From the President, Provost and Executive Vice President

Safety and Security at Penn

As you may be aware, Philadelphia, like many other large cities, has experienced an increase in crime. While Penn has successfully countered the impact of these pressures in our campus community, we have recently experienced two serious incidents of crime, including a reported sexual assault in an off-campus apartment building. These incidents underline the importance of the University remaining ever vigilant in all our efforts to ensure the safety of our students, faculty and staff, which is a fundamental priority.

Two years ago, we announced a comprehensive initiative to enhance the safety of our campus and surrounding community. At that time, we committed $5 million to implement a series of measures to strengthen safety and security. These included the addition of both uniformed and plain-clothes police officers and security guards to street patrol during the evening and early morning hours, both on campus and in the surrounding community, and a significant expansion of lighting and other security-related technology. These measures remain in place today and they have proven effective.

Nevertheless, the recent incidents near Penn are unacceptable, and we are supplementing our current measures with additional safety initiatives, especially in the area west of our campus where many of our students live. Where appropriate, we are working with local area landlords in these efforts.

The additional measures include:

• Additional police overtime hours to supplement the already high level of police and security patrols;
• The installation of new CCTV cameras between 40th and 43rd Streets;
• A new lighting program to increase pedestrian lighting on and off campus;
• Three new transit stops: two on the western boundaries of campus and one on the eastern side;
• A new late night pilot shuttle service for those who live in Center City developed with input from our graduate and professional student association.

We also are working closely with our city leaders, including incoming Mayor Michael Nutter, who made improved public safety a cornerstone of his campaign.

We encourage our students, faculty and staff to continue to use the numerous safety resources available to them. Details can be found at www.publicsafety.upenn.edu.

— Amy Gutmann, President
— Ron Daniels, Provost
— Craig Carnaroli, Executive Vice President

Hirschmann-Makineni Professor of Chemistry: Gary Molander

Dr. Gary Molander has been appointed the Hirschmann-Makineni Professor of Chemistry. SAS Dean Rebecca Bushnell announced.

Dr. Molander joined Penn’s chemistry faculty in 1999. His research interests focus on the development of new methods for organic synthesis and natural-product synthesis. A major focus of his research has been the application of organometallic reagents and catalysts to selective organic synthesis. More recently, he has been involved in the development of organotrifluoroborates. More than 200 research papers have emanated from his research program.

He has received several honors for his research and teaching, including an Alfred P. Sloan Foundation Fellowship, the Arthur C. Cope Scholar Award from the American Chemical Society as well as the society’s Philadelphia Section Award and Penn’s Lindback Award for Distinctive Teaching. He has been a visiting scholar at many universities around the world. Currently, he is secretary/treasurer of the Division of Organic Chemistry of the American Chemical Society. In 2001 he was the executive director for the 37th National Organic Symposium, and in 2004-2006 served as a director of the Philadelphia Section of the American Chemical Society.

Dr. Molander has been on the editorial advisory boards of Organometallics, Tetrahedron, Tetrahedron Letters and Current Topics in Medicinal Chemistry and has served as a volume editor for Science of Synthesis. He is an associate editor of Organic Letters and an executive editor of the Encyclopedia of Reagents for Organic Synthesis. He will serve on the editorial advisory board of Science of Synthesis beginning in 2009.

The Hirschmann-Makineni Professorship in Chemistry was established by Rao Makineni in 1993 in honor of National Medal of Science recipient Dr. Ralph Hirschmann, who was the first holder of this endowed professorship. Dr. Hirschmann is currently an emeritus research professor at Penn.

Before coming to Penn in 1987, Dr. Hirschmann was senior vice president for basic research at Merck & Co., Inc., where he had worked since 1950. He also had a concurrent appointment as professor of biomedical research at the Medical University of South Carolina in Charleston. He received an AB from Oberlin College in 1943, served in the US Army during World War II, and then received a PhD from the University of Wisconsin, Madison, in 1950. He has written more than 160 papers and holds 100 patents. His early work at Merck led to the discovery of stereoselective control of chemical transformations, an important concept in organic chemistry. At Penn, Dr. Hirschmann initiated collaborative research in the
Aristotle’s Brain: Integrating Knowledge in the 21st Century

Penn’s Faculty Senate invites all members of the University community to celebrate Ben Franklin’s 302nd Birthday at a Founders Day Symposium from 3-5 p.m., on Friday, January 18, 2008. Aristotle’s Brain: Integrating Knowledge in the 21st Century—A Conversation with the PIK (Penn Integrates Knowledge) Professors will be moderated by President Amy Gutmann.

The symposium will be held in the Ann L. Roy Auditorium, Claire M. Fagin Hall, at the School of Nursing. A reception will follow. For more information call (215) 898-6943.

The Panelists:

- John L. Jackson, Communication & Anthropology
- Jonathan Moreno, Medical Ethics & History and Sociology
- Christopher B. Murray, Chemistry & Materials Science
- Adriane Raine, Criminology & Psychiatry

Vanda McMurtry Stepping Down as Vice President for Government and Community Affairs

Dr. Vanda McMurtry has decided to step down from his position as Vice President for Government and Community Affairs as of January 31, 2008. Dr. McMurtry is joining Parven Pomper Schuyler Inc., a legislative consulting firm in Washington DC, as Senior Vice President.

As Penn’s Vice President for Government and Community Affairs, Dr. McMurtry directed Penn’s relationship with state, local and federal governments as well as non-governmental groups at the community and national levels.

“Van’s achievements over the last two years have been widely recognized locally and nationally, said President Amy Gutmann. “The successful establishment and staffing of Penn’s offices in Washington DC, and Harrisburg have cemented Penn’s presence in our national and state capitols,” she said.

Van has worked vigorously to build greater support for increased federal funding for research and advocate on behalf of higher education issues generally. Locally, his work with Councilwoman Blackwell and other local leaders has made a significant impact. Under his leadership, Penn established the Lucien E. Blackwell Apprenticeship Program (Almanac September 4, 2007) to provide skills training opportunities to residents from West and Southwest Philadelphia,” Dr. Gutmann added.

Dr. McMurtry assumed the position of Vice President for Government and Community Affairs at Penn in October, 2005 (Almanac September 6, 2005). Before coming to Penn, he served as vice president for government and community relations at Cornell University. Prior to that, he served for 12 years as senior vice president for federal government relations for Actea Inc., and as staff director and chief counsel for the US Senate Committee on Finance.

A search for Dr. McMurtry’s successor will begin immediately. Vice President and Chief of Staff Greg Rost, and Executive Vice President Craig Carnaroli, will co-chair the search with support from Barbara Stevens of the executive search firm of Isaacson, Miller. Over the course of the coming months, Dr. McMurtry will work closely with Mr. Rost and Mr. Carnaroli to ensure a smooth transition.

Italian American Community in Pictures: People and Places

The Center for Italian Studies—together with The Consulate General of Italy in Philadelphia; The Order of the Sons of Italy, Grand Lodge of Pennsylvania; The Cavalieri Society of Philadelphia and The Italian Cultural Institute of Washington DC—will host a local filmmakers event in its ongoing Identity at Large series.

This all-day event, The Italian American Community in Pictures: People and Places, will take place in Logan Hall, Room G-17 on Saturday, December 8 from 10 a.m. to 4:30 p.m. Opening remarks will be made by Dr. Stefano Mastroianni, Consultant General of Italy in Philadelphia. The Italian Vice Minister of Foreign Affairs, Hon. Franco Danieli, visiting from Italy, will be honored, and a Keystone Address giving a brief history of Italian immigration by Dr. Richard Juliani, professor of sociology, Villanova, will precede the local filmmakers program.

The films will include Prisoners Among Us by Michael Di Lauro, about Italian-Americans rounded up during World War II; a narrative film, Tiramisu, with a surprise ending by Len Guercio that uses the South Philadelphia neighborhood as a backdrop; On Wine Making by Tony Morsello; The Feast of the Seven Fishes by Michael Di Lauro; The St. Nicholas Festival by Len Guercio; two short films, A Fig Tree in the Yard and Sneakers by Maria and Pete Fama, and A Tribute to Jerre Mangione by Tony Bruno, Linda Pizzi and Maria and Pete Fama.

There will also be a photography exhibit on the South Philadelphia neighborhood, featuring the work of Maria Petrone. A roundtable discussion with audience participation will follow, moderated by the event coordinator Diana Cavallo with some of the filmmaker participants. Admission is free. Please consult website for further information: http://ccat.sas.upenn.edu/italians/
Distinguished Daughters of Pennsylvania: Mrs. Catheroood

Mrs. Susan W. Catherwood, Penn Museum Chair Emerita and a Charter Trustee of the University, has been named President of the Distinguished Daughters of Pennsylvania in recognition of her contributions to the University. Mrs. Catheroood has been a member of the Daughters for over 20 years and has served in various capacities, including as a delegate to the National Daughters' Convention. She was presented with the $15,000 award at a special ceremony at the University in recognition of her contributions to the University.

Woman of the Year: Dr. Gutmann

Dr. Amy Gutmann was honored as one of Glamour magazine's Women of the Year. The 18th Annual Glamour Women of the Year Awards is a celebration of "women who have changed the world." Dr. Gutmann, along with the three other women who are presidents of Ivy League institutions—Dr. Drew Faust, of Harvard; Dr. Ruth Simmons, of Brown; and Dr. Shirley Tilghman, of Princeton—were chosen this year.

2007 AAAS Fellows: Drs. Birnbaum, Goldman & Liberman

Three faculty members have been named Fellows of the American Association for the Advancement of Science (AAAS). The new Penn AAAS Fellows are:

Dr. Morris J. Birnbaum, associate director, Institute for Diabetes, Obesity and Metabolism, and investigator with the Howard Hughes Medical Institute; cited for his contributions to our understanding of the regulation of glucose transport and metabolism and aspects of cellular regulation relevant to insulin resistance and diabetes.

Dr. Yale E. Goldman, director of the Pennsylvania Muscle Institute and professor of physiology; cited for contributions in molecular motor research, development of new technologies for biophysics, and service in scientific societies, journal editing, and organization of scientific meetings.

Dr. Mark Liberman, professor of linguistics; cited for contributions to phonological theory, the computational analysis of language, and the practical applications and popular understanding of linguistics.

Episteme Award: Dr. Jemmott

Dr. Loretta Sweet Jemmott, professor and director of the Center for Health Disparities Research at the School of Nursing, has been selected to receive The Baxter International Foundation’s 2007 Episteme Award. The award was presented by the Honor Society of Nursing—Sigma Theta Tau International, in recognition of Dr. Jemmott’s research and development of strategies to reduce HIV risk-associated sexual behaviors among African-American, South African and Latino youth and adults. She was presented with the $15,000 award at a special ceremony at Sigma Theta Tau’s biennial convention earlier this month in Baltimore.

Stockberger Achievement Award: Dr. Kettl

The International Public Management Association for Human Resources has named Dr. Donald F. Kettl, Stanley I. Sheerr Endowed Term Professor in the Sociology, professor of political science and director of the Fels Institute of Government, winner of the 2007 Stockberger Achievement Award.

The Stockberger Achievement Award is presented annually to recognize a person who has made an outstanding contribution to the improvement of human resource management at any level of government. It is named in memory of Warner W. Stockberger, a pioneer and leader in federal personnel administration.

Dr. Kettl’s research focuses on public policy and public administration.

Bell Award: Dr. Mitchell

Dr. Olivia S. Mitchell, International Foundation of Employee Benefit Plans Professor; professor of insurance and risk management and business and public policy, has been honored with the 2007 Carolynn Shaw Bell Award, presented by the American Economics Association’s Committee on the Status of Women in the Profession. The Bell Award annually recognizes an individual who has furthered the status of women in economics professions. Dr. Mitchell’s area of expertise focuses on retirement security, with a focus on women’s well-being at older ages.

Constitution Videos: ABA Award

Two videos produced by the Annenberg Foundation Trust at Sunnylands as part of an ongoing effort to educate the nation’s youth about the US Constitution have been selected to receive the 2008 American Bar Association Coalition for Justice’s Burnham “Hod” Greeley Award. The award recognizes individuals and organizations dedicated to promoting increased public awareness of the Constitution and a fair and impartial judiciary. It is named in honor of the late Hawaiian attorney Burnham “Hod” Greeley.

The award will be presented in February at the American Bar Association’s meeting in Los Angeles.

The Annenberg Foundation Trust at Sunnylands is administered by the Annenberg Public Policy Center at Penn. Both videos are online at www.annenbergclassroom.org, another Annenberg Foundation Trust at Sunnylands project. The online versions are available in 14 languages.

The first video, A Conversation on the Constitution: Judicial Independence, filmed in 2006 at the Supreme Court with members of the court, was distributed to nearly 65,000 public high schools, libraries, law school deans and educators to mark the observance of Constitution Day 2006.

The second, The Constitution Project: An Independent Judiciary, details the legal disputes surrounding the court-ordered integration of Little Rock’s Central High School in 1956 and the refusal of President Andrew Jackson to uphold the 1832 Supreme Court decision barring removal of the Cherokees from tribal lands in Georgia. The video was disseminated to 27,000 public schools, teachers and libraries for Constitution Day 2007.

CIA University’s Board of Visitors: Mr. Lynch

Mr. Doug Lynch, vice dean in the Graduate School of Education, has been appointed to the CIA University’s Board of Visitors. He was elected for “his creativity and ability to bring a unique perspective to business and education, and his strength in solving unusual learning problems.” Mr. Lynch developed and delivered all of the ethics, finance and legal training to Worldcom employees—and for the New York Fire Department after 9/11.

Top Ph.D. Program: Annenberg

Penn’s Annenberg School for Communication was rated the number one PhD program in the country in terms of academic productivity. In the annual Faculty Scholarly Productivity Index measured by the independent agency Academic Analytics, the school dominated overall in terms of Communication and Communication Studies, and ranked number one in three out of five key measurements—Books per Faculty, Percentage of Faculty with a Journal Publication, and Percentage of Faculty with a Journal Publication cited by another work. The rankings were reported in the November 16 edition of The Chronicle of Higher Education.

International Communication Association: Dr. Zelizer

Dr. Barbie Zelizer, the Raymond Williams Professor of Communication at the Annenberg School for Communication, has been named President-Elect-Select of the International Communication Association. Dr. Zelizer’s term will begin in 2008 and she will be on the leadership board for five years on a rotating cycle.

American Chemical Society Awards: Drs. Bode, DeGrado & Klein

Department of Chemistry faculty members Dr. Jeffrey Bode, Dr. William De Grado and Dr. Michael Klein won 2008 American Chemical Society National Awards. Dr. Bode, associate professor of chemistry, received an Arthur C. Cope Scholar Award, which is intended to recognize and encourage outstanding achievements in the field of organic chemistry. He is a specialist in synthetic organic and bioorganic chemistry.

Dr. DeGrado, adjunct professor of chemistry and George W. Raiziss Professor of Biochemistry and Biophysics in the School of Medicine, received the Ralph F. Hirschmann Award in Peptide Chemistry. This award recognizes and encourages outstanding achievements in the chemistry, biochemistry and biophysics of peptides.

Dr. Klein, the Hepburn Professor of Physical Science, won the Peter Debye Award in recognition of his research in physical chemistry.

Founded in 1876, the American Chemical Society is the world’s largest scientific society and is the premier professional organization for chemists, chemical engineers and related professionals around the globe.
At the October 24 Council meeting, the first part of the State of the University was presented: President Amy Gutmann gave the Report of the President (Almanac October 30, 2007), which included comments by Vice President for Development and Alumni Relations John Zeller on the University’s $3.5 Billion Campaign, Making History, and by Executive Vice President Craig Curnuori on Penn Connects, the campus development plan.

At the November 14 Council meeting—the last of the semester—Provost Ron Daniels spoke about Penn’s Diversity and Internationalization initiatives.

**Provost Ronald J. Daniels**

I’m fond of referring to Penn as a traffic hub—something like a Grand Central Station of knowledge. We draw the best students and faculty to our campus, and at the same time, we send Penn citizens out into the world to gain knowledge and translate what they know into practice. In the Penn hub, institutional values come together as well, reinforcing each other and building toward a common mission. To that end, I’m delighted to discuss Penn’s latest diversity and international initiatives. Together, these priorities mutually reinforce each other while enhancing the range and reach of the Penn ethos, allowing us to provide the best experience for our students in Philadelphia while exporting the best of Penn to the world.

**Diversity**

We are working on a number of projects to create an even more welcoming and inclusive culture for all members of our community. We are doing this because it is the right thing to do, because enhancing our diversity is vital to the future success of our university, and because educational institutions have an extraordinary capacity—and responsibility—to lead their larger societies towards a more just and open culture.

Our new Associate Provost for Faculty Affairs, Vincent Price, is heading up our efforts on the faculty side. During the past year, the Office of the Provost has sponsored workshops for deans and department chairs on best practices in faculty recruitment, retention, and promotion. We’ve commissioned expert surveys of the literature on unconscious bias and mentoring across difference, which we’re sharing with the deans and department chairs, and this semester, we’ll publish a follow-up to the 2005 Minority Equity Report, which will report on our progress on faculty diversity.

On the student side, we’ll soon appoint an Associate Vice Provost for Access and Academic Support Initiatives. This person will report to the Vice Provost for University Life, Dr. Valerie Cade, and will, in consultation with a new faculty advisory group that will be headed by Associate Provost Andy Bimis, provide focused leadership for major institutional access, pipeline, and retention initiatives for Penn students at all levels.

The new AVP will lead our work with peer schools to increase the pipeline of future graduate students and faculty from underrepresented groups to ensure we’re not simply spinning our wheels against a fixed pool of candidates. To that end, we will continue to support a number of critical programs to increase the inclusion of under-represented minorities in academic professions. These include the McNair Scholars Program, Fontaine Fellowships for graduate students, the Leadership Alliance Program, PREP, the National Physical Sciences Consortium, National Name Exchange, and the NSF/AMP Louis Stokes Alliance for Minority Participation.

Finally, for the second consecutive year, we have sponsored a Summer Mentorship Program for high school students, in partnership with the School District of Philadelphia. We received 415 applications from tenth and eleventh grade students for 61 spots at the Dental Medicine, Engineering, Law, Medicine, and Nursing schools. Priority was given to students from groups traditionally underrepresented in higher education, including those from lower income families and those seeking to be the first in their families to attend college.

**Internationalization**

The Penn education is a global education. No student should leave this campus without a meaningful understanding of global society: its complexities, its contradictions, its homogeneity, and its differences. The acquisition and application of this knowledge is the work of a lifetime, permeating all fields of endeavor from the arts and sciences to business, law, health care, and engineering. Global knowledge is human knowledge, and it affects humans on every scale in every corner of the world, from West Philadelphia to East Timor. There is a reason we talk about local and global missions together—they are connected by the transmission of ideas, and also by a common ethos.

A major internationalization initiative for this year centers on global health. This is an area in which Penn can make great strides in setting a global agenda, bringing together our strengths in areas as diverse as genomics, informatics, community-based research, communication, policy, and law.

I was delighted to announce at the start of the semester that we were able to enlist Dr. Brian Strom to help us coordinate our university-wide efforts around global health, in the newly created position of Senior Advisor to the Provost for Global Health Initiatives. Dr. Strom will work closely with me, the President, and our senior leadership team to expand, implement, and coordinate the University’s global health initiatives. We’re thrilled to have his expertise at our disposal.

On a similar note, Dr. Harvey Friedman is now Director of the Botswana-Penn Partnership, working closely with us on Penn’s significant initiatives in Botswana. In deepening our relationship with the university there, he will also serve as Deputy Dean for Academic Development at the University of Botswana Medical School. Dr. Friedman has successfully raised a significant capital gift from a private foundation, and is now working to secure remaining funding for a new clinic building that will increase our capacity to provide treatment, patient care, and research on HIV/AIDS in that region.

The Botswana program has been a stellar model for what we can achieve not just internationally, but also in the United States. It is a critical region to which we’re bringing the best of Penn, enhancing the educational, cultural, and research opportunities for students and faculty in return. With this model in mind, we are enhancing our work in the Katrina-affected regions through projects coordinated by Dr. Genie Birch, Dean Richard Gelles, and Dr. John Dilulio. As clear plans take shape, we will be bringing them to the attention of faculty and students.

I also want to point out that the Botswana and Gulf Coast projects are inherently reinforced by the work we do locally. For instance, Nursing Professor Loretta Sweet Jenmott’s NIH-funded AIDS work in Botswana builds on work she has been doing to prevent HIV transmission among adolescents of color in Philadelphia. The same is true for many of the problems we’re working on around the world. Take urbanization for example. As the developing world builds modern cities and economies, the lessons, experiences, and challenges that we’ve had in Philadelphia become strikingly relevant.

With all the exciting work we’re doing around the world, we have to ensure that our students get to make the most of these new and established opportunities. Penn Abroad is a critical component of Penn’s commitment to “global engagement”—in fact, I think many of us regard it as indispensable to that effort.

We’re affirming our belief in immersing, stimulating overseas experiences, and we’ll be reviewing programs to ensure that they’re as challenging and rewarding as we hope they will be. We’re setting up a faculty advisory group with the mandate to establish clear criteria by which we will measure and evaluate our undergraduate student exchange programs. This will be instrumental in helping us to decide which programs to initiate, maintain, or enhance. Ultimately, we’re seeking to ensure that Penn undergraduates have the best array of exchange opportunities available. We’re also looking for better measures of the student experience abroad as well as the student and faculty experience through ISSS (International Student and Scholar Services) to ensure constant improvements in the delivery of services.

In closing, I hope you will see that our diversity and international initiatives, which the President has also talked about on many occasions and which are vitally important to all of us, are mutually reinforcing and equally vital to our mission to send the best of Penn to the world while bringing the best of the world to Penn. Together, they reflect an ambitious agenda for the 21st century and the ideal of Penn serving as the “Grand Central Station of knowledge.”
Mental Health Issues & Employee Assistance Program

CAPS
At the November 14 University Council meeting, after the presentation by Provost Ron Daniels on the State of the University, there was a discussion of mental health issues and services available on campus to deal with them. The first to present was Dr. Ilene Rosenstein, director of Counseling and Psychological Services (CAPS). She discussed how Penn responds to mental health emergencies, noting that it is not uncommon for CAPS to deal with several such emergencies almost daily. There are also others on campus who intervene as well, in certain circumstances, including Patricia Brennan at Special Services in Public Safety and Sharon Smith at Student Intervention Services. However, Dr. Rosenstein noted that 95 percent of the cases handled by CAPS—a department of University Life that offers free and confidential professional services to undergraduate, graduate and professional students—are routine, and not emergency situations. Dr. Rosenstein said that prevention is the key to avoiding such emergencies. She gave Council members two brochures: one is a guide for Penn Students—How to Help a Friend; the other is a guide for Faculty and Staff—What Can I Do? Helping a Student in Distress.

CAPS can be reached at (215) 898-7333 between 9 a.m. and 5 p.m. and after hours there is a clinician on call at (215) 349-5490.

Rules Governing Final Examinations

1. No instructor may hold a final examination nor require the submission of a take-home final exam except during the period in which final examinations are scheduled; when necessary, exceptions to this policy may be granted in the case of postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam. If a take-home final exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

3. Examinations that are postponed because of illness, a death in the family, for religious observance, or some other unusual event, may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their Dean’s office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

4. Examinations that are postponed because of illness, a death in the family, for religious observance, or some other unusual event, may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their Dean’s office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate dean.

6. No instructor may change the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate dean.

7. No classes (excluding review sessions) may be held during the reading period.

8. The first examination of the day begins at 9 a.m. and the last examination concludes by 8 p.m. There will be one hour between exam time blocks.

9. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should have access only to his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

10. Students may not be asked for their Social Security Numbers. Instructors may not publicly display a student’s Penn ID or any portion of the Social Security Number, nor use name, initials, or any personally identifiable information to post grades. Even when an identifier is masked or absent, grades may not be possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should have access only to his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

Employee Assistance Program

Marilyn Kraut, director of Quality of Worklife Programs, Human Resources, discussed the services available to full- and part-time faculty and staff and their immediate family members through Penn’s Employee Assistance Program (EAP). The EAP is free and confidential, with one-on-one therapy with licensed professional therapists and practitioners, either on campus or in one of the network offices throughout the tri-state area. Their help is available for short-term behavioral health issues (see 4 and 4 below). Faculty and staff can call the EAP for stress about life changes, personal life challenges, loss and bereavement, addiction and substance abuse issues or general anxiety or depression. Penn’s EAP provides managers and supervisors with workplace support for disruptive behavior, possible substance abuse by staff, workplace incidents, or death of a colleague. They can provide suggestions on how to approach staff constructively. They work in collaboration with Human Resources, CAPS and Public Safety. Ms. Kraut said that approximately five percent of Penn’s faculty and staff use these services per year, with the majority attending informational sessions on well-being and behavioral health.

President Amy Gutmann urged the UA, the Council members and others to spread the word of the availability of all these services.

Penn Children’s Center Expansion Complete
The expansion of Penn’s Children’s Center is now complete. The Center received approval from the Pennsylvania Department of Public Welfare’s Office of Child Development in August to open five additional classrooms including two infant, two toddler and one preschool. This fall, the Center began welcoming 54 new children, bringing the total number of children enrolled to around 174. The Center has also hired nine additional staff, bringing the total number of teachers to 26 full-time and 45 part-time.

As it welcomed new students, the Center also introduced other enhancements including additional parking spaces, increased internal security and expanded operating hours.

The project, which began last January, was initiated in response to surveys (Almanac, November 7, 2006) and other feedback which indicated that there was a real need for more child care services in the Penn community.

The Center serves children ages three months to five years. Located on campus, Penn Children’s Center is one of the few centers in the area accredited by the National Association for the Education of Young Children (NAEYC). Enrollment is open to all members of the University and surrounding communities, but preference is given to Penn faculty, staff and students. For information: (215) 898-5268 or online at www.upenn.edu/childcare.

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Sign up to receive e-mail notification when we post breaking news between issues. Send an e-mail to listserv@lists.upenn.edu with “subscribe e-almanac <your full name>” in the body of the message. —Ed.
Human Resources: Upcoming Programs

Nutrition 101: From A to Zinc

If you’re like most people, you have plenty of questions about nutrition: What should I eat before and after a workout? How can I choose smarter, healthier foods at the grocery store or in a restaurant? Which vitamins should I be taking, if any? Get answers to these questions and more when you join Human Resources for the wellness series Nutrition 101: From A to Zinc. For information about the workshops included in this series and to register, visit www.hr.upenn.edu/quality/wellness/workshops.asp or contact Human Resources at (215) 898-5116 or suzsmith@hr.upenn.edu.

Taking Charge of Your Children’s Health and Nutrition
December 6; noon–1 p.m.; free. Getting kids to eat a nutritious and balanced diet is easier said than done. Perhaps you have a child who is a picky eater, has food allergies, or is a “junk food junkie.” Get the answers you need to ensure that your children are eating the kind of varied diet that will help them lead a healthy life. You should leave the workshop feeling confident in your ability to lead your child down the road to healthy, nutritious foods and good lifelong eating habits. This workshop is led by Dr. Lisa Hark, director of the Nutrition Education and Prevention Program at Penn’s School of Medicine, and former host of TLC’s hit series Honey We’re Killing the Kids.

Professional and Personal Development

Improve your skills and get ahead in your career by taking advantage of the many development opportunities provided by Human Resources. You can pre-register for workshops by visiting the online Course Catalog at www.hr.upenn.edu (click “Course Catalog” at the top of the page), or by contacting Learning and Education at (215) 898-3400.

Brown Bag Matinee—Managing Stress
December 5; noon–1 p.m.; free. Every one of us deals with stress in our lives, especially in today’s fast-moving workplace. This video presentation helps the viewer to become more aware of alternative means of coping with tension-inducing events. Discover positive techniques to alleviate stress, improve communication with coworkers, and tone down personal emotional reactions to stressful situations.

Career Focus Brown Bag—Negotiating a Salary
December 14; noon–1 p.m.; free. Have questions about moving up to your next job within Penn or elsewhere? Learn how to communicate your salary requirements effectively, and how to identify other important factors when considering a job offer. Leaving a position to avoid a “salary cliff” is always importing. This video will also talk about giving notice, wrapping up and leaving your job in great shape for the incoming staff person.

Work-Life Balance

Dealing with the demands of work and your personal life can be challenging. These free workshops led by experts from Penn’s Employee Assistance Program and Work & Family Benefit provider offer information and support for your personal and professional life challenges. Note that workshops include an optional Q&A from 12:30 to 1 p.m. For information or to pre-register, visit www.hr.upenn.edu/quality/workshop.asp or call (215) 573-2471.

Penn’s Way 2008

Week Six Raffle Winners
Mirko Cortes, Development—Business Services, $10 gift certificate for Houston Market
Tabitha Locke, HUP—Business Services, $10 gift certificate for Houston Market
Frank E. Heilig, IBC—Business Services, $25 gift card from Penn Bookstore (Barnes and Noble)
Paul D. Sehnert, Institutional Real Estate—Lucky Strike Lanes, Strike Zone package for eight children
Jane Slaterbeek, Pennsylvania Hospital—National Constitution Center, four complimentary passes for admission
Allen J. Schwab, HUP—Independence Seaport Museum, family four pack of admission tickets
Gina M. Renzi, The Rotunda—Joseph Anthony’s Salon, gift certificate for five sessions of tanning
Scott Baker, HUP—Embassy Suites City Center, one night stay for two with breakfast
Christine Mathews, Presbyterian Medical Center—Dr. Watson’s Fish Cert. dinner for two
Michelle Price, Presbyterian Medical Center—Logan House, $50 gift certificate
Debra Mille, Pennsylvania Hospital—Athletics, Men’s Basketball 2/15 vs. Brown (4 tickets)
Gina M. Renzi, The Rotunda—HUP—McCormick and Schmick’s, $50 gift certificate
Angela Anderson, HUP—Penn’s Way, iPod Shuffle 1GB

Grand Prize winners will be published in the December 4 issue. Winners should contact Rob Eich at reichr@publicsafety.upenn.edu or (215) 898-4843 to arrange for prize pick-up.

—Rob Eich, Penn’s Way Campaign

Volunteer Opportunities

Do you have one hour to spare each week? Volunteer for “Guiding Youth to Careers.” Help guide a high school senior through the college admissions process. Tuesdays, Wednesdays or Thursdays, now through April.

The Educational Opportunity Center (EOC) would love to have volunteer math and English grammar coaches for adults living in West Philadelphia who would like to enter college. 220 South 40th Street/Suite 260, (just a few doors down from Smokey Joe’s, between Ben & Jerry’s and the Last Word book store). Times: Wednesdays 3:30-6 p.m. and, possibly, Saturdays 11 a.m.-3 p.m.

One Step Ahead

Security & Privacy Made Simple

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

The Right Thing to Do When You Think Something is Wrong
Penn has established standards of stewardship and ethical behavior that affect all areas of the University. These basic expectations for the Penn community have been articulated in ten Principles of Responsible Conduct, which can be viewed at www.upenn.edu/audit/oacp_principles.htm. The Principles include, for example, maintaining confidentiality, respecting others in the workplace, complying with laws, regulations and policies, and avoiding conflict of interest. If you become aware of behavior that you think may violate established standards of conduct, what should you do?

The answer to this question is simple. Penn’s Office of Audit, Compliance and Privacy has established a Confidential Report and Help Line: 1-888-PENN-TIPS. The Reporting and Help Line is a resource for all University staff, students and faculty to call anytime for assistance with questions, policies or procedures, or to report suspected incidences of non-compliance. Individual’s are permitted to make reports anonymously, or they may identify themselves and request confidentiality about their identity as the inquiry goes forward. In most cases, requests for confidentiality can be honored; a compliance specialist can explain the limits on confidentiality for callers who are concerned.

Using the Ben Tips Confidential Reporting and Help Line is also simple. A compliance specialist will answer the Line between 8:30 a.m. and 5:30 p.m., Monday through Friday. At any other time, callers are invited to leave a message. Your name is not required, as noted above, and the Reporting and Help Line does not have a caller ID feature. All questions and concerns are welcome, and no action will be taken against anyone for reporting information in good faith to the Reporting and Help Line. The Office of Audit, Compliance and Privacy will respond to all questions and will facilitate any required action.

For additional information about Penn’s Office of Audit, Compliance and Privacy visit www.upenn.edu/audit.

For additional tips, see the One Step Ahead link on the Information Security website: www.upenn.edu/computing/security.

Do Something Good: Become a Mentor
Join Penn VIPS WorkPlace Mentoring Program and mentor a 6th grade student from Shaw Middle School. The program will operate from January to May and only requires a commitment of a few hours once a month. All meetings are held on Penn’s campus.

Overbrook High School is in need of a 18” x 18” screen or canvass for their newly refurbished auditorium. If you have a screen or canvass and/or know of someone who would like to donate one, please contact Isabel Mapp.

See the December AT PENN calendar for additional volunteer opportunities.

Dear Penn Community,

These opportunities are developed from the many requests we get from the surrounding community. For information and/or to volunteer for these programs, call me at (215) 898-2020 or e-mail sammapp@pobox.upenn.edu.

If you are replacing used equipment, materials or furniture that are still viable, please consider donating it to our surrounding community. Send me an e-mail at sammapp@pobox.upenn.edu and I will share the information with our community partners.

—Isabel Mapp, Associate Director, Penn VIPS, Netter Center for Community Partnerships

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**TALKS**

29 Spectral Visualities in Karachi’s Public Sphere: Ittikhar Dadi, Cornell University; noon; rm. 816, Williams Hall (South Asia Center).

**The City as Canvas: Five Exemplary Artists and Bombay: 1945-1965;** Beth Citron, history of art; 3:30 p.m.; Rich Seminar Room, Jaffe Bldg. (History of Art).

**Deadlines:** Submissions for the Update are due every Monday for the following Tuesday’s issue. The deadline for the January AT PENN is Tuesday, December 18. For information see www.upenn.edu/almanac/calendar/caldead-real.html.

**Ed. Note:** Almanac will not be published on Tuesday, November 27. Almanac will resume weekly publication on Tuesday, December 4 and will publish through Tuesday, December 18. After the Winter Break, Almanac will commence publishing for the Spring Semester on Tuesday, January 15, 2008.

**Thanksgiving:** Recognized Holiday

Thanksgiving is a recognized holiday, observed by Penn on Thursday and Friday, November 22-23. No classes are held either day.

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**For Faculty, Staff, & Graduate Students**

Receive free meals at Penn Dining Restaurants. Purchase $50 in Dining Dollar$ and receive two free meal swipes! Purchase $100 in Dining Dollar$ and receive four free meal swipes! Purchase $150 in Dining Dollar$ and receive six free meal swipes! Check out the new Penn Dining locations that accept Dining Dollar$.

- Einstein Bros. Bagels in Houston Market
- Farmers’ Market on Locust Walk
- Jamba Juice in the Shops of 1920 Commons
  Use Your free meal Swipes at:
  - 1920 Commons, 3800 Locust Walk
  - Hill College House, 3333 Walnut Street
  - King’s Court English House, 3465 Sansom St.
  - McCrindle Express, 3700 Spruce Street

Feeling Generous? Give one free Meal Swipe to a friend. Purchase your Dining Dollar$ today. www.upenn.edu/dining or (215) 898-7585. Offer only applies to graduates students, faculty, and staff. Valid through November 30, 2007.

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**For Sale**


Submissions for classified ads are due every Tuesday. For information call (215) 898-5274 or visit www.upenn.edu/almanac/faqs.html#ad.

Almanac is not responsible for contents of classified ad material.
Relevancy, Organization and Passion in Teaching

Thomas A.V. Cassel

I am one of a few Full Practice Professors within the Associated Faculty at Penn. Among the qualifications for this untenured, five-year renewable appointment are “a high level of educational achievement and relevant practice experience.” Prior to accepting SEAS Dean Eduardo Glandt’s offer to launch Penn’s Engineering Entrepreneurship Program in 1999, my “relevant practice experience” was gained over 20 years as the founder and leader of a pioneering venture in the then-nascent independent electric power industry. It was a challenging, often turbulent, and ultimately successful journey. Much of the experiential knowledge acquired during that journey has, I believe, contributed to my apparent success in the classroom in terms of both the substance and delivery of course content.

In preparing to write this article, I spoke with course graduates and reviewed an eight-year stack of course evaluation forms. Evident from my students’ comments is a recurring appreciation for a course’s relevancy, organization and passion.

Relevancy. Consistent with Ben Franklin’s vision for Penn as a school in which students would learn “everything that is useful and everything that is ornamental,” a frequent comment from students in both my engineering entrepreneurship and economics classes relates to their perception of the courses’ relevancy. They remark about concepts, skills and knowledge that are “useful” and “applicable in real world situations” at a professional level, and about “using lessons learned in all aspects of life” at a personal level. A student who graduated seven years ago writes, “So many of the concepts and ideas that I learned in class have manifest themselves on a professional level throughout my experiences at work. But so many more have crystallized in my everyday life.”

Related to my students’ (and Dr. Franklin’s) appreciation for relevance, is an article published last spring by Augier and March which addresses relevancy in terms of experiential knowledge and in terms of academic knowledge. The article speaks of an enduring tension in engineering, business, law and other professional schools between experiential knowledge and academic knowledge. I have been party to a number of discussions at Penn about these two points of view. Experiential knowledge, as described by Augier and March, is “derived from practical experience in the field, stored in the wisdom of experienced practitioners and communicated by them. Its hallmark is direct and immediate relevance to practice.” Academic knowledge, on the other hand, is “derived from scholarship. It is stored in the theories of academics and is communicated by them. Its hallmarks are an abstraction from practice, which it looks to improve not so much through diffusion of ‘best practice’ as through changes in fundamental knowledge.” Advocates of academic knowledge see the immediate relevance of experiential knowledge as being limiting and myopic. Notwithstanding this century-old dispute, Augier and March’s research ultimately finds little or no dissent among scholars and practitioners alike from the desirability to integrate the two.

Though my appointment would appear to lean decidedly toward the relevance of practice experience, the construction of my courses seeks to integrate experiential and academic knowledge. Indeed, the two complement each other. Homework assignments and classroom content typically examine a pertinent analytical model or concept drawn from scholarly journals, and then apply this academic knowledge to an experiential case study. Classroom choreography intertwines both lecture format and a Socratic approach to catalyze student participation in discussions. As one student commented, “Opportunities to voice an opinion encouraged me to think in class instead of being a passive note-taker.” Students also enjoy the color of an occasional anecdotal sidebar drawn from my personal “real world” experience in the trenches of entrepreneurial warfare.

Our engineering entrepreneurship courses are often viewed as a capstone to an engineering degree. As illustrated by Byers, this complementary relationship resembles a “T” in which the depth of theoretical knowledge acquired in a major discipline undergirds the breadth of knowledge—experiential and academic—in our entrepreneurship courses. The goal of such courses is to prepare students to seize an entrepreneurial opportunity rooted in their technological expertise.

Organization. Just as teachers recognize students’ preparation for each class, students recognize a teacher’s efforts to organize a course and plan each class. Prior to launching our first entrepreneurship course in 1999, months were devoted to curriculum development. A number of Penn’s peer institutions (e.g., Stanford, Cornell and Princeton) had recently initiated similar courses in their engineering schools. Student response had been overwhelmingly positive. Interviews with faculty at these schools and at Penn provided suggestions regarding content and methods of delivery. More suggestions came from practitioners in the venture capital, entrepreneurial and legal professions. Hours were spent studying case method pedagogy, and then interviewing and observing seasoned faculty at Penn and Harvard. The resulting product, which remains a work in progress eight years later, receives high ratings from Penn students. My colleague Jeffrey Babin, a fellow engineering entrepreneurship instructor, and I continually look to update this product by exploring journals, newspapers and on-line repositories, by comparing notes with other faculty, and by seeking ideas from practitioners. The interest taken, and the time and energy spent, in organizing the course are apparent to our students. This, in turn, motivates them to fulfill part of the contract and prepare diligently for each class session. As in a company environment, this culture trickles down from leadership example and defines the norms of appropriate behavior by all parties involved in the course.

Passion. Teaching at Penn is an honor and a privilege. The opportunity to work with faculty colleagues and students at this exceptional university is energizing. Having a passionate attitude toward the teaching role, as well as toward the material being taught, is, no doubt, a common trait shared by all effective teachers. This interest and passion is quickly recognized by the students, and it is infectious. Students remark that “enthusiasm is clearly evident in lectures” which, in turn, “stimulates student interest” and “makes a significant difference in the experience.” Experiential and academic sources concur that a leader’s passion attracts and inspires others to follow. Passion is an intrinsic motivator for success. Students want to learn, not so much for the extrinsic purpose of a grade, but to satisfy an inner enthusiasm for knowledge. This infectiousness of passion begins with the instructor and becomes ingrained in the culture of the course.

Perceptions of relevancy, organization and passion are important to our students. When embraced by the teacher, these cultural elements appear to contribute to an effective and stimulating classroom environment. Of course, none of this apparent success would be possible without the support of a visionary dean, suggestions from faculty colleagues and practitioners, and assistance from staff and a cadre of exceptional TAs and graders. My thanks to each of you.


Dr. Thomas A.V. Cassel is a Practice Professor in the School of Engineering and Applied Science. He is the 2007 Provost’s Award winner, the 2003 recipient of the S. Reid Warren, Jr. Award for Outstanding Professor and Intellectual Mentor in SEAS, and the 2007 Ford Motor Company Award winner for faculty advising in SEAS.

This essay continues 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.

TALK ABOUT TEACHING AND LEARNING

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