

UNIVERSITY OF PENNSYLVANIA *Almanac*

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Awaiting Young Dental Patients: Ashley's Angels

The School of Dental Medicine's Pediatric Dental Clinic has a new hand-painted mural—an undersea world of imaginary adventures—in the play area within its reception area, ready to greet children who are about to see a dentist. The bright and lively mural was
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Drs. Howard and Kara Fraiman with their sons, Cory and Lucas, at the dedication.



Vividly colored sea horses, sea turtles and tropical fish of all sorts come to life on the 17 x 7-foot mural which was unveiled and dedicated on Thursday at the School of Dental Medicine's Pediatric Clinic. The mural also features a young girl in a swan-shaped boat flying a flag that reads "Ashley's Angels", the name of the foundation established by the Fraimans in memory of their daughter. Ashley's Angels has been created to aid special-needs children and their families.

Photographs by Mark Garvin

Frances Shapiro-Weitzenhoffer Chair: David Brownlee

Dr. David B. Brownlee, professor and chair of the department of the history of art, has been named the first Frances Shapiro-Weitzenhoffer Professor of 19th Century European Art.

After completing an A.B. at Harvard University, Dr. Brownlee remained there to earn his A.M. and Ph.D. A member of the history of art department faculty here since 1980, Dr. Brownlee was promoted to full professor in 1993. Prior to his appointment as department chair last year, Dr. Brownlee served as the department's undergraduate chairman from 1984 to 1989 and as chairman of the graduate group in the history of art from 1991 to 1997. He remains a member of the latter and is a member of the graduate group in architecture and the program faculty in historic preservation as well.

Dr. Brownlee, who teaches undergraduate and graduate courses on 18th, 19th, and 20th century architecture and urbanism, was recognized with a College Alumni Society Outstanding Teaching Award in 1997, and a Christian R. and Mary F. Lindback Award for Distinguished Teaching in 2001. His commitment to the University includes service on over 120 academic committees such as Design Review, Cultural Resources, and the building committee for the ongoing renovation of the College Houses, which he currently co-chairs. Dr. Brownlee oversaw the design and implementation of the successful College House system and



David Brownlee

was its first director from 1998 to 2002. He has served as the faculty master at Harnwell College House since 1998.

A scholar of international distinction, Dr. Brownlee is the only winner of all three major publications prizes of the American Society of Architectural Historians and is the only American to win the book prize of its British counterpart. He has also received honors such as a Woodrow Wilson Fellowship and a senior fellowship at the Center for Advanced Study in the Visual Arts at the National Gallery of Art.

Dr. Brownlee is currently at work on his tenth book, *Modern Means and Modern Meanings: An Intellectual and Social History of Nineteenth-century Architecture*. His earlier publications include prize-winning books, *Louis I. Kahn* and *The Law Courts*, as well as a comprehensive architectural history of Penn, *Building America's First University: An Historical and Architectural Guide to the University of Pennsylvania*, with George E. Thomas.

Dr. Brownlee has been the guest curator of several international traveling exhibitions including last year's, *Out of the Ordinary: Robert Venturi, Denise Scott Brown and Associates: Architecture, Urbanism, and Design*. He has served on the board of directors and the executive committee of the Society of Architectural Historians and was a member of the Philadelphia Historical Commission for 15 years.

This endowed chair was created in 1992 by the late Dr. David Shapiro, GM '47, in memory of his daughter, Dr. Frances Shapiro-Weitzenhoffer. Dr. Shapiro-Weitzenhoffer, CW '65, was a distinguished art historian, editor, and specialist in Impressionist painting.

Glossberg Chair Renewed



Liliane Weissberg

Dr. Liliane Weissberg, Professor of German and Comparative Literature, has been reappointed the Joseph B. Glossberg Term Professor in the Humanities, a title she has held since 1998. After completing her M.A. at the Freie Universität Berlin, Dr. Weissberg earned both her A.M. and Ph.D. in comparative literature at Harvard University.

Before coming to Penn in 1989, Dr. Weissberg taught at Harvard University, Hochschule der Künste Berlin, and The Johns Hopkins University. In addition to her faculty position in the department of Germanic Languages and Literatures, she is a member of the Center for Folklore and Ethnography, the Jewish Studies Program, the art history graduate group, and the advisory committee in Women's Studies. Since

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SENATE From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules. Questions may be directed to Kristine Kelly, either by telephone at (215) 898-6943 or by e-mail at kellyke@pobox.upenn.edu.

Senate Executive Committee Agenda

Wednesday, October 22, 2003

2:30 to 5 p.m.

Room 205 College Hall

1. Approval of Minutes
2. Chair's Report
3. Past Chair's Report on Academic Planning and Budget and Capital Council
4. Admissions Update from Lee Stetson, Dean of Admissions
5. Senate Committee on the Faculty Report on School of Engineering and Applied Sciences' proposal for Senior Lecturers
Guest: Norm Badler, Associate Dean for Academic Affairs, SEAS
6. Nominating Committee Elections
7. Faculty Club Discussion and Questionnaire
8. Other New Business
9. Adjournment

Correction: In the Faculty Promotions, of the October 7 issue of *Almanac*, Dr. Ellen Kennedy was incorrectly listed as being promoted to associate professor. It should have read promoted to *Professor of Political Science*. We regret the error. —Ed.

Dr. Weissberg

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1986, Dr. Weissberg has held visiting appointments throughout Germany, including a professorship at Hochschule für Jüdische Studien in Heidelberg this past summer.

Dr. Weissberg's research interests include German, American, and French literature; literary theory; aesthetics; and cultural studies. To address themes of German-Jewish literary and cultural tradition, her recent work focuses on Jewish women writers of the early 19th century. Distinguished scholarship in these fields has earned her fellowships from the American Philosophical Society, the John Simon Guggenheim Memorial Foundation, the National Endowment for the Humanities, and the Memorial Foundation for Jewish Culture as well as recognition from the Netherlands-America Association. In April, Dr. Weissberg received a Christian R. and Mary F. Lindback Foundation Award to honor her commitment to teaching excellence.

In addition to publishing close to 100 articles, she has authored or edited ten books and recently completed a monograph entitled *Approaching Gentility: Early German-Jewish Autobiography and the Quest for Acculturation*. She currently serves as general editor of the book series *Kritik: German Literary Theory and Cultural Studies* and is on the editorial boards of the *Lessing Yearbook*, *Poe Studies*, and *Medienkultur*. Dr. Weissberg has shared her expert commentary on BBC WorldServices and CBC in Toronto broadcasts.

This term chair was established in the late 1980s with gifts from Joseph B. Glossberg and Burton X. Rosenberg, both of whom earned undergraduate degrees in economics in 1963 at Penn. Mr. Glossberg is senior managing director of Gofen & Glossberg Inc., a firm of investment counselors in Chicago. He is a former Penn trustee, served as the 25th Reunion Gifts Chair for the Class of 1963, and funded a scholarship for students in the College. Mr. Rosenberg, an attorney in the law firm of Seyfarth Shaw in Chicago, has also given generously to SAS over the years.

Ashley's Angels

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developed and donated by Penn Dental alums Howard, SDM '91, and Kara, SDM '92, Fraiman of Bala Cynwyd, in memory of their daughter, Ashley.

Lansdowne artist Rhona Candeloro, who conceived and painted the mural, said the goal was to create a story-telling image that would engage children in making up their own stories about what is going on with all the characters in the mural which covers the far wall of the children's play area.

Penn Dental, which provides care to approximately 4,900 children each year, opened this new, state-of-the-art Pediatric Clinic in January 2002. Located on the first floor of the Evans Building, and accessed through the Schattner Center, it features 10 examination rooms, four of which are specially designed for treating special needs children and handling those cases that require sedation. The 4,400-square-foot clinic provides patient care to children 14 years old and under, as well as clinical instruction for the school's graduates.

The clinic also includes a patient education/conference room, a sedation/recovery room, an oral hygiene education area, two computer workstations, a spacious business/reception area, an instrument management and dispensing room, a panoramic radiology room, a darkroom, a clinical laboratory, a handicapped-accessible lavatory, and offices for the school's pediatric department faculty and staff. The project architect for the clinic was Paul Steege & Associates.

To make an appointment at the Pediatric Clinic, call (215) 898-8979.

Penn's Way 2004 Raffle Prizes: Week Three

The Week Three deadline for eligibility is Friday, October 24; winners will be drawn on November 7. See www.upenn.edu/pennsway/.

Prizes are donated by the business or organization at which they are valid, unless otherwise noted.

Winner #1-Lunch for two in the Harrison dining room of the Faculty Club

Winner #2-Two passes valid for admission to the Please Touch Museum

Winner #3-\$20 in Intermezzo Money

Winner #4-\$20 in Intermezzo Money

Winner #5-\$20 in Intermezzo Money

Winner #6-\$20 in Intermezzo Money

Winner #7-\$20 in Intermezzo Money

Winner #8-2 sets of two tickets to Wrestling matches: 1/31/04 vs. Cornell and 2/22/04 vs. Lehigh

Winner #9-2 sets of two tickets to Penn Football vs. Cornell 11/22/03

Robert Toll's Gift to Penn Law to Expand Scholarship Fund



Robert Toll

Robert I. Toll, head of the nation's leading luxury home builder and a longtime advocate of providing educational opportunities to students in need, has made a major gift to expand the Albert and Sylvia Toll Scholarship Fund at the Law School. The gift should triple the

number of students who will receive scholarships from the fund every year.

Currently, approximately five students per year benefit from the scholarship. With Mr. Toll's new gift, 15 students will receive annual financial help from the fund, according to Ernest Gonsalves, associate dean, Business Affairs. "I believe that anyone who wants to go, and gets in, should not have to struggle to both pay for and succeed at the Law School," said Mr. Toll, chairman and CEO of Toll Brothers, Inc. in Huntingdon Valley, PA. "I believe a scholarship should be provided for anyone and everyone who has a need."

Mr. Toll, L '66, established the scholarship fund in 1991 in honor of his parents and his father's love of the law. His father, Albert, was a well-known area developer with a history of philanthropy who helped his sons, Robert and Bruce, start Toll Brothers. Nearly 40 students have received scholarships from the fund thus far.

"We are grateful to Robert Toll for his generous contribution," said Dean Michael A. Fitts. "More important, I'm sure the students who will benefit from this newly enriched scholarship fund are grateful as well, for they can now obtain first-class legal training without incurring a heavier financial burden."

Mr. Toll and his wife, Jane, have long been staunch supporters of education. In 1990 the Tolls joined the *Say Yes to Education* program at GSE. *Say Yes to Education* is an academic intervention program that seeks to cultivate interest in higher education among young and at-risk inner city students. The Tolls guaranteed the cost of college or technical school tuition for 58 third graders at the Harrity Elementary School in West Philadelphia—as long as they graduated from high school. Thirty-two of the children went to college.

A member of the School's Board of Overseers, Mr. Toll also serves on the board of directors of the Southeastern Pennsylvania Chapter of the American Red Cross, Cornell's Real Estate School, Seeds of Peace, Abington Hospital, and Beth Shalom Synagogue.

Deaths

Dr. Jeffrey Cohen, Physics

Dr. Jeffrey M. Cohen, associate professor of physics, died on October 12 at the age of 63 from complications from multiple sclerosis.

Dr. Cohen received his bachelor's degree in electrical engineering from the New Jersey Institute of Technology in Newark, N.J. and his master's and Ph.D. in physics from Yale University in 1964 and 1966 respectively. He was a member of the Institute for Advanced Studies in Princeton from 1969 until 1971 where he found a calculation that allowed him to compress hundreds of formulas into several pages and prove Albert Einstein's conjecture that space, time and matter interact with one another and that observers on different planets would see different views of the same phenomenon.

In 1971, Dr. Cohen joined Penn's physics department as associate professor of physics. In 1990, Dr. Cohen was awarded the Franklin Institute's Best Invention of the Year Award for a solar device based on his research on high-efficiency solar collectors.

He is survived by his wife, Marion Deutsche Cohen; a daughter, Marielle; three sons, Arin,

Bret and Devin; his mother, Hilda; two grandchildren; and two brothers.

Memorial donations may be sent to the Jewish National Fund, Tree Planting in Israel, 78 Randall Ave., Rockville Centre, NY 11570.

Mr. Farnese, UPM Gallery Namesake

Mr. Andrew N. Farnese, for whom the Farnese Gallery at the University of Pennsylvania Museum was named, has died at the age of 89.

Mr. Farnese was a founding director of Lincoln National Bank and founder of the former William Penn Bank in Philadelphia. He was a lawyer, banker and civic activist and a former president of the Board of Education of the Philadelphia School District.

As a tribute to Mr. Farnese's work in the Italian American community, the Philadelphia Italian American community raised funds to name the Farnese Gallery in his honor. The Gallery was dedicated as part of the Roman World exhibit in 2001.

He is survived by his wife, Margaret; a son, Lawrence; two brothers; and four grandsons.

Memorial donations may be sent to the Farnese Gallery, University of Pennsylvania Museum of Archaeology and Anthropology, 3260 South St., Philadelphia, PA 19104.

Upcoming HR Programs

The Division of Human Resources provides opportunities for professional and personal development. We encourage you to take advantage of the upcoming programs. Visit the Human Resources website at www.hr.upenn.edu for descriptions of the programs and to pre-register online. Registration is required.

Learning and Education Programs

Learn valuable skills through American Management Association (AMA) programs, Brown Bag Matinees, Satellite Broadcasts, and other programs. For questions on L&E programs, call (215) 898-3400 or visit www.hr.upenn.edu/learning.

October 31, noon–1 p.m.; Career Focus Brown Bag—Introduction to "TypeFocus," assesses personality type to help you better understand yourself and focus on your career goals. Career options are suggested, with extensive background information about job opportunities, training and education needs, and suggestions for resumes and interviews.

November 5, noon–1 p.m.; Brown Bag Matinee—Give'em the Pickle; a fun, motivating look at the most important thing we can do in business...take care of the customer. Pickles are those special or extra things you do to make people happy. The trick is figuring out what your customers want and then making sure they get it.

November 11, 9 a.m.–noon; \$50; Writing Efficient E-mail; learn the components of good writing as they pertain to writing e-mail that is clear, concise, active, and well organized. You will learn what makes e-mail writing and etiquette different from any other format of business writing.

November 13, 9–11:30 a.m. or 2–4:30 p.m.; The Cornell Interactive Theatre Ensemble (CITE); an award-winning group of professional actors and facilitators who, through a number of carefully scripted scenarios and follow-up dialogue with their audiences, explore sensitive workplace issues in a safe and open forum.

November 14, noon–1 p.m.; Career Focus Brown Bag—Resume Writing; wondering how to create an effective, dynamic resume? Topics in this video include the importance of focusing on the employer's needs, not your own; how to use powerful assertions; how to inspire and excite the employer; and much more.

November 20 and 21, 9 a.m.–5 p.m., \$50; AMA's Confronting the Tough Stuff: Management Skills for Supervisors; learn how to successfully manage timely "real-life" challenges and increase your value and effectiveness as a leader. Now you can prepare for the unexpected with enhanced confidence and problem-solving skills.

Quality of Work Life Programs

The workshops are sponsored by HR and led by an expert from Penn's Employee Assistance Program and Work & Family Services Provider. Pre-register online at www.hr.upenn.edu/quality/workshop.asp. Feel free to bring a 'brown bag' lunch.

November 6, 11:30 a.m.–1 p.m.; Elder Care 101: How to Plan Before the Crisis; as your parents or relatives age, they experience significant changes, both physically and emotionally. This workshop discussion will help you and your family establish a positive response and sound plan for coping with these changes.

November 20, 11:30 a.m.–1 p.m.; Managing Conflict in the Workplace; gain skills necessary for effectively reducing opportunities for conflict. Learn the styles of conflict resolution and the options for managing conflict when it arises.

Note: For personalized assistance with dependent care issues and personal well-being, contact Penn Behavioral Health, at 1-888-321-4433 or go online to www.hr.upenn.edu/quality/wellness/eap.asp. For questions on QOWL programs, contact Human Resources at orna@hr.upenn.edu or (215) 898-5116.

Voluntary Self-Identification of Disability and Veteran Status

To: Penn Faculty and Staff:

Penn's Policy of Equal Opportunity, Affirmative Action, and Nondiscrimination incorporates the intent of several federal and state laws governing non-discrimination in the employment and the promotion of qualified persons with disabilities and covered veterans which includes special disabled veterans, Vietnam era veterans, newly separated veterans, and other protected veterans.

The Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP) coordinates and oversees the University Affirmative Action Program for Faculty and Staff with Disabilities and Covered Veterans, which includes a voluntary self-identification process.

In accordance with federal law, we invite employees to identify their disability or veteran status to the OAA/EOP website at www.upenn.edu/affirm-action/Volid.html. Current employees may identify now or at any time during their employment with Penn.

Identification of covered veteran status is strictly voluntary. Identification of disability is strictly voluntary, except where the employee seeks reasonable accommodation for the disability. Reasonable accommodation(s) are provided on an individual basis.

We want you to know also that you will not be subjected to adverse treatment should you decide not to complete this self-identification form.

The voluntary self-identification process provides employees an opportunity to identify their disability and/or covered veteran status in order to participate or take advantage of the coverage provided by federal law under Penn's affirmative action programs for persons with disabilities and covered veterans.

For more information about the OAA/EOP or the University Affirmative Action Program for Persons with Disabilities and Covered Veterans, please contact the Associate Director, Pat Miller at (215) 898-6993 (voice) (215) 898-7803 (TDD) or e-mail pdmiller@pobox.upenn.edu.

— Jeanne Arnold, Executive Director
Office of Affirmative Action & Equal Opportunity Programs

Definitions

Individual With A Disability

A person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment.

Persons also included within the definition of individuals with disabilities are those who:

(1) Have successfully completed a supervised drug rehabilitation program and are no longer engaging in the illegal use of drugs, or have otherwise been rehabilitated successfully and are no longer engaging in such use;

(2) Are participating in a supervised rehabilitation program and are no longer engaging in such use; or

(3) Are erroneously regarded as engaging in such use, but are not engaging in such use.

Special Disabled Veteran

A person who (1) is entitled to disability veteran compensation under laws administered by the Veterans Administration for a disability rated at 30 percent or more or rated 10-20 percent in the case of a veteran who has been determined under Section 38 U.S.C. 3106; or (2) was discharged or released from active duty because of a service-connected disability.

Vietnam Era Veteran

A veteran who is honorably discharged and served more than 180 days of active duty between August 5, 1964 and May 7, 1975; or (2) was discharged or released from active duty because of a service-connected disability between August 5, 1964 and May 7, 1975.

Newly Separated Veteran

A veteran who served on active duty in the U.S. Military during the one year period beginning on the date of such discharge or release from active duty.

Other Protected Veteran

A veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

Below are the latest University Research Foundation Guidelines, revised as of February 11, 2003. The Guidelines and additional information may be found on line at www.upenn.edu/research/FoundationGuidelines.htm. For the recipients of the Fall 2002 Awards see Almanac February 11, 2003. The recipients of the Spring 2003 Awards may be found on line at www.upenn.edu/research/URF%20Awards%20Spring%202003.htm.

University Research Foundation Guidelines: November 1

Statement of Purpose

The University Research Foundation (URF) is an intramural resource to support faculty research for a variety of purposes, including:

- Helping junior faculty undertake pilot projects that will enable them to successfully apply for extramural sources of funding, and aid in establishing their careers as independent investigators.
- Helping established faculty perform exploratory research, particularly on novel or pioneering ideas, to determine their feasibility and develop preliminary data to support extramural applications.
- Providing support in disciplines where extramural support is difficult to obtain and where significant research can be facilitated with modest funding.
- Providing modest institutional matching funds that are awarded contingent upon a successful external peer-reviewed application that requires an institutional match.
- Under compelling circumstances, established investigators may be funded to support a *well-justified* brief gap extramural support or a *documented unanticipated* short term need.

Scope

Disciplines—The URF supports research in all disciplines, including international research. For purposes of review, applications are assigned to four broad disciplinary areas: humanities, social and behavioral sciences, natural and engineering sciences, and biomedical sciences.

Term—Grants are given for a single year only. Applications for a second year of funding may be submitted but usually receive low priority. Funds must be spent within 12 months of the beginning of the grant, and may not be “banked” for future use. Unexpended funds must be returned to the Foundation.

Budget—Applications up to \$50,000 will be entertained, but most grants are for no more than \$25,000. Because the total cost of meritorious requests exceed available funds by several fold, applicants are encouraged to request only absolutely essential resources.

Eligibility—Eligibility is limited to University faculty, in any track, at any professional level. Instructors and Research Associates may apply but need to establish (by letter from the Department chair) that they will receive appointment as Assistant professors by the following July 1st.

Application Process

Dates—Applications are accepted twice each year, for *November 1* and *March 15* deadlines. If the date falls on a weekend or holiday, the deadline is the next working day. Every effort will be made to process applications and notify applicants of the outcome within 10 weeks after the deadlines.

The Application—Brevity and clarity will enhance the likelihood of success. All applications should be limited to 10 pages (applications for >\$25,000 can be up to 15 pages) and should include:

1. A Research Foundation Proposal Cover Sheet, which can be downloaded from the Website for the URF.
2. An abstract, no more than 200 words, written for the educated non-specialist. The application should also be classified *under one of the five priorities* listed above.
3. A description of the research proposal, which should be no more than 5 single spaced pages for grants up to \$25,000 and no more than 10 pages for grants >\$25,000. Proposals should provide background, hypothesis or purpose of the research, significance of the research, methods used, work to be undertaken, and outlook for future extension of the research and its potential for external funding (see also criteria for evaluating proposals, below).

Note: an application formatted for another sponsoring agency or failing to conform to the guidelines *will not be reviewed*.

4. A single page biographical sketch.
5. A budget, with justification for each item requested. Items that can be requested include research travel expenses, supplies, minor equipment specifically designed for the proposed research. Items that are usually excluded in-

clude renovations of the physical facilities, major equipment, and extension of projects that are already well funded. Faculty summer salaries or release time are usually not funded, since priority is given to the actual costs of the research project itself. Because it may not be possible to fully fund meritorious proposals, the budget should *prioritize items in order of their importance to the project*.

6. Other research support, including *current* funding with a list of titles, amounts, sources, and grant periods, expired funding for the prior three years, plus pending applications. Applicants with “start up packages” should provide detailed dated budgets. If applicable, prior grants from the University Research Foundation should be itemized, with dates, title, and amount of funding, plus a statement whether external funding was received as a result of the URF grant.

7. *Assistant Professors* in all tracks (including tenure track, CE track, and research track) are required to include a *letter from their department chair* indicating their career plans within the department, and listing all department funding, including startup packages and the like. In addition, the letter should establish that the applicant will be working as an independent investigator or scholar. *Instructors and Research Associates* are eligible only if it is planned to appoint them as Assistant Professors by the following July 1st, as certified in a *letter from their department chair*. This letter should also document the department plans for their career, future commitments of independent space and of department or school resources, and convincing evidence of their independent status as investigators or scholars. Additional documentation can be provided as an *appendix* and will not be included within the page count.

8. **Regulatory issues.** If research involves human subjects, animals, bio-hazards, or other regulatory issues, the application should identify those concerns and provide documentation that they will be addressed. *Please note that IRB approval may be required for human subject research in all disciplines, including the sociobehavioral sciences and humanities as well as in the biomedical disciplines.* If IRB or IACUC or Environmental Safety review and approval is required, it may be obtained after the application has been approved, but before funds are expended or research has been initiated. It should be emphasized that Research Foundation grants must meet the same standards applied to larger extramural applications. Regulatory documentation can be provided as an appendix to the body of the application and will not be included in the page count. For advice please consult the Office of Regulatory Affairs.

9. **Conflict of interest.** The applicant should explicitly make a statement whether or not the application involves any potential conflict of interest, and any such conflicts should be described. For instance, if the research could forward the interests of a company in which the applicant has a pecuniary interest, this should be disclosed. Conflict of interest documentation (if required) can be provided as an appendix to the body of the application and will not be included in the page count.

Submission—An *original and ten copies* of the complete proposal with the cover sheet should be submitted to the Office of the Vice Provost for Research, 119 College Hall/6303.

Review Process

Applications are reviewed by one of four faculty committees, in the four disciplinary areas mentioned above. Every attempt is made to spread funding equitably across the major disciplines. Each application is reviewed for a variety of attributes, including:

- scholarly merit, creativity and innovation
- feasibility
- appropriateness for the modest funding provided
- significance of the research
- time-limited opportunities that require immediate funding
- prospects for future extramural funding
- matching support from other sources
- availability of alternate funding sources
- career development of young researchers
- evidence that junior applicants will be working as independent investigators
- forwarding of school or institutional objectives, such as interdisciplinary research

Certain frequently found weaknesses should be avoided, such as:

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- “Re-inventing the wheel” due to ignorance of prior published work, often in cognate fields
- A fishing expedition without a focused hypothesis
- Requests for equipment, such as computers, that could be funded by the School
- Requests for faculty salary that exceed the scale of URF grants
- Repeated requests for research projects that are eligible for but have failed to garner external peer reviewed support

Since meritorious requests exceed available funds, reviewers often reduce budgets to extend the number of applications that can be supported. The review committees make their recommendations to the Vice Provost for Research, who makes the final decisions about funding, based on year-to-year availability of resources. Decisions will be made shortly after review committees have met and should be distributed by e-mail within 10 weeks of the date of submission.

Critiques of applications are not provided for successful or failed applications, since this would place an excessive burden on the faculty who volunteer their time as peer reviewers. Applicants are welcome to consult the chair of the review committee for any informal information that may be available.

Questions should be directed to: Lanese Rogers, Office of the Vice Provost for Research, 118 College Hall/6303, (215) 898-7236 larogers@pobox.upenn.edu.

Procedures for Approved URF Grants

1. *Transfer of funds.* Within one month following notice of award, recipients are required to arrange a transfer of award funds from the Provost's Administrative Office to their home department. This transfer should be arranged by the Business Administrator for the home department. The process is initiated by submitting the financial form, which accompanies the award letter to: Stacy Fletcher, Office of the Vice Provost for Research, 118 College Hall/6303, FAX (215) 573 2108, or stacynf@pobox.upenn.edu.

Regulatory approvals. If regulatory approvals (IRB, IACUC, and the like) are required and have not been obtained at the time of the award, they must be obtained prior to the utilization of funds or initiation of the research. Failure to comply would be considered a serious transgression of the policies of the University of Pennsylvania.

2. *Report.* A brief (1-2 pages) report is required to be submitted to the Office of the Vice Provost for Research one year after the date of the award. This should describe the work accomplished, the planned date of completion, and whether there are residual unused funds in the budget. In general, it is expected that the scope of research would be completed within one year of the date of award. Also, if alternative funding has been obtained, recipients are expected to return unexpended funds.

University Research Foundation Conference Support

The conference support program is designed for scholarly meetings that will be convened on the Penn campus, thereby providing enrichment opportunities to interested faculty, students, and staff, most frequently in the format of a 1-2 day colloquium. The intent is to support meetings that are designed to enhance existing research and scholarly programs, *particularly in disciplines where external funding is difficult to obtain*. Funding will be limited to no more than \$3,000 per event, and should be dedicated to *reimbursing the speakers for travel and accommodations*, but not for meals and entertainment. It is expected that funding from the University Research Foundation will supplement funding from other sources and will not be the sole source of funding for the meeting. Grants will not become “entitlements” and cannot be renewed in successive years.

Applications for the Conference Support Program will be processed in the same cycles that now are used for URF project applications (*November 1, March 15*), and will be reviewed by the same committees. Applications should be brief, usually no more than 3 pages, and should include,

- Name and contact information for the applicant, who must be a faculty member (tenure track, research track, or clinician-educator track)
- A description of the purpose of the meeting
- A proposed program agenda (appendix)
- A proposed list of presenters (appendix)
- The number of Penn students and faculty expected to attend
- An explanation of the benefit to Penn students and faculty
- An explanation of the benefit to scholarly or research programs at Penn
- Relationship of the meeting to department, institute or center programs
- The names of faculty who are organizing the meeting
- Identity and contact information for the business administrator who would be responsible for administration of the funds
- A budget, itemizing the types of proposed expenditures (appendix)
- Evidence of matching funding from institutional or external sources
- Evidence of institutional support in the form of no cost facilities and AV support
- Proposed URF review committee (humanities, social sciences, natural sciences, or biomedical)

Please submit applications in electronic format, Word for Windows, plus a single hardcopy to Lanese Rogers, larogers@pobox.upenn.edu, Office of the Vice Provost for Research, 118 College Hall, 19104/6303, (215) 898-7236.

*Since October is Fire Prevention Month, The Division of Public Safety's Department of Fire and Emergency Services offers the community the following fire prevention tips to prevent fires at work. For more about Fire and Emergency Services, see, www.publicsafety.upenn.edu/dpsFire.asp. For more about fire safety, especially for those living off-campus, see *Cooperation Between the University and Community, Off Campus Living* www.business-services.upenn.edu/offcampusliving/rental/fire%20safety2.html.*

Fire Prevention At Work

Preventing Fire Hazards

You can help prevent fires at your worksite, by following these guidelines:

- Keep equipment and machinery clean and in good operating condition.
- Make sure that all electrical equipment is protected.
- Never overload circuits.
- Store flammable/combustible materials in appropriate containers away from heat sources.
- Keep work and refuse areas clean and free of debris.
- Dispose of flammables according to established safety guidelines.
- Never leave open flames unattended.
- Use caution when operating welding and other spark-producing equipment.
- Clean up (if appropriate) or report all spills.
- Keep fire exits/escape routes clear.
- Know where alarm boxes are located and the University emergency phone # 511.

Jobsite Fire Prevention

Fires are very costly. Each year they take many lives, cause workers and their families to suffer, and cost many millions of dollars in damages.

Fire control is everyone's business. You can do your part by observing and complying with fire prevention rules. If you notice any hazards or conditions that could cause a fire, report them to your supervisor immediately.

Matches and cigarettes are principal causes of fires. Many fires have started because of carelessly dropped live ashes, cigarette butts, or burning matches. The temperature of the ash is often as high as 1,200 degrees Fahrenheit and if it comes in contact with combustibles, fire can result.

Poor housekeeping is one of the major contributing factors that cause fires. Oily rags, paper, sawdust, solvents, paints and cartons should be disposed of properly. Trash should not be allowed to accumulate in the work area.

Oil or gasoline that is spilled on equipment should be cleaned up immediately. Make sure that oil-soaked rags are placed in proper safety containers.

Paint, paint thinners, alcohol, naphtha, lacquer thinner and gasoline should be used only for their intended purposes. Flammable liquids of any kind must be kept in approved safety containers.

The thoughtless use of welding equipment can easily destroy our jobs. Fire-resistant covers, spark shields and a fire watcher standing by, plus the proper use of the equipment are some of the ways to prevent damaging fire losses.

Defective wiring has caused many fires. Never try to repair wiring or equipment unless you are qualified to do so. Report defective items and have the repairs made by a properly trained person.

— Department of Fire and Emergency Services

Some Tricks for Traveling More Safely



Remember: Fall back, Spring forward! On Sunday, October 26, Daylight Saving Time comes to an end. This means we can all sleep an extra hour Sunday morning and still have breakfast at the usual time. It also means we lose an hour of daylight just around the time most of us are heading home from work or school. And the professional criminals gain an extra hour of prime-time darkness in which to work. From the Division of Public Safety, here are some safety tips for everyone who uses public transportation.

—Thomas A. Rambo, Chief of Police

—Patricia Brennan, Director of Special Services,
Division of Public Safety

Public Transportation Safety Tips

- Become familiar with the different bus and trolley routes and their schedules. SEPTA schedules and general information are now posted on the Web—the URL is www.septa.com or call (215) 580-7800.
- When traveling at night it is better to use above-ground transportation systems. Buses, the above-ground stretches of subway/surface lines and elevated lines give less cover for criminal activity.
- If you do travel underground, be aware of the emergency call boxes on the platform. These phones contact SEPTA Police. The phones operate much like the University's Blue Light Phones. To operate the SEPTA Phone, push the button. A SEPTA operator will identify your transit stop and assist you immediately.
- Whenever possible, try to sit near the driver.
- In the subway station stand back from the platform edge.
- Don't fall asleep! Stay Alert!

LUCY Loop

- Operated by SEPTA, Monday through Friday except major holidays, 6:30 a.m. to 8 p.m.
- LUCY Loop departs 30th Street Station every 10 to 20 minutes and loops through University City.
- For more information call (215) 580-7800.

Emergency Phones at Subway Stops

30th & Market Street—Subway surface SEPTA Emergency Phone located near the middle of the platform on the wall.

33rd & Market Street—SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.

34th & Market Street—SEPTA Emergency Phone on the (E) platform for east and westbound trains.

- Blue Light Emergency Phone located at 34th & Chestnut outside of the lot on the northeast corner; also on the Law School's southwest corner of 34th & Chestnut.

36th & Sansom Street—SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.

37th & Spruce Street—SEPTA Emergency Phone near the middle of the westbound platform on the wall and near the middle of the eastbound platform.

- Blue Light Emergency Phone located across the street at the entrance to the Quad. In Dietrich Gardens near the eastbound entrance to the subway. Also, outside on the wall to the entrance of the Steinberg-Dietrich cafeteria.

40th & Market Street—El subway stop; SEPTA Emergency Phone located on the platform on the wall near the cashier.

33rd & South Street (University Station); SEPTA Emergency Phone located in middle of platform.

- Blue Light Emergency Phone located at northbound and southbound stairwells of platform.

Traveling During Non-Peak Times

- If possible use above-ground transportation.
- If you use subways, stand near the SEPTA call box.
- If possible use the Market-Frankford El (elevated lines). In case of an emergency there is a cashier's booth staffed during hours of operation.
- If possible travel with a companion(s).

During Peak Hours: Watch Out for Pickpockets

Here are eight things pickpockets don't want you to know:

1. Never display money in a crowd. (Think this through before you leave the safety of your office, so you aren't fumbling in public with your purse or wallet).
2. Never wear necklaces, chains or other jewelry in plain view.
3. Handbag: Carry tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on a seat beside you.
4. Wallet: Carry in an inside coat pocket or side trouser pocket.
5. Immediately check your wallet or purse when you are jostled in a crowd. (And then be doubly watchful, because the jostling may have been a ploy to get you to reveal where you carry your money).
6. If your pocket is picked, call out immediately to let the operator and your fellow passengers know there is a pickpocket on the vehicle.
7. Beware of loud arguments and commotions aboard vehicles or on station platforms. Many times these incidents are staged to distract your attention while your pocket is picked.
8. If you suspect pickpockets at work on a particular transit route or subway station, call SEPTA Police Hotline, (215) 580-4131/4132. It's answered 24 hours a day. You do not have to give your name. Trained personnel will take your information and see to it that something gets done. Also, notify Penn Police at 511 on campus phones, or call (215) 573-3333 from off campus phones or cell phones.

Halloween Safety, Too

This is also a good weekend to pass some Halloween Safety Tips to any children you know:

- Trick-or-treat in your neighborhood.
- Only call on people you know.
- Never go out alone. Go with friends. Ask your mom or dad, older sister or brother, or a neighbor to go along.
- Stay in well-lighted areas.
- Wear white or reflective clothing.
- Carry a flashlight, glowstick or reflective bag.
- Watch out for cars.
- Have your parents inspect all treats before you eat them.

In the event of an emergency call:

Philadelphia Police	911
University of Pennsylvania Police	(215) 573-3333
Children's Hospital of Philadelphia	(215) 590-3480
Philadelphia Poison Control Center	(215) 386-2100
National Poison Control Center	1-800-222-1222

For additional safety tips, contact the Detective Unit at (215) 898-4485, 4040 Chestnut Street. The department is staffed from 8 a.m. to 3 a.m., Monday through Friday. (Emergency victim support services and sensitive crimes reporting is available 24 hours at (215) 898-6600).

For emergencies contact the Penn Police by using the Blue Light Phones or call 511 on campus phones, or call (215) 573-3333 from off campus phones or cell phones.

To contact the Philadelphia Police Department call 911.

Update

OCTOBER AT PENN



Whenever there is more than meets the eye, see our website, www.upenn.edu/almanac

CORRECTION

The October AT PENN incorrectly listed the date of the reception for the exhibit, *Master of Fine Arts 1st Year Preview*. The reception will be on **October 28**. The exhibit runs through **November 7**.

POSTPONED

The lecture entitled *Racial and Nonracial Republics: Comparisons of Race and Reconciliation in South Africa and the USA* originally scheduled for October 23 has been postponed until spring.

EXHIBITS

28 *Picture Stories*; photography by Rita Bernstein that focuses on views of domestic life and the ambiguities of family relations; Burrison Gallery, Faculty Club; reception **November 12**, 4:30 p.m. Through **November 30**.

Ongoing

A Wonderful Life: A Daughter's Tribute to a Family of Educators; digital art by Joan Myerson Shrager that celebrates those who dedicated their lives to teaching; Student Lounge, GSE.

FILM

22 *Cidade de Deus/City of God*; Portuguese w/ English subtitles; 9 p.m.; Class of 1938 Lounge; free w/PennCard, others e-mail moiraf@sas.upenn.edu (Latin American Film Series).

SPECIAL EVENT

23 *SPEC Crafts Fair*; 10 a.m.-6 p.m.; Locust Walk (SPEC). Also **October 24**.

TALKS

22 *Smallpox as a Weapon of Bioterrorism: Should You Be Afraid?*; Mark Sifla, OHSU Vaccine Group and Gene Therapy; noon; Auditorium, CRB (Microbiology).

Mapping Augustine Rome: Towards the Digital Book; David Gilman Romano, UPM; Andrew Gallia, ancient history; Lothar Haselberger, history of art; 5 p.m.; rm. 113, Jaffe Bldg. (Center for Italian Studies).

23 *Guns, Youth Violence, and Social Identity*; Deanna Wilkinson, Temple University; 9:30 a.m.; rm. F55, Jon M. Huntsman Hall (Firearm and Injury Center at Penn).

A Philosophical Interpretation of a Late Ottoman Calligraphy from the Museum of Islamic Art in Raqqada (Tunisia); Valerie Gonzalez, author; 4:30 p.m.; rm. 104, Jaffe Bldg.; rsvp.rholdo@sas.upenn.edu (Middle Eastern Center).

27 *Regulation of Membrane Movement, Fusion, and Fission*; Lois Weisman, University of Iowa; 2 p.m.; Reunion Hall, John Morgan Bldg. (Pennsylvania Muscle Institute).

Deadlines: The deadline for the weekly Update is each Tuesday, for the following Tuesday's issue. The deadline for December AT PENN is **November 11**. For Information, see www.upenn.edu/almanac/calendar/caldead-real.html.

Wanted: Work-study Students

Duties of students who work at *Almanac* include desktop publishing, web design and maintenance, database maintenance, research, and proofreading. Hours: Tuesday and Thursday mornings.

Positions are available at *Almanac* for this academic year. Please call (215) 898-5274 or e-mail morrisma@pobox.upenn.edu.

CLASSIFIEDS—UNIVERSITY

RESEARCH

Researchers at The Children's Hospital of Philadelphia are **seeking families/individuals with high myopia** (nearsightedness) to identify causal genes. High myopia may lead to blinding disorders such as retinal detachments, glaucoma, macular degeneration and premature cataracts. Participants must have onset of myopia before 12 years of age, and refractive prescription of 5.00 diopters or more. A free examination may be provided if needed. Contact Mathew Green-Leibovitz at (215) 590-6828 or greenleibov@email.chop.edu.

Lose weight and keep it off with the SHARE Study! SHARE, Supporting Healthy Activity and Eating Right Everyday, is a two-year weight management study for African-American men and women between the ages of 35 and 70. SHARE is not a drug trial, but encourages lifestyle changes such as increasing physical activity, healthful eating, and social support. The SHARE Study is based in the University of Pennsylvania School of Medicine. For more information, contact the SHARE Study at (215) 746-PENN (746-7366).

Almanac is not responsible for contents of classified ad material.

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

Women taking estrogen. The University of Pennsylvania Health System seeks volunteers for a bone density medical research study. If you meet the following description, you may be eligible: Female, Ages 45-55, Taking estrogen or would like to take estrogen for menopausal symptoms. Contact: Helen Peachey at: (215) 898-5664 or peacheyh@mail.me.d.upenn.edu. Volunteers are compensated.

Volunteers Needed for Osteoporosis Study The University of Pennsylvania Health System/Department of Radiology seeks women aged 60-80. Eligible volunteers would receive a magnetic resonance (MRI) and a dual energy X-ray exam (DEXA) to measure bone density. Both exams take approximately 50 minutes each. Participants will be compensated. Please contact Louise Loh or Helen Peachey at (215) 898-5664 for more information.

Postmenopausal Women Needed Women ages 55 and older needed for a research study looking at memory and smell function. \$50 will be given for approximately 3 hours of participation. Women 55 and older. For more information please call Cheryl at (215) 662-6580.

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **October 6-12, 2003**. Also reported were 24 Crimes Against Property (including **22 thefts, 1 burglary and 1 act of vandalism**). Full reports are on the Web (www.upenn.edu/almanac/v50/n09/crimes.html). Prior weeks' reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **October 6-12, 2003**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

10/07/03	6:07 PM	4000 Spruce St.	Male wanted on warrants/Arrest
10/08/03	11:37 PM	119 S 39 St.	Offender paid with counterfeit bills/Arrest
10/09/03	4:56 AM	4244 Pine St.	Complainant assaulted by boyfriend/Arrest
10/10/03	1:37 PM	51 N 39 St.	Male assaulted security guard/Arrest
10/11/03	10:27 AM	300 34 St.	Female pointed gun at complainant/Arrest
10/11/03	11:24 AM	36th & Spruce St.	Male acting disorderly/Arrest
10/11/03	11:41 PM	3900 Sansom St.	Complainant grabbed by unknown male

18th District Report

8 incidents and 3 arrests (including 2 robberies and 6 aggravated assaults) were reported between **October 6-12, 2003** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

10/08/03	12:55 AM	4636 Spruce St.	Robbery
10/08/03	9:00 AM	4800 Walnut St.	Robbery
10/08/03	5:00 PM	702 52 St.	Aggravated Assault
10/08/03	11:45 PM	4000 Walnut St.	Aggravated Assault
10/10/03	3:00 PM	333 52 St.	Aggravated Assault/Arrest
10/10/03	9:23 PM	4300 Chester Ave.	Aggravated Assault
10/11/03	10:30 AM	300 34 St.	Aggravated Assault/Arrest
10/12/03	12:15 AM	1356 Market St.	Aggravated Assault/Arrest



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

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For several years, Almanac has been presenting to the Penn community a series of timely essays on teaching entitled Talk About Teaching. To reflect the important changes that are now occurring at Penn and all across the country, the title of the column will now become Talk About Teaching and Learning, recognizing that these two processes are interdependent, and indeed that teaching is only one of the important means by which we achieve our essential goal—that of promoting student learning.

Centering on Learning at Penn

by Myrna L. Cohen, Matthew Grady, and Samantha Springer

One of the important changes occurring in higher education is a shift toward a more learner-focused academic environment, where the importance of the learning process is recognized along with the course content. With the revival of this series on teaching and learning, we will explore in this initial essay the role of learners within Penn's curricula and courses.

A New Focus on Learner-Centered Learning

Learning is, after all, the common experience for all Penn students. It is ongoing throughout the undergraduate or graduate experience, taking place inside and outside the classroom. Students learn alone, in pairs, and in groups. Learning transpires on line and face-to-face, in classrooms, libraries, computer labs, study lounges, and coffee shops. Propelled by the momentum of multiple years of study, students will continue to learn for the rest of their lives.

Recently, learner-centered approaches to teaching have received a variety of new names, including *problem-based learning*, *case-based teaching*, *active learning*, and *anchored instruction*. The common thread connecting these approaches is the reflective, involved role of the students who share the responsibility for constructing knowledge with their instructors. Effective course design, therefore, considers the active processes the students use to learn for today and for the future, on the *how* as well as the *what* of the curriculum. This subtle, yet significant, shift in focus is clearly a reaction to the demands of an exponential increase of available information from print and on-line sources and a need for our future citizens to be engaged, critical thinkers and decision makers. It also recognizes that our students learn best by manipulating new concepts and vocabulary, whether verbally, visually, or manually.

What does our new and appropriate focus on active learning and learner-centered curricula mean for Penn students and instructors? For students, active learning provides more opportunities to connect new learning to prior experiences and to incorporate their own interests. These actions can lead to increases in motivation, responsibility for learning, and opportunities to learn how to learn within specific disciplines. Ultimately, students become more aware of their own learning and the cognitive processes that are most effective. These skills have the potential to transcend individual courses as life-long behaviors.

With the demands and distractions of student life, Penn students rarely have the luxury of time to think about the ways they learn. Ingrained habits of reading and studying continue whether they are productive or ineffective, appropriate or unsuitable. At Penn's Learning Resources Center, undergraduate and graduate students are given the opportunity to reflect on their learning strengths and challenges. Beginning with informal, reflective assessment, students are encouraged to recognize their learning styles and current approaches to learning and to develop active learning strategies. For example, active approaches to reading encourage conscious application to prior knowledge or current problem-solving. Notetaking strategies lead to the synthesis of information from texts, lectures, and web-based resources. And active time management skills create timelines for studying that decrease academic anxiety by putting the students clearly in charge of their academic lives.

For instructors, the responsibility for teaching a course expands, rather than diminishes. In addition to their traditional role as experts within specific disciplines, university instructors are increasingly recognized as designers of the learning environment, guides through the inquiry process, and the models of exemplary learning methods.

Applying Learner-Centered Models to Recitations

During the past year, the Student Committee on Undergraduate Education (SCUE) has undertaken a review of recitations at Penn by examining their structure and the pedagogical methods they employ. Specifically, SCUE researched the training of teaching assistants and discussed with several professors their strategies in planning recitations. Due to their size and purpose, SCUE has concluded that recitations have the potential to impact student learning more than any other part of the Penn undergraduate experience. By applying learner-centered teaching techniques, recitations will encourage students' intellectual growth by tying together what they have learned both inside and outside of the classroom. In this way, recitations will transform each student from a passive listener into an interactive learner.

Rather than simply having a TA-driven discussion or review session, students in learner-centered recitations would be raising their own questions, solving their own problems, and responding to each other's inquiries. The TA, in this model, would serve as more of a guide, helping to encourage discussion in a particular direction, or stepping in when confusion arises over a particular concept. In this way, learner-centered recitations would represent a shift in the classroom's balance of power from TA to student. Having students more involved in class dynamics would place a larger responsibility on them to be prepared and to keep class moving; this would indirectly promote mastery of a given subject by seeking to develop each student's ability to think about it critically and independently. TAs, in turn, will assume the critical responsibility of orchestrating the class and course to effectively promote student learning.

This type of classroom experience is not difficult to achieve. Indeed, several practical steps can be taken in any recitation to improve student involvement and active learning. In the humanities, for example, students can come to class having already prepared responses to open-ended questions about the week's material, present their responses to the class, and then enter into a discussion on the merits of the responses proposed. Technology, such as Blackboard courseware, can facilitate these and similar activities and can get class discussions started before students physically assemble for recitation each week. In the hard sciences or mathematics, learner-centered recitations would involve students by having them present their solutions to homework problems to the class, allowing the responsibility for explaining the material to fall to the student rather than the TA (who has already learned it). These examples employ beneficial active learning techniques and include students directly in classroom dynamics.

Recitations have the potential to be a vibrant and incredibly productive part of each student's academic career. We can vastly improve learning outcomes in our classrooms by forcing students to grapple with issues themselves and think independently about their course material. Moreover, learner-centered recitations will engage Penn students in their own learning process, which will make them more enthusiastic and interested in their intellectual endeavors both here and beyond. SCUE believes that adding a strong active-learning component to the Penn curriculum will lead to a more academically passionate and intellectually motivated student body.

If you would like to continue to talk about student learning at Penn, you are encouraged to contact the following: Myrna Cohen at the Learning Resources Center (215-573-9235) or the College (215-898-6341); Larry Robbins and John Noakes at the Center for Teaching and Learning (215-898-6341); or the Student Committee on Undergraduate Education.

Dr. Myrna L. Cohen is Director of the Learning Resources Center and Director of Learning Resources for the College of Arts and Sciences.

Matthew Grady is a senior in the College and Chair of the SCUE Committee on Learner-Centered Learning.

Samantha Springer is a sophomore in the College and Secretary of SCUE.

This essay resumes the series that began in the fall of 1994 as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.

See www.upenn.edu/almanac/teach/teachall.html for the previous essays.