

# UNIVERSITY OF PENNSYLVANIA *Almanac*

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## \$10 Million from NIH Common Fund to Penn Researchers for Innovative Research on Single Cells

Dr. James Eberwine, Elmer Holmes Bobst Professor of Pharmacology in Penn's Perelman School of Medicine, and Dr. Junhyong Kim, Edmund J. and Louise W. Kahn Professor of Biology in Penn's School of Arts & Sciences, will be studying how messenger RNA (mRNA) molecules vary in their function in individual cells with a five-year, \$10 million grant from the National Institutes of Health (NIH). Their award is supported by the NIH Common Fund and is part of three initiatives of the Single Cell Analysis Program (SCAP). Drs. Eberwine and Kim are also co-directors of the Penn Genomic Frontiers Institute.

The goal of the Penn grant is to characterize the variability in identity and abundance of RNA molecules that are transcribed from the genome of human neurons and heart cells. These are the so-called excitable cells, those that use bioelectricity for communication and everyday functions. Many human nervous system diseases derive from changes in electrical responsiveness of neurons and heart arrhythmias account for many heart-related deaths.

There are considerable cell-to-cell differences in function associated with normal environmental stimuli and in dysfunction associated with disease in excitable cells. This is likely involved in why cells respond differently to such stimuli as drugs and disease proteins. Understanding this variation may provide insights into how cells respond individually and in coordinated groups to aging and disease challenges.



James Eberwine



Junhyong Kim

The Penn team proposes to look at the extent of single-cell variation for the entire transcriptome of different excitable cell types and also for a subset of mRNAs that encode therapeutically important molecules called G protein-coupled receptors.

They will combine key technologies developed in the Eberwine and Kim labs to approach single-cell variation. The Eberwine lab developed the methods for single-cell mRNA analysis including a novel functional genomics technology called Transcriptome Induced Phenotype Remodeling, or TlPeR, to manipulate the mRNA of excitable cells. TlPeR uses RNA populations to direct the DNA in the host nucleus to change the cell's RNA populations to that of a destination cell type, which in turn changes the

phenotype of the cell by resulting in the expression of different genes.

The Eberwine lab was the first to develop such RNA reprogramming technologies. There are about 100,000 mRNA molecules in a neuron at any one time. TlPeR permits all or a fraction of these mRNAs to be moved between live cells where they will modify recipient cell function in ways that can be analyzed.

The Kim lab developed novel computational analysis tools and systems-biology models for analyzing single cell variation. These include new algorithms and statistical methods for characterizing RNA sequencing data from single cells and a systems-biology model that frames RNA population of cells as dynamic systems with key functional constraints defining allowable variability of different cell types and how they change with a cell's microenvironment. The two labs have been working together for the past six years, integrating state-of-the-art molecular biology, neuroscience and computational biology.

This is an interdisciplinary effort requiring the expertise of clinical and basic scientists, including neurosurgeons and cardiologists. Co-investigators involved in this project include Drs. Sean Grady, Charles Harrison Frazier Professor and chairman of neurosurgery at the Perelman School of Medicine; Jai-Yoon Sul, assistant professor of pharmacology; Tamas Bartfai, the Scripps Research Institute; and Bernhard Kuhn, assistant professor of pediatrics, Boston Children's Hospital.

Single cell analysis emerged as an important field of research after new technologies with improved sensitivity made it possible to measure cell-to-cell differences in living organisms and correlate the variation with changes in biological function and disease processes.

By profiling individual cells, researchers can identify rare cell types as well as alterations in the health or condition of specific cells that may relate to functional changes and to determine the influence of cellular organization and environment on such cells and states. The long-term goal of the SCAP is to accelerate the move towards personalizing health to the cellular level by understanding the link between cell variation, tissue and organ function and emergence of disease.

Overall, the NIH aims to accelerate the development and application of single cell analysis across a variety of fields. The goal is to understand what makes individual cells unique and

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## Penn Medicine's New Advanced Care Hospital Pavilion and Trauma Center at Penn Presbyterian Medical Center

Penn Medicine recently announced plans to begin the second part of an expansion project that will transform and modernize the advanced care services provided at the Penn Presbyterian Medical Center (PPMC) campus. In addition to the recently announced Penn Center for Specialty Care (*Almanac* October 2, 2012), the new Advanced Care Hospital Pavilion will provide the infrastructure and programmatic support needed for PPMC to become Penn Medicine's Level-I Regional Resource Trauma Center. With the completion of the expansion project—slated for January 2015—the Trauma Center at Penn Medicine will transfer from its current base of operations at the Hospital of the University of Pennsylvania (HUP) to Penn Presbyterian Medical Center.

"This project will provide the PPMC campus with the facilities and clinical programs to better serve Philadelphia and adjoining communities as a tertiary center while significantly increasing Penn Medicine's overall care capacity," said Michele Volpe, CEO, Penn Presbyterian Medical Center. "We look forward to partnering with local community groups and are thrilled to have the enthusiastic support of everyone involved. Working together to accommodate construction and relocation of programs will help us to cre-

ate a seamless transition while maintaining the highest standards of patient care for which we are known."

The new 178,000 square foot advanced care pavilion building will feature overall upgrades and enhanced capacity for emergency, surgical, trauma and critical care patients at PPMC. This will be coupled with a second helipad, ensuring rapid access to state-of-the-art resources for all critically ill patients. The project also includes an expansion and significant renovations to the current structure.

Renovations will upgrade the capacity and efficiency of the emergency and radiology departments. In addition to more emergency bay and operating room capacity, a new state-of-the-art trauma resuscitation area will be dedicated to the evaluation and stabilization of critically injured patients. The project will also facilitate improvements in centralizing patient flow. A new concourse will be created to provide a location for family, patients and staff to gather, and provide an exceptional thoroughfare for way-finding. The exterior of the PPMC campus will also be developed to feature a landscaped green space in the 38th Street courtyard to provide an additional aesthetic element to the PPMC campus and the surrounding community.

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## SENATE From the Senate Office

The following agenda is published in accordance with the Faculty Senate Rules. Any member of the standing faculty may attend SEC meetings and observe. Questions may be directed to Sue White, executive assistant to the Senate Office either by telephone at (215) 898-6943 or by email at senate@pobox.upenn.edu

### Faculty Senate Executive Committee Agenda Room 205 College Hall Wednesday, December 12, 2012 3-5 p.m.

1. Approval of the Minutes of November 7, 2012 (2 minutes)
2. Chair's Report (5 minutes)
3. Past-Chair's Report (3 minutes)
4. Strategic Plan for Global Initiatives (30 minutes)  
Vice Provost for Global Affairs, Zeke Emanuel
5. Discuss the Ad Hoc Sabbatical Committee Report (45 minutes)  
Chair of Ad Hoc Sabbatical Committee, Tom Sollecito
6. New Business

## SENATE From the Senate Chair

TO: Members of the Faculty Senate  
FROM: Susan Margulies, Chair

### Senate Nominating Committee for 2013

1. In accordance with the requirements of the Faculty Senate Bylaws, notice is given to the Senate membership of the Senate Executive Committee's nine-member slate of nominees for the Nominating Committee for 2013. The Nominating Committee nominates candidates for election to the Offices of the Faculty Senate, to the At-Large and Assistant Professor positions on the Senate Executive Committee, and to the Senate Committee on the Economic Status of the Faculty, and the Senate Committee on Academic Freedom and Responsibility. The nine nominees, all of whom have agreed to serve, are:

Elisabeth Barton (Associate Professor, School of Dental Medicine)  
Nancy Bonini (Professor, School of Arts & Sciences/Biology)  
Chenoa Flippen (Assistant Professor, School of Arts & Sciences/Sociology)  
Joshua Klein (Professor, School of Arts & Sciences/Physics and Astronomy)  
Mitch Marcus (Professor, School of Engineering & Applied Science)  
Daniel Raff (Associate Professor, Wharton)  
Theresa Richmond (Associate Professor, School of Nursing)  
Orkan Telhan (Assistant Professor, School of Design)  
Andrew Tsourkas (Associate Professor, School of Engineering & Applied Science)

2. Pursuant to the Bylaws, additional nominations may be submitted by petition containing at least 25 signed names and the signed approval of the candidate. All such petitions must be received by *December 4, 2012*. If no additional nominations are received, the slate nominated by the Executive Committee will be declared elected. If additional nominations are received, a mail ballot will be distributed to the Faculty Senate membership. Please forward any nominations by petition via intramural mail to the Faculty Senate, Box 9 College Hall/6303. Please forward any questions to Susan White by email at [senate@pobox.upenn.edu](mailto:senate@pobox.upenn.edu) or by telephone at (215) 898-6943.

### \$10 Million from NIH to Penn Researchers for Innovative Research on Single Cells

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to pave the way for medical treatments that are based on disease mechanisms at the cellular level.

"The development of new technologies that can detect differences between individual cells within the same tissue is crucial to our understanding of a wide variety of diseases," said Dr. Francis S. Collins, NIH director. "This Common Fund Program is an excellent example of how the NIH can accelerate the pace of biomedical discovery."

The Single Cell Analysis Program will fund three research centers that will work together to identify patterns of gene expression in individual human cells within a variety of tissues including the brain, heart, placenta and olfactory system. The goal is to reveal previously undetectable differences in the molecular composition of individual cells; this will offer a new way to categorize cells using a genetic signature. The funded groups will be managed as an integrated network to maximize collaboration. All data and protocols will be made available to the research community.

For a description of the funded grants as well as information about the Single Cell Analysis Program, visit <http://commonfund.nih.gov/singlecell/>

The Single Cell Analysis Program is funded through the Common Fund and managed by the NIH Office of the Director in partnership with the National Institute of Biomedical Imaging and Biotechnology (NIBIB) and National Institute of Mental Health (NIMH), both part of NIH.

## COUNCIL

From the Office of the Secretary

### University Council Meeting Agenda

Wednesday, November 28, 2012  
4 p.m.

Bodek Lounge, Houston Hall

- I. Approval of the Minutes of October 31, 2012 (1 minute).
- II. Follow-Up Questions on Status Reports (5 minutes).
- III. A discussion of the use of new media by University Communications. What are we doing? What are their limitations? When are old media methods important? (30 minutes).
- IV. Open Forum (30 minutes).
- V. New Business (5 minutes).
- VI. Adjournment by 5:12 p.m.

### Faculty Advisory Committee for Open Learning Initiatives

Provost Vincent Price and Professor Edward Rock, Senior Advisor to the President and Provost and Director of Open Learning Initiatives, announce the formation of a Faculty Advisory Committee for Open Learning Initiatives. The committee will review and make recommendations on open learning course proposals, offer feedback to the proposers, and provide input on policy issues related to open learning.

The members of the Committee are:

Peter Decherney, Associate Professor of English and Cinema Studies, School of Arts & Sciences (*Chair*)

Regina Austin, William A. Schnader Professor of Law, Law School

Gary Bernstein, Reese W. Flower Professor of Astronomy and Astrophysics, School of Arts & Sciences  
Yale Cohen, Associate Professor of Otorhinolaryngology, Perelman School of Medicine

Al Filreis, Kelly Professor of English, School of Arts & Sciences

David Galligan, Professor of Animal Health Economics, School of Veterinary Medicine

Sarah Kagan, Lucy Walker Honorary Term Professor of Gerontological Nursing, School of Nursing  
Michael Kearns, Professor of Computer and Information Science, School of Engineering & Applied Science

Paul Messaris, Lev Kuleshov Professor of Communication, Annenberg School for Communication

Carol Muller, Professor of Music, School of Arts & Sciences

Allan Pack, John L. Mielot Professor of Medicine, Perelman School of Medicine

Peter Struck, Associate Professor of Classical Studies, School of Arts & Sciences

Christian Terwiesch, Andrew H. Heller Professor and Professor of Operations and Information Management, The Wharton School

Proposals for new Massive Open Online Courses to be offered through the University's partnership with Coursera, beginning in Spring 2013 or later, are currently being accepted through *December 14, 2012*. See the Call for Proposals at: [www.upenn.edu/almanac/volumes/v59/n10/coursera.html](http://www.upenn.edu/almanac/volumes/v59/n10/coursera.html)

\* \* \* \* \*

The Center for Teaching and Learning (CTL) is providing workshops for faculty interested in proposing open learning courses. The next workshop will take place on *November 30*, from 12:30-2 p.m. To register, email CTL at: [ctl-help@sas.upenn.edu](mailto:ctl-help@sas.upenn.edu)

Additional information about Coursera and open learning at Penn is available at:

[www.upenn.edu/provost/openlearning](http://www.upenn.edu/provost/openlearning)

# Honors & Other Things

## GSE Alumni Association Awards

The Penn GSE Education Alumni Association (EAA) honored three of the School's most accomplished graduates with Alumni Awards during Penn's Homecoming Weekend in October.

*Dr. Dawn Elena Pleas-Bailey*, GrEd'07, vice president for student life and special assistant to the president for community engagement at Southwestern College, received The Ethel and Allen "Buddy" Carruth Sustained Leadership in Education Award. This award recognizes significant service to the education community. During Dr. Bailey's tenure, enrollment of African American, Latino and Asian American students has doubled from 10% to 20% and Southwestern College has earned a reputation as a high-quality institution that provides academic and social opportunities to low-income students.

*Dr. Irving Pressley McPhail*, GrEd'76, president & CEO of the National Action Council for Minorities in Engineering, received the Educator of the Year Award. Recipients of this award are dedicated educators who inspire, take risks, use innovative approaches, and serve as role models. Throughout his career, Dr. McPhail has demonstrated commitment to excellence and equity in education for students of color. Dr. McPhail is widely known by his colleagues as a tireless and fearless educator.

*Dr. Francis M. Hult*, GrEd'07, assistant professor of applied linguistics at the University of Texas at San Antonio, received the Recent Alumni/Early Career Award of Merit. This award recognizes an alumnus/alumna who has shown outstanding service to Penn GSE prior to his or her 10th reunion year and who is setting an inspirational example for future alumni. Dr. Hult has had a significant influence on the field of educational linguistics, despite being early in this career.

During Homecoming Weekend, the University of Pennsylvania honored alumni and alumni groups who, through their accomplishments or continued involvement, have brought honor and prestige to Penn.

### *Creative Spirit Award*

*Jennifer Egan*, C'85, won the 2011 Pulitzer for *A Visit From the Goon Squad*, which also earned her the National Book Critics Circle Award for Fiction and the *Los Angeles Times* Book Prize. Also a journalist, she writes frequently for the *New York Times Magazine*, where her 2002 cover story on homeless children received the Carroll Kowal Journalism Award, and her most recent article, "The Bipolar Kid," received a 2009 NAMI Outstanding Media Award for Science and Health Reporting from the National Alliance on Mental Illness.

### *Alumni Awards of Merit*

*Dale Borenstein Bell*, MT'81, who earned her medical-technology degree in 1981, chairs the Penn Alumni Interview Committee of Bergen County, NJ, is president of the Class of 1981, serves on the Class Gift Committee, has co-chaired both her 25th and 30th reunion committees and serves on the Penn Alumni Board of Directors.

*Harve D. Hnatiuk*, EAS'74, is a vice president with Maida Engineering. Quick to point out that he feels a debt to Penn, he is so active an alum that he has been described as "Penn's quiet warrior." He was president of his alumni class for 15 years and continues to serve as vice chair. He is president emeritus of the Alumni Class Leadership Council, chaired the original com-

## Penn Law Alumni Society Awards

On October 24, the Law School honored Penn Law graduates and former faculty for their career achievements, pro bono work, service to the legal profession and service to the School.

The 2012 Penn Law Honorees are:

*Justine F. Andronici*, L'02, received the Young Alumni Award, which honors the professional achievement of an alumnus/a who graduated within the past 10 years.

Former Penn Law faculty member *Sir Nicolas Dusan Bratza*, head of the Penn Law European Society, received the James Wilson Award, for his service to the legal profession.

*Catherine C. Carr*, L'79, received the inaugural Louis H. Pollak Public Service Award, which honors a career of advancing justice through the service of others.

*Ethan D. Fogel*, L'83, received the Howard Lesnick Pro Bono Award for embodying the spirit of the Public Service Program through a sustained commitment to pro bono and/or public service throughout a private sector career.

*Robert L. Friedman*, L'67, received the Distinguished Service Award for his service to the Law School.

*Robert A. Marchman*, L'83, received the Alumni Award of Merit for his professional achievement and service to the Law School.

## Fox Memorial Hockey Game

The 1st Annual Fox Memorial Hockey Game will be held at Penn's Class of 1923 Arena on Saturday, November 24 at 7 p.m. It is in memory of Plymouth Township Police Officer Brad Fox who was killed in the line of duty on September 13, on the eve of his 35th birthday. He had served with the US Marines in Fallujah. For more info, see <http://bradfoxmemorialgame.com>

## Penn's 78th Alumni Award of Merit Gala

mittee that developed the Penn Reunion Leadership Conference and has been on all of his reunion committees.

*Paul Knox Kelly*, C'62, WG'64, president and CEO of Knox & Company, had been a University trustee since 1997 and is now emeritus. He gave his family's name to Kelly Writers House (*Almanac* January 28, 1997) and to the Kelly Family Gates that adorn the entrance to the Addams Fine Arts Hall (*Almanac* May 13, 2003).

*James Joo-Jin Kim*, W'59, G'61, GR'63, was the driving force behind Penn's Korean Studies program that now bears his name (*Almanac* July 12, 2011). He was a Penn trustee and served on the School of Arts & Sciences' Board of Overseers, Wharton's Executive Board for Asia and the Penn Alumni Board of Directors and Council of Representatives. Now a trustee emeritus, he is a member of the Board of Governors of the Lauder Institute. He founded Amkor Technology, Inc.

### *Young Alumni Awards*

*Brett Edward Weinheimer*, W'00, was recognized for his inspiring alumni leadership, and generously giving back to Penn and other charitable endeavors. As owner of the Jimmy John's Gourmet Sandwiches shop near campus, he is a corporate sponsor of Penn Athletics, serving the "official sandwich of Penn Athletics."

*Melissa L. Wu*, C'98, is president of the Penn Club of Los Angeles. She made increasing membership a priority, revitalized the club newsletter and ratcheted up the use of social media with

## Wharton's Dean Medal

The Wharton School awarded its highest honor, the Dean's Medal, to *Alvin V. Shoemaker*, W'60, Hon'95, and *Sukanto Tanoto*, WF'01.

In the 1980s, Alvin V. Shoemaker helped build First Boston into its reputation as a powerful firm during his role as its chairman. Today, Alvin V. Shoemaker Investments is a private equity firm specializing in the needs of the oil and gas technology and service businesses.

Mr. Shoemaker was chairman of Penn's Board of Trustees from 1986 to 1994, and he chaired the Campaign for Penn, which raised \$1.4 billion for University priorities. During this time, he also established the Trustees' Council of Penn Women. He is an emeritus member of the Penn Board of Trustees and of the Wharton Board of Overseers. In September, Shoemaker Green was dedicated in his honor (*Almanac* September 25, 2012).

Mr. Tanoto is the founder and chairman of RGE, a global resources-based group. Mr. Tanoto has supported the Wharton School through his contributions to the Chinese language edition of *Knowledge@Wharton*, the Global Alumni Forums, the Wharton Fund and the Wharton West Program Seed Fund. He is a member of the Wharton Board of Overseers, the Wharton Executive Board for Asia and the INSEAD International Council.

An advocate for social corporate responsibility, he and his family formed the Tanoto Foundation in 2001 to help reduce poverty and advance human achievement. Mr. Tanoto is a Wharton Graduate Fellow, having completed an Executive Education program at the School in 2001.



a communications strategy that featured focused messaging and streamlined event promotion. She increased the number of club events by 75 percent, including six annual PennFest events.

### *Class Awards*

The *Class of 1992* received the Class Award of Merit for its members' 20th reunion efforts. With 553 in attendance, the reunion was the result of inspired, long-term strategic thinking and planning and has become a benchmark for other classes. The hallmark of that effort was a virtual homecoming for classmates unable to attend in person, where they could gather together virtually, in real time, with those who did. The class was also commended for its "swift and impressive follow-up."

The *Class of 1967* earned the David N. Tyre Award for Excellence in Class Communication for its members' inventive and energetic ways to communicate with classmates about their 45th reunion. The class was recognized for its sustained, shrewd and highly successful communication strategies and for raising \$2.4 million for its reunion gift, a million dollars more than its goal.

The *Penn Alumni Club of San Antonio* received the Club Award of Merit. The club increased its roster of active members to 150 from 110 and increased its visibility and relevance with the growing Latino population. The club is known for diverse, one-of-a-kind events, including the annual Quaker classics, such as the summer send-off for new and returning Penn students and festivities surrounding Ben Franklin's birthday each year.

# Honors & Other Things

## Guggenheim Cup: Dr. Fagin

The Penn Club of New York has named *Dr. Claire M. Fagin* as the 2012 honoree for the Guggenheim Honor Cup. This prestigious award will be presented at a dinner to be held on November 29, 2012, at the Penn Club of New York in midtown Manhattan.



*Claire Fagin*

The Guggenheim Honor Cup was donated to the Penn Club of New York City by William Guggenheim in 1911. The Cup is given to an alumnus who has "honored the University most by notable success in any walk of life."

"By any measure, Claire Fagin is a trailblazer, and Penn is proud of her many achievements and successes," said Penn President Amy Gutmann. "This honor is also a wonderful recognition of Claire's tremendous contributions to the opening of the Penn Club of New York in 1994 while serving as Interim Penn President."

Dr. Fagin became dean of Penn Nursing in 1977 and developed landmark education programs, including the doctor of nursing science, the first nursing doctorate in the Ivy League, and a PhD program. Under her leadership, Penn Nursing had more faculty in the American Academy of Nursing and the Institute of Medi-

cine than any other nursing school. In addition to her deanship, Dr. Fagin served as the interim president of the University of Pennsylvania from July 1, 1993 to June 30, 1994.

The nursing education building at Penn is named in her honor.

## Top 10 Best Private City Clubs: Penn Club of New York

The *Penn Club of New York* was ranked among the nation's top 10 private city clubs and has been awarded The Platinum Club of America for the fourth consecutive time. This award identifies The Penn Club as a 5-star private club and places it among the top 235 of about 5,000 private clubs in America. The Penn Club (*Almanac* April 6, 2010) is the second highest ranked city club in New York City. The rankings are released every three years and were published by the Club Leaders Forum.

The Penn Club is the first Ivy League private city club to make the top 10 list two times in a row—2009 to 2012 and 2012 to 2015.

"We are delighted that the Club Leaders Forum has once again recognized what we at Penn have long known: The Penn Club of New York is one of the nation's premier clubs," said Penn President Amy Gutmann. "The Penn Club is a welcoming 'home away from home' for Penn alumni, faculty, students, and staff in New York and reflects Penn's commitment to excellence in all that we do."

## Penn Dental Award for Outstanding Service to Students

The Penn Dental Medicine Executive Student Council presented its Award for Outstanding Service to Students as part of Making the Penn Dental Connection, an annual alumni and student networking event, held October 22 at the Union League of Philadelphia. The recipients included *Bernice April*, a dental hygienist in the School's Main Clinic; and *Roseanne Butts*, an x-ray technician in the Oral Diagnosis and Radiology Clinic.

The Penn Dental Medicine student body nominates and votes on two recipients of the Award each semester. The Award recognizes individuals who have gone above and beyond the expected standard of high performance to make noteworthy contributions to the development and education of students. Riddhi Patel (D'13), president of the Executive Student Council, notes that in the nomination of Ms. April, students expressed, "She is extremely helpful to students and her good spirits make her a pleasure to work with," and in nominating Ms. Butts, they noted "Her eagerness to help students, and her warm and caring nature toward students and patients breed a positive learning environment."

The *Making the Penn Dental Medicine Connection* event drew over 150 attendees, including the members of the School's Board of Overseers, alumni, faculty, staff and students for an evening of networking.

## Penn Alumni Reunion Gifts 2012

Fourteen reunion classes and the Class of 2012 presented checks during Alumni Weekend in May. Total Penn Fund (TPF) gifts and pledges include gifts to The Penn Fund Unrestricted Fund, class projects and individual endowed scholarships. The Total Class Achievement pledges include all gifts made to Penn by members of the class during their reunion year. For information on the Penn Fund see their website at [www.alumni.upenn.edu/pennfund/](http://www.alumni.upenn.edu/pennfund/)

Class Year	Reunion	TPF Donors	TPF Gifts and Pledges	Total Class Achievement	Gifts to Individual Endowed Scholarship Funds	Dollars to Individual Endowed Scholarship Funds	TPF Fundraising Projects
2012	Seniors	1,757	\$86,143	n/a	n/a	n/a	The Penn Fund
2007	5th	513	\$131,787	\$447,623	0	\$1,053	The Penn Fund
2002	10th	481	\$1,159,857	\$1,220,530	5	\$754,034	The Penn Fund
1997	15th	379	\$732,496	\$2,803,009	3	\$468,835	The Penn Fund
1992	20th	518	\$1,471,230	\$30,126,619*	5	\$789,733	The Penn Fund
1987	25th	572	\$8,432,348	\$22,671,456*	27	\$7,384,712	Class of '87 Scholarship
1982	30th	705*	\$4,266,765	\$8,554,344	31*	\$3,523,955	Class of '82 Scholarship; Exhibit Case and Curatorial Office at Penn Libraries
1977	35th	386	\$1,987,100	\$20,342,114*	7	\$1,692,336	Class of '77 Scholarship and 3815 Walnut Street Garden
1972	40th	444	\$1,314,593	\$3,117,676	6	\$957,880	Class of '72 Scholarship
1967	45th	353	\$2,397,222	\$23,087,428	7	\$2,000,227	"Franklin Corner" at Penn Libraries
1962	50th	410	\$1,233,665	\$3,907,131	1	\$25,876	Class of '62 Walkway Entry Marker
1957	55th	228	\$4,640,710	\$11,987,886	2	\$4,482,604	Class of '57 Scholarship
1952	60th	282	\$224,830	\$5,354,998	0	\$28,000	Class of '52 Scholarship
1947	65th	120	\$148,776	\$1,124,178	0	\$100	Class of '47 Scholarship
1942	70th	47	\$25,415	\$119,540	0	\$0	The Penn Fund
<b>Total</b>		<b>7,195</b>	<b>\$28,252,937</b>	<b>\$134,864,532</b>	<b>94</b>	<b>\$22,109,345</b>	

\*Reunion record

The classes of 1992, 1987, and 1977 set all-time records for University-wide fundraising in their respective reunion years.

The class of 1982 set a record for donors to The Penn Fund in a 30th reunion year.

The class of 1982 also set a record for gifts or additions to individual endowed scholarships.

## Summary Annual Report for the University of Pennsylvania Basic Plan

This is a summary of the annual report of The University of Pennsylvania Basic Plan (Plan No. 028) sponsored by the University of Pennsylvania, EIN: 23-1352685, for the period January 1, 2011, through December 31, 2011. This annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

### Basic Financial Statement

Benefits under the plan are provided through unallocated insurance contracts and a trust fund. Plan expenses were \$9,174,314. These expenses included \$0 in administrative expenses, \$9,159,768 in benefits paid to participants and beneficiaries and other expenses of \$14,546. A total of 21,272 persons were participants in or beneficiaries of the plan at the end of the plan year.

The value of plan assets, after subtracting liabilities of the plan, was \$399,191,398 as of December 31, 2011, compared to \$368,077,079 as of January 1, 2011. During the plan year the plan experienced an increase in its net assets of \$31,114,319. This increase includes net unrealized appreciation in the value of plan assets; that is, the difference between the value of the plan's assets at the end of

the plan year and the value of assets at the beginning of the plan year or the cost of assets acquired during the plan year. The plan had total income of \$40,288,633, including employer contributions of \$40,934,605, employee rollover contributions of \$161,930 and losses from investments of \$807,902.

### Your Rights to Additional Information

Under ERISA, you have the right to receive a copy of the full annual report, or any part thereof, upon request. The items listed below are included in that report for the University of Pennsylvania Basic Plan:

1. An accountant's opinion;
2. Financial information;
3. Information on payments to service providers;
4. Assets held for investment;
5. Insurance information; and
6. Information regarding pooled separate accounts in which the plan participates.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Plan Administrator, c/o Joanne M. Blythe, Retirement Manager, University of Pennsylvania, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228, (215) 898-9947. The charge to cover copying costs will be \$5.00 for the full annual report or

25 cents per page for any part thereof.

You also have the right to receive from the Plan Administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both for the University of Pennsylvania Basic Plan. If you request a copy of the full annual report from the Plan Administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right under ERISA to examine the annual reports in the offices of the Employer at the address for the Plan Administrator, above, and at the US Department of Labor in Washington, DC, or to obtain a copy from the US Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N-1513, Employee Benefits Security Administration, US Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210.

## Summary Annual Report for the University of Pennsylvania Matching Plan

This is a summary of the annual report of The University of Pennsylvania Matching Plan (Plan No. 001) sponsored by the University of Pennsylvania, EIN: 23-1352685, for the period January 1, 2011, through December 31, 2011. This annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

### Basic Financial Statement

Benefits under the plan are provided through unallocated insurance contracts and a trust fund. Plan expenses were \$145,774,766. These expenses included \$0 in administrative expenses, \$145,715,980 in benefits paid to participants and beneficiaries and other expenses of \$58,786. A total of 23,377 persons were participants in or beneficiaries of the plan at the end of the plan year.

The value of plan assets, after subtracting liabilities of the plan, was \$2,854,045,743 as of December 31, 2011, compared to \$2,881,338,367 as of January 1, 2011. During the plan year the plan experienced a decrease in its net assets of \$27,292,624. This decrease includes net unrealized appreciation in the value of plan assets; that is, the difference between the value of the plan's assets at the end of the plan year and the value of assets at the beginning of the plan

year or the cost of assets acquired during the plan year. The plan had total income of \$118,482,142, including employer contributions of \$49,485,204, employee contributions of \$52,089,728, employee rollover contributions of \$7,179,485 and earnings from investments of \$9,727,725.

### Your Rights to Additional Information

Under ERISA, you have the right to receive a copy of the full annual report, or any part thereof, upon request. The items listed below are included in that report for the University of Pennsylvania Matching Plan:

1. An accountant's opinion;
2. Financial information;
3. Information on payments to service providers;
4. Assets held for investment;
5. Insurance information; and
6. Information regarding pooled separate accounts in which the plan participates.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Plan Administrator, c/o Joanne M. Blythe, Retirement Manager, University of Pennsylvania, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228, (215) 898-9947. The charge to cover copying costs will be \$5.00 for the full annual report or

25 cents per page for any part thereof.

You also have the right to receive from the Plan Administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both for the University of Pennsylvania Matching Plan. If you request a copy of the full annual report from the Plan Administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right under ERISA to examine the annual reports in the offices of the Employer at the address for the Plan Administrator, above, and at the US Department of Labor in Washington, DC, or to obtain a copy from the US Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N-1513, Employee Benefits Security Administration, US Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210.

## Summary Annual Report for the Supplemental Retirement Annuity Plan of the University of Pennsylvania

This is a summary of the annual report of The Supplemental Retirement Annuity Plan of the University of Pennsylvania (Plan No. 002) sponsored by the University of Pennsylvania, EIN: 23-1352685, for the period January 1, 2011, through December 31, 2011. This annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

### Basic Financial Statement

Benefits under the plan are provided through unallocated insurance contracts and a trust fund. Plan expenses were \$21,033,004. These expenses included \$0 in administrative expenses, \$21,021,004 in benefits paid to participants and beneficiaries and other expenses of \$12,000. A total of 23,641 persons were participants in or beneficiaries of the plan at the end of the plan year.

The value of plan assets, after subtracting liabilities of the plan, was \$558,017,296 as of December 31, 2011, compared to \$528,851,445 as of January 1, 2011. During the plan year the plan experienced an increase in its net assets of \$29,165,851. This increase includes net unrealized appreciation in the value of plan assets; that is, the difference between the value of the plan's assets at the end of the plan

year and the value of assets at the beginning of the plan year or the cost of assets acquired during the plan year. The plan had total income of \$50,198,855 including employer contributions of \$37,040,932, employee rollover contributions of \$13,438,837 and losses from investments of \$280,914.

### Your Rights to Additional Information

Under ERISA, you have the right to receive a copy of the full annual report, or any part thereof, upon request. The items listed below are included in that report for the Supplemental Retirement Annuity Plan of the University of Pennsylvania:

1. An accountant's opinion;
2. Financial information;
3. Information on payments to service providers;
4. Assets held for investment;
5. Insurance information; and
6. Information regarding pooled separate accounts in which the plan participates.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Plan Administrator, c/o Joanne M. Blythe, Retirement Manager, University of Pennsylvania, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228, (215) 898-9947. The charge to cover copying costs will be \$5.00 for the full annual report or 25 cents

per page for any part thereof.

You also have the right to receive from the Plan Administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both for the Supplemental Retirement Annuity Plan of the University of Pennsylvania. If you request a copy of the full annual report from the Plan Administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right under ERISA to examine the annual reports in the offices of the Employer at the address for the Plan Administrator, above, and at the US Department of Labor in Washington, DC, or to obtain a copy from the US Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N-1513, Employee Benefits Security Administration, US Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210.

## Summary Annual Report for the University of Pennsylvania Retiree Health Plan

This is a summary of the annual report of the University of Pennsylvania Retiree Health Plan (Plan No. 530), sponsored by The Trustees of the University of Pennsylvania, EIN 23-1352685 for the period that began on January 1, 2011, and ended on December 31, 2011. The annual report has been filed with the Employee Benefits Security Administration as required under the Employee Retirement Income Security Act of 1974 (ERISA). Please note that not all employees are eligible to participate in the Plan. Please consult your Plan materials for specific eligibility information.

Retiree benefits were provided through a combination of self-insured payments from the University's general assets, payments from a trust fund established to fund retiree benefits, and insurance contracts with third party insurance companies.

### Medical, Dental and Prescription Drug Benefits

#### Insurance Information

The Plan has contracts with Aetna Health, Inc., Keystone Health Plan East, Independence Blue Cross, Amerihealth and Metropolitan Life Insurance Company to pay medical and dental claims incurred under the terms of the contracts. The total premiums paid for the plan year ending December 31, 2011 were \$1,056,215.

#### Basic Financial Information

The value of Plan assets, after subtracting liabilities of the Plan, was \$229,848,871 as of Decem-

ber 31, 2011, compared to \$214,764,915 as of January 1, 2011. During the plan year the Plan experienced an increase in its net assets of \$15,083,956. This increase includes net unrealized appreciation in the value of Plan assets; that is, the difference between the value of the Plan's assets at the end of the year and the value of assets at the beginning of the year or the cost of assets acquired during the year. The Plan had total income of \$32,176,761 including employee contributions of \$4,070,709, employer contributions of \$24,232,900 and gains from investments of \$3,873,152.

Plan expenses were \$17,092,805. These expenses included \$2,475,991 in administrative expenses and \$14,616,814 in benefits paid to participants and beneficiaries.

#### Life Insurance Benefits

The Plan has a contract with Aetna Life Insurance Company to pay life insurance claims incurred under the terms of the contract. The total premiums paid under this contract for the plan year ending December 31, 2011 were \$409,765.

#### Your Rights to Additional Information

You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report:

1. An accountant's opinion;
2. Financial information;
3. Information on payments to service providers;
4. Assets held for investment; and
5. Insurance information.

To obtain a copy of the full annual report, or any part thereof, write or call the office of the Plan Administrator, c/o Joanne M. Blythe, Retirement Manager, University of Pennsylvania, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228, (215) 898-9947. The charge to cover copying costs will be \$5.00 for the full annual report or 25 cents per page for any part thereof.

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You also have the legally protected right under ERISA to examine the annual reports in the offices of the Employer at the address for the Plan Administrator, above, and at the US Department of Labor in Washington, DC, or to obtain a copy from the US Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N-1513, Employee Benefits Security Administration, US Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210.

## Nominations for University-wide Teaching Awards

Nominations for Penn's University-wide teaching awards are now being accepted by the Office of the Provost. Any member of the University community, past or present, may nominate a teacher for these awards. There are three awards:

*The Lindback Award for Distinguished Teaching* honors eight members of the standing faculty—four in the non-health schools (Annenberg, Design, Engineering & Applied Science, GSE, Law, SAS, Wharton, Social Policy & Practice) and four in the health schools (Dental Medicine, Medicine, Nursing and Veterinary Medicine).

*The Provost's Award for Distinguished PhD Teaching and Mentoring* honors two faculty members for their teaching and mentoring of PhD students. Standing and associated faculty in any school offering the PhD are eligible for the award.

*The Provost's Award for Teaching Excellence by Non-Standing Faculty* honors two members of the associated faculty or academic support staff who teach at Penn, one in the non-health schools and one in the health schools.

The nomination forms are available at [www.upenn.edu/provost/teaching\\_awards](http://www.upenn.edu/provost/teaching_awards). The deadline for nominations by students and faculty colleagues is *Monday, December 10, 2012*. Departments nominating a member of the faculty must also submit the names of instructors they intend to nominate by *Monday, December 17, 2012*. Full nominations, with complete dossiers prepared by the nominees' department chairs, are due *Monday, February 4, 2013*.

**Note:** For the Lindback and Non-Standing Faculty awards, the health professional schools—Dental, Veterinary, Nursing, and Medicine—have a separate nomination and selection process. Contact the Dean of the school in order to nominate a faculty member from one of those schools.

There will be a reception honoring all the award winners in spring of 2013. For more information, please e-mail [provost-ed@upenn.edu](mailto:provost-ed@upenn.edu) or call (215) 898-7225.

### Criteria and Guidelines

1. The Lindback and Provost's Awards are given in recognition of distinguished teaching. "Distinguished teaching" is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and s/he relates that discipline to other disciplines and to the worldview of the

student. The distinguished teacher is accessible to students and open to new ideas but also expresses his/her own views with articulate and informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or structure lectures—these are all attributes of distinguished teaching, although it is unlikely that anyone will excel in all of them. At the same time, distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, in beginning classes as in advanced, s/he may have skills of special importance in his/her area of specialization. The primary criteria for the Provost's Award for Distinguished PhD Teaching and Mentoring are a record of successful doctoral student mentoring and placement, success in collaborating on doctoral committees and graduate groups, and distinguished research.

3. Since distinguished teaching is recognized and recorded in different ways, evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students or to consider "objective" evaluations of particular classes in tabulated form. A faculty member's influence extends beyond the classroom and individual classes. Nor is it enough to look only at a candidate's most recent semester or opinions expressed immediately after a course is over; the influence of the best teachers lasts, while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more should enter into the identification and assessment of distinguished teaching.

4. The Lindback and Provost's Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to the University community of the expectations for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University. Therefore, faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback and Provost's Awards may recognize faculty members with many years of distinguished service or many years of service remaining. The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

**ON STAGE**

**30** *Topdog/Underdog*; drama presented by African American Arts Alliance; 8:30 p.m.; Muravchick Family Cabaret Stage, Platt House; \$8/door, \$6/Locust Walk. Also December 1, 6:30 p.m.

**TALKS**

**27** *A Lunch Talk with Jina Moore*; freelance journalist and multimedia producer who covers human rights, Africa and foreign affairs; 11:30 a.m.; Kelly Writers House; RSVP: [wh@writing.upenn.edu](mailto:wh@writing.upenn.edu) (Povich Journalism Program).

*Penn Connects 2.0—A Renewed Vision for the Future*; Mark Kocent, Dan Garofalo, Andrea Kreimer; FRES; noon; Amado Room, Irvine Auditorium; RSVP: <http://tinyurl.com/PennConnects> (PPSA).

**30** *Connecting Archaeological Conservation and Historic Preservation: My Amphibious Journey*; Paul Mardikian, Clemson University Restoration Institute; noon; Upper Gallery, Meyerson Hall, (Graduate Program in Historic Preservation).

**AT PENN Deadlines**

The November AT PENN and December AT PENN calendars are online at [www.upenn.edu/almanac](http://www.upenn.edu/almanac). The deadline for the weekly Update is each Monday for the following week's issue. The deadline for the January AT PENN calendar is *Tuesday, December 4*.

Events are subject to change. Information is on the sponsoring department's website. Sponsors are in parentheses. For locations, call (215) 898-5000 or see [www.facilities.upenn.edu](http://www.facilities.upenn.edu)

**The 2013 Dr. Martin Luther King, Jr. Commemorative Symposium Call For Programs: December 4**

Each year, during the month of January, the University of Pennsylvania and our surrounding communities come together to commemorate the life and legacy of Dr. Martin Luther King, Jr. This commemoration includes a Day of Service on our campus and in the Philadelphia community on Monday, January 21, 2013 and continues with programming and events through Friday, February 1, 2013.

We invite your organization to plan a program in conjunction with this year's symposium. Programs can include reflection and action on contemporary issues and should raise issues of social change and social justice while incorporating King's challenging vision to end racism and poverty, to strengthen and embrace diversity and to support free expression. All programs will be publicized on the MLK 2013 website, on the January AT PENN Calendar and in the official Symposium guide.

—The 2013 Dr. Martin Luther King, Jr. Commemorative Symposium Executive Committee



**Penn's Way 2013 Raffle Drawings**

**Week Six Winners**  
November 12 drawing  
(for week of November 5-9)

Bon Appétit at Penn Dining: Lunch for two (two \$10 coupons)—Veronica Jefferson, UPHS COR

Fork Restaurant: \$50 gift certificate—Tiffany Dyson, UPHS CPUP

Morris Arboretum: Family Membership—MarySusan Villa, UPHS COR

National Constitution Center: Two guest passes—Thomas Roshen, PA Hospital

Penne Restaurant & Wine Bar: \$75 gift certificate—Melvin Ramos, Division of Public Safety

Sonesta: One night stay plus breakfast for 2\*—Christopher Graham, UPHS HUP

Philadelphia Museum of Art: Two guest passes—Daniela Gastner, EVP Center, Office of Investments

\*Note that prizes valued at over \$100 are subject to state and federal tax. Winners will be notified and offered the option of refusing the prize.

See [www.upenn.edu/pennsway](http://www.upenn.edu/pennsway) for more info.



**Almanac On-the-Go: RSS Feeds**

Almanac provides links to select stories each week there is an issue. Visit *Almanac's* website, [www.upenn.edu/almanac](http://www.upenn.edu/almanac) for instructions on how to subscribe to the *Almanac* RSS Feed.

**Grow Your Family with Penn's Adoption Assistance Benefit**

Have you ever thought about adopting a child? Starting a family (or adding to your existing one) is a big step, and every adoptive parent faces significant challenges when bringing a new child into their life. But Penn can help ease the financial impact.

In honor of National Adoption Month, learn how the University's adoption assistance benefit can help you through all phases of the adoption process—from the initial decision to the reality of bringing a new child into your home.

You can be reimbursed for up to \$5,000 in qualified adoption expenses, including court costs, attorney's fees and traveling expenses.

For more information on Penn's adoption assistance benefit, visit the Human Resources website at: [www.hr.upenn.edu/myhr/worklife/family/adoption](http://www.hr.upenn.edu/myhr/worklife/family/adoption)

—Divisions of Human Resources

Happy

Thanksgiving!



**No Almanac November 27**

There is no *Almanac* scheduled for November 27. Members of our staff will be available to assist contributors planning insertions for December. Breaking news will be posted online to "*Almanac* Between Issues" if necessary. —Eds.

**Correction:** The article in the November 6 issue on the Provocative Questions Cancer Grants inadvertently reported the wrong amount of the grant; it is slightly over \$2 million. —Eds.

*Almanac*

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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 Penn website) include HTML, Acrobat and mobile 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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The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to Sam Starks, Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).



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**The University of Pennsylvania Police Department Community Crime Report**

**About the Crime Report:** Below are all Crimes Against Persons and Crimes Against Society from the campus report for **November 5-11, 2012**. Also reported were 13 Crimes Against Property (9 thefts, 1 auto theft, 1 burglary and 2 other offenses). Full reports are available at: [www.upenn.edu/almanac/volumes/v59/n13creport.html](http://www.upenn.edu/almanac/volumes/v59/n13creport.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 **November 5-11, 2012**. 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.

11/08/12	3:09 PM	3925 Walnut St	Complainant receiving unwanted messages
11/09/12	2:47 AM	4100 Walnut St	Male cited for disorderly conduct
11/10/12	7:49 PM	3800 Market St	Intoxicated male driver arrested

**18th District Report**

The Crimes Against Persons from the 18th District between **November 5-11, 2012** were not available at press time. They will be posted to *Almanac* Between Issues at [www.upenn.edu/almanac/between/between.html](http://www.upenn.edu/almanac/between/between.html)

## Preparing Undergraduates to Work in the World

Andrew Dahlgren

Many professors agree that preparing young adults for a world of unknown possibilities is an ever-changing challenge. The university model of education gives us a chance to mimic the professional world while removing many of the risks that students will find in the world. Within this reduced risk environment I design my studio courses as a model of the professional world in which students can develop a set of concrete skills, increase their own level of self-awareness, and learn how to reflect on their own ways of working. While studio and design projects are the basis of education in design school, this model of education also shows how classes that focus on projects can help all students to understand the critical lifelong skills they will need to develop to work in the world.

### *Model of the professional world*

To prepare design students for their work as professionals, design education is built around the studio class and experience with supporting classes in technique and theory. The reason for this is directly related to the work environment of design professions: designers work in studios. While there is no specific blueprint for the professional studio, this way of working is a common element across all design disciplines.

The professional and educational studio practice is built around projects. Each project is different, requiring new knowledge, new experiences, and new information resulting in an unknown number of possibilities. Projects allow designers to employ their life's philosophy, working knowledge of materials, technique, and technology, knowledge about social interactions, cultures, and cities, among many other things. The project is an outlet for one's creativity and a way to impact other individuals.

To model this type of practice, each week students progress through parts of the design process. Each part requires students to produce work, reflect on that work, and communicate why they did what they did. During a presentation and review, students communicate what they learned and what still needs to be worked out. At the end of each review, students are responsible for identifying their next step.

The outcome of giving these projects within this educational structure is a range of explorations so varied that I could not teach each student how to do their specific work. Instead, I can only teach a general approach to everyone then provide specific feedback to each student based on his or her work.

### *Tools for developing skills, self-awareness and reflection*

I start every semester by conveying to my students: "*I can't teach you everything*. Every new project is going to require new information. And this is true for your entire design career." If students see their professional life as a continuous learning process, it relieves some of the pressure of learning everything right now. I take advantage of this reduced focus and work on teaching tools that prepare them for continuous learning. I have found these five tools to be the most effective: 1) Learn how to learn, 2) Utilize your own experience and behaviors, 3) Think critically about your work, 4) There is no "right answer," and 5) Take responsibility for your decisions. I reiterate these tools on a weekly basis in many forms and many times without planning.

**1. Learn how to learn**—I ask my students to pay attention to how they learn by trying to learn in different ways. If I find a student only reading for inspiration, I challenge them to go to the wood shop. If someone is making only models, I challenge them to draw. Some students are surprised they can gain a new understanding from new activities. They find that making a physical model taught them something unexpected. They

learn how to go about gaining information. They begin to understand that building a model will teach you one thing, reading will teach you another, while interviewing people produces another set of information.

**2. Utilize your own experience and behaviors**—Many students are unsure of what they already know, or worse, think they don't know anything. How we move, listen, look, think, and respond are learned behaviors. We learn through our own experiences. Our experiences are influenced by our environment, the people around us, and our culture. If students are aware of the external influences, they can understand their experiences and behaviors and gain insight. This tool is about understanding that there are shared experiences. These shared experiences provide an immense amount of information about how to design and why.

**3. Think critically about your work**—Every time a student responds with "because I like it" the follow-up is always, "why do you like it?" While working on a project, everyone's personal likes and dislikes encroach on their work. One has to spend time thinking critically about why they like and dislike what they like and dislike. What experiences have they had to influence their response? When students start to be critical of their responses, something in their creative process starts to shift. Students start to ask themselves and those around them questions. They start to find that other people have different responses. This leads to more questions. Each critical viewpoint leads to a new design.

**4. There is no right (or wrong) answer**—For every design project there is no right or wrong answer. This is reflected in the fact that at the final critique 15 students propose 15 different responses. If there is no right or wrong answer, you can explore a much broader range of possibilities. This becomes harder in the professional world when a client has specific needs and a budget to be met and zoning codes define what is safe and what isn't. These are additional design parameters that influence what possibilities can be proposed. Even with these parameters there are still variations that are produced that can achieve the same results.

**5. Take responsibility for your decisions**—This may be the hardest tool to implement. Once a designer has produced work, it is proposed and reviewed. Proposals require walking the viewer through their decisionmaking process. This opens the designer to being asked, "why did you decide to do that?" Or the more intense question: "why didn't you do something else?" Taking responsibility requires a student to stand behind their work, admit it can be different, admit they were influenced, admit to personal likes and dislikes, and admit it may be flawed. Those students who can admit these things and say, "this is my design proposal" are opening themselves to feedback and interpretation. The feedback can be, and typically is, the most informative part of a project. Feedback allows a designer (student or professional) to gain new insight into his or her own work and learn something new.

Throughout the semester I will focus explicitly on these tools and other times they are subtly in the background. Each student finds his/her own way of using these tools in their own process. Some use them on a daily basis while others use them when they feel overwhelmed and unsure.

As a professor, I find these tools help ground students to their work at hand. Because their current work mimics their future work, they are more likely to engage the exercise. They can practice being a professional while having the time to build their skills, confidence, and process. Students use these tools and projects to build a framework for future work.

*Andrew Dahlgren is a lecturer in undergraduate architecture at the School of Design and the recipient of their 2012 G. Holmes Perkins Undergraduate Teaching Award.*

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*This essay continues the series by the Center for Teaching & Learning that began in the fall of 1994 as the joint creation of the College of Arts & Sciences and the Lindback Society for Distinguished Teaching.*

*See [www.upenn.edu/almanac/teach/teachall.html](http://www.upenn.edu/almanac/teach/teachall.html) for the previous essays.*