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All eyes are on the Class of 2000

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Oversimplifying the Picture
(Judith Rodin)

PULLOUT

FOR COMMENT:

Twenty-First Century Report on an Ivy Greek System

(A preliminary report of
the IFC, Panhellenic Council
and BIG-C)

Posthaste: To get nearly 16,000 letters into the U.S. mail on time last week took rapid but methodical last-minute checking by Admissions staffers including Elsie H. Loyola and Willie Bishop (above). Next came high-speed sealing-and-postage operations at Penn Mail Service, where two of the many who pitched in were Phil Falcone, right, and Thomas A. Harley, below. At 12:01 a.m. April 3, the Class of the Year 2000 was in the mail. (*Compass* story, page 4.)

Photos by Jenny Friesenhahn



Challenging the Philadelphia Inquirer's portrayal of Penn in a recent series on college costs and tuition, Dr. Judith Rodin takes issue with the "short shrift" given to need-blind admissions, containment of tuition increases, and the use of numbers for enrollment and "administration." But "The most confounding aspect of this myopic opus..." she said, "was the dismissive and disparaging treatment of the research mission of Penn and other research universities." (See back cover).

SENATE From the Chair

TO: Members of the Faculty Senate
FROM: William L. Kissick, Chair
SUBJECT: Agenda for the Annual Meeting

Wednesday, April 17, 1996
3-5:30 p.m. in B-6 Stiteler Hall

1. Approval of minutes, April 19, 1995, plenary
2. *Report of the Chair*. (5 minutes)
3. *Report of the President*. (5 minutes)
4. *Report of the Provost*. (5 minutes)
5. *Report of the Committee on Administration*, David Brownlee, Chair. Topics include: administrative restructuring, renewal of appointment of deans, post-tenure review, teaching evaluation. (10 minutes)
6. *Report of the Committee on the Faculty*, Sheila Murnaghan, Chair. Topics include: faculty maternity leave policy, lecturer in foreign languages, functioning of the Faculty Grievance Commission. (10 minutes)
7. *Report of the Committee on Students and Educational Policy*, James Laing, Chair. Topic: 1995-96 Report on Making Penn the Undergraduate University of Choice for the 21st Century. (10 minutes)
8. *Report of the Committee on the Economic Status of the Faculty*, Robert Hornik, Chair. (5 minutes for report; 15 minutes discussion)
9. *Discussion Only*: Statement of Harold Bershad, Diana Crane, William Evan, and Samuel Klausner regarding alleged salary discrimination. (15 minutes)
10. *Report of the Committee on Academic Freedom and Responsibility*, Susan Watkins, Chair. (10 minutes)
11. Adjournment by 5:30 p.m.

Note: Copies of reports published in *Almanac* will be available at the meeting.

Memorial Service: Mrs. Martin, April 19

A gathering in memory and celebration of Dorothy E. Martin will be held April 19 from 4-6 p.m. at the Faculty Club. Mrs. Martin, who with her husband helped to found Ware College House, was a teacher and social worker at Penn for 18 years until her retirement in 1988. She died on February 13 at the age of 76 (*Almanac* February 20).

Memorial Service: Dr. Abel, April 22

To the University Community:

There will be a memorial service for Dr. Jacob Abel on Monday, April 22, at 3 p.m. in Alumni Hall of the Faculty Club, under the aegis of the Faculty Senate and the Department of Mechanical Engineering and Applied Mechanics.

All friends and colleagues are invited to attend.

In addition, his wife Evelyn and his daughters Trudi and Erica would like to compile anecdotes, stories, and tales about your interactions with Jacob and/or Evelyn and Jacob together. Please type up your recollections, indicating how you knew Jake, and send them (with your phone number) to Erica Abel (513 E. 86th St., Apt. 4C, New York, NY, 10028) or to Dr. John Bassani, 297 Towne Building/6315.

Finally, we note the creation of the Jacob M. Abel Memorial Fund, established to perpetuate his memory; it is to be used to promote excellence in undergraduate education. Donations made payable to The Trustees of the University of Pennsylvania, with a notation that they are for this fund, can be sent to Dr. Ira M. Cohen, chair, MEAM, 297 Towne Building, University of Pennsylvania, Philadelphia, PA 19104-6315.

— William Kissick, Peter Kuriloff, and
David Hildebrand for the Faculty Senate,
with Colleagues in the Mechanical Engineering and
Applied Mechanics Department



Dr. Drew Faust

Invention (see *Compass* feature in *Almanac* March 5), which explores ways the War changed Southern women. Other works include *John Henry Hammond and the Old South*, which won three national awards in 1983; a 1977 book on the dilemma of the intellectual in the Old South, reissued in 1986; and 1988's *The Creation of Confederate Nationalism: Ideology and Identity in the Civil War South*.

Dr. Faust, a Bryn Mawr alumna who took her Ph.D. in American Civilization at Penn, joined the faculty as assistant professor in 1976 and rose to full professor in 1984, chairing the American Civilization department twice and holding the Stanley I. Sheerr term chair there in 1988-89. She moved to history and the Annenberg chair in 1989. She was elected to the American Academy of Arts and Sciences in 1994.

A reception later this month will honor Dr. Faust and the eight graduate students who have won this year's Dean's Award for Distinguished Teaching: Bruce Lenthall, American Civilization; Paul Nealen, Biology; Peter Parolin, English; Roberta Stack, English; Scott Shrake, German; Elisa von Joeden-Forgey, History; Michael McShane, Philosophy; and Scott Silverstone, Political Science. Their award has just been increased from \$500 to \$600.

The Abrams Award carries a prize of \$6000 for the recipient and another \$4000 for the department. The prize has been given since 1983—sometimes shared by two faculty members. Recipients to date are Drs. Vicki Mahaffey of English, Frank Warner of Mathematics, Digby Baltzell of Sociology, Walter Licht of History, Daniel Janzen of Biology, Alan Mann of Anthropology, Elaine Scarry of English, Thomas Childers of History, Robert Lucid of English, Henry Gleitman of Psychology, Ronald Miller of Regional Science, Peter Conn of English, Dr. Alan Kors of History, Horst S. Daemrich of German, Walter Wales of Physics, Lawrence Bernstein of Music, Robert Giegengack of Geology, Alan Filreis of English, and Paul Rozin of Psychology.

Search Committee for WXPB General Manager

A search committee has been named for the post of general manager of WXPB-FM, where the station's development director, Vincent Curran, has been serving on an interim basis since Mark Fuerst left the University in January. On the committee are:

Oliver Williams, political science (*chair*)
Barbara Beck, News & Public Affairs
Michael Eleey, Information Systems & Computing
Andrew Monfried, C '96
Anthony Minisi, W '48, L '52, Trustee
Kathy Ruyak, WXPB Policy Board
Stephen Steinberg, Office of the President
Terry Conn, Office of VPUL (*staff*)

Nominations may be sent to Ms. Conn by campus mail to 3611 Locust Walk/6222; by email to conn@pobox; or by fax to 898-0843.

Opening a Penn Hall of Fame: April 13

Saturday night at the Wyndham Franklin Plaza, 46 figures from the University's athletic past will be inducted into a new Penn Hall of Fame.

Chosen from a field of 443 nominations, the 41 athletes and five coaches range from Bill Hollenback, the All-American running back of Quaker fame from 1907-1909, to Mary Jane O'Neill, All-American fencer from 1982-86.

The Hall of Fame is in the Donaldson Room of Weightman Hall, established in memory of Jerome S. Shenker, W '38, a student-athlete who lettered in baseball and lightweight football and who was a lifelong volunteer and supporter of Penn athletics.

All of those inducted in this inaugural year are All-Americans, national champions and/or world champions, according to Ed Fabricius, the 1955 College alumnus and former sports information director at Penn who heads the Hall of Fame Committee. Elections will be held annually and the Hall of Fame induction will be a yearly event.

On the committee are Dr. Howard Mitchell, the 1907 Foundation Professor Emeritus (WG '51), sportswriter Frank Dolson (W '54) and Alumni Relations Director Martha Stachitas (CW '75), as well as Athletic Director Steve Bilsky (W '71), Coaches Anne Sage and Bob Seddon, DRIA Media Relations Director Gail Zachary, and two other former sports information directors, Herb Hartnett and C. Robert Paul, W '39. Decker Uhlhorn and Debbie Newman of the present staff are ex-officio members.

Speaking Out

Police Jurisdiction West of 40th?

I commend the new managing director of Public Safety for his Strategic Plan (*Almanac* March 26). With the foundation laid by former Commissioner John Kuprevich, I have no doubt that, under Tom Seamon's leadership, Penn will remain a national leader in campus law enforcement. I am concerned, however, about an area not addressed in the Strategic Plan—clarifying the jurisdiction of UPPD officers in the campus community.

Title 71, Section 646 of the Pennsylvania Statutes—the section under which UPPD officers are commissioned—states that “[c]ampus police shall exercise their powers and perform their duties only on the premises of the . . . colleges and universities . . . by or for which they are employed.” Although Penn asserts that UPPD officers have jurisdiction from 30th-43rd Streets, Market to Baltimore, and although both the Philadelphia Police Department and the state attorney general seem to agree, no Pennsylvania appellate court has ever conclusively subscribed to this interpretation of the law. In fact, judges have been quite hostile to it.

In 1989, a panel of the Pennsylvania Superior Court confirmed that UPPD officers have authority to act outside property owned by the University but used for non-educational purposes (the Shops at Penn, Walnut Mall, etc.). However, a concurring judge took pains to point out that the panel's decision did not necessarily extend to non-University property, even if such property is surrounded by or located near University buildings. That question was left open for other courts to consider. Then, in 1993, another Superior Court panel held that, under Section 646, University of Pittsburgh police officers lack any authority in these “near-

campus” areas. That panel overturned the conviction of a man whom a Pitt police officer personally observed robbing a student at knifepoint.

An appeal from that ruling was argued before the Pennsylvania Supreme Court in late 1994, and is still pending decision. If the Supreme Court upholds the lower court's opinion—as well it might—UPPD officers could suddenly find their authority to act west of 40th Street rather sharply curtailed.

Before he was shown the door by President Rodin, Commissioner Kuprevich was leading a multi-university lobbying effort to change the law and head off the Supreme Court's decision. That effort seems now to be stalled, and the new Strategic Plan makes no mention of it.

This begs the question: Is the present administration committed to a strong UPPD presence west of 40th Street? If so, what is it doing to ensure the continued legality of such a presence? Before accepting the Strategic Plan, the Penn community should demand these answers.

—Jeffrey S. Jacobson, SAS '92, Fels '93

Response to Mr. Jacobson

I thank Mr. Jacobson for taking the time to read and reply thoughtfully to the Public Safety Strategic Plan.

In answer to his question: Yes, the present administration is strongly committed to providing the best police service possible in the presently defined UPPD patrol area which extends west to 43rd Street.

Mr. Jacobson correctly points out that there have been several Superior court decisions regarding university police jurisdiction. Some decisions have supported the UPPD's present jurisdiction, while one was

against the University of Pittsburgh on a narrowly defined issue.

The Pennsylvania Attorney General has supported the UPPD jurisdiction and the Philadelphia District Attorney supports our present jurisdiction. The State Supreme Court has not ruled on this issue.

I am working with the University administration and other university police chiefs to pass new state legislation clarifying university police jurisdiction throughout the state. I have advised all concerned parties that I am available to testify in Harrisburg in support of this legislation.

—Thomas Seamon, Managing Director,
U. of P. Police Department

Note on Anonymous Letters

Almanac cannot run anonymous letters, but does have a procedure for allowing members of the University to publish as “Name Withheld” under some circumstances, as noted in the *Guide for Readers and Contributors* (in *Almanac* March 29, 1994, and on *Almanac*'s homepage, in the section “About *Almanac*.”). The writer who wished to discuss crosswalk safety should start this process by calling the editor, the chair of the *Almanac* Advisory Board, or a member of the Advisory Board representing his or her constituency of the University. All of these names are listed on the inside back page of this issue.

Note on Retiree Benefits Letter[s]

A response to Dr. Peter Knutson's letter on FAS 106 (*Speaking Out* April 2) has been delayed to the coming week's issue. Also appearing next week will be another exchange on retiree benefits, initiated by Dr. Phoebe Leboy.

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

Remembering a Provost's ‘Little Black Books’: April 18

The University's Charles Custis Harrison Society will be celebrating its first birthday later this month. To mark the occasion, members of the Society—alumni, friends, staff, and faculty who have made deferred gifts to Penn—will gather on April 18 for a luncheon at the Faculty Club. Dr. P. Roy Vagelos, chair of Penn's Board of Trustees, and Scott Lederman, Treasurer of the University, will address the group.

According to Tom Hofstetter, associate director of the Office of Planned Giving, the Harrison Society gives recognition to those members of the Penn community who have included the University in their estate plans—through bequests, life income gifts, or life insurance. “People are pleased to find that such a society exists,” says Mr. Hofstetter, “and Penn is delighted to be able to recognize their generosity during their lifetime.”

The Harrison Society is named for Charles Custis Harrison, C '62, who was Provost of the University from 1895 to 1910, a period during which much of Penn's current campus took shape. He is reported to have secured more than \$12 million for Penn, recording pledges and payments of famous Philadelphians in the “little black books” for which he was noted. (Current members of the Harrison Society also receive little black books—a reminder of Penn's ongoing needs.)

John Foster, director of the Office of Planned Giving, is enthusiastic about the response the new group is receiving. “All schools at the University are represented. And this past year we took the Harrison Society on the road—to Florida—with luncheons in both Boca Raton and Tampa. People are grateful that Penn is acknowledging their commitment in this way.”

With a successful inaugural year behind them, the Harrison Society is looking forward to its second year of activities. Those who have already included the University in their estate plans and would like to attend the luncheon on April 18 should contact the Office of Planned Giving at 898-6171.

—Joan Carey, Office of Development Communications

OF RECORD

Policy Change: Performance Appraisal/Staff Development

Minor modifications have been made to the Annual Performance Appraisal and Staff Development Program Policy (Human Resources Policy 619, formerly known as Performance Appraisal Program) to reflect the changes made to the appraisal program for the 1995-96 cycle.

The revised policy can be accessed on-line via the Human Resources homepage on the World Wide Web (www.upenn.edu/hr/). From the Human Resources homepage, select the *Human Resources Policy Manual* and then View Alphabetically by Policy Name.

The URL for this policy is www-penninfo.upenn.edu:1962/penninfo-srv.upenn.edu/9000/268.html

—Division of Human Resources

Ed. Note: See the Human Resources at Your Service, Q & A on pages 6-7 of this issue for more about the appraisal program.

The Media Focus on Penn's Admissions Process

By Barbara Beck

Signs of spring abound. Days are growing longer. Trees are budding. Crocuses are blossoming. And high-school seniors are standing by their mailboxes, anxiously waiting for college-acceptance letters.

Every April, the brightest high-school seniors—aspiring to pursue undergraduate studies at Penn—turn their attention to the University's Office of Admissions. This year, the admissions office has also attracted the attention of another group: the national media.

In the last six months, Newsweek, The Washington Post, the Associated Press and The New York Times have interviewed Dean of Admissions Willis J. Stetson about what actually goes on during the college-selection process. The Philadelphia Inquirer has published five parts of an ongoing series about selecting Penn's Class of 2000. And two weeks ago, "48 Hours," the hour-long CBS news show, spent several hours at the University, taping the frenzied, last-minute process of sending out letters to high-school seniors.

All of this media coverage doesn't surprise Stetson. "With the new baby boom upon us, college admission is once again becoming a subject of great interest," he said. "With the increasing interest in the mystery of selective college admissions, the media are using Penn as an accessible source."

Stetson knows plenty about "selective college admissions." Nearly 16,000 students are competing for approximately 2,350 spots in the University's Class of 2000. Under Penn's early-decision plan alone, a record-high 2,046 students applied for admission in the fall of 1996. Of those, 716 students, or about 35 percent of the applicant pool, were accepted.

These numbers continue a four-year trend of rising applications and increasing selectivity. The overall number of early-decision

applicants rose by over 25 percent from last year, while the acceptance ratio dropped about 6 percent. More significantly, the actual number of students admitted under the early-decision plan fell 15 percent after four consecutive years of increases.

"We were more selective in early decision this year because our indicators point to higher selectivity in our regular admissions

pool as well," Stetson said.

In Newsweek, Stetson discussed the increasing application numbers and the tendency to take advantage of the early-decision plan. "We saw a significant increase, which reflects a broad-based shift across the country of students applying [to schools] because they think it will increase their chances of getting in by applying early," he said. He added that the continuing rise of applicants at Penn "shows the continuing rise of Penn as a school of first choice over the past six or seven years."

Not just the school of first choice, but the school of first choice among the intellectual elite. Like most of the best universities across the country, Penn suffers from an embarrassment of riches: more top-quality, impressive applicants than it could ever hope to admit. Of Penn's nearly 16,000 applicants, 70 percent of the students were in the top 10 percent of their class, and many received straight A's throughout high school. The other 30 percent weren't so far behind in academic credentials.

"The nice thing about being more se-

lective every year," Stetson told the Inquirer, "is that the students who get in are that much more enthusiastic and grateful to be here."

The Philadelphia Inquirer series—"Creating the Class of 2000"—has given readers an in-depth look at the admissions process from the students', the parents', and the University's points of view. Several more Class of 2000 stories will be published before the freshman class enters in September.

"48 Hours," which lets its correspondents reveal a story's elements gradually through interviews with the people affected, will also give an in-depth look at Penn's admissions process. The show's crew set up its cameras in the University's admissions office, where the acceptance and rejection letters (a thick envelope means yes; thin means no) were stuffed, sorted and prepared for mailing. Several admissions employees with tiny microphones pinned to their lapels or blouses scurried between rooms jammed with computers and printers. A cameraman and a soundman followed the staff closely.

"We wanted to capture the enormous amount of work that must go into this process of selecting, preparing the letters and mailing them out," said Tom Berman, the "48 Hours" producer who supervised this story.

Competition for admission into top-tier private universities, like Penn, is intensifying, with applications climbing despite increasing tuition costs. Many of the families interviewed for "48 hours" see a Penn degree as a means of survival, according to Berman. "We know those families are tensely waiting for those decision letters," he said.

They won't have to wait much longer. At 12:01 a.m., April 3, the letters were taken to the 30th Street Post Office. Camera crews from "48 Hours" are now following several high-school seniors and their parents as they wait for the letters to arrive. At least two students who have selected Penn as their first choice will be taped opening their letters.

Berman said that another camera crew will be on campus during the next few weeks to follow a student through classes. This is meant to give viewers a sense of the value of a Penn education. An air date for the segment has not been announced.



Photograph by Jenny Friesenhahn

Damone Clayter, a Penn mail carrier, sorts through the decision letters that will be sent to anxious applicants.

Wharton Gets Ready for FinMIS

By Sandy Smith

For business administrators, office managers and others who handle financial transactions at Penn, the world as they know it will end on June 30.

In its place the following day will be completely new accounting and purchasing systems, collectively known as the Financial Management Information System (FinMIS). And, according to Scott Douglass, associate dean for finance and administration at the Wharton School, FinMIS "will change our whole culture—for the better."

FinMIS represents a radical departure in the way Penn does business. The system is designed to place more authority and responsibility in the hands of the people who actually spend the money, instead of relying on central offices to monitor, approve and keep track of transactions.

Douglass' school recognized early on that FinMIS would require showing staff not only how to use new software, but how to think about their work. So, for the past year, business administrators in Wharton have received thorough exposure both to the components of FinMIS and to the principles they will need to know in order to make it work as planned.

The upcoming FinMIS training at Wharton is viewed as an extension of the school's existing emphasis on training as an essential part of each employee's job. "We've been focusing heavily on training for the past three years," said Roxanne Bataitis, associate director of finance and administration. Each semester, the school offers Windows operating-system, Excel spreadsheet, Access database, and Internet training to its staff at the beginning, intermediate and advanced level.

Staff are actively encouraged to make time for training. Charlotte Daub, assistant director of Wharton's Career Development and Placement office, explained,

"We've gone from an attitude in which training is something you do if you can fit it in, to one where it is seen as a part of everyone's job."

So when Penn announced that it would institute a totally new financial-manage-

ment system, the people at Wharton were ready to incorporate training for its arrival into their system. For example, "when we first saw Pillar [the fiscal database component of FinMIS], we knew we would have to add more database training," Bataitis said, "so we added an Access demonstration database" to their sessions.

"The only thing about FinMIS that is similar [to the accounting tools currently used

at Penn] is Pillar, which resembles an Excel spreadsheet or an Access database," she added.

For many in Wharton, learning FinMIS will mean more than just learning how to use and apply new software to their work. It will also mean learning a new set of concepts. "The rest of [FinMIS] is so different that we need to focus on the conceptual framework, like understanding the Chart of Accounts," Bataitis said.

On top of this, the power FinMIS will put in the hands of the end user means that staff must also learn a new set of basic skills. "In order to understand Pillar and FinMIS, our users needed training in accounting," Daub said. "So we set up a six-week course in accounting, taught by an adjunct faculty member."

Course participants spent two hours a week in class and an additional one-and-a-half hours in study sessions led by Dan McCollum, the Wharton School's comptroller. Finally, weekly brown-bag discussion sessions have been established for staff to ask questions and exchange ideas about the new system.

One of the goals of all this training is to get users to understand that with FinMIS, the user will be responsible for executing

as well as keeping track of financial transactions.

"We've had people in to emphasize FinMIS's openness—that, for example, when one places a purchase order, there's no more 'checking by Purchasing,'" Bataitis stated. "The transaction you enter is live the moment you enter it."

In order to provide the training, Wharton financial administrators relied on their own staff. "Since we use our own staff people to do the training, as they teach others, they learn more, too," Daub said. Douglass added, "The school is very fortunate to have the people we have."

Across Penn, FinMIS training has been provided to a core group of about 30 financial officers and administrators who will be the trainers for the end users in their own schools and centers. "It's important for each school to realize that they have to be proactive in preparing training for their own staff," Daub said.

So, thanks to this extensive preparation, everyone at Wharton is now eager to begin learning FinMIS in order to start

Since we use our own people to do the training, as they teach others, they learn more, too.

—Charlotte Daub

using the new systems, right? Not quite, according to Douglass: "We'd like to say everybody is comfortable with it; we know that not everyone is. But we have tried to create an environment where people feel they can be successful.

"It's not going to be perfect on July 1—we'll have problems—but our successful implementation of FinMIS is dependent on the skills of Wharton's staff, and I think they're a talented group."

Questions? Comments? Something newsworthy to report? Contact The Compass at (215) 898-1427 or jandag@pobox.upenn.edu.



Photograph by Joe Ciaglia

Scott Douglass



Human Resources at Your Service:

Performance Appraisal and Staff Development Program

In response to feedback from the University community and in support of the University's strategic plans outlined in the *Agenda for Excellence*, modifications have been made to strengthen the Performance Appraisal and Staff Development Program for the 1995-1996 appraisal cycle. Provided below are some highlights and features of the appraisal program, and answers to frequently asked questions about the process.

Q *What are the modifications to the Performance Appraisal and Staff Development Program?*

A There are three changes:

- Stronger Emphasis on Staff Development: Goals, projects and other developmental activities and assignments are to be identified to support staff members' professional growth and to enhance job effectiveness and productivity.
- Revisions to Forms: The appraisal forms have been changed to support this emphasis on staff development.

The Performance Appraisal and Developmental Plan outlines the key duties and responsibilities for which the staff member was responsible during the current appraisal cycle, as well as the key duties and responsibilities for which the staff member will be responsible during the next appraisal cycle. The goals outlined for the staff member should be based on the strategic goals and plans of the department or unit.

The new Self-Appraisal Worksheet gives the staff member the opportunity to provide his/her perspective about performance using the same factors and ratings listed on the appraisal form.

- Three-Factor Rating System: The

current five-factor rating system has been changed to a three-factor system. The new ratings are Solid Performance, Exceptional Performance, and Performance Requires Improvement. The Solid Performance rating describes performance that is reliable, productive and effective. The majority of staff members are expected to receive this rating. Staff members whose performance successfully and consistently meets the desired results and at times surpasses these requirements should be rated as having "Solid Performance."

Q *Should a performance appraisal be prepared for a long-term staff member whose performance has always been productive and effective?*

A Yes. Performance appraisals should be conducted for all staff members for a number of reasons:

- All Staff Need Feedback: Even a staff member with productive, effective and reliable performance needs and deserves formal and informal feedback from his/her supervisor about performance goals and results. The annual performance appraisal gives the supervisor a formal mechanism for summarizing and documenting the ongoing feedback s/he has

given the staff member throughout the appraisal cycle. During the appraisal process, the supervisor can provide guidance to the staff member on areas where s/he has performed successfully and performance areas that need improvement.

- To Update Changes in Job Responsibilities and Goals: Job duties/responsibilities, goals and expectations often change from year to year. It is important that these changes are discussed with the staff member. The appraisal meeting is a good time to discuss and document the duties/responsibilities, goals and performance expectations for the new appraisal cycle. The staff member will then have a clear understanding of what is expected of him/her during the appraisal cycle and what criteria will be used to assess his/her performance.

- Assist Staff with Professional Growth and Development: One of the most-important responsibilities of supervisors and managers is assisting staff members with their professional growth and development. Supervisors provide valuable advice, guidance and developmental opportunities that help staff members enhance their skills, abilities and competencies. This assistance improves staff

(continued on page 7)

(continued from page 6)

members' productivity and prepares them for future career opportunities. The performance-appraisal process is an integral part of this staff-development process.

Q What are the responsibilities of a staff member in the Performance Appraisal and Staff Development Program?

A To benefit from the appraisal process, staff members should:

- Ensure that they understand the performance goals or expectations for their position.
- Request clarity if there are questions about performance goals or expectations.
- Plan training opportunities and other developmental activities and assignments that will enhance their skills, abilities and job productivity.
- Ask for feedback about performance and developmental progress.
- Request constructive feedback about performance and use the feedback to enhance performance.
- Advise supervisors of progress in meeting goals.
- Discuss obstacles in achieving the goals if they arise.

Q How should staff members prepare for the performance-appraisal meeting?

A There are a number of things to do to make the appraisal meeting more productive:

- Prior to the appraisal meeting jot down any questions about your position, performance goals or expectations and/or the strategic plans of your department or unit.
- Review goals, projects and du-

ties/responsibilities that you were responsible for during the appraisal cycle.

- Think about progress in performing these duties/responsibilities and meeting the established performance goals.
- Review accomplishments during the appraisal cycle.
- Think about areas where performance could be improved or enhanced.
- Consider what type of developmental activities (e.g., training, new assignment) you would like to plan during the next appraisal cycle that would enhance performance and professional growth.
- Complete the Self-Appraisal Worksheet and submit it to the supervisor prior to the appraisal meeting.

Q Does the performance-appraisal rating relate to merit increases?

A According to the Salary Increase Program guidelines, merit increases are based primarily on job performance. A staff member should receive an overall performance-appraisal rating of at least "Solid Performance" to be eligible for a merit increase.

Q When should performance appraisals be completed?

A Supervisors and managers should complete appraisals for all staff members prior to May 17, 1996.

Q What do I do if I do not receive a performance appraisal before June 30, 1996?

A Complete your Self-Appraisal Worksheet and submit it

to your supervisor. Tell your supervisor that you would like to schedule some time to discuss your performance and Self-Appraisal Worksheet.

Q What type of assistance is available for those responsible for preparing appraisals to support the Performance Appraisal and Staff Development Program?

A The Division of Human Resources in conjunction with schools/centers will provide customized training and information sessions on the performance-appraisal process upon request for supervisors. General information sessions will also be held for various groups on campus. A brief video describing the program has been developed for use in these information and training sessions.

For more information concerning the performance-appraisal program, please call the Division of Human Resources at 898-6093 or e-mail us at askhr@pobox.upenn.edu. We welcome your comments and suggestions about the Performance Appraisal and Staff Development Program, and encourage you to contact us with your recommendations on how to further improve the program.

For help with child care call
Child Care Choices
985-2929

Day-care Centers
Nursery Schools or Preschools
In-home Care
Family Day-care Homes
Summer Camp Options

OPPORTUNITIES at PENN

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

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

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

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

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

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

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

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

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

Job Opportunities and daily postings can also be accessed through the Human Resources Home Page (<http://www.upenn.edu/hr/>). A position must be posted for seven (7) calendar days before an offer can be made. The Job Opportunities Hotline is a 24-hour interactive telephone system. By dialing 898-J-O-B-S and following the instructions, you can hear descriptions for positions posted during the last three weeks. You must, however, have a push-button phone to use this line.

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

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

ANNENBERG SCHOOL

Specialist: Clyde Peterson

PART-TIME (CLERK II) (20 HRS) (04299CP) Charge out & renew library books; shelve & file information into vertical files; copy & collage materials; process new incoming books by affixing library stamp, check-out slip & security devices & prepare daily newspapers for hanging on racks; answer telephones; help patrons use photocopying machines & prepare items for Reserve; assist patrons with on-line catalog. **Qualifications:** High school graduate; familiarity with library procedures preferred; must be reliable & work well with others, especially the public; must be responsible, mature & capable of running the library alone if necessary. **Grade:** G5; **Range:** \$6,868-8,407 4-5-96 Library

ARTS AND SCIENCES

Specialist: Nancy Salvatore

ASSISTANT DIRECTOR III (03283NS) Assist director of unique research center on contemporary India; interact with foundation program officers & other research sponsors to develop faculty research proposals; monitor follow-up; act as liaison between CASI, UPIASI (cognate institution in India), other research institutions in US & India to establish & administer long-term collaboration; develop quarterly "Director's Letter on Indo-US Relations"; plan development efforts for Friends of CASI; coordinate work of research assistants & consultants. **Qualifications:** PhD in social sciences, familiarity with India preferred; three-five yrs. admin./research experience, preferably with demonstrated skills in organizing int'l programs; development experience useful. (End date: 9/30/98) **Grade:** P4; **Range:** \$26,200-34,100 4-1-96 Political Science

INFORMATION SYSTEM SPECIALIST I (02127NS) UNIX system manager network six IBM/6000s & fifty DOS & Mac Clients, including perl scripting & C programming; design systems for resource sharing; supervise system programmers & operation of NIS & NFS master server & clients; install & maintain X11 window system (R5) & graphical term; plan, design & install local-area networks using NIS, NFS, TCP/IP & Novell Netware, design systems for managing 100 gigabyte data archive on UNIX system. **Qualifications:** BA/BS plus two yrs. of experience with C, DOS/Windows, MacOS & experience with end user support are req.; Fortran knowledge is a plus. **Grade:** P3; **Range:** \$23,900-31,000 4-5-96 SAS Computing

RESEARCH SPECIALIST JR./I (03282NS) Assemble & test complex high density circuitry for particle detectors; design & fabricate test jigs, fixtures & other support devices for this circuitry; provide technical support for faculty & staff; provide training for undergraduate & graduate students in good electronic practice, soldering & testing; occasional travel to remote locations to work on the final detectors to install or repair Penn provided systems. **Qualifications:** Associate or BA/BS degree in physics, electrical or computer engineering; must understand basic electrical techniques, transistor theory & use, RF theory & practice, use of operational amplifiers & must have a reasonable familiarity with surface mount technology & basic digital logic design & debugging techniques; extensive exp. debugging & repairing complex systems is a significant plus; exp. in laboratory work & scientific measurements also a plus. **RES. SEC. JR.:** one year related exp. **RES. SPEC. I:** two-three yrs. exp. in

working with high speed integration of digital & analog circuitry. (End date: 4/30/98) **Grade:** P1/P2; **Range:** \$19,700-25,700/21,700-28,200 4-3-96 Physics & Astronomy

ADMINISTRATIVE ASSISTANT III (03204NS) Coordinate all aspects of office administration for unique research center on contemporary India, with broad range of collaborative projects across schools at Penn, other US universities, research center in India, including new counterpart in India; multiple responsibilities; work with BA to prepare & manage center budgets; assist director in coordinating center-sponsored activities, publications & fundraising; provide technical support to database; ensure smooth working of Center during Director's absence. **Qualifications:** BA/BS or equivalent; at least two yrs. experience at the AAIL level or comparable experience; knowledge of international programs & University systems strongly preferred; ability to function independently; excellent communications skills; excellent quantitative & computer skills. **Grade:** G11; **Range:** \$19,900-25,300 3-8-96 Political Science

ASSISTANT DEAN ACADEMIC ADVISING II (03205NS) (End date: 5/31/97) P6; \$31,900-40,600 3-22-96 College Office

INFORMATION MANAGEMENT SPECIALIST I (11589NS) P4; \$26,200-34,100 11-24-95 SAS Computing

INFORMATION SYSTEM SPECIALIST I (11548NS) P3; \$23,900-31,000 11-8-95 SAS Computing

PROGRAMMER ANALYST I (03264NS) P4; \$26,200-34,100 3-25-96 Linguistics

PROGRAMMER ANALYST II (09318NS) P6; \$31,900-40,600 9-12-95 IRIS

RESEARCH COORDINATOR, SR. (03203NS) P4; \$26,200-34,100 3-8-96 Linguistics/LDC

RESEARCH SPECIALIST, JR. (02171NS) P1; \$19,700-25,700 3-20-96 Biology

ADMINISTRATIVE ASSISTANT III (03265NS) G11; \$19,900-25,300 3-26-96 Music

BUILDING SERVICES ASSISTANT (03207NS) (Work schedule: 8:00 AM-4:00 PM) G8; \$15,700-19,600 3-8-96 Facilities Planning & Operations

OFFICE ADMINISTRATIVE ASSISTANT III (37.5 HRS) (03244NS) G11; \$21,321-27,107 3-15-96 Chemistry

DENTAL SCHOOL

Specialist: Clyde Peterson

DENTAL ASSISTANT II (40 HRS) (04301CP) Assist chair side utilizing four-headed technique; assist with preparation of patient records; expose, develop & mount radiographs; provide instruction in child management skills & assist in management of special children; stock clinic supplies; assist in reception area; dispense & mix materials & demonstrate techniques to students. **Qualifications:** High school graduate; one-two yrs. experience; completion of an accredited dental assisting program & PA x-ray certification. (Work schedule: 8:00 AM - 5:00 PM) **Grade:** G8; **Range:** \$17,943-22,400 4-5-96 Pediatric Dentistry

RESEARCH SPECIALIST, JR. (03212CP) P1; \$19,700-25,700 3-8-96 Pathology

DENTAL ASSISTANT I (40 HRS) (07098CP) G7; \$16,571-20,686 7-24-95 Dental Medicine

DENTAL ASSISTANT I (40 HRS) (10429CP) G7; \$16,571-20,686 10-5-95 Dental Care Center

RESEARCH LAB TECHNICIAN III (03213CP) G10; \$18,700-23,300 3-8-96 Pathology

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

FISCAL COORDINATOR I (02122CP) P1; \$19,700-25,700 2-12-96 Moore Business Office

SYSTEM PROGRAMMER II (08055CP) (Ongoing Continuing on Funding) P7; \$35,000- 43,700 5-17-95 CIS/IRCS

ADMINISTRATIVE ASSISTANT III (02186CP) G11; \$19,900-25,300 3-4-96 Undergraduate Education

EXECUTIVE VICE PRESIDENT

Specialist: Nancy Salvatore/Susan Curran

STAFF ASSISTANT IV (03287NS) Perform office management duties to assure the efficient & effective operation of the Office of Internal Audit; provide administrative & project management support to the Managing Director; manage his calendar; apprise him of important issues & actions; serve as Managing Director's primary liaison to external, University & Health System Offices; review confidential correspondence/documents & prepare responses for signature & approval; monitor office expenses; supervise office equipment operation; collect & compile data; resolve problems related to office operations; process & distribute documents. **Qualifications:** Bachelor's degree in business or related field or equivalent; minimum of three yrs. of exp. in office administration & project management preferably in an academic and/or health care environment; demonstrated excellent verbal & written communication, customer service, interpersonal, organizational, team building and leadership skills; demonstrated knowledge & skills in word processing & spreadsheet applications, including Microsoft Word or WordPerfect, Lotus, Excel & with presentation packages such as PowerPoint; ability to manage multiple, competing priorities. **Grade:** P4; **Range:** \$26,200-34,100 4-1-96 Internal Audit

ASSISTANT MANAGER, DINING (02189NS) P3; \$23,900-31,000 3-5-96 Faculty Club

ASSOCIATE DIR, INFORMATION SYSTEM (11603NS) P11; \$54,500-68,200 11-29-95 Internal Audit

AUDITOR, SR. INFORMATION SYSTEMS (12632NS) P8; \$38,500-48,100 12-7-95 Internal Audit

AUDITOR, SR. INFORMATION SYSTEMS (12644NS) (12645NS) P8; \$38,500-48,100 12-11-95 Internal Audit

AUDIT SPECIALIST (10502NS) P9; \$42,300-52,900 10-27-95 Internal Audit

CONTRACTS ADMINISTRATOR II (03198NS) P5; \$28,800-37,600 3-6-96 ORA

COORD. III (0134NS) P3; \$23,900-31,000 1-16-96 Public Safety

COORD. IV (03231NS) P4; \$26,200-34,100 3-15-96 Publications

DIRECTOR, BENEFITS (03239SC) P12; \$63,700-77,700 3-20-96 Human Resources

DIRECTOR, CENTER TECHNOLOGY TRANSFER (0285NS) Blank 2-2-96 Center for Technology Transfer

DIR., START-UP BUSINESS DEVELOPMENT (12674NS) P10; \$47,400-59,200 1-5-96 Center for Technology Transfer

DIRECTOR, VICTIM SUPPORT & SPECIAL SERVICES (03216NS) (Work schedule: 24 Hour on-call) P8; \$38,500-48,100 3-11-96 Victim Support & Special Services

MANAGER, COMPUTER CONNECTION (03247NS) P8; \$38,500-48,100 3-20-96 Computer Connection

MANAGER, EMPLOYEE COMMUNICATIONS (03240SC) P10; \$47,400-59,200 3-20-96 Human Resources

MANAGER, MARKETING & ADMINISTRATION (0287NS) P8; \$38,500-48,100 2-2-96 Center for Technology Transfer

OFFICE SYSTEMS ADMINISTRATOR II (03197NS) P3; \$23,900-31,000 3-6-96 ORA

PAINTER (40 HRS) (03256NS) Union 3-21-96 Physical Plant

PROGRAMMER ANALYST II (11561SC) P6; \$31,900-40,600 11-15-95 HRIM

LIMITED SERVICE (SUPERVISOR BANQUET CLUB) (02188NS) P2; \$18,076-23,491 3-4-96 Faculty Club

ACCOUNTANT, JR. (03196NS) G11; \$19,900-25,300 3-6-96 Comptroller

ADMINISTRATIVE ASSISTANT III (03263NS) (End date: 6/30/97) G11; \$19,900-25,300 3-25-96 Treasurer's Office

CLERK ACCOUNTING III (0152NS) G9; \$17,100-21,400 1-23-96 Comptroller

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

ADMINISTRATIVE ASSISTANT III (40 HRS) (03294CP) Oversee office operations for several professors & research assistant; perform multiple tasks & administrative & clerical duties; compile & perform preliminary analysis of data; conduct literature searches; type & proofread lengthy technical reports; prepare graphics for reports & memoranda; compose standard correspondence; establish & maintain extensive filing system; coordinate meetings & conferences; arrange travel; maintain calendars; may maintain financial records & prepare routine financial reports & perform general office functions. **Qualifications:** High school graduate; BA/BS pref.; two yrs. administrative & office management exp. or equivalent; excellent proofreading & organizational skills; ability to manage & perform multiple tasks; advanced WordPerfect 6.1, MSWord & Lotus 1-2-3 req.; exp. with Harvard Graphics & Internet searches pref.; ability to type 45

wpm, 65 wpm pref. **Grade:** G11; **Range:** \$22,743-28,914 4-3-96 Education Leadership Division
COORD. IV (03199CP) (*On-going contingent upon funding*) P4; \$26,200-34,100 3-6-96 GSE/International Programs
INFO. SYSTEMS SPECIALIST II (08266CP) (*Ongoing contingent on funding*) P5; \$28,800-37,600 3-20-96 NCAL
SEC. IV (12682CP) G9; \$17,100 - 21,400 1-3-96 CFC/DRE
SECRETARY IV (0174CP) (*End date: Contingent on funding*) G9; \$17,100 - 21,400 01-31-96 CPRE
PART-TIME (ADMIN. ASSISTANT I) (28 HRS) (07134CP) G9; \$9,396-11,758 3-11-96 Development Office

GRAD SCHOOL OF FINE ARTS

Specialist: Clyde Peterson

PART-TIME (OFFICE ADMINISTRATIVE ASSISTANT I) (24 HRS) (12631CP) (*End date: 6-30-96*) G9; \$9,396-11,758 12-7-95 Architecture

LAW SCHOOL

Specialist: Clyde Peterson

FISCAL COORDINATOR II (03295CP) Assist in budget preparation; gather data; prepare initial projections; monitor budget(s) & reallocates funds; serve as primary contact for vendors; obtain bids; may negotiate prices; prepare reports for manager; may serve as secondary contact for non-standard/specialty items; prepare & authorize financial/personnel forms & reports; may serve as liaison with Human Resources, Research Administration, Business Services, Comptroller's Office & outside agencies. **Qualifications:** BA/BS, preferably in accounting, business or equivalent combination college credits & relevant work experience; one-three yrs. experience in fiscal operations or equivalent; working knowledge of accounting & office standards & practices. (*Application deadline date: 4/10/96*) **Grade:** P2; **Range:** \$21,700-28,200 4-3-96 Biddle Law Library
ANNUAL GIVING OFFICER II (11582CP) P5; \$28,800-37,600 11-22-95 Law Development
FINANCIAL ADMINISTRATOR II (0124CP) P4; \$26,200-34,100 1-19-96 Development/Alumni Relations

MEDICAL SCHOOL

Specialist: Ronald Story/Janet Zinser

RESEARCH COORDINATOR (10442RS) Provide data management support for extramural and intramural clinical trials; coordinate data collections and disseminate patient protocol information; ensure consistency of data collected at participating centers; monitor patient accrual, protocol adherence and data quality; coordinate data review; code and analyze data; prepare progress reports; maintain computer files; prepare and distribute correspondence; maintain listing and reports on protocol progress. **Qualifications:** BA/BS in scientific or related field; at least three yrs. prior professional exp. in clinical research data management, including exp. in data collection and analysis; knowledge of research methodology, study design, and data analysis; prior experience with clinical trials required; knowledge of PC computers required; data management on micro computer data base required; able to focus in busy environment with frequent interruptions; demonstrated oral and written skills; ability to prioritize a series of simultaneous assignments; meet deadlines; detail oriented; strong organizational and interpersonal skills. **Grade:** P3; **Range:** \$23,900-31,000 4-3-96 Cancer Center
RES. SPEC., JR. (04308RS) Under direct supervision, isolate human B lymphocytes from a variety of tissues, grow culture-based assays to assess the effects of HIV on B-cells at the physiological & biochemical level; demonstrate techniques to lower grade techs. & students; keep logs & write lab reports; perform bibliographic searches; assist in writing procedural section of manuscripts; attend group meetings; monitor expenses & maintain lab equipment & supplies. **Qualifications:** BA/BS in scientific or related field; exposure to lab work; knowledge of lymphocyte activation & tissue culture pref. (*On-going contingent upon grant funding*) **Grade:** P1; **Range:** \$19,700-25,700 Pathology & Lab Medicine
RESEARCH SPECIALIST JR. (04311RS) Perform routine molecular biological techniques (DNA isolation, Southern blotting, preparation of radioactive probes, polymerase chain amplification & gel electrophoresis); prepare solution, maintain equipment, routine ordering & recording data & maintain laboratory logs. **Qualifications:** BA/BS in biological sciences or equivalent; experience helpful but not necessary. **Grade:** P1; **Range:** \$19,700-25,700 4-5-96 Genetics
RES. SPEC. I (04310RS) Participate in on-going research project studying the structure & function of the hair follicle; perform procedure to localize pattern of gene expression in vivo (in situ hybridization) label probes, in situ hybridization & autoradiography; process tissues for histological & immunological analysis; assist the principal investigator in the planning & execution of protocols for cell & molecular biological studies on keratinocyte function. **Qualifications:** BA/BS in biology or chemistry; one-three yrs. research exp. **Grade:** P2; **Range:** \$21,700-28,200 4-5-96 Dermatology
RESEARCH SPECIALIST III (03291RS) Assist in all aspects of operation of DNA Sequencing Facility; purify DNA conduct sequencing reactions, pour gels, synthesize oligos,

analyze results, consult with faculty users & manage projects. **Qualifications:** BA/BS; provide consultation & training; develop new procedures; maintain equipment; write procedures & maintain logs. **RES. SPEC. I:** one-three yrs. exp. **RES. SPEC. II:** three-five yrs. exp. **Grade:** P2/P3; **Range:** \$21,700-28,200/\$23,900-31,000 4-3-96 Genetics
PART-TIME (COUNSELING PSYCHOLOGIST III) (20 HRS) (03290RS) Provide on-going psychosocial services for ART patients & PENNHealth for Women patients within the dept. of OB/GYN, including scheduled appointments, informal contact & via telephone; assess & evaluate all prospective Assisted Reproductive Technologies (ART) participants; provide appropriate treatment during ART; follow-up with patients; provide psychosocial services for PENNHealth for Women patients, including developing & initiating support classes; follow-up with patients; provide individual counseling or referrals. **Qualifications:** PhD pref.; at least five yrs. exp. in psycho therapy; Licensed Clinical Social Worker or Licensed Clinical Psychologist; in-depth knowledge of Assisted Reproductive Technologies & women's health issues; strong communications skills req.; must be able to work independently & maintain a professional attitude at all times. **Grade:** P6; **Range:** \$18,231-23,202 OB/GYN
BILLING ASSISTANT (40 HRS) (03293JZ) Ensure accurate & timely input of data into the computer system, including charge entry, payment entry, transfer & adjustment; maintain/balance batch controls; answer patient inquiries; process explanation of benefits via VT; may review delinquent accounts & contact insurers on behalf of patients; may provide back-up services. **Qualifications:** High school graduate or equivalent; two-four yrs. exp.; detail & people oriented, knowledgeable in third party reimbursement & medical billing; excellent telephone skills; familiarity with IDX helpful. **Grade:** G8; **Range:** \$17,943-22,400 4-3-96 Ophthalmology
RES. LAB TECH. III (40 HRS) (02103RS) Perform assessment of brain damaged patients with clinical & experimental neuropsychological test; score tests, collate data, database and assist with data analysis; assist in recruiting, scheduling & screening potential research subjects; assist in library research & new test development; draft & edit manuscripts. **Qualifications:** BA/BS in Psychology or closely related field; familiarity with word processing data base and/or statistical PC programs; practical exp. in clinical experimental psychology is desirable. **Grade:** G10; **Range:** \$21,371-26,629 4-3-96 Neurology
PART-TIME (CLERK III) (20 HRS) (03292JZ) Maintain Johnson Foundation Library; organize books; assist in set-up & clean-up for seminars; answer telephones; assist Johnson Foundation Coordinator with miscellaneous office duties, including filing, light typing & copying. **Qualifications:** High school graduate or equivalent; one yr. general clerical experience or equivalent; basic knowledge of office procedures; organizational & communication skills; ability to work with a diverse group of people. **Grade:** G6; **Range:** \$7,473-9,176 4-3-96 Biochemistry & Biophysics
BIOSTATISTICIAN (0293JZ) P8; \$38,500-48,100 2-8-96 Clinical Research Center
BUILDING ADMINISTRATOR (02120JZ) (02121JZ) P3; \$23,900-31,000 2-9-96 Architecture & Facilities Management
CLINICAL SPECIALIST (02175RS) (*Ongoing contingent upon funding*) P6; \$31,900-40,600 3-1-96 Center for Experimental Therapeutics
INFORMATION SYSTEMS SPECIALIST I (03233JZ) P3; \$23,900-31,000 3-18-96 Otorhinolaryngology
MANAGER, ADMINISTRATION & FINANCE (02191JZ) P7; \$35,000-43,700 3-5-96 Center for Research on Reproduction & Women's Health
NURSE II (02167RS) (*End date: 12/31/00*) P4; \$26,200-34,100 2-23-96 Pathology & Lab Medicine
NURSE II (03219RS) (*On-going pending funding*) P4; \$26,200-34,100 3-12-96 Infectious Disease
PROGRAMMER ANALYST I (11581JZ) P4; \$26,200-34,100 11-22-95 Psychiatry
PROGRAMMER ANALYST III (0120JZ) P6/P7; \$31,900-40,600/35,000-43,700 3-12-96 Psychiatry
PROGRAMMER ANALYST III (10447JZ) P7; \$35,000-43,700 10-25-95 General Medicine
PROJECT MANAGER I (03267RS) (*End date: 1/31/01*) P5; \$28,800-37,600 3-25-96 Psychiatry
REIMBURSEMENT ANALYST I (05104JZ) P6; \$31,900-40,600 9-8-95 Medicine/Billing
RESEARCH COORDINATOR (10442RS) P3; \$23,900-31,000 10-10-95 Cancer Center
RESEARCH COORDINATOR (02114RS) (*End date: two yrs. from start*) P3; \$23,900-31,000 2-19-96 OB/GYN
RESEARCH COORDINATOR (03271RS) P3; \$23,900-31,000 3-25-96 Psychiatry
RESEARCH COORDINATOR, JR. (03253RS) (*Evening & weekend work required*) (*On-going contingent upon grant funding*) P2; \$21,700-28,200 3-22-96 Psychiatry
RESEARCH SPECIALIST, JR. (02152RS) (*End date: 7/31/97*) P1; \$19,700-25,700 2-20-96 Psychiatry
RES. SPEC., JR. (03201RS) (*On-going contingent upon grant funding*) P1; \$19,700-25,700 3-7-96 Orthopaedic Surgery
RESEARCH SPECIALIST, JR. (03209RS) P1; \$19,700-25,700 3-8-96 Medicine-Pulmonary
RESEARCH SPECIALIST, JR. (10428RS) (*End date: 10/31/97*) P1; \$19,700-25,700 3-15-96 IHGT
RESEARCH SPECIALIST JR./I (0118RS) (*On-going contingent upon grant funding*) P1/P2; \$19,700-25,700/21,700-28,200 1-12-96 Pathology & Lab Medicine

RES. SPECIALIST I (0156RS) (*Ongoing contingent upon grant funding*) P2; \$21,700-28,200 1-23-96 Surgery/HDSR
RESEARCH SPECIALIST I (03208RS) P3; \$23,900-31,000 3-8-96 Medicine/Rheumatology
RESEARCH SPECIALIST I (03224RS) P2; \$21,700-28,200 3-13-96 Psychiatry
RESEARCH SPECIALIST II (0130RS) (*Work schedule: M-F, 8AM-5 PM*) (*End date: 1/31/98*) P3; \$23,900-31,000 1-15-96 IHGT
RES. SPEC. II (03234RS) (*On-going contingent upon funding*) P3; \$23,900-31,000 3-18-96 Pathology & Lab Medicine
RESEARCH SPECIALIST I/III (03237RS) (*On-going contingent upon funding*) P3/P4; \$23,900-31,000/\$26,200-34,100 3-18-96 Pathology & Lab Medicine
STAFF ASSISTANT II (0294JZ) P2; \$21,700-28,200 2-8-96 Medicine/Pulmonary
STAFF ASSISTANT II (03242JZ) P2; \$21,700-28,200 3-21-96 Microbiology
ADMINISTRATIVE ASSISTANT II (02160JZ) (*Ongoing contingent upon grant funding*) G10; \$18,700-23,300 2-22-96 Pathology & Lab Medicine
ADMINISTRATIVE ASSISTANT III (02116JZ) G11; \$19,900-25,300 2-12-96 Dermatology
ADMINISTRATIVE ASSISTANT III (40 HRS) (03284JZ) G11; \$22,743-28,914 3-29-96 Medicine
CLERK II (40 HRS) (03218JZ) (*End date: 3/31/98*) G5; \$14,286-17,486 3-12-96 IHGT
CLERK IV (40 HRS) (02165JZ) (*End date: 2/28/98*) G7; \$16,571-20,686 2-26-96 IHGT
CLERK V (03238JZ) G8; \$15,700-19,600 3-15-96 Pathology & Lab Medicine
OPERATOR, COMP COMP II (09353JZ) G10; \$18,700-23,300 9-19-95 CCEB
OPERATOR, DATA ENTRY (0127JZ) (*End date: 6/30/96*) G7; \$14,500-18,100 1-15-96 Psychiatry
PSYCH TECH I (03249RS) G10; \$18,700-23,300 3-20-96 Psychiatry
PSYCH, TECH I (40 HRS) (03279RS) (03281RS) (*May involve nights/weekends*) (*Ongoing contingent upon grant funding*) G10; \$21,371-26,629 3-28-96 Psychiatry
PSYCH TECH I (03266RS) G10; \$18,700-23,300 3-25-96 Psychiatry
PSYCH TECH I (40 HRS) (03268RS) G10; \$21,371-26,629 3-25-96 Psychiatry
RES. LAB TECH II (40 HRS) (02104RS) (*Ongoing contingent upon funding*) G8; \$17,943 - 22,400 2-8-96 Psychiatry
RESEARCH LAB TECHNICIAN III (10475RS) (*On-going contingent upon grant funding*) G10; \$18,700-23,300 10-16-95 Pathology & Lab Medicine
RESEARCH LAB TECHNICIAN III (40 HRS) (0169RS) (*On-going pending funding*) G10; \$21,371-26,629 2-1-96 Center for Experimental Therapeutics & Clinical Research Center
RESEARCH LAB TECHNICIAN III (40 HRS) (10443RS) G10; \$21,371-26,629 2-27-96 Clinical Research Center
RESEARCH LAB TECHNICIAN III (03221RS) G10; \$18,700-23,300 3-12-96 Cell & Dev. Biology
RESEARCH LAB TECHNICIAN III (03235RS) (03236RS) (*On-going contingent upon funding*) G10; \$18,700-23,300 3-18-96 Pathology & Lab Medicine
RESEARCH LAB TECHNICIAN III (03220RS) G10; \$18,700-23,300 3-21-96 Cell & Developmental Biology
RESEARCH LAB TECHNICIAN III (40 HRS) (03254RS) (*On-going contingent upon grant funding*) G10; \$21,371-26,629 3-22-96 Surgery/Neurosurgery
RESEARCH LAB TECHNICIAN III (03275RS) (*On-going contingent upon grant funding*) G10; \$18,700-23,300 3-27-96 Pathology & Lab Medicine
RESEARCH LAB TECHNICIAN III (03280RS) \$18,700-23,300 3-28-96 CDB
SECRETARY IV (02181JZ) G9; \$17,100-21,400 3-1-96 CCEB
SECRETARY, SR. (05083JZ) G11; \$19,900-25,300 10-26-95 Vice Dean for Education
TECH, OPHTHALMIC CERTIFIED MED (40 HRS) (11570RS) G12; 25,371-32,686 2-19-96 Ophthalmology

NURSING

Specialist: Ronald Story

DATA ANALYST I (0163RS) (*On-going contingent upon funding*) P5; \$28,800-37,600 2-27-96 Nursing
RESEARCH COORDINATOR (03223RS) (*End date: 6/30/97*) P3; \$23,900-31,000 3-18-96 Nursing
RES. SPEC. III (0163RS) (*End date: Dependent on continued research funding*) P4; \$26,200-34,100 1-29-96 Nursing
ADMINISTRATIVE ASSISTANT I (37.2 HRS) (03243RS) G9; \$17,100-21,400 3-18-96 Nursing
PART-TIME (ADMIN. ASSISTANT II) (17.5 HRS) (02142RS) (*End date: 12/31/96*) G10; \$10,275-12,802 2-15-96 Nursing
PART-TIME (SECRETARY IV) (21 HRS) (0140RS) G9; \$9,396-11,758 1-18-96 Nursing

PRESIDENT

Specialist: Susan Curran/Janet Zinser

ASSISTANT DEVELOPMENT OFFICER I (03289JZ) Assist Director with all aspects of development/alumni relations activities; edit and/or write for semi-annual GSE Newsletter; assist in the preparation of grants; organize & coordinate activities of the Education Alumni Association, including

two sponsored guest lectures; staff two telethons; provide written materials to support events & school-wide initiatives including brochures, flyers & posters; manage database, including donor tracking; help to identify, cultivate & track major gift prospects & assist in proposal writing; analyze funding info.; manage office budget & supervise work flow of admin. assistant. **Qualifications:** BA/BS; one-three yrs. exp. in development, sales, marketing and/or public relations; excellent writing, interpersonal & organizational skills; computer skills essential; knowledge of Macintosh computer with proficiency in Microsoft Word; familiarity with Excel, Filemaker Pro & Pagemaker pref. **Grade:** P3; **Range:** \$23,900-31,000 4-1-96 Development & Alumni Relations

STAFF RESEARCHER I (04297JZ) (04298JZ) Compile detailed research profiles & reports for Development & Alumni Relations staff; use departmental, University & external information to identify & develop profiles on prospective individual, corporate & foundation donors; assess the giving ability of prospective donors; respond to inquiries & assist others in using departmental library & other information resources; serve as liaison to various departmental offices; assist in determining & meeting research needs of assigned areas. **Qualifications:** BA/BS in related field (history, English, social sciences) or equivalent experience; demonstrated ability to compile, report & analyze information; strong communication & interpersonal skills; ability to work independently & creatively handling numerous research tasks within time lines; knowledge of fundraising principles & computer database desirable. **Grade:** P1; **Range:** \$19,700-25,700 4-4-96 Development & Alumni Relations

ADMIN. ASSISTANT II (37.5 HRS) (03277JZ) Support Director of Medical Center Alumni Relations & Institutional events; schedule & coordinate meetings; prepare routine correspondence; maintain office calendar; assist with preparation for special events including travel arrangements & hotel accommodations; develop & maintain office filing system; update alumni information for mailing lists; staff special events; represent office through telephone & personal contact. **Qualifications:** High school diploma; four yrs. secretarial exp.; alumni relations &/or public relations exp. a plus; ability to work on several projects simultaneously; exp. in the use of Macintosh computer with proficiency in Microsoft Word & Excel software packages; excellent organizational, interpersonal, oral & written communication skills; demonstrated ability to confidential materials; ability to some work some overtime & weekends. **Grade:** G10; **Range:** \$20,036-24,964 3-27-96 Medical Center Development

ASSOCIATE DIR. INDIVIDUAL GIFTS (09366JZ) P7; \$35,000-43,700 9-21-95 Development & Alumni Relations

DEVELOPMENT OFFICER II (07082JZ) P10; \$47,400-59,200 7-19-95 Development & Alumni Relations

DIRECTOR, ADMINISTRATION AREA (03258JZ) P10; \$47,400-59,200 3-21-96 Development & Alumni Relations

DIRECTOR DEVELOPMENT RESEARCH (11585JZ) P8; \$38,500-48,100 11-22-95 Development & Alumni Relations

DIRECTOR, NEW YORK CITY REGION (0164JZ) (Position located in New York) P11; \$54,500-68,200 1-29-96 Development & Alumni Relations

DIRECTOR, UNIVERSITY COMMUNICATIONS (10473SC) Blank 10-18-95 University Relations

DIRECTOR, WESTERN REGION (0175JZ) (Position located in Los Angeles, California) P10; \$47,400 -59,200 2-14-96 Development & Alumni Relations

EDITOR, ALUMNI MAGAZINE (11572JZ) P9; \$42,300-52,900 11-16-95 Development & Alumni Relations

LEGAL ASSISTANT (02143SC) P3; \$23,900-31,000 2-19-96 General Counsel

PROGRAMMER ANALYST I (08194JZ) P4; \$26,200 -34,100 1-31-96 Dev & Alumni Relations

PUBLICATIONS DESIGN SPECIALIST (10449JZ) P5; \$28,800-37,600 10-10-95 Development & Alumni Relations

SENIOR WRITER (11584JZ) P7; \$35,000-43,700 11-22-95 Development & Alumni Relations

STAFF WRITER II (04062JZ) (Two Writing Samples Must Accompany Application) P3; \$23,900-31,000 4-24-95 Development & Alumni Relations

SYSTEMS PROGRAMMER II (02144JZ) P7; \$35,000-43,700 2-16-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (40 HRS) (03246JZ) G9; \$17,100-21,400 3-19-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT II (03245JZ) G10; \$18,700-23,300 3-19-96 Development & Alumni Relations

HOUSEHOLD ASSISTANT (37.5 HRS) (02169SC) G7; \$15,536-19,393 2-23-96 Office of the President

PROVOST

Specialist: Clyde Peterson

INTERN ATHLETICS (04303CP) (04304CP) Write press releases; publication lay-outs & design; coordinate major athletic events, game-day operations for football, basketball & Penn Relays; arrange team travel, coordinate programs & compile statistics. **Qualifications:** Bachelor's degree; experience in sports information setting; strong writing & desk top publishing skills & game-day management. (End date: 5/31/97) **Range:** \$10,000 4-5-96 DRIA

STAFF RESEARCHER I (04296CP) Provide administrative, research & analytical support to University planning office; identify, gather & summarize bibliographic material; procure & analyze data; create graphics & spreadsheets for presenta-

tion; organize completion of surveys from the gov't, guidebook publishers & other agencies. **Qualifications:** BA/BS; course work in social science, mathematics, statistics, computer science desirable; one yr. exp. as a researcher or related exp.; demonstrated ability to understand & organize data & prepare analytic reports & graphs; ability to work with spreadsheets & graphical packages on a Macintosh desirable (PC acceptable); good organizational ability; demonstrated ability to work on several parallel projects; strong communication skills. **Grade:** P1; **Range:** \$19,700-25,700 4-3-96 IRHE

CHAPLAIN (08247CP) Ungraded 8-23-95 Provost's Office

CLINICAL VETERINARIAN (03257CP) (Willing to work irregular hours, weekends & holidays & assume emergency "on-call" responsibilities) Blank 3-28-96 ULAR

DATA ANALYST, SR. (02184CP) P8; \$38,500-48,100 3-1-96 UMIS

INFO. SYSTEMS SPECIALIST I (02123CP) (End date: funding for three yrs.) P3; \$23,900-31,000 2-12-96 Museum

INTERN, ATHLETICS (03227CP) (Some evenings & weekends required) (End date: 6/30/97) \$10,000/yr. 3-20-96 DRIA

LIBRARIAN I/III (03217CP) (Application deadline date: 4/30/96) P5/P6; \$28,800-37,600/\$31,900-40,600 3-19-96 Original Cataloging/University Libraries

MUSEUM PUBLIC INFORMATION INTERN (03255CP) (Application deadline date: 5/15/96) (End date: 5/31/97) \$1200/monthly 3-21-96 Museum

PROGRAMMER ANALYST I/III (03274CP) P6/P7; \$31,900-40,600/\$35,000-43,700 3-26-96 University Libraries

PROGRAMMER ANALYST III (0172CP) P7; \$35,000 -43,700 01-31-96 Data Comm & Computing Svcs

PROGRAMMER ANALYST II (02183CP) P7; **Range:** \$35,000-43,700 3-1-96 UMIS

PROGRAMMER ANALYST III (03273CP) P7; \$35,000-43,700 3-26-96 DCCS

STAFF WRITER II (03206CP) P3; \$23,900-31,000 3-21-96 University Press

SYSTEMS ANALYST II (11558CP) P7; \$35,000-43,700 11-10-95 UMIS

SYSTEMS PROGRAMMER I/III (02182CP) P7/P8; \$35,000-43,700/\$38,500-48,100 3-1-96 DCCS

SYST. PROG. I/III (03228CP) (03229CP) P7/P8; \$35,000-43,700/\$38,500-48,100 3-19-96 Systems/University Libraries

TECHNOLOGY TRAINING SPECIALIST I (06085CP) P4; \$26,200-34,100 3-29-96 Technology Learning Services

VICE PROVOST FOR RESEARCH (08248CP) Ungraded 8-25-95 Provost's Office

PART-TIME (FISCAL COORDINATOR I) (20 HOURS) (02190CP) P1; \$11,253-14,685 3-4-96 Museum

HEALTH PHYSICS TECH TRAINEE/HEALTH PHYSICS TECH (02172CP) G12/G13; \$22,200-28,600/24,400-31,400 2-28-96 Radiation Safety Office

VETERINARY SCHOOL

Specialist: Nancy Salvatore

RESEARCH SPECIALIST III (03288NS) Provide technical support for research, service & educational projects of the Center for Animal Health & Productivity; coordinate planning, implementation & day by day management of research protocols, field experiments in food animal production systems; data acquisition sample collection of feeds, body fluids, tissue & excreta, downloading & organize production & reproduction records, performance of literature searches & maintenance of data bases; travel to local farms to collect samples/data. **Qualifications:** BA/BS; advance degree would be preferable; three-five yrs. substantive training &/or exp. with food animals, especially dairy cattle; skill in use of DOS/Windows computing applications desirable; ability to balance time commitments & simultaneously allocate effort to multiple projects & faculty investigators. (Position located Kennett Square, PA. There is no public transportation) **Grade:** P4; **Range:** \$26,200-34,100 4-1-96 Clinical Studies, NBC

CLINICAL RECEPTIONIST (04305NS) Receive patients; coordinate with appropriate departments to facilitate admissions; answer billing questions, assist with the maintenance & security of financial records; receive & record patient payments via cash, charge cards & checks; follow-up on missed payments. **Qualifications:** High school graduate with at least two-four yrs. clerical exp. in a clinical setting req.; ability to work independently with minimal supervision; able to type 45 wpm pref.; able to use computers & calculators; ability to interact with clients as well as various doctors & other hospital personnel; hospital billing exp. helpful. **Grade:** G8; **Range:** \$15,700-19,600 4-5-96 VHUP-Business Office

NURSE, VET HEAD (03276NS) P4; \$26,200-34,100 3-28-96 VHUP-ICU

RESEARCH SPECIALIST I (12680NS) P2; \$21,700 -28,200 1-3-96 Pathobiology

RESEARCH SPECIALIST I (08190NS) P2; \$21,700-28,200 8-11-95 Pathobiology

ADMINISTRATIVE ASSISTANT II (03225NS) G10; \$18,700-23,300 3-12-96 Development

RES. LAB TECH. III (02180NS) (On-going contingent on grant funding) G10; \$18,700-23,300 2-29-96 Animal Biology

RES. LAB TECHNICIAN III (02162NS) (Ongoing contingent upon funding) G10; \$18,700-23,300 2-22-96 Animal Biology

SECRETARY V (11532NS) G10; \$18,700-23,300 11-7-95 Small Animal Hospital

TECH, VET I/II (SPORTS MEDICINE & IMAGING) (40 HRS) (03230NS) (May be required to work occasional over-

time) (Position located in Kennett Square, PA. There is no public transportation) G8/G10; \$17,943-22,400/\$21,371-26,629 3-22-96 Large Animal Hospital

TECH, VET ANESTHESIA I/III (40 HRS) (02111NS) (Position located in Kennett Square, PA. There is no public transportation) G12/G13; \$25,371-32,686/\$27,886-35,886 2-9-96 Large Animal Hospital

TECH, VET IMAGING I/II (40 HRS) (02109NS) (Assigned to Emergency call evenings/weekends/holidays; may be assigned to weekends; involve work on weekends; five-day work week) G8/G10; \$17,943-22,400/\$21,371-26,629 2-9-96 VHUP Radiology

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

COORD., TUTORING SERVICES (09363CP) Responsible for overseeing the process of recruiting, interviewing & hiring of tutors for all tutorial programs; oversee the processing of tutor requests and assignments; design & implement data management system & develop innovative tutor training programs. **Qualifications:** BA/BS in education, business, social work, liberal arts or related field req.; Master's pref.; two yrs. professional exp. in student services, preferably in the area of academic support; extensive exp. in data management & innovative uses of technology; knowledge of tutoring pedagogy & methods of integrating computing into academic support services; strong written & oral communication skills; demonstrated commitment to diversity. **Grade:** P3; **Range:** \$23,900-31,000 4-5-96 Academic Support Programs

GENERAL MGR, WXPXN (03286CP) Responsible for managing the nationally recognized music-oriented public radio service of the University of Pennsylvania; manage & develop informational programming for local & national distribution; manage staff of twenty full-time & twenty part-time employees, a self-generated budget of approximately \$2 million & has broad authority to implement WXPXN's mission & goals; ensure WXPXN's service is consistent with the educational & community service goals of the University. **Qualifications:** Bachelors' degree & min. five yrs. of substantial mgmt exp. in public broadcasting, preferably in an university environment; skills in long range planning, budgeting & personnel management; exp. managing a contemporary music station with national program production is pref.; demonstrated innovation & success in membership, business, underwriting & other fund raising areas. (Some evenings & weekends as needed) **Grade:** P8; **Range:** \$38,500-48,100 WXPXN

ASSISTANT DIRECTOR, UPWARD BOUND PROGRAM (03211CP) (Work schedule: Tuesday-Saturday) P4; \$26,200-34,100 3-7-96 Academic Support Services

UPWARD BOUND COUNSELOR (12650CP) (Work schedule: Tuesday-Saturday) (End date: Grant supported, ongoing continuation contingent on funding) P3; \$23,900-31,000 12-13-95 Department of Academic Support

WHARTON SCHOOL

Specialist: Janet Zinser

ASSISTANT DIRECTOR II/IV (03226JZ) P4/P5; \$26,200-34,100/28,800-37,600 3-15-96 Academic Services

ASSOCIATE DIRECTOR IV (02187JZ) P6; \$31,900-40,600 3-5-96 Management/Leadership

COORDINATOR I (03214JZ) P1; \$19,700-25,700 3-11-96 Aresty Institute/Executive Education

DIRECTOR VII (11535JZ) P10; \$47,400-59,200 11-8-95

INFORMATION SYSTEMS SPECIALIST I (12638JZ) P3; \$23,900-31,000 12-11-95 WCIT

INFORMATION SYSTEMS SPECIALIST II (03215JZ) P5; \$28,800-37,600 3-11-96 Academic Services

INFORMATION SYSTEMS SPECIALIST II/III (02145JZ) P5/P7; \$28,800-37,600/\$35,000-43,700 2-19-96 WCIT

MAJOR GIFT OFFICER I/II (11549JZ) (11550JZ) P7/P8; \$35,000-43,700/\$38,500-48,100 11-10-95 External Affairs

PROGRAMMER ANALYST I/II (09354JZ) P4/P6; \$26,200-34,100/\$31,900-40,600 9-19-95 WCIT

ADMINISTRATIVE ASSISTANT III (02151JZ) G11; \$19,900-25,300 2-19-96 Health Care Systems

SEC. IV (0153JZ) G9; \$17,100-21,400 1-23-96 Statistics

Classifieds

FOR SALE

Yeaton—Gorgeous large modern Colonial. 4 bedrooms, 2.5 baths, new A/C, heater, hot water heater, large yard, off-street parking. \$129,000. (610) 626-8886.

FOR RENT

Overbrook Park Rental—2nd floor duplex apt. available for long or short term. Ideal for visiting faculty or staff. 2 bedrooms. Call (215) 735-6286 for information.

SUBJECTS NEEDED

Healthy People ages 40 to 60 are needed for a three night sleep study. Study will not interfere with daytime job. Volunteers will be compensated. Call Dr. Richard Ross at (215) 823-4046 for information.

Update

APRIL AT PENN

EXHIBIT

15 *MFA Thesis II Exhibition*; with works by 11 students; reception, April 19, 5:30-8:30 p.m.; Meyerson Hall Galleries. *Through April 24.*

FITNESS/LEARNING

16 *The University City New School: Open Houses*; pre-kindergarten through sixth grade; 9 a.m.-11:30 a.m.; 42nd & Locust, SW corner; info: 382-3313. *Repeated April 27, 2-4 p.m.*

Reinventing Fatherhood; Robert Gunther, co-author of *Reinventing Fatherhood*; noon-1 p.m.; Bishop White Room, Houston Hall (Division of Human Resources/Quality of Worklife).

ON STAGE

11 *Three Sisters*; Penn Players update this Anton Chekov masterpiece, directed by Scott L. Schwartz; 8 p.m.; Harold Prince Theatre, Annenberg Center; \$5; tickets: 898-6791. *Repeated April 12 & 13, 8 p.m.*

SPECIAL EVENTS

11 *Third Annual Psychic Fair*; noon-4 p.m.; Locust Walk, rain location: Hall of Flags, Houston Hall (SPEC Special Events).

Hypnotist Mind Boggling Show; 8 p.m.; Auditorium, Houston Hall (SPEC Special Events).

12 *Breaking Down the Walls DJ Party*; 6-10 p.m.; Superblock (SPEC/IFC/BJ C/Panhel).

13 *Celebration of Culture*; vendors, cultural shows, food; noon-4 p.m.; College Green (SPEC-TRUM/UMC/GIC).

Still Standing Comedy—Terry Hodges; 8 p.m.; Bowl Room, Houston Hall (OSLA&F).

18 *Charles Custis Harrison Society Annual Planned Giving Luncheon*; honoring those who have remembered Penn in their estate/financial plans; remarks by Dr. P. Roy Vagelos and Scott Lederman; 12:30-2 p.m.; Faculty Club; reservations/info: 898-6171 (Planned Giving).

TALKS

10 *Debate on Legalization of Marijuana*; Curtis Sliwa, Guardian Angels founder, debates journalist Steven Hager; part of Alcohol and Other Drug Awareness Week; 7 p.m.; Rm. 17, Logan Hall (Connaissance and DART).

16 *Focusing on the Right Stuff*; Leo G. Frangiapan, humanist, patient advocate, and author of *Touchstones and Wellsprings*; 6:30 p.m.; Alumni Hall, Faculty Club (Treatment Research Center).

Deadlines: The deadline for the Summer at Penn calendar is Monday, May 6. The deadline for the weekly update is on Mondays, the week before publication.

Almanac

3601 Locust Walk Philadelphia, PA 19104-6224
Phone: (215) 898-5274 or 5275 FAX: 898-9137
E-Mail: almanac@pobox.upenn.edu
URL: <http://www.upenn.edu/almanac>

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

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

ACTING MANAGING EDITOR Jerry Janda

NEWS STAFF: Barbara Beck, Jon Caroulis, Phyllis Holtzman, Carl Maugeri, Esaul Sánchez, Kirby F. Smith, Sandy Smith.

DESIGNER Jenny Friesenhahn

CLASSIFIEDS Ellen Morawetz

The Compass, South 1B, 3624 Market Street,

Philadelphia, PA 19104-2615

(215) 898-1426 or 898-1427 FAX: 898-1203

Classifieds: 898-3632

E-mail: jandag@pobox.upenn.edu

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The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society listed in the campus report for **March 25 through March 31, 1996**. Also reported were **Crimes Against Property**, including 44 thefts (including 2 burglaries, 5 theft of auto, 8 thefts from autos, 11 of bicycles and parts); 6 incidents of criminal mischief and vandalism. Full crime reports are in this issue of *Almanac on the Web* (<http://www.upenn.edu/almanac/v42/n27/crimes.html>).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police department between the dates of **March 25 and March 31, 1996**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Sexual assaults—1, Robberies (& attempts)—2, Threats & harassment—1

03/25/96	6:03 PM	Speakman Dorm	Sexual assault/VSSS report
03/26/96	6:52 PM	100 Blk. 36th	Robbery of \$30 cash w/simulated weapon
03/30/96	3:00 PM	Steinberg Ctr.	Employee harassing female/VSSS notified
03/30/96	4:30 PM	3405 Walnut St.	Cinnabon/cash taken/no injuries/Phila Police notified

38th to 41st/Market to Baltimore: Robberies (& attempts)—2, Simple assaults—3, Threats & harassment—3

03/25/96	10:13 AM	Evans Bldg.	Argument/female struck by estranged husband
03/25/96	10:22 PM	300 Blk. 41st	Confidential report/VSSS
03/26/96	1:57 AM	39th & Walnut	Student robbed/by 2 males (sim. gun)/arrest
03/27/96	5:12 PM	39th & Chestnut	Male displayed boxcutter/nothing taken.
03/28/96	12:05 PM	4010 Pine St.	Domestic dispute/boyfriend/girlfriend/Compl. struck
03/29/96	1:24 AM	Harrison House	Unwanted phone calls received
03/30/96	8:32 PM	VHUP	Unwanted phone calls received
03/31/96	9:27 PM	High Rise North	Unwanted phone calls, advised to call VSSS

41st to 43rd/Market to Baltimore: Robberies (& attempts)—3

03/25/96	6:43 PM	43rd & Pine	Attempted robbery/actors fled /no money taken
03/27/96	6:03 PM	4222 Walnut	Male w/sim. weapon entered residence/items taken.
03/29/96	9:28 PM	4200 Blk. Chestnut	4 w/shotgun took vehicle & cash.

30th to 34th/Market to University: Robberies (& attempts)—2, Simple assaults—1

03/26/96	6:05 PM	Franklin Field	Juveniles on bikes hit student
03/28/96	7:15 PM	3200 Blk. Walnut	Actor had hand in pocket/demanded money/got \$6
03/28/96	11:50 PM	3200 Blk. Walnut	Male w/sim. weapons/2 compls/no inj/money taken

Outside 30th 43rd/Market Baltimore: Threats & harassment—1

03/29/96	8:57 AM	Darby Township	8 calls received at 4/50 a.m./detectives notified
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Crimes Against Society

38th to 41st/Market to Baltimore: Disorderly conduct—1

03/30/96	8:50 PM	3900 Chestnut St.	Investigation/actor fought police/arrest
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30th to 34th/Market to University: Disorderly conduct—1

03/30/96	4:59 PM	100 Blk. 34th	Auto theft suspect arrested
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College Costs: Oversimplifying the Picture

As last week's series in *The Inquirer* attempted to illustrate graphically, the cost of higher education has risen dramatically over the past two decades and continues to rise. This is not news to anyone raising children today, as I am. At the University of Pennsylvania, where I have been privileged to serve as president for the past year and a half, we are deeply aware of the serious economic strain this imposes on many families, and we are taking every step we can to reduce that strain. Regrettably, in their rush to indict the high cost of tuition, reporters Karen Heller and Lily Eng gave short shrift to our efforts and to the many complex factors that have driven up the cost of higher education.



They paid little attention, for example, to Penn's need-blind admissions policy. What the policy means is that Penn admits every student based on academic merit without regard to ability to pay. Those who need financial aid to attend the University receive it. Yes, the aid may be a mixture of grants, loans and work-study opportunities. But every effort is made to keep the loan portion as low as possible. Indeed, aid packages offered to some students—including Philadelphia Mayor's Scholars—include no loans at all.

For families not eligible for need-based aid, the University's Penn Plan helps ease the burden of college financing. The nation's first comprehensive program to go beyond traditional financial aid, the Penn Plan offers six financing options including a line of credit that families may draw upon each semester to help pay for tuition, room and board charges.

Significantly, our tuition this year is the lowest in the Ivy League. It will continue to be among the lowest this coming fall. Moreover, Penn slashed expenses so that, for the second academic year in a row, Penn's room and board fees for students will not increase one nickel in September. Despite the yards of newsprint devoted to *The Inquirer* series, these facts were simply glossed over.

Similarly, in the reporters' effort to portray a bloated administration as the villain behind tuition increases, only passing reference was made to an aggressive, widely known program of administrative streamlining and cost-cutting begun last year at Penn. The program will save tens of millions of dollars over the next five years—savings that will be applied toward core academic programs. This important effort deserved fuller treatment in a story on a subject as complex as trends in higher education.

We must also take issue with *The Inquirer's* attempt to show a burgeoning administration in the 1980s and early 1990s while student enrollment purportedly stayed flat. In one of the centerpieces of the series, a chart suggested that only 29 more students are registered today than in 1980, while 1,820 more "administrators" work at Penn than 16 years ago. In fact, while the number of part-time students at Penn has dropped substantially over the past 15 years, nearly 700 more full-time students are registered today than in 1981. And a large portion of "administrative" growth deemed excessive and unnecessary by the reporters has been growth in hundreds of research specialists and lab technicians, medical residents and interns, veterinary technicians, building custodians and similar individuals who are not "administrative" in any common parlance—except that Penn's accounting system categorizes them together as non-faculty.

The most confounding aspect of this myopic opus on higher education was the dismissive and disparaging treatment of the research mission of Penn and other research universities. We are very proud of the fact that Penn is a world-class research university. Research and teaching are our heart and soul. Many of our most talented students come here precisely because of the ability of Penn's faculty to offer them a grounding in research. Not incidentally, many of the services we provide students could never be supported by tuition and fees alone, and we maintain them only by virtue of the synergies inherent in our joint teaching/research enterprise.

Moreover, the benefits of our research are not limited to our students and their families—26 percent of whom, by the way, remain in the Commonwealth after graduation and contribute to its economy and social fabric. Research at Penn—like our gene therapy research being covered voluminously by *The Inquirer*—will aid the entire world.

Remember, too, that Penn employees scorned as mere "administrators" live in or near Philadelphia and contribute much to its coffers and its culture. A great many of them are supported by the research grants and health care dollars Penn generates every year—not by tuition payments. One could never tell by reading this series, but these employees work for the largest private employer in Philadelphia, one that contributes mightily to the City's tax base and economic well-being. I am very proud of each of them—and of Penn.

Judith Rodin
— Judith Rodin, President

The text above was sent also to the *The Philadelphia Inquirer* for publication.—Ed.

Twenty-First Century Report on an Ivy League Greek System

*A Preliminary Report by the
InterFraternity Council, Panhellenic Council, and Bicultural InterGreek Council*

To the University of Pennsylvania Community

Greeks have a long and prosperous history at the University of Pennsylvania. The fraternity/sorority experience has been an integral part of thousands of Pennsylvania students' lives both before and after graduation. The Greek system at the University is over one hundred and fifty years old and over time it has amended its policies to address current issues and has expanded its role within the University. As the University enters its next metamorphosis, the Greek system seeks to meet the demands of both history and progress.

This report delineates the Greek plan for the 21st century. It outlines a specific set of goals and policies that describe the history and current state of the Greek system and the direction in which Greeks hope to move in the next century. More specifically, this report will describe a plan to bring the Greek system at the University of Pennsylvania into alignment with the academic and community goals that the University and academia are pursuing as they enter the next millennium.

In formulating this report, the executive boards of the three Greek umbrella organizations worked collaboratively to illustrate to their constituents the conception of Greek life at the University of Pennsylvania of the future. The preliminary report represents the first stage in the planning of an "Ivy League Greek System." Our hope is that it will be the model that fraternities and sororities follow as they progress along a path of excellence. In the coming months, we will absorb the feedback from various branches of the University—including both Greek and non-Greek students, faculty, administrators, alumni and trustees—to develop a final product that represents a unified vision in line with the future of the University.

We hope that community members will be impressed not only by the sheer magnitude of the report's future-thinking and pursuit of meticulous detail, but also by the efficient and thorough manner in which this report will be implemented. The Greek report for the Twenty-first Century is a forerunner in Greek planning for the next millennium—it truly outlines the plans for an "Ivy League Greek System."

We welcome your comments, and ask that they be sent to the Greek Twenty-one Planning Committee at greek21@pobox.upenn.edu or expressed at one of the "Greek Town Meetings" scheduled for the coming months. Please note also our new Web site, <http://dolphin.upenn.edu/~ofsa/greek21/>.

*Josh Gottheimer
InterFraternity Council
President*

*Jessica Schreck
Panhellenic Council
President*

*George Holt
Bicultural InterGreek Council
President*

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InterFraternity Council

History

The Greek system at the University of Pennsylvania enjoys a history as rich in tradition and honor as our college itself. The University has valued and fostered the development of Greek life on this campus since the middle of the nineteenth century. The positive interaction and good relations between the University's administration and the Greek system has consistently served as a model for all student organizations at Penn. Fraternity and sorority members have been, and continue to be, leaders in every aspect of this university from student government to athletics to community service. Their impacts on this school have aided the University of Pennsylvania in developing an environment in which the ideals of the Greek system—academic excellence, social development, and tradition—have been firmly planted in the foundation upon which this school rests.

Following the establishment of Delta Phi as the University's first fraternity in 1849, the presence of new fraternities on the campus grew rapidly. A year later the fraternities of Zeta Psi and Phi Kappa Sigma joined Delta Phi and were soon followed by Delta Psi in 1854 and Sigma Chi in 1875. By the end of the Civil War, four fraternities had been introduced to the university and the beginnings of a solid Greek foundation at Penn had been established. The University's Policy on Recognition and Governance of Undergraduate Social Fraternities and Sororities, developed in 1980, acknowledges the merits of the Greek System and states that the University of Pennsylvania "...values collegiate fraternities and sororities as an important component of the undergraduate student experience at the University." Today's number of 35 fraternities and 12 sororities between the InterFraternity Council, Panhellenic Council and Bicultural Inter-Greek Council testifies to the fact that the Greek system has thrived at the University of Pennsylvania and has always played a significant role at this University.

The InterFraternity Council, or IFC, has been the governing organization of Penn's fraternities since the early part of this century. With a membership of nearly 1300 men today, the IFC has continuously worked hand-in-hand with the University's administration in fostering an environment in which the goals and desires of fraternity members and those of the administration have consistently complemented each other and have been successfully integrated into the fabric of the University of Pennsylvania.

The IFC executive board, originally consisting of one member from each fraternity, changed to a ten-member board in 1967, and has slowly evolved into the present system of a seven-member executive board that works closely with the fraternity presidents and the Office of Fraternity and Sorority Affairs. The IFC executive board, with the help of individual presidents, has and will continue to move the fraternity system in a direction that follows the demands of the

administration, the students and society itself. The IFC's role in community service on this campus is larger than that of any other student organization at the University. With over fifty events per year on average, the IFC and Greek system as a whole has time and again demonstrated the importance of reaching out and aiding the Philadelphia community. In addition to community service, actions such as the passing of an anti-discrimination clause in the 1960s and the development of the Greek Alcohol Management Policy that is in effect today are only two of many examples in which the IFC has responded to the call of the times through internal changes and adjustments that served to better unite Penn's Greek system with the rest of the University and the University's mission.

The plan for an Ivy League Greek System in the 21st century is the next initiative by the Greek system in attempting to change with the University as we move together into a new era at Pennsylvania. Like the University, the IFC will continue to promote academic achievement and community service. The ability to change is fundamental to the InterFraternity Council and the Greek system as a whole. Through actions such as its recent reimplementation of a spring rush (once in existence in the first half of this century), the IFC has proven that it is willing and able to go back to its roots and once again adjust and improve its system for the good of its individual members and the University community. The IFC realizes that it is an integral part of the University and must change with it. It is dedicated to growing and maturing with the University while maintaining its fundamental traditions and values. The InterFraternity Council, Bicultural InterGreek Council, and Panhellenic Council have joined together to develop a 21st Century Plan in an effort to express their commitment and ability to change. The organizations are committed to bringing the University of Pennsylvania to a new level as it approaches the beginning of a new era.

Academics

The InterFraternity Council at the University of Pennsylvania has always placed a great emphasis on academics. In the past two years, IFC chapters have matched or surpassed the University's all-male averages. In the fall of 1995, the IFC average was a 3.153 as compared to the University's all-male average of 3.12. As we move toward the next century, the IFC would like to continue its dedication to academics via innovative academic restructuring including programming, mandates, and university involvement.

I. Faculty Role

The IFC believes that it is necessary to augment its interaction with University faculty members in an effort to benefit from their academic and social experiences and research interests. An interactive relationship with the faculty will improve students' interest level in their educa-

tion and provide professors with an opportunity to have more one-on-one interaction with students both in and out of the classroom.

A. All IFC chapters must select a faculty advisor from the University faculty by November 1, 1996.

1. The faculty advisor will fulfill the following role:
 - a. to maintain a social relationship with chapter officers, undergraduate chapter membership, and the alumni sponsoring group of the fraternity;
 - b. to serve as the chapter's liaison with the University's academic community;
 - c. to advise and assist the chapter officers in developing and implementing educational programs which broaden the students' living/learning experiences at the University;
 - d. to counsel and assist the chapter officers in developing and implementing chapter programs and activities which are supportive of the University's academic mission and goals;
 - e. to stimulate and encourage the chapter officers and alumni advisors in establishing and promoting a chapter environment and programs which enhance individual academic achievement and support an individual chapter's local/national scholarship standards.

B. Faculty Programming

1. It is recommended that all IFC chapters hold at least one "faculty tea" each semester in their chapter houses. These gatherings should be advertised and open for the entire University community.
2. All IFC chapters must host at least one faculty lecture every academic semester in each of their respective houses as part of the Greek Lecture Series. These gatherings must be advertised and open for the entire University community.
 - a. Coordinated Academic Programming
 - 1) *It is recommended that individual chapters focus on specific academic pursuits on a per semester basis.*
 - 2) *A consortium of Greek Faculty Advisors will compose a list of current academic foci that chapter houses will select each semester.*
3. It is recommended that all IFC chapters invite a faculty member to dine at their house at least once a semester.
4. The InterFraternity Council will increase the number of seminar style classes in fraternity chapter houses that are open to the entire university community.
 - a. It is recommended that by the spring of 1997 at least one IFC chapter host a seminar style class in its house each semester.

C. Faculty Recognition

1. The InterFraternity Council will sponsor a Faculty Awards Reception annually to recognize faculty members who have been an inspiration to individual Greek members and to the Greek System at Pennsylvania.
 - a. Each chapter will be asked to nominate up to five outstanding faculty members.
 - b. A committee of students and the director of

the Office of Fraternity and Sorority Affairs will review the nominations and will be responsible for organizing the ceremony.

II. Undergraduate Involvement

A. Student Programming

1. The InterFraternity Council will establish the *Greek Academic Review*. This biannual publication will serve as a compilation of current Greek academic endeavors and research. The IFC will distribute copies of its publication to other Ivy League Greek systems.
2. The IFC will establish a "Greek Student Speaker Series" which will include a monthly presentation by a Greek student(s) on a University research project. The presentation will be held in IFC chapter houses and will be advertised and open to the entire University community.

B. Academic Standards

1. All IFC Chapter members must maintain a minimum GPA of 2.0.
 - a. Failure to meet this GPA requirement will result in an immediate one-semester academic probation. As part of the probation, the IFC member must:
 - 1) meet with the Director of OFSA and present a plan of academic action.
 - 2) attend a Learning and Instructional Resources time management workshop.
 - b. If the probationary member fails to raise his GPA above a 2.0 by the following semester, the Greek member will be suspended from the InterFraternity Council until the University recognizes the student again.
2. It is recommended that all IFC chapters have higher academic standard (above 2.0 GPA) for all of their prospective members, pledges/new members, and full members.

C. Recognition

1. Each semester, the IFC will recognize the fraternity chapter with the highest GPA on campus. Recognition will include:
 - a. the presentation of the (to be named) Bowl which will be inscribed with the chapter's name and date of accomplishment.
 - b. a grant of \$500 to be used toward academic programming (i.e. speaker series, house library improvements, etc.)
 - c. presentation ceremony.

III. Research

Along with the University, the IFC believes that its membership should be committed to academic research that parallels their current studies.

A. Research Grants

1. The IFC will offer three \$500 research grants per semester to Greek individuals or groups that present an academically innovative research proposal in any undergraduate field.
 - a. The IFC will establish a board composed of five IFC chapter faculty advisors (preferably at least one from each of the four undergraduate schools) that will review the applications and select the grant recipients.

B. Publications/Programs

1. The *Greek Academic Review*, the Faculty Greek Lecture Series, and Greek Student Speaker Series will serve as disseminators of current Greek Academic projects.

IV. Internal Improvements

A. The IFC will add the position of Vice President of Academic Programming to its Executive Board.

B. The IFC will promote its academic accomplishments and programming to the community via its publications and the media.

V. Greek National Honor Society

A. To further stress our commitment to academics, the IFC will colonize a chapter of the Gamma Sigma Alpha National Honor Society for fraternity and sorority members. Eligibility requirements are a 3.5 cumulative grade point average out of 4.0 as a junior or a 3.5 out of 4.0 in any junior or senior semester.

Greek Community Service

Community service has long been a focus of Greek efforts nationwide. At Pennsylvania, community service is held as a fundamental element of the Greek community. This dedication to community service is in line with the national fraternity ideals as well as our Pennsylvania tradition. While this focus on community service is recognized amongst the Greek community at Penn, it goes largely unnoticed by the rest of the University. It is the hope of the IFC that this report will bring the Greek system's commitment to community service and community-building to the forefront of the University's perception of the Greek system.

The University's Greeks participate in community service at many different levels. From individual contributions to Greek system-wide efforts, Penn and the surrounding West Philadelphia community benefit from the substantial efforts made by fraternities and sororities. Indeed, the Greek system could rightly be considered the largest community service group at the University. The sheer "man-hours" and coordinated efforts undertaken by the system is of a magnitude that is unmatched by any other group on campus. In addition, many of the community service initiatives on this campus have been led by the University's Greeks.

With increasing awareness of the Greek systems' contribution to Pennsylvania's community, we recognize a need to further define and elaborate the importance of a strong community service commitment by our chapters. This elaboration should serve as a guideline and goal for all chapters at the University.

The responsibility to execute a meaningful community service program comes largely from the commitments we have made to our individual national organization and the local chapters. This commitment revolves around developing men of upstanding character such that they serve as leaders for our society and contributors to the lives of those around us. Essentially the responsibility we carry is derived from the commitments we have made to developing ourselves as responsible citizens.

I. Community Service Framework

A. The IFC recognizes that a meaningful community service effort is composed of several aspects. These aspects should be taken into account by each chapter as it structures its community service program.

B. Components of a meaningful community service effort:

1. It is recommended that all IFC chapters establish continuous service projects.
 - a. The project should establish a working relationship between the chapter and a local community service group (i.e., an after school program).
 - b. Chapters should make a long-term commitment to this project.
 - c. Chapters should send members to the project on a regular basis (more than twice a month).
2. Single event programming (ideally per semester):
 - a. Chapters should continue current annual projects.
 - b. It is recommended that all IFC chapters conduct at least one "single event" per year.
 - c. It is recommended that chapters work with another fraternity or sorority chapter for this project.
3. Contribution to the Greek-wide community service effort:
 - a. Chapters must participate in the Greek-wide Community Service Days.
 - b. It is recommended that chapters keep OFSA and the IFC updated on their community service efforts.
4. Chapters should also make an effort to contribute to a charitable cause of their choice. Such a contribution can be generated within the chapter, or can be the result of a fund raising drive in the community. Such a fund raising effort can also be accomplished in conjunction with the chapter community service project.

II. Guidelines

A. The IFC requires a commitment of community service hours from its members.

1. The resulting chapter commitment will be based on a minimum standard of two hours per active brother per semester.
 - a. half of the chapter's community service hours under this initiative must be dedicated to University service (i.e., Penn Watch, The Penn Fund, The Penn Tutoring Center, etc.) and the other half to community service (i.e., Into the Streets, soup kitchens, the Greek Community Service Day, etc.).
 - b. the means of accomplishing this goal must be approved by the IFC.
 - c. the IFC will issue a list of programs that satisfy the two hour commitment.

B. The timeline for the implementation of the two hour per man requirement and the ongoing community service projects calls for chapters to have made a commitment by September of 1996.

C. Failure to live up to the chapter's hour quota and/or failure to undertake an on-going community service project will lead to sanctions to be given by the IFC Judicial Inquiry Board (JIB).

New Member Education

One of the most difficult stereotypes for the Greek system to overcome since its inception has been the belief that the pledging process is based on demeaning activities and endangering the lives of individuals. One of the loudest arguments against Greek systems nationwide has been that fraternities subject their pledges to meaningless tasks which do nothing but reduce their self-esteem. Unfortunately, there have been

InterFraternity Council continued

cases in the past of fraternities which have forced their new members to take part in activities which have violated their college experience. It is the responsibility of the University of Pennsylvania's Greek system to stand up and lead the charge against these indignities. The fraternal experience should be an enlightening and instructive one, to be valued eternally, the roots of which are born of the pledging process.

I. InterFraternity Council Role: Ten-Point Membership Education Program

In order to take a proactive step towards ensuring that our system continues to take in well-rounded and enlightened new members, the IFC has devised a Ten-Point Membership Education plan. It outlines a specific set of goals and policies which blaze a trail in the direction Greeks hope to move in the next century. More specifically, this report will describe a plan to bring the membership education program into alignment with the academic and community goals that the University is pursuing as it enters the 21st century.

A. Program Details

1. In an effort to promote the importance of implementing a sound membership education program, the IFC Vice President of Rush will now assume the title and responsibilities of Vice President of Rush and Membership Education. This executive board member's focus will be to emphasize to fraternities the concept of an effective pledge process.
2. All pledge educators must attend two mandatory membership education/hazing workshops coordinated by the Office of Fraternity and Sorority Affairs.
3. All pledges must attend a workshop on time management conducted by the Learning and Instructional Resources office. One of the most trying aspects of coming to college is learning to manage your own schedule, and the Greek system believes it should offer a hand of guidance for its newest members.
4. All pledges must attend a workshop on acquaintance rape conducted by Students Together Against Acquaintance Rape (STAAR). Date rape is one of the most frightening issues plaguing our college experience today.
5. All pledges must attend a workshop on responsible alcohol consumption presented by the Drug and Alcohol Resource Team (DART). It is no secret that binge drinking is a serious concern for all students, and one which we need to confront in order to avoid its implications for the future of the fraternity system.
6. All pledges must attend a Programs for Awareness in Cultural Education (PACE) workshop on race and cultural relations which will focus on the importance of acceptance and understanding. This is a society-wide problem which can only be solved if we try to meet it head-on by reducing ignorance.

7. All pledges must attend a workshop on InterGreek relations led by the heads of the three umbrella groups. Only when its members have an understanding of each others' organizations and structures can they work together effectively as a system.
8. All IFC chapters must hold study hours for pledges of at least eight hours a week. Of course, the primary goal for all students must be high academic achievement.
9. All pledge classes must organize and conduct one major community service project or event during their ten weeks of membership education. Striving to improve the surrounding community should be an objective of the fraternity system.
10. It is the responsibility of the pledge educators to encourage each pledge to be involved in a University or community-wide organization or effort of their choice outside the Greek system. Making the underclassmen aware of campus groups will enable members to become well-rounded people.

B. Enforcement

1. Each pledge educator must submit a bi-monthly report on the community and academic accomplishments of his pledge class.
2. Infractions of the Ten-Point Program will be handled by the Judicial Inquiry Board (JIB).

II. Individual Chapter Role

A. It is the responsibility of each chapter to ensure that guidelines of the Program are met. Only through cooperation and dedication can this system realize its potential.

B. Every chapter is free to include any additional educational activities which they deem appropriate. These points are by no means all-inclusive; they intentionally leave out important traditions such as individual chapter history which are an important aspect of the fraternity experience.

III. Antihazing Policy

A. The IFC strongly opposes any form of hazing as defined by the Antihazing Policy of the University.

1. Hazing means any situation which (1) recklessly or intentionally endangers the mental or physical health or safety of a student or (2) willfully destroys or removes public or private property for the purposes of initiation or admissions into or affiliation with, or as a condition of continued membership in, an organization operating under the sanctions of, or recognized as an organization by the University including, without limitation, fraternities and sororities.
2. Penalties for hazing activities can include University sanctions against individuals and organizations, and criminal sanctions under the laws of the Commonwealth.

B. The IFC will take steps to further its antihazing policy.

1. Antihazing Hotline: the IFC, in conjunction with OFSA, will organize and implement an antihazing hotline for any hazing com-

plaints against IFC chapters. The caller's identity will remain confidential. The IFC, Office of Fraternity and Sorority Affairs, and the Student Dispute Resolution Center will work together to investigate the charges and take action if deemed necessary.

2. Antihazing Education: the IFC, in conjunction with OFSA, will conduct a series of antihazing workshops for all new members of IFC chapters that will educate them about hazing and inform them of their rights against forced or suggested activity that violates University policy, Commonwealth law, organizational regulations, and national umbrella organization resolutions.
3. Pledge Educator Roundtables: all IFC pledge educators must attend an IFC/OFSA facilitated roundtable every other week at OFSA throughout the pledging period. At this roundtable, pledge educators will discuss hazing, the pledging process, and ideas that will improve the membership education process.

Social Enrichment

Throughout its extensive history the InterFraternity Council at the University of Pennsylvania has provided numerous social avenues for every student, Greek or non-Greek, in the University community. One of the cornerstones of the Pennsylvania Greek community is the interaction of all its members in a variety of social settings. Such situations help the individual grow and learn how to relate to many diverse personalities. There are abundant resources within the Greek Community that allow for the social enrichment necessary to help further develop not only the Greek members, but also each individual student in the Pennsylvania community.

I. Increased Alternative Programming:

It has been the goal of the IFC to develop types of social events different from the traditional house functions. The IFC feels that is necessary to provide a wide range of programs that will stimulate the members both mentally and socially. The alternative programming should focus on events that bring the Greek community together in a safe, vibrant environment.

A. All IFC fraternities must host at least one non-alcoholic social event per academic year starting with the fall term of 1996.

II. Diversifying Social Activities

As the Greek system continues to mature, the IFC feels that the three Greek organizations (IFC, Panhellenic, Bicultural InterGreek Council) must also grow in the number of social events involving the entire Greek Community. With these events, we hope to improve the relationships between the members of all three umbrella organizations which encompass a multitude of individuals of diverse backgrounds. Also, continuing the steps that the IFC and the other Greek organizations have taken recently, it

is necessary to provide alternative social venues for the entire University community.

A. All IFC fraternities must hold one at least social event per academic year that involves one or more houses from each umbrella organization.

B. The IFC will continue partnership along with Panhellenic, the Bicultural InterGreek Council, and organizations within the University (i.e., DART, SPEC, The Alcohol Resource Center, the University's Alcohol and Other Drug Task Force, etc.) to provide an increase in non-alcoholic social events open to the entire University community.

III. Risk Management:

As litigation runs rampant throughout society, the IFC must anticipate potential legal consequences of fraternal activities to safeguard against any action that may result from negligent behavior. Through the use of education and increased responsibility, the IFC will help protect the University and itself from third-party liability lawsuits.

A. All IFC chapter social chairmen and presidents must attend a Training For Intervention Procedures (TIPS) workshop for certification commencing in the fall 1996 semester.

1. Training such as this will give members the necessary skills to handle a wide range of situations that could result in injury, allowing members to prevent future legal action.
2. These workshops will strengthen students' sense of responsibility towards their members, guests and the entire University community.

B. Beginning with the 1997 spring semester, all new members must attend one TIPS or risk management workshop as part of their membership education programs.

C. All fraternity houses must abide by the written University and Greek policies involving household functions.

1. All house social events must follow the guidelines stated in the Greek Alcohol Management Policy (GAMP) as well as the University Alcohol Policy and the Code of Student Conduct.

IV. Participation in Intramural Athletics

The thrill of competition and the desire to excel amongst IFC fraternities will never be lost. Through the participation in intramural activities, the members of each house grow both physically and mentally. The games bring a sense of natural camaraderie and help to build the bonds between teammates. More emphasis must be placed on activities such as these that help to solidify relationships between fraternity brothers during their years at the University of Pennsylvania.

A. As of the fall 1996 semester the IFC will award the (to be announced) Award to the fraternity with the over-all best performance in intramural athletics.

1. The winners will receive:
 - a) A grant in the sum of \$500 to further the development of chapter activities and programs.
 - b) A trophy that will circulate from year to

year depending on the winning fraternity.

c) A plaque that will remain with the champion fraternity engraved with the year and explanation of the (to be announced) Award.

V. Commitment to Social Vibrancy

Although the IFC will continue to change with time, it will never abandon its commitment to one of its fundamental cornerstones, social vibrancy. We believe that a healthy social life is crucial to providing the balance for a well-rounded Pennsylvanian student. As the University implements its "Agenda for Excellence," it must not abandon its foundations which are deeply entrenched not only in academic, but social endeavors as well.

Technology

As the University of Pennsylvania moves towards the 21st century, technology is becoming increasingly more prevalent in the everyday life of a university student. In response to this incorporation of technology, the Greek system has identified areas where technology can lead to the betterment of the University environment in areas ranging from academics to security. A few examples where seizing the opportunities that increased computer access and the Internet provide include:

I. Greek Interaction

A. The IFC will work in conjunction with the University in the development of its "GreekNet" project that will hardwire all IFC chapter houses with ethernet capabilities. This interactive net would serve to create a "smaller Pennsylvania" easing the electronic transfer and dissemination of information.

B. All IFC fraternities must establish a homepage by the fall of 1996.

1. It is recommended that all homepages include a biography of all chapter members. The biographies should include academic concentrations, research experiences, and personal descriptions (i.e., athletics, etc.). The IFC believes that this information will help foster University community relations.
2. It is recommended that the "academic focus" (see section one on Academics) of the individual fraternity be described in detail on the homepage.
3. All chapters must post advanced schedules of their chapter's respective lecture series.
4. The *Greek Academic Review* will also be available on the "GreekNet" homepage.

C. It is recommended that all IFC chapters establish listserves on the Penn Web by the fall of 1996 to help improve communication amongst their members.

Security

The University of Pennsylvania is a relatively open college campus and its location in the center of Philadelphia has consistently yielded a variety of security concerns. The Greek Twenty-first Century plan for an "Ivy League Greek System" presents the Greek Community's contribution to the enrichment of university life. Incorporated in this goal is a fraternal dedication to improve University community quality of life

through increased security for Greek members as well as for those not affiliated with the system.

I. Security Involvement

A. All IFC fraternity houses must designate themselves as "safe houses" by the fall of 1997. These houses will serve as a means of refuge for students who find themselves in a dangerous situation.

1. It is recommended that all IFC fraternity houses install a blue-light and emergency alarm bell on the outside of their chapter houses by the spring of 1997. This bell will serve to notify members in the chapter that a student is in need of assistance.

B. It is recommended that all IFC chapters adhere to a uniform lighting system established by the Office of Fraternity and Sorority Affairs for all IFC chapter houses. These lights will not only enhance the individual security of fraternity houses, but provide a lighted path (on Locust, Walnut and Spruce Streets) that will benefit all on- and off-campus students.

C. The IFC will establish security educational seminars, which will be open to all University students.

1. These seminars will include self-defense classes.
2. Other seminars will include tips on effective safety management.

D. The IFC will recommend a baseline security plan for every fraternity house by the fall of 1997.

1. These guidelines will incorporate baseline lighting, window bars, standardized locking mechanisms and the feasibility of a fraternity-wide alarm system.
2. The security plan will mimic the implementation of the fire-safety plan currently in effect for fraternities and sororities.

E. The IFC will establish a Greek security news letter called "Greek Watch," to be published biannually.

1. This publication will serve as a collection of prevalent security problems common to university students.
 - a. The IFC will work with Victim Support and Special Services (VSSS) in developing this section.
2. The publication will also provide a list of perennial "trouble" areas on the University of Pennsylvania campus.
3. It will include a series of statistics for all the crime that occurred during that semester.

Sensitivity

In the past, the University of Pennsylvania and its members have been criticized for having allegedly committed acts of insensitivity toward underrepresented populations in the University community. The InterFraternity Council is adamant that we must take action to transcend racial, ethnic, religious and sexual/affectional barriers of ignorant thought and behavior. Dr. Adelaide Delluva notes in her letter to the Report of the Committee to Diversify Locust Walk, "The fraternities perpetuate a social standard and a mode of behavior which is deplorable and which distresses me greatly: patterns of uncontrolled harassment of others, (1) hurling of epithets on passersby—racial, sexual, and deroga-

InterFraternity Council continued

tory remarks concerning affectional preference, (2) utter disregard for the worth and of the rights of women...(see *Almanac*—September 17, 1991)."

The IFC has a responsibility not only to ensure the education of our members on a variety of issues ranging from sexual harassment to racial prejudice, but also to provide venues of programming (i.e., seminars, social alternatives) that further inculcate understanding and sensitivity. We believe that with the commitment to education, mentoring and programming delineated in our Twenty-first Century Plan for "An Ivy League Greek System," we can take steps as a system to quell disregard for the basic human liberties granted to all members of our University community.

I. New Member Education

As delineated by our section on "New Member Education," the IFC believes that our new members should possess a core set of values that incorporates academic, community, and social understanding.

A. Community service requirements

B. Educational seminars

1. racial and cultural sensitivity
2. issues of sexual health
3. gender issues
4. sexual minority sensitivity
5. InterGreek relations

II. Social Programming

As discussed in our section on "Social Enrichment," the IFC believes that a social environment is a primary facilitator of interaction that fosters understanding between all groups in the Pennsylvania community.

A. Alternative Programming (i.e., "Breaking Down the Walls"—an event specifically targeted at bridging community segregation)

B. InterGreek social events

1. mixers with Panhellenic Council and Bicultural InterGreek Council chapters

C. InterGreek athletics

1. encourage intramural sports among the three Greek umbrella organizations

III. Community Service

As outlined in our section on "Greek Community Service," the IFC believes that bringing many groups together toward a convergent goal will not only facilitate interaction and understanding with our Philadelphia neighbors, but also amongst the individual members of the Pennsylvania community.

A. Community service days/Single event programming

1. joint community service projects with the three umbrella organizations

B. Continuous service projects

1. the IFC recommends that chapters work with fraternities and sororities from both the Panhellenic Council and the Bicultural InterGreek Council

IV. Religious Acceptance

Until the late 1950s, the InterFraternity Council at Pennsylvania was split into two councils—IFC A and IFC B. According to the 1935 Record, "The undergraduate social fraternities, which are the ones we are interested in are divided into two groups: Gentile or Jewish and are signified as group A or group B fraternities." This historical fact is an example similar to the religious discrimination other groups have faced at the University over time. As is evident, the University community stymied such blatant segregation and moved to join the IFC together as one functioning unit.

In the last few decades, the Greek system has made great strides toward religious understanding and acceptance. The IFC believes that the Greek system is an essential catalyst of instilling an appreciation of individual religious identity along with encouraging mutual respect. The IFC espouses the continuation of the path of religious acceptance at the University of Pennsylvania.

A. The InterFraternity Council will continue to welcome religious leaders to speak at IFC meetings on religious issues affecting the Pennsylvania community.

B. The InterFraternity Council will coordinate a workshop each academic year that will serve as a forum for open discussion of religious issues. The workshop will be facilitated by religious leaders and religion-based student organization.

V. Newsletter

The IFC believes that education through communication is a fundamental conduit to awareness and understanding of racial, gender and sexual minority issues.

A. The IFC will work in tandem with leading sensitivity groups on campus (i.e., *Generation XX*, United Minorities Council, etc.) to develop a biannual newsletter, "Greek Sense," that includes articles authored by members of the Pennsylvania community.

VI. Partnerships

The InterFraternity Council believes that it is imperative for our chapters to bridge the barriers among the three umbrella organizations. We believe that partnerships formed across the Greek system will assist our desire to foster a common Pennsylvanian experience.

A. All IFC chapters must form a partnership with one of the Bicultural InterGreek Council chapters at the University of Pennsylvania.

1. It is recommended that the two chapters participate together in various community service, academic and social venues. This partnership will facilitate the University's goal of better student relations which will help foster understanding.

Alumni Relations

The InterFraternity Council at the University of Pennsylvania recognizes the importance of

formulating and maintaining a healthy relationship with our Greek alumni. We believe that it is essential to our longevity that we establish a continuous dialogue with a representative body of Greek alumni. The body should be regularly apprised of our accomplishments and plans for the InterFraternity Council.

We also believe that we have an inherent responsibility not only to keep our alumni apprised of the state of the Greek system at the University of Pennsylvania, but also to request feedback and advice on the future of the InterFraternity Council at the University. This partnership toward excellence will be beneficial to both the Greek system at Pennsylvania and the University Community.

I. Fraternity Alumni Advisory Board

A. Purpose

1. The Fraternity Alumni Advisory Board will serve as a body of advisors to the InterFraternity Council on its policies and procedures.
2. The InterFraternity Council and the Office of Fraternity and Sorority Affairs will keep the Board regularly apprised of all the office business.

B. Structure

1. The Fraternity Alumni Advisory Board will consist of five alumni from five different InterFraternity Council chapters of the University of Pennsylvania. The five members will serve a three year term on the board with a maximum of six consecutive years.

C. Service

1. The Fraternity Alumni Advisory Board will meet on a regular basis convening at least three times a semester or whenever requested by the body itself, the Greek Alumni Council, the Office of Fraternity and Sorority Affairs, or the InterFraternity Council.
2. The Fraternity Alumni Advisory Board will meet with the InterFraternity Council Executive Board at least twice a semester and with the general membership of the IFC at least once a semester.
3. The Fraternity Alumni Advisory Board will issue recommendations to the IFC and the Office of Fraternity and Sorority Affairs on any issues that it deems important.
 - a. The IFC Executive Board and OFSA will issue advisory/cautionary information (via memorandum, newsletter, electronic communication and the like) on a regular basis.

Implementation

The InterFraternity Council at the University of Pennsylvania recognizes that enforcement is a key element of a successful plan. The IFC understands that student efforts lacking definitive deadlines and enforcement policies often fail to come to fruition. As such, we have delineated a comprehensive section on implementation, and established a thorough set of deadlines throughout our report for an "Ivy League Greek System."

I. Feedback

The IFC recognizes that continual feedback is an essential element in implementing our plan.

A. Presidents' Roundtables

1. The IFC will continue to hold its bi-monthly feedback sessions with all chapter presidents.

B. 21st Century Committee

1. The IFC will organize a 21st Century committee commencing in the fall of 1996.
 - a. All IFC chapters must designate one representative to serve a one year term on the 21st Century committee.
 - 1) *The IFC executive board will terminate the committee after a successful implementation of the Twenty-first Century plan for an Ivy League Greek System.*

C. IFC General Membership Meetings

D. Greek Town Hall Meetings

1. The IFC in conjunction with the Panhellenic Council and the Bicultural InterGreek Council will host a series of "town hall meetings" open for feedback from the entire University community.

II. Enforcement

The IFC Executive Board and chapter presidents recognize the importance of delineating a specific set of equitable, yet stringent guidelines that guarantee the cooperation of all IFC chapters. Enforcement will be achieved through a detailed and comprehensive system of registering and documenting of events, accomplishments, and programs.

A. Specific Deadlines

1. To ensure the implementation of the guidelines deemed most imperative in the immediate future, the IFC has outlined a host of specific deadlines. The Executive Board in tandem with the 21st Century committee will work with the Office of Fraternity and Sorority Affairs to guarantee not only a timely implementation, but also to ensure a smooth transition. OFSA will provide IFC chapters with continual consultation, program scheduling, and essential services.

B. Documentation

The IFC believes that maintaining a thorough and accurate system is an essential step in the enforcement of the 21st Century plan for an "Ivy League Greek System."

1. Registering events and accomplishments
 - a. All IFC chapters must register all community service, technological, and academic events/programming at least one week prior to the event/program. This continuous documentation will enable the IFC and OFSA not only to record the event/program, but also to ensure its due promotion to both the Greek system and the University community.
2. Awards Packet
 - a. In line with tradition, all IFC chapters must delineate their annual accomplishments in a detailed document each winter. This packet enables the IFC and OFSA to track individual chapter successes via comprehensive report.
 - b. The IFC and OFSA will recognize outstanding

achievements of individual IFC chapters at the annual Greek Awards Dinner.

C. Specific Sanctions

Although specific deadlines and documentation requirements are essential to implementing our plan, the IFC recognizes that it must delineate specific measures for chapters who fail to cooperate with the mandated policies throughout this report.

1. Judicial Inquiry Board

- a. In the spring of 1995, the InterFraternity Council at the University of Pennsylvania created the Judicial Inquiry Board (JIB) to handle violations of IFC policy in an internal fashion. The JIB consists of four elected chapter presidents and is overseen by the IFC Judicial Manager. The JIB has the power to hand down sanctions ranging from monetary fines to educational programs to chapter and judicial pledge probations.
- b. The IFC Judicial Inquiry Board (JIB) will convene at least three times a semester to review the accomplishments of individual IFC chapters. The JIB will review all documentation to date and issue notices updating all IFC chapters on their semester/annual accomplishments. The JIB will also issue a copy of the requirements outlined in the Twenty-first Century Report as a reminder notice.
- c. At the last meeting the JIB convenes each semester, the body will issue sanctions against those chapters that have failed to meet the requirements outlined in the Greek plan for the Twenty-first Century that creates an "Ivy League Greek System."

Panhellenic Council

History

On December 5, 1776 in the colonial village of Williamsburg, VA five students from William and Mary College spent an evening in friendly conversation at the Raleigh Tavern. These young men had been meeting informally for some time and were drawn together by mutual interests and the congeniality surrounding their discussions of literary and social matters. On this particular night, however, they had a special purpose in mind to establish themselves as a formal organization and thus came into being the first American college fraternity. In a time when students were sent to college to acquire as much discipline as booklearning, administrators maintained tight control over the daily programs and activities of each student. As a result of such a highly regimented atmosphere, students desired a place to relax and recuperate, to enjoy friendships and fun, and to learn those things that can not be taught in the classroom. Choosing Phi Beta Kappa as their name and adopting a secret ritual, initiation, motto, grip, and badge as an emblem of membership, the fraternity provided such an outlet. However,

even as chapters were establishing at Harvard, Yale and Dartmouth, a storm of public disapproval quickly emerged as secret organizations were viewed with alarm and suspicion. By 1826, Phi Beta Kappa was pressured to reveal its secrets, and the organization became the scholastic honor society it remains today. Despite its endangered beginning, the founders of Phi Beta Kappa had provided the impetus for a growing fraternal spirit and fraternities began to thrive as chapters were being established at an increasing rate.

With the upheaval caused by the Civil War, fraternities were again threatened, but were too well established to be seriously endangered. A new period of growth followed as women began to attend universities. Aware of the biases against them based on their sex, many of these women wanted to prove their capabilities and to achieve an equally important position on their campuses. Finding themselves restricted from the all-male fraternities, the first women's fraternity was formed at Wesleyan College in 1851 under the name of the Adelphean Society, and was followed a year later by the Philomathean Society. They remained strictly local societies for more

than 50 years before adopting Greek names and expanding as Alpha Delta Pi and Phi Mu, respectively.

In 1891, Kappa Kappa Gamma invited all Greek letter women's college fraternities to a meeting in Boston to consider the establishment of an interfraternity organization. By 1902 such a Conference, now known as the National Panhellenic Conference (NPC), was established to provide a means to share ideas, discuss common problems, establish cooperative programming in specific areas, and to set common standards as well as uniform practices to uphold such standards. Today, the NPC continues to foster interfraternity relationships while assisting collegiate chapters of the NPC member groups and working with colleges and universities in maintaining high scholastic and social standards.

Currently, Panhellenic serves as the umbrella organization for eight strong sororities. Dating back to 1890, when Kappa Kappa Gamma was chartered, sororities have been an integral component of Penn's college life. Followed by Delta Delta Delta in 1904, the Panhellenic Council at the University of Pennsylvania continued to increase in number and in strength. The entire

Panhellenic Council continued

University has felt the impact of sororities by the precedents we have set for community service, mentoring, leadership, and academics throughout the campus.

The University of Pennsylvania Panhellenic abides by a constitution which was constructed to hold all of the chapters to a high level of excellence in academics, philanthropy, and morality. Furthermore, sharing the high standards of the University, the Panhellenic Council has adopted national regulations on antihazing and the use of alcohol. The Panhellenic Council is the largest women's organization on campus, numbering over 1100 women, and we therefore have taken on the responsibility to create traditions of excellence for ourselves and within our larger communities. We have become a nationally respected College Panhellenic and our programming and academic achievement have earned us the title of "Outstanding Panhellenic for the Northeast Region."

The Panhellenic's cooperation with the InterFraternity Council and the Bicultural InterGreek Council to create and implement the plan for an Ivy League Greek System reinforces our commitment to the University and to our members. Panhellenic will maintain their provisions of academic, philanthropic, and educational programming that we feel are in accordance with the needs of the University. As the undergraduate experience at Penn moves in new directions and tackles new challenges of the times, the Panhellenic Council remains enthusiastic and dedicated to meeting the 21st century in an alliance with its University. History reveals that the University of Pennsylvania and Greeks have reached their highest expectations only when they have done so together. As stated by John Gardner, "Our problem is not to find better values but to be faithful to those we profess—and to make them live in our institutions." The following plan for an Ivy League Greek System is our commitment to grow and change with the University as it leads the nation in reaching the ideals of a new century.

Academics

The Panhellenic Council at the University of Pennsylvania has always been dedicated to uphold the good scholarship of its members. The Panhellenic sororities have consistently surpassed the University's all-female average. In the fall of 1995, the Panhellenic average was 3.343 compared with the University's all-female average of 3.18 and the overall University average of 3.15. Our devotion to academics will continue with enhanced academic programming and support. We will further encourage academic initiative by fostering a stimulating relationship with University faculty and by the recognition of high scholastic achievement.

I. Faculty Role

The Panhellenic System values the establishment of an interactive relationship with the University faculty based on mutual learning and respect. Such a relationship would serve to fos-

ter intellectual growth in and out of the classroom through the exchange of experiences and knowledge.

A. All Panhellenic chapters must select a faculty advisor from the University by November 1, 1996

1. The purpose and intent of the faculty advisor program would be to:
 - a. Link faculty members with fraternal organizations for a one to two year term, which could be renewed at the end of the term. The goal would be to establish an exchange of the scholarly pursuits of the organizations and the faculty member.
 - b. Act as a mentor and guide to chapter members who may be experiencing academic difficulties. The faculty advisor could assist in referring students to campus resources as needed.
 - c. Provide inroads to possible faculty speakers for continued membership development.
 - d. Maintain a social relationship with chapter officers, undergraduate chapter membership, and the alumni(ae) sponsoring group of the fraternity.
 - e. Serve as the chapter's liaison with the University's academic community.

B. Faculty Programming

1. The Panhellenic Council will generate and make available a list of faculty willing to speak at sorority educational programs.
2. The Panhellenic Council will increase the number of seminar style classes in sorority chapter houses that are open to the entire Greek community.
3. The Panhellenic Council will annually sponsor a "Take a Professor to Lunch" week in an effort to increase faculty/student interaction.
4. Panhellenic chapters will be encouraged to invite faculty members to their chapter houses for dinner and other opportunities for informal interaction.
5. The Panhellenic Council will sponsor a Faculty Awards Reception to recognize faculty members who have been an inspiration to individual Greek members. Each chapter will be asked to nominate up to five outstanding faculty members. A committee of students will review the nominations and will be responsible for distributing the invitations.

II. Undergraduate Involvement

A. Student Programming

1. Panhellenic will continue to annually select a Scholarship Chairwoman. The responsibilities of this chair include implementing programs that enhance academic achievement and ensure the recognition of such achievement. The Scholarship Chairwoman further has a committee composed of one representative from each chapter to assist in the development and execution of such programs.
2. All Panhellenic Chapters will continue to elect a scholarship chair within their individual chapters to further increase academic support, proactive programming, and main-

tenance of records (i.e., GPA statistics).

3. All Panhellenic chapters are recommended to organize a time management workshop conducted by the Learning and Instructional Resources office to be attended by the entire sisterhood.
4. All Panhellenic chapters are recommended to develop tutorial programs for members requiring assistance in academic areas.

B. Academic Standards

1. It is recommended that all Panhellenic members maintain a minimum GPA of 2.0
 - a. Failure to meet this GPA requirement will result in immediate implementation of the following plan. The Panhellenic member will:
 - 1) *meet with the director of OFSA and present a plan of academic action*
 - 2) *attend a Learning Instructional Resources time management workshop*
 - b. If the probationary member fails to raise her GPA above a 2.0 by the following semester, it will be the responsibility of that member's chapter to present an ultimate course of action to be approved by OFSA.

C. Recognition

1. Each semester the Panhellenic Council will recognize the sorority chapter with the highest GPA on campus.
2. The Panhellenic Council will establish scholarship awards to honor outstanding academic achievement. These awards may vary from monetary grants to a certificate, and would honor a chapter, a new member class and/or an individual.

III. Research

The Panhellenic Council encourages its members to pursue innovative academic research. The high amount of dedication, education, and academic skill that such a commitment involves parallels the values upon which Panhellenic is founded.

A. Publications

1. The Panhellenic Council will direct members to resources that will inform them of current research projects conducted by members of the University community. (i.e., Web sites)
2. The Panhellenic Council will compile the academic data of all Panhellenic chapters and will present them to the University Community.
3. The Panhellenic newsletter will serve to disseminate academic projects, achievements, and other scholastic opportunities.

IV. Internal Improvements

A. Panhellenic will continue to strengthen the role of the chapter Scholarship Chairs and the Panhellenic Council Scholarship Chair.

V. Greek National Honor Society

A. The Panhellenic Council and IFC will colonize a chapter of the Gamma Sigma Alpha National Honor Society for fraternity and sorority members. Eligibility requirements are a 3.5 cumulative grade point average out of a 4.0 as a junior or a 3.5 out of a 4.0 in any junior or senior semester.

Greek Community Service

All Panhellenic sororities are extremely dedicated to a strong program of community service. Each chapter is affiliated with a national philanthropy to which they contribute mainly cash donations. In addition, each chapter consistently contributes their time and energy to various local organizations. Panhellenic members participate in service projects that are sponsored by individual chapters, by the Panhellenic Association, and by the entire Greek system.

I. Greek-wide Efforts

The experience of being a Greek teaches its members that great feats can be accomplished when people work as a united group. With this in mind, the Greek Community has established Greek-wide community Service Days in which all Greeks put forth a combined effort to make worthwhile contributions to their surrounding communities.

A. Every chapter must participate in the Greek-wide community Service Days. In conjunction with the IFC and the Bicultural InterGreek Council, the Panhellenic Civic committee will be responsible for coordinating these events.

II. Panhellenic Council Efforts

A. The Panhellenic Council will continue to select a Civic chair. This woman's main duties entail overseeing individual chapter philanthropy projects as well as central programming to disseminate information regarding community service resources and opportunities to Panhellenic members.

B. The Civic chair will serve on the Program for Student Community Involvement Advisory Board. The aims of implementing such a liaison are to explore ways to increase sorority involvement in their programs, particularly coordinating elementary and high school tutoring efforts.

C. The Civic chair will appoint a committee composed of one representative from each sorority. The Civic committee is responsible for programming and organizing at least one Panhellenic sponsored philanthropy/community service project each semester in which all Panhellenic member sororities must participate.

III. Chapter Philanthropies

A. Each chapter must have a philanthropy chair who is responsible for coordinating community service projects for her chapter, keeping records of each member's community service hours, and maintaining correspondence with the Panhellenic Civic chair.

B. Each chapter must support a local charity, school, or other organization in addition to their national philanthropy.

C. Each chapter will set a specific number of service hours that every member of a sorority must perform if they do not already do so. The Panhellenic Council recommends the requirement be three hours of service per semester for every sister.

D. Each chapter will include in its pledge program at least one pledge class community service project.

IV. Internal Improvements

A. The Panhellenic Council will compile listings of Community Service resources and projects within and beyond the University and will distribute them to chapters and to other interested organizations.

B. Chapter Philanthropy Chairs will be responsible for tracking and recording of member's community service hours and for submitting this data to the Panhellenic Council for approval.

New Member Education

As a sister of a sorority, a woman is a member of both her individual sorority and the whole Greek system. All Panhellenic members, therefore, share in common the ideals of our institution, namely, scholarship, health, high personal standards, and service to our community. However, each sorority also has a unique history rich in traditions and experiences. It is, therefore, through individually designed programs, regulated by their national affiliations, that a sorority instills in its new members both Greek-wide knowledge of values and history as well as those held by each sorority. The obligation of a sorority is to consider the member as a whole, including her intellectual capacity and achievement, her emotional make-up, her physical health, her social relationships, her moral values, and her sense of civic responsibility, and to integrate these components into an education program that will allow for personal and chapter enhancement. New member programs are designed to promote such growth through innovative programming and by encouraging a diversity of social interaction.

I. Program Components

Many new member program components mimic the programming delineated in earlier sections of our Twenty-first Century Plan for an "Ivy League Greek System."

A. Community Service

B. Academics (i.e., requirements of a minimum GPA set by chapter, study hours, time management workshops)

C. Health Issues

1. Panhellenic recommends all new members attend one DART (Drug and Alcohol Resource Team) workshop and one STAAR (Students Together Against Acquaintance Rape) workshop.

D. Sensitivity

1. Panhellenic recommends all new members attend one PACE workshop on race relations which will focus on the importance of acceptance and understanding.

E. InterGreek relations

1. Panhellenic recommends that all new members attend a workshop on InterGreek relations conducted by leaders of the three umbrella organizations.

F. InterSorority relations

G. Leadership/Campus Involvement

II. Antihazing Policy

All Panhellenic sororities have consistently reaffirmed their absolute opposition to hazing

and have taken initiatives to ensure that it does not occur. As stated in our Constitution at the University of Pennsylvania, all activities which are defined as hazing are banned. "Hazing is defined as any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule" as stated by the National Panhellenic Conference. To further ensure the prohibition of hazing all Panhellenic sororities have consistently endorsed the University's Anti Hazing Policy.

Social Enrichment

By providing a variety of social events Panhellenic encourages relations among diverse groups of people both among our Greek members and with the non-Greek community. Our goal is to foster both individual growth and friendships by providing outlets in which all people may be enriched by and learn from their similarities and differences. We further aim to increase programming that will bring together the many groups of students that too often exist in isolation from one another.

I. Non-Alcoholic Programming

The Panhellenic Council has always viewed as one of its top priorities the protection of our members' well-being as well as that of our surrounding communities. We, therefore, put great effort into providing a wide range of social environments that are both safe and enjoyable.

A. All Panhellenic sororities will hold at least one non-alcoholic social event per academic semester.

B. All Panhellenic sororities will hold at least one non-alcoholic social event per academic year that involves one or more houses from one of the three umbrella organization (IFC, Panhellenic, Bicultural InterGreek Council).

II. Diversifying Social Activities

In a sincere effort to cross the lines of difference that seem to separate us, Panhellenic has devoted itself to increase the number of social events involving the entire Greek community and the University community. Our hopes are to stimulate individuals to broaden their knowledge of the wonderful diversity that surrounds them and to actively promote the mutual education of one another.

A. Panhellenic will continue partnership with the IFC, the Bicultural InterGreek Council, and organizations within the University (i.e. DART, SPEC, STAAR, The Alcohol Resource Center, etc.) to provide an increase in non-alcoholic social events.

B. Panhellenic and sororities of the Bicultural InterGreek Council will organize at least one social event together per year.

C. Panhellenic will continue to provide social events at which all students of the University are welcome.

III. Extracurricular Activities

Panhellenic deservingly prides itself on the diversity of talents and interests found in our members. Panhellenic women are the writers,

Panhellenic Council continued

artists, politicians, scholars, and athletes of the 21st century. It is only through both our Greek and University experiences that we grow into educated, well-rounded women.

A. Each year a listing of all activities that Panhellenic members are involved in will be compiled and released to the University administration.

B. A monthly Panhellenic newsletter will spotlight the involvement of individual members. By creating an exchange of individual interests, Panhellenic hopes to foster an environment in which mutual respect and development exist.

Technology

Improvements in technology allow many more options for University students to enhance their educational opportunities. The Panhellenic Council plans to move forward with the University by implementing the infusion of technology with Greek life. By utilizing modern information techniques we can improve communication within the Panhellenic membership and between the Greek system and the University community.

I. Communications

A. The Panhellenic Council will continue to update its homepage. Links will be added to each sorority and relevant University information will be posted.

B. Panhellenic will increase its use of listserves in order to increase the efficiency of communication within our system.

C. Panhellenic will mandate that each sorority establish a homepage.

1. Each homepage will provide a complete list of chapter officers.
2. Each homepage will provide the chapter's monthly calendar.
3. Each homepage will provide updated summaries of all chapter projects, especially those in the areas of academics, research, and community service.

D. The Panhellenic newsletter will be posted on the Internet.

II. Academics

A. The Panhellenic homepage will provide links to useful academic resources.

B. Each sorority's homepage will include updates of their chapter's scholarship programming.

III. Security

A. Panhellenic will disseminate information outlining the guidelines for responsible usage of the Internet.

IV. Programming

A. The Panhellenic Homepage will provide pages relevant to Panhellenic programming and concerns (i.e. safety, women's health issues, etc.).

Security

Every community needs the support, cooperation and active involvement of its members to

be truly effective in adding to the safety of its community. Panhellenic women have long been dedicated to making a proactive effort in providing a more secure environment for all members of the University community. Recently, we have initiated an interactive relationship with University administration and the Division of Public Safety so as to provide an exchange of concerns, education, and energies.

I. Educational Programming

Safety has always been a primary concern of Panhellenic women largely due to the fact that the majority of Panhellenic sorority houses are located in off-campus areas. As a result, Panhel has continuously provided educational programs addressing a variety of safety issues (i.e. self-defense, rape and sexual violence, etc.)

A. All new member classes will attend one workshop conducted by Penn's nationally recognized student-run peer education program STAAR (Students Together Against Acquaintance Rape).

B. Panhellenic will sponsor a self-defense workshop or direct individual chapters to organizations that can provide such training. These workshops will be comprehensive personal safety workshops which include assertiveness/verbal self-defense and street smarts.

C. Panhellenic will increase programming that involves interaction between Panhellenic members and a variety of staff including campus police and the Division of Public Safety.

II. Special Services/Support

The University of Pennsylvania has a comprehensive and coordinated Victim Support program. The Panhellenic Council has a responsibility to educate its members about such programs and to be able to immediately provide any support they may need.

A. Panhellenic will disseminate "Panhellenic Yellow Pages" which will include a complete listing of all victim support, crime prevention and outreach programs.

B. Panhellenic will be responsible for disseminating safety information to its members, especially that which is distributed by the Division of Public Safety (i.e., a "Crime Alert," safety tips, crime statistics).

III. Undergraduate Involvement

A. Panhellenic will encourage its members to be active in Penn Watch and help provide this organization with additional support.

B. Individual sororities will continue to maintain houses that are equipped with window bars, fire safety plans, and an alarm system.

C. Panhellenic will continue to work with the Division of Public Safety to maintain a relationship which serves to provide mutual education and to make a combined effort in addressing the concerns of both organizations.

D. Panhellenic will continue to annually elect a Penn Watch and Safety Chair. The Safety Chair will serve as the Panhellenic Council represen-

tative to the University Council Safety and Security Sub-Committee and to the University Community regarding the issues of safety and security pertaining to members of the Panhellenic Association.

E. The Panhellenic Penn Watch and Safety chair will have a committee composed of a representative from each of the eight sororities. This committee will serve as a peer educating body and will facilitate safety and security seminars for both sisters and pledges.

Sensitivity

The Panhellenic Council firmly believes that it is only through knowledge that people are instilled with values of understanding and sensitivity. Through educational and social programming, we recognize and carry out our responsibility to increase the awareness of our members to all peoples and beliefs. Despite some negative stereotypes that often describe sororities, no Panhellenic sorority discriminates against women based on color, creed, or religion.

I. Educational Programming

As an entirely female organization, the Panhellenic Council devotes an immense amount of time, energy, and programming to issues that directly concern women. As the largest women's organization on campus, we take on the responsibility of providing an extensive range of education aimed not only at our members but all men and women in our community. The Panhellenic Council further holds as its top priority the welfare of its members, both physically and mentally. A vast amount of our programming is thus specifically devoted to women's health issues both within new member programs and throughout entire sisterhoods.

A. Panhellenic will continue to strengthen its interactive relationship with the Penn Women's Center. The combined knowledge, resources, and efforts of these two organizations can provide an invaluable amount of education to the entire University community.

B. The Panhellenic Council will sponsor a variety of programs conducted by various organizations relevant to women's health issues. (GUIDE, Penn Women's Center, STAAR, etc.)

C. The Panhellenic will provide information of resources and support services in an effort to increase awareness of a variety of health issues such as:

1. Nutrition
2. Acquaintance Rape
3. Alcohol and Other Substance Abuse
4. AIDS
5. Pregnancy/STDs/contraception

D. Panhellenic will increase its relationship with student-run support and education organizations. (i.e., the RAP-Line, DART, and STAAR)

E. The Panhellenic Council will work to establish "health fairs" in conjunction with various University health resource departments. Such fairs would hopefully incorporate speakers from University faculty in health-related fields.

II. Cultural Sensitivity Programming

A. Each new member class will attend a PACE workshop (Programs for Awareness in Cultural Education)

B. As discussed in our "Social Enrichment" section, Panhellenic will increase social programming that includes the interaction of many groups of people. (i.e., "Breaking Down the Walls," co-sponsored events with the Bicultural InterGreek Council and the InterFraternity Council)

C. Panhellenic will work with various groups on campus (i.e., *Generation XX*, United Minorities Council, etc.) to foster co-education through printed media, speakers, and workshops.

III. Religious Acceptance

The University of Pennsylvania is comprised of individuals from a wide variety of religious backgrounds. By providing educational and interactive programming, the Panhellenic Council strives to create an environment that enhances one's own religious identity as well as creates mutual respect.

A. The Panhellenic Council will continue to welcome various religious leaders to come to a Panhellenic General Meeting and inform our members of their respective affiliations.

B. The Panhellenic Council will create a workshop that will serve as a forum for open discus-

sion of religious issues. Such a workshop will be facilitated by religious leaders and religion-based student organizations.

IV. Sexuality

A. The Panhellenic Council will continue to provide educational seminars and/or information focused on:

1. Sexual Assault (i.e., STAAR, FLASH, self-defense, etc.)
2. Sexual Orientation (i.e., Lesbian Gay Bisexual Alliance, etc.)
3. AIDS, other sexually transmitted diseases, and other sexuality issues.

Bicultural InterGreek Council

History

As fraternities and sororities began their expansion and development on American college campuses during the beginning of the nineteenth century, minorities were not included in this process. When the presence of minorities on college campuses became more prevalent, the need for support became an increasing issue. As the founder of one of the member African American fraternities described, "Society offered us narrowly circumscribed opportunities and no security, out of our need our fraternity brought social purpose and social action (Callis pg.3)." Decades later, this statement still reaffirms the purpose of the historically Black and Latino fraternal organizations. Like other fraternities and sororities, the member organizations of the Bicultural InterGreek Council (BIG-C) were established with the intent to provide a strong support system for its members and to uplift these minority groups. Much of this support has come in the form of cultural programming and community service. As a result, these beliefs have been ingrained in the foundations of our organizations, which are based on academic excellence, community service, and the pursuit of equality for all of humanity.

The BIG-C has long been a part of the University of Pennsylvania's richly diverse minority community and Greek life. Since the inception of Delta Sigma Theta Sorority, Inc. in 1918, the University's first historically African American sorority, the BIG-C organizations have provided the University with enriching educational opportunities. In 1920, Alpha Phi Alpha and Omega Psi Phi joined the University community as Penn's first historically African American fraternities. Alpha Kappa Alpha Sorority, Inc. joined the University in 1925, while Kappa Alpha Psi Fraternity, Inc. entered in 1952, and Zeta Phi Beta Sorority, Inc. colonized in 1979. By the early 1980s, with the establishment of these organizations, the groups felt the necessity for an umbrella organization to increase their presence on campus. As the Black InterGreek Council, this umbrella organization represented

only those organizations that were members of the National Pan-Hellenic Council (NPHC), whose members were the eight largest African-American based fraternities and sororities in the United States.

In 1987, the Bicultural InterGreek Council took a historical turn of events when it was approached by the first Latino fraternity, Lambda Upsilon Lambda Fraternity, Inc. At the time, the BIG-C was known as the Black InterGreek Council. However, in 1987, with the establishment of the first Latino based fraternity on campus, Lambda Upsilon Lambda, the BIG-C found itself re-evaluating its identity. As the Latina based sorority, Sigma Lambda Upsilon, established itself at Pennsylvania in 1990, it was felt that both organizations should be placed under the BIG-C. Having decided that the Latino community would also have the full support of all organizations, the BIG-C evolved into what is now known as the Bicultural InterGreek Council which consists of four historically African-American fraternities, three historically African-American sororities, one historically Latina sorority, and one historically Latino fraternity.

With the BIG-C's recent expansion, the addition of Phi Beta Sigma Fraternity, Inc. and the recolonization of Delta Sigma Theta Sorority, Inc., the total number of organizations in the BIG-C has increased to nine. As we continue to grow, we are able to increase our support of the African American and Latino communities, as well as to add to the diversity and culture of the University.

The BIG-C organizations have historically been smaller than those of the InterFraternity Council and the Panhellenic Council. Throughout the early and middle 1980s, we maintained chapters of thirty to forty members. However, our membership currently ranges from five to fifteen members per chapter. The number of members has been very cyclical in the past and usually have reflected the trends of the University's admission policies. Due to the current fluctuation of our numbers, we are not in a position to maintain houses for our member organizations. Yet, we are currently seeking

office space in order to satisfy many of our needs. Regardless of our lack of housing, the BIG-C organizations are still able to function and to provide the community with service.

The BIG-C continues to evaluate what the future entails as we find more minority fraternities and sororities desirous of our support. The BIG-C will continue to play a large role in the Latino and African American communities on the University of Pennsylvania campus. As we face a time of decreasing support for many services, the BIG-C will continue to be a representative voice for much of the minority community.

As the University changes its mission, the Bicultural InterGreek Council, the InterFraternity Council and the Panhellenic Council are preparing themselves to create a Greek system that further aligns itself with the University's goals, and enables it to adapt to the changes that are necessary to remain successful in the future.

Community Service

All of the organizations that belong to the Bicultural InterGreek Council are service based organizations. For nearly ninety years, we have been committed to serving the community as our primary focus and foundation. We spend a large amount of our time not only giving back to the surrounding West Philadelphia area, but also to the numerous universities in and around Philadelphia. Our dedication to the community is quite evident through the many events that we sponsor and co-sponsor every year. For the past five years, the ladies of Alpha Kappa Alpha Sorority, Inc. have cooked, cleaned and served the community every week at a local soup kitchen. In addition, the women of Sigma Lambda Upsilon Sorority, Inc. volunteer at the People's Emergency Center. Other organizations, such as Alpha Phi Alpha Fraternity, Inc. dedicate themselves to yearly programs such as "A Voteless People is a Hopeless People," which encourages the African-American community to vote.

Our service extends to The University of Penn-

Bicultural InterGreek Council continued

sylvania, Drexel University and many other schools that our chapters incorporate. We provide students with awareness workshops on issues of gender, race and sexuality. We also provide enjoyable events for our student communities, such as fashion shows, semi-formals, and step shows. Through these events we are able to create a number of scholarships for students who attend local high schools and colleges.

This is just a sample of the commitment the organizations that comprise the BIG-C have made to the community. It is evident that the Greek system is an asset to the University community and the surrounding community at large. Below is a list of other annual service activities that have become common themes among our organizations:

Book Drives; STAAR workshops
Holiday parties for those less fortunate (homeless, elderly, etc.)
FLASH workshops; Scholarship Raffles
Blood Drives; Awareness forums
Study-A-Thons; Toy Drives; Toiletry Drives
Although the organizations within the BIG-C already make a strong contribution to the community, we realize that more emphasis must be placed on co-sponsoring events with other chapters within the InterFraternity Council and the Panhellenic Council.

A. We can create greater service to the community if we develop more collaborative projects with the IFC and Panhel.

B. We can create greater strength among the BIG-C members by committing to one unified project per semester.

Academics

Scholarship is extremely important to the organizations within the BIG-C. Each organization within the BIG-C has a minimum grade requirement, ranging from a 2.0 to a 2.5 during a semester or cumulative school year. If for any reason a member's G.P.A. falls below the requirement, the individual is declared inactive in the chapter for the semester. The member then remains inactive until he or she meets the grade requirement. Having such requirements in place, the BIG-C must create better support services for its members.

I. Academic Standards

In order to augment good academic standing, the BIG-C feels it necessary to implement the following:

A. Resource Center

1. The Resource Center would serve the following purposes for the members of the BIG-C:
 - a. Create an old exam file so that our members may have historical references for classes.
 - b. Create tutoring by and for members of the organizations.
 - c. Encourage study group and study break activities.
 - d. Mandate time and stress management workshops, so that our members can improve on work and study habits.

B. Recognition

1. Recognition will be given to the chapter, and the individual, within the BIG-C with the highest G.P.A.
 - a. Create a scholarship or grant for the individual with the highest G.P.A.
 - b. Public recognition at the OFSA Awards Banquet for the chapters and individuals doing outstanding work.

Social Enrichment

One of the core foundations of all BIG-C organizations is the creation of a better community. The BIG-C provides a great deal of social events for the Latino and African American communities. These activities include parties, step shows, variety shows and other social events. In order to maintain a positive relationship between the Greek and non-Greek organizations on this campus, both sectors (Greek and non-Greek) must sponsor interactive functions with one another. Such social interaction will create a better community environment for all students. In order to achieve our objective, we feel that it is necessary to implement the following steps:

I. Increase of Diversification Activities

In order to help in the improvement of the university community, the BIG-C must increase its social interaction with organizations of the IFC and the Panhel. This action will dispel some of the misunderstandings among these organizations, help improve their relationships and thus provide greater diversity among Greeks.

A. All BIG-C organizations must hold a minimum of one social event with a member chapter of the IFC or Panhel each semester.

B. The BIG-C will encourage the co-sponsoring of events with non-Greek affiliated organizations.

II. Stronger Internal Unification

The relationship among the fraternities and sororities in the BIG-C has historically been competitive. Although such positive competition benefits us all, there is also a need for cooperation and support. In an effort to create a stronger bond among the organizations in the BIG-C, we feel that it is necessary to create better support for the events of the individual organizations. This cooperation will help many organizations understand the needs and desires of the others.

A. All BIG-C organizations must continue to show support by delegating a representative to attend all events of a BIG-C organization.

B. All BIG-C organizations must co-sponsor an event with another member of the BIG-C at least once a semester.

Sensitivity

On many occasions at the University of Pennsylvania minorities have fallen victim to unwarranted harassment by other members of the University community. We are fully supportive of

efforts to create a safer environment for all students. The BIG-C organizations have often been affected by these racially and/or sexually harassing comments and actions. Creating sensitivity within our community is implicitly stated in our responsibilities and goals. We are willing to work very hard to increase sensitivity and tolerance among University students and affiliates so that harmful situations can be averted. The BIG-C has committed itself through the following efforts:

A. Social Planning

1. "Breaking Down the Walls" provides a social atmosphere that creates greater interaction among the diverse people of Penn's campus.
2. Campus Organized Lectures on Racial Sensitivity (COLORS) provide week long events directed toward racial harmony.
3. Developing relationships with chapters of the IFC and Panhellenic Council that aid in promoting greater sensitivity
 - a. Creating a partner house for BIG-C organizations.

B. Racial Education of Our Community

In order for us to be successful in developing greater racial harmony, we have to focus a great deal of energy onto the vast non-Greek Penn community. We have to encourage people of all colors, genders, and nationalities to become tolerant of all members of the community, even those they may not understand or relate to.

1. Create more programming with organizations dedicated to racial sensitivity.

Technology

The BIG-C will continue its efforts to stay on the cutting edge of today's technology with its creation of an official homepage. In order to take full advantage of this new exposure, we must continue to add links and to maintain the quality of the homepages in the nine organizations. These steps will enable the community to learn more about our organizations and the many activities in which we involve ourselves. Through the use of the Internet, we are able to involve ourselves with outside university communities. This can generate new ideas, information and dialogue.

I. Communications

The BIG-C organizations must establish their World Wide Web sites no later than at the close of 1996.

A. The web site should include valuable historical information, the differing aspects of community involvement, and a list of members of the organization. While the web is not at all restricted to these standards, we feel that this mandate will create a good base of exposure.

B. In order to improve communication among all BIG-C members, we need to increase our technical use of the web. Through the use of a list server, we will be able to relay messages to all of our members, ensuring the highest level of participation and involvement.