

UNIVERSITY of PENNSYLVANIA Almanac

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University Council Agenda

Wednesday, September 22, 1999, 4-6 p.m.
McClelland Hall, The Quadrangle

Observers must register their interest by calling the Office of the Secretary in advance, (215) 898-5274. PENNCARD is required to enter the Quad.

- I. Approval of April 28, 1999, minutes (1 minute).
- II. Status Reports of President, Provost, and Chairs of Steering, GAPSA, UA, PPSA and A-3 Assembly (25 minutes).
- III. Appointment of Moderator (2 minutes).
- IV. Selection and ranking of focus issues for Council for the academic year (20 minutes). The following issues were suggested at the April 28, 1999, Council meeting:
 - A. Follow up on women's safety issues
 - B. Safety for community across campus
 - C. Minority recruitment and retention, especially consistency with financial aid
 - D. Compare statistics for people of color and varied ethnicity in 1997-98 to 1998-99
 - E. Pluralism report on financial aid
 - F. Graduate/professional student service relationship to undergraduates living on campus
- V. Committee charges for the academic year 1999-2000 (25 minutes).
- VI. Remaining 1998-1999 year-end committee reports (3-5 minutes each, 10 minutes discussion each):
 - A. Admissions and Financial Aid
 - B. Bookstore
 - C. Facilities
- VII. Adjournment by 6 p.m.



Almanac Photo M.F.M.

La Casa Latina: With its opening ceremony today, Penn's new Center for Hispanic Excellence sets out to "celebrate and support Hispanic culture...and the academic success of Latino students." All faculty, staff and students are welcome at the ribbon-cutting, 4 p.m. at Westminister House (above) adjacent to the colonnade of Iron Gate Theater, 3700 Chestnut Street.

Black Literature Center: Dr. Awkward

Dr. Michael Awkward, professor of English, has been named director of the Center for the Study of Black Literature and Culture. He succeeds the founding director, Dr. Houston F. Baker, who is now professor of English at Duke University.

"Michael has a clear and thoughtful vision for building on the Center's tradition of scholarly excellence in black cultural studies," said SAS Dean Samuel Preston in announcing the appointment. "We are excited about his plans and look forward to seeing him bring them to fruition."

Dr. Awkward, who graduated *cum laude* from Brandeis University in 1980, came to Penn for his M.A. (1982) and his Ph.D., awarded in 1986. He then joined the faculty of the University of Michigan as an assistant professor, was promoted to tenure in 1990, and by 1995 he was full professor of English and Afro-American and African Studies there. He also headed Michigan's Center for Afro-American and African Studies for three years, 1993-96, and served on Michigan's Faculty Senate as well as on numerous committees there.

He became widely known for his writing on contemporary black literature and criticism, with special emphasis on gender issues, publishing numerous articles and several major books during his Michigan years. Among these are *Negotiating Difference: Inspiring Influences: Tradition, Revision, and Afro-American Women's Novels* (Columbia 1989, also issued in Japanese by Sairyusha in 1993) and *Negotiating Difference: Race, Gender and the Politics of Positionality* (Chicago 1995). He also edited *New Essays on Their Eyes Were Watching God*, published in 1990 as part of Cambridge University Press's series on "The American Novel." In progress are *Shores of Knowing: Writing a Black Male Life* and, with Nicole Brittingham, "*Ah Save de Text for You*": *Reading Afro-American Literary Traditions, 1975-1995*.



Michael Awkward

Penn Health Senior VP Administration: Dr. Ferniany

Dr. William N. Kelley, Dean of Medicine and CEO of the Penn Health System, has appointed to the newly created position of Senior Vice President for Administrative Services Dr. I. William Ferniany, who has been senior vice president for professional services.

In his new post Dr. Ferniany oversees marketing, medical affairs, information services, telecommunications, human resources, facilities, venture and industry relations, and support services, which includes liaison to Penn Tower, Dr. Kelley noted.

He is also responsible for the subspecialty networks, affiliates, and clinical service groups, as well for the PennMed satellites at Radnor and Limerick. He remains acting director of the Clinical Practices (CPUP) of the University of Pennsylvania until a new executive director is named.

"Those of you who have worked with Will in his various UPHS roles over the years are well aware of his creative resourcefulness and his wide-ranging experience," said Dr. Kelley. "He has been, in short, a person who gets the job done. We are confident that he will be a valuable contributor in helping us solve the challenges now facing us."

Dr. Ferniany came to Penn in 1992 from the University of Alabama, where he took his three degrees—a B.S. in manpower and industrial relations in 1973, M.S. in hospital and health administration in 1975, and Ph.D. in administration and health services in 1984, when he was vice president for planning and development at Healthcare Services of America. He was later CEO of HAS's Hill Crest Hospital before returning to his alma mater in 1998.



William Ferniany

Lasker Prize: Next Week

At the request of a Penn faculty member who is to receive the Albert and Mary Lasker Foundation's 1999 Basic Medical Research Award, *Almanac* will honor the Foundation's release date of September 26. The story will appear here September 28.—Eds.

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Faculty Retirement Options: Early or Phased

Dear Colleagues,

I am writing to remind faculty that the University of Pennsylvania has an early retirement program for faculty and a phased retirement program with a new feature this year. I am also writing to provide you with information on financial planning services available to employees.

The Faculty Income Allowance Program

A brochure on the Faculty Income Allowance Program (FIAP) is reprinted for your review on page 6 of this issue. This program is available to tenured members of the standing faculty and senior members of the Clinician Educator faculty (associate and full professor) who are at least age 62 but not yet age 69 and who have served at least 15 years in full-time service at the University at the time of their retirement. In addition, tenured faculty members and senior clinician-educators who will not have completed fifteen years of full-time service at the University until *after* reaching age 69 may retire under the terms of the program at the time they complete fifteen years of service.

The program provides an income allowance to the faculty member equal to 165% of the average academic base salary for full professors in his or her school during the year immediately preceding retirement. The allowance is paid in 24 equal monthly installments beginning the first month after retirement. The program also provides continued group term life insurance and dental insurance over the two-year period following retirement; medical insurance through the University programs with the same cost-sharing arrangement as for active faculty members until the retired faculty member reaches Medicare eligibility age; and continued dependent tuition benefits for eligible dependent children. University contributions to tax-deferred annuity will not continue after payments from the retirement income allowance program begin.

Phased Retirement

Since 1991, the University has had a Reduction in Duties policy that allows faculty to request a phased-in retirement. The language from the *Handbook* is also on page 6 of this issue. Reductions in anticipation of a move to emeritus status may be granted for a period not to exceed 6 years. Such reductions may be for 10%, 20%, 30%, 40%, or 50% of full duties. Such reductions are accompanied by a proportional reduction in salary and in those benefits that are salary-based. Beginning in academic year 1999-2000, faculty who formally enroll in a phased retirement option and who are at least 59 1/2 years of age will be able to begin to withdraw funds from their tax-deferred annuity. The amount to be withdrawn will be decided by the faculty member and the tax-deferred plan carrier. Participation in the phased retirement program *does not preclude* participation in the FIAP program for those who are eligible for that program.

Individual Financial Planning for Retirement

Individual financial planning for retirement is available through Vanguard (Mr. Robert Geiger, 610-669-4040); TIAA-CREF (Mr. Lewis Burley, 215-587-8526); and American Express (Mr. Barney Carter, 1-800-220-2190). All three providers offer the first session at no cost. Thereafter the pricing of the services, payable by the faculty member, will depend on the complexity of his or her finances. Prices can be discussed during the complimentary session. More information can be obtained by accessing the Human Resources website at www.hr.upenn.edu and clicking the "Links" icon.

—Barbara J. Lowery, Associate Provost

Careers in Academe: September 22, 28-29

To register for the 11th annual career conference sponsored by Career Services and the Deputy Provost (below), call (215) 898-7530 or e-mail heiberg@pobox.upenn.edu.

Going on the Academic Job Market

September 22, McNeil Building, Room 285-86

4-4:30 p.m. *Issues in Higher Education*; J. Douglas Toma, IRHE and University of Missouri-Kansas City;

4:30-5:15 p.m. *Interviewing for Academic Jobs: What to Expect*; Amita Sehgal, neuroscience, Howard Hughes Medical Institute; Susan Meyer, philosophy;

5:15-6:30 p.m. *The Academic Job Search: Hiring from the Search Committee's Perspective*; Dan Tompkins, Greek, Hebrew & Roman Classics, Temple; Cindy Giddle, English, CCP; Lisa Traynor, mathematics, Bryn Mawr; Paul Sniegowski, biology.

The Doctoral Student's Tool Kit:

A Program for Second-Year-Plus Students

September 28, Logan Hall, Room 17

4-5 p.m. *Assembling a Dissertation Committee and Finishing in a Timely Manner*; Yvonne Paterson, microbiology; Barbie Zelizer, communication;

5-5:45 p.m. *The Importance of Teaching*; Walter Licht, history and associate dean, SAS; Carl Sequist, graduate student Teaching Resource Network;

5:45-6:30 p.m. *Writing a Strong Funding Application*; Ted Abel, biology.

Job Hunting Issues

September 29, McNeil Building, Room 285-86

4-5 p.m. *Non-Tenure Track Positions and Surviving One-Year Positions*; Tom Whitman, music and dance, Swarthmore; Michael Powell, history, Bryn Mawr;

5-6:30 p.m. *Dual Career Couples and Academic Jobs*; Lori Flanagan-Cato, psychology; Matthew Stone, computer science, Rutgers; Joseph Farrell, Classical studies, associate dean/graduate studies, SAS; Janet Tighe, history and sociology of science.

Memorial Services: September 27, October 1

All faculty, students and staff are invited to the memorial services for two distinguished members of the faculty whose deaths occurred this summer (see *Almanac* September 7 for details of their careers.)

Dr. Ralph Ginsberg: For the noted sociologist who chaired GSE's educational leadership division at the time of his death, the service will be Monday, September 27, at 4 p.m. in the Zellerbach Theatre of the Annenberg Center.

Dr. David Hildebrand: The eminent statistics professor who chaired the Faculty Senate in 1992-93 will be remembered Friday, October 1, at 2 p.m. in 17 Logan Hall.

Speaking Out

Shocking But True!

I am an alumna and an employee of the University, and I would like to share a little story with the Penn community. Perhaps for some of you this may not sound so shocking. However, I have astonished many people by telling them this story.

It happened on the evening of May 17 right on the Penn campus. It was a big day for my family since my favorite niece had graduated from SAS that day and we were all happily looking forward to celebrating over a big family dinner in Center City.

As soon as we arrived at the restaurant one of the guests, who had flown all the way from California for the occasion, sadly announced that he seemed to have lost his gift

for the graduate. He remembered having put it in his suit pocket. The gift was \$500.00 in cash enclosed in a greeting card with only the first name of my niece written on it.

However, we did not let that ruin our evening. I was sure that I was going to find the gift in my messy, paper-cluttered car. But when I looked, it wasn't there.

About a month later my niece stopped by to see me and she told me that her lost gift was found—all \$500.00 of it was handed to her by a student of Fine Arts at Penn. The honest finder had found the envelope on the street near 34th and Chestnut, and had gone to the trouble to search for my niece's full name and whereabouts—and miraculously, she had been successful.

To show her appreciation, my niece tried to give her a gift from the money in the envelope, but she graciously refused to accept anything.

Today I would like to address this very dignified person and thank her for what she did. I only wish I could be politically incorrect and reveal her name here in bold letters and tell her how heartening it is to know that there are still good people like her in this world who may inspire others. But I must control myself and be politically correct! Please allow me to salute her here for her kindness.

—Shiva Vakili, *Asian & Middle Eastern Studies and Van Pelt Library Staff*

Speaking Out continues on page 3.

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

Speaking Out continued

A Disputed Malpractice Case

I am writing this letter to explain to the University faculty, students, trustees, alumni and any other interested parties why it became necessary for an emeritus tenured Medical School faculty member with 25 years of service to sue the University of Pennsylvania (and win!). This is a story of callous disregard for the rights, welfare and professional reputation of an employee. It bespeaks a thought process that one would think foreign to any institution claiming to value free thought, knowledge and truth.

HUP, several other physicians and I were sued in 1993 for medical malpractice in the care of a patient during 1991. I retired in 1995 and moved to South Carolina. Trial was scheduled for October 1998. A pretrial meeting was scheduled to discuss defense strategy with the trial attorney. Several days before the meeting, he called to tell me that HUP had, in effect, decided that I was guilty, and they were preparing to offer settlement in the amount of up to \$1,000,000. Their fallback position was that I certainly could not win at trial before a "Philadelphia jury"—a euphemism that I leave for them to define. This decision was made without ever discussing the case with me, the primary defendant, or seeking my opinion. I told him that I rejected this decision because in my professional opinion no malpractice had occurred, and the facts in the case refuted the allegations of the plaintiff's experts. I demanded that the pretrial meeting be held, not only with him but with someone from HUP present. Such a meeting was held (9/18/98), but from the outset it was apparent to me that nothing I could say would change their minds. Over my objection and despite the many critical facts I brought to their attention, of which they were by their own admission completely unaware, they said they were going to proceed with settlement. I had no say in the matter.

I was both amazed and disgusted by the medical and intellectual thought process which produced this decision. As instructed, on 9/21/98 I submitted my expenses for my trip to Philadelphia (9/17/98 - 9/19/98) and I then proceeded to attempt to protect my interests. Agreeing to the settlement certainly would have made my life much easier, and I would not have had to eventually spend a total of 19 days away from home and my other very remunerative work for these legal proceedings. For me, it was simply a matter of conscience and principle to defend my professional reputation and the truth. No matter whether any award was \$1.00 or \$100,000,000, I was not personally liable for even a penny. However, I was also aware that my former colleagues at HUP and the other physicians of Pennsylvania would eventually have to pay the proposed amount of up to \$1,000,000.

The settlement would have required the cooperation of the PA CAT FUND, a state mandated coinsurance fund financed by a surcharge on the basic malpractice insurance premium paid by the physician. Under provisions in force at that time, the first \$200,000 of a \$1,000,000 payment would be paid by

Penn (the primary insurer) and the next \$800,000 by the CAT FUND. Given the intellectual and procedural intransigence of the Med School, I realized that my only hope to defend my professional reputation at trial rested with the CAT FUND. Therefore, I petitioned the CAT FUND to reject the plan by refusing to ante up the large sum required. There followed many lengthy letters and long-distance phone calls. Unlike the Med School, which professed no need to hear my opinions, the CAT FUND attorneys questioned, listened, decided that my arguments had merit and refused to participate in any settlement. If the University was able to get agreement on a settlement not to exceed \$200,000, then they could proceed, and I had no say or rights at all.

No settlement was reached. I returned to Philadelphia on 10/23/98 for the first day of a 16-day trial, returning home 11/7/98 while the jury was still deliberating. On 11/9/98 the jury issued its verdict, awarding nothing to the plaintiff. That same day I submitted my second bill for expenses and requested prompt payment for the first bill I had submitted 7 weeks before. By now I had spent 19 days away from home for the two trips and had expended almost \$10,000 in personal funds for transportation, meals, hotel, etc. related to this trial.

Still not having received any payment by 12/17/98 (3 months after the first bill and 1 1/2 months after the second), I wrote to Bill Kelley requesting immediate payment. From the very beginning, he had been involved in the decision process and had received copies of all correspondence. On 1/4/99 I did receive a check for about 70% of what was owed me, leaving a balance due of \$2729.38. That same day I sent lengthy explanatory letters with attached full documentation of what had transpired to Roy Vagelos and Judith Rodin with the request that they look into this issue and help to bring it to resolution. Neither responded. Ten days later, I did receive a letter from HUP stating that they would be sending me a check for \$1839.37 "within several weeks," but still leaving an unpaid balance of \$890.01. This latter sum was for the cost of over 40 meals plus snacks and refreshments which was disallowed. They did pay for 16 meals, mostly dinners, for the 19 days away from home.

No check was forthcoming over the next 6 weeks. On 2/26/99 I again wrote to Judith Rodin demanding immediate payment or I would seek other recourse. Again, no response. I filed a lawsuit on 3/18/99 in Philadelphia Municipal Court. On 5/4/99 I did receive the check for \$1839.37 promised 4 months before. "Miraculously," this check was issued 10 days after the subpoenas for the trial were served.

The trial was held on 5/12/99. Prior to the closing, the lawyer hired by Penn for its defense was asked a rhetorical question by Judge Krase as to what seemed to make the hierarchy at Penn so angry with me and what motivated them to behave as they did, given that I had saved almost \$1,000,000 by insisting on a successful trial. He also said that he found Penn's actions from the beginning to be "unbelievable and disgraceful." He added

that he and his children were alumni of Penn.

The judge issued his decision 2 weeks later. He awarded me the entire \$890.01 still owed, interest, court costs and my expenses for returning for this trial. Penn now owes me \$2552.51. Of course, they also had to pay for the services of the attorney whom they hired for the trial. I don't know what that bill came to, but I understand that Philadelphia lawyers don't come cheap, even if they lose at trial to a layman representing himself.

This crazy story is not yet over. On 6/19/99 I was informed by Penn that they were appealing Judge Krase's decision. No basis for the appeal was given. A legion of experienced trial lawyers, both here and in Philadelphia, are dumbfounded by this action! The bill for the University is growing—more legal fees and more expenses. The trial is scheduled for 9/29/99. I have no doubt that I will prevail again.

It is legitimate to question the relevance of the issues in this saga to faculty, students, other employees and alumni. So far, the sums involved are small, but the principles loom large. What has transpired with this faculty member can be translated to treatment of any employee. Furthermore, as Judge Krase suggested, one must wonder what psychic profile is involved in such decision-making. I will defer that analysis to my better qualified former colleagues in the Psychiatry Department. Finally, one must question whether squandering funds derived from tuition fees, alumni donations, and endowment principal or income to perpetuate their own private agendas at the expense of the institution represents the appropriate fiduciary role of top University officials.

HUP, as almost all academic medical centers, has serious financial problems as a result of revolutionary changes in healthcare financing. There are huge operating losses, job cuts have been announced, and salary increases may have to be cut or eliminated. Many individuals and families will be seriously adversely impacted. Given this setting, does HUP's role in this affair represent prudent fiscal policy, let alone, just simply decent behavior?

If a response to this statement is to be forthcoming, one should look to see who will provide it. Will it be Bill Kelley? Will it be Judith Rodin? Or, will some subordinate, not responsible for the decisions, be saddled with the task of explaining this novella?

—Karl Engelman, M.D.

Emeritus Associate Professor of Medicine

Response to Dr. Engelman

The Office of the General Counsel notes that it strongly disagrees with Dr. Engelman's account of the management of the medical malpractice action in which he was involved and the dispute regarding reimbursement of his expenses. Inasmuch as both matters are still in litigation, however, the University is not in a position to comment other than to note that Dr. Engelman was fully reimbursed for those expenses which qualified for reimbursement in accordance with the applicable reimbursement policies.

—Peter Erichsen, Vice President and General Counsel, University and HUP

DISCUSSION On The College's Proposed Curriculum

In April the School of Arts and Sciences' Committee on Undergraduate Education (CUE) presented to the SAS Faculty a proposal to exempt some 200 members of the Class of 2004 from the current General Education Requirements, and give them instead a pilot curriculum outlined by the Committee (see summary at right). The following comments on that proposed curriculum were written originally for the Talk About Teaching series presented monthly on Almanac's back cover by The College in cooperation with the Lindback Society. Too long for the one-page format of Talk About Teaching, the discussion was moved to this space and is open to comment by other members of the University, either directly to Dr. Frank Warner, chair of CUE, at fwerner@math.upenn.edu, or for publication to Almanac. Dr. Hackney is the former president of the University who returned to the faculty last year after chairing the National Endowment for the Humanities.—Ed.

Give Three Cheers and Go Ahead by Sheldon Hackney

Having participated in the vigorous year-long deliberations of the Committee on Undergraduate Education, I was a little disappointed that the Faculty Meeting of the School of Arts and Sciences did not simply give three cheers and vote to move ahead with the pilot curriculum that CUE had proposed. Instead, the Faculty authorized continued and more detailed planning, but it wants to consider the proposal again in December in the light of additional planning and what it hopes will be a substantial discussion throughout the fall term.

This outcome is certainly reasonable. Curricular changes are always difficult because the faculty is full of very smart and caring people, each of whom has his own ideas about undergraduate education, and each of whom sees the task from a particular disciplinary vantage point. It would therefore be astounding if any large new idea about the course of study were not controversial. Furthermore, it soon occurred to me that the faculty in general had not had the benefit of the lengthy discussions in which I took part as a member of CUE. With hopes of furthering the important discussion of the pilot curriculum, I will sketch here some thoughts that have brought me to the point of being very enthusiastic about the proposed pilot curriculum.

Even though much of the controversy has centered on the general education component, it is important to see the pilot curriculum as a full set of degree requirements, not just a new scheme of four courses for the general education component. The pilot curriculum includes the major, newly mandating a research or equivalent component; the fundamental skills requirements with an oral communications component added to the writing requirement; proficiency in a foreign language, as in the present curriculum; the new general education requirement; and electives. One of the real attractions of the pilot curriculum is that it provides a much more generous allotment of electives, allowing students greater range and creativity in structuring an educational experience to suit their aspirations and interests.

The modern world is such that we can not possibly reach agreement about what an educated person should know in the 21st century. It is a poor faculty member who cannot make a compelling case that her discipline is a must for any educated person. We have only 32 courses with which to work. Some current programs demand 36, but they are even more crowded than the 32-course degree programs. Within this 32-course curriculum, we must accommodate the major, a foreign language, the fundamental skills (quantitative analysis, writing, and speaking), the general education component, and electives. I believe that we could easily fill a 64-course

curriculum with courses for which a convincing argument could be made that each one is a "must" for a well-educated citizen of the 21st century. Because this approach is so clearly impossible, we have to think in new ways about the undergraduate educational experience.

In particular, we have to think of general education in new ways, bearing in mind that it is only a part of each student's course of study. It must not be expected to do all of the work of the curriculum. We also need to bear in mind that our students come to us already well exposed to various branches of knowledge and ways of thinking. In a real sense, our entrance requirements are part of our course of study.

There are several useful attitudes to have in thinking about general education:

a. General education should excite students about learning, and it should give them a sense of the vastness of the terrain of accumulated human knowledge. Finding joy and some fulfillment in the exploration of that terrain is one of the goals of the general education experience.

b. The general education component should help students situate themselves in the world of today.

c. The general education component should make students conversant with the major ideas that are at play in the contemporary world, including something of the evolution of those ideas. Subject matter from the sciences, social sciences, humanities and arts should be included.

d. There is no unique solution to this task. In fact, if the courses are well taught, there will be many good solutions.

e. It is important to focus upon subjects, or possibly modes of inquiry, and not upon disciplines. This is not the place to show off disciplinary prowess, nor to try to give students training in the methodology of any particular discipline. The challenges and potential pitfalls involved in the creation of new knowledge will be explored in depth in the major. The real world is not divided into disciplines, nor should be the general education requirement.

We must confront the claim that the science content of the proposed four courses will do no more than teach "about" science, rather than having students learn by "doing" science. This one issue occupied a major part of the CUE's discussions last spring.

I accept the assertion that students learn something entirely different, and perhaps more valuable, when they "do" science, as opposed to studying about it. The same is true of my own discipline, history. There is a sense in which one can't be a critical consumer of historical narratives, analyses and other texts intended to convey some understanding of the past unless one has participated in the process of creating new

historical knowledge from primary source material. I suppose this is true in every discipline, and it is apparently felt acutely by scientists.

The problem is that science is so important in the contemporary world that we all need to be conversant with an impossibly wide range of scientific exploration. Our ways of understanding the natural world, our notions of the meaning or lack of meaning of human life, our source of metaphor through which we express and shape our conceptions of reality and are in turn shaped by them, our economic enterprises, our policies about the physical environment, and other fundamentally important aspects of living in the 21st century derive heavily from the sciences. The dilemma is that there is simply too much.

Molecular biology is pervasive throughout the life sciences, so one cannot hope to understand much of what is transpiring in those areas of knowledge without some sense of molecular biology. Mapping the human genome is an exciting collective project that holds out the promise of fundamental advances in medicine through gene therapy. We are at the same time excited by a steady flow of new observations and cosmological theories having to do with the origin of the universe. New terms from the sciences have crept into our everyday vocabulary: big bang, black holes, supernova, etc. At the other end of the scale, particle physics is pursuing knowledge about the smallest units of matter, and we are fascinated by quarks and neutrinos. Is it practical to find a clean source of energy through controlling nuclear fusion? The origins of life, and the notion of human evolution, are still causing controversy in the political arena, even as new pieces to the puzzle are being found and evaluated. The relationship between religious faith and scientific knowledge is again a lively conversation in the public arena. Plate tectonics provides an essential way of understanding the geography of the earth. How can we hope to understand the current discussions of global warming, climate shifts, the threat to tropical forests and to species of plants and animals, not to mention the threat to ecological systems on which we depend for life? Is acid rain a threat? What are the possible cures, and what are the consequences of those cures? Do fluorocarbons threaten the atmosphere? How many people can this good earth support in steady state?

Any one of those areas of knowledge, and many others to which I have not alluded, would justify a lifelong career of investigation, yet one could easily argue that ordinary non-specialists also need some sense of the state of knowledge in each of them in order to function productively as responsible citizens. Of course, the four college years are not the only time when one can

Summary of the CUE Report on a Pilot Curriculum for Undergraduates in the Arts and Sciences

learn what one needs to know, and no individual's course of study can possibly contain courses that allow the student to "do" science in all of the important areas. We have to make choices about how to compromise.

I have no reason to doubt those who believe that a student who "does" freshman chemistry, for instance, including a lab, will somehow have a better understanding of physics and biology and biochemistry and neuroscience and psychology and the claims made by scientists in other areas. That may suggest that scientists have a different kind of knowledge from non-scientific scholars, that they think in a way that is different from humanists and social scientists but that is shared among scientists in widely disparate fields. I am suspicious of this claim, I confess, while being profoundly aware of the vast areas of specific knowledge and specific techniques for gathering data in which I am deficient. I would not ask anyone to accept my side of that argument. For current purposes, the relevant thing is that many of our science-averse students now manage to avoid the sort of "doing" of science that would count with most science faculty. I think it would be a gain, therefore, for those students to take two courses in the pilot curriculum that are specifically designed to introduce students rigorously to the important scientific ideas that are shaping our thinking about our world. In evaluating the pilot curriculum, we should compare the impact of this approach with what we achieve through our current curriculum. Whether or not science disciplines are selected for the use of free electives will also provide a significant measure.

What to do about science-adept students has been a matter of intense discussion within CUE. I think that well-taught courses within the four-course general education component of the pilot curriculum would be both interesting and profitable for science-adept students, but perhaps this is an area for collegial compromise in view of the strong feeling of some faculty that science-adept students would be bored by the general education courses that deal with science. There is also the problem that foundation requirements for science majors leave little room for electives in the first two years. In the proposed pilot curriculum, therefore, there is a science "track" that I wish it didn't have but am willing to support because I am convinced the pilot curriculum as a whole provides such an exciting step forward. Besides, there is always the possibility that I am wrong.

There are also a host of pragmatic doubts about the pilot. Will the College be able to staff the four general education courses with an adequate number of enthusiastic faculty? Can we design an evaluation process that will tell us in three or four years whether the pilot has been successful? Even if it is successful, will it be possible to scale the pilot curriculum up to accommodate an entire class? These are serious questions, and it is good that we are facing them early so that we can try to solve those problems in our planning.

Finally, however, the pilot curriculum is an experiment. Its outcome is uncertain. I am among those who think the promises of the pilot curriculum are so substantial that we ought to give it our best try.

CUE's proposal for a pilot curriculum¹ starts with a premise that the highly motivated and highly selected students who choose Penn have already used their secondary education to develop distinctive interests and numerous competences, and are ready to enjoy the freedom both to develop their existing interests and to explore new areas—making it worthwhile to experiment with "a more compact and well-focused learning experience in the freshman and sophomore years," the Report says. "Such an experience may help our students develop a reflective attitude towards fundamental issues in human conduct, inquiry, and artistic expression that will help them become aware of the different disciplines by which many issues can be approached in a research university, and yet will leave them the freedom that they need to pursue their diverse and demanding intellectual interests."

Another premise is that students who choose The College are distinguished by "an eagerness and creativity that find expression in diverse program options such as interdisciplinary majors, multiple majors, dual degree programs, and other ambitious and demanding courses of study." The Committee adds that "it is vital that our curriculum continue to foster these forms of student creativity while providing a shared basis for the development of the critical practices of inquiry and reflection."

Noting that what it proposes is intended to be "suggestive, but not definitive, of the direction in which our curriculum innovations might move," CUE recommends:

1. Beginning in the fall of the year 2000, approximately 200 freshmen each year for the next five years be exempted from current general education requirements (www.college.upenn.edu) in the College of Arts and Sciences.

2. Students so exempted will satisfy a new set of requirements that will be designed by the Committee on Undergraduate Education working in concert with other SAS subcommittees and individual faculty. The "pilot curriculum" accompanying these resolutions is intended to be a starting point for the development of the new requirements.

3. The advantages and disadvantages of the new requirements will be carefully evaluated by the Committee on Undergraduate Education and other appropriate SAS faculty committees.

These recommendations are accompanied by a series of understandings, among them that CUE will develop an appropriate advising system for the pilot curriculum, and will seek ways to make the current General Requirement as effective as possible while the pilot is being developed. CUE is also to direct an analysis of challenges to extending the pilot curriculum to the full student body, including resources needed and impacts on faculty and existing programs. The Committee would be required to update the Faculty at least annually and issue a final report on the experiment no later than the academic year 2003-04. The target date for deciding whether to extend to all College students the curriculum developed out of the pilot is the spring semester of 2004, for implementation in the fall of 2005.

The four main components suggested for the Pilot Curriculum that 200 of the College's 1500 incoming freshmen would take in the fall of 2000 are:

I. A Pilot General Requirement: Four new semester-long courses would be taken by all 200 students during the first two years of study (with one possible exception²). Approaches from many disciplines in the humanities, social sciences and natural sciences would be introduced, and the perspectives of diverse cultures considered. "Indeed, conflicts among disciplinary and cultural perspectives will often be a central issue in many of these courses: introducing students to the complexities of modern life in the era of globalism as well as drawing on the approaches and accomplishments of multiple disciplines are central reasons why these courses should be team-taught," the proposal notes.

The proposal organizes these courses in four general categories, tentatively titled:

1. Freedom, Equality and Community.
2. Science, Culture and Society.
3. Earth, Space and Life.
4. Imagination, Representation and Reality.

II. A Skill and Methods Requirement: This would include the Foreign Language and Quantitative Skills already required for all students in the College, plus a new Communication Skills course—emphasizing both written and oral communication skills—to replace current methods of satisfying the Writing Requirement.

III. A Major that includes significant opportunities for individual research, scholarship and/or creative projects.

IV. Breadth, Depth, and Coherence: This component is intended to "promote a variety of programmatic offerings that will encourage students to use the flexibility created by the reduction in the General Requirement from ten courses to four to add some combination of breadth, depth, and coherence to their courses of study."

¹ The full text is on the web at www.sas.upenn.edu/faculty.

² Students who believe that they will be science majors or who are preparing for medical careers will complete the courses in categories 1, 2 and 4 in their first three semesters. If by the middle of the sophomore year they are still planning a science major or medical career and have completed a two-course sequence in the physical or life sciences, then they can be exempted from course category 3.

Two Documents on Faculty Retirement

(See the Associate Provost's message, page 2)

From the Handbook: Reduction in Duties (Source: Provost's Memorandum January 23, 1991)

Members of the standing faculty and the research faculty may request a reduction in duties for a period not to exceed six years. Such a reduction is granted only for whole years and requires Trustee approval; it will be granted for good and sufficient reason such as serious illness or injury, child care, service to the community, or anticipation of a move to emeritus status. Such reductions may be for 10%, 20%, 30%, 40%, or 50% of full duties. Reduction in duties is always accompanied by a proportional reduction in salary and in those benefits, such as life insurance and retirement contributions, that are salary-based.

Reduction in duties for child care may be granted to a faculty member to allow him or her to devote a fraction of his or her time to the care of dependent children. For untenured members of the standing faculty on the tenure track, assistant professors on the clinician-educator track, and assistant professors on the research track, one year is removed from the appropriate probationary period for each two years granted with 50% reduced duties. For faculty with a normal seven-year (ten-year) probationary period, the total probationary period including time spent at reduced duties for child care cannot exceed ten years (thirteen years). Faculty members who wish to devote full time to child care should consider requesting personal leave as described under the heading "Other Leaves." (Handbook, p. 64)

Q & A On Faculty Early Retirement Income Allowance Program

(from a Human Resources Brochure, also at www.hr.upenn.edu/benefits/fiap.htm)

The Faculty Early Retirement Income Allowance Program (FIAP) provides an opportunity for senior faculty members to retire from active service at the University, in some instances, before becoming eligible for full Social Security benefits. This program is available to senior faculty members who retire after June 30, 1996.

Q: What is the eligibility for participation in the FIAP program?

A: Tenured members of the Standing Faculty and senior members (Associate Professor or Professor) of the Standing Faculty-Clinician Educator who will be at least age 62 but not past 69 and who have at least 15 years of full-time active service at the University. Tenured faculty members and senior clinician educators who have not completed 15 years of full-time service by the age of 69 may retire under this program after completion of 15 years of full-time service.

Q: How do I apply for early retirement?

A: Faculty members who wish to retire under the terms of this program must provide written notice to the dean one year prior to the date of their intended retirement. Normally such retirements will occur at the end of the academic semester. You may be permitted to retire at other times when approved by the chair and dean of the department. You may rescind your notice anytime before signing the formal agreement by notifying your dean and chair.

Q: What is the amount of the retirement income allowance?

A: The amount of the allowance is equal to 165% of the average academic base salary for full professors in your school during the school year preceding retirement. It is paid in 24 equal installments. Residual payments are made in a lump sum to your named beneficiary(ies) if you die during this period.

Q: What is my tax liability under FIAP?

A: The retirement allowance is considered a severance payment subject to federal, state and local income taxes and to Social Security and Medicare taxes. However, the Social Security Administration should not count the income allowance as earnings that would reduce Social Security retirement income payments.

Q: How will my present University benefits be affected?

A: **Medical insurance** coverage will be provided for you and your family with the same cost-sharing arrangement as for active faculty members until you reach Medicare eligibility age. After that time, supplementary coverage to Medicare is provided. The cost of this coverage will be shared by the University and the retired faculty member on the same basis as the cost of medical insurance for active employees.

Group term life insurance will be continued at the University's expense during the two years. The amount is based on your primary job and your age at retirement. You may not increase the amount but may reduce it to \$50,000 to avoid imputed income taxes. At the end of the two years, the amount will be reduced to \$2,000, the same as for current retirees. Conversion privileges will be the same as for the active faculty who retire over the age of 65.

Dental insurance will be continued for you and your family during the two-year period. At the end of this period, you can continue this coverage for 18 months under COBRA at the prevailing cost at that time.

Dependent Tuition benefits are continued during retirement.

Q: Can I still participate in the Tax Deferred Annuity Accounts?

A: You may continue participation in the Supplemental Plans only of TIAA-CREF and Vanguard. University contributions will not continue when you begin the FIAP. You can start withdrawing your pension benefits from these accounts while receiving your FIAP benefits. You should consult your tax advisor before making withdrawal decisions.

Q: How do I estimate my Social Security Income benefit?

A: For an estimate of the benefit you could receive, you must contact your local *Social Security Administration Office* or call 1-800-772-1213. Documentation, including proofs of age, marriage and earnings, may be required.

Q: When do I enroll in Medicare?

A: Three months before retirement, you must contact your Social Security office to enroll in Medicare Part A and Part B, if you are over age 65. You will be required to pay the cost of Part B to the Social Security Administration.

Q: What if I retire before age 65?

A: Your medical coverage before age 65 will continue. At age 65, you will apply to Social Security for Medicare Part A and Part B and your benefits coverage will be transferred to the University's Medicare Supplemental Plan.

Q: When will I receive my Medicare supplement card?

A: Within 10-15 working days after retirement.

Q: What happens to my medical coverage if I am over age 65 but my spouse has not reached the age of 65?

A: Your coverage will be transferred to the Medicare Supplemental plan, but your spouse will remain on the active plan until he/she reaches the age of Medicare eligibility. Then, he/she must enroll in Medicare Parts A and B and will be added to your Medicare Supplemental plan. The cost of the Medicare supplement will be at the prevailing cost for all retirees under that plan.

OPPORTUNITIES

All open positions at Penn are posted on the Human Resources web site at www.hr.upenn.edu. Today's Penn Partnership provides services to Penn hiring officers for the hire of permanent and temporary office support staff. Today's is also managing the Penn Job Application Center. You may contact them at (215) 222-3400 for your employment needs. Penn's Job Application Center at 3550 Market Street, Suite 110, is open 8 a.m.-6 p.m. weekdays where computer stations are available for you to browse the openings and/or apply on-line.

Update

SEPTEMBER AT PENN

CONFERENCE

30 *The Endlessly Beckoning Horizon': Afro American Literature at the End of the Twentieth Century*; keynote speaker: Michael Awkward, English; Sheraton University City; Info: (215) 898-5141 (Center for the Study of Black Literature and Culture). *Through October 2.*

EXHIBITS

Now *Back to the City: Culture and Vernacular Architecture of KeyWest*; drawings and models by students at the University of Miami School of Architecture; Meyerson Upper Hall Gallery (GSFA). *Through October 1.*

FILMS

22 *Spike and Mike's @ 1999 Sick & Twisted @ Festival of Animation @*; 22 short films (many U.S. premieres); 7 & 9 p.m.; International House; \$6.50, \$5.50 students/seniors/members; Info: (215) 895-6542 (Neighborhood Film/Video Project). *Also September 23, 9 p.m.; September 24 & 26, 7 & 9 p.m.*

FITNESS/LEARNING

21 *Guided Zazen (Seated Meditation)*; Fukushima Keidō, Chief Abbot of the Tōfukuji sect of Rinzai Zen Buddhism; 7-9 p.m.; Terrace Room, Logan Hall; pillows recommended (Museum; Center for East Asian Studies).

27 *Part II: Financial Trends: Managing Key Business Indicators*; Mario O. Vicari, Kreisler Miller; 6:30-9:00 p.m.; \$185 (Wharton Small Business Management Certificate Program). *Continues October 11 & 18.*

MUSIC

25 *Concert of South Indian Classical Music*; Sikkil Mala Chandrasekhar, Carnatic flute; with H.N. Bhaskar, violin, and H.K. Narasimhamurthy, mridangam; 6:30 p.m.; Prince Theatre, Annenberg Center; \$15, \$12/SRUTI members, \$5/students (SRUTI; India Music and Dance Society; South Asia Regional Studies).

READING/SIGNING

22 *Book Talk*; Barbara Dianne Savage, history; discussing her *Broadcasting Freedom: Radio, War, and the Politics of Race 1938-1948*; 4:30 p.m.; 2nd floor, 3808 Walnut St. (Afro-American Studies Program; Center for Study of Black Literature & Culture).

TALKS

23 *HIV Clinical Monitoring: Relationship to Viral Pathogenesis*; William O'Brien, U. Texas Med; 3-4 p.m.; BRB II/III Auditorium (Center for AIDS Research).

Patterns of Innovation and Competitive Advantage in the Semiconductor and Display Industries; Gota Kano, Kochi University of Technology; 5-6:30 p.m.; Yasuda Room, Steinberg Conference Center (Snider Entrepreneurial Research Center; ETMR Program/Huntsman Center; Reginald Jones Center; Jerome Fisher Program; Wharton Program in Technological Innovation).

24 *Defining and Controlling Nonlinear Dynamics in Neuronal Systems*; Steven Schiff, George Mason University; noon; suite 400A, room 470, 3401 Walnut St. (IRCS).

27 *Synthetic Polymers for Control of Receptor-mediated Cellular Processes*; Linda G. Griffith, MIT; 3:30 p.m.; room 337, Towne Building (Chemical Engineering; Institute for Medicine and Engineering).

Update continues next page

Almanac September 21, 1999

Role of FtsZ in Bacterial Cell Division; Joseph Lutkenhaus, University of Kansas Medical Center; 4 p.m.; Wood Room, 2nd floor, J. Morgan Building (Pennsylvania Muscle Institute).

Between Theory and Practice: The Sciences of Agriculture, Engineering and Medicine, c. 1870-1940; Jonathan Harwood, University of Manchester; 4 p.m.; room 337, Logan Hall (History and Sociology of Science).

Therapeutic Strategies for Treatment of Neuromuscular Diseases; H. Lee Sweeny, physiology; 4 p.m.; Austrian Auditorium, CRB (Institute for Human Gene Therapy).

Visiting Artist Series; Glen Goldberg, Parsons School of Design; 5 p.m.; White Room, Morgan Building (GSFA).

Design versus Leisure; Gert Groening, University of Arts, Berlin; 6 p.m.; room B-3, Meyerson Hall (GSFA).

Kelly Writers House

All events are free and are held at 3805 Locust Walk. Info: (215) 573-WRIT.

23 Alumni Writers Series; Evan Sarzin, publisher of jazz and world music; 6 p.m.

Virgin House Band; jazz quintet; 8-10 p.m.

25 Laughing Hermit Reading Series; Gibbons Ruark and J.C. Todd, poets; 2-3 p.m.

Celebration of COMBO!; reading from COMBO literary journal, poetry and poetics; 6 p.m.

27 Reading by Larry Platt; author of *Keeping It Real: A Turbulent Season at the Crossroads with the NBA*; 7 p.m.

28 Chaucer Performing Workshop with David Wallace; 5 p.m.

29 Reading by the poets of Rattapallax, A Journal of Contemporary Literature; 8 p.m.

Deadlines: The deadline for the weekly update is each Monday for the following week's issue; for the November At Penn calendar it is *October 12*.

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 **September 6, 1999 through September 12, 1999**. Also reported were **Crimes Against Property: 35 total thefts & attempts (including 3 thefts of bicycles & parts, 3 thefts from autos (& attempts), 3 thefts of autos (& attempts) and 5 burglaries (& attempts)), 1 incident of trespassing & loitering, 1 incident of forgery & fraud and 3 incidents of criminal mischief & vandalism**. Full reports on the Web (www.upenn.edu/almanac/v46/n04/crimes.html). Prior weeks' reports are also online.—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 **September 6, 1999 and September 12, 1999**. The University Police actively patrols 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 (215) 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& Attempts)—1; Threats & Harassment—4
09/10/99 12:43 AM Speakman Dorm Unwanted e-mails received
09/11/99 2:09 AM Sansom East Unwanted phone calls received
09/11/99 3:00 PM Baird Dorm Unwanted calls received
09/11/99 3:16 PM Sansom West Prank calls by unknown person
09/12/99 12:28 AM 200 Blk 36th St Complainant robbed by unknown suspect with gun

38th to 41st/Market to Baltimore: Robberies (& Attempts)—2; Purse Snatches—1; Simple Assaults—1; Threats & Harassment—2
09/06/99 8:39 PM 4000 Blk Walnut St Complainant's purse taken by unknown male with bike
09/07/99 3:17 AM 100 Blk 40th St 5 students robbed at gun point
09/08/99 7:35 PM 4030 Locust St Unwanted call received
09/09/99 9:32 AM Locust Footbridge Complainant struck by suspect/Arrest
09/10/99 8:28 AM Harnwell House Unsolicited message received
09/11/99 2:09 PM 4015 Ludlow St Complainant robbed by unknown suspect

41st to 43rd/Market to Baltimore: Threats & Harassment—1
09/07/99 4:13 PM 42nd & Walnut Complainant reports being harassed

30th to 34th/Market to University: Threats & Harassment—1
09/07/99 9:20 PM Chemistry Bldg Complainant reports being harassed

Outside 30th to 43rd/Market to Baltimore: Aggravated Assaults—1; Threats & Harassment—2
09/09/99 4:17 PM Campus areas Complainant reports being harassed by unknown male
09/10/99 1:54 AM 41st/Chester Suspect arrested after assault
09/10/99 10:53 PM 517 S 42nd St Threatening calls received

Crimes Against Society

38th to 41st/Market to Baltimore: Disorderly Conduct—1
09/11/99 12:37 AM 4000 Blk Spruce Male interfering with police officer/disruptive/Arrest

Outside 30th to 43rd/Market to Baltimore: Disorderly Conduct—1
09/08/99 10:53 PM 234 So 41 St Paintball shot from roof/confiscated

18th District Report

15 incidents and 3 arrests (1 homicide, 1 rape, 5 aggravated assaults, and 8 robberies) were reported between **September 6, 1999 and September 12, 1999** by the 18th District covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

9/06/99	5:20 PM	5034 Walnut St	Homicide
9/07/99	5:16 PM	3800 Woodland	Rape
9/07/99	3:20 AM	100 Blk 40th St	Robbery
9/09/99	2:54 PM	5120 Webster St	Aggravated Assault
9/09/99	10:03 PM	1322 May St	Aggravated Assault/Arrest
9/09/99	4:15 AM	4405 Chestnut St	Aggravated Assault
9/09/99	7:00 AM	3810 Chestnut St	Robbery
9/11/99	2:33 AM	5400 Market St	Robbery/Arrest
9/11/99	1:55 AM	4651 Ludlow St	Robbery
9/11/99	1:16 PM	3938 Pine St	Robbery
9/12/99	9:04 AM	4804 Chester St	Aggravated Assault/Arrest
9/12/99	6:00 PM	4632 Locust St	Aggravated Assault
9/12/99	6:10 AM	47 Univ. Mews	Robbery
9/12/99	6:48 PM	4700 Sansom St	Robbery
9/12/99	12:22 AM	200 36th St	Robbery

At the Club: Go Southwest!

Tomorrow night in its new site at the Inn at Penn, the Faculty Club—which now serves dinner every Wednesday—resumes its special monthly “theme” dinners with a buffet high-lighting Southwestern fare. Reservations are recommended (215-898-4618). The next Football Brunch is Saturday, and also coming this month is a gala Members’ Opening, to be followed in October by a campus-wide Open House.

Philadelphia Museum Trips

The College Houses offer a new service for all Penn students: free rides to the Philadelphia Museum of Art on Wednesday nights, when PMA presents movies and other special programs. Students use a new 15-passenger van, the *L.S. Moribus Van*, known as *Morrie*, beginning September 22 (through December 15). *Morrie* will make a continuous loop between campus and the Museum, 5- 9 p.m., using the Penn Escort stops at 34th & Walnut, Sansom Place East, Harrison College House and the Quad. For more info, call (215) 898-5551 or visit www.upenn.edu/resliv/van.html.

Art for the Fox Gallery

The Penn Student Gallery is looking for artists who would like to exhibit their work in Logan Hall’s Fox Art Gallery. Artists do not have to be Penn students, but they are preferred. Janice Wang, Director: jmwang@sas.upenn.edu.

Correction: In the September 7, 1999, *Almanac*, the Alcohol and Drug Policy’s list of resources incorrectly included an “Employee Assistance Program” at Blockley Hall. The unit formerly at that address, the Faculty/Staff Assistance Program (F/SAP), was replaced two years ago by Penn-Friends EAP, described in Section V.3 of the Policy. The phone number for the Penn Friends EAP is 888-321-4433.—Ed.

CLASSIFIED

THERAPY

Shari D. Sobel, Ph.D. Psychotherapy (215) 747-0460.

To place a classified ad, call (215) 898-5274.



Almanac

Suite 211 Nichols House
3600 Chestnut Street, Philadelphia, PA 19104-6106
Phone: (215) 898-5274 or 5275 FAX: (215) 898-9137
E-Mail: almanac@pobox.upenn.edu
URL: www.upenn.edu/almanac/

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

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Year 2000—Much Accomplished, Much Remaining *by Michael Kearney*

Thursday, September 23, 1999 will leave us with 100 days remaining before the arrival of the Year 2000. I can assure you that those of us who have been wrestling with this problem in recent years are looking forward with eager anticipation to the time when we can wrap up the major tasks of this project and take up the challenges the next century has to offer. However, we're not quite ready to call it a millennium—there's work remaining to be done.

Although we've been at it for years, this still isn't terribly long relative to the lifetime of the

problem. We find its precursors in nineteenth century government forms where the year is pre-printed with a leading "18" placed there, logically, to reduce the labor and risk of error inherent in repeatedly re-entering it. We might call this a "Year 1900" problem—solved then, presumably, with manual workarounds using pen and ink or by replacing the old forms altogether.

For the last several years, the University has been engaged in a project to perform the twentieth century equivalent of "replacing the forms." It has proven to be a complex and challenging

undertaking, belying the conventional notion that all the effects of the Year 2000 problem (failures of computer systems to perform as expected from the use of a two-digit representation of the year) will be felt on or about January 1, 2000—a single giant hurdle to be cleared. The real situation is more complex and, in some ways, more reassuring than that implied by the single hurdle metaphor. We have, in fact, already cleared dozens of hurdles to bring us where we are now. Among them: modifications of student systems in 1995 to handle the Class of 2000; development and upgrade of our financial systems including FinMIS and Payroll; organization of a University-wide Y2K project in 1997; successful operation through critical 1999 dates such as the beginning the University Fiscal Year 2000 in July; replacement and upgrade of hundreds of systems in Schools and Centers; successful integrated system tests of desktops, networks, and servers running with clocks set ahead to 2000; upgrades to PennNet; and assessment and upgrade of control systems in University facilities.

Most of the University's mission-critical Year 2000 work is now complete, but we cannot be complacent. We must continue to plan for and clear the hurdles—seen and unforeseen—that lie ahead:

- Replace or upgrade non-compliant systems performing important (if not mission-critical) functions—it's still not too late to do it, at least for relatively simple system replacements.
- Continue to monitor software for date-related (and other) defects and upgrade when necessary, especially in mission critical areas—vendors will continue to discover and provide fixes for defects for the remainder of 1999 and beyond.
- Prepare contingency plans. It is unlikely that we and our suppliers will be completely successful in correcting all Year 2000 problems that might affect us. It is highly likely that some organizations will experience localized problems of short duration. We must be prepared to minimize the effects of such failures.
- Watch for and pay attention to the recommendations made by your school, center, and service providers, especially for specific actions to take (or avoid) in preparation for the New Year's holiday weekend.

If you have questions, please contact the Year 2000 coordinator for your school or center listed in the table at left. You may also refer to the University's Year 2000 Web site at www.upenn.edu/computing/year2000 or send e-mail to year2000@isc.upenn.edu.

Dr. Kearney is the University's Year 2000 Project Coordinator.

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Year 2000—Much Accomplished, Much Remaining

by Michael Kearney

Thursday, September 23, 1999 will leave us with 100 days remaining before the arrival of the Year 2000. I can assure you that those of us who have been wrestling with this problem in recent years are looking forward with eager anticipation to the time when we can wrap up the major tasks of this project and take up the challenges the next century has to offer. However, we're not quite ready to call it a millennium—there's work remaining to be done.

Although we've been at it for years, this still isn't terribly long relative to the lifetime of the problem. We find its precursors in nineteenth century government forms where the year is preprinted with a leading "18", placed there, logically, to reduce the labor and risk of error inherent in repeatedly re-entering it. We might call this a "Year 1900" problem—solved then, presumably, with manual workarounds using pen and ink or by replacing the old forms altogether.

For the last several years, the University has been engaged in a project to perform the twentieth century equivalent of "replacing the forms". It has proven to be a complex and challenging undertaking, belying the conventional notion that all the effects of the Year 2000 problem (failures of computer systems to perform as expected from the use of a two digit representation of the year) will be felt on or about January 1, 2000 - a single giant hurdle to be cleared. The real situation is more complex and, in some ways, more reassuring than that implied by the single hurdle metaphor. We have, in fact, already cleared dozens of hurdles to bring us where we are now. Among them: modifications of student systems in 1995 to handle the Class of 2000; development and upgrade of our financial systems including FinMIS and Payroll; organization of a University-wide Y2K project in 1997; successful operation through critical 1999 dates such as the beginning the University Fiscal Year 2000 in July; replacement and upgrade of hundreds of systems in Schools and Centers; successful integrated system tests of desktops, networks, and servers running with clocks set ahead to 2000; upgrades to PennNet; assessment and upgrade of control systems in University facilities.

Most of the University's mission-critical Year 2000 work is now complete, but we cannot be complacent. We must continue to plan for and clear the hurdles—seen and unforeseen - that lie ahead:

- Replace or upgrade non-compliant systems performing important (if not mission-critical) functions—it's still not too late to do it, at least for relatively simple system replacements.

- Continue to monitor software for date-related (and other) defects and upgrade when necessary, especially in mission critical areas—vendors will continue to discover and provide fixes for defects for the remainder of 1999 and beyond.

- Prepare contingency plans. It is unlikely that we and our suppliers will be completely successful in correcting all Year 2000 problems that might affect us. It is highly likely that some organizations will experience localized problems of short duration. We must be

prepared to minimize the effects of such failures.

- Watch for and pay attention to the recommendations made by your school, center, and service providers, especially for specific actions to take (or avoid) in preparation for the New Year's holiday weekend.

If you have questions, please contact the Year 2000 coordinator for your school or center listed in the table below. You may also refer to the University's Year 2000 Web site at www.upenn.edu/computing/year2000 or send e-mail to year2000@isc.upenn.edu.

Dr. Kearney is the University's Year 2000 Project Coordinator.

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these two items:**

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La Casa Latina: Penn's new Center for Hispanic Excellence will celebrate and support Hispanic culture and encourage the recruitment, retention and academic success of Latino students. It will open with a ribbon cutting ceremony at 4 p.m. today at Westminster House, 3700 Chestnut Street.