend?

Dartmouth is a need blind institution and will provide a great deal of financial aid to accommodate one's need. The average amount given to students deemed as in need of financial aid (443 students qualified) for the class of 2010 was: \$ 28,379. Furthermore the school presents itself as a very diverse and multicultural campus with students from every state and 41 countries accepted into the class of 2010. 30.8% of the student body is of color, and women make up 51.4 percent of the Dartmouth class. While most international students are not considered need-blind (with the exception of Canada and Mexico) a number of the international students are on financial aid.

3). Do you feel that your campus is integrated? Socio-economically, ethnically, racially, etc?

This is a hard question to answer as the experience is different for all Dartmouth students. However, I would argue that Dartmouth is well on its way to being integrated. The establishment of OPAL or the Office of Pluralism and Leadership is a great resource for students of color and of various races for support. The school is also proud to say that its Student Body President is a openly gay man who has the support and respect of most of the school. Furthermore the gap between the "haves" and the "have nots" is not too apparent though it still does exist. One policy that the school has that the school enforces is that all students need a laptop and for those who cannot afford to buy one in their incoming freshman year, the school provides them with a loan which can be paid over the course of 4 years without any additional interest.

However there are some clear divides. Dartmouth's social life revolves around the Greek system with around 50% of the students involved in the Greek system. Most

of the major parties are all held in fraternities as the national sororities do not allow men within the houses. Thus students, male and female, have reported being uncomfortable in the frat atmosphere. Some women feel preyed upon in a sense and some men feel marginalized. Homosexuals have also stated that they do not feel comfortable in frats. One student in particular reported that it is common for him to walk into a frat and be called a "fag" or a "fairy". Students of color have also felt uncomfortable in the frats as the brothers are still primarily Caucasian. The Greek system here has been trying to increase the number of colored "rushees" and this has seen some results, but the gap is still quite apparent there. Furthermore, the student assembly has been looking into the creation of more gender neutral space for parties to be held so that there is an alternative to the frat based social system at Dartmouth.

Princeton University

1). Does your school operate any specific program to reach out to students from under represented school districts? Do students have a role in the recruitment process?

Princeton University offers a set of programs with different focuses that share the common feature of bringing in students from under-represented districts. One of these targeted specifically to historically under-represented students in central New Jersey is called the Princeton University Preparatory Program. PUPP's website states, "PUPP is premised upon the conviction that for academically gifted students from low-income families, financial aid alone does not guarantee success at top-tier colleges and universities. The greater challenge is helping these students develop the necessary academic skills, confidence, and leadership abilities to flourish at top institutions of higher learning." With this goal in mind, the University operates a program lasting for approximately two months. Students attend for three summers.

The Admission Office also jointly operates a program with the Alumni Schools Committee that is targeted towards under-represented schools in Boston and Washington DC. This pilot program is aimed at increasing socio-economic diversity on campus by informing students of the financial aid opportunities available to Princeton Undergraduates. Most recently, the University announced that the Class of 2011 would be the last class to be offered the binding Early Action admission option. Offering early admission is widely considered to favor students from more affluent families or schools.

2). What kind of information does your admissions office provide to attract students to your school, who might not otherwise have thought it a possibility to attend?

The University relies on its no-loan financial aid policy and an increasingly proactive recruitment effort to bring in students from lower and middle-income backgrounds. These recruitment efforts include a series of regional 'evening programs' that give the University an opportunity to speak directly to potential applicants. These

'evening programs along with those targeted specifically toward lower-income students all seek to stress the University's no-loan financial aid policy, which is the absolute core of its recruitment efforts.

3). Do you feel that your campus is integrated? Socio-economically, ethnically, racially, etc?

The fact that integration can be an elusive ideal does not make it unworthy of pursuit. Social fault lines on campus at times do fall on racial or socio-economic boundaries. Some factors that are seen as exacerbating this problem are the eating clubs, membership in which tends to cost significantly more than membership in the University-ran residential colleges. There have also been debates within minority communities of whether or not ethnic organizations do too much to promote self-segregation. 2007 will see the opening of Whitman College, the first four-year residential college. This college will provide upperclassmen with a comprehensive social alternative to the eating clubs, though the Administration stresses that it is not meant to exist in opposition with the clubs; students, it is said, will be able to be members of a sort in both.

This change will have the positive effect of ensuring all students a social home whose expenses are covered by financial aid. A possible downside has been predicted by those who say that lower-income students will gravitate toward the residential colleges, while high income students will fill the clubs. Financial aid for the eating clubs, which currently stand at the undisputed center of University social life, would be one possible solution to such a problem.

University of Pennsylvania

Students, if they choose to do so, can play an extensive role in the recruitment process at Penn by joining the Kite and Key Society. The Kite and Key Society is the oldest and largest service organization at the University of Pennsylvania. The Society provides volunteers to the admissions office as tour guides, ambassadors, and overnight hosts. In addition, High School Outreach sends Penn students back to their local area high schools to help with the recruiting process. Volunteers speak with the high school students about campus life at Penn through their own experiences. This type of student-to-student outreach is very effective. Additionally, these programs, as well as others that are specifically targeted towards ethnic minorities, enable potential students to stay with a current student for a few nights to experience Penn.

Typically, most students when applying are apprehensive about attending Penn because of the high tuition costs and financial constraints. Subsequently, the admissions office provides students with information about their financial aid policy in order to ensure them that attending Penn is financially feasible. The following is a sampling of the type of information that is provided:

For 2006-2007, Penn is committing over \$86 million of its resources for grant aid to

undergraduate students

Almost 64% of Penn undergraduates receive some form of financial assistance

Nearly 40% of Penn undergraduates are awarded need-based grant aid

Approximately 74% of the freshmen who applied for financial aid for the 2006-2007 academic year received a need-based award

The average financial aid award for incoming aided freshman in 2006 was \$28,506 (combination of grant, loan, and work study)

As compared to its Ivy-league counterparts and other private universities, Penn is quite diverse. Granted there are many affluent students that attend Penn, however one would not be hard pressed to find students from every socio-economic bracket. This is confirmed by the large percentage of Penn students that qualify for financial assistance of some sort. Racial and ethnic integration is also very visible at Penn. There are a number of racially diverse Greek, community service, and politically-themed organizations at Penn. Penn also has a number of cultural organizations on campus. These groups add to the sense of community at Penn by celebrating the diversity that Penn prides itself on and ensuring that no student feels socially incongruent or isolated at the University. The events that these organizations put on are well attended by the entire Penn populace. In addition, most groups at Penn welcome all students regardless of race and ethnicity as long as said students are genuinely interested in the subject matter.

Yale University

SEE ATTACHED ADDENDUM.

IX. Environmental Issues—Global Warming, Emissions

Brown University

1). How committed is your school to renewable energy?

Brown is in the process of developing a strategic plan for carbon emission reductions and renewable energy that will be announced by the end of the school year. Currently, the mix contains about 14% renewables as a result of Providence and Rhode Island laws for renewables. The strategic plan will recommend a much more comprehensive course of action – although the specific target has not been decided yet. Brown is looking into building a large Wind Turbine on a nearby piece of coastal land that it owns, installing photovoltaics on several buildings, and constructing biomass generation on site. Brown will choose some of these options later this year when it unveils its strategic plan, and the purchase of RECs will also likely be included along with on-site generation.

2). What steps are being taken, both by the student body/government and the administration, to curb the effects of global warming?

Two committees recommended action over the past two years that resulted in a new position of an “energy manager” being created for this year. The energy manager has audited many ways to reduce consumption and is working to develop a strategic framework for reducing carbon emissions. A committee of students, faculty, and staff will recommend a plan with specific goals by the end of the year.

Currently 95% of heat is from burning #6 oil, and 5% from natural gas. Next year, that balance will change considerably, and in the future the administration is looking to change pipelines to allow for considerably more use of natural gas instead of oil. The strategic framework, to be announced by the end of the year, will include purchasing renewables, more natural gas, and reducing consumption, and opportunities for education. Incentives are in place to encourage departments to purchase fuel efficient vehicles.

A student “empower” campaign run by the Brown Environmental Action Network has been hard at work over the past year generating support for Brown to purchase 25% renewables.

3). Does your school offer recycling options?

Brown has a fairly extensive recycling program. Each dorm has mixed paper recycling and bottles/cans recycling. Currently there is no way to recycle plastics higher than #2 plastics. Each student gets a receptacle for cans and bottles in his/her room. All across campus, trash cans are accompanied by newspaper recycling, mixed paper recycling, and bottles and cans recycling. Brown's recycling

The "EcoReps" program is designed to help students facilitate recycling. Each dorm has an EcoRep, who is in charge of making sure that recycling is running smoothly, monitoring trash rooms, and handing out ink-cartridge recycling containers. The EcoRep program is in the process of expanding, and the program holds monthly meetings to keep students up to date with the recycling process. The program also has an education component, designed to encourage recycling across campus with advertising, and participation in events like RecycleMania.

Brown's recycling rate is around 18%. It is known that the rate could be as high as 40%, so the EcoReps program is working hard to increase it.

Columbia University

1). How committed is your school to renewable energy?

The Earth Institute is also another important force on campus that along with the administration attempts to provide awareness about larger issues such as renewable energy. In conjunction with various departments on campus the Earth Institute has promoted research and work within the university and beyond on this issue.

2). What steps are being taken, both by the student body/government and the administration, to curb the effects of global warming?

As far as I am aware of, the student government has not gotten involved with environmental issues such as global warming. However this may change if we see viable plans and actions at other schools which we can learn from. The student body and the administration have been involved with this.

For instance, there is a campus organization that tries to have representatives on each floor of the dorms. These representatives try to encourage recycling and other good habits in the student body. They also offer free products such as environmentally friendly dishwashing soap and energy-efficient light bulbs. In addition, student government members have worked with administrators to install "up flushes" on some dormitory toilets. The "up flush" uses less water than a normal flush.

3). Does your school offer recycling options?

Yes. Every floor on the campus has recycling bins: one for paper and one for plastics. You can also see recycling bins all around campus. The greatest problem though

are students who not only do not recycle but through waste into these bins. Student groups have been working to raise awareness about how students should not do this since it messes up things for students who do actively recycle.

Cornell University

1). How committed is your school to renewable energy?

Cornell's Renewable Energy Society, a group of both students and faculty, work close with the administration in the ongoing process of improving the efficiency of Cornell's renewable energy initiatives such as Lake Source Cooling, cogeneration, the Kyoto Task Team, and the possibility of a Cornell wind farm.

2). What steps are being taken, both by the student body/government and the administration, to curb the effects of global warming?

(Answer above)

3). Does your school offer recycling options?

Yes, every dormitory has separate recycling facilities, including Greek houses and program houses. Dining halls offer and strongly encourage recycling and compost options.

Dartmouth University

1). How committed is your school to renewable energy?

We don't have any solar panels, etc. There is a lot of encouragement to preserve energy by turning off lights and computers.

2). What steps are being taken, both by the student body/government and the administration, to curb the effects of global warming?

Sustainable Dartmouth is a program which encourages sustainability – this mostly involves recycling but also helps with global warming.

3). Does your school offer recycling options?

Yes, every dorm has recycling areas. The Sustainable Dartmouth program has been launched at one dining center, called Homeplate. At the end of you meal, you have various bins to throw things in – one for paper, another for compost, one for trash, etc. There are also reusable takeout containers at two dining facilities: Homeplate and Collis.

Princeton University

1) How committed is your school to renewable energy?

The leading environmental group on campus, Greening Princeton, is currently involved in many initiatives to bring renewable energy to the University community. The group is meeting with administration leaders to try to cut the University's greenhouse gas emissions in half within fifty years from now. To support this goal, a new seminar is being offered this fall focusing on energy issues (ENV ST01: Towards an Ethical CO₂ Emissions Trajectory for Princeton). Greening Princeton also has a long-term goal of switching the campus' external energy (energy not generated at the University's cogeneration plant) to wind/solar/geothermal energy.

A new student group to campus (part of a national organization) called Students United for a Responsible Global Environment (SURGE) is dedicated to reducing the University's carbon footprint. The group already about 160 undergraduate and graduate members, and its only mission is to work towards eliminating the University's greenhouse gas emissions (unlike other student environmental groups that have varied goals).

2). What steps are being taken, both by the student body/government and the administration, to curb the effects of global warming?

The energy generated for Princeton's campus is much more efficient than plants in the surrounding area. The cogeneration plant produces simultaneously both heat and energy, allowing for a more efficient use of resources than a traditional power plant, and making it one of the most efficient power plants in the country, according to the Daily Princetonian. As a comparison, the county power plant operates at about 20-30 percent efficiency while the Princeton cogeneration plant operates at about eighty percent efficiency.

Various student groups, such as Greening Princeton, run campaigns to educate students, faculty, and staff about greenhouse gases, carbon footprints, recycling, and other environmental issues that face our campus. Another group called Princeton University Water Watch monitors the local waterways to safeguard against pollution, as well as to educate the campus about a clean ecosystem.

3). Does your school offer recycling options?

Princeton currently offers many options for recycling. As of this academic year, every dorm room has its own recycle bin for paper in addition to the bottle/can bins on nearly every floor. There are also many outdoor recycling bins spaced around campus.

Last year, the Princeton campus took part in Recyclemania, a contest to "raise awareness among students and faculty about the potential to reduce trash production and increase recycling participation." The results were admirable, with an average of about thirty percent of waste being recycled.

The campus is also involved in various other campaigns, such as trying to reduce junk mail by providing students with information to remove themselves from junk mailing lists, recycling abandoned bicycles, and increasing advertising about the merits of recycling in Frist, the student campus center.

University of Pennsylvania

Currently, the University of Pennsylvania has shown a certain degree of commitment towards environmental sustainability. Specifically, in terms of renewable energy, Penn currently purchases approximately 30% of the university's energy needs from local wind power manufacturers. Unfortunately, Penn still has a long way to go in terms of showing a strong commitment towards university policies that promote environmental sustainability. For instance, Penn currently lacks a cohesive administrative policy that supports the incorporation of sustainability principles in the University's maintenance and development. Additionally, although Penn currently has a large number of recycling programs and facilities in place, the percentage of solid waste recycled is only 11.94%.

In the past few years, the Undergraduate Assembly (one of Penn's six student government branches usually charged with policy issues) has worked with a number of student organizations dedicated to environmental issues to pass proposals targeting recycling and the "green" renovation of the Civic House, Penn's student hub for community service. More recently, the UA has also passed a proposal on developing and implementing a top-down administrative policy on sustainability as a whole, including but not limited to, recycling, energy conservation, green architecture, and purchasing. Although Penn is still waiting to hear the university's response to its requests, Penn has received voiced support from various administrators and trustees.

Yale University

SEE ATTACHED ADDENDUM.

X. Alcohol Policy

Brown University

1). What is your University alcohol policy at student events? How is it enforced?

Social events involving alcohol must be registered through the Student Activities Office. Formal registration requires the completion of both an Event Registration Form and an a Alcohol and Social Function Form. These forms must be filled out three weeks prior to the event. The Alcohol and Social Function Form mandates the submission of a social function plan, the presence of at least two Event Coordinators (at least one of whom must be 21 years of age) and a variable number of Social Function Managers and Bartenders depending on the scale of the event. These students must complete a certification training session that is held every Friday at 3PM on campus. These students must also abstain from drinking before and during the event. There is no self-service of alcohol, and alcohol above 80 proof, keg beer, beer balls, large containers of alcohol, Jell-O shots, bottled beer, and drinking games are prohibited. Food and non-alcoholic beverages must also be served. For events where alcohol will be served and money will be collected at the event for any reason, one must apply for both a Class F License and Entertainment License provided by City Hall at least 10 business days prior to the event. The total cost of licensing ranges from \$25-45 depending on the stock of the bar. Alcohol service must end at 1AM.

The alcohol policy is enforced through oversight by the Director of Student Activities and his/her staff. There are Student Activities employees on call during weekends who personally monitor events. If a student group fails to meet the above criteria, they are often placed on probation for at least one semester and prohibited from planning social events. An investigation will occur during this time and recommendations will be made concerning future changes that must take place in order for the group to reestablish its ability to hold events.

2). What is your University alcohol policy at athletic events? How is it enforced?

Athletic events are held to a different standard from other social events and drinking is essentially prohibited. If a team, either its participants or spectators, is found to possess or consume alcoholic beverages at a sponsored event, that team may be forfeited from the event and self suspended from all activities. If the team, either participants or spectators, fail to comply with the request of supervisors, Brown University Public Safety will be called to handle the situation.

3). Have there been any major changes to your alcohol policy in the past 3 years?

Yes. In November of 2005, in response to two student events that went awry, the Brown University Administration announced a formal review of the social events policy and procedures, with a strong focus on the influence of alcohol. The review was prompted by one event on Friday November 11th that concluded with gunshots fired on campus (no one was injured), and a second event the following night called "Sex Power God", where a number of students required Emergency Medical Services due to alcohol intoxication (alcohol was not served at either event). The review was led by Professor Nancy Barnett, Chair of the Subcommittee on Alcohol and Other Drugs. Specific changes that will take place include increasing the monitoring of alcohol use in residence halls during the peak hours for pre-gaming (9-11PM on weekends), increasing security to manage admission to events, and reinforcing student event planning by developing a handbook that contains a step-by-step process for organizing safe and successful events.

Columbia University

1). What is your University alcohol policy at student events? How is it enforced?

For student events, the use of alcohol must be approved by the advisor of the group throwing the event. The primary concern of the event cannot be that of alcohol; the event must not be reliant upon alcohol in order to run. Upon approval of the event, advertisement must also be approved. Advertisements must state the necessity of two forms of identification to consume alcohol. At the event, food and non-alcoholic beverages must be continuously and amply provided and displayed throughout the event. In order to throw such an event, one of the officers of the student group must be of legal drinking age (21 years of age) and must be trained by the University in planning events with alcohol. An Alcohol Registration Form must be completed with at least ten days advance of the event. If money is to be exchanged for alcohol, a proper temporary license must be acquired.

Members designated to serve alcohol and verify legal drinking age of attendants to the event may not consume alcohol. The event coordinator must arrive on half-hour before the event to meet with the lead proctor. Proctors must be present if any attendants of the event are not of legal drinking age or if deemed necessary for any other reason.

The combination of the student advisor, the proctors, the liability of the student group, and the responsibility of the club officer that is alcohol certified provide the enforcement of the policy. If any of these requirements are inadequately, the event will not occur or, if currently active, will be shut down immediately.

2). What is your University alcohol policy at athletic events? How is it enforced?

The current alcohol policy at athletic events is one such that individuals who can prove themselves to be of legal drinking age (via two forms of identification) will receive a wristband, designating them as 21 years of age and above. Individuals with wristbands

will be permitted to receive one free beer from the concession stand per visit to the stand, up to four beers in all. No other forms of alcohol may be brought into the athletic stadium. Food and non-alcoholic beverages will be available for consumption as well.

3). Have there been any major changes to your alcohol policy in the past 3 years?

Originally, students were permitted to bring their own alcohol into the stadium for consumption. Following incidents where individuals became intoxicated to a disrespectful level, the University revamped the policy without notice to the students. The revised policy stated that absolutely no alcohol was permitted to be brought into the stadium. The only alcohol that could be consumed must be purchased from the concession stand. Due to this drastic change without consulting the student body, students proceeded to protest by donning shirts that stated "Support the team, not the policy. Don't spend a penny." By wearing such declarations while attending the football game, their message was powerfully sent to the administration. Following this event, the administration revisited the alcohol policy, coming to a compromise between the original policy (where students did not have to pay the university for alcohol) and the replacement policy (where students could not bring their own alcohol to the game). The new policy, as stated above, offers students alcohol free of charge, but with a limit (to prevent over intoxication) and forbids the possession of any other alcohol at the athletic event.

Cornell University

1). What is your University alcohol policy at student events? How is it enforced?

Hard alcohol is not permitted at any event. Beer, wine, and champagne are the only forms of alcohol permitted at social events which require the appropriate registering with the administration in a timely fashion.

2). What is your University alcohol policy at athletic events? How is it enforced?

Alcohol is neither sold nor permitted at athletic events. Heavy security hired by the university enforces these policies.

3). Have there been any major changes to your alcohol policy in the past 3 years?

In the past, alcohol was not permitted at any event throughout the week of Greek recruitment in January. A resolution was passed by the Inter-Fraternity Council, and when an evening event is now registered, alcohol in the form of beer, wine, or champagne is permitted for students 21 and over.

Dartmouth University

1). What is your University alcohol policy at student events? How is it enforced?

The Dartmouth website specifically states that unlawful possession, use, or distribution of alcohol by students either on college property or during college-sponsored activity is prohibited. They enforce this mandate by utilizing local, state, and federal laws that prohibit underage use and distribution of alcohol, and use local police forces including Safety and Security and Hanover Police to make sure students are alcohol-free.

2). What is your University alcohol policy at athletic events? How is it enforced?

It is similar to the policy at student events-both students and student-athletes are not allowed to have alcohol at athletic events. Also, student-athletes are not allowed to purchase or use alcohol during athletic trips or events. This includes student athletes are of legal drinking age. No alcohol can be served at team meals, team banquets, or team functions. This policy is enforced by security guards at the games and coaches and parents on athletic trips.

3). Have there been any major changes to your alcohol policy in the past 3 years?

There does not appear to have been any changes to the alcohol policy in the past 3 years.

Princeton University

1). What is your University alcohol policy at student events? How is it enforced?¹

In accordance with both state and University regulations, Princeton expects its student body to “be aware of the social, physiological, and psychological consequences of excessive drinking in order to make responsible and informed decisions about the serving and consumption of alcohol.” Consistent with the policies of most other universities, alcohol consumption never constitutes a mitigating circumstance when contributing to infractions of University regulations.

Alcoholic beverages are not ordinarily served at University events, including those sponsored by the residential colleges, classes, and the USG, where sub-21 year old students are present. As students, we can observe some leniency on this matter, especially at informal club meetings in dorm rooms.

On this topic, one “student event” that was abolished in the Spring of 1999, but is still important to note, is the Nude Olympics: “For a number of years undergraduates, predominantly members of the sophomore class, gathered as a group in Holder Courtyard on the night of the first snowfall, virtually naked, and in an environment that included student alcohol abuse, underage drinking, lack of concern for the welfare of fellow students, and risk of harm to themselves, to other people, and to property. This gathering

¹ Much of this piece was inspired by Princeton’s *Rights, Rules, and Responsibilities 2006-2007*.

came to be known as the “nude olympics.” Perpetuating this now defunct tradition is viewed as a particularly serious offense, resulting in at least one year suspension.

Despite the usual absence of alcohol from student events, alcohol is occasionally approved for certain events. “Those who are of legal drinking age and who wish to sponsor an event with alcohol must obtain approval from and comply with the guidelines established by the Office of the Dean of Undergraduate Students or the Office of the Dean of the Graduate School. Availability of alcoholic beverages shall not be the primary focus of advertising for campus social events. Those given approval to serve alcoholic beverages are responsible for ensuring that only those of legal drinking age are served.”

2. What’s your university alcohol policy at athletic events? How’s it enforced?

The above commentary on alcohol policy at student events certainly applies to athletic events as well. Tailgates are the primary venue for alcoholic service and consumption during athletic events. These tailgates are often organized by groups including, but not limited to, fraternities and sororities. Unlike student events, which are not stimulated by a fraternity and sorority presence, tailgates often become manifestations of the traditions of a given fraternity or sorority. The University becomes particularly concerned when these manifestations include alcohol hazing. Alcohol hazing encompasses “a broad range of behaviors that may place another person in danger of bodily injury or behavior that demonstrates indifference or disregard for another person’s dignity or well-being.” Alcohol hazing may be viewed under the umbrella of forced or required ingestion and grows even more serious if the acts result in physical, mental, or emotional harm. At tailgates, it is possible that excessive alcohol consumption could lead to a variety of other infractions including, but not limited to, fighting, vandalism, and property damage. Finally, tailgates can encourage drinking games, which can lead to excessive alcohol consumption.

From an enforcement perspective at both student and athletic events, students often deal with University Public Safety, but seldom with municipal authorities. Public Safety can be quite vigilant concerning alcohol policy, as alcohol infractions appear to be Princeton’s most prevalent disciplinary matter. At Princeton, Public Safety generally has substantive cause for investigation / confrontation if students are observed: “carrying or possessing an open container of alcohol—defined as any container not sealed by the manufacturer—in or across common spaces (lounges, gamerooms, courtyards, dining areas, hallways, etc.; possessing a keg and/or tap or other evidence of intent to serve (unless permission is granted by the Office of the Dean of Undergraduate Students); serving, providing, or making available alcohol to any person, regardless of his or her age, without first obtaining approval from the Office of the Dean of Undergraduate Students (undergraduates) or the Office of the Dean of the Graduate School (graduate students); and procuring alcohol for persons under the age of 21 or by falsifying identification.”

Occasionally, there can be dangerously intoxicated individuals present at student and athletic events. In such a situation, the health and safety of the student is considered more immediate than potential disciplinary consequences. Therefore, it is the obligation

of anybody in the presence of a severely intoxicated individual to immediately contact Public Safety and University Health Services. The severely intoxicated will normally be transported to the McCosh Health Center for treatment and observation.

Again, Princeton stresses, "Neither intoxication nor admission to University Health Services for intoxication will be grounds for disciplinary action. Contacting the Department of Public Safety for assistance in transporting a student in need of medical attention will not, in itself, lead to disciplinary action. Disciplinary action will occur only if other circumstances indicating a violation of University policy are observed. In such an instance, failure to call for assistance will be considered an especially serious violation of policy." The bottom line is if an event with alcohol does not disrupt other members of the University community and endanger those in attendance, Public Safety will usually not intervene.

University of Pennsylvania

In general, the University of Pennsylvania is not technically a dry campus, but there is a strict alcohol policy. Alcohol is not allowed at any student events hosted by student groups or at athletic events, regardless of whether or not a student is of drinking age. Dorms are typically assumed to be alcohol-free, especially in all freshman dorms, though this policy is rarely enforced. As far as we know, no major changes to our alcohol policy have taken effect within the last three years. However, a member of the Undergraduate Assembly is attempting to institute a program for substance-free housing in one of the dorms to provide a living area with students who share that similar value.

Yale University

SEE ATTACHED ADDENDUM.

XI. Dining Options

Brown University

1). How does your school attract/deal with getting more trademark food services?

In a variety of ways: 1)Frequently, dining Services managers attend food/ trade shows to follow current trends. 2) Salesmen call and meet with dining services managers. 3) Student groups or individual student customers express interest or desire for new products and services. Of course the item must meet concerns such as costs, availability, space and equipment concerns. However, Brown Dining Services is an independent company that runs its own business and works in conjunction with the University; Brown prides itself on making all of its own foods and baking all of its own goods, etc.

2). How much variety (for food) do you have in your respective schools? Do you have market style and/or dining halls?

We have market style and dining halls. The biggest dining hall is the Sharpe Refectory, then Verney Wooley . The campus market and LIL JOs would fall under the Market style. We also have retail outlets(Josiahs , the Gate) and Coffee carts.

We have a lot of variety. The Sharpe refectory has an Italian Line, a breakfast line, a Roots and Shoots (vegetarian) line, Daily hot entrees, deli station, omelet station, salad bar(rotating). We offer as much variety as our facility can handle and we do most

items from scratch(soups daily) and we have our own Bakery. Moreover, Brown is one of the only Universities in the country that (a) has its own butchery in its dining facility, meaning all of the meat comes unprocessed, and (b) has its own private fisherman that catches local seafood in season.

3). Do we have any dining take-out options?

Yes, at both the Refectory and the Verney-Woolley, students have the option to get take-out at any meal. There are containers for students to place food in, and they are allowed to take drinks out as well.

Columbia University

1). How does your school attract/deal with getting more trademark food services (ie. Jamba Juice)?

The only trademark food service we currently have at Columbia is Tasti D-Lite, but it is rumored that a Jamba Juice is coming to campus soon. The reason why we have Tasti D-Lite (and why Jamba Juice may be opening on campus) is due to student desire. The students have asked for these trademark food services to come to campus, and the Housing and Dining Office has worked to coordinate these businesses coming to campus.

2). How much variety (for food) do you have in your respective schools? Do you have market style and/or dining halls?

We have many dining options at Columbia. There are two dining halls and several other places to get food. We have both market style and dining hall options at Columbia. The two dining halls are John Jay and Hewitt (Barnard's dining hall which Columbia students have access to). As well, there is one market style dining option that has food such as pasta, curry, and sandwiches. There are also several cafes which sell salads, sandwiches, and sushi to-go on campus.

3). Do you have any take-out dining options?

There are many take-out dining options at Columbia. The main dining hall, John Jay, has take-out containers available, and all of the other dining options serve food in take-out containers.

Cornell University

1). How does your school attract/deal with getting more trademark food services (ie. Jamba Juice)?

Cornell has contracts with various companies such as Pepsi that commit to long-

term services. However, it seems that Cornell Dining is moving away from trademark food services and more to local food sources.

2). How much variety (for food) do you have in your respective schools? Do you have market style and/or dining halls?

Cornell is rated in the top 5 colleges and universities for food quality and is known for its service and selection. Cornell has 31 dining locations across campus, including 8 all you can eat locations.

3). Do you have any take-out dining options?

There are take-out dining options at the 23 various a la carte locations on campus.

Dartmouth University

1). How does your school attract/deal with getting more trademark food services (ie. Jamba Juice)?

In town there is a Quizno's, Ben and Jerry's, and Subway – but those are all of the chains in town. If you drive to nearby West Lebanon there are more offerings. However, none of these food services is actually part of the school's dining program.

2). How much variety (for food) do you have in your respective schools? Do you have market style and/or dining halls?

They are all dining halls or cafeterias. There are generally salads, sushi, grill food, sandwiches, and daily specials offered at most of these. There is also a kosher and halal dining hall.

3). Do you have any take-out dining options?

You can take-out food from any Dartmouth dining facility.

Princeton University

1). How does your school attract/deal with getting more trademark food services (ie. Jamba Juice)?

As of right now, we do not have many trademark food options. This is something the university has looked into, and they circulated a survey last spring to assess student demand for these types of options. Our physical campus is undergoing drastic changes as

the university is looking to expand into new areas of land, and while there certainly has been talk of putting in retail options such as this, nothing has been publicly announced. I imagine that as the university firms up their plans for sites for different buildings, this will become much more of an issue. For now, the university is still deciding what to build where.

2). How much variety (for food) do you have in your respective schools? Do you have market style and/or dining halls?

There are many dining options for undergraduate students, and the university is looking to expand this even more. Freshman and sophomores live in one of five residential colleges, each with a dining hall. All the dining halls are identical, and all serve kosher, vegetarian, and vegan options at every meal. In addition there is a Center for Jewish Life with its own kosher dining hall. Each type of meal plan also includes a certain number of “points” that students can use to buy food at Frist Campus Center’s food gallery (which includes a pizzeria, a deli, a grill, and soup bar, and also offers various packaged foods). We also have a number of other smaller cafes scattered around campus, but Frist is the largest market-style eatery on campus; it is quite popular. Starting next year, upperclass students will be encouraged to eat at these dining halls as well in the advent of the four-year college system. With this, there are plans to further increase the quality and variety of the food, but that remains to be seen. If they do not choose to continue on in the residential college (and the majority will not), juniors and seniors then can choose to join one of the ten eating clubs, live in a co-op, or go independent.

3). Do you have any take-out dining options?

Our only take-out dining options are Frist and the number of limited, small cafes scattered around campus. Frist is the primary source of take-out food, and it is packed with students during meal hours. There has been some talk of adding take-out options to the dining halls, but administrators are reluctant to do so for fear that this would detract from the “residential college life atmosphere.”

University of Pennsylvania

The University of Pennsylvania is trying to engage more trademark food services. Unfortunately, most of them do not attain “meal plan status,” as they are external vendors that do not wish to have a percentage of their overall cost cut from distribution. There are, however, some trademark venues that fall under “meal plan status” such as Subway, Chic-Fil-A, and Freshens Smoothies.

The University of Pennsylvania has a three to four week rotation of menu foods. Additionally, the university tries to incorporate international cuisines (e.g.: having a South Asian cuisine night) with the help of cultural student groups. We have three main

dining halls that are all-you-can-eat buffet-style, a marketplace-type location where students pay for what they eat, and lastly smaller supermarkets.

The University of Pennsylvania just instated a take-out dining option, particularly catered to upperclassmen. This program can only be utilized within the buffet-style dining halls. Students give the cafeteria swiper their student ID, then are given various sorts of containers with which they can fill with food. After they have filled their containers, they retain their student ID card. This is to ensure that no student steals food from the cafeteria. This program has been proven to be very effective and appealing, especially to those who cannot spare time

Yale University

SEE ATTACHED ADDENDUM.

XII. Storage Options

Brown University

1). How does your college/university help students who need to store belongings over the summer months?

Approximately four years ago, Brown University stopped providing on-campus storage (due to problems including liability, theft, and environmental health concerns). Since then, Brown has been working on arriving at a long-term summer storage solution. For three summers, Brown has been working with SmartMovers (smartmovers.com), a separate storage company, in the form of issuing vouchers to students for \$60 each, and having the company set up trucks/posts around campus for several days at the end of the spring (for pick up) and in the beginning of the fall (for drop off).

2). Does the school work with any companies? Give storage vouchers? What, if any, system is in place and do students seem satisfied with it?

Brown has worked with SmartMovers (a private storage company) for three years. This past year the system Brown employed was to give out 600 storage vouchers worth

\$60 each, to be distributed via an online lottery. Students would log in with their name and could enter once, into a completely random lottery (which didn't take factors like geographic location or financial need into account). 600 students were then emailed with a voucher, which they could printout and hand to SmartMovers employees when going to drop off storage. If a student spent over \$60, he or she had to pay the difference (although approximately two small boxes could be completely paid for without going over \$60, so technically a student didn't have to pay anything if he/she just wanted to use what the voucher would get him/her).

This past fall, students had many issues with SmartMovers and were largely unsatisfied, so we are going to be evaluating other options for next summer. Students reported damaged boxes and individual pieces of furniture that they paid to have stored. Additionally, probably the biggest problem was that boxes/items went "missing" for about 1-2 weeks on average, and while the company had scheduled with each student online a pick-up date and location, when students went to the location, often their stuff was not in the truck and the trucks were poorly staffed. The company was often not responsive to calls or emails from frustrated students. A big problem with the company seemed to be that it relied too much on students who it hired to run the operation.

3). How involved are students with the process of summer storage?

Students are very involved with the process of summer storage and have worked actively with Brown's Office of Residential Life to make recommendations, evaluate different storage companies' offers, and look at how best to distribute support to students (e.g. selecting a voucher system). By the end of the spring last year, for example, two student government representatives had weekly meetings with administrators regarding summer storage.

Information from Brown's Residential Life Website:
(http://reslife.brown.edu/forms/storage_voucher/index.html)

Columbia University

1). How does your college/university help students who need to store belongings over the summer months?

Although Columbia does not have storage space on campus, there are several vendors who offer fee-based storage services for students. Columbia is in no way affiliated with any of these services in particular; however, these vendors do advertise heavily on campus during the Spring semester as it gets closer to the end of the academic year.

Housing and Dining Services at Columbia provide students with contact information for a few of these vendors to make the search process for students a little easier. These vendors include Collegeboxes, Inc., Contemporary Moving Systems, and

Hudson North American. These vendors, among others, usually have special offers and rates for students. Students must negotiate with the vendors independently to determine dates and other details.

2). Does the school work with any companies? Give storage vouchers? What, if any, system is in place and do students seem satisfied with it?

Columbia is not affiliated with any particular storage vendor. Housing and Dining Services do provide names and contact information for a few of the most popular and convenient vendors, however. There are no storage vouchers or promotions of any kind that are directly related to the University. Students are responsible for discussing rates, dates of pick-up/drop-off, and other details on their own, but many special rates and deals can be found.

The University has no special system in place for summer storage. Students find appropriate storage accommodations on their own perhaps with some suggestions from the Housing and Dining Services. A more official system might be helpful for students when trying to make plans for the summer; however, advertising and vendor information is so direct and abundant during the end of the Spring semester that students can make arrangements without such a system. Information about various vendors is easy to find right on campus and there are many good deals for students. The current system seems to be working well as there have not been apparent concerns or complaints among students.

3). How involved are students with the process of summer storage?

Students are involved in the summer storage process in a few ways. Not only do many students use storage facilities during the summer months, but some of the vendors, including Collegeboxes, Inc., employs students to promote their storage services. These students are responsible for making the particular vendor's information available on campus by monitoring and managing tables or small tents outdoors.

Cornell University

1). How does your college/university help students who need to store belongings over the summer months?

Student Agencies, a student run and managed company offers a summer storage service "Big Red Shipping and Storage" for affordable prices.

2). Does the school work with any companies? Give storage vouchers? What, if any, system is in place and do students seem satisfied with it?

The "Big Red Shipping and Storage" company provides most if not all of shipping and storage services to the student body, the university has no need to provide

such services.

3). How involved are students with the process of summer storage?

Student Agencies and Big Red Shipping and Storage are 100% student staffed and managed.

Dartmouth University

1) How does your college/university help students who need to store belongings over the summer months? (For Dartmouth this could be during any term.)

Almost every dorm has a basement with a storage area. The school charges \$10 per box per term. However, with this service students must get their boxes to and from the basements.

2). Does the school work with any companies? Give storage vouchers? What, if any, system is in place and do students seem satisfied with it?

The two options are usually just the school storage and whatever the town may offer. For example, True Value offers a more expensive service where they pick up your boxes and store them and then deliver them back to you when you return to campus. However, this costs about \$45 a month. Storage also can happen in Greek houses. Students seem pretty satisfied with it, there have not been any movements to change the system.

3). How involved are students with the process of summer storage?

Not very.

Princeton University

1). How does your college/university help students who need to store belongings over the summer months?

There are definitely options for student storage over the summer months. Each of the five residential colleges (in which freshmen and sophomores live) have areas designated for free student storage. Generally, each student is limited to two boxes of a designated size. Students are urged to store refrigerators and furniture elsewhere. However, in practice the rules are not strictly followed, and students can usually store an unlimited number of boxes of any size, so long as the students can get the boxes to the storage areas themselves. Storage is on a first-come-first-serve basis, but usually the spaces do not fill up. Some older students decide to store things there as well. The rules are loose. There are also other University storage areas; some are open for all, and others

are designated for certain groups like interim students, summer housing students, international students, students with high security belongings, residential advisor students, and students taking the semester off. The students are responsible for both bringing and retrieving their boxes. The storage areas are kept locked over the summer, but maintenance staff can open them during the summer months if need be. Unfortunately, the security around the boxes is not that great. It would probably not be very hard for someone to steal another's box. Luckily, however, there have been only a few instances (if any) of someone not being able to find their box immediately.

Princeton Moving & Storage Agency is another option. For a fee, they provide boxes for the students. After the students fill the boxes, agency members pick them up, store them, and return them upon the students' return to school. They also provide space for bike storage. There are designated times at the beginning and end of summer to drop off and pick up the bikes.

There is also storage run by the Princeton Maintenance & Building Staff all year long. There are storage hours held daily during the school year. The storage areas are always accessible by calling the Maintenance Main Office.

2). Does the school work with any companies? Give storage vouchers? What, if any, system is in place and do students seem satisfied with it?

The school does not really promote any companies outside of Princeton. It advertises for and supports the Princeton Moving & Storage Agency, who stores things in space outside the University for the students. Storage vouchers are not generally available either. Students are always welcome to search out and utilize companies outside of the Princeton community, and many students do. Students are generally satisfied with both the Princeton agencies and the outside companies; it is usually a matter of personal preference.

3). How involved are students with the process of summer storage?

Students are quite involved with summer storage. Two seniors head the Princeton Moving & Storage Agency. They employ students to pick up, move, and return the boxes at the beginning and end of summer. They are responsible for every aspect of the operation except for the actual packing of the boxes.

University of Pennsylvania

The University of Pennsylvania's Housing and Conference Services collaborates with Sinclair Storage, a branch of Mayflower, to provide summer storage for Penn students. Towards the end of the spring semester, Sinclair Storage representatives come to the University of Pennsylvania to sell moving and storage equipment and help students arrange for pick up during the move-out period. During the move-out period, Sinclair representatives return to pick up belongings to be stored over the summer and transport them to their storage facilities in New Jersey. Those belongings are returned to campus

at the beginning of the following fall semester during the move-in period. On top of transporting belongings to their storage facilities, Sinclair offers transportation to other storage facilities and individual homes. Students living on and off campus can take advantage of this service.

The University of Pennsylvania does not offer any on-campus storage. Previously, storage lockers were available in the university's high rises (a form of the college house), but many complaints, including theft, damages, and insufficient space, led university officials to look off-campus for a method of storage. The other buildings on campus are not suitable locations for storage since they are susceptible to flood damage and are subject to the same complaints as the high rise storage lockers. Furthermore, the on-campus housing occupancy agreement states a 9-month residency period, so the University of Pennsylvania is not obligated to provide on-campus storage.

The services of Sinclair Storage have been reliable and effective. Very few if any complaints are filed yearly and the pick-up/drop-off service is convenient for Penn students.

Students living off-campus looking to store their belongings for a shorter period of time have more limited options. Housing Services usually recommends looking up local storage services or using a friend's apartment. Such local storage services include boxmydorm.com and collegeboxes.com – the former of which is owned and regulated by Penn students. These services both provide boxes, packing materials, and to-your-room pick-up and drop-off to students at a comparatively low rate.

The international students at the University of Pennsylvania frequently request to store their belongings in their rooms in the university's International House over the summer. Housing Services will not allow this again because of the possibilities of damage and theft and are not obligated to, under the on-campus housing occupancy agreement.

The University of Pennsylvania does not offer storage vouchers and has no plans to in the future.

Yale University

SEE ATTACHED ADDENDUM.