Neurodiverse students are estimated to represent 11-30% of currently enrolled college students. Since 2019, neurodivergent and disabled students at many universities and colleges (including Brown, Columbia, Cornell, Dartmouth, Harvard, Princeton, Penn, and Yale) have written about the challenges they’ve faced on their campuses, especially not feeling as if they belong and, related, difficulties in registering and obtaining accommodations.

Our conference keynote speaker has a strong commitment to addressing such concerns. Award-winning author, speaker, and expert in mental health and neurodiversity Katie Rose Guest Pryal writes:

As a teacher, it can be easy to feel put-upon to have to accommodate a student with a disability. You have your way of teaching, and it works for you. You’re good at your job. Then suddenly a student shows up who is hearing impaired, visually impaired, cognitively impaired, or what have you, and suddenly you must accommodate that student’s impairment.

At least, that’s what it seems like from the outside.

Our October gathering will explore how to invite disability in, to make our practices and policies truly inclusive and accessible – better for us all, our students, tutors, instructors, programs and centers.
Registration and Lodging Information

Conference Registration:

● Please register for the conference by August 31st for an early bird rate of $125 ($150 thereafter).

Lodging:

● A select number of rooms have also been reserved at The Inn at Penn at a conference rate of $309.00 per night. Please book your room using this link by September 3rd to receive the conference rate.

● A select number of rooms have been reserved at The Study @ University City at a conference rate of $239.00 per night. Please book your room using this link by September 6th to receive the conference rate.

Conference Schedule at a Glance

Friday, October 6th
Location: Van Pelt - Dietrich Library at 3420 Walnut Street, 6th Floor
Note: To enter the Van Pelt-Dietrich Library, visitors must show a current, valid government or school-issued photo ID that contains an expiration date

Schedule:
● 4:00-5:00 Steering Committee Meeting (Seminar Room 627)
● 5:30-6:30 Registration and Welcome Cocktail Reception (Moelis Reading Terrace)
● 6:30-7:30 Plated Dinner and Keynote Address with Katie Rose Guest Pryal, “Neurodiversity and Teaching Writing” (Class of 1978 Pavilion)
● 7:30-8:00 Book Signing

Saturday, October 7th
Location: McNeil Building at 3718 Locust Walk, 1st Floor

Schedule:
● 8:45-9:30: Registration and Breakfast (Suite 110)
● 9:30-10:00: Welcome (Room 150)
● 10:15-11:15: Concurrent Sessions, A
  ○ “Inviting Neurodiversity in the Front Door”: Policy, Access, Equity, Space, & Research Considerations for Writing Program Administrators” (Room 150)
  ○ “Designed with Access in Mind” (Room 154)
● 11:30-12:30: Concurrent Sessions, B
  ○ “Accessibility without Accommodations in the Writing Center” (Room 154)
  ○ “Forging Opportunities for Neurodiverse Students in the Writing Classroom” (Room 150)
● 12:30: Boxed Lunch (Suite 110)
“Neurodiversity and Teaching Writing”

Dr. Katie Rose Guest Pryal

Expert on mental health & neurodiversity

We have neurodivergent students in our classrooms: students with ADHD, autism, anxiety disorders, depression, and more. Despite the differences among them, these students all frequently struggle with focus, concentration, planning, reading, processing, and feeling overwhelmed — what psychologists call “executive function.” And yet, most neurodivergent students never come to professors for accommodations.

Fortunately, it’s easier than you think to create an accessible classroom for your students. Dr. Pryal will explain what “neurodiversity” means, what it is like for neurodivergent students in higher education, and provide advice for how to teach accessibly in a writing classroom.

Katie Rose Guest Pryal, J.D., Ph.D., is a bipolar-autistic author, speaker, lawyer, and law professor. With a law degree and a doctorate in rhetoric, she is an expert in public discourse and how it influences policy. She has spent nearly two decades researching neurodiversity and how to make the world more accessible to all people.


Dr. Pryal is a frequent speaker, writer, and media guest for venues such as The New York Times, Slate, Al-Jazeera, The Chronicle of Higher Education, and more, and she publishes research on neurodiversity and mental health. An avid equestrian, she founded NeuroEq, an organization dedicated to inclusion of neurodiversity in the equestrian community. She lives in Chapel Hill, North Carolina.
Saturday Sessions
McNeil Building at 3718 Locust Walk, 1st Floor

8:45-9:30: Registration and Breakfast (Suite 110)

9:30-10:00: Welcome (Room 150)
Dr. Valerie Ross, Founder and Marks Family Senior Director, Marks Family Center for Excellence in Writing

10:30-11:20: Concurrent Sessions, A
“Inviting Neurodiversity in the Front Door”: Policy, Access, Equity, Space, & Research Considerations for Writing Program Administrators” (Room 150)
Dr. Valerie Ross, Founder and Marks Family Senior Director, Marks Family Center for Excellence in Writing

Borrowing and adapting the title from Jay Domage (2018), this session is intended as a facilitated conversation for Writing Program Administrators and interested others, a chance to explore and share experiences, questions and concerns. We’ll focus on institutional as well as program-level disability policies, practices, and spaces for neurodiverse students as well as faculty and WPAs. All levels of knowledge and experience are welcome.

There are a bewildering number of topics to address concerning neurodivergent students, faculty, and administrators: questions and consequences of disclosure, diagnostic procedures, and required accommodations; uninterrogated ableist principles that result in discriminatory policies and practices, such as syllabi requirements for attendance, participation, and other non-content-oriented “behavior” grades; technology and environmental considerations; faculty and tutor training and development; and the pressing need for more mentorship, information, and research. For WPAs, yet another pressing matter is how best to work with on- and off-campus partners, and engage in effective outreach to faculty and administrators at our own institutions about neurodiversity and its impact on student writers.

Drawing on work done by disability scholars, including Kerschbaum, Eisenman and Jones (2017), some of the questions we may wish to collectively explore include:

- How do our present policies, technologies, and spaces address or fail to address neurodiversity?
- What kinds of policies, technologies, and spaces are needed?
- What kinds of differences – whose minds and bodies – do we imagine and intend to address by these policies?
- What do disability disclosures and accommodations ask us to consider in light of such policies? How effective are these for neurodiverse students, faculty, and WPAs?
- What kinds of research and information would be helpful to us?
- How might we work with on-campus and external partners to support our neurodiverse constituencies and to inform other departments and faculty about inclusionary practices and policies?
• How does neurodiversity inform intersectionality? For example, how do institutional racism and ableism work together to promote unequal outcomes?

“Designed with Access in Mind” (Room 154)
Marjan Osman Gartland, Director of Creative Strategy and Design at Penn University Life
Simuelle "Simmee" Myers, Director of Instructional Design for Integrated Care, Weingarten Center
Aaron Spector, Director of Disability Services, Weingarten Center
Hannah Urkowitz, UX Web Designer for Wharton External Affairs

Does the term “web accessibility” bring to mind a jumble of confusing guidelines and unnecessary red tape? This panel of disability and design experts reveal that accessible design is simply, good design. Learn why accessibility matters to a broad base of audience members and take away a practical understanding of design principles that meet accessibility standards while helping your content communicate more clearly to all end-users. The panel will also discuss how this applies to learning experiences for students though the concept of universal design for learning. Designing with accessibility in mind does not have to be an extra burden. In fact, accessibility is a pathway to better, more user-friendly design.

11:30-12:20: Concurrent Sessions, B
“Accessibility without Accommodations in the Writing Center” (Room 154)
Ahmed Ahmed, Undergraduate Writing Fellow
Emma Søndergaard Jensen, Undergraduate Writing Fellow
Stacy Kastner, Director of the Marks Family Writing Center
Dana Walker, Lecturer in Critical Writing
Anthony Wong, Undergraduate Writing Fellow
Fayyaz Vellani, Lecturer in Critical Writing

This rapidfire roundtable introduces two approaches the Marks Family Writing Center is experimenting with to facilitate accessible writing support. The first, aligned with Universal Design, is a pedagogical model that provides in-class writing support from both critical writing faculty and course-embedded undergraduate writing fellows for students who self-place into our Craft of Prose classes. In response to the time and capacity challenges a range of students face, but especially neurodiverse students, our course-embedded initiative purposefully splits from plus models where students have to manage their schedules and make time beyond class meetings in order to access writing support. The second, aligned with writing center researchers’ critiques of accommodation models (Rinaldi, 2017; Hitt, 2021), is an ongoing project to revise our writing center appointment request forms and rapport-building conversations to invite dialogue about accessibility needs in one-to-one conferences, particularly focusing on the potential sensory challenges posed by our space. We’ll close our panel by inviting our audience to briefly ponder the question of the AI tutor and the future of differentiated instruction. This roundtable is for administrators who are interested in learning how writing programs and centers can work together to support neurodiverse students with
course-embedded writing support. This roundtable is also for administrators, tutors, and faculty who are interested in learning how to invite students to dialogue with us about one-to-one conference environments and strategies that truly feel supportive.

“Forging Opportunities for Neurodiverse Students in the Writing Classroom” (Room 150)

Jon Argaman, Lecturer in Critical Writing
Amanda DiLodovico, Lecturer in Critical Writing

In keeping with current research and advocacy, the Critical Writing Program at the University of Pennsylvania has been transforming from what we once called a “disability-centered writing program” (Ross, Browning 2019) to one continuously poised to identify and address impairments, broadly conceived: not just impairments often labeled disabilities, but also those that arise from the social, academic, technological, or built environments. We have in recent years focused intensively on addressing impairments related to neurodiverse students, finding that most are social and academic. We are deepening our understanding of such impairments by working collaboratively with writing faculty to design processes and curricula that embrace pedagogical, social, and technological ways to facilitate inclusion and academic success for all students. This panel will discuss our efforts to identify, analyze, and, where possible, transform aspects of our curriculum and approach to teaching, so that we can expand our sense of “universal design” to include neurodiversity, an as yet underexplored aspect of inclusivity in higher education. We will discuss our findings and also how we have found ways to address academic and social impairments that serve as unnecessary and dispiriting barriers to the success of students with, for example, slower processing speed, forgetfulness, social anxiety, or reading difficulties. Our aim – our ideal – is to create classes that are so inclusive that neurodiverse students will not require diagnoses or special accommodations because such diverse needs have already been anticipated and addressed in our curriculum, our teaching practices, our technology, and our social environment.

12:30: Boxed Lunch (Suite 110)
Ahmed Abdelhamid Ahmed is a student, writer, and organizer from Alexandria, Egypt. He is currently a junior at the University of Pennsylvania studying Comparative Politics and History and has been a fellow at the Marks Family Center for Excellence in Writing since 2022. Ahmed served as a course-embedded tutor for a Writing Seminar on Global Environmental Politics with Dr. Fayaz Vellani and is currently working in a Craft of Prose Writing Seminar with Dr. Patrick Wehner. Additionally, he works in one-to-one writing consultations collaborating with Penn students to improve their writing. Beyond the classroom, Ahmed serves as the managing editor of Fenjan, The University of Pennsylvania’s undergraduate journal on the Middle East and North Africa, and his writing for Fenjan won him first place in the Samuel P. and Ida S. Mandell Prize for Best Critical Writing Publication in a Penn Undergraduate Journal.

Jon Argaman is a Lecturer in Critical Writing whose research and teaching practice focuses on neurodiversity in college-level writing. Since joining the Critical Writing Program in 2014, he has worked to build tools and strategies for creating more accessible, differentiated classroom environments for a neurologically diverse range of students. He currently serves as faculty co-advisor of the student organization, Advocates for NeuroDiversity. His other research interests include strategies for universal design, and the intersection of executive function and the writing process.

Amanda DiLodovico is a Lecturer in Critical Writing in the Critical Writing Program at the University of Pennsylvania. Her teaching practice focuses on neurodiversity in the writing classroom and the creation of equitable learning outcomes for all undergraduate writers. She currently serves as faculty co-advisor of the student organization, Advocates for NeuroDiversity. Since coming to Penn in 2018, she has created disability-centered pedagogical strategies for the writing classroom that stem from prior research in Disability Studies, as well as Dance Studies and dance pedagogy. Her other research interests include crip theory in the classroom and embodied writing practices.

Marjan Osman Gartland is the Director of Creative Strategy and Design at Penn University Life. Marjan contributes to the Penn community as a visual strategist – understanding the value of leadership, collaboration, and communication. She leads with intention and a relevant mindset. In her current position, she communicates the divisional story through print/digital platforms and trains staff members on design principles, web accessibility, and brand identity best practices.

Emma Søndergaard Jensen is a senior studying philosophy and medical ethics. She is primarily interested in advancing the field of the philosophy of disability. Emma recently published a philosophy book (How to Excel in Undergraduate Philosophy), which was named a #1 New Release in Philosophy Reference on Amazon. She also hosts a regular philosophy podcast that includes over 60 episodes that tie current events with philosophical theories. Emma enjoys tutoring her peers as a Writing Fellow in the Marks Family Center for Excellence in Writing and is currently enjoying applying her experience from being a Writing Fellow to her Undergraduate Teaching Assistant work for Bioethics (PHIL1432) this fall. Inspired by her work in the Writing Center, she wrote her book and
continues her podcast with the aim of providing an undergraduate student's perspective on strengthening analytic and writing skills in philosophical study.

**Stacy Kastner** is the Director of the Marks Family Writing Center and Associate Director of the Marks Family Center for Excellence in Writing. Stacy has spent a decade and a half championing equitable and accessible pathways to and through institutions of higher education. As an administrator-researcher, the goals of Stacy’s praxis are to design and assess the impact of educational interventions on underrepresented students and to amplify classroom- and program-based labor as intellectual work. Stacy’s current research focuses on cross-disciplinary writing assignments and pedagogies; *ongoing professional development for educators teaching with digital tools*; and the personal and political textures of academic literacy acquisition. Her work has appeared in a number of edited collections and journals such as *CEA Forum, Educational Studies, Feminist Teacher, Pedagogy, Praxis, and Writing Center Journal*.

**Simuelle "Simmee" Myers** is the Director of Instructional Design for Integrated Care at the Weingarten Center. In this new role, she will serve as a guiding voice within The University for instructional design and technology strategies that can improve learning environments for students and faculty alike. Simmee's professional background includes leadership in teaching and learning, faculty development, diversity, equity and inclusion, and student success. By discipline, Simmee is a sociologist, and brings a prosocial lens to every project she takes on.

**Valerie Ross** is the founder and the Marks Family Senior Director of the Marks Family Center for Excellence in Writing, including the Critical Writing Program, which provides writing courses to all Penn undergraduates, and the Marks Family Writing Center, which provides writing support to Penn students. The Marks Family Center for Excellence has a strong commitment to inclusionary teaching and research and strives to be a disability-centered organization. See, for example, Ross and Browning (2018), "*From Difference to Difference: Developing a Disability-Centered Program.*" Along with a focus on disabilities, Ross’s other research interests include fairness in writing assessment, writing in the disciplines, and theories of organizational change.

**Aaron Spector** serves as the Director of Disability Services at the Weingarten Center. His work is guided by a commitment to access and opportunity through education. Aaron earned a graduate certificate in Disability Studies at Temple University.

**Hannah Urkowitz** is the UX Web Designer for Wharton External Affairs, the alumni-facing division of the Wharton School of the University of Pennsylvania. With a creative spirit and deep commitment to accessible and inclusive design, Hannah plays a major role in shaping the online experiences of Wharton alumni. Hannah focuses on ensuring that her digital designs provide a positive experience for all end users. Hannah is a strong advocate for user-centered design principles. Her work at the Wharton School reflects her dedication to creating seamless and enjoyable digital experiences that resonate with diverse audiences, from recent alumni to members of the Wharton Emeritus Society, who graduated decades ago.
**Fayyaz Vellani** is a Lecturer in Critical Writing, Faculty Director of the College House Research Program, and Hill College House Fellow at the University of Pennsylvania. He is a geographer specializing in geopolitics, disability studies, writing studies, and sustainable development. Fayyaz’s book *Understanding Disability Discrimination Law Through Geography* was published by Ashgate in 2013 and Routledge in 2016, and his novel *Tea With Ms. Tanzania* was published by Africa World Press in 2022.

**Dana Walker**, who holds a PhD in Information Science, is a Lecturer of Critical Writing. Having taught in the Writing Program since 2011, Walker has experience working with a range of writers. She teaches undergraduate writing seminars in communications, food studies, and psychology. Walker also works with professional writers and has developed a course on writing with data. Her current research focuses on information literacy and writing, specifically the role of information and digital literacy in source-based work. She has co-authored work on community writing for the *Community Literacy Journal* as well as writing pedagogy and information literacy for the book *Teaching Information Literacy and Writing Studies: Vol 1*. Walker’s research has been informed by practice. She led an effort to develop a community writing project in the city. A partnership with the Free Library of Philadelphia, the project’s aim was to create a space for community members to work on their writing in their own neighborhoods.

**Anthony Wong** is a junior at Penn studying Urban Studies and Spanish. He has served as a writing fellow and course-embedded writing fellow since fall 2022. Throughout his time at the Marks Family Writing Center, he has worked with numerous Critical Writing professors and has tutored a wide range of undergraduate peers, including both upper-class and first-year writing seminar students. Since joining the center, Anthony has been passionate about the unique role that peer tutoring can play in building writers’ confidence. Outside of tutoring, Anthony enjoys public speaking, serving as a competitor on Penn Mock Trial and a campus tour guide for the Kite and Key Society. He is interested in pursuing a career in law and public policy.
Accessibility Guide

What forms of care do you need to attend this event?

We are planning to have transcripts and materials available for all Saturday sessions. Please let us know if you have other recommendations/requests — our aim is equitable, care-oriented access for all. For requests not already included in your conference registration information, please email Stacy Kastner (kastners@writing.upenn.edu) by Thursday, September 28th. We will also do our best to fulfill requests made after the September 28th deadline has passed.¹

Quick References, Contacts, and Resources..............................................................................................................................11

Friday: Van Pelt-Dietrich Library..............................................................................................................................................12
  Van Pelt-Dietrich Library Accessibility.................................................................................................................................13
  Walking Directions from The Inn at Penn..............................................................................................................................15
  Walking Directions from The Study.......................................................................................................................................17
  Rideshare and Cab Drop Off Information............................................................................................................................18
  Street Parking Information..................................................................................................................................................18
  Parking Garage Information....................................................................................................................................................19

Saturday: McNeil Building......................................................................................................................................................20
  McNeil Building Accessibility................................................................................................................................................21
  Walking Directions from Inn at Penn......................................................................................................................................22
  Walking Directions from The Study.....................................................................................................................................23
  Rideshare and Cab Drop Off/Pick Up Information................................................................................................................24
  Street Parking Information..................................................................................................................................................25
  Parking Garage Information....................................................................................................................................................26

Additional Resources...............................................................................................................................................................27
  Sobriety Support..........................................................................................................................................................27
  Pharmacy..............................................................................................................................................................................27
  Urgent Care..........................................................................................................................................................................27
  Emergency Rooms............................................................................................................................................................27

¹ Language adopted from registration form created by Carly Schnitzler for the WAC Clearinghouse’s virtual launch event for TextGenEd: Teaching with Text Generation Technologies.
Quick References, Contacts, and Resources

On Site Conference Contact
Stacy Kastner
kastners@writing.upenn.edu
716-471-0087

The Inn at Penn
3600 Sansom St, Philadelphia, PA 19104
PHLID_Hotel@hilton.com
215-222-0200

The Study at University City
20 S 33rd St, Philadelphia, PA 19104
info.uc@studyhotels.com
215-387-1400

The Van Pelt-Dietrich Library
3420 Walnut St, Philadelphia, PA 19104
215-898-7555
View on the Campus Map and Get Directions
Building Access Map and Information
Floor Plan for the 6th Floor

McNeil Building
3718 Locust Walk, Philadelphia, PA 19104
View on the Campus Map and Get Directions
Building Access Map and Information

Penn Police Department
General Information, 215-898-7297
Emergencies, 215-573-3333

Accessibility Mapping Project
https://web.sas.upenn.edu/access-map/
A digital interface with a crowdsourced map of physical and social barriers on Penn’s campus

PennAccess
https://facilities.upenn.edu/maps/pennaccess
A Penn Facilities maintained website with information on the accessible features of the buildings and campus grounds owned or leased by the University
Friday: Van Pelt-Dietrich Library

Image Description: The photo shows the main entrance to the Van Pelt-Dietrich Library off of Locust Walk, including the 16-foot wide *Split Button* sculpture created by Swedish sculptor Claes Oldenburg in 1981.

When you enter the main floor, you will encounter a welcome desk where staff will ask you to sign in and show a current, valid government or school-issued photo ID that contains an expiration date.

Image Description: The photo shows the accessible entrance to the Van Pelt-Dietrich Library. When you are facing the stairs to the first floor main entrance, the accessible entrance (southeast entrance) is on the right side of the building down a brick paved sidewalk with a slight downward slope.

Elevators on the first floor (main entrance) and ground floor (accessible entrance) will be to your left. Our event will be in the Kislak Center on the 6th floor of the Van Pelt-Dietrich Library.
Van Pelt-Dietrich Library Accessibility

Image Description: The image shows a map of the Van Pelt Library located between 34th and 36th streets and below Walnut. The accessible entrance is co-located with the book drop and is to the right of the main entrance staircase in front of the Split Button statue on Locust Walk (the second photo on the previous page).

The main entrance to Van Pelt Library is off of Locust Walk and is at the top of a flight of stairs without a ramp. There are two sets of stairs with handrails separated by a small landing in the middle where there is no handrail (the first photo on the previous page).

When you enter the main floor, you will encounter a welcome desk where staff will ask you to sign in and show a current, valid government or school-issued photo ID that contains an expiration date. The elevators are to the left past the welcome desk and access the 6th floor where our event is taking place.

The southeast entrance to Van Pelt Library – just to the right of the staircase to the first-floor main entrance – is accessible. When you are facing the stairs to the first floor main entrance, the accessible entrance is on the right side of the building down a brick paved sidewalk with a slight downward slope. The accessible entrance has a level entrance with an automatic door and card-swipe system; the door opens towards you.

We will have staff outside of this door to swipe visitors into the building until 7pm on Friday. The elevators will be located to your left and access the 6th floor where our event is taking place.

Registration tables will greet you as you exit the elevators onto the 6th floor.

The welcome cocktail reception will be held in the Moelis Reading Terrace, which is to your immediate right when you step out of the elevators.
Image Description: The photo is an image of the Moelis Reading Terrace which is located between the Class of 1978 Pavilion and a wall of windows. The floor is tiled and covered with large, low pile dark gray mats. The space is set up as a lounge and features a number of conversational seating arrangements of dark brown leather couches, graphic red upholstered swivel chairs, and metal and glass top coffee tables.

The plated dinner keynote will be held in the Class of 1978 Pavilion which is located directly behind the registration tables and to your left when you are in the Moelis Reading Terrace facing the Furness Shakespeare Library.

The nearest gender-neutral restroom is on the 5th floor. The nearest fully accessible restroom is located on the 3rd floor. The ground floor also has fully accessible restrooms. The 6th floor restrooms do not have a button for assisted opening. To reach the 6th floor restrooms, turn left when you exit the elevators and turn left again at the end of the hall, following the curator’s corridor to the restrooms. There is a wheelchair accessible stall with a raised toilet and hand rail.
Walking Directions from The Inn at Penn

**Inn at Penn Sansom Street Exit to Library**
0.2 Miles, Estimated by GoogleMaps to take 5 minutes

The walk will be on paved sidewalks until you cross Walnut street and enter campus where the walkway is paved with brick.

Image Description: Overhead photo of walking route from the Sansom Street Exit from The Inn at Penn to The Library, the route to the first floor entrance is marked by a red line and the route to the accessible entrance is marked by a blue line. There are labeled streets and pedestrian walkways lined by trees and several other labeled buildings.

1. From the traffic/drop-off circle, turn right onto Sansom Street (Bookstore will be on your right)
2. Once you reach the intersection, turn right onto South 36th Street (Urban Outfitters will be on your right)
3. Walk straight down 36th street, crossing Walnut Street, entering Penn’s campus down a brick paved sidewalk (The Library is on your left)
4. When you reach a large intersection, turn left onto Locust Walk (There should be a “Love” Sculpture in front of you). You will see the library on your left in front of a button sculpture.
5. The first floor entrance is up the staircase in front of the button. The accessible entrance is to the right of the staircase on the ground/basement floor.
Inn at Penn Walnut Street Exit to Library

0.2 Miles, Estimated by GoogleMaps to take 4 minutes
The walk will be on paved sidewalks until you enter campus where the walkway is paved with brick.

Image Description: Overhead photo of walking route from the Walnut Street Exit from The Inn at Penn to The Library, the route to the first floor entrance is marked by a red line and the route to the accessible entrance is marked by a blue line. There are labeled streets and pedestrian walkways lined by trees and several other labeled buildings.

1. Turn left onto Walnut street.
2. At 36th and Walnut (The Bookstore entrance should be on your left), turn right onto 36th street.
3. Walk straight down 36th Street, crossing Walnut Street, entering Penn’s campus down a brick paved sidewalk (The Library is on your left)
4. When you reach a large intersection, turn left onto Locust Walk (There should be a “Love” Sculpture in front of you). You will see the library on your left in front of a button sculpture.
5. The first floor entrance is up the staircase in front of the button. The accessible entrance is to the right of the staircase on the ground/basement floor.
Walking Directions from The Study
0.3 Miles, Estimated by GoogleMaps to take 6 minutes
The walk will be on paved sidewalks until you enter campus where the walkway is paved with brick.

Image Description: Overhead photo of walking route from The Study to The Library. The route to the first floor entrance is marked by a red line and the route to the accessible entrance is marked by a blue line. There are labeled streets and pedestrian walkways lined by trees and several other labeled buildings.

1. Take a right from The Study entrance.

2. At the intersection, take a slight right turn onto a Woodland Walk (red brick walk with “University of Pennsylvania” sign in front of it).

3. Continue on the diagonal path, past the intersection at 34th and Walnut until you see the library on your right in front of a button sculpture.

4. The first floor entrance is up the staircase in front of the button. The accessible entrance is to the right of the staircase on the ground/basement floor.
Rideshare and Cab Drop Off Information

Connecting with a driver using a rideshare app is most convenient at the corner of 34th St. & Walnut St. on the southwestern side. It is a walkway entrance to the campus marked with a large campus map and metal signage directing you towards the Van Pelt-Dietrich Library.

The ground on the corner is traditional concrete slabbed sidewalk with a curb, as you enter the UPenn campus walkway the sidewalk transitions to octagonal gray paving stone walkway with brick borders on either side, it is slightly bumpy and textured and is on a slight upward incline.

Image Description: Pictured is the campus walkway entrance on the corner of 34th and Walnut streets: 20' high, 3 sided, black steel UPenn insignia monolith, designed by Ivan Chermayeff.

Street Parking Information

The nearest general and handicapped street parking for the library is metered street parking along both sides of Walnut Street between 33rd and 35th streets. The parking is payable by license plate number at kiosks that accept coins and cards. There are also scannable QR codes on the side for Apple and Google Pay. Instructions are posted on kiosks and date and time limits and requirements are posted on parking signs throughout.

Image descriptions: On the left, handicap reserved parking and 3 hour pay-by-plate parking signs alongside Walnut street. On the right, the parking kiosk.
Parking Garage Information

Chestnut 34

Image Description: A photo of the Chestnut 34 Garage, a multi level brick building with an entrance on 34th Street north of Chestnut Street with cars entering on the ground level.

Address: 3335 Chestnut Street

Entrance: Enter off of 34th, north of Chestnut

Hours: Mon-Sun 6AM-11PM

Daily rate: $18

Evening & Weekend rate: $14 (after 3:30 p.m., out by 11 p.m.)

Payment: Credit Card Only

Accessibility: Two designated accessible parking spaces on floors two through seven, close to the elevator bank
Saturday: McNeil Building

Image Description: The photo shows the McNeil Building flanked by trees and located at 3718 Locust Walk.

The McNeil Building is located across from Huntsman Hall on Locust Walk at the bottom of the footbridge that crosses 38th Street. It is behind the Steinberg Conference Center that faces 38th Street and Vance Hall that faces Spruce Street.

The conference will be held on the first floor of the McNeil Building in Suite 110 and classroom 150 and 154. Please use the building’s West entrance located behind the Steinberg Conference Center. Note: Please do not use the ground floor entrance; it is not open on weekends.

Imagine Description: The photo shows the accessible West Entrance of the McNeil Building. There is a ramp located on the right side with a push-plate-operated door that leads to the first floor.
McNeil Building Accessibility

The first floor accessible entrance is located along a brick paved path on the west side of the building. There is a small set of 2 stairs with no handrail on the left hand side and a wheelchair ramp on the right hand side.

Image Description: On the left is a photo of first floor West entrance to the McNeil building, a brick path, a small set of concrete stairs, and metal and glass doors. On the right, a closer view of the bricked wheelchair ramp located to the right with a metal railing along both sides.

There are accessible buttons on the right hand wall for the automatic door, one at foot-level and one at waist-height which will open the set of doors on the right hand side.

Once you enter, you will find yourself in a small lobby with large, low-pile brown welcome mats over a matte beige brick-like tile. There is a second set of glass doors. Push plates for the second set of inner doors are on the right hand side, one at foot-level and one at waist-height and open the rightmost door, which opens toward you.

The Marks Family Center for Excellence in Writing will be on the right just before you reach the end of the building in Suite 110. Breakfast and registration will be located here.

Sessions will be located in rooms 150 and 154 which are located on the opposite side of the hall from Suite 110. Room 154 is located closest to the western entrance. Room 150 has entrances on both the western and eastern sides of the building.

The restrooms of the 1st floor of the McNeil Building are all gendered and also located on the opposite side of the hall from Suite 110. They have two entrances, one on each side of the first floor. The doors have metal handles that are moderately heavy. There is no button for assisted door opening on the eastern side (side farthest away from the west building entrance). The door for the western entrance (closest to room 154) has a push plate entrance. The door opens towards you when entering and away from you when exiting. There is one handicapped accessible stall located nearest to the western entrance which contains one vertical and one horizontal handrail and a slightly raised toilet. The ceiling contains recessed fluorescent overhead lighting that is very bright. The flooring is smooth with large gray tiles.
Walking Directions from Inn at Penn
0.4 Miles, Estimated by GoogleMaps to take 9 minutes
The walk will be on paved sidewalks until you enter campus where the walkway is paved with brick.

Image Description: Overhead photo of walking route from The Inn at Penn to the McNeil Building. The route is marked by a red line. There are labeled streets and pedestrian walkways lined by trees and several other labeled buildings.

1. Turn right onto Walnut Street. Walk straight until you reach the intersection at 37th and Walnut Street (Hello World is on the right).

2. Take a left at the intersection onto 37th Street until you reach another intersection, 37th Street and Locust Walk.

3. Turn right on Locust Walk. Take a left at the last turn before the bridge.

4. The entrance to McNeil will be the entrance at the first building on your left.
Walking Directions from The Study
0.5 Miles, Estimated by GoogleMaps to take 13 minutes
The walk will be on paved sidewalks until you enter campus where the walkway is paved with brick.

Image Description: Overhead photo of walking route from The Study to the McNeil Building. The route is marked by a red line. There are labeled streets and pedestrian walkways lined by trees and several other labeled buildings.

1. Take a right from The Study entrance.
2. At the intersection, take a slight right turn onto Woodland Walk (red brick walk with “University of Pennsylvania” sign in front of it). This diagonal path will continue onto Locust Walk.
3. Follow Locust Walk until you reach a bridge. Take a left before the bridge.
4. The entrance to McNeil will be the entrance at the first building on your left.
Rideshare and Cab Drop Off/Pick Up Information

The corner of 38th street (also called University Avenue) and Spruce Street is ideal for connecting with a taxi via rideshare apps.

Image Description: Photo of the corner of 38th and Spruce streets with crosswalk and traffic lights featuring the archway of The Steinberg Conference Center which frames a brown brick courtyard entrance to campus.
Street Parking Information

The nearest general and handicapped street parking is available on 38th street (also called University Avenue) between Walnut and Spruce streets. The parking is payable by license plate number at kiosks that accept coins and cards. Instructions are posted on kiosks and date and time limits and requirements are posted on parking signs throughout, there are handicapped spaces marked by signs and there are scannable QR codes on the side for Apple and Google Pay on the side of the kiosks. Instructions are posted on kiosks and date and time limits and requirements are posted on parking signs throughout.

Image Description: On the left, a photo of parking and 3 hour pay-by-plate parking signs alongside 38th and Walnut Streets. On the right, the parking payment kiosk.
Parking Garage Information

**Walnut 38**

Image Description: A photo of the Walnut 38 Garage, a multi level brick building on the Northeast corner of 38th and Walnut with cars entering on the ground level and retail shops along Walnut Street.

**Address:** 119 S 38th Street. (N.E. corner of 38th and Walnut Sts.)

**Entrance:** 119 S 38th Street

**Hours:** Mon-Sun 6AM-11PM

**Daily rate:** $18

**Evening & Weekend rate:** $14 (after 3:30 p.m., out by 11 p.m.)

**Payment:** Credit Card Only

**Accessibility:** Designated accessible parking spots are located close to the elevator on each floor. There are four parking spots on the second floor, and two each on floors three through seven. There is an accessible entrance at the southeast corner of the garage. There is a guard's desk located in the entrance area. Elevators are located immediately to the left.
Additional Resources

Sobriety Support

Advisories for The Inn at Penn Hilton Hotel, The Study at University City Hotel and Van Pelt Library Event:
- The ground floor restaurant “Louie Louie” of the Inn at Penn Hilton Hotel contains a large bar and the atmosphere may shift in the late afternoon/evenings.
- The Co-Op Restaurant on the ground floor of The Study contains a large bar and the atmosphere may shift in the late afternoon/evenings.
- Alcohol will be present at the Van Pelt-Dietrich Library Welcome Reception (Moelis Reading Terrace) and plated dinner (Class of 1978 Pavilion) on the evening of Friday October 6th.

SouthEastern Pennsylvania Intergroup Association of Alcoholics Anonymous
Meetings (database sortable by area/date/time some online options available)
215-923-7900

Greater Philadelphia Region Of Narcotics Anonymous
All Greater Philadelphia Meetings
215-NA-WORKS (215-629-6757)

Pharmacy

CVS
3401 Walnut St, Philadelphia, PA 19104
215-662-1333
0.2 Mile distance from The Inn at Penn, 0.3 from The Study
Store Hours: Monday-Sunday 7AM-11PM
Pharmacy Hours:
Monday-Friday 9AM-1:30PM, 2-7PM
Saturday 10AM-1:30PM, 2-6PM
Sunday 11AM-1:30PM, 2-5PM

Urgent Care

myDoc Urgent Care
3717 Chestnut St Ste 202, Philadelphia, PA 19104
215-921-8294
0.2 Mile distance from The Inn at Penn, 0.7 from The Study
Hours: Monday-Friday 9AM-7PM; Saturday and Sunday 10AM-3PM

Emergency Rooms

Penn Presbyterian Medical Center Emergency Room
51 N 39th St, Philadelphia, PA 19104
800-789-7366
0.6 Mile distance from The Inn at Penn, 0.8 from The Study
Open 24/7

Hospital of the University of Pennsylvania - Pavilion
1 Convention Ave. Philadelphia, PA
215-662-4000
0.5 mile from The Study, 0.6 mile from The Inn
Open 24/7