

# UNIVERSITY of PENNSYLVANIA *Almanac*

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

Arthur H. Rubenstein, MBBCh, 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*.



Arthur Rubenstein

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.

"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

## Ombudsman: Anita Summers

Dr. Anita A. Summers, professor emerita 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.



Anita Summers

## 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.



Robin Beck

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## SENATE

### From the Senate Office

#### Election of At-large SEC Member

No nominations were received by petition and the Senate Nominating Committee's nominee Robert Hornik (Annenberg School for Communication) is declared elected to a 1-year term effective immediately as an at-large member of the Senate Executive Committee.

#### Agenda of Senate Executive Committee Meeting Wednesday, September 5, 2001 3-5:30 p.m.

1. Approval of the minutes of May 2, 2001
2. Chair's Report
3. Discussion on Nomination of Senate Nominating Committee
4. Election of one assistant professor member to fill a one-year vacancy on SEC
5. Progress Report of the Teaching Evaluation Committee
6. Report to the President and Provost Concerning Services to Students With Disabilities
7. Other new business
8. Adjournment by 5:30 p.m.

#### Report of the 2000-2001 Senate Committee on Academic Freedom and Responsibility

August 2, 2001

The Committee met once on May 25, 2001 to elect a chair.

As in the past, the Committee distributed a letter to all members of the faculty informing them about SCAFR. We received no inquiries or appeals of actions relating to issues of academic freedom and responsibility; no inquiries were forwarded to the Committee from the Faculty Senate. We did not identify any further questions that the Committee needs to address at this time.

—Sheila Murnaghan, Chair

#### Report of the 2000-2001 Faculty Grievance Commission

August 14, 2001

This year the Faculty Grievance Commission considered two cases, attempting to act as facilitators in achieving their resolution. In addition, we were approached by two other faculty members who may decide to put in grievances in the future.

One of two cases before us was finally resolved: we congratulate the people who were involved in this. All of them behaved as responsible members of the University.

The other case is still ongoing and we cannot discuss it under the confidentiality rules of the Commission.

The members of the 2000-2001 Faculty Grievance Commission were Fay Ajzenberg-Selove, Chair, Steven Sondheimer, Chair-elect, and Leonard J. Bello, Past Chair.

—Fay Ajzenberg-Selove, Chair

## Summer 2001: Hither and Yon

During the summer there were several departures, and appointments.... (see [www.upenn.edu/almanac/v48/n01/contents.html](http://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 assumed his new responsibilities yesterday.
- Peter C. Erichsen, 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 facilities and the recruitment of new faculty.

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

- Deborah McColloch, 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 Rooftop

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.

#### Penn Families: Admissions Seminars—September 4 and 6

College-bound teenagers—and their parents—often can be overwhelmed by the choices and requirements of college admission. What courses are important to take in high school? How significant are extracurricular activities, essays, test scores, recommendations and interviews? The answers are right here on campus and available to Penn employees and their families, whether their children plan to apply to Penn or elsewhere.

The Undergraduate Admissions Office will host two seminars for Penn families whose teenagers are beginning the college search process. Participants can choose between Tuesday, September 4, in Benjamin Franklin Room, Houston Hall and Thursday, September 6, in College Hall, Room 200, both starting at 5:15 p.m.

The focus is on the college selection process for large and small, public and private colleges. Admissions officers will discuss what it takes to gain admission to a competitive college, how to get the most out of a campus visit, and other issues such as financial aid.

Do you have a child who is a junior or senior in high school? Do you have questions about the college admissions process? The Undergraduate Admissions Office would like to help you plan for the challenges ahead. You and your family are welcome to join us for one of these sessions.

The seminars are free, and the office requests participants to RSVP to Jennifer Sicklick at (215) 898-8587.

—Undergraduate Admission Office

#### 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 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://westphillydata.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.



## French Institute Director: Dr. Gallier

Dr. Jean H. Gallier, professor of computer and information science, has been named director of the French Institute for Culture and Technology (FICT) by Provost Robert L. Barchi and SAS Dean Samuel H. Preston. His appointment was effective July 1. Dr. Gallier succeeds Dr. Barry S. Cooperman, who had been FICT's director since 1993.



Jean Gallier

Dr. Gallier's appointment followed a University-wide search led by a committee composed of faculty from SAS, the School of Medicine and SEAS.

Dr. Gallier graduated in 1972 from the Ecole Nationale des Ponts et Chaussées, one of the top French "Grandes Ecoles." In 1978, he received his Ph.D. in Computer Science from UCLA.

Dr. Gallier joined the Penn faculty in 1978 as an assistant professor in the department of computer and information science, where he rose to associate professor in 1984 and to professor in 1990. He was Graduate Chair of the department from 1988 to 1990. Since 1994, Dr. Gallier has a secondary appointment in the department of mathematics.

Dr. Gallier has worked in various areas, ranging from program correctness and automated theorem-proving, incremental compilation, typed lambda calculi and proof theory, to geometric modeling, computer graphics, and algebraic geometry. He is the author of over sixty original papers, and three books, *Logic for Computer Science* (1986), *Curves and Surfaces in Geometric Modeling* (1999) and *Geometric Methods and Applications* (2000).

He serves on the editorial board of several professional journals, including *Theoretical Computer Science* since 1992 and the *Journal of Symbolic Computation* since 1988.

Dr. Gallier was also honored for his teaching, receiving the Lindback Award for Distinguished Teaching in 1983.

The French Institute for Culture and Technology was created in 1992. Its purpose is to strengthen and enhance relations among the University, the larger Delaware Valley Francophone community, and French and Francophone countries.

### Student Health Insurance Meetings: September 4 & 6

All Penn undergraduate and graduate students are invited to attend Information Sessions about the 2001-2002 Penn Student Health Insurance Plan. The sessions will be held on Tuesday, September 4, at 1 p.m. in The ARCH Auditorium, 3601 Locust Walk and again on Thursday, September 6, at 6 p.m. in Logan Hall (Lower Level), Room 17.

For more information about the Penn Student Health Insurance Plan, visit [www.upenn.edu/shs/shi.html](http://www.upenn.edu/shs/shi.html).

—Student Health Service

## OF RECORD

### 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 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 (University Laboratory Animal Resources). The investigation will include contacting the Principal Investigator for the animals which the animal welfare concern was raised, along with others, if warranted. Consultants and others may assist in the investigation.

Generally, within 10 working days after completion of the investigation, 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:

Limit	Explanation	Change in 2002	Future Changes
Elective Deferral Limit	Amount that an individual can contribute on a pre-tax basis to the University's 403(b) plans	Increase from \$10,500 to \$11,000	Increase by \$1,000 each year until 2006 (able to contribute up to \$15,000 in 2006)
Catch-up Deferral Limit	Individuals who are 50 and older will be eligible to make additional "catch-up" contributions to the University's 403(b) plans (in addition to elective deferral limit)	New \$1,000 catch-up	Increase by \$1,000 each year until 2006 (able to contribute up to an additional \$5,000 in 2006)
Compensation Percentage Limit	Percentage limit on the amount of your compensation that you may contribute to or receive under the University's 403(b) plans	Increase from 25% to 100% of your compensation (up to elective deferral limits)	N/A
Contribution Dollar Limit	Annual dollar limit on the amount of contributions that you may receive under the University's 403(b) plans	Increase from \$35,000 to \$40,000	N/A
Annual Compensation Limit	Maximum amount of annual compensation per plan year that can be taken into account when calculating retirement contributions or benefits for the University's 403(b) plans	Increase from \$170,000 to \$200,000	N/A
Maximum Exclusion Allowance	Complicated test that sometimes limits the amount of an individual's contributions under a 403(b) plan	Eliminated	N/A

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](http://www.tiaa-cref.org)) and/or Vanguard ([www.vanguard.com](http://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 School 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 Management Center, 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](http://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 Overload: Speed Reading and Memory Skills (AMA program)
- Managing and Working with Difficult People (AMA program)
- Strategies for Developing Effective Presentations (AMA program)
- Communicating, 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 listserv to receive e-mail 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](http://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 prereq-

\* 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.



## BUSINESS ENTERPRISE NETWORK

uisites 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](http://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](http://www.finance.upenn.edu/ftd/weblearn)

To review desktop hardware and software requirements: [www.finance.upenn.edu/comptroller/ben/desktop](http://www.finance.upenn.edu/comptroller/ben/desktop)

To stay abreast of the latest news, updates, and FAQs: [www.finance.upenn.edu/comptroller/ben](http://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](http://www.finance.upenn.edu/comptroller/ben). The BEN Project Team appreciates your cooperation during this transition.



*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.

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## 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:** With one Office of Student Disability Services, there will be less confusion regarding how to obtain disability services of any kind, and clearer communication among students, service providers, faculty, and staff. This office should serve as the initial point for students seeking disability services and accommodations. This office would have sole responsibility to obtain and file disability-related documents, certify eligibility for services, determine reasonable accommodations, and develop plans for the provision of such accommodations. The office would also offer students with disabilities an array of auxiliary services, including library and lab assistants, notetakers, assistive/adaptive technology, academic, psycho/social support, and mentoring and assessment referral as needed. An integrated office could help support and monitor compliance of the rights and responsibilities of both students with disabilities and the University. Finally, a consolidated office will help to ensure conformity to policies and procedures and the congruence of accommodations across schools and among individual students.

**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 responsibility of the Associate Director, People with Disabilities 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:

- have a clear understanding of federal and state equal access laws for students with disabilities, and how they apply in a post secondary setting
- 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
- 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
- understand how to use assistive technologies that can help students independently access their learning environment
- work effectively with students to help them become more independent and successful self-advocates
- work effectively with faculty and University personnel so that they understand the reasons why an accommodation provides equal access
- increase dialogue and provide technical assistance and consultation with faculty in determining and defining essential course requirements and standards
- 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:*

- Draft and publish policies and practices to ensure that students with disabilities are treated equitably.
- 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.
- 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.
- 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.

- Serve as the *Section 504, Americans with Disabilities Act* Compliance Officer for the University.

**Rationale:** This is based on the assumption that the director will be the campus expert on issues pertaining to 504/ADA, and thus would be the most qualified person to ensure compliance with Title II and III of the ADA. The Director will be responsible 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:** *Assure that adequate resources 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 appropriate technologies including software and specialized equipment. Procedures should be further developed for having proctors available and testing rooms available.

**Recommendation #7:** *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 will 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 will include instruction on learning and study strategies that can increase independence and self-sufficiency. 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.*

**Recommendation #10:** *Appoint Disability Liaisons for each School.*

**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 #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 indicate that the student will initiate (or is 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, s/he may contact the Student Disability Services office

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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 Disability Services 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. An understanding of the demands of the environment and how one's disability affects functioning within the University community.
3. 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 perimeter 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 such 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 cause it to explode?
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):

Calm	Slow	Crying	Slurred	Stutter
Loud	Broken	Giggling	Accent	Sincere
Squeaky	Angry	Rapid	Lisp	Deep
Normal	Disguised	Excited	Nasal	Stressed

If voice is familiar, whom did it sound like?

Were there any background noises?

Remarks

Person receiving call

Telephone number call received at

Date

For a printable, full-size checklist,  
visit [www.upenn.edu/almanac/v48/n02/bomb scares.html](http://www.upenn.edu/almanac/v48/n02/bomb scares.html)



## RESEARCH ROUNDUP

### \$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, lead 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 five-year 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 complicated 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 Stoekert, 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 care-

fully 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 Bax 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 organ 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 Bax or Bak 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 of 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 the Division of Traumatology and Surgical Critical Care, Department of Surgery at Penn's School of Medicine in 1997. FICAP is a natural evolution of the ongoing clinical work and research of Dr. C. Wil-

liam Schwab, School of Medicine, and Dr. Therese S. Richmond, School of Nursing.

FICAP's work is driven by the fact that nearly 100 Americans are killed by a firearm every day, making firearms the second leading cause of injury-related death in the United States. While handguns comprise only one third of all firearms, they account for two thirds of firearm crime, over 80% of all firearm homicides, and approximately 70% of all firearm suicides.

### \$1 Million for "Debugging" Computers

The NSF has awarded \$1 million to a Penn team to identify better techniques for software development, particularly ways to get a jump-start, during product design, on debugging the embedded computers that run modern automobiles and a host of other electronic devices and appliances.

The funds come from the NSF's information technology initiative, created by President Clinton to create a better infrastructure for software nationwide. Principal investigator is Dr. Rajeev S. Alur, professor of computer and information science.

Embedded computers are found everywhere from toasters to cellular phones to airplanes, and their many life-or-death roles make their reliability critical. They support medical equipment such as heart-lung machines, defibrillators, dialysis machines and imaging devices from mammography machines to MRIs. Most new automobiles house multiple small computers to regulate key functions such as antilock braking systems and engine performance.

"It can be very labor-intensive to assess the reliability of embedded devices during design of a product," Dr. Alur said. "Often lengthy testing occurs only after design is completed. Being able to better predict the reliability of embedded computers during the product design phase, not after, could increase dependability and reduce costs."

"We are building tools that would allow designers to first build models, and validate their properties before generating code from the models," Alur said. "This approach of model-based design is common in traditional engineering disciplines, but largely absent in writing of software. A key challenge is to develop powerful analysis tools that would test the model in all possible cases so that even the rarest of bugs would be revealed up front."

Implementing the design on a microprocessor requires coding, and that's where computer scientists can help. The role of software becomes crucial as the features of onboard processors grow, and also in the presence of multiple devices that communicate and cooperate with one another.

Dr. Alur's colleagues on the five-year NSF grant include Dr. Vijay Kumar, professor of mechanical engineering; Dr. Insup Lee, professor of computer and information science; and Dr. George Pappas, assistant professor of electrical engineering.

**Gargantuan Discovery:** Penn researchers have unearthed a new genus of gargantuan dinosaur in a corner of Egypt. In the June 1 issue of *Science*, the Penn team reports on its discovery of *Paralititan stromeri*, one of the most massive animals ever to walk the earth, and presents evidence that the quadruped walked in ancient mangrove swamps in what is now the Sahara Desert. A 67-inch humerus (*below*) found by the Penn team suggests that the newfound creature is very close to the size of *Argentinosaurus*, currently the largest dinosaur known. Lead author Joshua B. Smith, a Penn doctoral student in earth and environmental science and the discoverer of *Paralititan*, estimates that the giant four-legged beast may have measured 80 to 100 feet long and weighed 60 to 70 tons. For video and pictures see [www.upenn.edu/almanac](http://www.upenn.edu/almanac). See September AT PENN for upcoming Talk, September 24, on *Pursuing Dinosaurs on Four Continents*.



# University of Pennsylvania

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

Fall	2001 Fall Term	2002 Fall Term	2003 Fall Term
Move-in and registration for Transfer Students Tuesday	August 28	August 27	August 26
Move-in for first-year students; New Student Orientation Thursday	August 30	August 29	August 28
Labor Day Monday	September 3	September 2	September 1
New Student Convocation and Opening Exercises; Penn Reading Project Wednesday	September 5	September 4	September 3
First Day of Classes Thursday	September 6	September 5	September 4
Add Period Ends Friday	September 21	September 20	September 19
Drop Period Ends Friday	October 12	October 11	October 10
Fall Term Break Friday-Sunday	October 12-14	October 11-13	October 10-12
Family Weekend Friday-Sunday	October 5-7	October 18-20	October 24-26
Homecoming Saturday	November 3	November 2	November 8
Advance Registration, Spring Term Monday-Sunday	October 29-November 11	October 28-November 10	October 27-November 9
Thanksgiving Recess Begins at close of classes Wednesday	November 21	November 27	November 26
Thanksgiving Recess Ends 8 a.m. Monday	November 26	December 2	December 1
Fall Term Classes End Monday	December 10	December 9	December 8
Reading Days Tuesday-Thursday	December 11-13	December 10-12	December 9-11
Final Examinations Friday-Friday	December 14-21	December 13-20	December 12-19
Fall Semester Ends Friday	December 21	December 20	December 19
Spring	2002 Spring Term	2003 Spring Term	2004 Spring Term
Registration for Undergraduate Transfer Students Thursday-Friday	January 3-4	January 9-10	January 8-9
Spring Semester classes begin Monday	January 7	January 13	January 12
Martin Luther King, Jr. Day (observed) Monday	January 21	January 20	January 19
Add Period Ends Friday	January 18	January 24	January 23
Drop Period Ends Friday	February 8	February 14	February 13
Spring Recess Begins at Close of Classes Friday	March 8	March 7	March 5
Classes Resume at 8 a.m. Monday	March 18	March 17	March 15
Advance Registration for Fall and Summer Sessions Monday-Sunday	March 25-April 7	March 24-April 6	March 22-April 4
Spring Term Classes End Friday	April 19	April 25	April 23
Reading Days Monday-Wednesday	April 22-24	April 28-30	April 26-28
Final Examinations Thursday-Friday	April 25-May 3	May 1-9	April 29-May 7
Alumni Day Saturday	May 11	May 17	May 15
Baccalaureate Sunday	May 12	May 18	May 16
Commencement Monday	May 13*	May 19	May 17
Summer	2002 Summer Session	2003 Summer Session	2004 Summer Session
12-Week Evening Session classes begin Monday	May 20	May 19	May 17
First Session classes begin	May 20 (Monday)	May 20 (Tuesday)	May 18 (Tuesday)
Memorial Day (no classes) Monday	May 27	May 26	May 31
First Session classes end Friday	June 28	June 27	June 25
Second Session classes begin Monday	July 1	June 30	June 28
Independence Day (no classes)	July 4 (Thursday)	July 4 (Friday)	July 4 (Sunday)
Second Session; 12-Week Evening Session classes end Friday	August 9	August 8	August 6

\* Please note: Commencement 2002 is on May 13, one week earlier than usual.

Effective July 1, 1996; Revised March 30, 2001

## Reminder: Policy on Secular and Religious Holidays

1. The University recognizes/observes the following secular holidays: Martin Luther King Day, Memorial Day, July 4, Thanksgiving and the day after, Labor Day, and New Year's Day.

2. The University also recognizes that there are several religious holidays that affect large numbers of University community members, including Christmas, Rosh Hashanah, Yom Kippur, the first two days of Passover, and Good Friday. In consideration of their significance for many students, no examinations may be given and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday.

Faculty should realize that Jewish holidays begin at sundown on the evening before the published date of the holiday. Late afternoon exams should be avoided on these days. Also, no examinations may be held on Saturday or Sunday in the undergraduate schools unless they are also available on other days. Nor should seminars or other regular classes be scheduled on Saturdays or Sundays unless they are also available at other times.

3. The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkot, the last two days of Passover, Shavuot, Shemini Atzerat, and Simchat Torah, as well as Chinese New Year, the Muslim New Year, and the Islamic holidays Eid Al-Fitr and Eid Al-Adha. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. For this reason it is desirable that faculty inform students of all examination dates at the start of each semester. Exceptions to the requirement of a make-up examination must be approved in advance by the undergraduate dean of the school in which the course is offered.

—Robert Barchi, Provost

## 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:

<i>Thanksgiving</i>	Thursday and Friday, November 22 and 23, 2001
<i>Christmas Day</i>	Tuesday, December 25, 2001
<i>New Year's Day</i>	Tuesday, January 1, 2002
<i>Martin Luther King, Jr. Day</i>	Monday, January 21, 2002
<i>Memorial Day</i>	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.

—Division of Human Resources

\* **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 campus report for **August 13 through August 19, 2001**. Also reported were **20 Crimes Against Property: (including 14 thefts, 1 attempted theft, 1 retail theft, 2 burglaries and 2 vandalism)**. Full reports on the Web ([www.upenn.edu/almanac/v48/n2/crimes.html](http://www.upenn.edu/almanac/v48/n2/crimes.html)). Prior weeks' reports are also on-line.—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 **August 13 and August 19, 2001**. 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.

08/13/01	1:03 AM	Unit block S 34th	Intoxicated driver/Arrested
08/14/01	5:32 PM	225 S. 42nd	Male wanted on Bench Warrant/Arrest
08/14/01	6:03 PM	32nd/Chancellor	Report of male exposing himself
08/14/01	10:07 PM	41st/Sansom	Intoxicated driver/Arrest
08/16/01	2:17 AM	01 S. 39th St.	Unwanted calls received
08/16/01	1:34 PM	233 S. 33rd St.	Report of male exposing himself
08/16/01	11:29 PM	3700 blk Spruce	Male wanted on warrant/Arrest
08/18/01	3:15 AM	40th/Spruce	Purse taken by unknown male
08/18/01	3:51 AM	3465 Sansom St.	Calls from unknown caller
08/19/01	2:16 AM	38th/Ludlow	Males acting disorderly/pushed police/2 Arrests
08/19/01	2:48 AM	4201 Walnut St.	Property taken by male with gun

## 18th District Report

8 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 49th Street and Market Street to Woodland Avenue.

08/13/01	5:03 AM	4600 Linmore	Homicide
08/13/01	9:13 PM	4641 Chestnut	Robbery
08/17/01	11:48 AM	24 46th St.	Robbery
08/18/01	1:40 PM	229 Buckingham	Aggravated Assault/Arrest
08/18/01	8:50 PM	5100 Walton	Robbery
08/18/01	5:00 PM	4600 Larchwood	Robbery
08/19/01	2:48 AM	4201 Walnut	Robbery
08/19/01	11:15 PM	3400 Chestnut	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 Ford @ (215) 662-2638.

Volunteers Needed for **early menopausal women** bone density research study. The University of Pennsylvania Health System 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 menstrual periods for at least 6 months. Volunteers will be compensated for their involvement. Please contact: Helen Peachey at (215) 898-5664.

Do you suffer from **knee osteoarthritis (OA)**? Researchers at Penn are conducting a study to test the efficacy and safety of glucosamine and chondroitin sulfate in the treatment of knee OA. If you are 40 years of age or older and have been suffering from knee OA for at least 6 months you may be eligible to participate. Interested individuals should call Carl Shaw at (215) 615-3046.

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 Ultrafast 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 reduce 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.

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

## CLASSIFIEDS—PERSONAL

### FOR SALE

**House for Sale.** Historic District going through gentrification. R-7. 20 minutes to Center City. Stone twin with porch, front, side and rear gardens. Fireplace, hardwood floors, leaded glass windows, 4 bedrooms, 2 baths, finished attic with view for home office, large basement. \$75,000. Call Kathy (215) 440-8190.

Almanac is not responsible for contents of classified ad material.



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• *Almanac's* homepage now has a new look and more features designed especially with Penn's faculty and staff in mind.

There are numerous resources that can be easily accessed including direct links to essential Penn-specific information including: Human Resources, the Library, Campus Media, University Governance, Penn Directories, Penn Mail Service and Business Services.

There are also links to major, off-campus news websites: *Philadelphia Inquirer*, *New York Times*, *Washington Post*, *Chronicle of Higher Education*, *US News & World Report* and *CNN*.

Want to enjoy the campus in your spare time? The "Arts & Leisure" section contains something for everyone—Penn's art galleries, the University Museum, the Morris Arboretum, Penn Presents, as well as Recreation and Athletics. Visit [www.upenn.edu/almanac](http://www.upenn.edu/almanac) and plan a convenient cultural or recreational diversion.

• Bookmark *Almanac's* website at the same address: [www.upenn.edu/almanac](http://www.upenn.edu/almanac) where you can find breaking news in the "Between Issues" section, back issues from 1995 to the present in the "Archive" section, as well as the latest issues and the monthly AT PENN calendar in both HTML and PDF formats available to read or print.

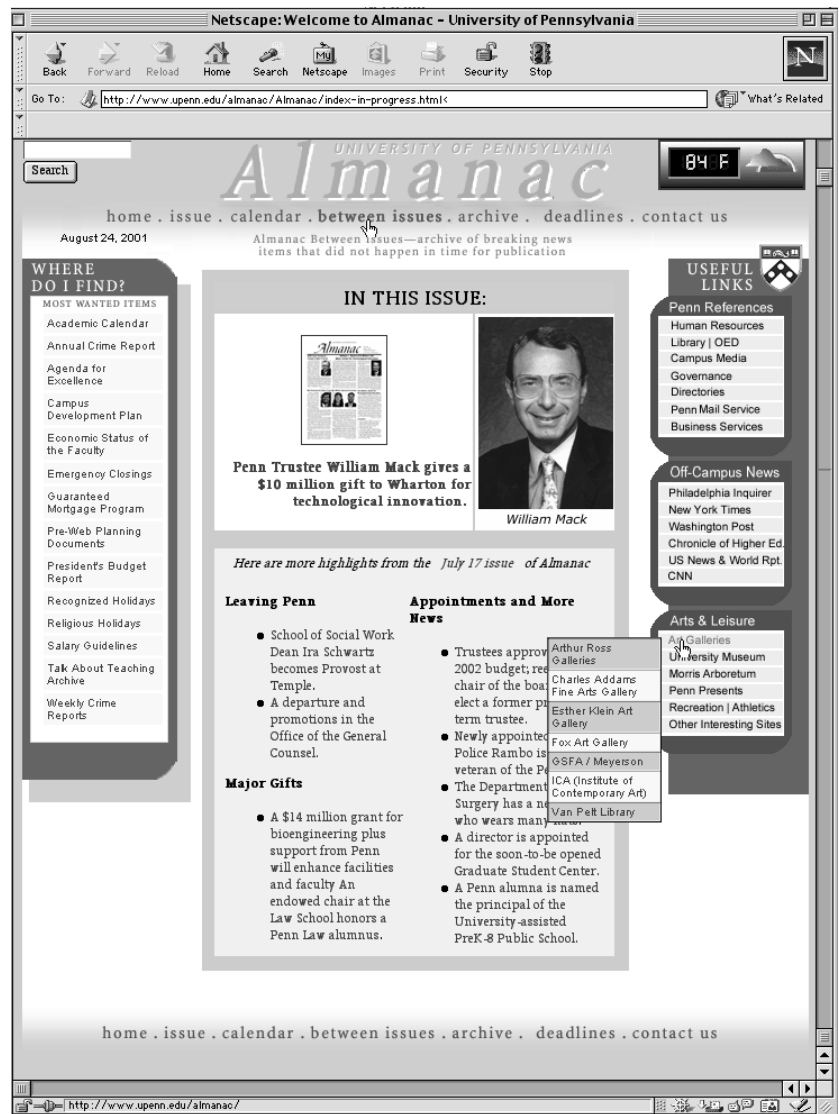
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• Subscribe to Express *Almanac* and get an e-mail message with links to major campus news and time sensitive information. Send an e-mail to [almanac@pobox.upenn.edu](mailto:almanac@pobox.upenn.edu) and put "Subscribe" in the subject.

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— Ed.



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