Lymphedema can substantially impact one’s daily in clinical practice and are consequential (continued on page 3)

Jie Deng: $3 Million Grant to Study Improvements in Lymphedema Care Delivery

A research team led by Penn Nursing’s Jie Deng, associate professor of nursing in the department of biobehavioral health sciences in Penn Nursing, has been approved for a $3 million funding award by the Patient-Centered Outcomes Research Institute (PCORI) to study lymphedema management in head and neck cancer survivors.

Lymphedema is the swelling of soft tissues in the body that can progress into the development of hard tissue (fibrosis). This can develop in the head and neck area following head and neck cancer treatment. Lymphedema can substantially impact one’s ability to swallow, can limit ability to move the head and neck, and alters a person’s physical appearance, causing emotional distress. The way lymphedema is currently treated is through complete decongestive therapy (CDT), which is done by a certified lymphedema therapist. Many people with lymphedema are unable to access this specialized therapy in the clinical setting for a variety of reasons, including the potentially high cost of therapy and difficulty finding lymphedema therapy locally. Also, access to clinic-based therapy has been significantly impacted due to the COVID-19 pandemic. As such, many people instead use home-based lymphedema therapy techniques. However, no research has been done comparing the effects of clinic-based versus home-based lymphedema therapy.

Dr. Deng’s three-year, multi-site study compares two ways to provide lymphedema therapy to head and neck cancer survivors who have developed lymphedema after their cancer treatment. It compares the effects of clinic-based and home-based CDT on changes in lymphedema. The study also compares the effects of clinic-based and home-based CDT on the symptoms and physical functional ability of the study participants. In addition, the study compares health care use between the participants receiving clinic-based versus home-based CDT.

“Treatment decisions for lymphedema occur daily in clinical practice and are consequential,” said Professor Prah. “It is with gratitude and appreciation that I thank Susan B. Sorenson for her leadership of the Ortner Center, named for Evelyn Jacobs Ortner, and for undergraduate research; and #48 in best undergraduate teaching.”

The Wharton School of the University of Pennsylvania has retained its #1 post as the best undergraduate business program in the country, which it has held for many years. It is also ranked #1 in three specialties: finance, management, and real estate. In addition, it is ranked #2 in marketing; #3 in quantitative analysis; #4 in business analytics; #5 in entrepreneurship and production/operations management; #6 in accounting and international business; #8 in insurance/risk management; #10 in supply chain management/logistics; and #12 in management information systems.

Penn’s School of Nursing is also in the #1 spot for its undergraduate nursing program, the first year the national magazine has ranked undergraduate nursing programs.

Penn’s School of Engineering and Applied Science ranked #21 (tied with Columbia University, Penn State University Park, University of Maryland-College Park, and University of Washington). Within SEAS, Penn ranked #10 in bioengineering/biomedical engineering, #15 in materials science and engineering, #20 in electrical/electronic/communications engineering, #21 in mechanical engineering, #22 in computer engineering, and #23 in chemical engineering, for undergraduate engineering programs at schools whose highest degree is a doctorate. The school also ranked #16 for undergraduate computer science programs, with rankings at #11 for programming; #13 for artificial intelligence; #16 for data analytics/science; and #21 for theory.

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Jennifer Prah: Director of the Ortner Center

Dean Sara S. Bachman is delighted to announce the appointment of Jennifer J. Prah, Amartya Sen Professor of Health Equity, Economics and Policy in the School of Social Policy & Practice, as the Director of the Ortner Center on Violence and Abuse.

“One of the world’s foremost scholars and global leaders of health, well-being and flourishing, particularly among women and children, she will employ her vast knowledge and experience in research, teaching and service to expertly guide the Ortner Center’s core vision of safe daughters, confident women, and strong society,” said Dean Bachman. “Professor Prah is the ideal person to shape the future of the Ortner Center.”

“IT is with gratitude and appreciation that I thank Susan B. Sorenson for her leadership of the Ortner Center, especially for her important and impactful work in public health, epidemiology and prevention of violence, gun violence and policy implications,” said Professor Prah. “I am deeply honored to be the next director of the Ortner Center, named for Evelyn Jacobs Ortner. I look forward to collaborating with faculty, staff and students to build on the critical mission and remarkable legacy of the Ortner Center to investigate the correlates and consequences of violence, abuse and control against women and girls as well as the conditions for women and girls to be healthy and flourish.”

“Jennifer has demonstrated exceptional leadership in each of the roles she has served,” said Dean Bachman. “She is known by those who have worked with her for her integrity and honesty, her wisdom and judgement and her commitment and care.”

“A collaborative and innovative leader and globally acclaimed social scientist, Jennifer’s deep knowledge and insightful and creative approach to health, well-being and flourishing will enrich and advance the Center’s mission,” Dean Bachman added.

“Our most profound mission for research at Penn,” said Interim Provost Beth A. Winkelstein, “is to make an impact on changing and improving people’s lives. This commitment is at the heart of my own work and the work of my colleagues across every discipline and department. Jennifer will be an ideal leader for this collaborative and interdisciplinary work in the years ahead, bringing together our faculty and students with policymakers, community leaders, and government agencies to help ensure the health and safety of women around the world.”

To read the rest of this press release, please visit the online version of Almanac at https://almanac.upenn.edu/articles/jennifer-prah-director-of-the-ortner-center?pp
Faculty Senate Executive Committee Agenda
Wednesday, September 22, 2021
3:00–3:50 p.m. EDT

1. Welcome and introductions
2. Approval of the Minutes of May 12, 2021
3. Structure and Function of Senate Committees
4. Discussion and vote on the proposed charges for Senate Committees, 2021-2022
5. Report from the Chair on Activities Related to Teaching In-Person
6. Resolution from the CIRC: The Faculty Senate Select Committee on the Institutional Response to the Climate Emergency
7. Discussion with members of the Consultative Committee for the Selection of a President: Identifying Strategic Priorities for the University and Recommended Strengths and Experiences for the New President
8. New Business
9. Adjourn and transition to “Bluejeans Events” platform for Faculty Senate Seminar (4-5 p.m.): Faculty Research Opportunities in the Climate Emergency: A Discussion with Representatives from the UNFCCC and the IPCC.

In association with Penn Climate Week 2021. Open to the Penn Community.
Info: https://provost.upenn.edu/senate/faculty-senate-seminar-series.
Register: https://primetime.bluejeans.com/a2m/register/eektvugk.

Return to Campus—Systemic Work Address Update

With Penn’s return to campus operations scheduled to resume on September 7, the University has identified a method to make a systemic change in Workday to update work addresses from the employee’s home address back to the campus work address. The systemic update is effective for pay dates on or after September 10, 2021, and will relieve department business administrators and human resources representatives (who have the Workday roles and responsibilities of HR Analysts and HR Partners) of the burden of making these changes manually.

In preparation for repopulating campus, the University has expressed its expectation of returning to pre-pandemic, on-campus operations, where any position that was on campus before the pandemic will return to campus, beginning in the fall. This is consistent with the University’s commitment to collaboration and cooperation achieved through in-person interactions.

Although staff were expected to return to working on campus by September 7, the University recognizes that there may be some hybrid work arrangements, provided such arrangements are consistent with operational needs. Hybrid work arrangements require manager approval, a business rationale, and a completed Agreement for Regular Off-Campus Work 1-2 Days/Week and must be signed by all required approval levels.

If staff believe their work address should not be changed from their home address back to a campus address, they should contact their school/center HR Representative or Staff and Labor Relations, as there is a multi-step approval process for requesting off-campus work that needs to be followed. No changes should be made to a staff member’s campus work location unless that process has been followed, and the change has been approved.

Note that all students will automatically be changed to an on-campus locations. Any new students must be entered into Workday as having a campus address.

Impact to Employees

Employees residing in Pennsylvania
Non-Philadelphia residents—will have Philadelphia City Wage tax withheld from their pay once the change is implemented. Philadelphia residents—will not experience any change to their withholding.

Employees residing in reciprocal states (New Jersey, Ohio, Maryland, Virginia, West Virginia, and Indiana) and working in Pennsylvania

Workers who elect to be taxed in their state of residence instead of the state in which they work (PA)—will need to complete the state reciprocal form in Workday/BSI to have taxes withheld based on their state of residence. Refer to the Self Service: Access to W-2, W-4, and State Reciprocal Forms tip sheet for information on how to access the form. Philadelphia City Wage taxes will be withheld except where applied as a credit to state tax withholding.

Workers who do NOT elect to be taxed in their state of residence, but are instead taxed in the state in which they work (PA)—will have Philadelphia City Wage Tax and Pennsylvania state tax withheld once the Work Address has been updated to the on-campus address.

Workday Tasks to Be Completed by Employee-For individuals Residing Outside of Pennsylvania

To ensure they are properly taxed, workers should access Workday as soon as possible to review and update their tax information. Individuals whose work address has been changed have received a Workday notification of a To-Do task labeled “Address Change: Possible Updates Needed to Tax Elections.” Workers should do the following:

- Click on the “BSI Tax Withholding Form Employee” link and review and complete the appropriate state or local tax forms displayed.
- Click on the “Pick Other Forms” button to determine if additional forms are available to be completed.

For additional information, refer to the Self Service: Access to W-2, W-4, and State Reciprocal Forms tip sheet.

Once any tax changes have been reviewed and approved by the worker, the worker should submit the change and archive the task by clicking the orange Submit button.

If you have any questions, please contact the Employee Solution Center at solutioncenter@upenn.edu or (215) 898-7372.

—Division of Human Resources
Deaths

Peter Knutson, Wharton

Peter H. Knutson, an associate professor emeritus of accounting at the Wharton School and a Sloan Fellow of the Wharton Financial Institutions Center, passed away at home in Edmonds, Washington from complications related to advanced prostate cancer on August 21. He was 76.

Dr. Knutson grew up in Beloit, Wisconsin. He earned his BBA and MBA from the University of Wisconsin-Madison in 1957 and 1961, respectively. After graduating, he worked as a staff accountant for Robert E. Wegner and Associates and for Arthur Andersen & Co. After earning a PhD from the University of Michigan in 1965, he joined the faculty of the Wharton School. Dr. Knutson’s teaching and research focused on financial accounting and reporting, and he published in a variety of academic and professional journals. His teaching was renowned: In 1980, he received the Anvil Award for excellence in teaching from the Wharton Graduate Division, and his course Problem in Financial Reporting received Excellence in Teaching awards from students in Wharton’s MBA program for several years in the 1990s. While a member of the Wharton School faculty, he also held visiting appointments at the University of Wisconsin-Eau Claire and at the North European Management Institute in Oslo, Norway. Dr. Knutson retired in 1996 but remained active at Wharton, teaching an executive education course and participating in Wharton’s executive video and remote TV-satellite learning and other educational programs. He appeared in the infamous Wharton Follies production, dancing the Time Warp as “The Man With No Neck.”

Outside of Penn, Dr. Knutson was a member of the Association for Investment Management and Research (AIMR), where he took leadership positions; in 1998, he received AIMR’s Special Service Award. Dr. Knutson played an active role in matters affecting accounting policy both in the U.S. and internationally. He was a member of the International Accounting Standards Committee (IASC) Steering Committee on Earnings Per Share and served the IASC as a technical advisor on accounting for financial instruments. He also served as the accounting consultant to the Credit and Risk Management Division of Robert Morris Associates, the association of bank credit executives in the U.S. and Canada. His professional responsibilities took him to several countries, including Australia, Spain, South Africa, Switzerland, England, Japan and Saudi Arabia. After moving to Edmonds, Washington, in 2005, Dr. Knutson was also heavily involved with the Edmonds Senior Center and the Edmonds Center for the Arts, serving on its board and co-sponsoring several shows.

Dr. Knutson is survived by his sister Sandra Krolik; his wife Susan; his sons, Christopher (Yelena) and Charles (Korry); his daughter Carol Krantz, and six grandchildren. A celebration of his life will be held on Saturday, September 18 at 3 pm at the Edmonds Center for the Arts. In lieu of flowers, donations in Dr. Knutson’s memory can be made to the Edmonds Center for the Arts.

Shirley A. Steele has made a gift to create the Robert A. Rescorla Undergraduate Research Fellowships Endowed Fund. The gift is made in memory of Mrs. Steele and her husband, Robert A. Rescorla, emeritus professor of psychology and former chair of the department of psychology and Communication of the College of Arts & Sciences (Almanac April 14, 2000).

The fund will support undergraduates conducting research on human thinking and behavior as part of MindCORE’s summer fellowship program. MindCORE, Penn’s hub for the integrative study of the mind, hosts a 10-week program that pairs students with faculty mentors for research and training.

Paul Rozin, professor of psychology, noted, “Dr. Rescorla was the world’s most distinguished scholar in the area of the psychology of animal learning and a great teacher. He was perhaps the greatest experimental psychologist of the 20th century and a passionate advocate for undergraduates.”

Ms. Steele said, “Bob thought it was important for undergraduates to understand and participate in real research. His own college research experience was transformative, and it is only fitting that part of his legacy will be to create similar opportunities for generations of students.”

Ms. Steele is an artist whose work explores ideas about the human mind, language, and technology, informed by her career as a research scientist in speech and linguistics.

Jie Deng: $3 Million Grant to Study Improvements in Lymphedema Care Delivery

(continued from page 1)

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Robert A. Rescorla Fund Established to Support Undergraduate Research with MindCORE

Peter Knutson

Robert Rescorla

Payment Terms Pilot for Diverse and Local Suppliers

As part of Penn’s ongoing commitment to supplier diversity and inclusion, the University has introduced a pilot program to extend “immediate pay” payment terms to its diversity suppliers. This new modification positively impacts approximately 1,000 suppliers that do business with Penn (minority, woman, veteran, LGTBQ+, and other classifications) that qualify as diverse suppliers.

“Feedback obtained from engaging an inclusive array of stakeholders indicated that financial barriers related to cash flow and cost of money can put diverse businesses at a comparative disadvantage and, in turn, impede diverse suppliers’ ability to compete for business,” explained Penn’s chief procurement officer Mark Mills. “Adjusting the payment terms for our diverse suppliers is responsive to their needs and consistent with Penn’s goals of economic inclusion—particularly since the majority of these suppliers also identify as small business, and many are located in Philadelphia.”

The pilot, anticipated to run through FY2022, will examine the quantitative and qualitative data collected to assess whether this practice will continue. Consistent with Penn’s economic inclusion goals, a study is underway to ascertain the inclusion of other small, local businesses in Philadelphia.

For more information about the University’s Supplier Diversity & Inclusion Program, visit Penn’s Fueling Business Growth website at www.upenn.edu/supplier-diversity.

—Penn Procurement Services

9/11 Terrorist Attacks, 20 Years Later

This past Saturday marked the 20th anniversary of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon. Coming on the heels of the exit of U.S. troops from Afghanistan, America’s longest war and a response to the attacks, the anniversary provided an opportunity to reflect on the legacy of 9/11.

Penn Today asked experts across the University to share their thoughts on how 9/11 transformed their field or their research, the world, or their lives. To read their comments, visit https://penntoday.upenn.edu/news/911-20-years-later.

The Office of the Chaplain and the Religious and Spiritual Life Center invited members of the Penn community to gather at the Love Statue on campus on Friday, September 10 for a 20th anniversary campus commemoration that included brief remarks by University President Amy Gutmann and Vice President for Social Equity and Community and University Chaplain Charles Howard. A moment of silence followed the remarks.

www.upenn.edu/almanac 3
The Year in Review

This past year has been a challenging one in many ways. The COVID-19 pandemic has disrupted nearly all University operations and the stress of this global crisis and the associated changes and disruptions to our daily lives has been profound. Despite the remote nature of most University activities, the office still received a steady stream of visitors, though there was an 18% reduction from 2019-2020 after a steady increase over the last decade. We anticipate that the return to campus will bring the number of visitors back up to pre-COVID levels. We have found that the option to meet remotely has been welcomed by our visitors, and we plan to continue to offer both in-person and remote options in the coming year.

During the academic year 2020-2021, 153 individuals consulted the Office of the Ombuds. University staff accounted for the largest proportion of visitors (39%), followed by graduate and professional students (24%), faculty (16%), post-doctorates (8%), undergraduate students (7%), and others (5%). See Table 2. Visitors to the office come from all parts of the Penn community. These proportions have remained roughly stable for the last several years and generally reflect the relative sizes of these categories to the total population of the University, as well as the availability of alternative support services for particular sub-groups within the Penn community. Table 3 shows the breakdown of visitors by affiliation to the University.

The Office of the Ombuds records the nature of issues brought forward using broad categories that have remained virtually constant over the years to facilitate comparisons over time. The most frequent issue raised pertains to personal behavior (abusive, abrasive, and inappropriate conduct; discrimination; sexual harassment). This category accounted for 37% of total issues reported, while employment-related issues (procedures, benefits, compensation, promotions, and matters of a more general nature), accounted for 34%. This is the first year that behavioral issues outpaced employment issues. See Table 4.

Our analysis identified some consistent themes:

- Microaggressions, bullying, and inappropriate or abusive behavior continue to be reported. This is often exacerbated by power disparities as well as language and cultural differences. It is essential for behavioral expectations to be consistently modeled by leaders. Additionally, University-wide training that addresses toxic work environments, sexual misconduct, discrimination, and microaggressions should be developed, presented, and in some circumstances mandated.
- We frequently heard from graduate students, post-doctoral fellows, and some junior faculty regarding the lack of clarity about data ownership, authorship, expectations of productivity, and associated concerns. Miscommunication or lack of communication from advisors, mentors, principal investigators, senior faculty, and academic administration are culprits, and again often exacerbated by power differentials inherent in those relationships. Vague or non-existent policies governing these matters also lead to confusion, inconsistencies and expectations that are at odds with those of others. The Office of the Vice Provost for Education publication, Advising and Mentoring Ph.D. Students, provides an excellent grounding and guidance for these relationships. However, corresponding policies at the school, department, and program levels would go a long way toward ameliorating these recurring problems. Accordingly, we encourage academic leadership across the University to address this significant gap in documentation and communication of policies and statements of roles and responsibilities.
- As we saw last year, the transition to remote work resulted in many questions and concerns about office procedures and expectations and about vaccination and testing requirements. As we begin to repopulate campus, concern is rising about disease transmission, even among those who are fully vaccinated. The Office of the Ombuds will continue to work with those who have concerns. Processes for submitting specific requests for religious or medical exemptions to vaccination have been established and we will advise those who have such questions accordingly.

(continued on page 5)

### Table 1: Engagement Descriptions

<table>
<thead>
<tr>
<th>TYPE OF ENGAGEMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration of Options</td>
<td>Listen to visitor’s concerns and help identify possible avenues for resolution and alternative resources and strategies, and weigh relative merits of options.</td>
</tr>
<tr>
<td>Coaching</td>
<td>Provide visitor with alternative approaches and methods; role play and rehearse communications; help visitor plan next steps; advise on choice of language, tone, etc.</td>
</tr>
<tr>
<td>Information Gathering</td>
<td>Reach out directly to Penn resource to gather information pertinent to the resolution of the dispute.</td>
</tr>
<tr>
<td>Referral to Penn Policy</td>
<td>Direct visitor to formal University policies, procedures, and practices.</td>
</tr>
<tr>
<td>Referral to Internal Penn Resource</td>
<td>Provide visitor with description of and contact information for potentially useful resource(s) within the University.</td>
</tr>
<tr>
<td>Referral to External Resource</td>
<td>Provide visitor with description of and contact information for potentially useful resource(s) outside the University.</td>
</tr>
<tr>
<td>Mediation/Facilitated Conversation (offered and/or hosted)</td>
<td>Offer to serve as neutral intermediary between parties wishing to meet to discuss issues, concerns, conflicts, etc., and host meeting upon request and mutual agreement of parties.</td>
</tr>
<tr>
<td>Shuttle Diplomacy</td>
<td>Serve as conduit between parties who cannot or are not willing to communicate directly with each other.</td>
</tr>
</tbody>
</table>

### Table 2: Visitors By Role 2020-2021

<table>
<thead>
<tr>
<th>Role</th>
<th>2020 (%)</th>
<th>2021 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>16%</td>
<td>25</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>24%</td>
<td>37</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7%</td>
<td>11</td>
</tr>
<tr>
<td>Staff</td>
<td>39%</td>
<td>60</td>
</tr>
<tr>
<td>Post-Doctorates</td>
<td>8%</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
<td></td>
</tr>
</tbody>
</table>
Faculty continue to express concern about the impact of the pandemic on research agendas, their tenure clocks, and reappointment procedures. These concerns are being addressed by new guidelines from the Vice Provost for Faculty, Laura Perna, and the Office of Ombuds is also available to assist regarding the interpretation and application of policies and guidelines.

We have developed presentations on the structure and function of the Office of Ombuds, which we delivered to various schools, departments, centers, and programs during the past year, and these were met with universal enthusiasm. The Office of the Ombuds welcomes the opportunity to continue to provide these presentations to constituencies throughout the Penn community.

The Office of the Ombuds is located at 113 Duhring Wing of the Fisher Fine Arts Library. We can be reached by phone at (215) 898-8261 or online at ombuds.upenn.edu. Please consult the website for more information about the Office and its activities or to arrange a consultation. We respond to inquiries quickly, and we encourage anyone experiencing difficulties related to their work, academics, or any other aspect of life as a member of the Penn community to contact the Office of the Ombuds. Visitors may speak with us without providing names or identifying information if they so choose.

Table 3: Visitors By Affiliation 2020-2021

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annenberg</td>
<td>2</td>
</tr>
<tr>
<td>Dental</td>
<td>6</td>
</tr>
<tr>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>GSE</td>
<td>7</td>
</tr>
<tr>
<td>Law</td>
<td>5</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
<tr>
<td>SAS</td>
<td>26</td>
</tr>
<tr>
<td>SEAS</td>
<td>7</td>
</tr>
<tr>
<td>PSOM</td>
<td>50</td>
</tr>
<tr>
<td>SEAS</td>
<td>7</td>
</tr>
<tr>
<td>Vet</td>
<td>6</td>
</tr>
<tr>
<td>Wharton</td>
<td>6</td>
</tr>
<tr>
<td>N/A</td>
<td>20</td>
</tr>
<tr>
<td>unknown</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</td>
</tr>
</tbody>
</table>

Table 4: Visitors By Issues Raised (Including Primary and Secondary Issues)

<table>
<thead>
<tr>
<th>ISSUE CATEGORY</th>
<th>ISSUE DEFINITION</th>
<th>VISITORS* 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC RELATED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic, General</td>
<td>General academic matters involving students or faculty.</td>
<td>7</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>Honesty in academic pursuits, e.g., plagiarism, cheating, misrepresentation of academic records, fabrication, unfair advantage.</td>
<td>2</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>Formal (explicit or implicit) policies, procedures, and practices that regulate academic pursuits and interests.</td>
<td>11</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>Matters relating to fairness and accuracy or rationales for academic standards of achievement.</td>
<td>7</td>
</tr>
<tr>
<td>Academic Research</td>
<td>Research results, interpretations, explanations, and associated authorship and intellectual property rights.</td>
<td>6</td>
</tr>
<tr>
<td>Employment, General</td>
<td>Matters relating to job performance or compatibility, discipline, or interpersonal issues relating to role as an employee.</td>
<td>32</td>
</tr>
<tr>
<td>Employment, Promotion</td>
<td>Career advancement to higher level; tenure.</td>
<td>2</td>
</tr>
<tr>
<td>Employment, Compensation</td>
<td>Rate of pay, salary amount, equity, or competitiveness.</td>
<td>1</td>
</tr>
<tr>
<td>Employment, Benefits</td>
<td>Rewards or compensation (other than wages and salary) associated with employment status and their equity, competitiveness, or administration.</td>
<td>4</td>
</tr>
<tr>
<td>Employment, Procedures</td>
<td>Formal (explicit or implicit) policies and practices that regulate the employment relationship.</td>
<td>23</td>
</tr>
<tr>
<td>BEHAVIOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abrasive/Abusive/Inappropriate Behavior</td>
<td>Demonstration of inappropriate treatment of others, e.g., abusive, threatening, coercive behavior; rudeness, crudeness; acts or threats of violence.</td>
<td>48</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Unwelcome physical, verbal, written, electronically transmitted, etc. conduct of a sexual nature that creates a hostile or intimidating environment.</td>
<td>4</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Disparate treatment tied to protected status (race, gender, age, national origin, religion, etc.)</td>
<td>14</td>
</tr>
<tr>
<td>Procedures, General</td>
<td>General matters relating University policies, procedures, or practices.</td>
<td>4</td>
</tr>
<tr>
<td>Miscellaneous; Personal</td>
<td>Personal and interpersonal matters unrelated to formal role as student, faculty, or staff.</td>
<td>4</td>
</tr>
<tr>
<td>Financial Matters; Collections</td>
<td>Tuition, financial aid, payroll, and accounting issues.</td>
<td>7</td>
</tr>
<tr>
<td>Student Services</td>
<td>Delivery and administration of services to students.</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL VISITORS</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

*Because the individual visitors at times raise more than one issue, the total number of visitor issues (180) is greater than the total number of visitors to the offer during this period (153).
Honors & Other Things

Emma Jesch and Florence Zivaish Madenga: James D. Woods Awards

Annenberg School for Communication doctoral students Emma Jesch and Florence Zivaish Madenga received the James D. Woods Award at the 2021 Annenberg Graduation Ceremony. Given in memory of Annenberg graduate student James D. Woods, the award is granted to an outstanding graduate teaching assistant.

Ms. Jesch, a fourth-year PhD student, was nominated for Joseph Cappella’s undergraduate course COMM 275: Communication and Persuasion. “In my judgement, Emma has everything it takes to be named an award-winning teaching fellow: excellence of mind, high standards, enthusiasm for her subject, and empathy for her students,” said Dr. Cappella, the Gerald R. Miller Professor Emeritus of Communication. “She is simply a terrific teaching fellow.”

Dr. Cappella lauded Ms. Jesch’s lecturing style and likened her demeanor while teaching to that of a senior lecturer. He praised her ability to deliver information in a way that was easy for students to digest, and he was impressed by how she touched theoretical concepts in concrete examples.

Ms. Jesch studies health communication—including mass media campaigns, media exposure, message effects, and persuasion—and explores how routine media coverage and targeted interventions impact health beliefs and behaviors.

A fourth-year PhD student, Ms. Madenga was nominated for Carolyn Marvin’s undergraduate course COMM 322: History and Theory of Expression. “Flo performed her responsibilities on time, with good humor, good judgement, and commitment to the task,” said Dr. Marvin, the Francis Yates Professor Emeritus of Communication. “She offers a superior example for the work that can be done by teaching fellows, and she is well-deserving of this award.”

Dr. Marvin noted the extensive behind-the-scenes work Ms. Madenga did to improve the quality of students’ experience in the course. She praised Ms. Madenga’s ability to assess and meet the needs of individual students, excellent and thoughtful grading, and willingness to be a partner with Dr. Marvin in guiding the students throughout the semester.

Ms. Madenga researches the evolution and boundaries of journalism, media, identity, and power as they pertain to expanding and/or contracting globalization through multi-modal methods and decolonial frameworks.

Mia Jovanova and Chioma Woko: 2021 Ackoff Fellowships

Annenberg graduate students Mia Jovanova and Chioma Woko have received the Russell Ackoff Doctoral Student Fellowship Award for 2021 from the Wharton Risk Management and Decision Processes Center. This is the seventh year in a row, and the thirteenth year overall, that Annenberg students have been fellowship recipients.

The research fellowship, now in its fourteenth year, is named in honor of Russell Ackoff, professor emeritus of management science, whose work was dedicated to furthering the understanding of human behavior in organizations. Made possible by an endowment from the Anheuser-Busch Charitable Trust, the fellowships are awarded to University of Pennsylvania doctoral students who are pursuing research in decision making under risk and uncertainty.

Ms. Jovanova will pursue a project called Brains, Social Networks and Susceptibility to Risky Health Behavior. Health behaviors are often not independent, and one important form of influence includes conversations among peers. As such, considerable effort has been invested to understand how the brain responds to interpersonal influences, and how social network characteristics relate to risky decision making in groups, separately. Yet, little is known about how brains and social networks interact.

In the current project, Ms. Jovanova is part of a large team of researchers at Penn, Columbia, UNC and Dartmouth, seeking to understand the interplay between brains and social networks. In her part of the project, Ms. Jovanova seeks to understand how differences in young adults’ brains relate to how they respond to social influences on drinking outside the lab. To ask these questions, the team followed ten existing social groups of college students, across two campuses. Ms. Jovanova combines three different types of data: social network assessments, brain scans, and daily mobile phone surveys. The researchers characterized the ten social networks at baseline, 6 month, and 12 month periods. A subset of participants from each group were scanned and reported their alcohol-related conversations and drinking, twice a day over 28 days. Ms. Jovanova examines differences in brain activity in two brain systems, the reward and mentalizing systems. These systems are associated with how individuals process rewards, such as social approval from peers, and make sense of peers’ mental states, among other cognitive processes. Ms. Jovanova relates differences in these neural responses to day-to-day drinking following pro-alcohol conversations. Further, she investigates how these links vary based on how connected people are to others within their social group.

Ms. Woko’s dissertation seeks to investigate a strategy to increase COVID-19 vaccination through public messaging efforts across a sequence of studies. Through survey methods and social media analysis, Ms. Woko will identify relevant message themes to test in a message experiment within the target population. The message experiment will focus on the separate and joint effects of two variables on vaccination intentions: credible messengers and promising message themes. Credible messengers are those who an audience deems trustworthy and/or an expert for various reasons. Prior research indicates that such messengers tend to have a significant positive effect on health behavior and intentions. Promising message themes are message topics that been empirically determined to be most likely to shift behavioral intentions in the expected direction. Ultimately, the goal of this dissertation is to provide evidence to inform the development of public health communication efforts to address the disparity in COVID-19 vaccine uptake. Not only will this evidence be relevant for the current pandemic, but it will also inform other risk-communication efforts for inevitable future public health crises.

Paris Perdikaris: Scialog Award

The Scialog: Advanced Bioimaging initiative has selected Paris Perdikaris, assistant professor of mechanical engineering and applied mechanics in Penn Engineering, to be part of its first cohort of researchers. A combination of “science” and “dialog,” the Research Corporation for Science Advancement’s Scialog program is a series of collaboration-generating conferences and grants, focused on a range of pressing scientific issues.

The 23 researchers in the first Advanced Bioimaging cohort collectively received more than $1 million to initiate innovative, multidisciplinary and high-risk projects. The topic is a priority for one of Scialog’s main funders, the Chan Zuckerberg Initiative.

“Imaging technologies play a critical role in CZI’s mission to support the science and technology that will make it possible to cure, pre-
(continued from page 6)

vent or manage all disease by the end of the century,” said Stephani Otte, Science Program Officer for Imaging at CZI. “We hope these teams of early-career researchers will advance the imaging field’s ability to observe and analyze biological processes and help build a much deeper mechanistic understanding of biological systems, identify potential points of intervention in disease, and inform directive treatments.”

Dr. Perdikaris’ previous work has brought together applied mathematics, scientific computing and machine learning to better model unpredictable real-world systems, areas of expertise he will bring to the Scialog project, titled “Machine Learning to Identify Soft Tissue Molecular Signatures.”

Through Scialog, Dr. Perdikaris will join forces with Carolyn Bayer of Tulane University and Sapun Parakh of the University of Texas at Austin.

Shirin Saeedi Bidokhti: NSF CAREER Award

NSF CAREER Award recipient Shirin Saeedi Bidokhti, assistant professor in electrical and systems engineering in Penn Engineering, will use the grant to conduct research on both online social networks and COVID-19 contact tracing networks. As case studies, these real-world examples will inform networked systems with theoretical foundations, as well as the design of learning and decision-making algorithms that help make sense of them.

Dr. Saeedi Bidokhti will also use the funding to develop a new course module that brings information and network theory into practice for undergraduate students at Penn.

Using a combination of tools from information theory, network theory and machine learning, Dr. Saeedi Bidokhti aims to narrow the gap between theory and practice through algorithm- informed, real-time data sampling, estimation and inference in networked systems. Her work aims to produce smarter algorithms that can extract information, infer about these systems, and ultimately provide more precise control of them.

While such algorithms are already improving our ability to understand complex networks, there is always a tradeoff that needs to be considered when it comes time to use that information.

In information extraction, knowing when to sample with real-time data makes a difference,” said Dr. Saeedi Bidokhti. “It helps us to know if we should act now or wait to sample, facing the tradeoff of gathering the most information while minimizing costs to most efficiently control the system.”

The first step to understanding any problem within a system is to look at its real-world limits due to physics or biology. Then, a theoretical algorithm can be applied to the problem that is as close to the optimal solution as possible.

“In the case of controlling COVID-19, the optimal solution is to test everyone,” said Dr. Saeedi Bidokhti. “However, that is not practical, so you then scale back and find the practical solution. Algorithms play a part in this scaling-back process to ensure we are designing a testing strategy that provides the most efficient understanding and control of the disease. Testing, for example, can provide confidence in control the spread is important, but we should also frequently test people who act as hubs in community networks, to prevent disproportionately high spread, and algorithms can help us identify those people.”

Dr. Saeedi Bidokhti’s work on COVID-19 contact tracing is already underway with both real data and simulations. She hopes that the work in these kinds of networks will allow us to “learn from the pandemic to strategize for the future.”

Focusing on a different kind of spread, Dr. Saeedi Bidokhti acknowledges that while both online and in-person networks can be understood based on the same framework, the spread of misinformation and the spread of COVID-19 involve inherently different factors of psychology and biology in the type of information being spread.

“The design for each of these networks will be different. The spread of misinformation does not just depend on who you come into contact with, it also depends on your perception and interpretation of the information being shared,” said Dr. Saeedi Bidokhti. “However, with our multidisciplinary approach, we are hoping to help design future policies for social networks based on more than just the fundamentals.”

To bring her research to the public, Dr. Saeedi Bidokhti has planned to partner with a few different programs, including the NSF Innovation Corps (to collaborate with industry) and NSF’s Upward Bound Math and Science Program for high schoolers.

“A major focus of the CAREER Award is outreach, and I am hoping to bring this work to a few different audiences,” said Dr. Saeedi Bidokhti. “Specifically, within the University, I am planning to work with the Center for Undergraduate Research and Fellowships to use this research project as a platform for more inclusive mentorship. I see that this is an opportunity to bring young, underrepresented scientists into research and increase their confidence in the field in general, and with that, they can be successful anywhere.”

Drew Weissman and Katalin Karikó: Albany Prize

For their landmark research that laid a foundation for the mRNA SARS-CoV-2 vaccines, Drew Weissman, the Roberts Family Professor of Vaccine Research, and Katalin Karikó, an adjunct professor of neurosurgery at the Perelman School of Medicine and a senior vice president at BioNTech, have been selected to receive the 2021 Albany Prize. The award, one of the largest in medicine and science in the United States, has been given for the last 20 years by Albany Medical Center to those who have altered and positively impacted the course of medical research.

The honor comes after decades of work by Drs. Weissman and Karikó, whose scientific findings helped make mRNA vaccines—including the Pfizer/BioNTech SARS-CoV-2 vaccine that recently received full FDA approval—a reality. In 2005, they published research that found how mRNA could be altered in order to use it as a therapeutic. Drs. Weissman and Karikó changed the way the mRNA was made by including specific naturally occurring mRNA modifications that make mRNA safer, more stable, and effective for prophylactic and therapeutic purposes.

“Collectively, the Albany Prize recipients have made major contributions to science over decades as researchers, mentors, and educators,” said Vincent P. Verdile, the Lynne and Mark Groban, MD ’67, Distinguished Dean of Albany Medical College and chair of the Albany Prize National Selection Committee. “Their years of work, scientific expertise, and sheer determination played a critical role in accelerating the development of two mRNA COVID-19 vaccines. And their dedication exemplifies the Albany Prize’s legacy to honor scientists whose work has demonstrated significant outcomes for the betterment of humankind.”

Along with Drs. Weissman and Karikó, Barney S. Graham, deputy director of the Vaccine Research Center and the chief of the Viral Pathogenesis Laboratory at the National Institute of Allergy and Infectious Diseases at the National Institutes of Health, is also a 2021 Albany Prize recipient for RNA research.

The first Albany Prize was bestowed in 2001. Past recipients include Penn’s Carl June, the Richard W. Vague Professor in Immunotherapy, who was honored in 2018 for his work in pioneering the development of CAR T therapy for cancer. This year’s winners will be celebrated at a ceremony in Albany, New York, on September 22, 2021.

Drew Weissman
Katalin Karikó

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Katalin Karikó

ALMANAC September 14, 2021

www.upenn.edu/almanac
The Next Generation Student Systems (NGSS) project, which is building and implementing Penn’s new student information system, launched the first release of Pennant Records on September 13, 2021. Pennant Records will be used by registrar staff in schools and departments for scheduling and managing courses offered in summer 2022 and later.

Following the first release of Pennant Records, the first release of Pennant Aid will launch in October. The initial launch of Pennant Aid manages student financial aid processes, including tracking, awards, needs analysis, endowed funding, and packaging for applicants starting in fall 2022.

To prepare the Penn community for the project’s second release of the Pennant applications in the spring of 2022, academic advisors will be invited to a demonstration of the new academic planning system on October 1, 2021. There will be other demonstrations and information sessions in the fall and spring leading up to preparation for using the system for advance registration for the 2022 summer session and the 2022 fall term. The information sessions will also include previews of Path@Penn, which will replace Penn InTouch; Advising@Penn, which will replace Advisor InTouch; and Courses@Penn, which will replace Courses InTouch.

The University’s goal is to update the technology available to students and those at Penn who teach and support them. Students will have improved access to information related to their coursework and degree requirements needed to succeed academically. They will also have improved access to the financial support they are eligible to receive.

Visit http://ngss.srfs.upenn.edu/ or email ngsscomms@isc.upenn.edu for the latest information.

Morris Arboretum’s 2020 Scarecrow Design Contest featured masks, a sign of the times.

Morris Arboretum Scarecrow Design Contest and Walk

Morris Arboretum’s Scarecrow Design Contest is back for its 14th year, and in recognition of those who show courage and care when faced with fright, this year’s theme is Heroes! Design a scarecrow in honor of a beloved superhero character, an essential worker, or your best friend—heores come in all forms, so use your imagination to recreate your favorite as a scarecrow for display at the arboretum this fall!

Scarecrows will be on display throughout Morris Arboretum from October 2 through October 31. Visitors will vote for their favorite scarecrow online to determine the winners. The top three scarecrows win a cash prize—top prize is $250. Registration deadline is September 23. To register, visit https://www.morrisarboretum.org/events_scarecrow.shtml.

Pick up dates for supplies are September 18 through September 26. Pick up your scarecrow frame, straw, burlap and twine at the arboretum’s front gate during public hours.

Drop off dates at the arboretum are September 28 through September 30. Drop off your completed scarecrow at the Bloomfield Farm, the entrance to which is directly across from the entrance to the arboretum.

For additional information:

• Almanac One Step Ahead: Protect Yourself Against Ransomware at https://almanac.upenn.edu/articles/one-step-ahead-protect-yourself-against-ransomware

• Secure Remote Backup: http://www.isc.upenn.edu/secure-remote-backup

For additional tips, see the One Step Ahead link on the Information Security website: https://www.isc.upenn.edu/security/news-alerts/One-Step-Ahead

Over the past five years, Penn’s Office of Information Security has published several articles and tips to warn the community about ransomware threats. Ransomware is a type of malware that encrypts your data, denying you access unless you pay a financial ransom. Some key guidelines to assist you in protecting your data and electronic systems from being hijacked by malicious individuals include:

• Back up your data. Make regular incremental backups of your data, preferably stored offline through a cloud backup service. For Penn-owned computers, contact your school or center IT support staff for more information and availability. For a personally-owned computer, consider cloud-based backup services available for a fee.

• Install and run antivirus/malware detection software. Pennsylvania provides eligible active affiliates with Symantec antivirus at no cost. Set up automatic updates to stay current with virus/malware definitions.

• Enable and use two-factor verification to secure the accounts and websites you use whenever possible.

• Be suspicious of emails and texts that foster a sense of urgency, threatening consequences unless you download an attachment or visit a website to download a piece of software. The “urgency” could be anything from public health information to a misdirected Amazon package, or even an order from your boss to suddenly buy gift cards. “ACT NOW” is a signal to slow down and check.

• Contact your school or center IT support staff to verify information sent in emails urging you to click on links or attachments. Report suspicious emails, text messages, or chat announcements to your IT support staff or to phishing@upenn.edu.

If you do fall victim to a ransomware attack: change your passwords immediately, do not pay the attackers, and contact your school or center IT support staff.

Another tip in a series provided by the Offices of Information Security, Information Systems & Computing and Audit, Compliance & Privacy

Revisiting Ransomware

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**FITNESS AND LEARNING**

15 Food for Thought Module 1: How to be a (Human) Student Again; will consider the values and practices of becoming non-virtual human students again; open to undergraduates; 5:45 p.m.; room M20, Harrison College House; register: https://forms.gle/Gol-XyKieluL9neUK6 (Paidieu Program).

17 Academic Job Search During the Pandemic; a professional development event for graduate students and postdocs considering an academic career; 11 a.m.; Zoom meeting; join: https://tinyurl.com/cebm-workshop-sept-17 (Center for Engineering MechanoBiology).

Asian American Studies Welcome Back Lunch; meet with faculty and students in Penn’s ASAM program; 1 p.m.; 2nd floor atrium, McNeil Building (ASAM).

National Science Foundation Graduate Research Fellowship Program Info Session; 3 p.m.; Zoom meeting; join: https://upenn.zoom.us/j/94328562012?Center (Center for Undergraduate Research & Fellowships).

21 Joint Admissions Webinar with Johns Hopkins and Columbia Schools of Nursing; compare three top-tier nursing programs; 8 p.m.; online event; https://tinyurl.com/nursing-info-session-sept-21 (Penn Nursing).

Graduate School of Education (GSE)

14 Welcome Back Wellness Walk; noon.

17 Friday Virtual Chats With Admissions; 9 a.m.

Effective Communication; 12:30 p.m.

21 Avoiding Burnout: Ideas for Sustainable Life Balance; 12:30 p.m.

Penn Libraries

Online and in-person events. Info and to register: https://guides.library.upenn.edu/workshops.

14 Penn Walks 2 Wellness; noon.

**READINGS & SIGNINGS**


**TALKS**

Because of space considerations, more talks are available in the online version of this issue.

14 Career Moral Distress: Dead Ends and Crisis Care; Eileen Lake, Nursing; 7 p.m.; online event; info: https://tinyurl.com/lake-talk-sept-14 (Nursing).

15 Rethinking Diversity, Belonging, and Justice: The Pandemic and Vulnerable Populations; Fanghong Dong and Yeye Hwang, Nursing; noon; online event; register: https://www.nursing.upenn.edu/details/forms.php?id=146 (Nursing).

16 Lesbian Landscapes in Fin-de-Siècle Italy; Kate Thomas, Bryn Mawr College; 6 p.m.; room B3, Meyerson Hall; register: https://tinyurl.com/thomas-talk-sept-16 (Language Architecture).

20 Young Women in Latin American Politics; Tabatha Amaral, Brazilian congresswoman; 3:30 p.m.; Zoom meeting; register: https://tinyurl.com/amoral-talk-sept-20 (Latin American and Latinx Studies).

21 Legacy of Violence: A History of the British Empire; Caroline Elkins, Harvard; noon; room 209, College Hall, and Zoom meeting; join: https://upenn.zoom.us/j/9380212025 (History).

TeledocHealth and Physician Productivity; Sredevin, Wharton; noon; Zoom meeting; register: https://tinyurl.com/savin-talk-sept-21 (Medical Ethics & Health Policy).

**AT PENN Calendar Deadlines**

This is an update to the September AT PENN calendar, which is now online. To submit an event for the upcoming October AT PENN calendar, email us at almanac@upenn.edu by Monday, September 13.
The University of Pennsylvania  
2021 Annual Security & Fire Safety Report  
(Statistics for 2018-2019-2020)

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended, requires colleges and universities to provide information related to security policies and procedures and specific statistics for criminal incidents, arrests, and disciplinary referrals to students and employees, and to make the information and statistics available to prospective students and employees upon request. Federal law also requires institutions with on-campus housing to share an annual fire report with the campus community.

In addition, the Uniform Crime Reporting Act requires Pennsylvania colleges and universities to provide information related to security policies and procedures to students, employees and applicants; to provide certain crime statistics to students and employees; and to make those statistics available to applicants and prospective employees upon request. To review the University’s most recent annual report containing this information, please visit:  
https://www.publicsafety.upenn.edu/ASR/2021_ASR_PENN.pdf.

You may request a paper copy of the report by calling the Office of the Vice President for Public Safety at (215) 898-7515 or by emailing vp@publicsafety.upenn.edu.