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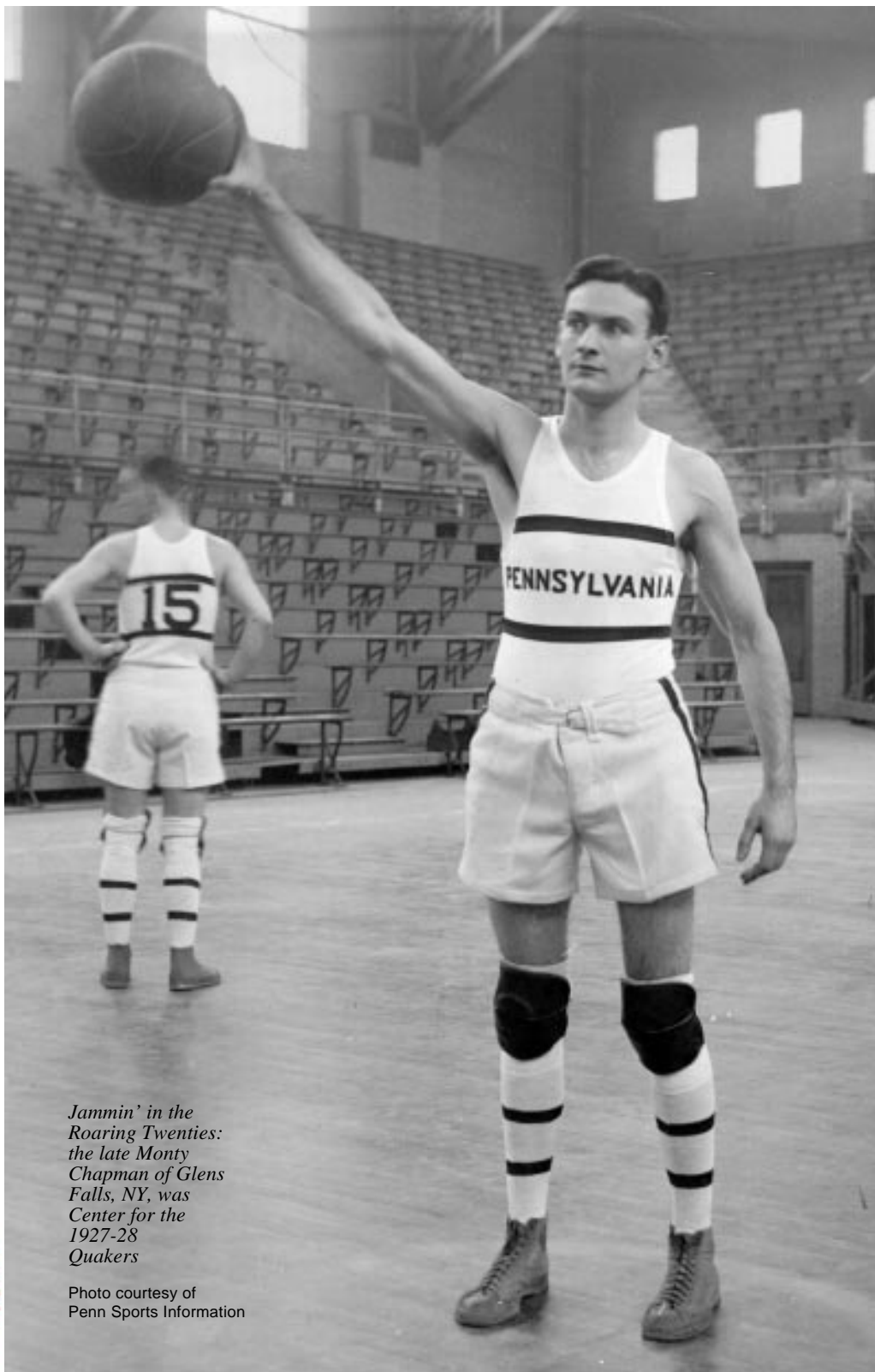
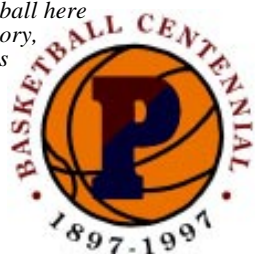
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**Pullout: 21st Century Report on
An Ivy League Greek System**

As Penn takes on Lehigh Saturday night at the Palestra, there are two causes for celebration: It's the start of the Centennial Season of Men's Basketball here (see *Compass* story, *page 11*), and it's a "make-up" event for Faculty/Staff Appreciation Weekend (*page 3*).



*Jammin' in the
Roaring Twenties:
the late Monty
Chapman of Glens
Falls, NY, was
Center for the
1927-28
Quakers*

Photo courtesy of
Penn Sports Information

News in Brief

Three Suspects; Hearing Continued

Three suspects have been arrested and are being held without bail in the October 31 murder of Dr. Vladimir Sled'. Eugene Harrison of 5200 Arch Street was arrested on November 20 and supplied Philadelphia Police with information that led to the arrest the next evening of Yvette Steward of 4900 Reno Street and Bridget Black of 5100 Reno Street.

Maureen Rush, director of police operations at Penn, said that leads and tips began to come forth after ATM surveillance photos of Harrison were published and shown on television. Both women suspects reportedly gave confessions to the Philadelphia Police and they, along with Harrison, are charged with murder, robbery, theft, receiving stolen property, possession of instrument of crime, conspiracy, aggravated assault, simple assault, and reckless endangering of another person.

A November 27 preliminary hearing was continued for assignment of counsel, according to UPPD Investigator Bill Danks. A hearing "for status only" will be held in the Criminal Justice Center on December 5, at which time a new date will be set for the preliminary hearing.

Council's Open Forum December 4

The format for Wednesday's open forum at the University Council is on p. 7 of this issue. The Provost's State of the University message, focusing on International Programs (pp. 6-7) is also on the agenda for December 4.

SpectaGuard: For Guards, Not Police

In response to inquiries—largely from off campus—about the University's selection of a single firm for security guards, a University spokesman notes that security guards are *not* University Police, and that the change does not affect the structure or reporting of Penn Police Officers. (See story, p. 5.)

Search Committee for Dean of SAS

We are pleased to announce the formation of the search committee for the Dean of the School of Arts and Sciences. Douglas Massey, professor and chair of sociology, has agreed to chair the committee. Serving with him are:

Janice Bellace, professor of legal studies and Deputy Dean, Wharton

Kent Blasie, professor of chemistry, SAS

Anthony Cashmore, professor of biology, SAS

Colin Diver, Dean and professor of law

Oscar Gandy, professor of communication, Annenberg School

Lynn Hunt, professor of history, SAS

Natalie I. Koether, Esq., CW '61 and Chair, SAS Board of Overseers

Bruce Lenthall, Ph.D. student, American Civilization

Mark Rosenzweig, professor and chair of economics, SAS

Justin Shellaway, C '97

Staffing the Committee is Constance C. Goodman of the Office of the Secretary

This search comes at a critical time in the school's history, its future progress will depend in large measure on the vision and leadership of the person selected as Dean. Thus, we are pleased that so many able people have consented to help us in this effort. We stand ready to help the committee in its task and look forward to working with it over the coming months.

— Judith Rodin, President
— Stanley Chodorow, Provost



Ms. Bader

Benefits: Leny Bader

Penn's new Director of Benefits is Elenita V. (Leny) Bader, former executive director for the Health Services Retirement Plan of New York City. She joined the division December 2. Human Resources Vice President H. Clint Davidson in announcing her appointment said that with over 20 years' experience with both private and public employers, "Leny understands the challenges of designing and administering benefits programs in a complex employment environment. She also brings excellent analytical and financial skills to the position, which will significantly help Penn manage its benefits programs in the future."

Ms. Bader graduated *magna cum laude* with a B.B.A. in accounting from the University of the East in Manila, The Philippines. She also took an M.B.A. in financial management there, and is licensed as a C.P.A. in the Philippines.

She began her career in 1969 as assistant vice president of the Trust Division of Manufacturers Hanover Trust Company, New York, where she eventually became vice president of corporate benefits. In 1981, she took that vice presidential post at Chemical New York Corporation, and four years later became vice president of indirect compensation at Citibank NA, where she developed and managed benefit and incentive programs. In her most recent post, with the Health Services Retirement Plan of New York since 1988, she managed the defined benefits programs of 14 health care institutions with assets of a quarter-billion dollars. A frequent lecturer and seminar leader, Ms. Bader is on the speakers' panel for the Institute of Investors and on the Citibank Advisory Board.

Death of Coach Cissie Leary

The University of Pennsylvania Department of Recreation and intercollegiate Athletics mourns the loss of long-time women's tennis coach Catherine (Cissie) Collins Leary who succumbed to scleroderma on November 23, after a lengthy battle with the disease. Cissie Leary died at her home in Haverford. She was the daughter of the late Robert Collins and of Catherine Melsner Collins of Ann Arbor, Michigan. Cissie is survived by her husband, H. Michael Leary, and their beloved daughter Katie; her two brothers, Dr. Tucker Collins and Duff Collins, and her good friend and mother-in-law, Mrs. Fairfax-Leary. Ms. Leary was 42.

"Cissie was an outstanding individual who made so many contributions to not only Penn tennis, but to all who knew her," said Steve Bilsky, Penn's Director of Athletics. "Cissie always had a smile on her face and spread good will and cheer to all of her colleagues and friends. She was truly one of the 'good people' in the world of collegiate athletics and we will greatly miss her."

Ms. Leary, who came to Penn in 1977, has spent every one of her coaching years in Philadelphia. She made a name for herself as one of the most respected tennis coaches in the nation with her energy and youthfulness, which has propelled Penn to become supportive of many new facets of women's tennis and to expand the program to heights never thought attainable. She worked to expand Penn's women's tennis program to the national level and was vital in the fight for the Ivy League to become more involved in women's tennis as a whole.

Ms. Leary has coached 16 winning teams en route to her cumulative record of 229-119 (.658) during her tenure at the Ivy League school. This past fall, Ms. Leary's team went 6-2 in dual matches and had its best finish ever at the ITA Team Regional Championships, finishing tied for third in the East. Penn was also 58th nationally in the mid-season ITA fall rankings. Last spring marked one of the best seasons in her coaching career. The team finished 16-7 overall. The Quakers placed second in the Ivy League with a 6-1 record and were invited to the NCAA East Regional Championships for the first time. The team ended the season ranked sixth in the East Region and had a player on the Top 20 list in the East.

Ms. Leary's illustrious 20-year coaching career has been marked by many highlights. Penn captured the 1982 EITA team title and finished second in the 1985 competition. From 1981-1985, Ms. Leary's teams recorded five straight undefeated fall seasons. She spent nine years on the National Tournament and ITA Regional Committees. She coached the U.S. tennis teams in the 1981, 1985 and 1989 Maccabiah Games and the Middle States' top junior players in ten National Intersectional Championships. Ms. Leary was voted Coach of the Year by the United States Professional Tennis Association's Middle States Division and by the USTA's Philadelphia Association in the past.

The consummate coach was also a contributor to the West Philadelphia community, participating with her team in the Fight Against Drugs Campaign for underprivileged children. Ms. Leary was also an active volunteer with the Greater Philadelphia Kidney Transplant Association. She won two gold medals and silver in the International Transplant Olympic Games held in Los Angeles.

The family requests no flowers be sent, but a contribution may be made in Cissie Leary's memory to the "Cissie Collins Leary Women's Tennis Fund", University of Pennsylvania, Weightman Hall, 235 South 33rd Street, Philadelphia, Pa. 19104 or to the United Scleroderma Foundation, 734 E. Lake Ave. Suite 5, Watsonville, CA 95076.

— From Colleagues and Friends in Recreation and Athletics



Coach Leary

Center for Nursing Research: Dr. Medoff-Cooper

Effective January 1, the School of Nursing's Center for Nursing Research will be headed by Dr. Barbara Medoff-Cooper, professor of nursing, Dean Norma Lang has announced. Dr. Ellen Fuller has been serving as Interim Director of the 15-year-old Center since Dr. Barbara Lowery became Associate Provost.

Dr. Medoff-Cooper received her B.S.N. from Trenton State College, and her master's in nursing from the University of Maryland, then took her doctorate in educational psychology at Temple. She completed her post-doctoral education as a Robert Wood Johnson Clinical Scholar at Penn. A member of the faculty since 1981, Dr. Medoff-Cooper is currently director of the Neonatal Nurse Practitioner Graduate Program. She is known for her studies on neurobehavioral problems of the preterm infant, and for earlier work which resulted in the development of the Early Infancy Temperament Questionnaire used in research and practice throughout the U. S. and abroad. In addition to her teaching and research here, Dr. Medoff-Cooper has been a visiting professor at the Henrietta Szold School of Nursing at Hebrew University and the School of Nursing at Tel Aviv University.



Dr. Medoff-Cooper

From the President

Charge and Membership of the Affirmative Action Council, 1996-97

As the national debate over affirmative action policies continues, it is important that faculty, staff and students play an active role in shaping our future course and implementing our policies. The University's Affirmative Action Council has ably carried out this responsibility for many years. I have reviewed the charge and membership of the Council to ensure that it will be well equipped to handle its responsibilities during the coming year. The Council's charge and membership for 1996-97 appear below.

—Judith Rodin, President

Charge: The Affirmative Action Council is an advisory committee appointed by the President to review the University Affirmative Action Program, to recommend changes when necessary, to develop policy proposals, and to monitor performance and progress relating to affirmative action throughout the University.

In addition, the Council is charged by the President with oversight and coordination of the University's implementation of the Sexual Harrassment Policy, the Guidelines for Addressing Academic Issues of Students with Disabilities, and the Non-discrimination Policy.

Members of the Council are appointed by the President for one-year terms, and include faculty, staff, and students. The Director of Affirmative Action, administrators from the Provost's Office, Human Resources, and other University offices serve as ex-officio members on the Council. The Chairperson of the Council is a tenured faculty member appointed by the President for a two year term.

Affirmative Action Council Membership for 1996-97

Dean Raymond Fonseca, School of Dental Medicine, *Chair*

Professor Howard Arnold, <i>ex-officio</i> Office of Affirmative Action	Ms. Elizabeth Hopper School of Medicine
Ms. Jeanne Arnold, <i>ex-officio</i> African American Resource Center	Professor Lynn Hunt School of Arts and Sciences
Professor Regina Austin Law School	Professor Alice Kelley Faculty Liaison to Student Services
Mr. Michael Burton, <i>ex-officio</i> Office of the President	Mr. Gavin Kerr Human Resources/Medical Center
Professor Alicia M. Conill School of Medicine	Ms. Susie Y. Lee United Minorities Council
Professor Jean Crockett School of Nursing	Dr. Barbara Lowery, <i>ex-officio</i> Office of the Provost
Mr. Clint Davidson, <i>ex-officio</i> Human Resources	Dr. Janice Madden Vice Provost for Graduate Education
Professor David DeLaura, <i>ex-officio</i> Office of the Ombudsman	Professor Daniel Perlmutter School of Engineering and Applied Science
Professor Adelaide Delluva School of Veterinary Medicine	Mr. Barry Stupine School of Veterinary Medicine
Ms. Elena DiLapi, <i>ex-officio</i> Penn Women's Center	Professor Susan Sturm Law School
Dr. Elizabeth Droz Counseling and Psychological Services	Mr. Daniel Shapiro Institutional Research and Analysis
Ms. Debra Fickler, <i>ex-officio</i> Office of the General Counsel	Ms. Anne Wang The Wharton School
Professor Oscar Gandy Annenberg School for Communication	Ms. Dawn Yuster Graduate & Professional Student Association
Mr. Arthur Gravina Facilities Management	

Penn's Way '97

To the University Community:

All faculty and staff are invited to attend a Penn's Way '97 Holiday Celebration on Friday, December 6, from 3 to 5 p.m. at CHATS, in the Class of 1920 Commons, at 3800 Locust Walk.

The event will feature the Penn's Way Partner Organizations, local celebrity Don Tollefson has been invited, and Penn sweatshirts will be given as door prizes. There will be wine and cheese and song.

Important reminder: Please bring your Penn's Way Pledge to the event, if you have not yet returned it, to be included in the drawing for the grand prize: two airline tickets for anywhere in the continental United States, donated by American Express and USAir.

— Carol Scheman, VP, Government, Community and Public Affairs; Co-Chair
— Susan Fuhrman, Dean, Graduate School of Education; Co-Chair



Reminder: Faculty/Staff Appreciation Weekend—

December 7 and 8

The Division of Human Resources, in conjunction with the Athletics Department and the University of Pennsylvania Museum, invite faculty and staff, and their families to two events this coming weekend:

The *Men's Basketball Game vs. Lehigh*, on Saturday, December 7, at 7 p.m. in the Palestra, where the highlight at half-time is a chance to win \$5000 in the PNC Mid-Court Challenge Shooting Contest. All faculty and staff get free tickets with their PENNcard, and guest tickets are available at \$2 each. Each ticket holder also gets a coupon for a free hotdog and soda. Players and coaches autographs will be available after the game for children under 12. (Complimentary parking at Lot #1, Walnut Street between 32nd and 33rd Streets, with PENNcard). Tickets and coupons can be picked up at the Weightman Hall Ticket Office, M-F 10 a.m.-4:30 p.m. or at the door starting at 4 p.m. on Saturday. The tickets are also good for the 5 p.m. Eastern vs. Cabrini game in the Palestra.

The other event is *Peace Around the World*, a World Culture Day celebration at the University Museum, on Sunday, December 8, 1-4 p.m. Free to faculty/staff and their families with PENNcard; use the Kress Gallery entrance on the Museum's east side. Coupons for free refreshments will be at the door. (Complimentary parking at Lot #7, 32nd & Convention Ave., with PENNcard).

An all-new exhibition, *Toys and Games for All the Ages*, opens on time for the celebration. Included in the exhibit are about 60 games and toys from around the world. There will be 14 international boutiques as well as other activities throughout the galleries. For more details see the December at Penn calendar where there is a schedule of the different events.

Speaking Out

Penn's Role in West Philadelphia

My family and I have lived in University City for 23 years and have seen crime waves come and go, but never have things been worse than they are now. The University has made earnest efforts to address the situation, but these have been short-term efforts—a private police force, commuter shuttles—that do not get at the root of the problem and in some cases make it worse, emptying the streets of pedestrians and fostering a siege mentality.

The problem of West Philadelphia is economic, social, and intellectual. People of prime crime age don't have jobs, and families and schools are not socializing them as citizens. University researchers have gotten out of the habit of making the dynamics of urban neighborhoods their business.

As the largest employer and one of the largest consumers in Philadelphia, the University has the economic muscle to do something serious about promoting commerce and small business in its neighborhood. A pilot project in the Shaw School has demonstrated what might be done on a larger scale in neighborhood schools.

And could not the University provide incentives to its outstanding faculty in the natural and social sciences to turn the problems of urban neighborhoods into innovative and fruitful research problems? This happened at the University of Chicago in the 1920s, and as a result the social sciences enjoyed a golden era of intellectual innovation by such scholars as Robert E. Park. It could happen again in our own neighborhood, but not unless the University as a whole decides to make it its business to make it happen.

The history of science suggests that the natural and social sciences are intellectually most vigorous when they bring together the methods of basic research with real-world problems. The history of the environmental sciences is particularly rich in such cases. Left to themselves, academic disciplines tend to turn inward toward abstract and theoretical concerns that have much to do with the process of making academic careers but little to do with understanding the problems of people and neighborhoods. Unrelieved attention to practical problem solving is not good for basic research either, but the long-term health of academic work requires a return from time to time from the abstract and universal to the concrete and local. Now is such a time.

Recent absurdities in the "culture wars" and "science wars" suggest that the academic retreat into the abstract has reached its limit and may soon reverse. And in this context, West Philadelphia's problems seem as much an opportunity as a threat: a here-and-now chance to bring the intellectual resources of the University into fruitful contact with significant problems and thereby bring new life to a neglected and degraded urban environ-

ment and to a detached and discredited academic culture.

Specifically: the University could underwrite a system of grants for research on the problems of its own neighborhood. It could begin serious planning for local industrial development based on its existing research strengths, for example, in biomedicine and biotechnology. And it could make it a policy that any new construction on campus (e.g., laboratories) be dedicated in part to work on local urban problems.

—Robert E. Kohler Professor of History & Sociology of Science

Build More than Warehouses?

As College Hall and Logan Hall emerge from the restoration scaffolding that for so long obscured their attractive facades, I'm prompted to pose some rhetorical questions.

What qualities are shared by those two venerable late Victorian structures that justify costly restoration? Admittedly, tradition and history played a role in the decision to preserve these handsome relics of a more innocent age. Were we to demolish them and build anew would Penn's recent accomplishments in modern architecture guarantee an equally distinguished physical presence? The overriding criteria observed in the design of many of our modern buildings have been function and cost, with aesthetics running a very poor third place. There are, of course, a few exceptions. Let us count them—Furness Library, Museum of Anthropology and Archeology, Irvine Auditorium, Law School, and finally Louis Kahn's Richards Lab.

But other than these few, a succession of anonymous buildings, answering to the rubric of modern architecture, have dotted the campus. Recent remarks by President Rodin have even identified some of them as fit candidates for demolition.

It is a popularly held belief that the buildings created for academia should appear to be more than warehouses of education. Is aesthetically creative planning too much to demand from those who plan Penn's future campus needs? Are beauty and inspirational design incompatible with function?

These questions are being addressed elsewhere successfully. To celebrate the completion of a handsome new Student Union building on its campus, the University of Cincinnati recently convened a symposium—the subject: "Creative Academic Design," for which a panel of distinguished American architects were the discussants.

I would like to have listened in. Perhaps I shall write Cincinnati for a transcript of the proceedings.

—Maurice S. Burrison
Director, Faculty Club Art Gallery

On Hold: A letter concerning implementation of IRS and INS regulations is being held for response and is scheduled for publication on December 10. —Ed.

Invitation to a Lighting

To the University Community:

I would like to invite you to attend a Kick-Off Celebration set for Tuesday, December 3, at 5:30 p.m. at 42nd and Pine Streets to see a "Model Block" for residential lighting in University City.

Penn has worked with PECO to demonstrate residential lighting in University City with state-of-the-art lighting fixtures. PECO has provided lighting for both sides of the street on the 4100 block of Pine—free of charge—to the homeowners.

President Rodin, Mayor Rendell, Councilwoman Jannie Blackwell, Councilman Jim Kenney; PECO's Chairman of the Board Joe Paquette, and Larry Bell, executive director of the West Philadelphia Partnership, will speak at this event.

This project is a model for all local neighborhoods and homeowners. As a next step, the West Philadelphia Partnership will administer a small pilot program to provide a 50% rebate to other University City homeowners who wish to upgrade their outdoor lighting.

Please join us for this demonstration and bring along your colleagues who would be interested in this initiative to increase safety in our neighborhoods.

—Carol Scheman, Vice President for Government, Community and Public Affairs

Inventory of Disease Prevention Programs

The University of Pennsylvania Task Force for Health Promotion and Disease Prevention is developing an inventory of all current programs of Health Promotion and Disease Prevention within the University. If you conduct, or know of, such a program within the University please contact me at the address below.

We are particularly interested in learning about any programs for the control of smoking, high blood pressure, and elevated cholesterol.

Albert Stunkard, M.D.
3600 Market Street, Room 734/2648
Fax 898-2878
e-mail:stunkard@mail.med.upenn.edu

—Albert J. Stunkard,
Professor of Psychiatry

Library User Survey

The University Library is conducting a User Survey which is based on samples of the faculty, graduate student and undergraduate populations. Although the deadline of December 16 is still some days away, faculty and students who have received questionnaires are reminded to return them to the Library or answer via the World Wide Web address included with the survey form.

The goal of the User Survey is to ensure the on-going effectiveness and responsiveness of Library services and resources. So, please lend a hand and return your survey. For further information, contact the office of the Vice Provost and Director of Libraries at 898-7091. And thanks to the many faculty and students who have already responded.

—Office of the Vice Provost and
Director of Libraries

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.

SpectaGuard as Sole Provider of Guard Services

The University of Pennsylvania has selected SpectaGuard, the region's largest security company, to become the sole provider of security services for all University facilities, officials announced.

The partnership with SpectaGuard is a key component of the University's Public Safety Strategic Plan, and is designed to ensure the provision of high quality security services on and off campus by developing an overall integrated delivery system for safety and security services at Penn.

"Partnering with one of the leading security providers in the country enables us to collectively improve campus safety and the quality of life at Penn," said Executive Vice President John Fry. "SpectaGuard has extensive experience with both educational institutions and the health care industry, and maintains the highest standards of professional performance. This partnership will provide us with the services of a world-class security organization here on campus 24-hours a day, seven days a week."

The University currently uses more than 200 security personnel, provided by a number of contractors, assigned to various locations on campus, at an annual cost of some \$4.6 million, excluding special events. The Division of Public Safety's Strategic Plan, published in March, identified partnering with one security company as a strategic goal that would enhance safety services throughout the University community.

"We are pleased that the University of Pennsylvania has selected SpectaGuard to become its partner in providing quality security services for its students, faculty, staff and University community," said SpectaGuard President William C. Whitmore. "We are confident that our many years of experience in integrated asset protection will be an important and meaningful contributor in the accelerated efforts and programs of Penn's Division of Public Safety."

SpectaGuard was selected by the Security Services Core Team, comprised of representatives from many areas of the University and Health System that employ contract security guards. The Team, which began working on the project in June, recommended SpectaGuard based on numerous factors, including:

- SpectaGuard's technological resources are state-of-the art, and have the capabilities to meet the requirements of the University;
- SpectaGuard has extensive educational institution experience in the region, and is the leading supplier of security guard services to the hospital industry;
- SpectaGuard meets the new University security personnel qualifications and pre-employment screening requirements;
- SpectaGuard provides strong employee benefits to their officers and families;
- SpectaGuard provides substantial quality assurance programs, and provides extensive pre-service training.

SpectaGuard employees are currently employed at six locations at Penn, and also provide outdoor patrol services to the area west of 40th Street.

"Experience has demonstrated the key to effective contract guard services is a tightly drawn and monitored contract," said Public Safety Managing Director Thomas Seamon. "This partnership will provide increased training and better communication and coordination of security personnel across campus to ensure the highest standards of performance. Experience shows that guard personnel and University police, working side by side, forge an effective working relationship that greatly benefits the overall security programs."

SpectaGuard will have office space in the new Division of Public Safety headquarters at 40th and Chestnut Streets, which is currently undergoing renovations and is expected to be occupied next year.

SpectaGuard was founded in 1980 in the Philadelphia region. It is currently the largest security guard company in the region, and the 16th largest in the country. In the Delaware Valley Region, SpectaGuard employs some 1,500 full-time and 1,000 part-time employees. In addition to Penn, SpectaGuard provides services to Drexel and Temple universities, Community College of Philadelphia, and serves 10 healthcare institutions in the Delaware Valley. The company employs an additional 1,500 security officers at its regional locations in Waltham, Mass., and Livingston, N.J.

— Phyllis Holtzman,
Penn News & Public Affairs

New Fed-ExAccount Numbers: December 17 Deadline

In our on-going efforts to provide additional security to our University Federal Express shippers, we are eliminating the old University-wide account number "1083-0218-6."

Each University shipper will be issued their own personal account number. To date approximately 60% of our Federal Express shippers have been assigned a new account number. (If your department has been issued this new number in the last eight months please disregard this message.)

Effective Tuesday December 17, 1996 the "old number 1083-0218-6" will be deactivated. Shippers using this number after the 17th will not receive the University's 40% discount.

There are no changes in pricing or service offerings related to this effort.

To request a new account number: fax a completed airbill, as you wish it to appear, to Phyllis Vizzachero at 898-1604. An account number will be assigned upon receipt of the completed fax and you will be contacted. Please contact either Phyllis Vizzachero (898-7903) or Chaqueta Marshall (898-5160) before December 16, 1996, if you have questions regarding this change.

Remember that as of December 17th users of the old number will pay full list price for their shipments.

Thank you for your cooperation and patronage.

— Phyllis Vizzachero
Penn Mail Services

National Women of Color Day Awards Luncheon: March 7

The National Institute for Women of Color (NIWC) has designated the first day of Women's History Month as National Women of Color Day. For the tenth consecutive year, Penn, HUP and now Presbyterian seek to increase our awareness of the talents and achievements of women of color. We hope you will join us for this uplifting and inspirational celebration.

The Luncheon Planning Committee is finalizing plans for the Tenth Annual Awards Luncheon which will be held at the Penn Tower Hotel, Friday, March 7, from noon until 2 p.m.

As in past years, we will recognize women in our community whose special commitment, and dedicated service to Penn, HUP, Presbyterian or Delaware Valley have made a difference in the lives of women of color. If you would like to nominate someone from Penn, including the Medical Center, HUP and Presbyterian for this distinction, please contact one of the following: Ms. Sharon Smith, 898-1446; Ms. Toni Woodley-Chambers, 662-3688, or Ms. Paulette Cleveland, 662-6600.

Tickets are \$20 per person. To order tickets, please complete the form below. The completed form should be sent to the address below no later than *February 7, 1997*:

Women of Color Day Planning Committee, c/o Center for Community Partnerships
University of Pennsylvania, 133 South 36th Street, Suite 519, Philadelphia, PA 19104-3246.

For additional information, please call: 898-6612. A limited number of scholarship tickets will be available. For information about scholarship tickets, please call Ms. Afi Roberson, 898-0104, or Liz Price, 898-4831.

—Sheila Horn, Chairperson, Women of Color Day Planning Committee

Women of Color Day Awards Luncheon Reservation Form

Name _____ Daytime Phone _____

Mailing Address _____

Number of Reservations ____ at \$ 20 each; Total Reservations \$ ____

(If you require a vegetarian meal, or have other dietary requirements, please let us know.)

I would like to provide an opportunity for someone to attend who cannot afford to pay for the Luncheon. I am enclosing an additional \$ ____ (\$5, \$10, \$20, etc.) to support a student or employee.

Total Amount of Check Enclosed \$ ____ (Call 898-6612 for information to journal voucher)

All tickets must be picked up *in person* on *Wednesdays or Thursdays between noon and 2 p.m. only*, from the ticket office at 133 South 36th St., Room 514 (Mellon Bldg., 36th & Walnut Street).

Order early. Ticket availability is limited.

International Programs Committee

March 28, 1996

The charge to the International Programs Committee was "to review and monitor issues related to the international programs and other international activities of the University. The International Programs Committee shall advise and make policy recommendations in such areas as services for international students and scholars, foreign fellowships and studies abroad, faculty, staff and student exchange programs and cooperative undertakings with foreign universities".

The committee's active membership was composed of seven standing faculty members (including the chair), two members of the administrative staff and four students, two undergraduates and two graduate students. The director of international programs was an ex-officio member. The committee met in full session six times, approximately once a month at which time it received reports from two subcommittees who were charged with discrete responsibilities. The recommendations which follow in this report are from the full committee.

Subcommittee for the Foundation for International Exchange

Subcommittee on the Foundation for International Exchange continues work begun in AY 1993-94. The rationale for establishment of the subcommittee on the Foundation for International Exchange can be found in the committee report of AY 1993-94 (see *Almanac*, April 7, 1994). It advised that while schools and/or departments may have their own means to encourage international collaborations, there did not exist a centralized unit with this designation to which a standing Penn faculty from any schools could apply for financial support to bring foreign faculty to Penn for short periods of time to further international collaboration. The 1994-95 subcommittee further investigated the extent of the perceived need for such a new entity within this University. The guiding principle continued to be that "the establishment of this foundations would further the international mission of the University by 1) raising the awareness of the international scholarly community to the presence and international dedication of the University of Pennsylvania, and by 2) promoting the internationalization process of the University by creating opportunities for on-site visits by international faculty. Visits may be from scholars of established international reputation and/or grass roots entry level professors whose collaboration would enhance the work of standing faculty at all professional levels" (*Almanac*, April 7, 1994). The intention of the proposal was not bilateral exchange, but rather to bring scholars from other countries to Penn.

The subcommittee of AY 1995-96 endorsed the proposed structure of the Foundation for International Exchange (FIE) as similar to the University Research Foundation, administered at the university level rather than by departments or schools remained unchanged as did the process of application, and the selection process. (See *Almanac* 1993-94 report which details the four (4) page proposal quite similar to the Type A Research Foundation proposal). Proposals would be reviewed in early fall for stipends beginning the following academic year.

In AY 1994-95 the committee investigated whether support for this initiative existed. Eleven of twelve schools responded to a short questionnaire asking for 1) information as to the existence of similar initiatives within their school, and 2) interest in and/or willingness to support this proposal in principle and/or financially (See 1994-95 report). In summary, this preliminary type of data revealed general support for the foundation with little commitment to financial participation. Nevertheless, since the findings did disclose support in principle for such a foundation, the full committee charged the subcommittee to obtain information from other Ivy League schools as to 1) the nature and structure of opportunities for their faculty to collaborate with international colleagues, and 2) the location as well as the operation of offices which do exist in their colleges and universities.

Letters were sent and telephone calls were made to appropriate persons

at Ivy League schools and other comparable institutions. About 60% of institutions contacted replied. They each had programs for funding foreign scholars but none had a designated central international exchange funding program/office. The full committee recognized that if such a program could be established at Penn, it would represent a "trailblazing" medium for informal, bureaucratically uncomplicated exchange. The chair and selected members of the subcommittee were asked to advise with the Provost. Committee members recognized that in view of legislative budget cuts and other financial surprises AY 1995-96 has brought, alternatives (if less desirable) paths need to be explored. It is conceivable, for example, that this initiative might find a home within already existing structures, e.g., as a priority category in request for funds from the Research Foundation. The charge to next year's committee is to continue to pursue next steps for a central home for the FIE as well as alternative avenues. Efforts to reach the Provost have been made. The charge to the committee of AY 1996-97 is to come to a final resolution on the model and the initiative.

Subcommittee on Improvement of International Student Life

Subcommittee on Improving International Student Life continued work commenced in AY 1994-95. They considered strategies to encourage additional programs aimed at enhancing the quality of life for international students. The survey administered to international students in AY 1994-95 revealed two key difficulties for many international students: 1) isolation, and 2) lack of adequate support for academic endeavors, given the different backgrounds and academic preparations. Three recommendations were made at year's end: 1) establishment of a Language/Country Data Bank; 2) academic writing course for non-native English speaking graduate students; and 3) peer mentors for international students, piloted with global immersion students or students who have completed study abroad programs (*Almanac*, Sept. 26, 1995).

In this AY, the Subcommittee on Improvement of International Student Life pursued further two of the initiatives begun last year: 1) establishment of a credit bearing writing course for international graduate students; and 2) establishment of a databank with information on native countries of residence for all Penn faculty, staff and students as well as languages with which they are fluent.

Initiative 1, establishment of a credit bearing writing course for international graduate students. Discussions are underway with Dean Walter Licht who has expressed interest. The charge to this subcommittee for AY 1996-97 includes continuing these discussions and/or pursuing alternative directions.

Initiative 2, establishment of a language/country databank. Consultations have been carried on with various computer experts at Penn and with administrators with computer related responsibilities at Penn. The Director of SEAS Computing, who is also a member of the University Committee on Computing, advised that a current database is available through the World Wide Web. However, there are some logistical, compatibility, and legal issues of privacy which need to be addressed if this avenue is chosen. The Data Administrator for DCCS has also been consulted and has proffered helpful perspectives. The issues raised are not considered to be overly problematic since the proposal asks that the database be accessible only to the Penn community, that suppliance of information be voluntary. New fields for incoming students and staff could be introduced rather simply into the existing "whois" database at Penn. A major concern of the committee at present is that while the response has been generally enthusiastic, at this point no agency has volunteered to undertake this project. In addition a means for including members of the community not yet electronically linked to the University need to be established. This Subcommittee too is charged to complete its inquiries in AY 1996-97.

Agenda for University Council Meeting

Wednesday, December 4, 1996 4-6 p.m.

McClelland Hall, The Quad

- I. Approval of the minutes of November 13, meeting
- II. Reports of the President, Chair of Steering, Chairs of GAPSA, UA, Penn Professional Staff Assembly and A-3 Assembly
Time limit for reports and clarifications: 30 minutes.
- III. Extended report of the Provost on the state of the University, including the research program within the international strategic plan. *Time limit: Presentation 20 minutes, discussion 10 minutes.*
- IV. Open Forum. *Time limit: 60 minutes.*
- V. Adjournment by 6 p.m.

To the University Community

As of this writing one request has been submitted to speak and the issue has been placed on the agenda for the University Council Open Forum. The issue is Consultation and Representation on University Committees and Governing Bodies.

All members of the University community are invited to attend the forum, subject to space limitations, which begins at 5 p.m. on Wednesday, December 4 in McClelland Hall, the Quadrangle. Additional speakers are invited to inform the Office of the Secretary (898-7005) indicating briefly the subject of their remarks.

In accordance with the Open Forum Format (at left), the Chair of Steering and the Moderator of Council will structure additional requests to speak which accommodate the broadest array of issues having important implications for Council's work and representing the breadth of Council's constituencies.

— Peter J. Kuriloff, Chair, Council Steering Committee

Format for Council's Open Forum December 4

The University Council will devote a substantial portion of its December 4, 1996, meeting to an open forum, in accordance with the terms of the University Council bylaws (*Almanac* March 21, 1995).

The purpose of the open forum is to inform Council of issues important to the University's general welfare and of the range of views held by members of the University.

The forum is open to all members of the University Community under the conditions set by the bylaws and the following guidelines established by the Steering Committee of the Council:

1. Any member of the University Community who wishes to do so may attend the Council meeting. Persons who wish to speak to Council, however, were to have informed the Office of the Secretary (898-7005) by November 27 indicating briefly the subject of their remarks. Those who have not so informed the Office of the Secretary will be permitted to speak only at the discretion of the Moderator of University Council and in the event that time remains after the scheduled speakers.

2. Speakers should expect to be limited to three minutes with the possibility of additional time in cases where members of Council engage the speakers with followup questions or remarks. The Moderator may also restrict the repetition of views. Speakers are encouraged to provide Council with supporting materials and/or written extensions of their statements before, during, or after the Council meeting.

3. Following the deadline for speakers to sign up in the Office of the Secretary, the Chair of Steering and the Moderator of Council will structure the open forum session in terms of subject matter themes, speakers, and times. In the event that there is not enough time available at the meeting to provide for all of the requests to speak, these two officers may make selections which accommodate the broadest array of issues having important implications for Council's work and representing the breadth of Council's constituencies. The resulting Order of the Open Forum of University Council will be made available no later than the Tuesday before the meeting, to be published in *The Daily Pennsylvanian*, and posted on Penn Web on that day and, if possible under publication deadlines, in *Almanac/Compass* the week of the meeting.

4. Speakers' statements should be framed in terms of policy issues and directed to University Council as a body through the Moderator. The Moderator will have discretion to interrupt statements that are directed against persons and otherwise to maintain the decorum of the meeting, as provided for in the bylaws. In cases where questions or positions can be appropriately addressed by members of Council or where a colloquy would seem to be productive, given the time constraints of the meeting, the Moderator may recognize members of Council to respond to speakers' statements, with opportunities for follow-up by the speakers.

In sum, the full committee had anticipated making final recommendations on the initiatives worked on by the two subcommittees in this academic year. This goal was not achieved primarily because of complicating pragmatic problems, essentially economic, faced by interested offices and agencies. Thus, the full committee spent more than expected time trouble shooting reports of the subcommittees and advancing alternative resources and/or arenas to pursue. While these efforts proved quite fruitful and allowed the initiatives to move forth, the work is not yet completed. Hence, the first of two charges to the committee of forthcoming AY 1996-97 is to bring closure to the above initiatives and make specific recommendations. The second charge to next year's committee is to spend major efforts on student originated concerns. An undergraduate student member of this committee has accepted the responsibility to survey fellow international students for a list of concerns the committee might address in its first meeting.

Recommendations:

Inasmuch as the Provost has reinvigorated the Provost Advisory Council on International Programs, the committee recommends that the Chair of the University Council Committee on International Programs be invited to serve as a member or an ex-officio member. This liaison appointment might well serve to integrate, and/or inform, of the concerns, interests, and the responsibility areas of each/both groups.

Vivian C. Seltzer, Chair

1995-96 International Programs Committee

Chair: Vivian Seltzer (social work). *Faculty:* Jacques Barber (psychiatry) Roberto Mariano (economics), Eva Redei (pharmacology), Donald Smith (political science), Patrick Storey (medicine), Pedro Ponte-Castañeda (mechanical engineering). *Administration:* Gay Washburn (English language programs). *A-3: One to be named. Students:* Gerardo Benitez (Wh/Col '99), Gaurav Grover (SEAS '98), Michael Hsueh (Wharton), Bryan Kite (Wharton), Monika Maul (GSE). *Ex officio:* Joyce Randolph (director, international programs).

Committee on Open Expression

April 2, 1996

The Committee on Open Expression has issued an advisory opinion to the Judicial Inquiry Officer concerning the circumstances under which representatives of a student newspaper may tape record, and take photographs of participants in, public meetings of campus student groups. The Committee is currently investigating two issues: (1) whether the "Don't ask, don't tell" policy of the NROTC program violates the Guidelines on Open Expression, and (2) whether the confidentiality provisions of the current Code of Student Conduct, and the Provost's proposed amendments thereto, violate the Guidelines on Open Expression.

The chair of the Committee served as an observer at the groundbreaking ceremonies for the Institute for Advanced Science and Technology, the meeting of the University Council at which amendments to the Code of Student Conduct were considered, and Vice President Gore's address at the Irvine Auditorium in connection with the 50th anniversary of ENIAC.

— John C. Keene, Chair

1995-96 Committee on Open Expression

Chair: John C. Keene (city & regional planning); *Faculty:* C. Edwin Baker (law), Jean H. Gallier (CIS), Hermann Pfefferkorn (geology), Irving Shapiro (biochemistry/dental). *Administration:* Lois MacNamara (GSE), Thomas McCoy (telecommunications). *Students:* Adam Cooper (College '97), Alexander Shevelenko (Wharton '97)

Colonial Gender Roles Influence Race

By Libby Rosof

The racial descriptions black and white did not yet exist.

The time was early Colonial America, and immigrants to the Virginia Colony were English or African. The terms “black” and “white” would not begin coming into usage until the late 1600s.

Those early English colonists were familiar with class differences and gender differences. They knew how a gentleman ought to behave. They knew how a laborer ought to behave. And a man and woman each had different jobs.

In her new book, “Good Wives, Nasty Wenches & Anxious Patriarchs,” Assistant Professor of History Kathleen M. Brown wrote about how colonists created racial definitions to separate the roles of slaves from the roles of the English. Brown’s is the first book to focus especially on English gender roles and on how the colonists used them to define their attitudes toward the African slaves. She chose Virginia as the place that exemplified the colonists’ thinking.

“Virginia was the Colony where American ideas about race started,” Brown said.

Brown became interested in the subject in graduate school, when her Colonial history professor made little mention of women. Her curiosity piqued, she investigated and found an open field. People were studying the history of 20th century women, 19th century women, but not Colonial women.

What Brown found was a culture challenged by new circumstances. The familiar gender roles of women and of men were challenged by the environment to which they moved. And then new roles had to be defined for a new class of people — slaves.

English women who moved to Colonial Virginia found that they had to get their hands dirty in ways no self-

respecting woman in England would consider, Brown said. The tobacco economy there required some English women above servant class to work in the fields at times, whereas in England only “nasty wenches,” the lowest of the servant class women, ever worked in the fields.

Because the facts of Colonial life didn’t fit the English ideals, the embarrassed colonists preferred to paper over the reality, to pretend that women in the Colonies never did field work, Brown said. They worried that if word got around England, no self-respecting

of the book title, tending house, family and sometimes animals.

“One of the questions I asked was about power, how did the colonists regard it,” Brown said. “It was something men had over women. They experienced power in their daily life within their households and families.”

But life at home for successful 18th century planters showed how precarious their power was.

“In their daily lives wives disobey, slaves and laborers run away, people who should be grateful steal, lie and don’t vote for them,” Brown said.

The picture of the colonists held by London gentlemen was of “rustics, people who have gone to the edge of civilization and become uncivilized with their contact with the wilderness,” Brown said.

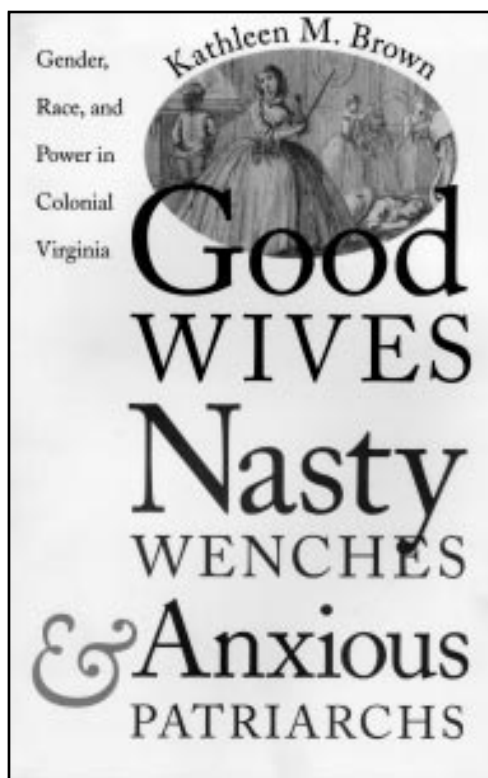
The colonists were aware of that image and even believed it. They felt like shadows of real gentlemen.

The “anxious patriarchs” of her book’s title needed to prove their gentility to themselves and to society, so they treated their families with exaggerated refinement. And to shore up the crumbling facade of power, the Colonial gentlemen were no gentlemen toward their slaves. The colonists treated the slaves brutally not only to teach the slaves a lesson, but to let their English families and community know they were men to be reckoned with.

As for the “nasty wenches” of the title, when field labor became the lot of the African slave women — a role they were assigned as the lowest women in the class structure — the term “nasty wenches” also became their lot. Eventually, “wenches” ceased applying to any white women at all, Brown said.

The contrasting racial epithets white and black eventually became a verbal way to further distance the races.

Besides showing how language
(continued on page 9)



English woman would emigrate to the Colonies.

“It was an uncomfortable moment of culture trying to reconcile itself to life in the new world,” Brown said.

Slaves took pressure off the culture by taking over the roles that had made the English uncomfortable. That meant slave women would work in the fields, and English women could go back to being the proper “good wives”



photograph by Candace diCarlo

Kathleen M. Brown

reinforced the class structure, Brown's book also traces how new laws helped the colonists differentiate the English from the Africans, the men from the women.

"The laws passed in Virginia influenced the laws passed in the other Colonies, particularly in the South," she said. "One of the first laws that expressed racial difference between African and English women was passed in 1643."

The law applied taxes to the field work of African women just as laws until then applied taxes to the field work of all men. The law did not extend the tax to English women's field work. Their work remained untaxed because field work was never acknowledged as an English woman's responsibility.

At the same time, laws changed what society considered sexually illicit. "By featured interracial

elements."

By the 1750s white women, although still less powerful than the white men, had gained a certain respectability, because the stigma for lowly field work and sexual lewdness was displaced onto black women, a permanently enslaved class available to white men. And the definition of who was black and enslaved had expanded to include mixed race offspring.

"The definition of race changes to fit economic and political circumstances," Brown said. "It's amazing how little is biological; the rest is cultural."

But society tries to make the definition look like it's based on biology, not cultural expedience. "It's interesting to see how much work goes into creating the look of a 'natural' concept," Brown said.

Oh, You Beautiful Dolls,

Philadelphia has America's Largest Collection of Rare Black Dolls

"Barbara's Dollhouse," a 20-minute video documentary produced by Annenberg graduate students Linus Abraham and Nicole Keating, was shown as part of the "Hidden Treasures" event at the Annenberg School for Communication, a celebration of America's largest collection of rare black dolls at the Philadelphia Doll Museum. The video documentary traces the development of the museum, a treasure-trove of over 300 black dolls, located in curator Barbara Whiteman's very own living room. Whiteman refers to the museum as an "educational mission," and thinks of these dolls as "artifacts of history." The museum is located in her home at 7257 N. 18th St., Philadelphia. Visits, though encouraged, are by appointment only by calling (215) 924-3121. Admission is free. The celebration event was co-sponsored by Penn's Center for Black Literature and Culture and the Annenberg School for Communication.

HIDDEN TREASURES



More than Shakespeare's Words Can Say

By David Quintiliani

Despite the calm sunshine out the window, a wind was blowing in College Hall as an audience of about 40 students howled and hissed to create the setting of a British moor in an acting workshop Friday, Nov. 15, led by two London actors, here to perform in a five-actor production of William Shakespeare's "Much Ado About Nothing" at the Annenberg Center.

The audience of Philomathean Society members and Penn English as a Second Language students huffed and puffed as actors Biddy Wells and Peter Lindford delivered their lines, standing in adjacent windowsills, shouting above the rise and fall of the wind below, in just one of many interactive exercises meant to demonstrate the importance of acting with sensitivity to context.

Changing only the context, they then acted the same scene, the famous "Kill Claudio" scene from "Much Ado," while laying face to face on the floor, speaking in urgent whispers the same lines they had delivered in impassioned shouts a moment before.

The workshop was one of several the visiting actors participated in at Penn. This one was organized by "senior" (*i.e.* graduated) Philo members Heather Barlow and Linda Kalb in collaboration with Annenberg Center Director of Education Thea Diamond. The goal of Philo, Penn's literary society and the oldest student group on campus, is to extend learning beyond the classroom and to encourage the personal pursuit of knowledge.

The goal of the workshop was to communicate feelings and ideas that text and



photograph by Candace d'Carlo

English actor Peter Lindford (right) brings Shakespeare to students.

words do not make explicit, and to encourage, in Barlow's words, "expression despite language," especially for the ESL students, who formed about half of the workshop's participants.

The afternoon focused on love scenes from "Much Ado" as well as from Shakespeare's "Twelfth Night." At first the students seemed uncomfortable.

All changed as soon as Peter Lindford initiated a warm-up exercise of standing up, jumping up and down, and hollering "Hoo!" Mock gum chewing followed, and by then the place was all giggles. Reminiscent of grammar school gym class, next everybody chose a partner of equal height to do a series of lifting and stretching exercises with one partner balanced on the other's back.

Things really heated up when volunteers attempted several love scenes from both plays.

An appropriately shy Philomathean Beatrice, before being proposed to by Don Pedro, complained "I wanna sit down," and commenced to act the scene nervously sitting. Lindford approved, saying she communicated a real sense of discomfort about the proposal.

ESL student Su Jin, from Korea, had her own ideas of how to interpret Beatrice and Benedick's first confessions of love for each other, playing Beatrice herself, with Lindford as Benedick. The two strode slyly around the room speaking in whispers, and finished to the day's loudest applause. Afterwards Su Jin, laboring with her English, commented "The actors gave me confidence." Which seems to have been the theme of the day.

Wells and Lindford both encouraged volunteers to bring their own fresh interpretations to the scenes, and frequently praised students' originality. College sophomore Marianna Allen later remarked, "I like the way they [Wells and Lindford] instigated us to create different contexts for each of the different scenes."

The cross-cultural meeting of English actors, Philomathean Society members and ESL students ended with a cross-cultural snack – English tea and home-baked American cookies provided by Philo.

40th Street Upgrade is Happening

By Phyllis Holtzman

Signs of change are already visible along 40th Street, as the 40th Street Action Team has begun to implement several short-term enhancements to the retail strip between Walnut and Locust streets, as part of its overall mission of improving the area along 40th Street, from Sansom Street to Baltimore Avenue.

Last week, preparing to inlay bricks in the verges, work crews began breaking up the sidewalk in front of, and around the sides of, the retail section that has been

known variously as the Ryan Mall or the University City Shopping Center. The team has renamed the shopping center Hamilton Village Shops, and new signs will convey this once the improvements are completed.

Also last week, scaffolding was erected in front of the shopping center in preparation for the painting of the building facades that is scheduled to begin this week. Renovations will also begin this week on the offices that will house the Division of Public Safety's Mini-Station and Special Services Division.

Centennial Hoops Season: Penn Celebrates Groundbreaking Penn Five

By Kirby F. Smith

Tonight the men's basketball team plays its first game of the 1996-97 season, taking on Towson State at the Palestra, marking the 100th anniversary of University of Pennsylvania men's basketball and its groundbreaking contributions to the game.

While there may be some uncertainty about the 1996-97 starting team as this paper goes to press, there is absolutely no uncertainty about the identity of the members of Penn's very first opening lineup. Penn's starting five on March 20, 1897, were named Milligan, DeLoffre, Hedges, Stewart and Marggraff.

That five of them played was history in the making, for it marked the first official intercollegiate contest with five-man sides, according to Paul J. Zingg, author of *Pride of the Palestra — Ninety Years of Pennsylvania Basketball*.

The Penn Quaker five played against the Yale Bulldog five in a variant of the original game. Basketball, invented by Dr. James Naismith in 1892 at the YMCA Training School in Massachusetts, at first allowed for three to 40 players on a team, depending upon available floor space. The new game was described by The New York Times at that time as "a substitute for football without its rough features."

The first intercollegiate basketball was played in 1896, but thanks to that Penn-Yale meeting in New Haven the next year, five men to a side became standard practice.

That meeting was made possible in part because of former Penn Provost Edgar Fahs Smith, whose statue on Smith Walk has temporarily been put in storage during the construction of the IAST building. As chairman of the University Athletic Committee in 1896-1897, Smith supported the organization of the basketball team and approved its request to play Yale in that first season. Quaker basketball is one of his enduring legacies.

As reported in The Pennsylvanian two days later, Yale won that game 32 to 10. "Being, as it was, an entirely new game to Pennsylvania, its introduction was looked upon with some suspicion, and great difficulty was experienced in obtaining good material or suitable conveniences for

practice," read an editorial in that day's P. "Very little support was given by the students, but persistence and hard work resulted in the development of a very fair team."

To commemorate the historic face-off of 1986, this year's "very fair" team will

Three members of the audience, using equipment similar to that of the original game, will have the chance to win \$5,000. From the stands, each will try to sink a soccer ball into a peach basket mounted on a stick set up in center court.

•Discounted tickets for kids – The 1897



The precedent-setting Penn basketball team of 1896 sported natty red and blue striped jerseys, football trousers, red and blue striped stockings. Except for cleated shoes and leather helmets, the outfit, with optional knee pads, elbow guards, hip and shoulder padding was indistinguishable from the football uniform: (upper row) Hillegas, attack; Buckley, defense; Abbott, manager and coach; Barnard, center; (lower row) Marggraff, defense; Stewart, defense; Milligan, captain and attack; DeLoffre, attack; Shrack, center.

play Yale at the Palestra Saturday, Feb. 15, in the Penn Basketball Centennial game, and much hoopla (pun intended) is planned:

•Roll-outs – At one time, in the heyday of Big Five basketball, rabid fans at games would unroll horizontal banners on which were printed insulting and occasionally crude messages. When crude got to be more than occasional, the roll-outs were banned. But on Feb. 15, they will be back.

•Half-time – All Penn men's basketball letter winners and former coaches will be honored.

•PNC Bank Mid-Court Challenge –

admission price will apply – 25¢.

•Pennants – Traditional keepsake pennants will be given to all who attend the game.

•Penn jerseys, memorabilia and photos will be displayed in the Palestra at a pre-game reception.

Those interested in purchasing season or single-game tickets for Penn men's basketball should call 898-6151 for more information.

And so the centennial year of Penn men's basketball has begun. It's time to beat Towson State. It's time to beat Yale. And it's always time to BEAT PRINCETON!



Human Resources at Your Service: Winter Vacation and Emergency Closings

Special Winter Vacation

The University provides its staff members with a special winter vacation between the fall and spring semesters. Below are answers to questions Human Resources has received regarding these special vacation days.

Q When is the Special Winter Vacation?

A Each year the Vice President for Human Resources announces the dates on which the Special Winter Vacation will be observed. This vacation is the weekdays between Christmas Day and New Year's Day. This year, the dates are Dec. 26 - 31.

Q Who is eligible for the Special Winter Vacation?

A Regular full- and part-time staff members are eligible for the Special Winter Vacation.

If the special vacation day falls on a day that a regular, part-time staff member is scheduled to work, the staff member is paid at his/her normal rate and does not work. Regular, full-time staff members are paid for time not worked during the entire special vacation period.

University staff members working at HUP and the Wistar Institute are governed by HUP and Wistar policies. In those cases a staff member should consult with Human Resources at HUP or the Wistar Institute. Unionized staff members should refer to their collective bargaining agreements.

Q My department requires me to work during the Special Winter Vacation. Am I entitled to additional pay if I work these days?

A Staff members who are required to work during this period shall receive equivalent time off with pay, which must be taken within 90 days. Staff members should not receive pay in lieu of time off for working during this period.

Q If I work during the Special Winter Vacation, do I receive additional compensation?

A No. The days between Christmas Day and New Year's Day are not holidays. They are special vacation days. As a result, if you are required to work during this period you will receive equivalent time off with pay.

Emergency Closing

Occasionally, because of severe weather conditions, the University makes the decision to change operating hours and, on a rare occasion, close. The following questions reflect issues that have arisen because of these decisions.

Q If weather experts are predicting severe weather conditions, do I have to report to work?

A In general, despite predictions of bad weather, the University never stops operating. The University recognizes that there are unusual circumstances,

such as severe weather conditions, when it may need to modify work schedules, cancel or delay classes, or close the University. Staff members who provide essential services are required to come to work.

Q What are essential services?

A Essential services are those services that must remain in operation at all times regardless of emergency conditions, in order to maintain the health, safety and well-being of the University community. Staff members who are designated as "essential" are expected to remain at work if the closing occurs during their regular work schedule, or to report to work if the closing announcement is made before their regular work schedule begins. Individual departments designate staff members as "essential."

Q What does the University mean by modification of work schedules?

A Modification of work schedules may take the form of either a partial or a full closing of the University's operations.

Q How does the University notify staff members, faculty, and students of modification of a work schedule or closing of the University?

A The University will announce any emergency closings or modification to work
(continued on page 11)

Human Resources

(continued from page 10)

schedules through the following sources:

- 1) The University's special information number: 898-MELT (6358);
- 2) KYW News Radio (1060 AM), the City of Philadelphia's formal emergency closing center.

Please note that KYW is considered the official source of broadcast information.

Q *How does KYW convey information regarding emergency closings?*

A KYW will use the University's emergency code numbers to indicate the type of closing for the University community. The codes are

- 1) "102" for full and partial closing of day classes and schools/centers;
- 2) "2102" for full and partial cancellation of evening classes.

If you do not hear the University's code number or need further information, call 898-MELT.

For more information, please call the Division of Human Resources at **898-6093** or e-mail us at askhr@pobox.upenn.edu.

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

Teachers Fail Using Technology in Classroom

By Kirby F. Smith

In the early 1980s, as personal computers began to be broadly available, schools began purchasing them in the expectation that computers were an important tool for change and improvement in education.

Alas, technologies almost never of themselves caused substantial change in schools, Dr. Jan Hawkins said last month when she was the keynote speaker for the Graduate School of Education's 1996 Gordon S. Bodek Lecture of Distinguished Educators.

"The tacit and achingly optimistic American belief that wonderful technologies will make things better has run into rough water," she said.

In her talk, "Dilemmas: Schooling and Technologies," Hawkins challenged teacher education programs to revise their teacher-training methods and teachers to revise their teaching methods to take advantage of the new tools and the new research on how students learn.

"The efforts to engineer broad change in education through designing the best materials, technologies, and programs have proved disappointing in many specific cases," Hawkins said.

Jan Hawkins is the director of the Center for Children and Technology of the Education Development Center, Inc. Since 1981 she has conducted research and development projects that address central issues of technology and learning, including a variety of projects on the redesign of classrooms, curricula, and materials for assessing student learning.

"Many educators thought that newly introduced technologies would lead to individualized learning, more intense and faster learning through new cognitive tools, and emphasis on small-group and individual inquiry as compared with lectures and rote exercises," she said. "Despite some wonderful materials and good classroom or school models, the technologies were far more commonly appropriated to the ways things are traditionally done.

"Dynamic, technology-enhanced curric-

ulum materials become rote exercises in the hands of those unable to exploit them well."

One of the key aspects of educational change is helping teachers and administrators to alter the way they do their jobs.

"Although schools of education that prepare young people to be teachers are currently little altered to reflect changed ideas about effective education, we are asking teachers to do radically redesigned jobs," Hawkins said.

"Teachers are being asked to facilitate learning rather than deliver information,

organize collaborative learning rather than competition, create effective small groups rather than whole-class instruction, assess complex development rather than administer tests, and command subject matter and knowledge in ways not traditionally required of this profession."

Hawkins said that a gap has arisen between the substantial changes in practice being asked of the

teaching profession and the means thus far available to address them.

She ticked off several examples of what would have to be done to provide even minimal support for teachers during the change process: "Intensive experiences that allow them to be immersed in the new ideas and approaches, including hands-on practice with the activities they will be asking of their students; follow-up mentoring for at least two years that focuses on problems that arise as they try things in their own circumstances; reflective dialogue with others who are doing the same job; and regular opportunities to see how other people and schools work."

Gordon S. Bodek established the Bodek Lecture of Distinguished Educators to encourage conversation and debate around important education issues. The lecture is endowed and open to the public. Bodek is an emeritus trustee and former member of the Graduate School of Education's Board of Overseers.



Dr. Jan Hawkins

Tommy Leonard



OPPORTUNITIES at PENN

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

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

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

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

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

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

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

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

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

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

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

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

ANNENBERG SCHOOL

Specialist: Clyde Peterson

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

ARTS AND SCIENCES

Specialist: Susan Hess

OFFICE SYSTEMS ADMINISTRATOR I (111431SH)

Provide front-line support (by phone, e-mail, walk-ins & office calls); troubleshoot Mac & PC hardware & software, e-mail & communications (modem & Ethernet); schedule & track service calls; provide info. on policies & procedures; maintain frequently asked questions web page; provide client follow-up, develop quick tip guides & updates inventory database. **Qualifications:** Associate degree or equivalent; one yr. front-line tech support; demonstrated strong customer service, & oral & written communication skills; ability work with customers using phone; ability to work as a member of team & wide variety of customers both technical & non-technical; support level experience with Macintosh &/or DOS/Windows systems; familiarity with computer networking & one or more of the following protocols/network applications: TCP/IP, FTP, TELNET, SLIP, PPP, Fetch; campus applications: Elm e-mail, Eudora, Word, Excel, FileMaker Pro; working knowledge of Internet required; Unix exp., strong plus; exp. in University setting pref. **Grade:** P2; **Range:** \$22,351-29,098 11-19-96 SAS Computing

ADMINISTRATIVE ASSISTANT I (111408SH) Assist in maintaining ELP public relations via phone & walk-in inquiries from int'l students & professionals; perform admin. duties associated with registration; serve on on-going (steering process management) or ad hoc task forces & committees (i.e. *search committees & database committees*) to share in decision-making & implementation of ELP policies & procedures; maintain public relations by providing staff & student services; assist in designing & implementing general office procedures & in planning & coordinating work of student workers & p-t office workers; maintain instructional equip **Qualifications:** H.S. graduate & related post-h.s. training or equivalent; at least two yrs. admin./clerical exp.; excellent organizational & interpersonal skills essential; fluency in one more foreign languages highly desirable; knowledge of IBM PC & WordPerfect desirable. **Grade:** G9; **Range:** \$17,614-21,991 11-19-96 English Language Programs

ADMINISTRATIVE ASSISTANT I (111444SH) Respond to broad range of in-person & phone, faxed & e-

mail inquiries from current & potential students & professionals who use English as a Second Language (ESL); process enrollment forms; liaison with OIP regarding visa-related matters; create & update records on computerized databases; register students in ELP open enrollment programs & for proficiency tests; generate class schedules & various statistical reports; tabulate student evaluations; maintain inventory of office supplies & brochure & reorder; sort mail. **Qualifications:** H.S. grad & related post-h.s. training or equiv.; at least two yrs. admin./clerical exp.; exp. in using PC database & word processing apps. essential; fluency in one or more foreign language desirable. **Grade:** G9; **Range:** \$17,614-21,991 11-20-96 English Language

DENTAL SCHOOL

Specialist: Clyde Peterson

COORDINATOR I (08901CP) P1; \$20,219-26,368 8-13-96 Biochemistry

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

OFFICE MANAGER II (08946CP) P2; \$22,351-29,098 8-21-96 Periodontics

RESEARCH SPECIALIST I (091089CP) P2; \$22,351-29,098 9-13-96 Biochemistry

RESEARCH SPECIALIST I (04393CP) (End date: 6/98) P2; \$22,351-29,098 5-7-96 Biochemistry

RESEARCH SPECIALIST II (091102CP) P2; \$22,351-29,098 9-20-96 Biochemistry

RESEARCH SPECIALIST II (04394CP) (End date: 6/98) P3; \$24,617-31,982 5-7-96 Biochemistry

STAFF DENTIST (091199CP) (091198CP) (091200CP) Blank 10-2-96 Dental Care Center

STAFF HYGIENIST (091149CP) P3; \$24,617-31,982 9-24-96 Dental Care Center

ADMINISTRATIVE ASSISTANT II (101270CP) G10; \$19,261-23,999 10-22-96 Academic Affairs

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

DENTAL ASSISTANT I (40 HRS) (07098CP) G7; \$17,068-21,247 7-24-95 Dental Medicine

DENTAL ASSISTANT I (40 HRS) (10429CP) G7; \$17,068-21,247 10-5-95 Dental Care Center

DENTAL ASSISTANT II (06628CP) G8; \$16,171-20,240 6-19-96 Orthodontics

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

RECEPTIONIST III (40 HRS) (101363CP) G8; \$18,481-23,132 11-5-96 Pediatric Dentistry

RESEARCH LAB TECH III (07831CP) G7/G8; \$14,935-18,592/16,171-20,240 7-31-96 Microbiology

RESEARCH LAB TECHNICIAN III (03213CP) G10; \$19,261-23,999 3-8-96 Pathology

ENGINEERING/APPLIED SCIENCE

Specialist: Clyde Peterson

PROG. ANALYST II (101302CP) P6; \$32,857-42,591 10-29-96 Computer & Education Tech Services

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

ADMINISTRATIVE ASSISTANT III (091085CP) G11; \$20,497-26,008 9-17-96 CIS

ADMINISTRATIVE ASSISTANT III (091167CP) G11; \$20,497-26,008 9-26-96 Student Services

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

TECH. ELECTRONIC II (101303CP) G10; \$19,261-23,999 11-8-96 Computer & Education Tech Services

EXECUTIVE VICE PRESIDENT

Specialists: David Smith/Susan Hess

ACCOUNTANT I (111448SH) Responsible for administering the procurement card program; issuance of credit cards; preparation of monthly reports to card holders; review of daily transactions feed from the bank; responsible for training credit card holders & for interacting with the card issuing bank regarding issues such as fraud & other concerns; responsible for weekly payment of credit card transactions & updating the University's accounting system for credit card charges.

Qualifications: BA/BS or equiv. work experience; two-three yrs. accounts payable or other accounting experience; understand basic accounting functions; ability to communicate effectively orally & in writing with diverse population; working knowledge of PC, spreadsheet & word processing software. **Grade:** P4; **Range:** \$26,986-35,123 11-20-96 Comptroller

ACCOUNTANT, JR. (111450SH) Responsible for check generation process & special handled documents; investigate & resolve problems related to vendor & invoice files; audit vendor invoices for compliance with Univ. standards. **Qualifications:** H.S. educ. or equiv.; basic data entry of Accounts Payable functions; basic data entry skills; proven figure aptitude. (Schedule: Mon.-Fri., 8:30 a.m.-4:30 p.m.) **Grade:** G11; **Range:** \$20,497-26,008 11-20-96 Comptroller

ACCOUNTANT CLERK III (111449SH) Provide info. & instructions to callers & visitors regarding invoice & payment processing, financial accounting entries & financial office policy procedures; maintain logs to track forms & checks; prepare & process priority & emergency check request; make data entry corrections in payment system. **Qualifications:** Assoc. degree or equiv.; min. three yrs. exp. in computerized Accounts Payable operation; familiarity with policies & procedures of the University Finance Office; excellent communication & organizational skills. **Grade:** G9; **Range:** \$17,614-21,991 11-20-96 Comptroller

DISPATCHER, SR. (111443SH) Receive & dispatch requests for escort vans; assist in scheduling of student drivers; maintain vehicle & radio equipment; provide security for parking garage; compile statistics; practice good customer relations; evaluate & train new drivers. **Qualifications:** H.S. grad, some college preferred; dispatch experience pref.; valid drivers' license; good driving record; Penn escort exp. pref.; willingness to work flexible hours. **Grade:** G8; **Range:** \$18,841-23,132 11-19-96 Transportation & Parking

GRAD SCHOOL OF EDUCATION

Specialist: Clyde Peterson

ADMINISTRATIVE ASSISTANT II (07730CP) (On-going contingent upon funding) G10; \$19,261-23,999 7-19-96 NCOFF

LAW SCHOOL

Specialist: Clyde Peterson

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

OPPORTUNITIES at PENN

MEDICAL SCHOOL

Specialists: Ronald Story/Janet Zinser

ASSISTANT DIRECTOR VI (111461JZ) Manage the Schools Pillar operating budget system & coordinate operating budget process; develop, maintain & update Resource Planning & Analysis' databases; prepare budget packages for all the School's budget meetings; provide technical support on use of Pillar software, related financial software & network issues, including providing users training; assist in resolving issues related to budget system & process & in analyzing the integrity, accuracy & completeness of operating budgets; manage local area network file servers, WWW homepage files & extracts; generate year-end reports & other ad-hocs reports; conduct quantitative analysis on financial issues; design & coordinate annual faculty salary survey; represent the School administration at meetings. **Qualifications:** BA/BS; Master's degree in business administration with information technology background or related field preferred; five yrs. financial planning & database management; ability to conduct quantitative analysis; strong working knowledge of spreadsheet software, familiarity with Pillar, FinMis, Business Object & Data Warehouse strongly preferred; ability to conceptualize complex tasks; ability to work independently & meet deadlines; excellent oral & written communication skills. **Grade:** P7; **Range:** \$36,050-46,814 11-26-96 Resource Planning & Analysis

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

RESEARCH COORDINATOR, SR. (091140RS) Study monitor for Mood & Anxiety Disorder Section: monitor & coordinate clinical research drug studies; implement & ensure protocol adherence to established guidelines; prepare study material & medication; document & report adverse events; ensure drug accountability; prepare study-related IRB paperwork; conduct field monitoring of studies, training of personnel & problem solving for quality assurance at participating satellite sites in the greater Phila. area; screen patients to determine eligibility for research study participation; monitor study charts; monitor labs & EKG's; train & supervise part-time assistants as well as medical personnel at satellite clinics; collect & analyze data; provide statistical summaries & report of progress on monitored studies; provide back-up coverage for research clinic, both at Penn & King of Prussia; provide support services to satellite sites as needed; supervise & train students. **Qualifications:** BA/BS from approved University or college, with scientific major & three-five yrs. clinical research-related experience; supervisory exp. pref.; post college training desired; advanced degree pref.; prior data collection exp. pref.; ability to work independently & deal effectively with professional staff & associates; ability to collect, spin & prepare blood samples, collect urine specimens & perform EKG's as needed; computer literate; working knowledge of IBM word processing software packages essential; valid driver's license & car required for working satellite sites & transporting study books & medication to satellite clinics; willingness to work one evening a week. **Grade:** P4; **Range:** \$26,986-35,123 11-20-96 Psychiatry

RESEARCH SPECIALIST, JR. (111395RS) Participate in biochemical & cell biological research directed at elucidating relationships between cell structures & their structural functions; perform basic molecular biology & biochemistry experiments; per-

form cell & tissue culture, including isolation & maintenance of primary & established cell lines & preparation of media; perform microinjection & micromanipulation of cells (well train); assist in planning protocols; perform evaluation, establishment operation & maintenance of equipment; perform library bibliographic searches; keep logs & write reports; maintain inventory & order supplies. **Qualifications:** BA/BS in scientific field; exposure to lab research in molecular biology & tissue culture; desire to do challenging experimental work under direction. **Grade:** P1; **Range:** \$20,291-26,368 11-15-96 IME

RESEARCH SPECIALIST I (111447RS) Work independently; maintain transformed cell lines, prepare primary lung cell cultures, purify proteins, plan & perform experiments involving cell cultures; employ standard chemical/analytical/quantitative procedures; perform computer analysis of test data; present results of experiments; maintain laboratory records, equipment & supplies; perform library & computer bibliographic searches; attend research meetings. **Qualifications:** BA/BS in biological sciences or equivalent; one-three yrs. experience with tissue cultures & biochemical assays; experience working with laboratory rats & radio chemicals. (End date: 11/30/01) **Grade:** P2; **Range:** \$22,351-29,098 11-21-96 Institute for Environmental Medicine

RESEARCH SPECIALIST I (111464RS) Responsible to PI &/or Core Director for funded research involving animal experiments; work independently, with minimum supervision, perform experiments with lab animals (rat/mouse), including intraperitoneal & intravenous injections of pharmacological agents & radiolabeled preparations; plan & perform experiments with perfusion of isolated rat lungs, prepare buffer solutions; maintain lab records; calculate, analyze & present results; maintain lab equipment in perfusion room; order animals, gases & supplies; perform training & assistance in experiments with lab animals to investigators. **Qualifications:** BA/BS in biological science or equivalent with one-three yrs. experience of work in biomedical lab; experience working with laboratory animals (rat/mouse). (On-going contingent on grant funding) **Grade:** P1; **Range:** \$ 20,291-26,368 11-26-96 Institute for Environment Medicine

RESEARCH SPECIALIST IV (111460RS) Maintain triple quadrupole mass spectrometers & attendant data systems & provide training in use of instruments; conduct research associated with Center for Cancer Pharmacology. **Qualifications:** PhD in chemistry, pharmacology or related field; at least three yrs. experience in mass spectrometry with at least two yrs. LC/MS experience; four yrs. overall; flexibility, teaching ability, research ability, particularly with skills in vitro metabolism; familiarity with use of data system. **Grade:** P6; **Range:** \$32,857-42,591 11-25-96 Pharmacology

STAFF ASSISTANT IV (111475JZ) Act as Executive Assistant to department Chairman; direct correspondence & interaction with patients, physicians, faculty & external organizations; organize aspects related to Penn Eye Care Network & to ophthalmology satellite offices, including meeting, organization & preparation of meeting minutes; responsible for administrative aspects of faculty appointments & credentialing. **Qualifications:** BA/BS; three-five yrs. administrative experience; excellent communication & leadership skills; facility with IBM computers. **Grade:** P4; **Range:** \$26,986-35,123 11-27-96 Ophthalmology

ADMINISTRATIVE ASSISTANT I (111465JZ) Respond to inquiries, enter data; assist in processing applications; oversee mailings; assist students with questions regarding registration; schedule events & meetings; word process correspondence & reports; create & maintain spreadsheets; serve as office receptionist. **Qualifications:** Completion of high school business curriculum or equivalent; two yrs. clerical &/or secretarial experience or equivalent; familiarity with word processing & spreadsheet software; good organizational skills; excellent interpersonal skills. **Grade:** G9; **Range:** \$17,614-21,991 11-27-96 Biomedical Graduate Studies

CLERK I (40 HRS) (101373JZ) Provide clerical assistance to Neurology administrative unit & Neurology faculty; large clinical & basic science dept., therefore necessary for hand-delivery of important patient/study data to various areas of Neurology; during deadlines, assist in routing research grant proposals. **Qualifications:** H.S. grad or equiv.; knowledge of office procedures; strong interpersonal skills. **Grade:** G4; **Range:** \$13,420-16,538 11-20-96 Neurology

EXECUTIVE SECRETARY (N/E) (40 HRS) (111391JZ) Provide support to department chair; serve as liaison for office administrative activities in absence of chair; type & proofread standard, complex & confidential material; perform administrative research tasks; compile & summarize data, participate in analysis & interpretation of reports; arrange events, meetings & maintain travel schedule; handle inquiries & request from external & internal University constituencies; maintain substantial phone contact for both routine & sensitive issues with societies, academic institutions, professional organizations & sponsors; organize & maintain office records & files; compose correspondence & forms. **Qualifications:** High school graduate; BA/BS preferred; seven yrs. highly responsible secretarial/administrative experience or equivalent; excellent organizational & time management skills; strong oral & written communication skills; type 60 wpm; thorough knowledge of word processing packages; medical/scientific terminology; dictaphone transcription; ability to work independently, to interact with diverse constituents including staff, students & faculty; able to work with an erratic schedule. (Work schedule requires evenings & weekends on regular basis) **Grade:** G12; **Range:** \$26,133-33,725 11-21-96 Pharmacology

OFFICE ADMINISTRATIVE ASSISTANT III (111466JZ) Responsible for on-line processing of weekly payroll; respond to request for time balances; compose correspondence; answer phones; maintain calendars & files; distribute performance evaluation & efforting reporting forms; handle job opportunity inquiries; coordinate AAMC Faculty reporting; schedule & coordinate meetings; responsible for on-line processing of monthly payroll; maintain time-off from work files. **Qualifications:** Completion of high school business curriculum & related post-h.s. training or equivalent; two yrs. experience at the OAAII level or comparable experience; thorough knowledge of Personnel Payroll System & University Human Resource policies & procedures preferred; demonstrated ability to handle confidential materials; excellent interpersonal & analytical skills; ability to prioritize work flow & exercise judgement; FinMis knowledge preferred; MS Word, Excel & Lotus; ability to learn new software programs. **Grade:** G11; **Range:** \$20,497-26,008 11-27-96 Med School Business Office

RESEARCH LAB TECHNICIAN III (111433RS) Perform complex techniques such as assays; test new procedures; perform library bibliographic searches; demonstrated techniques to students; assign tasks to lower grade techs, students workers & lab aides; keep logs & write reports; perform inventory & order supplies. **Qualifications:** BA/BS in scientific field; exposure to lab work. **Grade:** G10; **Range:** \$19,261-23,999 11-14-96 Psychiatry

RESEARCH LAB TECH III (40 HRS) (111439RS) Perform technical services for two on-going research projects, each one requires specific & different skills; measures gas partial pressure in blood samples using gas chromatography; work with gas liquid sample specimens; calculate & perform serial dilutions; carry out basic components of a physiologic preparation; prepare experiments; measure tissue gas samples; induce anesthesia; perform microsurgery; clean-up upon completion of study. **Qualifications:** BA/BS; experience in mass spectrometry & gas chromatography desirable; basic skills & background in analytical chemistry; familiarity with instrumentation & measurement principles; experience in micro-surgery; ability to work with gas & liquid specimens; ability to calculate & perform serial dilutions; ability to plan experiments & set-up; ability to work with database to

OPPORTUNITIES at PENN

enter physiologic data. (End date: 12/1/97) **Grade:** G10; **Range:** \$22,013-25,133 11-18-96 Anesthesia **SECRETARY V** (40 HRS) (11446JZ) Type & proofread materials; compose correspondence; answer phones; open & screen mail; schedule & coordinate appointment calendar & meetings; arrange travel; collect & organize information for meetings, lectures & special reports; develop & maintain record & filing systems. **Qualifications:** H.S. grad or equivalent; BA/BS preferred; minimum four yrs. increasingly responsible secretarial/administrative experience or comparable background; excellent organizational, oral & written communications skills; comprehensive knowledge of office procedures, practices & policies; excellent word processing skills; ability to work independently & interact well with staff, faculty & external agencies. (On-going contingent upon grant funding) **Grade:** G10; **Range:** \$22,013-27,427 11-20-96 Center for Sleep

P-T (CONTROL CENTER OPERATOR) (SOM) (22 HRS) (11467JZ) Monitor, facilitate & maintain status of all radio transmission & request; answer emergency & non-emergency calls; maintain, operate, monitor & react to electronic security equipment; review daily information, notices, activities & events; maintain activity logs & summary sheets; perform equipment inspections; control key access & vehicular gates. **Qualifications:** Completion of h.s. business curriculum & related post-h.s. training or equivalent; strong interpersonal skills & customer service orientation; demonstrated ability to handle confidential information; computer aptitude required with use of computers & other electronic security equipment being an integral part of this position; must qualify at & maintain operator level (level 3) proficiency for electronic security systems including access control database & CCTV; ability to remain alert during periods of low activity. (Able to work nights & weekends & overtime on short notice; Applicants must pass a Police background security check) (Position considered essential personnel) (Schedule: Saturday-Sunday, 7 a.m.-7 p.m.) **Grade:** G9; **Range:** \$9,678-12,083 11-27-96 Architecture & Facilities Management

NURSING

Specialist: Ronald Story

ADVANCED PRACTICE NURSE (101232RS) (Must be able to make home visits within 25 mile radius of HUP, Presbyterian, Phoenixville & Nazareth Hospitals or any additional research sites) (End date: 6/30/00) P9; \$43,569-57,217 10-10-96 Nursing School **ASSOCIATE DIRECTOR V/VII** (101251RS) P7/P8; \$36,050-46,814/\$39,655-52,015 11-6-96 Nursing **COORDINATION II, FINANCIAL AID** (101229RS) P2; \$22,351-29,098 10-11-96 Nursing **P-T (ADVANCED PRACTICE NURSE)** (101231RS) (Must be able to make home visits within 25 mile radius of HUP, Presbyterian, Phoenixville & Nazareth Hospitals or any additional research sites) (End date: 6/30/99) P9; \$19,917-26,156 10-10-96 Nursing **PROJECT MANAGER II** (101334RS) (Evening & weekend scheduling as needed to facilitate enrollment) (End date: 6/30/00) P7; \$36,050-46,814 10-24-96 Nursing **PROJECT MANAGER II** (111421RS) (End date: 8/31/99) G11; \$23,425-29,723 11-15-96 Nursing **ADMINISTRATIVE ASSISTANT II** (40 HRS) (101252RS) G10; \$22,013-27,427 10-18-96 Nursing **ADMINISTRATIVE ASSISTANT II** (40 HRS) (07790RS) G10; \$22,013-27,427 7-22-96 Nursing **ADMINISTRATIVE ASSISTANT II** (40 HRS) (091187RS) G10; \$22,013-27,427 10-2-96 Nursing **ADMINISTRATIVE ASSISTANT III** (40 HRS) (101360RS) G11; \$23,425-29,723 10-25-96 Nursing **ADMINISTRATIVE ASSISTANT III** (40 HRS) (111420RS) (End date: 8/31/99) G11; \$23,425-29,723 11-15-96 Nursing **SECRETARY IV** (40 HRS) (08910RS) G9; \$20,130-27,525,133 8-13-96 Nursing

P-T (ADMINISTRATIVE ASSISTANT I) (20 HRS) (07826RS) G9; \$9,678-12,083 7-30-96 Nursing **P-T (ADMIN. ASS'T II)** (17.5 HRS) (02142RS) (End date: 12/31/96) G10; \$10,583-13,186 2-15-96 Nursing **P-T (SECRETARY IV)** (21 HRS) (0140RS) G9; \$9,678-12,083 1-18-96 Nursing **P-T (SECRETARY IV)** (20 HRS) (101233RS) (Some weekend work may be required) (End date: 6/30/00) G9; \$9,678-12,083 10-8-96 Nursing **P-T (SECRETARY IV)** (17.5 HRS) (08165JZ) G9; \$9,678-12,083 11-13-96 Nursing

PRESIDENT

Specialist: Susan Hess/Janet Zinser

EXECUTIVE ASSISTANT I (05508SH) Coordinate development & alumni relations activities in support of the President's Office; serve as liaison between Development & Alumni Relations and President's Office; complete briefing documents, agenda & flowcharts; coordinate materials & written communications; provide assistance to the Vice President, i.e. project management, compose replies & acknowledgment letters, background reports; provide follow-up correspondence & handle issues & concerns; ensure smooth flow of communications & information between Development & Alumni Relations and President's Office. **Qualifications:** BA/BS; minimum of 5 years of progressively responsible administrative experience including significant knowledge of development, alumni relations & communications methods & techniques; demonstrated experience in dealing with senior level officers; ability to interact with faculty, administrators, executives & other staff; excellent oral & written communications skills. **Grade:** P6; **Range:** \$32,857-42,591 11-20-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT I (40 HRS) (111468JZ) Perform secretarial & administrative assistant tasks for four full-time professional; assume responsibility for processing gift transactions with emphasis on accuracy & detail; type & proofread standard & complex confidential materials; maintain record & filing systems (computer & paper files); process gifts & coordinate all acknowledgment letters; schedule & coordinate appointments & conferences; open & screen mail; organize & maintain department budget records. **Qualifications:** Completion of high school curriculum & related post high school training or equivalent; at least two years administrative assistant secretarial experience; demonstrated ability with WordPerfect for Windows & DOS; excellent interpersonal & organizational skills; excellent telephone manner; ability to deal well with multiple projects simultaneously; demonstrated ability to handle confidential matters. **Grade:** G9; **Range:** \$20,130-25,133 11-27-96 Development & Alumni Relations

ADMINISTRATIVE ASSISTANT II (37.5 HRS) (111470JZ) Support of Regional Development Program; Handle complex & highly confidential materials; take the lead on projects assigned & in training others on policies & procedures pertinent to daily office operations; word process, compose & edit correspondence, using advanced software techniques; use gift systems to access donor information; serve as FinMis end-user, create financial reports; monitor budget, handle bill payments; schedule meetings & travel arrangements & reconcile travel expenses; take minutes at meetings & develop & maintain filing system. **Qualifications:** High school graduate with post high school training in secretarial science or equivalent; at least two yrs. at the AAI level or comparable responsible secretarial experience; demonstrated ability to prioritize work flow, handle assignments in a timely fashion & effectively respond to numerous requests on supervisor(s) behalf; proficient in WordPerfect, Lotus 1-2-3 & dictaphone equipment; excellent customer service skills. **Grade:** G10; **Range:** \$20,637-25,713 11-27-96 Development & Alumni Relations

PROVOST

Specialist: Clyde Peterson

ASSISTANT TO DIRECTOR I (111430CP) Assist Director; maintain calendar, schedule appointments, prepare correspondence, arrange travel for Director & museum guest & undertake special projects as requested; organize board meetings, prepare agendas, record & prepare minutes & attend meetings as designated by Director; arrange all rentals with contracted caterer, administer all security, maintenance & related task associated with rentals; supervise desk attendants & perform some clerical tasks. **Qualifications:** BA/BS; two-four yrs. administrative experience, exceptional organizational & interpersonal skills; sensitivity to confidential information, strong written & oral communication skills; ability to exercise judgement & prioritize work flow; computer literate. (Work schedule may require some evening & weekend hours) **Grade:** P1; **Range:** \$20,291-26,368 11-20-96 Institute Contemporary Art

COORDINATOR II (111435CP) Ensure smooth flow of communication/information among the AVP units & across ISC; recommend division operation & communication improvement; participate on teams & help manage key projects; coordinate standing, ad hoc committee & task force activities; schedule/help plan meetings; compose/distribute agendas & meeting summaries; track action items; coordinate plan/implement special activities & events; collect, compile & analyze data & statistics; provide administrative/financial coordination for AVP units; liaison with ISC financial staff, Residential Maintenance, Public Safety & other University departments, vendors & outside organizations; process/review budget reports from FinMis; manage calendar; maintain filing system; assist in travel arrangements; supervise part-time staff. **Qualifications:** BA/BS or equivalent work experience, preferably in University setting; two yrs. progressively responsible administrative; familiarity with computing support activities in academic & administrative settings; demonstrated proficiency with Macintosh systems & related word processing, spreadsheet, database, financial (FinMis), e-mail & calendar software; strong ability to work independently with minimal supervision; ability to manage time effectively, handle multiple tasks simultaneously, organize & track work & coordinate diverse projects; excellent oral & written communication skills; excellent interpersonal skills, good judgement, discretion & professional manner. **Grade:** P2; **Range:** \$22,351-29,098 11-20-96 Learning Technology Administration

Classifieds

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

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SERVICES

Shari D. Sobel, Ph.D. Psychotherapy. University of Pennsylvania Alumna (215) 545-4744/898-3632

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

OPPORTUNITIES at PENN

LAB ANIMAL AIDE (40 HRS) (081031CP) Do lab animal care, adhering to Fed. & State & Univ. policies; clean & sanitize cages & equip.; perform routine maintenance on sanitation equip.; feed, water & change cages for variety of lab animals; clean & sanitize animal rooms & support areas; receive & handle feed, bedding & supplies; observe & report unusual conditions. **Qualifications:** H.S. grad or equiv.; able to read, write & understand English; able to lift up to 50 lbs.; able to follow both verbal & written instructions. **Grade:** G5; **Range:** \$14,714-18,069 11-20-96 **ULAR CURATORIAL ASSISTANT** (111429CP) Perform administrative research & technical tasks associated with organizing exhibitions; research artists; prepare touring exhibition proposals; make travel & lodging arrangements for artist; perform all administrative duties associated with the production of catalogues, publications & announcements; liaison with editors; designers & printers; coordinate sales of prints; maintain archives & artists files. **Qualifications:** BA/BS in art history or related field; exp. in museum or gallery setting; exceptional writing, research & organizational skills; demonstrated knowledge of computer skills on Mac. **Grade:** G11; **Range:** \$20,497-26,008 11-19-96 **Institute of Contemporary Art LTD. SVC. (MARKETING COORDINATOR I)** (111463CP) Develop & implement marketing plan for selling Annenberg Center productions to groups, particularly academic institutions; negotiate & assume responsibility for fulfillment of info. files for all groups attending Annenberg productions; create, maintain personal contact lists of key individuals to reach target groups & develop new audiences; oversee & manage operation of ticket subsidy program which includes, preparation, mailing of the annual questionnaire & determining the level of support. **Qualifications:** BA/BS or one- three yrs. exp. directly related to group/sales/marketing; familiarity with performing arts; ability to exercise independent judgment, initiative, creativity & flexibility; good interpersonal, oral & written communication skills; knowledge of Lotus & word processing, essential; willing to learn ARTSOFT box office computer program. **Grade:** P2; **Range:** \$18,626-24,248 11-26-96 Annenberg Ctr.

VETERINARY SCHOOL

Specialist: Ronald Story

ASS'T DIRECTOR, FACILITIES/PLANNING & CONSTRUCTION (111442RS) Coordinate definition of project scope; assist in selection of design professional; prepare project budgets & manage expenditures; supervise project design development schedule & monitor progress; prepare bidding documents & select constructors; monitor progress of construction; review request for payment of construction services; handle change orders & close-out of projects; keep user group informed as to project process at all phases. **Qualifications:** BA/BS in engineering or equiv. pref.; three yrs. related construction mgmt. exp.; excellent planning, organization & communication skills; computer accounting & purchasing skills req. (*Position in Kennett Square, PA; no public transport*) **Grade:** P5; **Range:** \$29,664-38,677 11-21-96 NBC/Admin. Svcs. **OFFICE SYS. COORDINATOR** (111459RS) Create and maintain automated systems, support department activities including teaching & clinical performance evaluations, dept. home page & dept. personnel files; coordinate activity of dept.'s education committee, search committee's and intern/resident matching program; provide minor systems support to the dept.; generate reports, statistics and other info.; report directly to Chair. **Qualifications:** BA/BS or equiv.; two-four yrs. related exp.; demonstrated computer skills with expanded knowledge in database mgmt., spreadsheet mgmt., and word processing; strong written & communication skills; able to resolve problems/conflicts minimal supervision. **Grade:** G11; **Range:** \$20,497-26,008 11-21-96 VHUP/Clinical Studies **TECH, VET III** (40 HRS) (111455RS) **TECH I:** Administer treatments, injections & medications as pre-

scribed; assist with diagnostic & therapeutic procedures; monitor vital parameters; observe & record symptoms/reactions of patients. **TECH II:** Same as above, as well as, perform diagnostic & therapeutic procedures; assist in instructions of nursing & veterinary students; may have direct teaching responsibility. **Qualifications:** **TECH I:** Completion of accredited Animal Health Tech Program or degree in animal science or three yrs. Vet Tech exp.; state certification/licensure may be necessary. **TECH II:** Same as above as well as, at least two yrs. exp. as Veterinary Tech I or equiv. required. **Grade:** G8/G10; **Range:** \$18,481-23,132/22,013-27,427 11-25-96 Emergency Service

VICE PROVOST/UNIVERSITY LIFE

Specialist: Clyde Peterson

UPWARD BOUND COUNSELOR (12650CP) Conduct schedule counseling sessions with each student to monitor overall progress toward goal achievement; responsible for analyzing and compiling information for periodic reports and establishing and maintaining student historical files; identify and recruit new students for the program and maintain continuous relationship with target school counselors. **Qualifications:** BA/BS; Master's degree in social or behavioral sciences preferred; two yrs. experience identifying and servicing the counseling needs of disadvantaged students; strong written and oral communications skills; two yrs. supervisory experience; ability to compose, conduct and evaluate workshops; computer proficiency in WordPerfect and software programming; excellent organizational skills. (*Work schedule: Tuesday-Saturday*) (*End date: Grant supported, ongoing continuation contingent on funding*) **Grade:** P3; **Range:** \$24,617-31,982 11-26-96 Academic Support **INFORMATION MANAGEMENT SPECIALIST II** (08922CP) P6; \$32,857-42,591 8-19-96 OSIS **PROGRAMMER ANALYST II** (08921CP) P6; \$32,857-42,591 8-16-96 OSIS **STAFF ASSISTANT V** (05424CP) P5; \$29,664-38,677 7-24-96 VPUL **VETERANS UPWARD BOUND COUNSELOR** (101255CP) (*On-going contingent upon grant funding*) P3; \$24,617-31,982 10-14-96 Academic Support **REGISTRATION ASSISTANT** (081000CP) G9; \$17,614-21,991 8-28-96 OSIS

WHARTON SCHOOL

Specialist: Janet Zinser

ASSOCIATE DEAN (111458JZ) Report to Dean of Wharton & oversee development, publications, public relations, alumni relations & corporate relations programs of School around the world; oversee fundraising prog. & public relations prog. for local, national & international print & electronic media; provide strong strategic leadership to the division & play key role in the management of the School. **Qualifications:** Master's degree; 10-15 yrs. progressively responsible exp. relevant to field; proven strong leadership skills; ability to manage effectively in a large, complex organization, to set clear priorities, goal & see them advanced; proven history of successful fund raising management experience, pref. in University setting with both domestic & int'l prospects; outstanding communication skills; personal fundraising exp. in successfully soliciting & closing major gifts of over \$1 million; ability to travel at times extensively. **Grade/Range:** Ungraded 11-21-96 Dean's Office **ASSOCIATE DIRECTOR VII** (111454JZ) Design, develop & manage student services for all entrepreneurial management courses; design, develop & deliver consulting programs for international linkages & electronic consulting; design & deliver programs in entrepreneurial ship for alumni clubs; manage student venture fund; establish & manage an entrepreneur in residence programs. **Qualifications:** Advance degree in business, economics, public policy or equiv.; five-seven yrs. exp.; exp. in lecturing on entrepreneurial ship & related topics; excellent oral communica-

tions skills, public speaking & writing ability; familiarity with word processing, database spreadsheet & communications, personal computer software. (*On-going contingent upon grant funding*) **Grade:** P9; **Range:** \$43,569-57,217 11-26-96 Management **DIRECTOR VII** (111418JZ) Responsible for all facilities operations maintenance, scheduling & security for four buildings totaling 600,000 sq. ft., School's capital planning, space planning & allocation & new capital construction & renovations; manage staff of twelve & directly supervise managers of facilities, classroom & special event scheduling, project management & scheduling & facilities services; responsible for successful; implementation of multi-department operations initiative consolidating the scheduling special events, facilities maintenance; classroom technology delivery, computer lab reservation & student registration for computer courses. **Qualifications:** BA/BS with major in engineering or business administration or equiv.; MBA or Master's in engineering, architecture or design strongly pref.; five-seven yrs. progressively responsible exp. in facilities mgmt., architectural planning/design or engineering; thorough understanding of technical aspects of planning for & maintenance of structural, mechanical & electrical systems of large building complex; demonstrated computer literacy; able to use spreadsheets, databases, CAD & read blue prints; proven problem analysis skills; excellent communication & negotiating skills with proven ability to work with people from a variety of backgrounds & experience; strong mgmt. skills; position is considered *essential* personnel; able to be on call at all hours; position may require incumbent to inspect roof tops, sub-basements & other confined space & at times require incumbent to be exposed to adverse weather conditions. **Grade:** P10; **Range:** \$48,822-64,066 11-15-96 Facilities Services **FINANCIAL ADMINISTRATOR I** (111457JZ) Manage budget administration process for External Affairs; prepare budget, financial transactions, generate reports, administer reconciliations & reallocations; monitor payroll functions; define & assign division-wide administrative functions; serve as divisional info. clearinghouse; back-up gifts processor; manage receptionist & part-time admin. assistant. **Qualifications:** BA/BS; pref. in accounting business; three-four yrs. administration or accounting, preferably at University; excellent office & computer skills; excellent oral, written & interpersonal skills. **Grade:** P4; **Range:** \$26,986-35,123 11-25-96 External Affairs **ADMIN. ASS'T III** (40 HRS) (11437JZ) Organize & carry out ctr. functions; operate office equip.; interact with sr. level corporate & academic contacts, faculty & students; make travel arrangements, type & proof complex & confidential materials; maintain Professors/Director's calendar, arrange mtgs., compose letters & compile complex charts; coordinate special events; assist with development of publications & newsletter. **Qualifications:** BA/BS; two yrs. exp. at AA II or equiv.; ability to handle pressure; excellent working knowledge of Word, WordPerfect, Freelance, Powerpoint & Internet; excellent written & verbal communication skills; strong editing skills. **Grade:** G11; **Range:** \$23,425-29,723 11-20-96 Marketing **REG. P-T (EDITORIAL ASS'T I)** (111453JZ) Provide editorial support in processing & tracking manuscripts submitted to journal; establish & maintain filing system, manage computerized & manual data base systems; compile background materials; coordinate product process with copy-editors & publisher; handle confidential materials; draft correspondence, narrative &/or other reports; develop & implement procedures for quality control; assist co-editors & serve as liaison between Editor & peer reviewers/referees. **Qualifications:** Associate degree or equiv. work in position administration of scholarly journal; two-four yrs. related exp.; superior interpersonal & organization skills, ability to work independently, set & meet deadlines; excellent grasp of English language & grammar; extensive exp. with computer software in order to manage database journal. **Grade:** G11; **Range:** \$11,262-14,290 11-25-96 Wharton Real Estate

OEHS Training Schedule

These training programs are required by the Occupational Safety & Health Administration (OSHA) for all employees who work with hazardous substances including: chemicals, human blood, blood products, fluids, and human tissue specimens. These programs are presented by the Office of Environmental Health & Safety (OEHS). Attendance is required at one or more session, depending upon the employee's potential exposures.

Introduction to Laboratory Safety at Penn (Chemical Hygiene Training): Provides a comprehensive introduction to laboratory safety practices and procedures at Penn and familiarizes the laboratory employee with the Chemical Hygiene Plan. This course is designed for employees who have not previously attended Laboratory Safety at the University. Required for all University employees who work in laboratories. *December 12, 1:30-2:30 p.m., John Morgan Lecture Room B.*

Introduction to Occupational Exposure to Bloodborne Pathogens: This course provides significant information for employees who have a potential exposure to human bloodborne pathogens. Topics include a discussion of the Exposure Control Plan, free Hepatitis B vaccination, recommended work practices, engineering controls and emergency response. This course is designed for employees who have not previously attended Bloodborne Pathogens training at the University. Required for all University employees potentially exposed to human blood or blood products, human body fluids, and/or human tissue. *December 17, 1:30-2:30 p.m., John Morgan, Lecture Room B.*

Occupational Exposure to Bloodborne Pathogens (In a clinical setting)* Required for all University faculty and staff who have potential clinical exposures to blood and other human source material. It is intended for employees with direct patient contact, or those who handle clinical specimens, and administrators who routinely work in a clinical environment. Topics include: risks, protection, work practice controls and emergency procedures. This course is designed for employees who have not previously attended Bloodborne Pathogens training at the University. *December 18, 9:30-10:30 a.m., Stemmler Hall Room 104.* *Registration is required for this course. Call Bob at 898-4453.

Laboratory Safety—Annual Update: This program is required annually for all laboratory employees who have previously attended *Chemical Hygiene Training*. Topics include chemical risk assessment, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. Faculty and staff who work with human source materials, HIV or hepatitis viruses must attend the *Laboratory Safety and Bloodborne Pathogens—Annual Update*. *December 4, 10:30-11:30 a.m., John Morgan Class of 1962.*

Laboratory Safety and Bloodborne Pathogens—Annual Update: This program is required annually for all faculty and staff who work with human source material, HIV or hepatitis viruses and have previously attended *Occupational Exposure to Bloodborne Pathogens*. Issues in general laboratory safety and bloodborne pathogens are discussed. Topics include bloodborne diseases, risk assessment, recommended work practices, engineering controls and personal protection as well as an update of waste disposal and emergency procedures. Participation in *Laboratory Safety—Annual Update* is not required if this program is attended. *December 19, 10:30-11:30 am, John Morgan, Class of 1962.*

Attendees are requested to bring their PENNCards to facilitate course sign in. Additional programs will be offered on a monthly basis. Check OEHS web site (<http://www.oehs.upenn.edu>) for dates and time. If you have any questions, please call Bob Leonzio at 898-4453.

Transportation During Holiday Break

Penn Transit Services will provide *full service* through Monday December 23, 1996 and then discontinue regular service until Thursday, January 2, 1997 as published in the transportation brochure. All Transit Stops will be closed during this period.

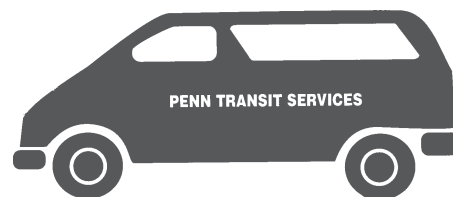
Limited transportation service during the holiday period between, Monday December 23 1996 and Tuesday, December 31, 1996 will be provided by Penn Transit Services in conjunction with the Department of Public Safety. No service will be available on Christmas Night (December 25th) and New Year's night (January 1st).

If you require transportation during this period:

- Please call 898-RIDE and give the dispatcher your current location and your destination.
- Door-to-door transportation services will be provided within established Escort Service boundaries and between the hours of 6 p.m. and 3 a.m. to any member of the Penn Community holding a valid PENNCard.

Penn Transit Services will resume regular service on Thursday, January 2, 1997.

Business Services encourages the Penn community to send ideas for improving the Penn Transportation System (especially Escort Service, PennBus and Walking Escort) to: transit@pobox.upenn.edu which is available on an on-going basis.



Protocol for the Use of Vaccinia Virus in Research

The approval protocol for the use of vaccinia virus in research was recently revised. The protocol, which is effective as of November 1, 1996, was approved by the Vice Provost for Research, Dr. Ralph Amado, after it was reviewed by the Vice Dean for Research and Research Training in the School of Medicine, Dr. Richard Tannen, and the University's Institutional Biosafety Committee.

All laboratory faculty and staff who intend to work with or may be potentially exposed to vaccinia virus are required to go to Occupational Medicine and Health for counseling *before* they begin work with the virus. In addition, both the principal investigator and the individual(s) offered immunization are required to sign the consent/declination form after which it must be returned to the Office of Environmental Health and Safety (OEHS).

For a copy of the vaccinia protocol, consult the OEHS web site, <http://www.oehs.upenn.edu>, or call OEHS at 898-4453.

Update: Identification of Bulk Liquid Chemical Waste

The Office of Environmental Health & Safety (OEHS) collects waste chemicals from all University laboratories. Laboratories that generate considerable quantities of liquid waste may collect their waste in 19 liter (5 gallon) polyethylene carboys supplied by OEHS. The caps on the 19 liter carboys must be securely closed at all times except when adding waste.

In the interest of public safety, OEHS recently updated the University's mixed chemical identification procedures. Effective immediately, laboratory staff must attach color coded tags to the handles of the 19 liter carboys used for chemical waste. These tags will help in assuring that wastes are not inappropriately mixed. The tags will also help emergency responders identify large quantities of chemicals quickly.

The tags *do not* replace the current adhesive green chemical waste labels. The green labels serve to identify the specific contents in the carboy. Colored tags must be used in addition to the labels.

Prior to using the 19 liter carboy, attach the appropriate colored tag to the handle of the 19 liter carboy as follows:

Category	Tag Color	Description	Common Examples
Halogenated solvents	Green	• any liquid mixture containing halogens • no acids	• chloroform & methylene chloride
Non-halogenated solvents	Pink	• any flammable non-halogenated solvent • no acids • < 15% water	• xylene, hexane, acetone & methanol
Aqueous solutions	Blue	• solvents with > 15% water • no halogenated liquid mixtures • no acids	• acetonitrile & water • acetone & water • methanol & water
Petroleum oil	Tan	• various petroleum oils (stored separately)	• pump oil, lube oil, etc.
Miscellaneous solutions	White	• solutions which generally do not fit into the previous four categories • store each solution category in a container • refer to common examples	• formalin or; • phenol/chloroform or; • acids or; • bases or; • ethidium bromide

Colored tags are available at OEHS at 1408 Blockley Hall or can be requested by phone (898-4453) or e-mail (oehs@oehs.upenn.edu).



Photo courtesy of University Archives

What Happened to Professor Cope?

Ever independent-minded, Edward Drinker Cope was a medical school dropout who pursued his own course at the Academy of Natural Sciences and went on to publish some 600 articles and books in his fields (that's plural) of geology, mineralogy and zoology and comparative anatomy—all of which he taught here from 1889 to 1897. He was part of a vigorous Penn-based explosion of knowledge about the physical world and the human form, noted for his studies of fossils from Frederick Hayden's famous survey in Wyoming, and for his head-on scientific collisions with his one-time mentor in biology, Joseph Leidy.

When he died in 1897, Cope was immortalized in bronze by Eugene Costello, and his bust wound up on a pedestal in Leidy Labs. And there he stayed—until the end of October this year.

Whoever removed the bust did so carefully and without haste, according to Detective Bill Danks—taking even the nameplate, so that when staff first noticed the empty pedestal they thought he had simply been moved a new location in the building. But Edward Drinker Cope is truly missing. Anyone with any information about his whereabouts can call Detective Danks at 898-4485. Or, as the detective suggests: "Just put him back on his pedestal." The Department of Biology misses him.

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **November 11 through 24, 1996**. Also reported were **Crimes Against Property**, including 81 thefts (including 3 burglaries, 11 thefts of auto, 18 thefts from auto, 5 of bikes and parts); 10 incidents of criminal mischief and vandalism; 1 of forgery and fraud. Full crime reports are in this issue of *Almanac* on the Web (<http://www.upenn.edu/almanac/v43/n14/crimes.html>).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **November 11 and 24, 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: Robberies (& attempts)—1, Threats & harassment—5

11/11/96	2:03 PM	Butcher Dorm	Unwanted calls received
11/12/96	1:40 PM	3401 Walnut St.	Threats left on voice mail
11/12/96	3:14 PM	Hopkinson Dorm	Harassing calls received
11/17/96	11:53 PM	38th & Spruce	Bike taken/arrest
11/19/96	10:34 PM	Nichols House	Harassing calls received
11/20/96	1:04 PM	CRB	Painter harassed complainant

38th to 41st/Market to Baltimore: Robberies (& attempts)—1, Simple assaults—2, Threats & harassment—5

11/11/96	1:08 PM	4000 Blk. Chestnut	Complainant thrown to ground/suspect arrested
11/14/96	12:12 PM	40th & Walnut	Unknown male harassed complainant
11/17/96	6:54 PM	100 Blk. 40th	2 juveniles grabbed complainant's buttocks
11/18/96	8:57 PM	3900 Blk. Baltimore	Vehicle taken from complainant/recovered
11/22/96	9:07 AM	High Rise North	Harassing calls received
11/22/96	1:55 PM	Harnwell House	Derogatory remarks to complainant
11/22/96	5:18 PM	3925 Walnut St.	Employee threatened patron
11/22/96	7:18 PM	41st & Pine	Motorist struck complainant with shears

41st to 43rd/Market to Baltimore: Threats & harassment—1

11/13/96	4:57 PM	4400 Blk. Pine	Complainant harassed
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30th to 34th/Market to University: Simple assaults—1, Threats & harassment—1

11/15/96	1:35 PM	Bennett Hall	Unwanted messages on voice mail
11/24/96	2:55 AM	Hill House	Visitor reports being grabbed by security

Outside 30th to 43rd/Market to Baltimore: Rapes (& attempts)—1, Robberies (& attempts)—1, Simple assaults—2

11/12/96	2:41 PM	1700 Callowhill	Complainant reports being assaulted
11/18/96	12:51 PM	Harrisburg, PA	Confidential report.
11/18/96	6:59 PM	North Phila.	Attempted robbery by unknown person on bike
11/20/96	12:50 PM	27th & South St. Br.	Complainant pushed off of bike/kicked

Crimes Against Society

34th to 38th/Market to Civic Center: Alcohol & drug offenses—1

11/15/96	12:47 AM	Delta Psi	Underage drinking at party
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38th to 41st/Market to Baltimore: Alcohol & drug offenses—1

11/23/96	12:31 AM	40th & Locust	Operator of vehicle impaired/arrest
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30th to 34th/Market to University: Disorderly conduct—1

11/12/96	4:24 PM	Penn Tower	Male being disorderly in lobby/citation issued
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Update

DECEMBER AT PENN

TALKS

3 *National Urban Challenges of the Cities*; Michael Stegman, HUD; 12-1:30 p.m.; Upper Gallery, Meyerson Hall (City and Regional Planning).

Killing the Jews: From Ritual to Massacre in the Middle Ages; David Nirenberg, Rice and Institute for Advance Study, Princeton; respondent: Edward Peters, history; 5 p.m., Bowl Room, Houston Hall (Kutchin Seminars in Jewish Studies).

5 *Disintegration of the American Political Center*; Arlen Specter, US Senator; 4:30-6 p.m.; 350 Steinberg-Dietrich (Public Policy Forum; Public Policy & Management; Gruss Public Management).

Social Work and Social Welfare: The Changing Prospectus; Robert Pinker, London School of Economics and political science; 7-9 p.m.; Alumni Hall, Faculty Club (Social Work).

11 *Critical Issues in Adolescent HIV Care, Building Culturally Competent HIV Care Partnerships with African American Young Women*; Sandra Lewis, Univ. of Medicine and Dentistry of NJ, National Pediatric HIV Resource Ctr.; 1 p.m.; Rm. 123C, Abramson Research Bldg. (CHOP).

The Hispanic Agenda for Action: Implications for Academic and Community Partnerships—A New Initiative from the U.S. Department of Health and Human Services, Henry Montes, U.S. DHHS; 5-7 p.m., NEB Auditorium (Ctr. for Urban Health Research).

Next Issues: There will be issues December 10 and 17, but none December 24 or 31, and none January 7. We will resume publishing weekly with the January 14 issue. The deadline for the January at Penn calendar is *December 3*. The deadline for the February at Penn calendar is *January 14*.



Almanac

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

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

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Where Does the TA Fit In? *by Stephen D. Winick*

October was a month of bad press for graduate student teachers, both at Penn and around the country. The October 28th edition of *The Daily Pennsylvanian* highlighted a front-page article complaining of the poor training our graduate student teachers receive. The very next day, they ran an anonymous editorial on the same theme, alongside another editorial column in which Sarah Giulian, a former student of mine, lambasted most of the teaching she received at Penn. On a national level, *U. magazine* ran an article in its October issue entitled "The Trouble with TAs," which argues that TAs are poorly trained and ill-prepared to teach at most colleges.

What is distressing about these articles, particularly the ones here at Penn, is not that they argue for improving teaching; we all agree with that. It is that they seem very much at odds with what I have learned about the University as a graduate student. While I do think that Penn's teachers could use more training, I do not think the situation is as dire as the recent press has made it sound. Among my peers, I have come to know many good teachers, and a few really excellent ones. Indeed, most of the graduate students I know are serious about their commitment to teaching. Why, then, is there a feeling among undergraduates that TAs are inadequate?

Part of the answer lies in the difference between being a graduate student and being a teacher of undergraduates. In our capacity as students, we are supposed to learn, assimilate and process a lot of material into complex patterns, difficult and subtle arguments. We carry this instinct over to the courses we teach, spending a lot of time preparing the material, but not enough time thinking about teaching. Instead of planning interesting exercises or new ways to get a message across, we are often concerned with figuring out what the message is going to be. Our focus becomes information rather than communication.

Our challenge is to find a manageable message while also building a teaching agenda, deciding on teaching strategies and planning useful classroom time. These are issues our graduate student careers don't prepare us for. Although published sources that could help us with our teaching exist, doing this research from scratch takes more time than many of us can spare.

What we need is a guide who will discuss teaching ideas and strategies, recommend books and articles that contain essential teaching tips, and show us where to find a useful film, an interesting exercise, or an innovative classroom strategy. This guide should have knowledge of where to find teaching resources at Penn and enthusiasm for sharing this information with other teachers.

The Graduate Student Teaching Resource Network was established in January 1996 to fulfill exactly this role. A joint effort supported equally by graduate students (through the Graduate Student Associations Council) and administration (through the Vice Provost for Graduate Education), the Graduate Student Teaching Resource Network aims to address some of the concerns raised both by TAs and by the students they teach. We want to improve graduate student teaching, not so much by increasing the number of training workshops and exercises given to graduate students, but by supplementing training with year-round self-motivated learning through making the proper resources available and attractive.

Currently, the network has funding for one half-time employee and a small office. With such limited resources, our activities have to be largely "virtual." Luckily, Penn already has many fine resources for teacher development in place; our job is to coordinate and publicize them. We aim to provide "one-stop shopping" for graduate student teachers. Some of our ongoing projects include:

- *A World Wide Web site.* Our site features links to teaching resources at Penn and elsewhere. Teachers who want to find audio-visual and computer support for their classes, who are looking for educational videos to show in class, who need online versions of great works of literature, or who need simple advice about teaching can find them here. Resources at Penn include Educational Technology Services, an online style guide for academic writing, and the Arts and Sciences *TA Handbook*. Outside

resources include a hypertextbook for introductory biology courses, 3D graphics software for modeling complex molecules, and various excellent pages of advice for teachers from universities around the world. Also linked to the site are several of our own small brochures dealing with specific teaching issues, excerpts from good books on teaching, and (of course) *Almanac's* Talk About Teaching series. The site is interactive, so that graduate student teachers who find useful resources on the WWW can email their URLs to us. By putting resources like this at the fingertips of our student teachers, we hope to make the process of planning innovative, enjoyable and educational classroom time a lot easier. In addition, we put Penn's policies and procedures, advice for dealing with students in trouble, and other important information into the hands of TAs and teachers.

- *Consultation with the director.* When a graduate student teacher is having trouble with a specific area of teaching, a one-on-one consultation can be arranged. Simple problems can be discussed by email, but face-to-face meetings are also possible. While I can never promise that I'll have the answer to a specific problem, talking through a problem is itself helpful. I also know both written resources and other people on campus who will have insight into most teaching concerns. This has been an under-used feature of the network so far, but we hope it will be used more as we gain recognition on campus.

- *Teaching Talks.* This series of presentations by faculty and staff of the University concerns teaching techniques and other issues of concern to graduate student teachers. Our first talk featured Dr. Larry Robbins of Wharton, speaking about teaching by the case method. Our second was a presentation about cheating and what teachers can do to prevent it, by Michele Goldfarb of the Office of Student Conduct. Both talks served to inform students about the issues and also to acquaint them with people on campus who can be valuable resources in the future. We hope to continue bringing students, staff and faculty together at events like these where classroom issues, rather than research questions, come to the fore.

Some of our future plans include:

- *Working with departments on TA mentoring programs.* Before I was involved in the Network, I was a TA and taught my own courses in both English and Folklore. The English Department has a well-developed training and mentoring program for TAs; in Folklore I helped establish a less formal support group for teachers. As director of the Network, I want to encourage departments to establish either formal or informal programs that foster good teaching. Merely getting together once a week to talk about teaching ideas and strategies can be both helpful and liberating for students who are used to preparing their teaching in isolation.

- *Interdepartmental mentoring programs and discussion groups.* For those graduate students who cannot find enough fellow students with teaching interests in their own departments, the network would like to set up informal discussion groups, and perhaps more formal mentoring, of a cross-disciplinary nature. So far this is little more than an idea, but I hope it is one we can bring to fruition.

- *An online discussion group about teaching.* The Network would like to establish an Internet discussion group about teaching issues. In this way, students with teaching questions or concerns could get advice not just from the director, but from students across the University who are interested in teaching. Several issues still need to be worked out before we can move on this endeavor.

Penn's graduate students are dedicated, intelligent, articulate, and imaginative. All we need to be great teachers is some guidance and some effort. The Network is here to offer that guidance, to encourage that effort. If we succeed, the *DP* will soon be running articles praising the prowess of the Penn TA.

The Graduate Student Teaching Resource Network welcomes suggestions from students, faculty and staff. Please visit our WWW site at http://www.upenn.edu/grad_teach/. From there, you can find read our latest news and send us email with your suggestions.

*Luckily,
Penn already has many
fine resources
for teacher development
in place; our job is to
coordinate and
publicize them.*

21st Century Report on an Ivy League Greek System

*The Final Report of the University of Pennsylvania's
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 students' lives both before and after graduation. Rooted in a hundred-and-fifty-year-old history and tradition, our system over time has amended its policies to address current issues affecting our University and the global collegiate environment. As the University of Pennsylvania enters its next metamorphosis, the Greek system seeks to meet the demands of both history and progress.

Over the last six months, the three umbrella organizations of the Greek system have worked tirelessly formulating an agenda of excellence for the future of our system that meets three major criteria:

- i) preserves the historically successful values of the Greek system;
- ii) develops a partnership toward progress with the University community that is in-line with both the goals of students, faculty, and administrators, and the ideals outlined in the University's *Agenda for Excellence*; and,
- iii) aims to foster relations with community members of West Philadelphia.

The process of drafting this final report has been representative of what we envision the ideals of our system to encompass. Our report denotes an agenda that is proactive and comprehensive, yet realistic in its foundation upon a unified effort that incorporates the ideals sacred to both the University and the fraternal values of brotherhood, mentorship, academics and service. This report marks the beginning of a renewed partnership with the University of Pennsylvania. It denotes the first time that Greeks have joined with University leaders to develop a unified agenda for excellence. In formulating our work, we intentionally reached out to every corner of the Pennsylvania community. We recognized that without the unification of the entire community and its surrounding neighbors, we could not truly reach the University of Pennsylvania's vision of excellence. This partnership is a result of months of self study and outside feedback from national fraternities, University administrators, faculty, students, and members of the Greek system. Its text outlines where history has taken us and where we plan to take history as we march forward into the 21st century.

When we started our review process almost a year ago, the questions that surfaced revolved around one major theme: Why has Greek life succeeded for generations at Pennsylvania? Through these processes—including feedback from all corners of our community—we discovered a seemingly simple answer: Greek life inculcates the ideals that our members carry with them into their adult lives—their places of employment, their community organizations, their churches and synagogues, and most importantly, their homes.

The fraternity system at the University of Pennsylvania provides a unique experience that can not be replicated by any single campus activity, athletic team, community service organization, living environment, or classroom experience; rather, it is a combination of all three. It is an enriching learning process that not only offers a uniformity in training and education, but also provides a familiar experience replete with mentorship, personal guidance, and encouragement. Greek chapters help to create a smaller Pennsylvania. They nurture an environment that provides an augmented awareness of scholastic and extra-curricular opportunity, an increased motivation for academic and career-oriented success, and a strengthened level of personal confidence for a more responsible lifestyle.

We hope that by further integrating the University's vision of intellectual advancement and community awareness into our agenda for the next century, we will carry our system to a new plateau that offers our membership and the University community a cornucopia of opportunity. This strengthened Greek system will provide an atmosphere that allows the fraternity and sorority-affiliated Pennsylvania student to work within the walls of an organizational framework without hindering the individualism and relationships that can prosper outside the boundaries of a fixed structure.

Since releasing our preliminary report in March of 1996, we have worked diligently, compiling feedback from the University community via written correspondence, electronic mail, town hall forums, and Greek summits. We focused intently on bridging as many perspectives as possible in the production of our final report. The following work is a testament of this process. Its cornerstones of academics, community service, new member education, community partnership, security, social enrichment, alumni relations, technology, and sensitivity are an embodiment of the ideals of the University of Pennsylvania and its diverse community membership. The final cornerstone, implementation, is undoubtedly one of the most crucial. We were especially concerned with this aspect of our progressive programming, for our report would be insignificant without a clear agenda and timetable for instituting change.

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 it will be implemented. The *Greek Twenty-first Century Report for an Ivy League Greek System* is sure to be a forerunner in national Greek planning for the next millennium.

Josh Gottheimer
InterFraternity Council President

Jessica Schreck
Panhellenic Council President

George Holt
Bicultural InterGreek Council President

Acknowledgements

InterFraternity Council Chapter Presidents and Executive Board • Panhellenic Council Presidents and Executive Board • BiCultural InterGreek Council Chapter Presidents and Executive Board • Greek Alumni(ae) Council • University of Pennsylvania Greek Alumni Trustees • Mr. Scott Reikofski, Director, Office of Fraternity and Sorority Affairs • Mr. Tom Carroll, Assistant Director, Office of Fraternity and Sorority Affairs • Ms. Beth Schnitman, Assistant Director, Office of Fraternity and Sorority Affairs • Ms. Rana Walker, Program Coordinator, Office of Fraternity and Sorority Affairs • Dr. Judith Rodin, President • Dr. Stanley Chodorow, Provost • Dr. Valerie Swain-Cade McCollum, Vice Provost for University Life • Dr. Larry Moneta, Associate Vice Provost for University Life • Dr. Fran Walker, Director of Student Life Activities & Facilities • Dr. Mary Frances Berry • Dr. Drew Faust • Dr. Robert Lucid • Dr. Susan Albertin • Ms. Jennifer Baldino • Dr. George Thomas • Newman Center

Greek Summit 1996 Attendees Jeffery Aaron, Theta Chi, National Director of Operations • Charles Brinkman, Alpha Chi Rho, National Vice President • Lou Ann Carter, Pi Beta Phi, National Vice President, Finance • Donald Cox, Sigma Pi, International Treasurer • Todd Dickinson, Sigma Alpha Epsilon, Alumni Advisor • Andrea Dobin, Alpha Chi Omega, Alumnae Advisor, GAC Chair • Robert Drake, Sigma Nu, Alumni Advisor • Jeanette Scott Gillison, Alpha Kappa Alpha, Alumnae Advisor • Hillary Holloway, Kappa Alpha Psi, National President, NIC • Jim Johnson, Phi Delta Theta, Alumni House Corporation President • Curt Klinkner, Phi Kappa Sigma, National Educational Consultant • Nancy Leonard, Alpha Chi Omega, National Executive Director • Mo Littlefield, Sigma Nu, National Executive Director • Rob Martin, Delta Upsilon, National Leadership Consultant • Norman Mawby, Pi Kappa Phi, Alumni-Area Governor • David Mehring, Phi Kappa Psi, National Leadership Consultant • Donald Meringer, Theta Xi, National Board of Directors • Joe Mullock, Theta Xi, Faculty/Staff Alumni Advisor • Thomas Panko, Sigma Nu, National Associate Executive Director • Eve Riley, Delta Delta Delta, National President • Melanie Shain, Chi Omega, National President • Merv Sluizer, Pi Lambda Phi, Alumni Advisor • Anne-Marie Staples, Delta Delta Delta, Alumnae Advisor • William Staples, Phi Kappa Psi, Alumni Advisor • Kim Wagman-Manin, Sigma Delta Tau, National Vice President • Alan Wunsch, Pi Lambda Phi, National Executive Director • Bonnie Wunsch, Alpha Epsilon Phi, National Executive Director

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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 impact 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 37 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 thirteen hundred students 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 organiza-

tion at the University. With over seventy-five 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. Through actions such as its recent reimplementing 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. 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 education 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 September 1, 1997.

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 academic year in their chapter houses. These gatherings should be advertised and open for the entire University community.

2. Beginning with the Fall of 1997, all IFC chapters must host at least one faculty lecture every academic year in each of their respective houses as part of the Greek Lecture Series. It is recommended that these gatherings 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 beginning in the Spring of 1997, all IFC chapters invite a faculty member to dine at their house at once a month.

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 1998 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 three 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 begin to publish the "Greek Academic Review" by April 15, 1997. This semi-annual 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 opened to the entire University community.

B. Academic Standards

1. All members of IFC Chapter members must maintain a minimum GPA of 2.10. This GPA requirement will commence with the Class of 2000

and will move to a 2.15 minimum with the Class of 2001.

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 develop 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 2.10 GPA (and later a 2.15) 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 2.10 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 Robert Lucid Award 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 up to 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 Academics and Community Programming to its Executive Board. This officer will be responsible for overseeing all academic initiatives as described in this plan.

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 com-

mitment 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. It is recommended that all IFC chapters conduct at least one "single community service event" per academic year.
 - b. 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. All IFC chapters must participate in the Greek-wide community Service Days beginning with the Spring of 1997.

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.

a. All IFC chapters must participate in the Greek-wide community Service Days beginning with the Spring of 1997.

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. It is recommended that the chapter's community service hours under this initiative must be dedicated to University service (i.e., Penn Watch, The Penn Tutoring Center, etc.) or 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 1997.

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 Twenty-first Century Implementation Board (TIB).

III. Internal Improvements

A. The IFC will add the position of Vice President of Academics and Community Programming to its Executive Board. This officer will be responsible for overseeing all community service-related initiatives as described in this plan.

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

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 new members/pledges to meaningless tasks which do nothing but reduce their self esteem. Unfortunately, there have been 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 within 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 new member/pledge process.

2. All new member/pledge educators must attend two mandatory membership education/hazing workshops coordinated by the Office of Fraternity and Sorority Affairs.

3. All new members/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 new members/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 new members/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 new members/pledges must attend a Programs for Awareness 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 new members/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 new members/pledges of at least eight hours a week. Of course, the primary goal for all students must be high academic achievement.

9. All new member/pledge classes must organize and conduct one major community service project or event during their 6-10 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 new member/pledge educators to encourage each new member/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 new member/pledge educator must submit a bi-monthly report on the community and academic accomplishments of his new member/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 deter some 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 the following steps by the Spring of 1998 to further its antihazing policy.*

1. *Antihazing hotline:* the IFC, in conjunction with OFSA, will organize and implement an antihazing hotline for any hazing complaints against IFC chapters. The caller's identity will remain confidential. The IFC, Office of Fraternity Sorority Affairs, and the Office of Student Conduct will work together to investigate the charges and take action if deemed necessary.

2. *Literature:* the IFC, in conjunction with OFSA, will publish and distribute a contact information sheet for all of its new members/pledges that includes the numbers of all national fraternal organizations, antihazing guidelines and definitions, contact information for local enforcement agencies, and other appropriate information.

3. *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.

4. *New Member/Pledge Educator Roundtables:* all IFC new member/pledge educators must attend two IFC/OFSA facilitated roundtables at OFSA throughout the pledging period. At this roundtable, new member/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 it 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 1997 term.*

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. *Beginning in the Fall of 1997, all IFC fraternities must hold at least one 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 Spring 1997 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 workshops 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 chapter 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 1997, the IFC will award the fraternity with the over-all best performance in intramural athletics each semester.*

1. The winners will receive:

a. A grant in the sum of one hundred dollars to further the development of chapter activities and programs.

b. A trophy that will circulate from semester to semester to the winning fraternity.

c. A plaque that will remain with the champion fraternity engraved with the year and explanation of the 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, video, and telephone capabilities. This interactive net will 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 1997.*

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. It is recommended that all IFC chapters post advanced schedules of their chapter's respective lecture series.

4. The "Greek Academic Review" will also be available on the "GreekNet" homepage.

C. *All IFC chapters must establish listserves on the University internet by the Fall of 1997 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 recommend 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 street 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 semi-annually. The first newsletter must be published by October 1, 1997.*

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.

Community Partnership

The Greek system at the University of Pennsylvania recognizes that our members are not only students of the University community, but also residents of the West Philadelphia neighborhood. In this vein, our responsibilities as University students extend beyond the classroom. We must be sensitive to the needs of the University and the concerns of our neighbors. Our guiding principles must therefore be twofold: 1) our chapter houses must practice personal responsibility, including a sound physical structure and an efficient facility; and 2) our fraternity members must actively participate in the maintenance of our immediate surrounding community. We have developed guidelines focused upon the unification of the chapter and its respective neighborhood:

I. Facilities Management

The chapter house is the focal point of chapter activities. It provides an environment for shared living experiences as well as a supportive environment for academic excellence, extra curricular involvement, and personal development. Our goal is to create a chapter house committed to the care of the house and standards of personal behavior consistent with an adult community of scholars.

A. *House Management (for IFC chapters with chapter houses)*

1. All IFC chapters must select a specified member of the house corporation/property management team by September 15, 1997 to address areas of concern including but not limited to:

a. external cleanliness
b. ground keeping
c. general housekeeping of the interior common areas

d. external and internal housekeeping related to social events

e. establishing a mechanism for regular communication regarding fire safety and security related issues

2. All IFC chapters must make a commitment to a full recycling program as required by the city of Philadelphia by the Fall of 1997.

3. It is recommended that each IFC chapter house have at least five officers living in house. This is to assist in the maintenance of housing and the twenty-first century standards ensuring that responsible parties are on the premises.

4. All IFC chapters must designate a "house manager" by the Fall of 1997 to guarantee regular communication with the Office of Fraternity and Sorority Affairs, regarding chapter house issues, safety and maintenance concerns, and upcoming projects.

5. All IFC chapters must have a viable, continual group of alumni or community advisors to assist the chapter in facilities and organizational development as outlined in the policy for the recog-

nition and governance of undergraduate social fraternities.

6. It is required that all new IFC chapters be fully compliant with the University Life safety standards within one year of the establishment of the house corporation.

II. Neighborhood Relations

It is the intention of the IFC to make a positive impression on the University and West Philadelphia communities by the way that we integrate our personal and community relations and conduct ourselves in our joint living environment.

A. Community Awareness

1. It is recommended that within one month of their election to office, all IFC chapter executive boards meet with their non-Greek neighbors to introduce themselves, provide contact information, and explain upcoming events. This communication should establish a rapport that will continue throughout their term of office.

2. It is recommended that all IFC chapters maintain regular communication with their respective neighborhood associations.

3. All IFC chapters must organize and promote a block cleanup twice per semester commencing with the Spring of 1997.

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.

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

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 organizations.

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 semi-annual newsletter, "Greek Sense," that includes articles authored by members of the Pennsylvania community. The IFC must publish its first issue by the November 19, 1997.

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 semi-monthly feedback sessions with all chapter presidents.

B. 21st Century Committee

1. The IFC will organize a 21st Century Committee commencing in the Spring of 1997.

a. The 21st Century Committee will be co-chaired by the IFC President and Vice President for 21st Century Planning.

b. All IFC chapters must designate one representative to serve a one year term on the 21st Century

Committee.

c. The Committee will meet twice each academic semester to discuss the progress of the *Twenty-first Century Report for an Ivy League Greek System*.

2. The IFC executive board will terminate the committee after a successful implementation of the *Twenty-first Century Report 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 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. Twenty-first Century Implementation Board (TIB)

a. Commencing January 1, 1997, the TIB will assume responsibility for overseeing the day-to-day implementation of the *Greek's Twenty-first Century Plan for an Ivy League Greek System*. The TIB will monitor the progress of the IFC chapters' participation in all levels of the twenty-first century plan. The TIB consists of five elected chapter presidents and is overseen by the IFC President and the IFC Vice President of 21st Century Planning. The TIB has the power to hand down sanctions ranging from monetary fines to educational programs to chapter and judicial new member/pledge probation.

b. The TIB will convene at least twice a month to review the accomplishments of individual IFC chapters. The TIB will review all documentation to date and issue notices updating all IFC chapters on their semester/annual accomplishments. The TIB 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 TIB 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 21st century that creates an "Ivy League Greek System."

II. Amending the Twenty-first Century Report for an Ivy League Greek System

In recognition of the progressive nature of academia, the IFC understands the importance

of including a process that allows the body to amend this report as the institution faces change in the coming years. The IFC has written this report as the fundamental base of its future planning; however, it would be irresponsible to prevent the body from offering a plan that prevents change.

A. Amendment Process

1. An amendment to the Twenty-first Century

Report for an Ivy League Greek System must be introduced by an IFC chapter president or representative at a general membership meeting.

2. The amendment must be available for consideration for at least (2) weeks.

3. Two-thirds of the voting membership of the IFC must vote for the amendment for it to be implemented.

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 book learning, 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 one 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 Penn's 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 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 anti-hazing 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 upholding the good scholarship of its members.

The Panhellenic sororities have consistently surpassed the University's all-female average. 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.

1. 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 foster 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 March 1, 1997.

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 recog-

nition 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 maintenance 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. Research Grants

1. The Panhellenic Council will offer research grants to Greek individuals or groups that present an academically innovative research proposal.

a. The Panhellenic Scholarship Committee will review the applications and select the grant recipients.

B. 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 the 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 new member/pledge program at least one new member/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 recording members' community service hours and for submitting this data to the Panhellenic Council for approval and tracking purposes.*

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: 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 their respective 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, 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 chapters from each of the three umbrella organization (IFC, Panhellenic, Bicultural InterGreek Council).

C. The Panhellenic Alcohol Chairwoman and her committee will continue to use resources provided by the University and the National Panhellenic Conference, as well as any other resources available, to provide continued education of a variety of alcohol related issues.

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, 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 "Pan-

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

B. Panhellenic will be responsible disseminate 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 PennWatch 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 representative 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 new members/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 race, 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, FLASH, 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/Exercise
2. Acquaintance Rape

3. Alcohol and Other Substance Abuse
4. AIDS
5. Pregnancy/STDs/contraception
6. Breast Health and Cancer
7. Eating Disorders and Body Image
- 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 discussion 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 human sexuality issues.

Community Relations

The Greek community understands it exists in partnership with many other communities. The Panhellenic Council looks forward to continuing and building upon its interactive relationship with our neighbors in the Philadelphia, University, and Greek communities. By working collaboratively, we can ensure a safer, cleaner, and overall healthier environment in which to live.

I. Educational Programming

A. *Upon coming into office, chapter officers will meet with all non-Greek neighbors within a one block radius of their chapter house to introduce themselves, provide contact information, and explain upcoming chapter or Greek events. These can be done by individual chapters or collaboratively by establishing a block meeting with all appropriate personnel.*

B. *Each chapter will maintain regular communication with appropriate neighborhood asso-*

ciations as an active member of the association.

C. *Each chapter shall, either individually or collaboratively, spearhead block cleanup efforts at least twice per semester. Those houses that are open in the summer will continue this effort throughout the summer as well.*

Alumni Relations

Fraternities and sororities are uniquely rich in history and traditions dating back to centuries ago. While some human issues change throughout the years, many of the values today's Greeks are instilled with have been passed down from generations before us. The Panhellenic Council at the University of Pennsylvania holds the utmost regard for our Greek alumni. However, we recognize that our overall relationship with our Greek Penn alumni could be strengthened. The Panhellenic community would like to establish a relationship with our alumni in which there is frequent discourse and a continual exchange of ideas, advice, and knowledge.

I. Fraternity Sorority Advisory Board

A. Purpose

The Fraternity Sorority Advisory Board is a faculty/University committee that advises the Office of Fraternity and Sorority Affairs. It's primary function is to review major discipline cases or hearings and to review the work of those chapters that are coming off of probation.

B. Structure

One Panhellenic woman will sit on the Fraternity Sorority Advisory Board (FSAB). The FSAB is comprised of two University of Pennsylvania faculty members, one staff member from the VPUL office (Vice Provost for Undergraduate Life), three members of the Greek Alumni/ae Council (GAC), one student from each of the three umbrella organizations (the InterFraternity Council, the Panhellenic Council, and the Bicultural InterGreek Council), and one independent student appointed by the Nominations and Elections Committee of the Undergraduate Assembly.

Facilities Management

All of the Panhellenic sororities at the University of Pennsylvania are fortunate to have chapter houses. As chapter homes so often serve as the focal point of chapter activities, it is imperative that the type of environment created and sustained within the house is supportive for academic excellence, extracurricular involvement, and personal growth. In addition, Panhellenic is committed to preserving our homes in such a way that is conducive to the presentation of student and faculty research projects, workshops, seminars, and study.

At the University of Pennsylvania, we clearly recognize that our chapter houses are not isolated from surrounding communities. Hence, we ensure that each chapter is capable of and carries out the duties of maintaining facilities that meet or surpass the standards of their Penn and West Philadelphia neighbors. The Panhellenic Council utilizes the Office of Fraternity and Sorority Affairs, national resources, and Philadelphia resources, to train chapter House Managers to best provide a living experience that is both safe and enjoyable. It is further expected that chapters will be maintained in such a way as to minimize negligence and risk management exposures for the protection of the individual officers, the chapter, the national, and the University.

Every Panhellenic chapter is committed to complete and regular communication with OFSA regarding all matters relevant to housing, in-

cluding maintenance and safety standards.

I. House Manager

A. *Each chapter will appoint one sister to serve as their House Manager. This woman's duties will entail all duties that apply to the maintenance and regulation of chapter houses. This includes in-house regulation as well as working with the University and respective House Corporations.*

B. *The House Manager will be responsible for developing and employing basic house rules (i.e. the upkeep of kitchen areas and common areas).*

C. *It will also be the responsibility of the House Manager to develop a standards system to maintain individual responsibility and accountability. A standards system should be designed to address issues including the establishment and maintenance of meal plans (in houses where it is appropriate) and acts of vandalism.*

D. *The House Manager will implement specific systems for distributing and collecting keys, and for ensuring an organized move in and move out process. Such systems should be submitted to OFSA in writing by May 1 of the previous year with copies being distributed to all residents of the chapter house.*

E. *Each chapter will maintain a dedicated library, computer, or study area within the chapter house.*

II. Maintenance

A. *Summer housing programs will be explicitly outlined in writing and submitted to OFSA by May 1 of each year. OFSA and the individual House Corporations may determine jointly whether houses can be open for the summer break.*

B. *Each chapter will have a viable, ongoing group of alumnae or community advisors to assist their chapter in facilities and organizational development as outlined in the policy for the Recognition and Governance of Undergraduate Social Fraternities and Sororities.*

C. *Each chapter will work with their House Corporation (and OFSA where appropriate) to annually develop a rent structure and operating budget that meets the maintenance, utility, and facilities improvement needs of the chapter.*

D. *Appropriate communication between House Corporations and parents (and between OFSA and parents where appropriate) will take place before August 1 of each year. Information provided to parents should include the management of the house, the partnership with the University, the security and damage deposit system, rent structure, life safety systems on the property, and any other pertinent information.*

E. *Each chapter's bylaws will reflect a fair and appropriate mechanism for maintaining full occupancy of the chapter house and the assignment of rooms.*

III. Life Safety Standards

A. *As is required for full recognition, any new chapter houses will have one calendar year from the establishment of the house to become fully compliant with University life safety standards.*

B. *Any tampering with life safety systems, including resetting alarms, disconnecting smoke detectors, tampering with alarms or other monitoring systems, will be immediately referred to the Office of Student Conduct for immediate action.*

C. *Each chapter by-laws will reflect a fair and appropriate mechanism for maintaining full occupancy of the chapter house and the assignment of rooms.*

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* p.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 intercollegian 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 then Black InterGreek Council took a historical turn of events when it was approached by the first Latino inter-collegian fraternity, Lambda Upsilon Lambda Fraternity, Inc. 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 Black InterGreek Council umbrella. 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. in 1995, and the recolonization of Delta Sigma Theta Sorority, Inc. in 1996, 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. The BIG-C recently donated the \$2,500 proceeds from the 1996 Penn Relay's Step Show to the Hale House in Harlem, New York. The Hale House is established for the support of infants born to mothers addicted to crack cocaine.

Our service extends to The University of Pennsylvania, 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 communi-

ties, 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
FLASH workshops	Scholarship Raffles
Blood Drives	Awareness forums
Study-A-Thon's	Toy/Toiletry Drives
Holiday parties for those less fortunate	

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 of 2.5 during a semester and 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 provide better support services for its members. We can accomplish this objective by working closely with the Academic Support Department of the University. Through such a resource, we will be able to raise the academic standard of our organizations.

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:

- Create an old exam file so that our members may have historical references for classes
- Create tutoring by and for members of the organizations
- Encourage study group and study break activities
- Develop time and stress management workshops, so that our members can improve upon work and study habits

B. Recognition

1. Recognition will be given to the chapter, and the individual, within the BIG-C with the highest GPA.

- Create a scholarship or grant for the individual with the highest G.P.A.
- Public recognition at the OFSA Awards Banquet for the chapters and individuals doing outstanding work.

New Member Education

The mission of the Bicultural InterGreek Council is to create an environment that pro-

motes communication, education, and unification among all Greek and non-Greek organizations. In essence, it is our goal to create the ideal community between groups at the University. Each organization prides itself on developing members who will implement our mission, and lead this University into the 21st century. As current leaders on this campus, we must properly introduce our new members to the resources available. It is our goal to guide new members through the necessary avenues to achieve greater academic and political success. If we are to survive, must educate our new members on the goals and purposes of the BIG-C, and the relationship we have with the IFC, the Panhel, and the University community.

A. *The BIG-C must provide support workshops to new members so that they can learn to manage their new leadership roles.*

B. *The BIG-C must develop new member education workshops that define our necessary relationships with the IFC, the Panhel, and the University community.*

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 with 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.*

III. Cultural and Academic Support of the Black and Latino community

As under represented minorities of the University, we have the responsibility to participate in our Black and Latino communities. We play a vital role in supporting, leading, and perform-

ing in our communities both socially and politically. Our members have traditionally represented a rich and diverse involvement in the University community. While our membership has not been comparable to that of the IFC or Panhel, our accomplishments are many, and have created quality improvements to the community in which we live. The Black Student League, ACELA, PASA, CASA, and Desslines Haitian Student Association, are a sample of organizations through which our members have had an effect on the Universities community.

A. *The BIG-C will continue to support the efforts of our community organizations so that we may heighten awareness, and create an environment of mutual respect for ethnic and cultural differences throughout the University.*

B. *BIG-C organizations will continue to provide cultural awareness activities to the University during our Latino and Black heritage months.*

Alumni Relations

The Alumni of our Bicultural InterGreek Council organizations take an active interest in our Undergraduate chapters. One aspect of our organizations that distinguishes us from members of the IFC, and Panhel is our lifetime membership. Our involvement with our fraternities and sororities extends far beyond our Undergraduate years. We remain active in our national organizations through what we refer to as graduate chapters. Graduate chapters are established for members who have obtained Undergraduate degrees and continue to play an active role in the goals and aims of our fraternities and sororities. Many of our alumni return to our community to serve as advisors and mentors to our Undergraduate chapters and our University community. We as Undergraduates take an active role in promoting alumni relations by participating in events sponsored by our graduate chapters. By the same token, our graduate chapter members often attend, sponsor, and support many of our functions here at the University. Our organizations annually hold banquets, reunion activities, forums, and community service projects with our alumni chapters. Through their involvement they instill in us the desire to remain active in the chapters, and the University community, far after graduation.

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 (C.O.L.O.R.S.) 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

1. 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.

a. *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. Web Sites

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.*

Facilities

Bicultural InterGreek-Council fraternities and sororities have always had an interest in permanent housing at the University. Despite some of our organizations existing for over 75 years, we have yet to establish a real home in our University community. We find ourselves in a vicious cycle of re-establishing ourselves from year to year. This cycle has not only affected our membership, but also remains a barrier to our exposure to the University. As we move forth into the 21st century, the question of minority retention becomes a greater issue. As the Administration's support of Dubois College House and similar living-learning programs dissolves, a more positive relationship between the University and Black and Latino students must be formed. Minority Students must feel a more permanent commitment from the University instead of the transient and non-communicative relationship that exists. All, or at least part, of this need could be addressed with a Bicultural InterGreek-Council facility that could serve as a new social and cultural center.

As highlighted by *The Daily Pennsylvanian* issue of November 14, 1996, the University plans to renovate the Stouffer Quadrangle and the Sansom area. The BIG-C has an interest in these areas as potential, permanent, housing sites. Funding from our Alumni and National Organizations could be available to help finance one of these projects if we can become involved in the early planning stages. The University's commitment to making a newer and safer campus, and the BIG-C's need for housing and permanence in our community, could be addressed concurrently as we make plans to renovate the University.