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Avalon Professor in the Humanities: Michael Eric Dyson



Michael Eric Dyson

The School of Arts and Sciences has announced that Dr. Michael Eric Dyson has been named the Avalon Professor in the Humanities. Dr. Dyson comes to the religious studies department from DePaul University, where he was the Ida B. Wells-Barnett University Professor. In addition, he has taught at Chicago Theological Seminary, the University of North Carolina, and Columbia and Brown universities. In his research, which focuses on race, religion, popular culture and contemporary crises facing the African-American community, he sometimes employs a new genre of scholarship, which he terms 'bio-criticism,' the fusion of social and cultural criticism and biographical analysis. He earned a Ph.D. in religion at Princeton University and is also an ordained Baptist minister.

A widely published author and frequent media commentator, he has written six highly acclaimed books including the recent best-seller *Holler If You Hear Me: Searching for Tupac Shakur*, as well as examinations of Martin Luther King, Jr. and Malcolm X. He writes a monthly column for *Savoy* magazine,

and is a contributing editor at *Christian Century* and is a contributor for *Vibe* magazine. He has received awards from the National Association of Black Journalists and the NAACP.

The Avalon Professorship was created in 1966 by the Avalon Foundation, now the Andrew W. Mellon Foundation. "It is an honor to acknowledge the foundation's generosity with this exceptional appointment," said SAS Dean Sam Preston.

Allam Professor of Equine Medicine: Virginia Reef



Virginia Reef

Dr. Virginia Reef has been appointed the Mark Whittier and Lila Griswold Allam Professor of Equine Medicine at the School of Veterinary Medicine. "I am very pleased to make this announcement for Dr. Reef is a distinguished member of our faculty and one of the most accomplished equine cardiologists in the world," said Dean Alan Kelly. "The new chair was made possible through Betty Moran's generous investment in the School many years ago. It is the third endowed chair to go to a woman at the School."

Dr. Reef joined Penn's New Bolton Center in 1979 as an intern in large animal medicine and surgery after graduating from the College of Veterinary Medicine at The Ohio State University. Following her internship and a residency in large animal medicine, she joined the faculty as a lecturer in medicine in 1982. In 1985, Dr. Reef introduced diagnostic ultrasound at New Bolton Center. She was appointed assistant professor in 1986, associate professor in 1990 and full professor in 1996. Dr. Reef was appointed to her current position as director of large animal cardiology in 1981. In 1995 she was appointed chief, Section of Sports Medicine and Imaging at New Bolton Center,

and she is an executive board member of the Allam Center for Equine Sports Medicine at the School.

The Mark Whittier and Lila Griswold Allam Professorship in Equine Medicine is the 19th endowed professorship at the School of Veterinary Medicine.

Albert Einstein World Award for Science: Daniel Janzen

Dr. Daniel H. Janzen, the Thomas G. and Louise E. DiMaura Endowed Term Chair in Conservation Biology, has been awarded the Albert Einstein World Award for Science by the World Cultural Council. It will be conferred at a ceremony hosted by the University of Dublin at Trinity College in Ireland on November 14.

Dr. Janzen, a pioneer in tropical biology, is being recognized for "his valuable and pioneering contributions in the biological sciences field and for his productive trajectory related to the work done in the environmental sciences." His research involves the ecology of the interface between society and tropical wildland biodiversity. He is the recipient of the Kyoto Prize, the Crafoord Prize, a MacArthur Fellowship and is a member of the National Academy of Sciences.

The World Cultural Council is an international organization founded in 1982, whose objectives include "rewarding scientific research which brings progress to mankind and to integrate scientists, educators and researchers at the highest level in order to maintain a constant and enriching communication."



Daniel Janzen

Expansion of Africana Studies

The Afro-American Studies Program and the Center for the Study of Black Literature and Culture have merged into the newly created Center for Africana Studies.

The Center for Africana Studies is a space for "the critical examination of not only the cultural, social, political, economic and historical experiences of African-Americans, but of the African Diaspora," said Dr. Tukufo Zuberi, who has headed the Afro-American Studies Program and is now the director of the new center.

Last Tuesday, President Judith Rodin, Dr. Zuberi, SAS Dean Samuel Preston and others welcomed four new faculty members (Michael Eric Dyson, Leslie Callahan, Timothy Rommen and Cheikh Babou) and invited guests to the official opening of the Center located in Suite 331A, 3401 Walnut St.

"The Center is a mecca for research projects, fellowships for emerging and established scholars, publications, conferences and working groups. The Center continues to promulgate the mission of the Afro-American Studies Program by offering a major and minor in African-American Studies, and producing cutting-edge programming that includes public conferences, lectures, book talks, and forums," said Dr. Zuberi.

Penn's Program, one of the nation's oldest research programs dedicated to the study of Africa and the African Diaspora, was founded in 1972. It was established in response to a national movement by college students across the U.S. to add courses exploring black history, literature and culture to their school's curricula.

Dean Preston noted that "Penn's legacy in Afro-American studies reaches back much further than 30 years, to the late 19th century when W.E.B. DuBois wrote *The Philadelphia Negro* while affiliated with Penn. In 1898 he wrote that "It is to the credit of the University of Pennsylvania that she has been the first to recognize her duty and in so far as restricted means and opportunities allowed, has attempted to study the Negro problem in a single definite locality."

Dr. Preston went on to note that DuBois was in fact denied formal faculty status and that it would be 70 years before the first Afro-American studies courses were taught at Penn. He concluded his remarks by suggesting that "we

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The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Executive Assistant Kristine Kelly, Box 12, College Hall/6303, (215) 898-6943 or kellyke@pobox.upenn.edu.

Actions Taken by the Senate Executive Committee Wednesday, September 18, 2002

1. Chair's Report. Professor Mitchell Marcus reported that new officers were published in *Almanac* on September 3, 2002. The Chair then discussed agenda items for the coming year, summarizing his Welcome message in *Almanac*, also on September 3, 2002. Professor Marcus informed the Committee that both the President and Provost are scheduled to attend SEC meetings throughout the year. It was suggested that Committee members forward possible topics for discussion with the President and Provost to Kristine Kelly at kellyke@pobox.upenn.edu.

2. Past Chair's Report on Academic Planning and Budget Committee and Capital Council. Professor David Hackney reported that there has been one meeting of the Academic Planning and Budget Committee this semester. For Capital Council, Professor Hackney provided background information on the Council, and informed the Committee that three meetings have already been held. He emphasized that the deliberations of both groups are largely confidential, and that therefore his reports would be limited.

3. Social Science Institutional Review Board. Professor Larry Gross, Co-chair of the Working Group on Human Subjects Research in the Sociobehavioral Sciences, presented the working group's report. Professor Marcus inquired about next steps. Professor Gross explained that the report was published For Comment in *Almanac* on September 3, 2002, and requested that any comments and/or suggestions be forwarded to Vice Provost for Research Neal Nathanson. After the For Comment period ends, Professor Gross is hopeful that the administration will move to implement the group's proposals. Professor Marcus also suggested that Professor Gross be copied on comments forwarded to the Vice Provost for Research.

4. Retirement Task Force. Professor Jerry Rosenbloom, Co-Chair of the Retirement Task Force, presented the Task Force's final proposal. Professor Rosenbloom provided background on the committee's origins and discussed the committee's recommendations, which are outlined in its report, published in *Almanac* on September 10, 2002. Professor Marcus explained that the Retirement Task Force Report will now be sent to the Senate Committee on Administration for its review, and then forwarded to the Senate Executive Committee for approval.

5. Privacy. Lauren Steinfeld, Chief Privacy Officer, and Rick Whitfield, Vice President for Audit and Compliance, presented the University's current initiatives on privacy and future planned efforts.

6. New Business. There was no new business at this time.

Agenda for University Council Meeting

Wednesday, October 2, 2002,
4 to 6 p.m.

Bodek Lounge, Houston Hall

- I. Appointment of a Moderator.
- II. Announcement of appointment of a Parliamentarian.
- III. Approval of the minutes of April 23, 2002.
- IV. Follow-up comments or questions on Status Reports. 5 minutes
- V. 2001-2002 Year-end Reports of Council Committees. Presentation 10 minutes, discussion 5 minutes each.
 1. Admissions and Financial Aid
 2. Libraries
 3. Facilities
 4. Research
- VI. Services provided by Counseling and Psychological Services (CAPS). Presentation 20 minutes, discussion 10 minutes.
- VII. Selection and ranking of focus issues for University Council for the academic year: 15 minutes.
- VII. Adjournment by 6 p.m.

Annual Report of the Faculty Grievance Commission

August 28, 2002

The role of the Faculty Grievance Commission is outlined in *The Handbook for Faculty and Academic Administrators*, II.E.12, "Faculty Grievance Procedure."

During the 2001-2002 term, there were two members of the Faculty Grievance Commission, which normally consists of three members. Professor Paul Kleindorfer took on responsibility as Past Chair in order to act as presiding officer for a grievance hearing. Three faculty members were randomly selected and agreed to serve as members of a panel to decide on the merits of the case. The grievance hearing was completed and a report submitted to the Provost.

The Commission is grateful for the hard work put in by the voluntary panel members.

In addition to the grievance hearing, the Commission heard from a number of faculty concerning potential grievable matters. In one instance, the Commission decided not to accept the grievance and the other matters were resolved with the Commission acting as a facilitator.

Initially, the Commission meets with the grievant. If necessary, then the Commission sets up a separate meeting with relevant University officials to try and mediate the dispute. In the words of a prior chair, "An effective process can help preserve the good will, collegiality, and reputation of the entire University community." No matter the outcome of the grievance process, the University Administration learns important information about faculty concerns.

—Steven Sondheimer,

2001-2002 Chair, Faculty Grievance Commission

Meetings for University Council, 2002-2003

Following are the dates for meetings of the University Council, which are open to observers who register their intention to attend by calling the Office of the Secretary, (215) 898-7005, in advance. All meetings are held from 4-6 p.m., Bodek Lounge, Houston Hall. The agenda will be announced in *Almanac* prior to each meeting.

Fall Semester

Wednesday, October 2
Wednesday, October 30
Wednesday, December 4

Spring Semester

Wednesday, January 29
Wednesday, February 26
Wednesday, March 26
Wednesday, April 23

Center for Africana Studies

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have acted upon DuBois' notion of a "single definite locality" for Afro-American and Africana studies at Penn. With the talented faculty brought together under the aegis of the center, the sky is the limit."

The Program has experienced major expansion in the past few years with Penn's renewed commitment to the recruitment of African-American Studies faculty. Dr. Rodin noted that the recent faculty hires "strengthen an already formidable lineup of scholars from a wide range of disciplines." She also added that "we need just the kind of path-breaking, interdisciplinary scholarship in Afro-American studies that is taking place at Penn now." The establishment of the Center will "capture these synergies to enrich our understanding of all the dimensions of the African American experience. I wish to stress my belief that *all* literary genres, *all* artifacts, and *all* forms of cultural expression are fertile ground for "serious scholarship."

The Center will mark the 30th anniversary of African-American studies with *Back to the Future of Civilization*, a year-long series of events, including moderated panel discussions on literature, society, arts and culture, critical theory and history in the African-American and African Diasporic experiences. *Issues in Black Independent Cinema: The Documentary* begins at 7 p.m. tonight at DRL. Reservations: call (215) 735-3785.

First for Service Learning

Penn has been ranked first for service learning, according to *U.S. News and World Report*. Penn was tied with Berea College in Kentucky and Stanford University. The ranking was based on academic and other programs that enhance learning. This is the first time *U.S. News* has included this category in its annual report.

"I couldn't be more pleased with this recognition," said Ira Harkavy, director of Penn's Center for Community Partnerships. "It is testimony to the hard, creative work of Penn students, faculty and staff and their community and school partners."

The mission of the Center for Community Partnerships is to create effective, mutually beneficial partnerships between the University and the community. Through the center, the University participates in academically based community service and direct traditional service that support work in a variety of areas, such as health, environment, schooling, and community development.

More than 120 Penn courses from across the disciplines involve students in service-learning. "In service-learning programs, volunteering in the community is an instructional strategy—a requirement of a student's coursework. The service informs what happens in class, and vice versa," *U.S. News & World Report* said in its report.

Trustee Coverage

At the Executive Committee of the Trustees' stated meeting last Thursday, Chairman James Riepe congratulated Penn for its upward movement in the *U.S. News* rankings (*Almanac* September 17).

President Judith Rodin noted that there has been a flourish of activity since the New Student Convocation occurred in early September. She cited the Annenberg Foundation's "exceptional support", the appointment of Clifford Stanley as EVP, the Penn-assisted school which has a long name that the children have taken to calling the 'Sadie School', the support that Penn will provide for three additional public schools in West Philadelphia, the opening of a used bookstore and a soon-to-open art gallery, studio and a yoga center which add to the "bustling" FreshGrocer. Pottruck Fitness Center opened ahead of schedule she said, the LGBT Center opened in its new facility, Huntsman Hall will be officially dedicated later this month as Vice President Dick Cheney comes to campus, and The Bridge Cinema is due to open in November.

Provost Robert Barchi cited the latest coup for Penn in the *U.S. News* rankings for community service in which Penn came in at the top of the list. He noted that the first cohort in GSE's new mid-career doctoral program matriculated this summer. Dr. Barchi said that the College Houses are at full capacity, the Quad renovations are complete and the work in the High Rises will continue next summer.

In the financial report, Craig Carnaroli reported that FY 2002 was essentially positive, with Penn's AIF significantly outperforming benchmarks. Overall, total net assets increased \$91.2 million over the fiscal year and net assets from operations totaled \$17 million compared to a \$42.3 million increase in FY 2001. Total expenses increased 9 percent over FY 2001 to a total of \$1.597 billion.

Dr. Arthur Rubenstein gave the Penn Medicine report in which he discussed the diversity of the 148 new students, of which 16.8% are from under-represented minorities, 51% are women—for the first time women are a majority of the new class, 11% are pursuing combined degrees. He admitted that the faculty is less diverse than the student body and that is being addressed in the School's strategic plan.

In the Investment Board report, Mr. Carnaroli noted that the first two months of the new fiscal year were "less than a robust start." The AIF yielded a 0.1% return, so while Penn didn't make money, it didn't lose money as compared to the composite benchmark of negative 6.7 percent. Compared to our peers, the mean return was negative 3.7 percent.

Madlyn K. Abramson was appointed to the Penn Med Executive Committee and Jerome H. Grossman, Jeffrey Leiden, and Rosemary Mazanet were appointed to the Penn Med Board. Eve Lloyd Thompson was appointed to the Board of Overseers of the School of Veterinary Medicine. Lawrence J. Schoenberg was reappointed chair of the Board of Overseers of the University Libraries. Richard A. Collier was reappointed chair of the Board of Overseers of the School of Dental Medicine, John C. Hover II was reappointed chair of the Museum's Board, the Hon. Marjorie O. Rendell was reappointed chair of the Nursing School's Board and Jon M. Huntsman, Sr. was reappointed chair of the Wharton Board.

Speaking Out

40th Street Parking Garage

I am writing on behalf of the faculty and staff who park in lot 40, the new, state-of-the-art parking garage at 40th and Walnut, located above the Fresh Grocer. This facility was opened last year, and except for the usual minor difficulties (faulty card readers, temperamental elevator service, torturous driving paths, lack of pedestrian walkways), the facility has worked reasonably well. The plan for this 10-story garage was to have public parking on levels 3-6 and permit parking on levels 7-10. A magnetic card and gate system insures that no public parking could take place in the upper levels, reserved for Penn students and employees. While the nearly \$1,400 annual fee seemed large, the availability of indoor, secure parking appeared worthwhile.

Until recently, the paucity of individuals taking advantage of public parking encouraged Penn permit holders to park on the lower floors, a particular advantage when the elevators are out of order. Recently, however, we were admonished for not parking in our designated "nesting" area, and threatened with fines if we abuse the rules. Dutifully, most of the permit holders attempted to switch to the new system. Thus, the vast majority of cars attempt to park on indoor levels 8 and 9, but often end up on the open roof. Many spaces appear to be held by non-commuting vehicles as a storage facility. The drive to the top (2.5 minutes, 0.3 miles) is bearable; however, if one does not find a space on floors 8 or 9, it is necessary to exit the nesting area, re-enter

the system, drive to the roof for a total trip of 4.5 minutes, 0.8 miles. Along the way, even at 6 a.m., one passes empty floors on 3-6, and mostly parked vehicles on floors 8 and 9.

Perhaps there is a rational explanation for this egregious situation, but it would appear that once again entrepreneurial/business components of Penn, Inc take precedent over the academic mission of our enterprise. It is not acceptable that Penn faculty and staff are required to search out spaces and ultimately park on the roof, while grocery shoppers, and soon presumably moviegoers, park for free in more desirable locations. There are ways to alleviate some of these problems, but there needs to be mature discussion, rather than edicts.

—Daniel Malamud,

Professor of Biochemistry/Dental
Ed. Note: Transportation and Parking has been offered an opportunity to respond.

More on Facilities' Postcards

In the September 17 *Almanac*, Barry Hilts responded to Rosemary Connors' complaint about the series of postcards we all have been receiving from Facilities Services. Perhaps the last postcard should have said "do as we say not do as we do" rather than "a penny saved is a penny earned." We know the University saved no pennies with these mailings. We also know the point could have been made with only one postcard. Thank goodness we did not pay anyone to come up with this idea! Or is that more pennies thrown away?

—Joe Parsio, Assistant Head of Stacks,
Biddle Law Library

Speaking Out welcomes reader contributions. Short, timely letters on University issues will 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. —Eds.

The University's Medal for Distinguished Achievement: William A. Wulf, National Academy of Engineering

Photo by Stuart Watson



William Wulf

The University of Pennsylvania Medal for Distinguished Achievement was conferred on Dr. William A. Wulf, president of the National Academy of Engineering, at the Convocation of the School of Engineering's Sesquicentennial. President Judith Rodin conferred the Penn Medal at SEAS's celebration at Irvine Auditorium on September 25. Dr. Wulf delivered the Convocation Address.

Dr. Wulf is the twelfth recipient of Penn's Medal, see www.upenn.edu/almanac/v47/n06/wulf-extra.html for the prior recipients.

The citation accompanying the University of Pennsylvania Medal for Distinguished Achievement conferred on September 25 to William A. Wulf reads:

From the moment you began solving your first problems as a draftsman at the Teletype Corporation during your undergraduate years, you have pushed the envelope of engineering education and practice. Described by your peers as a "pioneer," "a Renaissance Man" and "one of the premier computer scientists in the whole world," you have enjoyed a distinguished and highly decorated career in teaching, research, business, and public service.

After earning an undergraduate degree in engineering physics and a master's in electrical engineering, you received the first computer science doctorate ever awarded at the University of Virginia in 1968.

You have never looked back. Joining the

faculty at Carnegie-Mellon University the following year, you began an academic career that would take you to a full professorship at CMU by 1975, an endowed chair at the University of Virginia, which later awarded you the highest faculty appointment of University Professor.

Your research, which bridges programming systems and computer architecture, has had a major impact on engineering education and application. Among your many designing achievements are systems-implementation languages, a highly successful minicomputer, the C.mmp multiprocessor, the WM pipelined processor, and Hydra, one of the first operating systems to explore capability-based protection.

You also have known both the thrill of starting your own successful company and the agony of meeting payrolls. In 1981, you founded Tartan Laboratories, a company that developed computer programs to translate high-level computer

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Deaths

Dr. Albert Ando, Economics and Finance

Dr. Albert Ando, professor of economics, SAS and professor of finance, Wharton, died on September 19 at the age of 72.



Albert Ando

Dr. Ando was born in Tokyo, Japan in 1929 and came to the United States after World War II. He received his B.S. in economics from the University of Seattle in 1951, his M.A. in economics from St. Louis University in 1953, and an M.S. in economics in 1956

and a Ph.D. in mathematical economics in 1959 from Carnegie Institute of Technology (now Carnegie Mellon University). Dr. Ando came to Penn in 1963 as an associate professor of economics and finance and became professor of economics and finance in 1967. He held this position until his death.

Dr. Lawrence Klein, Nobel laureate in economics and professor emeritus of economics wrote the following about his colleague.

After World War II many Japanese scholars visited the United States for general education and to modernize their training in some key subjects. Albert Ando, Professor of Economics and Finance, who died of Leukemia last week was an early arrival in the 1940s. He was educated at Seattle and St. Louis Universities and often expressed gratitude at the career start provided by his Jesuit teachers in an adopted country.

He completed the doctoral program in mathematical economics at the Carnegie Institute of Technology, where he was strongly influenced by Herbert Simon with whom he collaborated in research papers on aggregation and causation in economic systems. He also worked closely with another (Nobel Laureate to be) Franco Modigliani on the life cycle analysis of saving, spending, and income.

Dr. Ando was on the faculties of the Carnegie and of the Massachusetts Institutes of Technology before moving to the University of Pennsylvania, where he remained since 1963. He had visiting appointments at universities in Louvain,

Bonn, and Stockholm. He consulted with the International Monetary Fund, the Federal Reserve Board, The Bank of Italy, and the Economic Planning Agency of Japan. He held many positions as an editor of scholarly journals and wrote numerous articles and books.

The main contributions of Professor Ando were in econometrics (theory and applications), monetary analysis, demographic aspects of household economic behavior, economic growth, and economic stabilization. His work on the Massachusetts Institute of Technology, University of Pennsylvania, and Social Science Research Council (MPS) model was of great benefit for the research department of the Federal Reserve Board, and his more recent work on econometrics for the Bank of Italy had been very fruitful.

He served as chairman of the graduate group in the economics department, 1986-1989, and developed excellent working relationships with many advanced students. He set very high standards, and those he worked with as thesis supervisor benefited greatly. He was extremely loyal and dedicated to their work, maintaining close connection with them after they departed from the University.

During his long and fruitful career, he earned many honors—as Fellow of the Econometric Society, as a Ford Foundation Faculty Research Fellow; as a Guggenheim Fellow, and a Japan Foundation Fellow. He was given the Alexander von Humboldt Award for Senior American Scientists.

Albert Ando is survived by his wife of 35 years, Faith H. Ando, two professorial sons, Matthew and Clifford, and a daughter, Alison, who has just been admitted to the New York Bar. His mother, sister, and brother, live in Japan.

—Lawrence Klein,
Professor Emeritus of Economics

To Report A Death: *Almanac* appreciates being informed of the deaths of current and former faculty and staff members, students, and other members of the University community. Please send information or call (215) 898-5274 or e-mail almanac@pobox.upenn.edu.

However, notices of alumni deaths should be directed to the Alumni Records Office at Room 545, Franklin Building, (215) 898-8136 or record@ben.dev.upenn.edu.

Dr. John Martin, Vet School



John Martin

Dr. John E. Martin, V'42, former professor of pharmacology and therapeutics, died on September 22 at the age of 83. After serving stateside in the Veterinary Corps, U.S. Army's 24th Cavalry Division for four years as an equine veterinarian, Dr. Martin returned to Penn and joined the faculty in 1946 as assistant instructor in physiology

and pharmacology. In 1956 he was appointed associate professor of therapeutics. He served as associate dean of the School of Veterinary Medicine from 1961 to 1962. He left the School in 1963 and returned as professor of pharmacology and therapeutics in 1968; he resigned in 1969. Dr. Martin published 25 papers.

In 1980, Dr. Martin returned to the School of Veterinary Medicine as special assistant to Dean Robert Marshak, a position Dr. Martin held for several years. He served as director of the School's Centennial Office and as supervisor of the student financial aid program.

Dr. Martin was the founding editor of the School's news magazine, *Bellwether*, and he was the author of *A Legacy and A Promise: The First One Hundred Years, 1884-1984*, a book about the School of Veterinary Medicine's first 100 years; it was published in 1984, for the School's Centennial celebration.

In 1987, he was a recipient of the School's Veterinary Medical Alumni Society Award of Merit in recognition of his contributions to the profession and the School.

Dr. Martin served on a number of Veterinary School and University committees, including chairing the Faculty Study Group and the Building Committee for the Rosenthal Building. His main area of research was in the pharmacological and clinical evaluation of therapeutic agents.

Dr. Martin is survived by his ex-wife, Ruth Lawley, a son, Thomas, three daughters, Lissa Snyder, Penny Lyn Martin, and Kerry Bushey; seven grandchildren and a brother, Earl Martin.

languages into highly efficient computer codes.

While you have achieved almost mythic stature among your peers, you have performed valuable public service by serving as an ambassador for the engineering profession, as well as a leading conscience for engineering education. As the assistant director of the National Science Foundation during the late 1980s, and, since 1996, as president of the National Academy of Engineering, you have educated policymakers and the broader public on the role that engineering plays in our lives.

As important, you have pushed the education establishment to reinvigorate engineering curricula to keep pace with rapid changes in the profession and with the growing needs of a

diverse global society.

In recognition of your groundbreaking accomplishments in computer science and your inspired leadership in engineering education, the Trustees of the University of Pennsylvania are proud to present you the University's Medal for Distinguished Achievement.

The Trustees inaugurated the tradition of presenting the Medal to those who reflect "the highest ideals of the University," and modeled the pewter medal on the silver one worn by Penn Presidents for ceremonial occasions. The silver medal was a gift of the late trustee and alumnus Thomas S. Gates, Jr., (A.B. 1928, LL.D. 1956). One face is engraved with the University seal (top), the other with the "orrery seal" (right) designed in 1782 by the 1757 alumnus Francis Hopkinson, a signer of the Declaration of Independence.



COUNCIL

This is the twenty-fourth annual report of the Steering Committee of University Council, prepared in accordance with a requirement in the Council Bylaws that the Steering Committee publish an annual report to the University community that reviews the previous year's Council deliberations and highlights "both significant discussions and the formal votes taken on matters of substance."

Annual Report of the Steering Committee for University Council 2001-2002

September Meeting

Due to the tragic events that occurred on September 11th, the University canceled the scheduled University Council meeting. All Penn community members were invited to attend a formal University memorial service.

October Meeting

In accordance with the bylaws, Council selected and ranked focus issues for the 2001-2002 academic year.

Council held a discussion on campus safety and security with Vice President for Public Safety Maureen Rush.

The Committees on Admissions and Financial Aid, and Recreation and Intercollegiate Athletics presented 2000-2001 committee reports.

Vice Provost for University Life Valarie Swain-Cade McCoullum presented a report to the President and Provost concerning services to students with disabilities.

November Meeting

In accordance with the bylaws, the president, the provost and other administrators presented extended reports covering the state of the University.

President Judith Rodin's annual State of the University report focused on the restructuring of the Health System into Penn Medicine.

Provost Robert Barchi's annual State of the University report focused on an update of the University's Strategic Plan.

Chief Investment Officer Landis Zimmerman also gave an overview of the state of the University's endowment.

December Meeting

Council held its annual open forum with speakers and discussion on the University's financial commitment to resource centers within the context of the Strategic Plan; a proposed policy for A-3 employees to attend Council and Council committee meetings; the inclusion of transgender people in the University non-discrimination policies; the unavailability of Student Activities Council funds for groups of a religious nature; and ensuring the needs of Penn Dining employees in the language of the new dining contract. Speakers were either directed to appropriate resources immediately, or assured their issues would be taken up in Steering and/or appropriate Council committees in the near future.

January Meeting

Council heard reports on the Faculty Gender Equity Study, a review of the Policy on Privacy in the Electronic Environment by the Committee on Communications, and follow-up on the Task Force on Privacy of Personal Information.

February Meeting

Council heard an update on Greeks in the 21st Century by the three major Greek organizations—Interfraternity Council, Panhellenic Council, and Bi-cultural Intergreek Council—and procedures for submitting complaints on police conduct.

March Meeting

In accordance with the bylaws, President Rodin and Provost Barchi presented extended reports on budgets and plans for the next academic year.

Council heard a presentation on recent campus developments in the context of the Campus Development Plan and a report on the interaction between diverse groups on campus.

April Meeting

The Graduate and Professional Student Assembly presented its Three-Year Strategic Plan.

The Committees on Bookstores, Communications, Community Relations, International Programs, Personnel Benefits, Quality of Student Life, Recreation and Intercollegiate Athletics, and Safety and Security presented 2001-2002 committee reports.

In accordance with the bylaws, Council held a preliminary discussion of focus issues to be discussed in the 2002-2003 academic year.

—Leslie Laird Kruhly, Secretary to the Steering Committee

Summary of 2001-2002 University Council Resolutions and Recommendations and Administrative Actions Taken on Them

"RESOLVED, that at the first fall meeting of the Council, the Secretary shall distribute to the Council the actions of Council passed during the previous academic year, including a list of all recommendations and resolutions, the implementation of which would require administrative action. The president or the provost shall indicate what action they have taken or plan to take with respect to each recommendation and resolution."

(University Council: May 8, 1974)

Resolutions from the 2001-2002 Academic Year

No resolutions were proposed for Academic Year 2001-2002.

—Leslie Laird Kruhly, Secretary to University Council

Admissions and Financial Aid

April 27, 2002

Scheduled for discussion at Council on October 2, 2002

Charges: The Committee on Admissions and Financial Aid has cognizance over matters of recruitment, admissions and financial aid that concern the University as a whole and that are not the specific responsibility of individual faculties. It is also responsible for recommending changes in policy to University Council. In addition to this overall charge, the Committee was given three specific charges this year:

1. Evaluate the effectiveness of the pre-freshman program as a tool to permit more aggressive recruitment and retention of talented students who may be at academic risk.
2. Work with the administration to develop a system for sharing admissions data with the Committee.
3. Review the allocation of financial aid funds as it influences the University's competitive status in enrolling admitted students. Given the increases in aid offered at some of the Ivy schools, can the University contemplate increasing financial aid for non-North American students?

Committee Membership: Dennis DeTurck (*chair*), Evis Cama, Terry Conn, Suzanne Kauffman Depuyt, David Freiman, Gregory Guild, Daniel Hammer, Ehud Lavi, Laurie Grevner, Thomas Kimberly, Justin Mazur, Jessica Merlin, Kristin Miller, Hilal Nakiboglu, Sharon Pepe, Arnold Rosoff, William Schilling, Warren Seider (fall only), Willis Stetson, Afnan Tariq, Terri White and guest Bernard Lentz. A previous Committee recommended that Bernard Lentz be named an *ex officio* member of the committee, a recommendation with which the current Committee concurs.

Background and Process: The Committee met several times each semester, and each time received status reports from Dean Stetson of Admissions and Director Schilling of SFS. Subsets of the full Committee met to discuss charges 1 and 3 above.

The Committee's deliberations about the explicit Council charges and other issues that arose during the year occurred within the following background. Penn is an excellent, popular school. In large measure it owes its popularity with undergraduate students and with those who recommend colleges to undergraduate students to the substantial and highly successful efforts of the Admissions Office. By almost any empirical measure (SAT scores, average class rank, number of applications, [except for a slight drop this year, which was not endemic to Penn], selectivity, yield...), Penn is doing exceptionally and increasingly well. This is reflected in media publications as well as the high regard in which we are held by students, prospective students (visitations by high school underclassmen are substantially up this year) and their parents.

All debates about changes in admissions policy must take into account the fact the mandate that the size of each undergraduate class remain constant, and that Penn's resources for financial aid are not as large as those of institutions with which we are often in direct competition. Harvard and Princeton continue to make headlines by offering more and more attractive (i.e., loan-free) financial packages to aided students, and our Student Financial Services does remarkably well at keeping us in the game by creative use of its more limited resources.

Acknowledgements: The Committee relies heavily on the expertise of the Dean of Admissions, Willis Stetson, the Director of Student Financial Services, William Schilling, and the head of the Office of Institutional Research and Analysis, Bernard Lentz. We are indebted to them for their patient explanations of admissions and financial aid processes, and for the data they have been able to provide concerning our students. The committee also gratefully acknowledges the excellent administrative support provided by Kim Hoover.

Discussion: The Committee's deliberations focused on the following points: *Admissions policy:* Penn does not simply accept the strongest students academically. As is the case at all elite universities, our Admissions Office takes geographic diversity and many other factors into account. Such factors require balancing the strength of individual applicants with the overall strength of the "community" of students in each class. Given the constraint of fixed class size, Penn has reached a rough (but dynamic) equilibrium that is generally accepted and respects the prescriptions of the University administration and faculty (as documented for example in the 1967 "McGill report" and its subsequent revisions).

Our discussions with many constituencies (alumni, athletes, college

house staff, deans, engineers, humanists, scientists, Wharton) have reinforced the notion that tampering with the admissions process would not be in the best interest of the overall Penn community, even though it might serve the interests of particular subgroups. We do encourage, to all reasonable extent, greater participation in the admissions process by faculty from the four undergraduate schools. This participation can take the form of sitting in on and participating in the actual admissions meetings, or by creative ways of recruiting admitted students with specific academic interests.

Charge 3:

The need-blind admission of North American students, combined with very constrained financial resources (compared to Ivy peers) requires a diligent, creative, and aggressive approach by Student Financial Services. It is remarkable how well that office determines need and appropriately mixes grant, loan, and work aid in order to compete successfully with other institutions (at both the upper and lower tiers). At this point, it seems that the biggest problem is simply a lack of sufficient funding for undergraduate financial aid.

Last year's Committee recommended commitment to the goal of admitting qualified students from beyond North America on a need-blind basis, and to demonstrate this commitment by providing financial aid to twelve additional international students in the class of 2006. No deliberate action on this motion was taken either by University Council or by the Admissions Office. However, this year the Admissions Office has admitted several more (and more needy) international students, even without such a deliberate mandate. The issue as to whether to change the policy in favor of more need-blind admission of non-North American students remains open, although this year's committee is also favorably inclined toward it.

Charge 2:

Last year's Committee recommended the creation of an admissions database that would contain information relevant to Committee on Admissions and Financial Aid and be updated yearly. However, it has become apparent that what is needed more is updated information technology equipment and software in the admissions, financial aid and registrar's offices. The Committee understands that such upgrades are either in the works or already underway, and we recommend that important criteria be compatibility of the systems among the three offices, and the ability to perform real-time searches and queries on the data to the extent possible.

Charge 1:

The Pre-Freshman Program can only be the first component of a system that supports at-risk students throughout their Penn careers. PENNCAP (administered by Academic Support Programs) and its cousin CAAP (administered by DRIA) are successful examples of such comprehensive support systems.

The charge to our committee was vague about the population to whom an expansion of the system would be directed. Two examples of such populations come to mind: "special-admit" athletes and students from underrepresented minorities (especially from the Philadelphia region). At present, it does not seem feasible to expand the existing Pre-Freshman Program significantly for either group. The current Program succeeds beyond academics in that it offers its students a friendly, gentle introduction to the Penn/Philadelphia environment, and a chance to "network" with other first-year students as well as a select group of upperclassmen. This aspect would likely suffer in a greatly expanded program.

One could contemplate a more aggressive and longer-term (one or two years) Pre-Freshman program that would recruit students from Philadelphia (especially public school students) to commit to attend Penn, and for Penn to commit to them provided they successfully complete a rigorous Penn-preparatory academic program taught by Penn faculty during their senior (and perhaps junior) year(s) of high school. VPUL's Upward Bound program is a significant step in this direction, and we encourage the University to contemplate applying more resources (and its own faculty) to further this effort.

Early Decision: The proportion of students admitted to Penn early decision has been increasing steadily. Given this, and the media's recent attention to the issue, we feel that next year's Committee should be charged to consider, in cooperation with the Admissions Office, what are appropriate targets for the proportion of the entering class admitted early decision.

Libraries

Scheduled for discussion at Council on October 2, 2002

I. Introduction

Council by-laws state that, "The Committee on Libraries shall advise the director of libraries on the policies, development, and operation of the University libraries."

In addition, this year's Committee was specifically charged as follows to:

- Continue to identify alternatives to libraries as study space for those who do not require access to the libraries' collections.
- Continue discussions with library staff of the appropriate allocation of resources to digital vs. print media. Incorporate students' apparent strong preferences for off-site access to digital sources.
- Monitor improvements in the authentication system.

The Committee met five times to consider these and other issues which arose during the course of the year. Additional topics covered during these meetings include: the survey on service quality, the library cybercafe, electronic journals and electronic publishing, need for strategic reviews of specialized libraries, the new Borrow Direct service and information literacy.

II. Deliberations

A. Monitor improvements in the authentication system. In the past year, the library has implemented a vastly improved authentication system, EZ Proxy, for off-campus use. Unlike the previous system, the present product does not require browser modifications, and seems to work well with most versions of the most popular web browsers. The authentication process is based on the user's last name and an 8-digit password which is digits 7-14 of the 16 digit PennCard number, also known as the PennID number. This system allows access to proprietary electronic journals and databases from off-campus locations; users have found it to be fast and easy to use. It is a vast improvement over earlier systems. At the fourth Committee meeting, Michael Winkler, the library's web manager, met with the Committee to inform us of the system's plans for even further improvements. Among the goals for future development are a "one login" system which would allow a user to authenticate from off-campus once a session, and then use multiple resources without further challenges. This effort will probably be interfaced with the Kerberos initiative, currently being developed by ISC for other campus authentication services. The Committee recommends that the library coordinate with ISC, so that users can utilize a single authentication process to access both library and other restricted campus electronic resources.

B. Continue discussions with library staff of the appropriate allocation of resources to digital vs. print media. Incorporate students' apparent strong preferences for off-site access to digital sources. This continues to be a controversial issue with a number of interesting side issues. Paul Mosher, Vice Provost and Director of Libraries, presented data on collection growth for the past five years. Over that time period, the rate of book acquisitions was relatively flat, with some decline last year, while additions of print—serials, e-journals and licensed information bases have increased markedly, the latter category demonstrating a linear rise from under 50 in 1997 to more than 200 in 2001. These trends continue to be viewed differently by different constituencies within the University, but there seems to be a growing campuswide consensus that the ease of access and currency of electronic resources justifies continued emphasis in this area. Of concern are the accelerating costs of acquiring these materials (*see section E*), the ease with which they can be misused (*see section G*), and the impact of their acquisition on the traditional collection. The Committee was reassured by Dr. Mosher that every effort is being made to maintain print medium resources, while boldly plunging forward with the electronic ones. This issue should remain on the Committee's agenda.

C. Continue to identify alternatives to libraries as study space for those who do not require access to the libraries' collections. The Committee discussed this topic at length, and soon realized that the issue was much broader and involved many other facets of University life and University institutions. At issue is the question of the availability of late-night study space before exams. Undergraduate students whose residence is proximate to one of the specialized libraries on campus (*e.g.* Biomed, Dental, Law) would like to have access to that library day and night, especially before exams. This is impossible because the primary users of these libraries become displaced, the costs of keeping the buildings open, staffed and secure is high, and there is no demonstration that, aside from the studious atmosphere, students are utilizing the resources that such a library provides. On the other hand, the Committee was in favor of taking

all reasonable steps to promote student studying, and was happy to learn that the Van Pelt Library would extend its hours for late-night studying before exams, and that this was acceptable to most students. This would seem to finish this issue for now. The library system will monitor usage of the extended hours, and should be in a good position to evaluate how this new system is working.

D. Service quality survey. The library has undertaken a University-wide survey to ascertain how users view the quality of the service provided. The survey was conducted on the web in February 2002, and only preliminary data were available to the Committee this year. The Committee needs to look at these data in detail, and to use them to make recommendations to the library in the area of service quality.

E. Electronic journals and electronic publishing. The high cost of acquiring electronic media (*see section B*) prompted a discussion of how these costs could be ameliorated. One approach is to encourage faculty to preferentially publish in journals which are available online at no/low cost, and to encourage faculty to organize electronic journals in their disciplines. To this end, the library sponsored a Colloquium on Scholarly Communication on March 1, 2001. This is seen as an emerging issue, and the Committee needs to continue to be aware of developments on and off campus.

F. Need for strategic reviews of specialized libraries. The University of Pennsylvania Library spans the entire campus, and draws strength from the unification of library activities under one administration. Nonetheless, specialized libraries, located in the various schools have their own independent missions, which need to be addressed separately. Pioneering this idea was Vice Provost for Research Neal Nathanson, who voiced his concerns over the strategic planning at the BioMedical library in particular. Dr. Nathanson presented the case for a separate review process for specialized libraries to the Committee, which found the case compelling, and concurred with other segments of the University that such a review was warranted. The Committee was advised that a steering committee consisting of the Deans of SAS, Nursing and SOM was being organized to prosecute the review. The outcome of this process should be reviewed by the Committee.

G. Information literacy. Nick Okrent, library coordinator for information literacy informed the Committee about plans to provide increased information literacy among students and faculty. At the heart of the discussion is the question of how proper use of the expanded information sources available to us should be taught, and what measures need to be taken to prevent improper use. One approach is to educate faculty, so that they can incorporate information literacy concepts into regular course work. Alternatively, there are plans for an information literacy center in Van Pelt Library for faculty and student use. Major topics which need to be covered are critical evaluation of electronic information sources, and plagiarism. The ease of cutting and pasting text and figures from online resources dramatically increases the temptations for improper use of source material. Another idea in this is for the library to acquire plagiarism detection software, and make this available to both students and faculty. This idea was endorsed by the Committee. This topic needs continued Committee concern.

III. Recommendations

- The Committee needs to monitor library resource allocation to make sure that all constituencies are well served.
- The Committee should review the Service Quality Survey data and make recommendations based on its findings.
- The Committee should continue to advise the library on issues relating to digital publishing, and the acquisition of online journals.
- All segments of the University community are encouraged to increase their information literacy, and the library is commended for its efforts in pressing this important issue.

IV. Membership

Faculty: Marjorie Bowman (Family Practice/Med); Harold Dibble (Anthro) Barry Eichler (Asian and Middle Eastern Studies); Leif Finkel (Bioengr); Ellis Golub (Biochem/Dental); John H. Holmes (Epidemiol/Med); Edward Peters (History); David Stern (Asian and Middle Eastern Studies) **Graduate Students:** Katie Allard (GSAS); Jennifer Baldwin (GSFA); Hilary Smith (GSAS). **Undergraduate Students:** Aaron Levy (Col '03) **PPSA:** Deborah Bolton Stag (Wharton Inst. Res.) **Ex Officio:** Edwin Greenlee (Biddle Law Library); Paul Mosher (Director of Libraries) **Invited Guest:** Neal Nathanson (Vice Provost Research) **Staff:** Alison McGhie (Office of the Secretary).

Research

Scheduled for discussion at Council on October 2, 2002

During the 2001-02 academic year the University Council Committee on Research was charged with: (a) review of the Provost's study of the cost of research to the University; (b) examine the cost in time and resources to investigators in complying with regulatory requirements in human and animal studies; and (c) review the revised University policy for postdoctoral fellows. Additionally, the committee was asked to advise the Vice Provost for Research on contracts that potentially violate University guidelines described in *The Faculty Handbook*. The Committee met six times with appropriate University officials and their findings have been incorporated in this report.

A. Review of the Provost's Analysis of the Cost of Research to the University

During the past year, the Provost's office completed an analysis of the cost of doing research at Penn entitled: "Calculating the Cost of Research." The purpose of the study was to determine the cost of supporting externally funded research at the University and to ascertain if indirect cost recovery (ICR) was sufficient to offset these expenses. Costs for supporting research fall into three categories: administration, facilities and utilities. Revenue to support these functions are derived from ICR which the University receives from most external research grants. The Provost's study determined that a modified ICR rate required for the University and Schools to meet their expenses for supporting research was 57.5%. It is noteworthy that the calculated rate is nearly equivalent to the 58.5% rate that the University receives on most federally funded grants from the National Institutes of Health, the major source of external research funds to University faculty. The study also reported, based on its analysis of ICR for FY 1999, that the actual ICR rate for external grants was 42%. The study determined that the reduced ICR led to a significant financial shortfall for the University. The major contributing factor for the reduced ICR appears to be due to grants from non government organizations (NGO) which contribute a much lower ICR than the federal rate of 58.5%. In fact, more than 50% of the under recovery could be attributed to the modest ICR provided by NGO grants. The size of the under recovery was also dependent on whether the ICR was based on a depreciated or non-depreciated building rate. These rates include the cost for maintaining research buildings; the depreciated building rate also includes the cost of deferred maintenance as well as major renovations to research buildings and laboratories. Approximately 40% of the under recovery could be accounted for by the difference between the depreciated and non-depreciated rate. The Committee also noted that the study did not include an analysis of the efficiency of University services to determine, for example, if the administrative as well as building and facilities costs are competitive with industry standards and that of peer institutions.

Although concerned with some of the metrics used in the Provost's study, the Committee felt that the analysis underscores the need for each externally funded grant to contribute ICR to enable Schools and the University to recoup the cost for supporting externally funded research. The Committee, however, does not advise establishment of a limit on NGO or other grants that compensate the University with low ICR. Research is core to the mission of the University and the institution derives numerous benefits from supporting a vigorous and robust research program; therefore, the Committee recommends that all research grants be accepted regardless of the ICR rate. Instead, the Committee recommends that for those external grants, for which the ICR is below the University "break-even" rate, consideration should be given to establishing a series of charges that can be encumbered against the direct cost of these grants. These charges would enable the Schools and the University to be reimbursed for administrative and facility costs in relation to the funded research activity. It may be difficult, however, to apply a single formula or rate to all projects; several factors would have to be considered such as the amount of space allocated for research funded by the project.

Finally, the Committee determined that the study has tremendous management potential that could significantly benefit the University, Schools, and faculty. The study was only able to identify the cost of supporting research at the University and School levels; however, the individual schools should be able to utilize the data to determine costs at the department level and for individual faculty. Therefore, the Committee recommends that the Provost work with the Deans who in turn should work with the Department Chairs to use the study for developing faculty incentives. It should be possible for Deans and Chairs to use these data to develop performance benchmarks, for each faculty, that takes into account the cost of supporting their research program (based on assigned lab space, for example). For those faculty whose research funding, i.e., ICR, exceeds the university cost, the faculty should have the choice of either acquiring additional laboratory space and/or sharing (not for personal gain) in the ICR surplus. It is the Committee's

recommendation that the establishment of incentives would benefit the entire University community by increasing both research support and activity.

B. Review of the Cost in Time and Resources to Investigators in Complying with Regulatory Requirements in Human and Animal Studies

The Committee was charged with determining the cost in time and resources to investigators in complying with regulatory requirements in human and animal studies. It is clear that due to constantly changing federal regulations the process for approval of animal and human subject research protocols has become both complex and laborious. The Committee met with several University officials and found that, although many problems still exist, significant steps have been taken to improve and stream-line the process. The Office of Regulatory Affairs has improved its web sites for both human and animal studies; each site now contains guidelines and all pertinent forms. Another recent addition was the ability of investigators to track protocol (both human and animal) status on BenReports. Perhaps, the most significant advancement was in the area of human research with the establishment of the Office of Human Research; this office provides three services: clinical research development, regulatory compliance monitoring and education. Finally, further streamlining of the process is anticipated once the new Electronic Research Administration (ERA) is rolled-out. This system will provide a tool for developing human subject and laboratory animal protocols along with many other useful features. The Committee recommended that this topic be reviewed in the near future once the ERA begins to be phased in.

C. Review of the Revised University Policy for Postdoctoral Fellows

Nearly six years ago the University established the first comprehensive policy for Postdoctoral Fellows (PDF). This past year, the Vice Provost for Research, along with the Provost's Council on Research, reviewed the policy and proposed several modifications. The major changes include: (1) the addition of a preamble which essentially defines a PDF; (2) the extension of the policy to cover all PDFs including those in the social and behavioral sciences who were not covered in the present policy; and (3) setting a minimal internal compensation level distinct from NIH guidelines. The Committee reviewed the revised policy and recommends that the policy be accepted.

D. Review of contracts for Sponsored Research Agreements that Discriminate Against Selected Foreign Nationals

The Committee was asked by the Vice Provost for Research to review a research contract that would potentially violate Section III.F of the *Faculty Handbook* which states: "Members of the University research community shall not be subject to discrimination based on citizenship with respect to their participation in research activities. While funding agencies may limit their financial support to particular groups (such as U.S. citizens), they may not prohibit the participation of others in University research. Where a research contract deviates from this policy an exception may be granted by the Vice Provost for Research after review by the University Council Committee on Research." The research contract in question involved proprietary software which came under export controls of the International Traffic in Arms Regulations (ITAR) and Export Administration Regulations (EAR). The software was approved for export to all countries except those which are restricted for anti-terrorism reasons. These restrictions alone are not in violation of University policy, however, the export controls also stipulate that foreign persons (non-permanent resident aliens) from these restricted countries would not be permitted to have access to this product and hence, not be able to participate in the research. The Committee concluded that the latter restriction would indeed violate the University policy on research as stated in section III.F and did not recommend an exception to the policy. The Committee recognizes that, as a result of events that have taken place this past year along with new research opportunities in the area of bio- and chemical terrorism, this issue will be re-revisited frequently in the future. The Committee's recommendation was to maintain the guidelines of *The Faculty Handbook* and not waiver from its policy of entering into research contracts that place explicit restrictions on foreign participation. It was also recommended that the Committee continue to examine this issue.

—Bruce J. Shenker, Chair

Research Committee Members 2001-2002: Chair: Bruce J. Shenker (Dental Medicine); Faculty: James Alwine (Medicine), Dan Ben-Amos (SAS), Barbara Bonini (SAS), Robert Boruch (Education), Francisco Gonzales-Scarano (Medicine), Katherin A. High (Medicine), Jennifer Pinto-Martin (Nursing), Robert A. Stine (Wharton) and Andrw B. Rudczynski (Res. Services). **Graduate/professional students:** Danielle Bujnak (GSAS); Kim Woolf (GSAS) **Undergraduate students:** Lincoln Ellis (COL,03); Chad Sarver (COL,03) **Ex officio:** Neal Nathanson (vice provost, research); Andrew Rudczynski (executive dir research svcs)

GAPSA Three-year Strategic Plan

At the final 2001-2002 University Council Meeting, outgoing Graduate and Professional Student Assembly ("GAPSA") Chair Christopher Leahy (Law JD 2002) and Vice Chair for Special Projects Mike Stevens (Wharton MBA 2002) presented the recently approved GAPSA three-year Strategic Plan. The plan, with the stated mission of "Growing Twelve Graduate & Professional Schools into One Penn Community," was the process of several months of work by the GAPSA Executive Committee and General Assembly. The following is an executive summary of the plan:

GAPSA, the formally recognized representative of all Penn graduate and professional students, serves to enhance the quality of academic, cultural, and community life of the graduate and professional students at the University of Pennsylvania by:

- Providing centralized representation and implementation of student needs and interests through active leadership and participation in identified campus committees; direct advocacy to the University administration; policy recommendations by the General Assembly; and support of constituent student groups;
- Sponsoring and coordinating university-wide academic, social, community service, athletic and arts events in conjunction with the Graduate Student Center and GSAC; and
- Funding and communicating cross-school, cross-cultural extra-curricular activities initiated by recognized organizations to strengthen bonds between schools and students and broaden individual students' academic and personal horizons.

The plan provides an overview of GAPSA's organizational alignment between its Executive Board, internal committees and General Assembly (made up of representative from the 12 schools) and each body's complementary functions.

The Plan identifies eight primary goals and objectives for GAPSA:

- Student Leadership, Advocacy and Representation;
- Graduate Student Center partnership;
- Committee Representation;
- Policy Management;
- Student Affairs;
- Finance and Treasury;
- Communications and Logistics; and
- Special Projects (Social, Academic, Cultural, Athletic, etc.)

An appendix to the Plan elaborates on the steps and processes necessary to accomplish these goals.

The Plan also identifies four primary steps to implement the plan:

- Define Vision & Mission (Completed);
- Create Awareness & Educate (Initiated);
- Obtain Feedback; and
- Implement Objectives

Incoming GAPSA Chair Jeremy Korst (Wharton MBA 2003), closed the presentation by noting that the Plan is a work-in-progress and is meant to be flexible enough to adapt to changing student needs. He noted that the Plan and other information about GAPSA can be found at the organization's website at www.gapsa.upenn.edu.

OF RECORD

The policy on Involuntary Leave of Absence was developed over the summer at the request of President Rodin and myself and subsequently sent to the Council of Undergraduate Deans and the Council of Graduate Deans for their comments and input. A final version of the policy was then reviewed by the Council of Deans. The policy became effective August 28, 2002.

— Provost Robert Barchi

Involuntary Leave of Absence

I. Introduction

The University of Pennsylvania provides a wide range of services to support and address the mental and/or physical health needs of students including assessment, short-term care as appropriate, and referrals. Our first concern is for the health and welfare of each individual in our community. Our goal is to enable all of our students to participate fully as members of Penn's academic community. However, students whose psychiatric, psychological, or other medical condition causes them to pose a threat to themselves and/or others, or causes them to significantly disrupt the educational activities of the University community, may be required to take a leave of absence from the University. Under these circumstances, students will be given the opportunity to take a voluntary leave. Should a student decline to take a voluntary leave, the University may determine that the student's health and welfare, and/or the needs of the community, require a period of involuntary leave of absence. The following policy establishes the protocol under which an involuntary leave of absence may occur and the process for return from leave.

II. Guidelines

The University may place a student on an involuntary leave of absence or require conditions for continued attendance under the following circumstances when the student exhibits behavior resulting from a psychological, psychiatric, or other medical condition that:

- harms or threatens to harm the health or safety of the student or others;
- causes or threatens to cause significant property damage; or
- significantly disrupts the educational and other activities of the University community.

III. Withdrawal Process

When a student exhibits any of the behaviors described above, the matter may be brought to the attention of the School Dean's office or the Provost's office. The Provost, in consultation with the School Dean, may place a student on an involuntary leave of absence or impose conditions upon the student's continued attendance. The Provost will seek an immediate assessment of the student's psychological, psychiatric or other medical condition from Counseling and Psychological Services (CAPS),

the Student Health Service, or from other appropriate professionals regarding the student's circumstances.

The student will be notified that the Provost is seeking to determine whether he/she should be required to take a leave of absence. When reasonably possible, the student will be given the opportunity to confer with the Provost and to provide additional information for consideration.

The Provost will conclude the review of available information with a decision that may include the following:

- that the student remain enrolled with no conditions;
- that the student remain enrolled subject to conditions (including a description of those conditions); or
- that the student be placed on an involuntary leave of absence.

If the Provost's decision is to require an involuntary leave of absence, the decision will also indicate the length of the leave and, in consultation with the student's school, describe the conditions (if any) under which the student may seek to return from leave.

The student shall be informed in writing by the Provost of the leave decision, the effective date of the leave, and conditions for return (if applicable). If a student is permitted to remain enrolled subject to conditions, the student shall be informed in writing of the effective date and the duration of the modified attendance. The student's school will also be notified, in writing, of this action.

IV. Process for Return from Leave

A student seeking a return from leave must meet the conditions specified by the Provost. The student must apply in writing to the Provost with a copy to the School Dean.

It is the responsibility of the Provost to review the student's compliance with specified conditions for the return from leave and to advise the School Dean accordingly. Appropriate administrative duties with respect to convening this leave process and maintaining its records will be the responsibility of the Provost's Office.

V. Confidentiality

All records concerning involuntary leaves of absence will be kept in accordance with the University confidentiality policy and other applicable policies. The student's transcript will indicate only the notation of "leave of absence."

Government Affairs Update

Federal Relations

With both the end of this fiscal year and the elections looming in the near future, much important business remains unfinished in Washington. The House and the Senate have each passed several of their spending bills, but no measures have been agreed upon by both bodies and sent on to President Bush. Because the new fiscal year technically begins on Tuesday, October 1, Congress will have to pass continuing resolutions (CRs). These continuing resolutions will maintain funding levels at this year's levels, to keep the government running.

Two other important pieces of legislation are on the Congressional calendar—the bill to authorize the Department of Defense, and the measure to create the Department of Homeland Security. The timeline for these items remain up-in-the-air, as legislators prepare to adjourn on October 11 for three weeks of campaigning.

We are monitoring the situation in Washington, and will keep the Penn community updated as things develop further.

National Strategy to Secure Cyberspace

The Bush Administration recently released the *National Strategy to Secure Cyberspace*, a report aimed at squelching internet terrorist attacks. A draft version was released for a 60 day public comment period on September 18th at Stanford University, and was followed by the first Town Hall Meeting to discuss the report.

Penn will host a Town Hall Meeting on Thursday, October 3, which will be open to the Penn and area business community. For those unable to attend, the event will also be webcast at <http://beansidhe.isc-net.upenn.edu:8080/ramgen/encoder/townmeeting>. A full copy of the report can be found at www.securecyberspace.gov and comments can be submitted to feedback@cybersecurity.gov by November 18, 2002. A summary of the report and sections specifically aimed at higher education institutions follows.

The report states that the security of cyberspace depends vitally on all owners of the nation's cyber infrastructure. The Strategy is designed to empower each person and each organization to do its part through six major tools:

- *Awareness and Information*, providing information to increase awareness about the vulnerability of America's cyber infrastructure and information to help individuals and organizations make cyberspace more secure.
- *Technology and Tools*, identifying the need for increased cybersecurity-related research, including a program of federally funded research including near-term, mid-term, and long-term information technology (IT) security research.
- *Training and Education*, addressing the gap between the need for qualified IT professionals and America's ability to train and develop these workers. This includes expanding the Federal Cyber Corps scholarship-for-service programs at state universities to private institutions.
- *Roles and Partnerships*, recognizing that all Americans have a role to play in cybersecurity and identifying market mechanisms for stimulating sustained actions to secure cyberspace. This includes encouraging colleges and universities to establish collaborative information sharing and analysis centers to deal with cyber attacks and vulnerabilities, model guidelines for Chief Information Officers, best practices for IT security, and model user awareness programs and materials.
- *Federal Leadership*, making federal cyberspace security a model for the nation.
- *Coordination and Crisis Management*, identifying a need for a comprehensive national analysis and warning capability.

The report contains a section specifically geared toward institutions of higher education, which was prepared by several higher education associations that deal specifically with IT issues.

The report states that higher education institutions—including universities, four-year colleges, and community colleges—have set goals to protect sensitive information, and to prevent systems from

being used for attacks. To achieve these goals, higher education institutions will make IT security a priority, revise existing institutional policies and improve existing security tools, and improve security for future research and education networks. Colleges and universities will work to improve collaboration among institutions, and with government and industry, and to integrate campus efforts with national efforts to strengthen critical infrastructure.

According to the report, recent experience has shown that many campus networks are vulnerable to hackers, because higher education institutions possess vast amounts of computing power and because they allow relatively open access to resources. Colleges and universities also hold much information about students and staff that is either private or confidential, and sensitive information such as medical or student records.

Because of this risk, and due to the risk of attacks on third parties through university IT systems, higher education institutions must consider the broad implications of cybersecurity. This requires striking a balance between maintaining privacy and preventing attacks while also providing an environment where students can learn and research can be conducted.

Through IT-related higher education associations, some institutions have adopted a 5-point Framework for Action that commits to giving cybersecurity a high priority and adopting policies and measures that will increase system security.

The report makes the following recommendations:

- Each college and university should consider establishing a point-of-contact, reachable at all times, to Internet service providers and law enforcement officials in the event that the school's IT systems are discovered to be launching cyber attacks.
- Colleges and universities should consider establishing together: (a) one or more information sharing and analysis centers (ISACs) to deal with cyber attacks and vulnerabilities; (b) model guidelines empowering Chief Information Officers (CIOs) to address cybersecurity; (c) one or more set of best practices for IT security; and, (d) model user awareness programs and materials.

Information Systems and Computing staff and the Office of Government, Community and Public Affairs are working to analyze the impact this report will have on Penn.

Commonwealth Relations

FY 03 Commonwealth Appropriation

On June 28, the Pennsylvania House and Senate gave final approval to House Bill 2495, Penn's FY 2002-03 Commonwealth appropriation. The bill was subsequently signed into law by the Governor as Act 37A of 2002. HB 2495 provides a total of \$45,206,000 in funding to the University, an increase of \$1,728,000, or 4.0%, over the amount authorized in the prior fiscal year. The \$45.2 million appropriation represents a \$4.9 million increase over the funding level recommended by Governor Schweiker in his proposed budget. Penn was the only major higher education institution to receive an increase in this budget—Penn State, University of Pittsburgh, and Temple all were reduced by 3.7 percent. In light of the very difficult fiscal situation in the Commonwealth (\$1.2 billion budget deficit), this was a very positive result for the University.

HB 2495 provides \$38,445,000 in funding for the Veterinary School, an increase of 5.0 percent. Other appropriations include \$4,034,000 for the Medical School (level funding); \$1,600,000 for Cardiovascular Studies (2.0% decrease); \$891,000 for the Dental Clinics (5.0% decrease); and \$236,000 for the University Museum (4.8% decrease) (*see the chart at right*).

The General Assembly also approved a General Appropriation bill (SB 5) which includes several significant University appropriations. SB 5 restored \$17 million in funding for the Community Access Fund under the Department of Public Welfare. This program had been

proposed to be eliminated under Governor Schweiker's budget. The Fund was developed several years ago following the approval of welfare reform legislation to help compensate hospitals for charitable care being provided. With the federal match, Penn's three urban hospitals (HUP, Presbyterian and Pennsylvania) are expected to receive approximately \$5 million through this program.

Finally, SB 5 restored funding for the Regional Cancer Institutes, which the Governor had proposed to cut by 22.5%. Of the total funding of \$2,000,000, Penn's Cancer Center will receive \$600,000.

City and Community Relations

Philadelphia College Festival

Penn was a sponsor of the Philadelphia College Festival Kick-off event. The Festival was held during the week of September 21-28, 2002 and included a variety of student-oriented events and promotions for each day of the week. The purpose of the Philadelphia College Festival is to bring Philadelphia's college and university students together to experience what Philadelphia offers as a place to live and work during school and after graduation. The Festival is a signature event to welcome students to the City and region and to elevate the image of Philadelphia in the eyes of students and young professionals. Students are given, early in the fall, the tools to create a positive bond with Philadelphia's social, professional and community fabric.

The kick-off festival was held on the Parkway and featured a number of area businesses, civic organizations, and universities and colleges. Other colleges and universities supporting the event include: Temple, Drexel, LaSalle, University of the Sciences, Bryn Mawr, St. Joe's, Community College of Philadelphia, Peirce College, Villanova, Delaware County Community College, and Pennsylvania Academy of Fine Arts. More than 20,000 college students attended the events throughout the day. One of the Festival's events, the Young Involved Philadelphia Philly 101: Introduction to Philadelphia's Civic and Political Life, was held in Huntsman Hall on September 26.

Penn's support of this event came from the Vice Provost for University Life, Business Services, Executive Vice President's Office, and the Office of Government, Community and Public Affairs. Penn has been a longtime top sponsor of the annual City of Philadelphia College Festival, which entered its 3rd year.

Campus Philly

Recognizing that these efforts must continue year-round, the City of Philadelphia Commerce Department, Ben Franklin Technology

Partners, Penn, Temple, Philadelphia University, and St. Joes, undertook an effort in 2000 to design a medium to promote all of Philadelphia's numerous assets to college students year-round and foster cross campus interaction. It implemented Campus Philly an initiative linking college students across the Philadelphia region. The organization includes representatives working with student governments, and a team of writers, promoters and leaders dedicated to blending campus life with local life. The institutions supporting this initiative have since grown. Jon Herrmann, a Penn alumni from the class of 2000 manages the project. The Office of Government, Community and Public Affairs sits on the advisory board along with members from Philadelphia University, Temple University, and the City of Philadelphia. Campus Philly's initiatives include:

- *www.campusphilly.org*, a year-round web site and resource for students to learn about the region's social, professional and community events. It includes discounts targeted to students, article features, online discussion, and group mailing lists. It is designed and written by and for students.

- The Campus Philly discount sticker is a collaborative initiative developing with regional colleges and universities. The program will give students regular access to discounts at cultural and retail outlets, events at college campuses and in the region, or to other promotions organized for the student community. The various discounts will be offered exclusively through *www.campusphilly.org*.

- Campus Philly Special Event Promotion to students across the region. For example, Campus Philly coordinated a special event for college students in conjunction with the NBA All-Star Game last February, and also over the summer in conjunction with the X-Games. Other opportunities will exist through its relationship with the City of Philadelphia and the numerous public events held throughout the year.

- The Campus Philly leadership program engages students to take leadership in working with area businesses, institutions and governments to encourage student civic participation, as well as to develop programs and policies that affect the quality of life for area college students and graduates. Current efforts include: inter-campus event planning, a research and proposal strategy to improve student access to public transportation, and an initiative to encourage student entrepreneurship.

— Carol R. Scheman,

Vice President for Government, Community and Public Affairs

University of Pennsylvania —Commonwealth of Pennsylvania: History of Non-Preferred Appropriation

(in thousands of dollars)

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003 Gov. Rec.	FY 2003 Gov.Rec. % Inc.	FY 2003 Final HB 2495	FY 2003 % Inc.
Instruction	\$ 0	\$ 0	\$ —	\$ —	\$ —		\$ —	—
Medical Instruction	4,034	4,034	4,034	4,034	\$3,832	-5.0	4,034	0.0
Dental Clinics	938	938	938	938	891	-5.0	891	-5.0
Cardiovascular Studies	132 ²	632 ¹	882	1,632	600	-63.2	1,600	-2.0
Veterinary Activities	31,489	32,276	34,783	36,626	34,795	-5.0	38,445	5.0
University Museum	199 ²	219 ²	241 ³	248 ³	236 ³	-4.8	236 ³	-4.8
Total University	\$36,762	\$38,099	\$40,878	\$43,478⁴	\$40,354	-7.2	\$45,206	4.0

¹Includes \$132,000 appropriated through separate non-preferred appropriation.

²Appropriated through separate non-preferred appropriation.

³Appropriated through PA Historic and Museum Commission (not part of submission to PDE).

⁴Note: Amount authorized by HB 1201. Does not reflect 3% freeze announced 1/18/02.

(as of 7/1/02)

These Guidelines were discussed at the October 16, 2001 meeting of the Design Review Committee (DRC), in response to a request from the Trustees that the DRC publish the criteria by which University projects are reviewed. GSFA Dean Gary Hack, the committee chairman, wrote a draft and distributed it at the December 11 meeting. Responses and additions by committee members were integrated by the January 8 meeting, and forwarded to the Trustees at their February 14 meeting. After publication For Comment in Almanac (February 26), the committee reviewed comments from members of the University community, and other drafts, based on input, were generated. The following was approved by the Trustees at their June 21, 2002 meeting.

—Omar Blaik, VP, Facilities & Real Estate Services

Design Guidelines and Review of Campus Projects

Introduction

The Penn campus, on its West Philadelphia site, has evolved over more than a century, with each new building added in a way that expressed its particular time. As a result, there is not a single overriding building style, and many different materials may be found side by side. Nonetheless, the campus has acquired a special character: it is an “academic crossroads” where people from twelve schools and many disciplines rub shoulders and share ideas. Its character is set by the density of schools and buildings, the scale, materials, and proportions of its older structures, and the green matrix of landscape extending outward from Blanche Levy Park.

The Campus Development Plan, prepared by the Olin Partnership and collaborators and adopted by the Trustees in 2001, sets guiding principles and recommendations for future development. Each new building and site improvement project should be consistent with the plan, or carries the burden of showing how it improves upon the plan. The following document addresses the principles common to all buildings and sites within the University, while the Site Development Guidelines within the Campus Development Plan set parameters for certain suggested projects.

These basic guidelines and principles are an integral part of the Campus Development Plan. They outline the ways that new buildings and open space should take account of neighboring structures, and serve the population intended. They also outline a design and review process that ensures that the specific surroundings and the campus as a whole are taken into account in each new building project.

Design Principles

Buildings and Spaces that Promote Intellectual and Social Exchange

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange. While the physical character and quality of a campus is defined by both its buildings and its open space, it is the open space which has the greatest potential for unifying and equalizing the shared space of the campus. It can promote the sense of community derived from actively shared space, and provide for the enriching experiences of both planned and chance encounter. Comprised of streets, walkways, greens, court-yards, plazas, gardens and playfields, open space has the potential to knit together the diverse elements of the campus in a coherent way.

Individual buildings should also be designed to maximize the opportunities for social and intellectual exchange. Public spaces should be generous, provide places for conversations, and be visible to those using buildings and passing by them. Each school should have both indoor and outdoor spaces suitable for gatherings and social occasions. While there will always be pressure to maximize the proportion of dedicated spaces in buildings, their success will ultimately depend upon balancing the public and private spaces.

Heights of Structures

Buildings should be in scale with the surrounding structures, and the streets and public ways that are adjacent to them. Typically, structures should not be taller than approximately 75 feet fronting on major east-west streets (Spruce, Walnut) and approximately 50 feet fronting on pedestrian ways such as Locust Walk, Hamilton Walk or Smith Walk. If portions of the buildings must be taller, they should be set back a minimum of 15 feet from the street wall, with lower portions facing the street. On north-south streets, building heights should relate to the predominant heights of existing structures. Care should be taken not to cast shadows on open spaces or important walkways, particularly during the daylight hours of 11 a.m. to 3 p.m.

New structures should mediate the impacts of existing tall structures, by being intermediate in height, and buffering ground level walkways and open spaces from winds.

Predominant Materials

Many materials have been used on campus over the years, and to good effect. The large number of dark brown brick buildings (e.g. The Quad, Irvine Auditorium, and the University Museum) are complemented by buildings whose predominant materials are red brick (e.g. Fisher Fine Arts Library and Hayden Hall), green serpentine ashlar masonry (e.g. College and Logan Halls) and cream ashlar masonry (e.g. the Annenberg School.)

Brown brick establishes a general tenor for the campus, while complementary materials are used successfully—and in some cases dramatically—to signal the different functions and ownership of buildings and to take advantage of particular sites and other design opportunities. While there should be no hard and fast rule, the presumption is that this pattern should continue, and that dark brown brick will be the point of departure for new structures. The historic buildings utilizing this brick usually feature burned brick headers and limestone trim giving the buildings an individual richness as well as the appearance of campus accord. Architects and designers are encouraged to thoroughly explore and expand on this basic vocabulary, and to find ways to contribute to the interplay of materials and textures.

New construction need not duplicate these historical features, however consideration should be made towards achieving a similar richness through the detail and fenestration of individual facades. For example, both Hill House and the Richards Building use the dark brown brick in unique and modern expressions, while being comfortable neighbors to the surrounding historical buildings.

Future residential structures should use materials that are warm (such as brick and wood) and should be of a scale and proportion appropriate to living spaces. They should reinforce the social patterns being promoted through the system of college houses.

Commercial structures adjacent to the campus may depart from the predominant campus materials, but should be respectful in other ways (program, scale, contribution of life onto streets, etc.) to the campus, and should not overwhelm their residential or commercial neighbors.

Building Orientation

Most campus buildings are seen from perimeter streets as well as the campus interior, and lower ones from above as well, and should be designed so that they contribute to the buildings, streets, and pedestrian ways on each side.

Building entrances should be visible to those arriving on the campus, and should contribute to the life and activity of streets and walks. Where buildings front on public streets there should be public entrances and attractive, open streetscape facing the street.

Building entrances are frequently the meeting places, and gathering places of those using buildings, and should be designed to encourage interaction.

The academic activities of the University, in so far as they are compatible, should be visible to passers-by. Windows should be placed to light and provide views to internal spaces, but also to give walks and streets the security and richness that derives from the visibility of adjacent activity. Highly reflective or deeply tinted glass should not be used on the campus.

Landscape, Streetscape and Signage

Structures should be sited and designed to form lively and secure public ways, that have surveillance from occupants throughout the day and night. The object is to provide spaces that are defensible and used.

Each project should take responsibility for improving adjacent streets and pedestrian ways, by including funds in its budget to bring these up to campus standards. The campus palette of landscape materials, walkways, lighting, signage and street furniture must be used on all public spaces that are part of building projects. These elements should be used to create both active gathering and contemplative spaces, and to reinforce linkages and gateways within the campus and at its edge. Spaces that are courtyards of individual schools or buildings can depart from these guidelines to some extent, but only if it is necessary to convey special identity.

Every project should provide secure bicycle parking areas. Residential projects should provide these areas internally, where possible.

Commitment to Accessibility

The University is committed to providing equal access to all buildings for those with disabilities, and to doing so in a dignified manner. All new construction must comply with the *Americans with Disabilities Act* (ADA) guidelines. Renovations of historic buildings should seek to improve access for disabled persons in a manner compatible with their historic integrity.

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Functional and Mechanical Facilities

Areas devoted exclusively to building loading and services, to the removal of trash, or to mechanical equipment should be designed so that their visibility from public areas, including walkways, is minimized. Rooftop mechanical equipment should be enclosed in structures that are integrated into the building design. Acoustic mitigation should be required to ensure the quality of the pedestrian environment.

Architectural Style

Buildings on the campus reflect many styles, and the essential quality of the campus is one of buildings that speak in their own voice about their purposes and the era in which they were built. It is the landscape and public spaces that integrate these buildings into a coherent whole.

New buildings should express the aesthetic ideas of our times, so that as we look back on them they also become a cultural record of ideas about architecture and campus life. Penn's finest older buildings (as examples, the Quad, the Fisher Fine Arts Library, Hayden Hall, Hill House, the Richards Memorial Research Building) are admired internationally for their contributions to architecture and campus design. The University should engage architects who are recognized leaders, and aspire to design each structure so it not only suits its occupants and addresses its physical and historical context, but also contributes to ways of thinking about buildings.

Respect for Cultural Resources

Many of the existing structures on campus have local, regional or national historic significance, and are included on the corresponding registers of historic structures. Portions of the campus are included in locally designated historic districts. An inventory of all campus buildings has been prepared by the University, outlining each structure's level of importance as a cultural resource, and the specific aspects of the buildings that deserve special protection. New buildings, or adaptations to existing structures must take this into account.

As noted below, a special subcommittee on cultural resources will review all projects that have a bearing on culturally significant buildings before moving forward to obtain city or state permits. Restoration, renovation, or additions to many buildings on campus will require review and approval by the Philadelphia Historical Commission. The responsibility of the Cultural Resources Committee goes beyond the Historical Commission and includes changes to building interiors, which the city is unable to review.

Integration of Art in Buildings

The University has a percent-for-arts policy, and each new building project should include a budget and program for works of art. These may be integral to the building (e.g., murals or artistic expressions in spaces), works purchased for permanent display in particular locations, or works commissioned for the structure. Whenever possible projects should strive to create new art that advances the way we think about the world we inhabit.

Responsible Use of Energy and Natural Resources

Each project should undertake a comprehensive analysis to diminish the use of energy and reduce the use of non-renewable resources. The University intends to be a leader and champion of environmentally sensitive design, demanding innovation and creativity from our design consultants and helping to educate our community.

The University is committed to creating a campus environment that moves beyond merely sustainable, to one that actively improves the quality of life and the environment for its users. Our goals include:

- Reducing dependence on non-renewable resources by using appropriate recycled materials and by promoting adaptive reuse of existing structures
- Reducing marginal energy costs by promoting selection of locally manufactured or fabricated products and materials
- Siting new structures mindful of orientation, shading and the effect on adjacent buildings and spaces
- Using landscape design to create healthy and ecologically appropriate spaces, provide pleasant outdoor environments, reduce exterior lighting demand and minimize stormwater runoff
- Minimizing maintenance and operating costs by employing whole-systems lifecycle evaluation to determine the true project costs, and by integrating innovative daylighting and building engineering solutions at project inception
- Improving indoor environmental quality
- Adopting monitoring, measuring and feedback systems to establish baselines of energy usage and building performance, against which the University can evaluate improvements and set goals for future projects
- Maximizing building flexibility to satisfy the varied demands of cur-

rent and future users and residents

- Reduce energy consumption of building and site systems (HVAC, hot water, lighting) through the use of appropriate mechanical and construction technology (natural cooling, light recovery, passive solar design, etc.)

The construction, as well as design, process should also respect these goals.

Responsible Renovation and Upgrades to Existing Buildings

It is the intent of these guidelines to encourage responsible stewardship of all existing University buildings. Each renovation project, therefore, should include an investigation of all aspects, systems and features impacted by the specific intervention. Conditions discovered during project evaluation, design or construction that are in need of improvement cannot be ignored. Even in cases where budgetary or schedule constraints necessitate only a partial remediation, any building deficiencies brought to light are to be examined and documented so that they may be addressed at a future time.

The Design Review Process

Role of the Trustees

The Trustees of the University of Pennsylvania have final responsibility for reviewing and approving all building projects on the campus. Their facility planning committee reviews projects, offers constructive advice, and ultimately recommends to the full board of Trustees that projects be constructed. The Trustees are also advised in this decision by the President, Provost and campus Design Review Committee.

The Design Review Committee and Cultural Resources Sub-Committee

The Design Review Committee is chaired by the dean of the Graduate School of Fine Arts, and consists of the Vice President for Facilities, the University architect, the University planning consultants, several faculty members who are design professionals, and outside architects drawn from the extended University community. The committee's role is to advise the President, Provost, Executive Vice President and Trustees on the merits of projects being designed for the campus. The Committee meets monthly, and on special request in case of critical issues.

For art projects on campus, the Design Review Committee may create a special subcommittee that may include faculty and administrators beyond the Committee, to provide advice and guidance to the artists involved, and to recommend approval of promising projects to the appropriate deans, the President and the Trustees. This subcommittee will coordinate its work with The Office of the Curator, and its Art Advisory Committee, to review proposed art project and evaluate its suitability and maintenance requirements.

The University also has a Cultural Resources Sub-Committee, which was mandated by an agreement between the University, the Philadelphia Historical Commission, and the U.S. Department of the Interior. It is charged with reviewing all projects that affect buildings of historical importance on the campus, or within designated historical districts. The Sub-Committee, chaired by the dean of the Graduate School of Fine Arts, includes several faculty experts on historic preservation, a representative of the Provost's Office and the executive director of the City of Philadelphia Historical Commission. It meets monthly, and forwards its recommendations to University officials and the Trustees, and to the Philadelphia Historical Commission and/or State Historic Commission.

The Design Review Process

Step 1: Briefing of the Architect and Design Team

An information package will be provided to the design team following its selection including:

- feasibility studies done for the project prior to a capital commitment
- the Campus Development Plan
- design guidelines (this document)
- limits and easements on the site
- infrastructure available (such as central heating and cooling lines)
- pedestrian and vehicular circulation patterns
- preferred locations of service access
- details of any other proposed projects in the immediate vicinity

At the outset of design, the design team, client representatives and user representatives will meet with the University architect and the campus Design Review Committee to discuss the ground rules for design. This meeting will seek to identify special architectural, historical, environmental and functional considerations that will be important to ensuring that the building contributes to overall campus development objectives.

(continued on next page)

Design Guidelines, *continued from page 13*

Step 2: Design Framework

Designers of campus buildings should photograph the surroundings, research the history of structures adjacent or on the site, and draw from these investigations a set of principles as to how the structure should relate to its surroundings. This may include heights or cornice lines to be respected, open spaces or walkways to be maintained, predominant materials to be used in the building so that it harmonizes with its surroundings, scale and building envelope language, and other contextual factors.

Based on this analysis, and on the issues discussed previously, the designers should prepare a “design framework”, describing (at least):

- Context
- Analysis of the fit of the program and the site
- Massing and bulk possibilities
- Building “hold-to” lines
- Zones of pedestrian and service entry
- Facade expression lines
- Fenestration guidelines
- Suggested materials palettes and details
- Ground level expression, program, and relationship to adjacent open space

The design framework will typically include diagrams, storyboard, and photo examples, and will be discussed with the Design Review Committee, the President and Provost, and Trustees’ Facilities Planning Committee prior to or concurrent with presentation of conceptual design.

Step 3: Schematic Design

The schematic design presentation to both the campus Design Review Committee and the Trustees’ Facilities Planning Committee should include enough of a portrayal of the building in its context so that judgments can be made of its appropriateness. Typically this will include elevations

with surrounding buildings shown, and renderings and models of the building in its context. Special attention should be paid to how the building will be experienced by pedestrians at ground level, how it will impact public open spaces (such as shadow and wind patterns), and how it will be seen from surrounding buildings.

Special attention should be paid to the ground level experience of pedestrians on campus or on surrounding streets. Perspectives should be shown from their eye level, and should include adjacent structures and landscape.

In order for the impact on utility infrastructure to be adequately planned for, the design team should, at this stage, provide an energy budget for each project outlining energy consumption, storage, and recovery; as well as a materials handling plan indicating anticipated solid waste generation and a strategy for site storage and collection.

Step 4: Design Development and Construction Documents

Design palettes should be discussed with the Design Review Committee, along with design development drawings of facades and exterior details.

Responsibility for ensuring that the agreed upon design principles are respected during the course of preparing construction documents falls to the staff of the University architect and Vice President for Facilities and Real Estate Services. Where significant departures are necessitated, proposals may be resubmitted to the Design Review Committee for advice and opinions.

Step 5: Construction

Full-scale mockups of wall assemblies should be constructed on the site, so materials can be compared to adjacent structures, before final material decisions.

Works of public art will be reviewed by the Design Review Committee or its subcommittee, and the Office of the Curator, for their compatibility with the architectural and campus context.

Out of Silence for Disability Awareness Month

In recognition of October as *Disability Awareness Month* nationwide, the Office of Student Disabilities Services and Learning Resources Center (and other sponsors) are bringing a one-woman production “Out of Silence” to campus on Monday evening, October 7 at 7 p.m. The show developed from a Writer-in-Residence program at Moss Rehabilitation Hospital. The writer, Julie Heifetz, has fashioned three stories of patients, combining her telling of their stories with some multi-media of the writers themselves in a very compelling fashion.

For example, she realistically portrays a young woman injured in a horseback riding accident who sustained a brain injury who walks with an off-balance gait, and whose speech is impaired. In telling individual stories, one learns a great deal about patient relationships with physicians, therapists, family and friends.

The show will be held in Houston Hall in the 2nd floor Class of 1949 Auditorium. Free to Penn students, staff & faculty; \$5 fee for General Public at door; (performance will be interpreted).

The main accessible entrance is located in the center of the north side of the building (Plaza/Wynn Commons entrance). There are 2 elevators in the building, one on the west, the other on the east side. Use the west elevator to the 2nd floor and Class of ‘49 auditorium. Accessible bathrooms are on each floor.

—Alice Nagle, Associate Director

October Volunteer Opportunities

Dear Penn Community;

Because we strive to be good neighbors, we share the following list of community service opportunities. If you would like to volunteer for any of the following programs, please let me know via e-mail (sammapp@pobox.upenn.edu).

—Isabel Mapp, Associate Director, Faculty, Staff and Alumni Volunteer Services
 Director, Penn Volunteers In Public Service, Center for Community Partnerships

Philadelphia Cares Day: “Are you interested in making Philadelphia’s public schools a better place for children? Join the Penn team for Philadelphia Cares Day. On *Saturday, October 5*, a team of volunteers will work together to beautify Philadelphia public schools. 10,000 volunteers will meet and head out to 100 schools to paint murals and hallways, landscape school yards, whitewash graffiti, and more.

Making Strides Against Breast Cancer: A group of us are participating in the American Cancer Society’s, Making Strides 5 Mile Walk to raise money for the fight against breast cancer. The event is on *Sunday, October 13*, starting at 8:30 a.m. on the steps of the Art Museum.

Mentors, Mentors, Mentors needed for the Penn’s Workplace Mentoring Program in its 8th year of operation. Volunteer to mentor an 8th grade middle school student one day a month. Students come to campus the third Thursday of the month at 9 a.m. from *October-May*. They participate in a group program and then visit with their individual mentor in the mentor’s workplace. Students depart campus around 1:30 p.m. Each mentor receives training and support.

Computers Needed: Is your department upgrading its computers? Would you like to donate your used computers to a worthy cause? The Center for Community Partnerships and a group of volunteers are working to provide computers to West Philadelphia schools, families and nonprofit agencies.

Help Deliver Food. The Jewish Relief Agency (JRA) provides hunger relief to low-income Jewish families through its food distribution program. Each month, volunteers meet at a central warehouse location to package non-perishable food and then deliver the food into the homes of client families. Distributions take place *one Sunday each month* at the Floors USA warehouse in Northeast Philadelphia (located on Haldeman Avenue and Roosevelt Blvd).

SquashSmarts Needs You! SquashSmarts is a Philadelphia youth enrichment program that combines the game of squash with academic tutoring and mentoring of middle school students. Squash serves as the hook that pulls students into the program. Students attend practice two afternoons per week—1 hour 15 minutes of squash followed by 1 hour 15 minutes of tutoring— and then two hours on Saturday mornings for squash play only. The *3-days per week* schedule continues through the school year. Each team member benefits from one-to-one tutoring with college students and adult volunteers as well as one-to-one mentoring with college student athletes. This personal attention, tailored to each student’s needs over the course of a three-year-long commitment to the program, is what makes SquashSmarts so unique.

Update

OCTOBER AT PENN

MUSIC

4 *An Evening of Latin Food, Jazz and Dancing*; includes a Puerto Rican dinner, *Calle 54 Tour* concert and dance party with music by the Latin Pulse Band; 6 p.m.; Annenberg Center; \$10/dinner; \$47 \$42 \$34 \$28/Calle 54; \$20/dance party; Info./ Tickets: (215) 898-3900 (Penn Presents; Association of Latin American Musician).

TALKS

2 *Cell Biology of Antigen Presentation*; Hidde Ploegh, Harvard Medical School; noon; Austrian Auditorium, Clinical Research Bldg. (Microbiology).

7 *Brad Wayland*; University City Hospitality Coalition; noon; rm. 225, Houston Hall (Rotary Club of University City).

Deadlines: The deadline for the November AT PENN calendar is October 15. For submission information, see www.upenn.edu/almanac/calendar/caldead.html.

Mountain and River Landscape (right), a water color painting by Mien Lee, from Taiwan, is one of the many pieces currently on view at the Burrison Art Gallery at the Faculty Club, Inn At Penn. This exhibit, *Chinese Calligraphy and Classical Paintings*, is open Monday through Friday, 8 a.m.-6 p.m. through October 31.



Quaker Meeting

As part of the 10th annual Penn Family Day on Saturday, October 5, there will be a "Quaker Player Autograph Session" at the conclusion of the Penn vs. Dartmouth football game. All are invited to come down to the East Endzone of Franklin Field to meet some of your favorite Quakers.



Works by Penn's Anna Weesner

The music of Penn's award-winning composer and assistant professor of music, Dr. Anna Weesner, will be featured in an October 6 performance by the Cypress String Quartet. Dr. Weesner's piece *Flux* will be the centerpiece at the concert, which is sponsored by the Department of Music and Penn Contemporary Music. Commissioned as part of the Cypress Quartet's "Call and Response" project, the piece acknowledges standard chamber repertoire while pursuing new musical territory.

The program will also include Daniel Asia's *String Quartet No. 2* and Debussy's *String Quartet, Op. 10 in G Minor*. Praised by the *Los Angeles Times* for its "musical astuteness and virtuosic resources," the Cypress Quartet (Cecily Ward and Tom Stone, violins; Ethan Filner, viola; Jennifer Kloetzel, cello) has been featured in *Chamber Music Magazine* as the "Generation X ensemble to watch." Founded in 1996, the quartet has appeared regularly on NPR's "Performance Today" and has toured throughout the U.S., Europe, and Japan. The concert will be at 8 p.m. on Sunday, October 6 at the Curtis Institute of Music, 1726 Locust Street. Admission is free (general seating, no tickets required).

CLASSIFIEDS—UNIVERSITY

RESEARCH

Do You Have Type 2 Diabetes? Are You Overweight? The UPenn Weight and Eating Disorders Program is offering the Look AHEAD program, a National Institutes of Health research project studying the long-term effects of weight loss in people with type 2 diabetes. You may qualify if you are overweight, have type 2 diabetes, and are 55 to 75 years of age. Study related exams, medical tests, and educational programs are provided at no cost to volunteers who qualify. For more information, please call (215) 746-7196 or (215) 898-1096.

Postmenopausal Women Needed Postmenopausal volunteers needed for a research study examining estrogen, memory, and the ability to smell. \$50 will be given for approximately 3 hours of participation. Women 55 or older. For more information please call (215) 662-6580.

Does it hurt to move? Are your joints painful and swollen? Do you have Rheumatoid Arthritis? If you answered YES to these questions...Come join a rheumatoid arthritis research study at the University of Pennsylvania. For more information call Susan at (215) 662-4634. Compensation will be provided.

Want to Lose Weight? The UPenn Weight and Eating Disorders Program is offering a free 2-year weight loss program beginning this November. Women aged 21-50 who are 50 or more pounds overweight (BMI 30-40) may be eligible. Please call Leanne at (215) 898-3184 to see if you qualify.

Almanac is not responsible for contents of classified ad material.

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

CLASSIFIEDS—PERSONAL

THERAPY

Costly but Competent **Psychotherapy**. Shari D. Sobel, Ph.D. (215) 747-0460.

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



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The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **September 16-22, 2002**. Also reported were 34 Crimes Against Property (including 26 thefts, 3 retail thefts, 1 act of vandalism and 4 burglaries). Full reports on the Web (www.upenn.edu/almanac/v49/n05/crimes.html) 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 16-22, 2002**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

09/16/02	6:56 PM	3901 Walnut St	Male acting disorderly/cited
09/17/02	10:45 AM	3910 Powelton Ave	Male struck female/Arrest
09/19/02	1:38 AM	4100 Baltimore Ave	Male wanted on warrant/Arrest
09/20/02	12:08 AM	4200 blk Pine	Male robbed by group of males/Arrest
09/20/02	2:23 AM	3805 Walnut St	Male wanted on warrant/Arrest
09/21/02	1:54 AM	36 & Locust Walk	Complainant robbed by males/Arrests
09/22/02	12:22 AM	4036 Spruce St	Male wanted on warrant/Arrest

18th District Report

8 incidents and 2 arrests (including 6 robberies, 2 aggravated assaults) were reported between **September 16-22, 2002** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

09/16/02	7:10 PM	5100 Larchwood	Robbery
09/16/02	9:47 PM	4600 Market	Robbery
09/19/02	12:40 PM	237 48th St	Aggravated Assault
09/19/02	5:20 PM	3936 Market St	Aggravated Assault
09/19/02	6:58 AM	511 46th St	Robbery
09/20/02	12:06 AM	4200 Pine St	Robbery/Arrest
09/21/02	1:50 AM	3600 Locust	Robbery/Arrest
09/22/02	3:47 AM	1119 47th St	Robbery

Don't Get Locked Out of Key Online Services: Register Your PennKey

During the past few months, communications in *Almanac* and other campus vehicles have been preparing faculty, staff, and students for the switch to PennKey authentication (identity verification). To ensure access to a growing number of online services now and in the future, you will need to register a PennKey and password in the new PennKey system.

Why Act Now?

The PennNet ID system is being deactivated, and all services now requiring a PennNet ID for secure login, such as BEN Reports, GRAM, Blackboard, the new Benefits System, and *U@Penn*, will switch to PennKey authentication on Monday, *October 14*. PennInTouch and the new PennPortal for students (coming later in October) will also require a PennKey.

If you register your PennKey before October 14, you'll avoid getting locked out of these and other services as they change over. Even better, if you register your PennKey before midnight on October 9, you'll be eligible to win a Palm Pilot 515 or one of ten Penn Bookstore gift certificates.

Additionally, all PennNet ID swipe stations will be deactivated on October 14. At that point you'll no longer be able to establish a PennNet ID or reset a forgotten PennNet password to help you log in to the online PennKey registration system. As of October 14, anyone without a PennNet ID and password will need to obtain a PIN (Personal Identification Number) and use it to log in and register their PennKey.

How to Register

The online PennKey registration process is fast and convenient. Go to the PennKey homepage at www.upenn.edu/computing/pennkey and select the "Registration" link to begin the simple three-step process:

1. *Log in using your PennNet ID and password.* If you don't know or don't have a PennNet ID and password, simply go to a PennNet ID swipe station before October 14 and create a PennNet ID or reset your password. You'll find a list of swipe stations at www.upenn.edu/computing/help/doc/passport/netid.html#stations.

2. *Register your PennKey and password.* Once you've logged in, the system will automatically set your PennKey, which will be the same as your PennNet ID.

Then you must enter a strong password to secure your PennKey. It's a good idea to review the information at www.upenn.edu/computing/email/pswd_guide.html for tips on creating a strong password before you register. Penn has been implementing increasingly stringent password rules over the years, and the PennKey system may not accept an existing password you've been using with your PennNet ID or e-mail account. In addition, you should not use a password you've shared or used on non-Penn systems.

3. *Choose how you wish to obtain a PIN for resetting a forgotten password.* If you ever forget your PennKey password, you can reset it online, but you'll need a PIN (Personal Identification Number) in order to log in and do so. You can always obtain a PIN by visiting a PennKey PIN administration office or calling the 24-hour PIN Request Line and having one sent to your address of record via U.S. Mail.

During the registration process, you will be asked whether you wish to participate in a convenient "anytime, anywhere" option for obtaining a PIN online. If you elect to participate in this option, known as *Challenge-Response*, you will be asked to immediately select and answer three personal information questions. In the future, you will be able to obtain a PIN online at any time, from anywhere, by providing the same answers to those three questions.

If you travel frequently or expect to have trouble remembering your password, it's a good idea to participate in the Challenge-Response procedure. Note that you won't be able to change your initial decision about Challenge-Response until November, when the next phase of the PennKey project is completed.

Your Local Support Provider, listed at www.upenn.edu/computing/view/support, can help you in case you have any unexpected difficulties with registration.

To Learn More

For details about the new PennKey authentication system and PennKey registration, I invite you to visit the PennKey website at www.upenn.edu/computing/pennkey.

—Robin Beck, Vice President, Information Systems and Computing