EVP for UPHS and Dean of School of Medicine: Arthur Rubenstein

Arthur H. Rubenstein, MBBC, an accomplished physician, diabetes researcher and academic leader, has been named executive vice president of the University of Pennsylvania for the Health System and dean of the School of Medicine effective September 1.

In this role, he will lead the University of Pennsylvania Health System; as executive vice president, he will report to President Judith Rodin, and as dean, to Provost Robert Barchi. Dr. Robert Martin, Health System CEO, will report to Dr. Rubenstein.

“Arthur Rubenstein is an exceptional educator and an accomplished physician, scientist and leader who possesses the experience and skills necessary to lead Penn’s Health System into the future,” said President Rodin. “We are absolutely delighted about his decision to come to Penn.”

Dr. Rubenstein has served for the past four years as dean and Gustave L. Levy Distinguished Professor at Mount Sinai School of Medicine in New York. He is known at Mount Sinai for recruiting and retaining outstanding faculty, developing and implementing a comprehensive strategic planning process and for significant increases in federally funded research. He was on the faculty of the University of Chicago from 1967 to 1997, serving as chairman of the Department of Medicine starting in 1981.

An internationally prominent endocrinologist, recognized for clinical expertise and groundbreaking research in diabetes, as well as for inspired teaching, Dr. Rubenstein has been a member of the Institute of Medicine since 1985. He is a fellow of the American Association for the Advancement of Science and the American Academy of Arts & Sciences and has led the Association of American Physicians, the American Board of Internal Medicine, and the Association of Professors of Medicine.

Author of more than 350 publications, Dr. Rubenstein has held editorial advisory positions with numerous respected journals, including service on the editorial boards of the *Annals of Internal Medicine, Journal of Diabetes and Its Complications, Medicine and Clinical Trials Advisor.* He was also a consulting editor to the *Journal of Clinical Investigation.*

Ombudsman: Anita Summers

Dr. Anita A. Summers, professor emeritus of public policy, management, real estate and education, became the University’s ombudsman, effective September 1. Dr. Summers succeeds Dr. Walter Wales, who completed his term as ombudsman this summer. “Walter is to be commended for a job well done,” President Judith Rodin said in announcing the appointment.

“Given Anita’s role as the Ombudsman for Wharton and her dedicated service to Penn in so many other ways, she is especially qualified for this important position. Her wisdom, judgment, and broad knowledge of the University will greatly benefit the Penn community,” Dr. Rodin added.

Dr. Summers joined the University in 1979 as an Adjunct Professor at Wharton, became a Professor of Public Policy and Management in 1982, and chaired that department from 1983-1988. She was a member of Provost’s Academic Planning and Budget Committee from 1984-1990, in addition to many other University activities. Dr. Summers has been a recipient of the Excellence in Teaching Awards at Wharton several times. While technically retired, her expertise is very much sought after as she is considered a leading authority on urban economic development and finance and educational efficiency. She is also a senior research fellow at Wharton’s Samuel Zell and Robert Lurie Real Estate Center.

Vice President of ISC: Robin Beck

Robin H. Beck, who has served as deputy vice president of Information Systems and Computing (ISC) for more than a year, has been named vice president of ISC, according to Executive Vice President John Fry. Ms. Beck will be responsible for the ongoing development and operation of the University’s information technology infrastructure, network, support services and application development.

“Robin brings the leadership skills, vision and technical knowledge to this position that will enable the University to maintain its excellence in a technology-driven environment,” Mr. Fry said. “Computing is central to our teaching and research missions, and it is vital in the delivery of our administrative services. Robin has done a terrific job of integrating these two critical areas.”

During her tenure at ISC, Ms. Beck has been responsible for numerous major initiatives, including the Penn’s Y2K readiness plan; the implementation of Penn in Touch; the development and implementation of a variety of e-business products; and Penn’s financial management system.

In addition, she directs the department’s ongoing efforts to further develop Penn’s Internet capabilities for use with a variety of academic enterprises, such as the recent Internet 2 demonstration between the University of Grenoble and Penn. Ms. Beck joined the University in 1989, and has held increasingly responsible positions within ISC. Prior to that, she was responsible for business software development and implementation at General Electric for various businesses including the aerospace and power systems units. She holds a master’s degree in industrial administration from Purdue University and a bachelor’s degree from Seton Hill College.

With his years of experience and a keen appreciation for the challenges facing today’s academic health systems, we believe Dr. Rubenstein will lead Penn to even greater prominence in academic medicine,” said Provost Barchi. “He is committed to closely coordinating the medical school’s education and research mission with the clinical care offered by Penn’s specialists, primary care doctors and other health-care providers,” he said.

Dr. Rubenstein, a native of South Africa, received his medical degree from the University of the Witwatersrand in Johannesburg in 1960. He was affiliated with that institution and the Johannesburg General Hospital while in South Africa and subsequently, with the Hammersmith Hospital in London.

“This is a critical time for Penn’s Health System,” said Dr. Rodin. “With the many financial challenges confronting America’s medical schools and teaching hospitals, we face the future with a great sense of pride in what we have accomplished and with the expectation of growing momentum,” she said.

Dr. Dwight L. Evans, chairman and professor of psychiatry, chaired the search committee for the executive vice president/dean position. “On behalf of the search committee, I can say we are absolutely delighted that President Rodin has successfully recruited Arthur Rubenstein to be our new executive vice president/dean. Dr. Rubenstein is among the most highly respected and admired leaders in academic medicine today. I believe he will be received with great enthusiasm throughout the School of Medicine, Health System, and the University,” said Dr. Evans.
Summer 2001: Hither and Yon

During the summer there were several departures, and appointments…. (see www.upenn.edu/almanac/v48/n01/contents.html for more details about the following:

• School of Social Work Dean Ira M. Schwartz was named provost at Temple University where he begins his new responsibilities yesterday.
• Peter C. Eichsen, who had been vice president and general counsel for Penn and UPHS has left to become vice president and general counsel for the J. Paul Getty Trust in Los Angeles.
• Meanwhile, Wendy White has been named the new vice president and general counsel and Lee Dobkin has become the deputy general counsel for Penn and chief counsel for UPHS.
• Thomas A. Rambo, a 15-year veteran of Penn Police, was named Chief of Police effective July 9.

Sheila Sydnor, a Penn alumna, has been named principal of the new University-assisted PreK-8 School.

Also, as reported in the July 17 issue, Trustee and Wharton alumnus William Mack gave a $10 million gift to create a Center for Technological Innovation at Wharton, support for an endowed professorship and a student-run conference.

Bioengineering received a $14 million grant from the Whitaker Foundation which will provide for new faculties and the recruitment of new faculty.

And in other news, which was not in the summer issue:

• Deborah McCollough, an adjunct member of the GSFA faculty who taught a graduate seminar on housing policy last year in City and Regional Planning, was appointed by Mayor John Street as the director of the Mayor’s Office of Housing and Community Development. Since 1994, she had been the deputy director of OHCD.

Fire Up on the VHUP Roof-top

After a minor fire broke out on the roof of the Veterinary Hospital in the afternoon of Tuesday, August 14, patients and personnel were safely evacuated with no injuries. The fire was quickly extinguished by the Philadelphia Fire Department, and within 90 minutes of the first alarm the first patients (dozens of cats, dogs and some exotic animals) and staff returned to the four-story building on Spruce Street and everyone was back to their quarters after two hours. Damage to the building was mostly on the fourth floor where offices and laboratories are located. Chief of Police Thomas Rambo said that the fire originated on the building’s roof, where renovations are being made.

Chief of Healthcare Quality and Patient Safety for UPHS

Dr. P.J. Brennan was named Chief of Healthcare Quality and Patient Safety for the Health System in July. He continues to serve as a professor of medicine and infectious diseases specialist. Dr. Brennan will lead the Health System’s initiatives in patient safety and satisfaction, including coordinating the efforts of each of the system’s entities. He will direct Quality Initiatives specific to Penn Medical Center.

Dr. Brennan came to Penn in 1986 on a fellowship in Infectious Diseases after earning his medical degree at Temple Med where he had done his residency in Internal Medicine and served as chief resident. In 1988 he joined the Penn Med faculty and in 1990, he became the Hospital Epidemiologist at the Medical Center. He is chair of the Infection Control Committee and chair of the Pharmacy and Therapeutics Committee.

And the Haus Came Tumbling Down

The Blauhaus, built nearly a decade ago as a temporary home for the undergraduate fine arts program and the graduate group in sculpture was demolished in July. GSFA faculty, staff and others gathered to pull down a piece of wall and then heavy equipment was used to clear the rest of the building off the 33rd and Chestnut Street corner. The site will become part of the “eastern gateway” to campus as described in the Campus Development Plan (Almanac February 27, 2001).

InfoR: Area Maps and Data Online

City and Regional Planning in GSFA has launched an online overview of data about West and Southwest Philadelphia called InfoResources at http://westphiladelphia.library.upenn.edu. Modeled on leading community information networks (CIN) across the U.S., InfoR provides information with maps, socioeconomic data tables, and downloadable resource guides for grant writing, project development, and community empowerment purposes. Its web links enable users to better connect with community-based organizations and institutions.

InfoR was developed collaboratively with representatives of West Philadelphia community-based organizations, Penn’s Department of City and Regional Planning, Center for Community Partnerships, HUD’s Community Outreach Partnership Center, the W.K. Kellogg Foundation, Van Pelt Library, Penn’s Cartographic Modeling Lab, Wharton GIS Lab, and the West Philadelphia Partnership.
Institutional Animal Care and Use Committee (IACUC)
Policy for Review and Investigation of Animal Welfare Concerns

Purpose
The purpose of this policy is to describe the procedures that will be followed for addressing animal welfare concerns at the University of Pennsylvania.

Background
Congress amended the Animal Welfare Act (AWA) in 1985 in Public Law 99-198. The Secretary of Agriculture was directed to promulgate new rules governing the humane handling, care, and treatment, and transportation of animals by dealers, research facilities, and exhibitors. A requirement under the AWA is that the IACUC, as an agent for the research facility, “review and if warranted, investigate concerns involving the care and use of animals at the research facility resulting from public complaints received and from reports of noncompliance received from laboratory or research facility personnel or employees [Federal Register Vol. 54, No. 168, Thursday, August 31, 1989, final rule 2.31(c)(4)[p. 36152]. “The research facility must maintain documentation of the Committee’s reviews and investigations conducted in response to complaints received in order to demonstrate its compliance with these regulations”. The research facility determines the form and method of such documentation [ibid. p. 36128].

Reporting
Animal welfare concerns can be expressed in writing, by telephone or in-person. They can be sent anonymously. Concerns can be made to the Office of Regulatory Affairs (ORA), (215-898-2614), the University’s Corporate Compliance Office (1-888-236-8477), the Chairperson or members of the Institutional Animal Care and Use Committee (IACUC). All concerns will be reviewed regardless as to how they are received. The two recommended ways of reporting a concern are:

An animal welfare concern can be reported and the individual will be known to the IACUC and will be part of the investigation process.

An animal welfare concern can be anonymously submitted. An individual can approach any IACUC member, the ORA office or the UCCO. The person approached will act as the complaint or employee’s representative throughout the process. The rest of the IACUC, ORA, or UCCO will not know the individual’s name.

Procedures
The procedures when any concern involving the care and use of animals at the University of Pennsylvania is received by the IACUC, ORA, or UCCO is as follows:

The Director of ORA will be responsible for bringing the concern to the attention of the IACUC Chairperson and to the Vice Provost for Research. The IACUC Chairperson will be responsible for the review and if warranted the investigation.

The IACUC Chairperson will notify the IACUC Committee of the pending review and investigation. The IACUC Chairperson will keep the IACUC Committee informed on the progress of the review and the investigation (if warranted) on the preparation of action steps and recommendations and on the completion of the welfare concern.

An investigation, if warranted, will proceed immediately (normally no later than 5 working days). The investigation will involve the participation of the IACUC Chairperson and the Director of ULAR (including consultants and additional designated resources, if deemed appropriate) will meet to discuss the review/investigation and preparation of action steps/recommendations. The results of this meeting will be provided to ORA and to the Vice-Provost for Research.

The results of the investigation/resolution of the concern will be shared with the person reporting the animal welfare concern by ORA. This may take the form of a meeting, letter, or other communication. If the concern is anonymous, the University member (IACUC, ORA, UCCO) representing the person reporting the concern will meet as above and then inform the person of the resolution.

Record Retention
A report of the animal welfare concern and the appropriate documents from the IACUC investigation and the action steps/recommendations process will be maintained by the ORA for a period of 3 years. The AWA stipulates that “the research facility must maintain documentation of the Committee’s reviews and investigations in response to complaints received in order to demonstrate its compliance with these regulations” [ibid. p. 36128].

Public Notification
On an annual basis, the Director of ORA will submit this policy to Almanac for publication. Within the animal facilities, informational signage regarding this policy will be posted.

— Joseph R. Sherwin,
Director of Office of Regulatory Affairs
Pension Reform for 2002

On June 7, 2001, President Bush signed an important piece of tax legislation (the Economic Growth and Tax Relief Reconciliation Act of 2001) that provides for significant changes to the laws and regulations governing retirement plans, including 403(b) plans such as the University offers.

Although we cannot provide you with detailed information about these changes until the Internal Revenue Service (IRS) issues clarifying guidance, we did want to provide you with a brief explanation of the Act’s most significant changes. These changes are as follows:

<table>
<thead>
<tr>
<th>Limit</th>
<th>Effective Deferral Limit</th>
<th>Change in 2002</th>
<th>Future Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch-up Deferral Limit</td>
<td>New $1,000 catch-up</td>
<td>Increase by $1,000 each year until 2006 (able to contribute up to $15,000 in 2006)</td>
<td></td>
</tr>
<tr>
<td>Compensation Percentage Limit</td>
<td>Increase from 25% to 100% of your compensation (up to elective deferral limits)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Contribution Dollar Limit</td>
<td>Annual dollar limit on the amount of contributions that you may receive under the University’s 403(b) plans</td>
<td>Increase from $35,000 to $40,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Annual Compensation Limit</td>
<td>Maximum annual compensation per plan year that can be taken into account when calculating retirement contributions or benefits for the University’s 403(b) plans</td>
<td>Increase from $170,000 to $200,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Maximum Exclusion Allowance</td>
<td>Complicated test that sometimes limits the amount of an individual’s contributions under a 403(b) plan</td>
<td>Eliminated</td>
<td>N/A</td>
</tr>
</tbody>
</table>

In addition to these changes, the Act also provides for increased portability of retirement plans by relaxing the rollover rules to make it easier for individuals to make rollovers between qualified plans such as 401(k), 403(b), and governmental 457 plans.

Although we cannot provide an in-depth discussion of the new law changes at this time, we will be sure to update you as additional information becomes available. In the meantime, you may want to visit the websites of TIAA-CREF (www.tiaa-cref.org) and/or Vanguard (www.vanguard.com) for more information.

—Division of Human Resources

DEATHS

Ms. Dickerson: Annenberg School

C. Nicole Dickerson, coordinator of undergraduate communications at Annenberg School, died on July 15 at the age of 25 from lupus. Ms. Dickerson received her bachelors degree from Northwestern University, and had recently finished a masters in communications from Annenberg in May 2001. She joined the Annenberg Management staff after she graduated. She is survived by her mother, Karla; father, Carl and stepmother, Carol; a sister, Shante; two brothers, Shawn and Carl D.; maternal grandparents; several aunts and uncles, cousins and one nephew.

Dr. McMichael: Wharton

Dr. John McMichael, emeritus associate professor of accounting in the Wharton School, died on July 24, at the age of 80. Dr. McMichael began his career at Penn as a part time instructor in 1948 after serving in the U.S. Army Signal Corps where he was a traffic analyst and cryptographer. He joined the faculty fulltime in 1949 and became associate chairman of the accounting department in 1974, a post he held until 1981. Dr. McMichael retired in 1986.

During his career he was also a consultant for Bell Telephone of Pennsylvania; the General Accounting Office; Lybrand Ross Bros. & Montgomery; the U.S. Agency for International Development, U. S. Mission to Costa Rica and the New York Times, Inc.

He is survived by his wife, Helen Saylor; daughter, Marcia McMichael Laver; son, John Saylor; and grandchildren. Contributions can be made to the Alzheimer’s Association.

Mr. Meyers: GSFA

Marshall D. Meyers, a former lecturer and design critic in the architecture program, died on August 12, at the age of 70.

Mr. Meyers, an independent practitioner, worked on many landmark projects including the Alfred Newton Richards Medical Research Building here at Penn. He was also project architect for the Eugene Ormandy Memorial Listening Center at Van Pelt Library. Mr. Meyers worked with Louis I. Kahn on the Kimbell Art Museum, where he introduced a totally new quality of controlled ambient lighting in museums. This innovation renewed interest in the use of daylighting in art museums and influenced art museum design thereafter. He received his bachelors from Pratt Institute in 1953 and a masters of architecture from Yale University in 1957.

He is survived by his wife, Ann; a daughter, Pamela; and two granddaughters; Memorial contributions may be sent to the Architectural Archives, GSFA, University of Pennsylvania, 102 Meyerson Hall, Philadelphia, PA, 19104-6311.

Mr. Thomas: Radiation Safety

John Wright Thomas, retired director of Radiation Safety, died on August 15, at age 75.

Mr. Thomas worked as the director of Radiation Safety from 1953 until he retired in 1988. He received an undergraduate degree from Haverford and his masters from Penn.

He is survived by his daughters, Ellen, Jennie, Paige Fenimore and Hanna Harbison; four grandchildren; and a sister. Memorial contributions may be made to the Arthur Ashe Youth Tennis Center, 3901 –B Main St., Suite 304, Phila., PA 19127.

Full-time to Part-time Status Change Policy

A full-time staff member covered by the Tax-Deferred Retirement Plan (TDR) who changes status to a part-time staff position will no longer be covered by the TDR, but will instead become eligible for the Retirement Allowance Plan (RAP)*.

This change would take place as of the first of the month following your status change (please note that if you have less than 1 year of service when you change status, the effective date of your participation in the RAP will be the first of the month following your attainment of 1 year of service). You should keep in mind that being eligible for the RAP plan doesn’t mean that you will automatically accrue benefits under that plan. Under the provisions of the RAP plan, you must work at least 1000 hours per year for 5 years before becoming vested in the plan, and you receive benefit credit only for those years in which you have worked at least 1000 hours.

If you have questions about this policy, please contact the Retirement Call Center at 1-877-PENN-RET (1-877-736-6738).

*Note: This policy does not apply to faculty members.

—Division of Human Resources

Learning and Education Programs

Learning and Education is offering the following programs this fall. For more information, program registration, and new additions, visit www.hr.upenn.edu/learning

- 4 live satellite broadcasts at Penn, featuring Tom Peters, Madeleine Albright, Peter Senge and Michael Hammer
- Negotiating to Win (AMA program)
- Mastering Information on the Go: Speed Reading and Memory Skills (AMA program)
- Managing and Working with Difficult People (AMA program)
- Strategies for Developing Effective Presentations (AMA program)
- Professional Negotiating and Prioritizing Skills for Administrative Professionals (AMA program)
- Professional Development Program
- Transitioning to Management
- Understanding Financial Statements
- Human Resource Management Principles
- Myers-Briggs Type Indicator Workshop
- Words at Work: The Latest in Business Writing
- Two American Red Cross Programs
- First Aid and Adult CPR
- Brown Bag Matinees
- Online Learning at Penn

Sign up for our listserve to receive email notification of new offerings. To subscribe, visit our website for instructions.

—Division of Human Resources

Correction: Faculty Club Board

In the July issue, the list of the Faculty Club Board of Governors was missing four names: Susan Croll, Mark Devlin, Beverly Edwards and Anthony Tomazinis. The complete list of the 2001-2002 Board, consisting of fifteen members is online at www.upenn.edu/almanac/v48/n01/bulletins.html#FC.
Gearing Up for BEN Financials

BEN Financials, the comprehensive upgrade of FinMIS, is scheduled for launch on January 2, 2002*. The cutover to BEN Financials is to begin on December 19, to overlap with the Winter Break and minimize disruption to operations. During this time, the purchasing, payables, and general ledger functions that FinMIS provides will be unavailable. However, other financial systems like Payroll will be unaffected. When the cutover to BEN Financials is complete, BEN Buys, BEN Pays, and BEN Balances—the new versions of the FinMIS purchasing, payables, and general ledger functions—will be in place, and FinMIS will no longer be operational.

Although the upgrade primarily affects current FinMIS users, it will also affect many others indirectly. (For planning advice, please see the sidebar at right.) We encourage all faculty and staff to keep abreast of important dates and activities occurring this semester to gear up for BEN Financials.

BEN Financials At-a-Glance
The web-based BEN Financials will offer many new and improved capabilities to make it easier to conduct business at Penn. These are some of the enhancements that build on what users already know:

- A fresh, graphical look and feel, making the system easier to use,
- Convenient new features, such as the ability to export data shown on screen in spreadsheet format to Excel, and
- The “grand opening” of the Penn Marketplace, the new electronic commerce capability of BEN Buys. Users will be able to shop for supplies, materials, and equipment from a collection of electronic catalogs featuring tens of thousands of Penn-specific items marketed by dozens of our leading suppliers, available at contracted prices.

BEN Teaches
In line with the BEN Project’s commitment to community readiness, the Financial Training Department (FTD) has developed BEN Teaches, a new training program featuring:

- Self-directed, online prerequisite courses for BEN Buys and BEN Balances. The prerequisites provide a thorough understanding of the business processes that the applications support. Users can complete them at their convenience through October 19.
- Hands-on classes tailored for BEN Financials responsibilities, taught by trainers who know both the Penn environment and the applications. Current users must complete classroom training by December 19 to access BEN Financials after the January 2 launch.
- Plenty of hands-on exercises, both in class and to be done independently, after attending class.

BEN Teaches provides a comprehensive introduction to BEN Financials, addressing procedures and policies as well as system navigation and use. The combination of targeted classroom sessions with online prerequisites and post-class practice sessions offers not only convenience and flexibility, but minimizes time away from the office.

Users will be supported throughout the transition by BEN Helps Financial Support Providers (FSPs), who will be among the first groups trained. Users should dial 6-HELP (215-746-4357) for assistance.

Online Guide to BEN Teaches
To register for classroom training:

www.hr.upenn.edu/training_coursecatalog/search_criteria.asp

To complete the knowledge-building BEN Buys and BEN Balances prerequisites:

www.finance.upenn.edu/ftd/weblearn

To review desktop hardware and software requirements:

www.finance.upenn.edu/comptroller/ben/desktop

To stay abreast of the latest news, updates, and FAQs:

www.finance.upenn.edu/comptroller/ben

Special Thanks
The BEN Project Team wishes to acknowledge the invaluable contributions of users and advisory groups to the development of BEN Financials and appreciates everyone’s cooperation throughout the various stages of the project. We ask for your continued support this semester, as your colleagues juggle their day-to-day responsibilities while completing the required BEN Financials training.

Thank you, and welcome back to a new academic year.

BEN Project Owners
Robin H. Beck, Vice President, Information Systems and Computing
Kenneth B. Campbell, Comptroller
Michael J. Masch, Vice President, Budget and Management Analysis
Robert Michel, Director, Acquisition Services

Plan Ahead for BEN Financials Upgrade
FinMIS will be unavailable beginning at 8 p.m. on December 19, 2001. On January 2, 2002, BEN Financials will be in place, and FinMIS will no longer be operational. Faculty, staff, and researchers may be affected by this scheduled downtime, and we ask that you plan accordingly.

Grants. We encourage you to work earlier on grants that require closing activities in December, because of a slightly shorter than usual close-out period.

Purchasing. Please review your purchasing needs and issue required purchase orders before December 19. The Procurement Credit Card can be used for purchasing, where appropriate, while the system is unavailable.

Purchasing Emergencies. The Acquisition Services staff will be available on campus during the Winter Break to assist you with emergency procurement; please contact the appropriate procurement specialist for commodity-related assistance.

Speak with your School or Center’s BEN Representative if you have questions. A list of BEN Reps can be found on the BEN web site at www.finance.upenn.edu/comptroller/ben. The BEN Project Team appreciates your cooperation during this transition.

* Scheduled release date is January 2, based on current understanding of availability and performance of the software products from the various vendors from whom we purchased applications. We have every expectation that all software releases, testing and training components of the upgrade will support this release date.
In Fall Semester 2000, I charged a Disabilities Services for Students Review Team to conduct a comprehensive assessment for delivery of such services at Penn. The Team, composed of faculty, graduate and undergraduate students, and staff, was to make recommendations to improve the integration and delivery of services to the increasing number of Penn students presenting with physical, learning, and psychiatric disabilities. The Team benchmarked best practices at peer institutions, assessed current services and needs at Penn, and during a site visit in September consulted widely with students, faculty, staff, service providers, and the Penn community. The draft report of the Review Team was reviewed and discussed by the Council of Deans, Academic Planning and Budget, the Council of Undergraduate Deans, the Council of Graduate Deans, and the Faculty Senate Tri-Chairs. The President and I have reviewed and approve the Report. We are convinced that the implementation of the recommendations will enable us to continue to best serve the needs of students with disabilities.

Robert Barchi, Provost

A Report to the President and Provost Concerning Services to Students with Disabilities

Submitted by Disabilities Services for Students Review Team
Spring 2001

Executive Summary

The Disabilities Services for Students Review Team recommends that Student Disability Services at the University of Pennsylvania become a comprehensive, integrated office, committed to ensuring that students with disabilities have equal access to all University programs and activities. Policies and procedures should be further developed to provide students with disabilities as much independence as possible and equity to the same exceptional opportunities available to all Penn students in the most integrated setting. The comprehensive office will provide leadership in continuously improving access for students with disabilities, develop and coordinate policies and procedures, maintain confidential records, and provide information on student rights and responsibilities, as well as those of the institution. The office will coordinate or arrange auxiliary aids, services, and the loan of equipment and assistive technologies. Professional staff of the office will evaluate documentation, determine program eligibility, and determine reasonable accommodations for all qualified students with documented disabilities, including academic accommodations, accessible campus housing, and transportation and parking.

The staffing of the Office of Student Disability Services should include two full-time disability specialists. These specialists should be experienced in all aspects of disabilities, including physical, cognitive, and psychological disabilities. Additionally, appropriate supporting staff should be hired. Adequate resources should be available to provide academic support, services, and equipment for students with disabilities. Staffing and resource enhancements for Learning Resources should also be made.

The Review Team recommends that an Office of Student Disability Services be created and combined with various services for students with disabilities in one office reporting to the Vice Provost for University Life, to provide an integrated model of academic support services to students with disabilities.

Introduction

The recommendations contained in this Report reflect a pragmatic philosophy—to emphasize a few key proposals that can be implemented in a timely way, which may serve as the foundation for a strategic vision for the future. The immediate aim of these proposals is to reconfigure and appropriately expand existing resources to meet the urgent and growing demand for student disability services in a responsive, consistent, and effective manner to continue in accordance with Federal legislation. Longer-range, the Disabilities Services for Students Review Team members and constituents hope the administration will seriously consider the opportunity for Penn to capitalize on existing strengths to position itself as a national leader in providing disabilities services for undergraduate, graduate, and professional students to achieve academic excellence.

Clearly, the primary purpose of all the undergraduate, graduate, and professional students at Penn is to succeed academically. Hence, the Review Team recommends that the core of Penn’s strategy be centered on learning and cognitive strategies, in keeping both with leading trends at peer institutions and enthusiastic constituent input. Indeed, the current range of disability-related services—from wheelchair accessible buildings to exam accommodations—is intended to support Penn students with disabilities to attain this ultimate goal.

Background

The 1990 Americans with Disabilities Act extended the protection of the civil rights of individuals with disabilities. On a national level, in 1978 less than 3% of college freshman reported having a disability. In just two decades this number had more than tripled in size to 9%. The range of these disabilities is broad. While some students require daily assistance, others may require occasional services, such as extended time on exams, note takers, or signing for lecturers. In the last ten years, the greatest increase has been in the category of learning disabilities; whereas, in 1988, 15% of students reporting a disability cited a learning disability, by 1998 this category had grown to more than 40% nationally.

At the request of the Provost, Deputy Provost Peter Conn organized a Disabilities Services for Students Review Team to conduct a comprehensive assessment of the organization and administration of student disability services at Penn, and to make recommendations to improve the integration and delivery of disabilities services to students with disabilities. Recommendations were to include services, policies, communication strategies, and the roles of the faculty and the schools across the campus. The Review Team received information on current disabilities services; collected additional information from faculty, staff, students, and other stakeholders and the University community during a campus visit in September, 2000; and prepared this report including the Team’s recommendations.

Current State of Student Disabilities Services at Penn

Currently students with disabilities are provided services through three distinctly different programs in two separate divisions of the University. Students who are seeking accommodations register with one of two programs that deal with documentation and administrative services. The Program for People with Disabilities (PPD), situated in the Office of Affirmative Action and Equal Opportunity Programs, was the original program on campus and was reorganized in 1998 to provide services for students with physical, sensory and/or chronic disabilities. The Learning Disabilities Specialist office was instituted in 1998 and was situated in Counseling and Psychological Services (CAPS) under the Vice Provost for University Life to provide services for students with Learning Disabilities and Attention Deficit/Hyperactivity Disorder. At this time, CAPS and, though limited in number, the Program for People with Disabilities provide support for students with Psychological Disabilities. However, no clearly defined program of disability services exists for this population. Many students have a combination of disability types and are asked to register with the program that handles their primary disability. Lastly, Tutoring and Learning Resources, in the Department of Academic Support Programs under the Vice Provost for University Life, although not charged with the responsibility for providing services solely to students with disabilities, does offer comprehensive and individualized support in the specific areas of developing cognitive strategies, academic skills, and support. All Penn students are eligible for Tutoring and Learning Resources regardless of their disability type or whether the student is registered for receiving accommodations, but demand often exceeds available resources.

In essence, all three programs offer support services to students with disabilities. These offices communicate with each other about their services and the student population. However, differences in reporting structures, funding, program development, standards, and physical location produce barriers to successful comprehensive services for students with disabilities.

(continued past insert)
Recommendations for the Organization and Administration of Student Disabilities Services at Penn and for Services and Assistance for Students with Disabilities

Recommendation #1: Combine the various services for Students with Disabilities into one office reporting to the Vice Provost for University Life.

Rationale: While the Office of Student Disability Services, the University’s central office for Student Disability Services, has been effective in responding to individual student needs, the current arrangement of services does not provide the clear vision concerning their role in the learning community.

Recommendation #2: Maintain responsibility for disability services for faculty and staff in Office of Affirmative Action & Equal Opportunity Programs, and centralize disability services for students.

Rationale: Only a small portion (approximately 20%) of the responsibilities of the director of the Disability Liaison Program is concerned with faculty/staff disability issues. While communication and collaboration between Student Disability Services and the Office of Affirmative Action and Equal Opportunity Programs is encouraged, the concerns of these two offices are essentially different.

Recommendation #3: Hire two full-time professionals (Director and Assistant Director) to provide services to students with disabilities.

Rationale: Effective disability services providers:

1. have a clear understanding of federal and state equal access laws for students with disabilities, and how they apply in a post secondary setting;
2. evaluate medical and psychological documentation and make informed decisions on the appropriateness of the documentation with respect to (1) how or whether the condition affects a major life activity and meets the federal and state definition of a disability, and (2) whether there is enough information about the functional limitations caused by the impairment to make appropriate decisions concerning reasonable accommodations;
3. understand which individualized accommodations are effective for different types of disabilities in order to reduce the impact of the disability on the educational process, while protecting the academic integrity of the course;
4. understand how to use assistive technologies that can help students independently access their learning environment;
5. work effectively with students to help them become more independent and successful self-advocates;
6. work effectively with faculty and University personnel so that they understand the reasons why an accommodation provides equal access;
7. increase dialogue and provide technical assistance and consultation with faculty in determining and defining essential course requirements and standards;
8. manage a very complex and often hectic work environment with a clear vision concerning their role in the learning community.

The University must look to experienced disability professionals who have the ability to perform the tasks listed above, rather than specialists who have a limited view of the process. An integration of skills enables disability service providers to handle the unique daily challenges of providing comprehensive options to students with a variety of disabling conditions or multiple disability-related issues.

We recommend that one of these service providers have extensive experience in working with students with cognitive and psychological disabilities, and the other, expertise in working with students with sensory/mobility limitations.

Recommendation #4: Expand the responsibilities of the Student Disabilities Service to include the following:

1. Draft and publish policies and practices to ensure that students with disabilities are treated equitably;
2. Conduct educational trainings and workshops for the campus community, including faculty, students, and advising staff, library services, CAPS, and campus life staff on disability issues;
3. Facilitate campus resources and service programs to promote and provide an integrated setting in which students with disabilities can participate in campus life to the fullest extent possible;
4. Balance the needs of students and the institution, by ensuring that all policies and procedures are in compliance with the law and well documented, as well as conducting policy development, interpretation, and monitoring;
5. Serve as the Section 504, Americans with Disabilities Act Compliant advocate for the University for the campus-wide plan for eliminating architectural barriers and reviewing construction plans.

Recommendation #5: Hire appropriate staff to provide logistical/scheduling services to students with disabilities and faculty and to provide office support.

Rationale: The staff would have responsibility for making many of the arrangements to support disability accommodations, such as scheduling alternative examinations and proctors, coordinating note-takers or interpreters, or managing adaptive technologies, as well as for such activities as processing office correspondence (especially for communicating with faculty regarding student accommodations), website maintenance, keeping records, and providing reception activities.

Recommendation #6: Ensure that adequate services are available to provide ad hoc services and equipment for accommodation of disabilities.

Rationale: Accommodations require proctors, rooms, interpreters, and basic equipment such as tape recorders and Braille technologies. Significant developments in adaptive technologies have emerged over the past few years. Penn should invest in acquisition of and maintenance of adaptive technologies including software and specialized equipment.

Procedures should be further developed for having proctors available and testing rooms available.

Recommendation #7: Establish a coordinated communications strategy for disabilities information should be developed.

Rationale: A comprehensive website should be developed which will provide students with service and strategic information continuously and reliably, and also provide faculty with information regarding their responsibilities and options for accommodating students with disabilities.

Information should be disseminated on a regular basis to faculty, as well as workshops offered. A “roadmap” should be developed for students as a guide to navigating the accommodations process.

Recommendation #8: Increase resources for academic support for students with disabilities.

Rationale: There is a clear commitment on the part of the Penn administration to provide comprehensive support services that go beyond what is required by law. The Tutoring and Learning Resources office provides a wide range of support for students with learning disabilities, from individual consultations to small group support services. We recommend that a Learning Instructor be hired on a full time appointment to work with students with disabilities.

This should become a permanent position within Learning Resources. A process for accessing tutors should be instituted through the Disabilities Learning Instructor, and sufficient resources should be available to hire and retain quality tutors and Learning Instructors.

Recommendation #9: Create a Provost’s Advisory Committee to 1) issue a new Provost’s Statement (Guidelines for Addressing Academic Issues of Students with Disabilities), 2) advise on the implementation of these recommendations, and 3) advise on ongoing operation of an Office for Student Disabilities Services.

Rationale: Each School should designate a disability liaison who can refer students to the Student Disabilities Service office and help address faculty questions. The disability liaison will have knowledge of the unique academic challenges of that School and how to integrate accommodations into a complex learning environment.

Recommendation #10: Appoint Disability Liaisons for each School.

Rationale: This should become a permanent position within Learning Resources. A process for accessing tutors should be instituted through the Disabilities Learning Instructor, and sufficient resources should be available to hire and retain quality tutors and Learning Instructors.

Recommendation #11: Revise the protocol for faculty letters.

Rationale: It is recommended that Student Disability Services modify its current procedure of sending out accommodation letters to faculty. The Student Disability Services office will be designated to prepare letters to faculty on behalf of the Provost. At the student’s choice, accommodation letters should either be mailed to the involved faculty and copied to the student or be personally delivered to the involved faculty by the student. The letter will include information on or initiating an appointment with the involved faculty member to discuss the accommodations that will be necessary in each course. If the professor has additional questions, she may contact the Student Disability Services office (continued on next page)
for clarification or assistance. Details concerning a student’s disabling condition will not be discussed without the student’s permission.

Recommendation #12: Faculty Initiative

The faculty member can help normalize the accommodation process by making an announcement at the first class meeting or by voluntarily including a statement on the syllabus inviting students with disabilities to meet with the faculty member during office hours to discuss accommodation needs. The wording of the statement can vary to meet the needs of the individual class but should include the following three pieces of information:

• An invitation to students with documented disabilities to meet, in a confidential environment, to discuss their need for academic adjustments with the faculty member and to work out the logistic of the accommodations. This discussion should lead to an understanding about how the academic adjustments will fit into the curriculum and a plan should be developed to provide the accommodations.

• Notification that students must present requests for accommodations in a timely manner. Faculty members can require students to make accommodation requests at the beginning of the semester but need to be flexible in certain cases. Some students may be diagnosed with a disabling condition in the middle of a semester or administrative delays may impede the processing of necessary paperwork.

• A statement encouraging students to register with the University of Pennsylvania Student Disability Services office, if they haven’t done so previously, for disability verification and to determine reasonable accommodations.

Student Disability Services should work with each student to determine appropriate services and accommodations based on that individual student’s functional limitations in an academic environment and the activities in which s/he will be participating. A major goal of Student Disabilities Service should be the development of self-advocacy skills for students with disabilities. Self-advocacy consists of three essential steps:

1. A clear understanding of one’s disability.

2. The ability to communicate this information to another person so that individual needs may be met.

Conclusion

Providing equal access for students with disabilities is a shared University responsibility. Flexibility and a positive attitude allow for creative alternatives for students to achieve their full potential. Student Disability Services should facilitate reasonable accommodations for students with disabilities, serve as a resource for faculty members to help create accessible learning environments; and provide information to the campus community to ensure the inclusion of students with disabilities in all campus activities.

The commitment of the administration of the University of Pennsylvania to ensuring the success of all Penn students clearly is evident. Most of the pieces are in place, and reorganization with the aim of removing the psychological, physical, and logistical barriers to full access for students with disabilities will have widespread benefit for all members of the Penn community.

Appendix

Disabilities Services for Students Review Team Members

Dr. Susan Piliero (Chair), Director, Center for Learning and Teaching, Associate Professor, Department of Education (Mathematics), Cornell

Dr. Anthony Rostain, Director of Education, Associate Professor of Psychiatry and Pediatrics, Penn

Dr. Matthew Tominey, Director, Student Disability Services, Cornell

Dr. John Richetti, Professor of English, Penn

Dr. Susan M. Pliner, Assistant Dean, Student Life, Brown

Dr. Alice Kelley, Assistant Dean, Advising, Penn

Dr. Myrna Cohen (Staff for the Team), Associate Director for Learning Resources, Penn

Dr. Max King (Liaison for the Team), Executive Director, Office of the Vice Provost for University Life, Penn

Dr. Valarie Swain-Cade McCoullum (ex officio), Vice Provost for University Life, Penn

A note on student involvement:

Students with disabilities often prefer not to be identified publicly as having a disability. Three students (two undergraduate and one graduate) were members of the Review Team. Additionally, a Student Consulting Group of three undergraduates, one graduate, and one professional student worked closely with the Review Team. We acknowledge the valuable contributions of these students while respecting their privacy.

Response to Suspicious Packages/Bomb Scares

It is the policy of the University of Pennsylvania Police Department that all responses to bomb scares or suspicious packages be conducted systematically, efficiently, and in a manner that gives primary consideration to the protection of human life. All such responses will be conducted in conjunction with the Philadelphia Police Department.

• A bomb scare is defined, in part, as a condition that exists when a device is suspected to be at a given location.

• A bomb emergency is defined as a condition when a suspected or actual explosive device has been located or has been detonated.

When the Penncomm Center is notified of the existence of a suspicious device the Penncomm Police Supervisor will ensure that Penn Police officers/Commanders are immediately dispatched to the location of the package and that the Philadelphia Police Department is notified of the situation.

If a real or suspicious device has been located, or paraphernalia identified, the on-scene police supervisor will proceed with the immediate evacuation of, at a minimum, the floor where the package is located and a floor above and below the location of the package. It is not always necessary to evacuate the entire building. The University of Pennsylvania Police Department. Incident Commander will then confer with the Philadelphia Police Department Ordinance Disposal personnel to determine the course of action based on their recommendations. The University of Pennsylvania Police Department Incident Commander will then adjust the area of evacuation and perimenter based on the recommendation of the Philadelphia Police Department Ordinance Disposal Unit.

The Philadelphia Police Department Ordinance Disposal Unit’s personnel will, when responding, report to the Incident Commander for an initial briefing. They will then examine, identify, and, if possible, predict the destructive potential of the explosive material and inform the Incident Commander. The Philadelphia Police Department Ordinance Disposal personnel will determine whether the material can be safely disarmed or removed, and further ensure, if possible, that the material is photographed. The scene will be released when the Philadelphia Police Department Ordinance Disposal Unit determines that it is safe for entry.

When accepting a parcel or letter delivery it is important to look for any of the following characteristics:

• Foreign mail, Air Mail, and Special Delivery

• Restrictive markings such as Confidential, Personal, etc.

• Excessive Postage

• Handwritten or poorly typed addresses

• Incorrect titles

• Titles but no names

• Misspellings of common words

• Oily stains or discolorations

• No return address

• Excessive weight

• Rigid envelope

• Protruding wires and tinfoil

• Excessive securing material such as masking tape, string, etc.

• Visual distractions

If any suspicious parcel or letter is received do not handle it. Call the University of Pennsylvania Police Department immediately at 511 or (215) 573-3333.

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

Division of Public Safety Bomb Threat Checklist

Exact time of call

Exact words of caller

Questions to Ask:

1. When is the bomb going to explode?

2. Where is the bomb?

3. What does it look like?

4. What kind of bomb is it?

5. What will it do?

6. Did you place the bomb?

7. Why?

8. Where are you calling from?

9. What is your address?

10. What is your name?

Caller’s Voice (circle):

Gaim

Loud

Broken

Brother

Broken

Gigging

Accent

Squeaky

Giggling

Accent

Crying

Accent

Squeaky

Crying

Stutter

Squeaky

Deep

Excited

Disguised

Normal

Excited

Disguised

Nasal

Stressed

Nasal

Stressed

If voice is familiar, whom did it sound like?

Were there any background noises?

Remarks

Person receiving call

Date

Telephone number call received at

For a printable, full-size checklist, visit www.upenn.edu/almanac/v48/n02/bombscares.html
$3.1 Million Bioengineering Grant

Penn researchers have won a $3.1 million bioengineering research grant to study brain injuries at a level of detail never before attained. The team, led by Dr. David F. Meaney, associate professor of bioengineering, will detect the genes and proteins altered in single neurons in the brain to better understand the cells’ responses to contusions and other forms of brain trauma.

The grant comes from the National Institute of Child Health and Human Development, part of the NIH. The team will focus initially on contusions, bruises to the brain surface that often occur with skull fractures. These injuries are often localized in regions along the surface of the brain and can result in problems with the brain’s ability to process data and sensory input.

“In a sense, we want to ‘listen’ to injured neurons by looking at the genes and proteins that are preferentially expressed in these cells,” said Dr. Meaney. “We’re hoping the response of these cells can give us a better idea of how to treat such injuries.”

While many drugs have proven effective in animal trials, there are relatively few successful pharmaceuticals for treating human brain injuries. “Drugs for treating brain injuries need to be incredibly specific,” Dr. Meaney said.

The difficulty of developing therapies for brain injuries is compounded by the fact that such injuries tend to be highly heterogeneous, with similar trauma leaving very different injuries in different individuals. Damage from a single blow to the head can be widely scattered throughout the brain, leading to injuries that can be very difficult to predict.

Dr. Meaney said that the work might point researchers toward a “cocktail therapy” approach to treat the broad array of damage that occurs when the brain is injured. In addition, the mechanical sensitivity of different genes in neurons can yield unprecedented insight into the exact mechanical conditions that can cause injury in humans.

The grant is part of NICHD’s bioengineering research partnership program, which encourages collaborative research efforts involving different universities or various research groups at a single institution. Dr. Meaney’s colleagues on the study are primarily from Penn, including Dr. Susan S. Margulies, associate professor of bioengineering; Dr. James H. Eberwine, professor of pharmacology and associate professor of psychiatry; Dr. Tracy K. McIntosh, professor of neurosurgery; Chris Stoeckert, director of Computational Biology Laboratories; Dr. Ramesh Raghupathi, research assistant professor of neurosurgery; Dr. Kathryn E. Saatman, research assistant professor of neurosurgery; Dr. M. Sean Grady, professor and chair of neurosurgery; and Dr. David I. Graham, a neuropathologist at the University of Glasgow.

Role of Cell Suicide in Cancer Treatment

Within the workings of a human cell there is an innate mechanism for self-destruction—a carefully choreographed act called apoptosis, or programmed cell death. Without apoptosis, diseased cells, especially cancerous cells, are not eliminated from the body and can continue to threaten other cells. Cancer researchers are trying to piece together the mechanics of apoptosis and how they can use it against cancer cells.

In the June 15 issue of Genes and Development, researchers from Penn’s School of Medicine identified the essential role of two pro-apoptotic proteins, Bax and Bak, in initiating apoptosis. This new work demonstrates that cells lacking Bak and Bak cannot be killed by either chemotherapy or irradiation. It also demonstrates conclusively what scientists have suspected for several years: that chemotherapy and irradiation work to treat cancer by tricking the cancer cell into committing suicide.

“Within the Bcl-2 family of proteins, some proteins are actively pro-apoptotic while others are anti-apoptotic,” said Dr. Craig B. Thompson, scientific director of the Abramson Family Cancer Research Institute at the Penn Cancer Center. “The result is a careful balance where one set of the proteins prevents the other from working.” In this new report Dr. Thompson and his colleagues demonstrate that this balancing act takes place on the surface of a cell’s mitochondrion, which is the cellular organelle devoted to converting sugars and fats into usable energy for the cell. In cells that lack Bak and Bax, the researchers demonstrate that virtually all forms of cell death are eliminated. Without Bak or Bax to turn off the function of the mitochondria, cells become immortal.

“To look at it broadly, there are only two major types of diseases: ones where cells are killed and ones where cells refuse to die,” said Dr. Thompson. “Cancer is one of the latter — it occurs when diseased cells that do not respond to apoptotic signals grow out of control. The trick is to find a way to get cancer cells to respond to those signals.” Contributors to this research include Dr. Wei-Xing Zong, and Dr. Tullia Lindsten, of the Abramson Family Cancer Research Institute at Penn and Dr. Andrea J. Ross, and Dr. Grant R. MacGregor, of the Center for Molecular Medicine at the Emory University School of Medicine. Their research has been funded by the NIH and The Leonard and Madlyn Abramson Family Cancer Research Institute.

Firearm Injury Center: $1.2 Million Grant

The Firearm Injury Center at Penn (FICAP) has received a grant from the Joyce Foundation to expand its study of firearm violence. The main goal of the $1.2 million grant is to formalize a center for the scientific study of the reduction of firearm and violent injury while enhancing ongoing research, advocacy, and dissemination of scientific findings. FICAP was originally established in 1997. It is a natural evolution of the ongoing clinical work and research of Dr. C. Wil-
# University of Pennsylvania

## Three-Year Academic Calendar, 2001-2002 through 2003-2004

### Fall

<table>
<thead>
<tr>
<th>Event</th>
<th>2001 Fall Term</th>
<th>2002 Fall Term</th>
<th>2003 Fall Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move-in and registration for Transfer Students</td>
<td>Tuesday</td>
<td>August 28</td>
<td>August 27</td>
</tr>
<tr>
<td>Move-in for first-year students; New Student Orientation</td>
<td>Thursday</td>
<td>August 30</td>
<td>August 29</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 3</td>
<td>September 2</td>
</tr>
<tr>
<td>New Student Convocation and Opening Exercises; Penn Reading Project</td>
<td>Wednesday</td>
<td>September 5</td>
<td>September 4</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>Thursday</td>
<td>September 6</td>
<td>September 5</td>
</tr>
<tr>
<td>Add Period Ends</td>
<td>Friday</td>
<td>September 21</td>
<td>September 20</td>
</tr>
<tr>
<td>Drop Period Ends</td>
<td>Friday</td>
<td>October 12</td>
<td>October 11</td>
</tr>
<tr>
<td>Fall Term Break</td>
<td>Friday-Sunday</td>
<td>October 12-14</td>
<td>October 11-13</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>Friday-Sunday</td>
<td>October 5-7</td>
<td>October 18-20</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Saturday</td>
<td>November 3</td>
<td>November 2</td>
</tr>
<tr>
<td>Advance Registration, Spring Term</td>
<td>Monday-Sunday</td>
<td>October 29-November 11</td>
<td>October 28-November 10</td>
</tr>
<tr>
<td>Thanksgiving Recess Begins at close of classes</td>
<td>Wednesday</td>
<td>November 21</td>
<td>November 27</td>
</tr>
<tr>
<td>Thanksgiving Recess Ends 8 a.m.</td>
<td>Monday</td>
<td>November 26</td>
<td>December 2</td>
</tr>
<tr>
<td>Fall Term Classes End</td>
<td>Monday</td>
<td>December 10</td>
<td>December 9</td>
</tr>
<tr>
<td>Reading Days Tuesday - Thursday</td>
<td>Monday</td>
<td>December 11-13</td>
<td>December 10-12</td>
</tr>
<tr>
<td>Final Examinations Friday-Friday</td>
<td>Friday</td>
<td>December 14-21</td>
<td>December 13-20</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>Friday</td>
<td>December 21</td>
<td>December 20</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Event</th>
<th>2002 Spring Term</th>
<th>2003 Spring Term</th>
<th>2004 Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for Undergraduate Transfer Students</td>
<td>Thursday-Friday</td>
<td>January 3-4</td>
<td>January 9-10</td>
</tr>
<tr>
<td>Spring Semester classes begin Monday</td>
<td>Monday</td>
<td>January 7</td>
<td>January 13</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day (observed)</td>
<td>Monday</td>
<td>January 21</td>
<td>January 20</td>
</tr>
<tr>
<td>Add Period Ends</td>
<td>Friday</td>
<td>January 18</td>
<td>January 24</td>
</tr>
<tr>
<td>Drop Period Ends</td>
<td>Friday</td>
<td>February 8</td>
<td>February 14</td>
</tr>
<tr>
<td>Spring Recess Begins at Close of Classes</td>
<td>Friday</td>
<td>March 8</td>
<td>March 7</td>
</tr>
<tr>
<td>Classes Resume at 8 a.m.</td>
<td>Monday</td>
<td>March 18</td>
<td>March 17</td>
</tr>
<tr>
<td>Advance Registration for Fall and Summer Sessions</td>
<td>Monday-Sunday</td>
<td>March 25-April 7</td>
<td>March 24-April 6</td>
</tr>
<tr>
<td>Spring Term Classes End</td>
<td>Friday</td>
<td>April 19</td>
<td>April 25</td>
</tr>
<tr>
<td>Reading Days Monday-Wednesday</td>
<td>Friday</td>
<td>April 22-24</td>
<td>April 28-30</td>
</tr>
<tr>
<td>Final Examinations Thursday-Friday</td>
<td>Friday</td>
<td>April 25-May 3</td>
<td>May 1-9</td>
</tr>
<tr>
<td>Alumni Day</td>
<td>Saturday</td>
<td>May 11</td>
<td>May 17</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>Sunday</td>
<td>May 12</td>
<td>May 18</td>
</tr>
<tr>
<td>Commencement</td>
<td>Monday</td>
<td>May 13*</td>
<td>May 19</td>
</tr>
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### Summer

<table>
<thead>
<tr>
<th>Event</th>
<th>2002 Summer Session</th>
<th>2003 Summer Session</th>
<th>2004 Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Week Evening Session classes begin</td>
<td>Monday</td>
<td>May 20</td>
<td>May 19</td>
</tr>
<tr>
<td>First Session classes begin</td>
<td>Tuesday</td>
<td>May 20 (Monday)</td>
<td>May 20 (Tuesday)</td>
</tr>
<tr>
<td>Memorial Day (no classes)</td>
<td>Monday</td>
<td>May 27</td>
<td>May 26</td>
</tr>
<tr>
<td>First Session classes end</td>
<td>Friday</td>
<td>June 28</td>
<td>June 27</td>
</tr>
<tr>
<td>Second Session classes begin</td>
<td>Monday</td>
<td>July 1</td>
<td>June 30</td>
</tr>
<tr>
<td>Independence Day (no classes)</td>
<td>July 4 (Thursday)</td>
<td>July 4 (Friday)</td>
<td>July 4 (Sunday)</td>
</tr>
<tr>
<td>Second Session: 12-Week Evening Session classes end</td>
<td>Friday</td>
<td>August 9</td>
<td>August 8</td>
</tr>
</tbody>
</table>

* Please note: Commencement 2002 is on May 13, one week earlier than usual.
Recognized Holidays for Fiscal Year 2002

The following remaining holidays will be observed by the University in FY 2002 (July 1, 2001 through June 30, 2002) on the dates listed below:

- **Thanksgiving:** Thursday and Friday, November 22 and 23, 2001
- **Christmas Day:** Tuesday, December 25, 2001
- **New Year’s Day:** Tuesday, January 1, 2002
- **Martin Luther King, Jr. Day:** Monday, January 21, 2002
- **Memorial Day:** Monday, May 27, 2002

The Special Winter Vacation granted to faculty and staff between Christmas Day and New Year’s Day will be December 24*, 26, 27, 28, 31, 2001. If an employee is required to work to continue departmental operations for part or all of this period, the Special Winter Vacation can be rescheduled for some other time.

Staff members who are absent from work either the work day before a holiday, the work day after a holiday, or both days, will receive holiday pay if that absence is charged to preapproved paid time off or to sick days substantiated by a written note from the staff member’s health care provider.

*Note: Penn will extend the Special Winter Vacation for 2001 to include Monday, December 24, 2001.

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 report for August 13 through August 19, 2001. Also reported were 20 Crimes Against Property.

For the University of Pennsylvania Police Department between the dates of August 13 and August 19, 2001, 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 Public Safety at (215) 898-4482.

**18th District Report**

- **6 incidents and 1 arrest (including 6 robberies, 1 aggravated assault and 1 homicide)** were reported between August 13 and August 19, 2001 by the 18th District covering the Schuylkill River to 48th Street and Market Street to Woodland Avenue.

- **08/13/01**
  - 5:03 AM: 4600 Linmore
  - Homicide

- **08/14/01**
  - 2:48 PM: 53rd and Passion
  - Robbery

- **08/15/01**
  - 5:32 PM: 14th and Ashland
  - Robbery

- **08/16/01**
  - 1:27 AM: 5000 Troy Street
  - Robbery

- **08/17/01**
  - 5:00 PM: 4201 Walnut Street
  - Robbery

- **08/18/01**
  - 2:48 AM: 4201 Walnut Street
  - Robbery

- **08/19/01**
  - 11:15 PM: 3400 Chestnut Street
  - Robbery

**19th District Report**

- **08/13/01**
  - 3:03 PM: 4300 Pine Street
  - Burglary

- **08/14/01**
  - 4:03 PM: 49th and Wolcott
  - Robbery

- **08/15/01**
  - 5:01 PM: 38th and Girard
  - Robbery

- **08/16/01**
  - 4:03 AM: 4000 Northampton
  - Robbery

- **08/17/01**
  - 5:00 AM: 4700 Vine Street
  - Robbery

- **08/18/01**
  - 5:00 AM: 4201 Walnut Street
  - Robbery

- **08/19/01**
  - 2:48 AM: 4201 Walnut Street
  - Robbery

- **08/19/01**
  - 11:15 PM: 3400 Chestnut Street
  - Robbery

**Classifieds—University**

**Research**

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

**Volunteers Needed for Early Menopausal Women Bone Density Research Study.**

The University of Pennsylvania’s Clinical Research Center seeks volunteers for a bone density medical research study. If you meet the following description, you might be eligible to participate: female ages 45-55, no medical periods for at least 6 months. Volunteers will be compensated for their involvement. Please contact: Helen Peachey at (215) 898-5684.

**Are You Post-Menopausal and Do You Have High Cholesterol?**

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

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Ed.