I am pleased to announce the inaugural recipients of the President’s Engagement Prizes, which are awarded annually to Penn seniors to design and undertake fully funded local, national or global engagement projects during the first year after they graduate from Penn.

These members of the Class of 2015 have each developed an extraordinarily promising project, and each recipient has demonstrated an impressive track record of community engagement and scholastic achievement during their years as a Penn undergraduate.

The recipients of the 2015 President’s Engagement Prizes are:

- **Homegrown Organic Purification Project**: Adrian Lievano (EAS’15) and Matthew Lisle (EAS’15) will develop and implement a rainwater catchment and purification system in Kimana, Kenya. After installing the system, the group plans to engage the community through ongoing support and education. Mr. Lievano and Mr. Lisle are being mentored by Stanley Laskowski, lecturer and academic advisor in the master of environmental studies program.

- **Home, Heart, Health: Engaging the Community in Bridging the Gap**: Jodi Feinberg (Nu’15) will design, implement and evaluate a comprehensive cardiac rehabilitation model for home care with the support of the New York University Langone Medical Center and the Visiting Nurse Service of New York. The goal of Ms. Feinberg’s one-of-a-kind program is to serve as a much-needed bridge between inpatient and outpatient cardiac rehabilitation, ensuring that patients are steadily progressing along the cardiac rehabilitation continuum. Ms. Feinberg is being mentored by Terri Lipman, Miriam Stirl Endowed Term Professor of Nutrition, professor of nursing of children and assistant dean for community engagement in the School of Nursing.

- **Health and Education in Africa**: Shadrack Frimpong (C’15) will establish the Tarkwa Breman Model School for Girls and Community Clinic in his poverty-stricken home village of Tarkwa Breman, Ghana. The Tarkwa Breman Model School for Girls and Community Clinic will serve young girls and citizens in Tarkwa Breman, as well as citizens in the surrounding seven villages. Mr. Frimpong is being mentored by Harvey Rubin, professor of medicine in the Perelman School of Medicine.

- **GenHERation**: Katlyn Grasso (W’15) will use the President’s Engagement Prize to further her work with GenHERation, a female empowerment network for high school girls. GenHERation will provide female students the opportunity to develop advocacy campaigns to address important community issues and will positively impact girls’ confidence and personal development across the country. Ms. Grasso is being mentored by Lee Kramer, director of student life in the Wharton School.

Each recipient of the President’s Engagement Prize will receive $50,000 for living expenses and up to $100,000 for project implementation expenses. We received 25 outstanding applications from 37 students. The Selection Committee, appointed by Provost Vincent Price, was chaired by Vice Provost for Education Annette Mullov and included Marc McMorris, chair of the Trustee Committee on Local, National and Global Engagement and one faculty member from each undergraduate school: Katherine Klein (Wharton), Walter Licht (SAS), Jianbo Shi (SEAS) and Barbra Mann Wall (Nursing).

The President’s Engagement Prizes strengthen Penn’s commitment under the Penn Compact 2020 to encourage and support local, national and global engagement among our students. The Prizes have been generously endowed by Trustees Judith Bollinger, WG’81, and William G. Bollinger; Trustee Lee Spelman Doty, W’76, and George E. Doty, Jr., W’76; and Emeritus Trustee James S. Riepe, W’56, WG’67, HON’10, and Gail Petty Riepe, CW’68. On behalf of the recipients and the entire Penn community, I want to extend my thanks to the Bollingers, Dotys and Riepes for their generosity and for helping us make these unique prizes a reality.

This inaugural competition for the President’s Engagement Prizes represents an exciting milestone in realizing Benjamin Franklin’s vision of an education that integrates the theoretical with the practical. In underscoring the high priority that Penn places on educating students to put their knowledge to work for the betterment of humankind, these prizes also demonstrate the extremely high intellectual and civic caliber of our Penn undergraduates.

Please join me in congratulating our 2015 President’s Engagement Prize winners.

—Amy Gutmann, Penn President
Deaths

Chuck Bednarik, Football
Chuck Bednarik, the legendary football player who has been called the finest athlete in the history of Penn and the Philadelphia Eagles, died on March 21 at an assisted-living facility in Bucks County, Pennsylvania. He was 89 years old.

Mr. Bednarik played center for the Quakers from 1945 to 1948 and was a two-time all-American player at Penn before being selected first overall by the Eagles in the 1949 NFL draft. He went on to star in offensive and defensive positions for 14 seasons with the Eagles, including the team’s NFL Championship victories in 1949 and 1960. He retired in 1962.

Mr. Bednarik was inducted into the Pro Football Hall of Fame in 1967 and the College Football Hall of Fame in 1969. A statue honoring his legacy was erected on the north side of Penn’s Franklin Field in 2011 (see below; Almanac November 8, 2011).

Mr. Bednarik is survived by his wife, Emma; five daughters, Charlene Thomas, Donna Davis, Carol Safarowic, Pam McWilliams and Jackie Chelius; ten grandchildren and one great-grandchild.

Stella Botelho, Physiology
Stella Y. Botelho, Penn alumni and professor emerita of physiology, died of renal failure on March 11 at her home in Normandy Farms Estates in Blue Bell, Pennsylvania. She was 96 years old.

Dr. Botelho graduated from Penn with an undergraduate degree in chemistry in 1940. Upon earning a medical degree from Woman’s Medical College, she became an instructor at Penn’s School of Medicine in 1949. She was promoted to professor in 1969 and retired with the title of professor emerita of physiology in 1981.

Dr. Botelho taught courses in applied and medical physiology. In her research lab, she studied respiratory physiology, neuromuscular physiology, the spinal cord and secretions of exocrine glands. She was the principal investigator on many scientific grants, and her research was funded by the Muscular Dystrophy Association and the National Council to Combat Blindness. She also mentored many pre- and postdoctoral Penn students.

Dr. Botelho authored and cowrote 80 papers and abstracts in scientific journals and sat on scientific review panels for the National Science Foundation, the National Research Council and the National Institutes of Health. She was a member of the medical honor society Alpha Omega Alpha, the scientific honor society Sigma Xi, the American Academy of Neurology, the Association for Research in Nervous and Mental Disease, the Association for Research in Vision and Ophthalmology and the College of Physicians of Philadelphia. She received the Alumni Award of Merit from Penn in 1968.

Donations may be made in Dr. Botelho’s memory to the Philadelphia Zoo, where she served as a docent from 1981 until her death, at www.philadelphiazoo.org

Ben Martin Jr., Veterinary Medicine
Benson (Ben) Bennett Martin, Jr., associate professor emeritus of equine sports medicine at Penn Vet, died on March 18 after a long illness. He was 68 years old.

Dr. Martin was a pioneer in sports medicine and a specialist in equine surgery, working his 34-year veterinary career at New Bolton Center, the hospital of the University of Pennsylvania School of Veterinary Medicine (Penn Vet).

Dr. Martin was born in Greenwich, Connecticut and graduated from Fairfield Prep, then served in the United States Navy in Vietnam. He graduated magna cum laude from the University of Connecticut, and in 1980, was awarded his VMD from Penn Vet. After completing an internship and a large animal surgery residency, Dr. Martin became board certified by the American College of Veterinary Surgeons.

During Dr. Martin’s 34-year career as a faculty member at New Bolton Center, he served as the director of the Jeffords High Speed Treadmill facility and the Equine Performance Clinic. He was an integral member of Penn Vet’s Admissions Committee for many years and mentored many veterinary students. He retired from the Penn Vet faculty in 2014.

Dr. Martin was the consummate horseman, having grown up in the horse business. He worked in Thoroughbred racing for his uncle, Hall of Fame trainer James W. Maloney, and later at Calumet Farm in Lexington, Kentucky, as well as in the show horse world. Dr. Martin traveled throughout the world, but chose the north shore of Kauai and Hanalei Bay as his second home.

Dr. Martin is survived by his brothers, Bruce and Robert Martin, and their wives, Debi and Sue; his sisters, Eve and Laurie; and his sister-in-law, Maria. He also leaves behind three nephews, Glenn, Robert, and Mark Miserocchi; a niece, Alyson Giordano; a godson, Edward van Eps; and his life partner, Ginny Reef, New Bolton Center chief of sports medicine and imaging.

Contributions can be made in Dr. Martin’s memory for student scholarship at the University of Pennsylvania School of Veterinary Medicine. Please make checks payable to the “Trustees of the University of Pennsylvania” and mail to New Bolton Center Development Office, 382 West Street Road, Kennett Square, PA 19348.

Albert Nijenhuis, Mathematics
Albert Nijenhuis, professor emeritus of mathematics at Penn, died on February 13 after a long illness in Seattle, Washington. He was 88 years old.

Dr. Nijenhuis was born in the Netherlands. After an interruption in his studies due to World War II, he received his PhD in mathematics from the University of Amsterdam in 1952. He came to the United States as a Fulbright Fellow at Princeton, then spent two years at Princeton’s Institute for Advanced Study. He was an instructor at the University of Chicago and an assistant professor and then professor of mathematics at the University of Washington in Seattle. From 1961 to 1962, he returned to the Institute for Advanced Study as a John Simon Guggenheim fellow (Almanac April 30, 1996). He was recruited to Penn faculty in 1963, then spent a year as a Fulbright professor at the University of Amsterdam before joining Penn as a professor of mathematics in 1964.

Dr. Nijenhuis’s original mathematical interest was in differential geometry, in which he made several significant contributions, particularly the Nijenhuis tensor and its applications to the theory of deformations. He later discovered an interest in combinatorial analysis and formed an influential and powerful team with his colleague, the late Herbert Wilf, with whom he published multiple books.

Dr. Nijenhuis was an invited speaker at the International Mathematical Congress in Edinburgh, Scotland in 1958. He became a corresponding member of the Royal Netherlands Academy of Arts & Sciences in 1966. In the fall of 1977, he researched and conducted a seminar in combinatorial mathematics as a visiting professor at Dartmouth College (Almanac October 25, 1977). In 2012, he was named to the inaugural class of fellows of the American Mathematical Society (Almanac December 18, 2012).

Dr. Nijenhuis took early retirement from (continued on page 3)
Deaths
(continued from page 2)
Penn in 1987 and moved back to his beloved Pacific Northwest. In his later years, as an affili- ate professor at the University of Washington, he rekindled his interest in differential geometry and presented a paper at age 70. Dr. Nijenhuis is survived by his wife, Mari-anne; four daughters, Erika, Karin, Sabien and Alaine and their husbands; and six grandchildren.

ModPo Open Learning Teaching Fellowship: April 20
The Kelly Writers House at the University of Pennsylvania invites applications to the ModPo Open Learning Teaching Fellowship, which will be offered for the first time in Fall 2015 and is designed to support teaching resources within the Modern and Contemporary American Poetry free, open, online, non-credit. 10-week course taught by Al Filreis and others. This Fellowship is sponsored by the Teacher Resource Center, an intrasite within ModPo. The Fellowship will provide graduate students in English, comparative literature or education with the opportunity to participate in ModPo while also gaining invaluable experience teaching and supporting students within an open learning course. Fellows will have the chance to pilot ModPo in their own classroom (with the guidance of the Teacher Resource Center), as well as contribute to the ongoing expansion and development of the Teacher Resource Center through activities such as outreach to instructors, recruitment of lesson plan materials and designing opportunities for teachers to bring ModPo into their live classrooms. This fellowship will provide a $4,000 stipend. Qualified applicants should have experience teaching and 23, 1915, the Evans Building. The Kelly Writers House at the University of Pennsylvania invites applications to the ModPo Open Learning Teaching Fellowship, which will be offered for the first time in Fall 2015 and is designed to support teaching resources within the Modern and Contemporary American Poetry free, open, online, non-credit. 10-week course taught by Al Filreis and others. This Fellowship is sponsored by the Teacher Resource Center, an intrasite within ModPo. The Fellowship will provide graduate students in English, comparative literature or education with the opportunity to participate in ModPo while also gaining invaluable experience teaching and supporting students within an open learning course. Fellows will have the chance to pilot ModPo in their own classroom (with the guidance of the Teacher Resource Center), as well as contribute to the ongoing expansion and development of the Teacher Resource Center through activities such as outreach to instructors, recruitment of lesson plan materials and designing opportunities for teachers to bring ModPo into their live classrooms. This fellowship will provide a $4,000 stipend. Qualified applicants should have experience teaching and

Dental School’s 100th Anniversary of Historic Evans Building
Penn Dental Medicine launched a year of celebration late last month to mark the 100th Anniversary of its historic Thomas W. Evans Building with a school-wide event. Students, faculty and staff celebrated an Evans Building 100th birthday cake at lunch, joined in photo ops with a life-size replica of Thomas Evans and continued the celebration later in the day with a special gathering that featured a presentation and Q&A on the Evans Building Centennial Renaissance project, the major renovation project planned for the Evans Building.

The Evans Building Centennial Renaissance project will be the largest transformation in the building’s 100-year history, changing and updating the use and flow of most areas on all four levels while fundamentally respecting the building’s historic character. The project’s key components include a new preclinical lab and continuing education training center, a large modern clinic, a reimagined library and a variety of new study spaces. Work on this renovation project is set to begin in the fall of 2015.

Dental School’s 100th Anniversary of Historic Evans Building

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, excep-tions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examina-tions 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 or any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the stu-dent 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 conflicts with other examinations, or because more than two examinations are scheduled on the same day, may be taken at another time during the final examinations period if the faculty member and stu-dent can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, for religious obser-vance 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 stu-dents who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appro-priate Dean.

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

7. No classes or required class activities 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 shall 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 stu-dents. 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 ab-sent, grades may not be posted in alphabetical or-der, to protect student privacy.

11. Final exams for College of Liberal and Pro-fessional Studies (LPS) courses must be given on the regular class meeting night during the week of final examinations. No change in scheduling is permitted without unanimous consent of all students in the class and the director of LPS. LPS final ex-ams may not be administered during the last week of class or on a reading day.

In all matters relating to final exams, students with questions should first consult with their Dean’s offices. Faculty wishing to seek excep-tions to the rules also should consult with their Dean’s offices. Finally, the Council of Undergraduate Deans and SCUE urge instructors to see that all examinations are actively proctored. —Vincent Price, Provost

Dental Medicine Dean Kinane with Penn Dental students cutting the Evans Building 100th birthday cake.
Lizeng Gao: Innovation in Oral Care

Lizeng Gao, a postdoctoral researcher in the University of Pennsylvania School of Dental Medicine, has won a 2015 International Association for Dental Research (IADR) Pre-Doctoral Innovation Award in Oral Care. The prize is jointly sponsored by IADR and GlaxoSmithKline.

This prestigious and competitive award offers as much as $75,000 in research funding. Winners are chosen after rigorous scientific review based on scientific merit and novelty from a worldwide pool “to advance oral care programs directed toward the development of innovative and novel compounds, biomaterials or devices that can be used ultimately at the public health level,” according to the IADR.

Dr. Gao is a member of the lab of Hyun (Michael) Koo, a professor in Penn Dental Medicine’s department of orthodontics and divisions of Pediatric Dentistry and Community Oral Health, who also won the Innovation in Oral Care Award in 2006 and was part of a team that won in 2013.

The award recognizes Dr. Gao and his team’s research into a novel nanoparticle-based technology that offers a sophisticated approach to eliminating pathogenic biofilms and preventing dental caries. The specially designed nanoparticles simultaneously degrade the biofilm matrix and kill the bacterial pathogens embedded within while preventing tooth-enamel dissolution under acidic conditions. Furthermore, these nanoparticles are inexpensive to produce and non-toxic. The technology is patent-pending.

The IADR/GSK award has a special focus on promoting interdisciplinary projects. The proposal was submitted in collaboration with Dr. Koo as well as David Cormode, an assistant professor of radiology and bioengineering with appointments in Penn’s Perlman School of Medicine and School of Engineering & Applied Science.

Dr. Gao was honored at an award reception and dinner at the IADR/AADR/CADR General Session and Exhibition in Boston on March 11.

Penn Vet to Provide Specialized Medical Care to Save Shelter Dogs’ Lives

A generous gift from the Richard Lichter Charitable Foundation is helping to save the lives of shelter dogs in need of specialized medical care. Through the Shelter Dog Specialty Medical Treatment Project, experts at Penn Vet will provide life-saving, specialty care to dogs in partnering shelters that are at risk for euthanasia. The dogs will be selected through the Penn Vet Shelter Animal Medicine Program and treated at Penn Vet’s Ryan Hospital.

Once a dog is approved for the program, Penn Vet will provide all medical and diagnostic services necessary to treat the condition. After treatment, the dog will be placed in foster care and become available for adoption.

“We were incredibly moved when Richard Lichter came to us with a vision for this program and a generous offer to support it,” said Brittany Lichter, director of Shelter Animal Medicine and Community Engagement. “This is an opportunity for Penn Vet’s Shelter Medicine Program, Ryan Hospital and area shelters to partner in saving the community’s most vulnerable dogs.”

The first dogs saved through the Shelter Dog Specialty Medical Treatment Project were brought to Penn Vet this month. Animal Care & Control Team of Philadelphia (ACCT Philly) identified four pit bull-mix puppies that had severe vaccination reactions. The puppies were having seizures and vomiting, so they were rushed to Ryan Hospital’s Emergency Service. The pups were not actively seizing upon arrival, but they were lethargic and showed signs of abnormal mentation. They were placed on IV fluids, received anti-nausea medications and Benadryl, and were hospitalized with supportive care for two nights. One puppy has already been adopted by a Penn Vet technician who cared for him at Ryan Hospital. The other three puppies are currently in foster homes while they await adoption. To view the adoption profiles of animals, visit http://www.ACCT.philly.org/adopt

Penn Vet is providing ongoing support for the puppies and will transport them to ACCT Philly or other area shelters for adoption.

Simon Kim: Folly 2015 Winner

The Architectural League of New York and Socrates Sculpture Park on Long Island have announced the selection of “Torqueing Spheres,” a project by PennDesign’s Simon Kim, together with his partner Mariana Ibañez of IK Studio, as the winner of Folly 2015.

“Torqueing Spheres” combines a simple concept—a straight line—with complex spherical pods that become deep, self-supporting chambers to create experiences for both the collective and the individual. To construct the voluminous curves of Torqueing Spheres, IK Studio has implemented a material technique that uses a cost-effective method of bending plywood while maintaining a system of control and delivery. By blending folly formalism with innovative material techniques, IK Studio plays off of traditional architectural geometries to create new construction spaces that allow for exploration.

Socrates Sculpture Park and The Architectural League launched the annual Folly Program in 2012 to explore the intersections and divergences between architecture and sculpture. Through an annual juried competition, the program creates an opportunity for emerging architects and designers to build a project in an urban, public realm.

“Torqueing Spheres” will open to the public on May 17 at Socrates Sculpture Park. For more information, visit http://archleague.org/2015/05/folly-2015-torqueing-spheres/

Marwan Mahmoud: All-Ivy Selection

In his first season, playing in the number one position for the University of Pennsylvania men’s squash team, freshman Marwan Mahmoud was named an unanimous All-Ivy selection. Mr. Mahmoud finished his first campaign with the Quakers, compiling a 15-6 overall record in the top spot on the ladder, including a 6-1 Ivy League record. The Alexandria, Egypt native helped lead the Penn men’s team to a 9-8 record overall and a 4-3 Ivy League finish. The Quakers made the College Squash Association top-flight Potter Cup as the number eight seed, finishing the year as the seventh team in the country after defeating Franklin & Marshall in the final day of play.

Fels National Invitational Public Policy Challenge

The Fels Institute of Government at the University of Pennsylvania announced that team "femjme from the University of Georgia is the winner of the 4th Annual Invitational Public Policy Challenge held on March 22 at the National Constitution Center.

The winning proposal addressed the “silenced problem” of providing feminine hygiene products to homeless women by distributing pre-packaged ‘(f)emjme kits’ to them. The proposal was presented by University of Georgia team members Paula Buchanan, Nicole La Tournous, Philip McAuley and Brianna Roberts.

The Challenge is a student-led, public policy competition for undergraduate and graduate students from invited universities across the country. Each team presented a comprehensive policy proposal or civic campaign to address an issue specific to their university’s community. The additional participating teams were Vacant Home Tour from Carnegie Mellon, Barbershop Books from New York University and Schoogole, the winning team from Penn’s Fels Institute of Government.

Judith Rodin: Edmund Bacon Prize

Judith Rodin, president emerita of the University of Pennsylvania, was awarded the 2015 Edmund N. Bacon Prize by the Philadelphia Center for Architecture for her continuing contributions to the built environment. She was honored at a ceremony last month. Dr. Rodin then engaged in a conversation on stage with local journalist Sandra Shea about designing resilient structures, systems and cities, some of the ideas featured in Dr. Rodin’s new book, The Resilience Dividend. Dr. Rodin is currently president of the Rockefeller Foundation in New York (Almanac September 7, 2004). Dr. Rodin’s focus at the Foundation has centered on helping people, communities and institutions build greater resilience to everyday challenges.

Founded in 2006, the annual Edmund N. Bacon Award honors one outstanding national or international figure who, like Mr. Bacon (1910-2005), has advocated for excellence in urban development, planning, thought and design through conviction of vision, effective communication and a commitment to improving their community.
Regina Austin: Helen O. Dickens Honoree
Regina Austin is the William A. Schnader Professor of Law and director of the Penn Program on Documentaries & the Law. She is the author of numerous articles related to the impact of race, class and gender discrimination on economic status. In addition to teaching substantive law courses on torts, Professor Austin teaches Law and Documentary Media and the Visual Legal Advocacy seminar, in which law students make short advocacy documentaries on behalf of social justice clients and causes. The videos are available on the program’s website at https://www.law.upenn.edu/institutes/documentaries/ and on YouTube. The program regularly hosts roundtables and screenings to generate interest in nonfiction law-related advocacy filmmaking among public interest practitioners, community members and law students. The proceedings of the Roundtable on “Preparing to Protest” were turned into a multi-part series for PhillyCAM, Philadelphia’s public access station. The program also maintains an archive of clemency videos, which it makes available to attorneys defending defendants in death penalty cases.

Since joining Penn’s faculty in 1977, she has served on student, law school and university-wide committees dealing with minority and gender diversity and affirmative action with regard to both students and faculty. She is a member of the Senate Committee on Faculty Development, Diversity and Equity and the University Council Committee on Diversity and Equity.

Since 2008, Professor Austin has been a member of the Philadelphia Commission on Human Relations, the agency that enforces the Fair Practices Ordinance of the City of Philadelphia (the City’s civil rights law) and promotes intergroup relations. She deployed the resources of the Penn Program on Documentaries & the Law to film the 11 public hearings that led to the issuance of the Commission’s groundbreaking 2011 report, “Widening the Circle of Our Concern: Public Perceptions of the School District of Philadelphia’s Response to Intergroup Conflicts” and the accompanying short video, which is available on Penn’s Penn Program on Documentaries & the Law website. The Penn Program on Documentaries & the Law also co-produced a short historical video undertaken to commemorate the 60th Anniversary of the Commission.

Frances Aulston: Community Honoree
Frances Aulston is the founder and executive director of the West Philadelphia Cultural Alliance (WPCA). A seasoned community leader and activist and former research librarian for the Free Library of Philadelphia, Children’s Hospital of Philadelphia, and the Pennsylvania Chapter of the National Society of Fundraising Executives. Ms. Aulston has been instrumental in having the West Philadelphia residence of legendary performer and human rights activist Paul Robeson preserved as a historical house museum. Under her leadership, the Paul Robeson House has gained prominence as a historical site. The House is now listed as an African American historical site in the National Register of Historic Places and is eligible for National Landmark status. It was designated an official project of Save America’s Treasures, a national program of the White House Millennium Council and the National Trust for Historic Preservation.

Maritza Santiago-Torres: Staff Honoree
Maritza Santiago-Torres has worked above and beyond her position description in service to students and the community. Ms. Santiago-Torres’s numerous service endeavors include the founding, implementation and growth of the Center for Hispanic Excellence: La Casa Latina. While searches for senior staff were conducted during the 15-year history of La Casa Latina, she was often the sole staff member. She worked with the Center’s advisory board and students to ensure that operations, programs and services continued unabated.

Recognizing a need to assist students facing extreme family and personal emergencies, Ms. Santiago-Torres worked in collaboration with the Association of Latino Alumni to establish a student emergency fund for unexpected circumstances. She was also instrumental in creating the Emergency Book Fund at La Casa Latina to help students purchase course books they cannot afford.

In recognition of her outstanding service as a mentor, counselor and guide to students and colleagues, she has received the Asociación de Estudiantes Latino Americano’s Art of Giving award, Sigma Lambda Upsilon’s Unselfed Heart award, the Association of Latino Alumni’s Outstanding Service award and recently, La Casa Latina’s 15th Anniversary Recognition Award. She was also named an honorary member of the Cipactli Latino Honor Society.

Students, their family members and alumni frequently seek her out to thank her for her support, friendship and kindness. Her values include tireless service to her community, Penn’s larger community and all people with sincerity and dedication.

Mounica Gummadidi: Undergraduate Honoree
Mounica Gummadidi is a senior majoring in biological basis of behavior with minors in anthropology and health care management. From Charlotte, North Carolina, she had her first introduction to the West Philadelphia community as a participant in the PennCORP Pre-Orienta- tion Program, where she learned about the many ways to become involved in service at Penn. During her freshman year, Ms. Gummadidi joined the Moelis Access Science program at the Net- ter Center for Community Partnerships to bet- ter understand the West Philadelphia community and to share her love for the sciences. As a bi- ology fellow, she helped to implement hands-on labs and activities that would make the content more engaging and interesting for West Phila- delphia high school students. That summer, as a participant in the Nettier Center’s Penn Program for Public Service (PPPS), she received the opportunity to teach full-time at Alexander Wilson Community School. Through PPPS, she fully immersed herself in the subject of science, technology, engineering and math (STEM) education to research strategies to engage students in these fields and to strengthen the pipeline to higher education and careers in STEM.

Ms. Gummadidi is a civic development intern and a member of the leadership team of Moelis Access Science. She is a six-year hospice volunteer and has led the Student Hospice Organization of Penn as president for the past three years. She serves as the Netter Center Student Advisory Board chair. She hopes to pursue a career in the medical field and to continue to integrate service, education, leadership and the sciences.

Zia Okocha: Graduate Student Honoree
Zia Okocha is a child of Nigerian immi- grants from a small rural town in Southeastern Wisconsin. She began serving her community as a volunteer while in elementary school and continued as an undergraduate mentor at Harvard. Now a stu- dent in the Perelman School of Medicine, Ms. Okocha has been actively involved in the Phila- delphia community through Penn and other or- ganizations. She has served as a coordinator for medical school volunteer tutors at Lea Elementary in West Philadelphia; volunteered for Puentes de Salud, a center that primarily serves a Spanish-speaking population; and participated in Cut Hypertension, a program that visits local barbershops to measure and provide counseling on blood pressure. She mentors a high school student through Philadelphia Futures, a program aimed at preparing students to matriculate and graduate from post-secondary school. She informally mentors undergraduates in the medical school.

Ms. Okocha continues to demonstrate a commitment to service. She is actively engaged in bringing attention to the need for safe spaces for individuals of color within the medical school and is currently spearheading a project to provide medical students with pet therapy. Further, she is working to improve the health of people of color both locally and globally.

Akeesha Washington: Graduate Student Honoree
Akeesha Washington is an agent of change. For more than ten years, she has advocated for those unable to advocate for themselves. She has worked to develop new programs to support adult literacy in Philadelphia, provide recovery-oriented care to young and adults suffering from addiction and deliver counseling interventions to veterans pursuing career goals.

When Ms. Washington arrived at Penn, she recognized the need to advocate for students and sought to promote energetic engagement of pluralism and understanding for the graduate population. She has served as Graduate and Professional Student Assembly (GPASA) vice chair for equity and access. She is deputy to the GPASA vice chair for equity and access and acts as a student advisor to affinity and international groups to ensure that outreach expands across campus and that the institutional history of color is recorded and maintained. With other graduate students, she has worked to establish the Black Graduate Women’s Association, which addresses the needs of graduate women of color on campus. She is not only a mentor but also an inspiration to many other young women of color.
Coverage of March 25 University Council Meeting

Reports on the Library and Budget

Penn Libraries: Supporting Innovative Teaching and Learning

Carton Rogers, Vice Provost and Director for Libraries

I appreciate having the opportunity to talk with you this afternoon. I am always happy to come out and talk all about the things the Penn Libraries are doing in support of this vibrant community of students, scholars and researchers. We think we have a wonderful story to tell. And so once again, thank you for the opportunity. One of the problems I have is that once I get started talking about the Libraries, it is very hard for me to stop, but I am going to try desperately to be very brief in my remarks and then turn it over to my colleague, Kim Eke, who will follow up with some specific examples of what the Penn Libraries are doing.

Libraries Mission

The unstated mission of the Penn Libraries, and I hope this resonates with all of you of a certain age, is to explore new partnerships, seek out new forms of information and to boldly go where no research library has gone before. My colleagues and I work best when we are sitting around and challenging each other as to how we can really transform the services of the Penn Libraries. Such is aspirational! We don’t generally talk that on the road for obvious reasons! Our actual, earth-bound mission statement is to empower teaching and research, to enrich learning, to enable innovation and to ensure the availability and the preservation of information for this and for future generations of scholars, both here at Penn and in the local community. In support of the first two, the Penn Libraries have created new teaching and learning service spaces, using re-purposed, vacant areas, and have hired the kind of staff who can, and will, in turn, leverage these new spaces, all with the goal of creating new programs and services that support teaching and learning across Penn’s campus.

Partnerships

I thought it might be useful to start with a very quick review of the trajectory that we have been on since 2002 to pivot the Penn Libraries to a more outward-looking and partnership-seeking position on campus. In 2002, the libraries were asked to manage the Blackboard courseware system for those schools that were using Blackboard at the time. Some of you remember that it was a mixed blessing for both the campus and for the libraries to actually have to use and manage Blackboard. But we survived it and it was a wonderful way of getting the libraries more directly involved in teaching and learning at Penn. It was also a wonderful experience for the libraries insofar as the libraries were seen as more of a possible partner for people on campus. You will hear me talk a lot about partnerships and how we have worked best when we are sitting around and challenging each other as to how we can really transform the services of the libraries, that have tried similar kinds of space transitions have, is really a place, a really interesting classroom that we opened in 2014. Also in 2014, we were immersed in the transition from Blackboard to Canvas, which I am sure most of you have been impacted by in one way or another (we certainly hope in a positive way). And that has really gone a long way in pushing the libraries more deeply into the teaching and learning continuum.

What all these capital projects (and most of these are capital projects, except for courseware) have in common is that they originated as partnerships. They are so critical to what the Penn Libraries are all about—seeking out partnerships wherever we can find them on campus. This is local engagement at its best, and we think we have been very successful in managing it. But I have to say, as difficult as fundraising can be in our environment, doing the fundraising and getting the spaces built, in some ways, has been the easy part. What we didn’t want to end up with, as many libraries, that have tried similar kinds of space transitions have, is really lovely spaces that nobody comes to because there is no programming and nothing interesting happens in those spaces. So part of my overarching goal was to find and recruit staff who could program those spaces in ways that would bring students and faculty into the libraries.

Libraries’ Team

I think I have been extraordinarily lucky in being able to recruit a team of top-notch people to support teaching and learning initiatives in the libraries. Behind me, Anu Vedantham, director of the Weigle Information Commons, is very familiar to those who have attended many of Dr. Vedantham’s wonderful workshops on using technology in the classroom. Catrice Barrett, who unfortunately cannot be here today because she is ill, is a relatively new hire. We hired her with money that we received from the Bass Family, and she is the inaugural Bass Family Teaching and Learning Fellow working with us on planning for the Collaborative Classroom. Catrice is also a PhD candidate. I was extraordinarily fortunate, a year ago, to be able to leverage Kim Eke, director for Teaching, Research & Learning Services, away from the University of North Carolina at Chapel Hill. I actually had to go down there and arm-wrestle her boss to get her up here to take leadership over this really important directorate in the libraries. I feel very supported by this group, and I hope you feel very supported by them as well. It is really a terrific team that we have put together. What I would say is that it is only the beginning, and the Penn Libraries will continue to push on the edges where we can, and we will continue to try to provide the kinds of services that really support your teaching and learning needs. With that, I will turn it over to Dr. Eke.

(continued on page 7)

www.upenn.edu/alanac

ALMANAC March 31, 2015
Kimberly Eke, Director of Teaching, Research & Learning Services

Well, thank you very much, Carton, I appreciate that. What I want to do today is go through a quick tour of some of the Penn Libraries’ physical and virtual spaces that are supporting innovations across the campus. I hope to emphasize, as Mr. Rogers was doing, that at each stage it is really the collaborations and the partnerships with all of us and with others across campus that make all this possible.

Weigle Information Commons

Let’s start our tour with the WIC, the Weigle Information Commons. I hope you’re all familiar with it. I think that the WIC means a lot of different things to different people. It was the space I had in mind when I’d like to talk about what the WIC does in support of events, innovative programming and also unique spaces. Gadget Day is one of the many events that the WIC hosts. Another event that was recently held in the WIC was the Engaging Students with Technology Symposium, an annual event. Last year we had a record-breaking, all-time-high enrollment of about 150 registrations. It is a great opportunity for faculty to share practices and the technologies and tools that they’re using with students. Students inform the discussions by talking about how they see technology, and there is also a favorite feature called the “Lightning Round,” where anybody from campus can come up for two minutes to talk about technology, a service, whatever they believe contributes to the discussion. In keeping with that, I wanted to let you know that on April 22, there will be a Lightning Round event hosted by the WIC. It will be in the Pavilion in the Kislak Center on the sixth floor of the library, and we will share more information as we have it. You can attend and bring your ideas on the tools and techniques you’re using. We also have a Senior Research Spotlight event that will be happening at the end of April, which is another example of programming in support of innovation. This will be a Lightning Round for seniors. We will also share more information on this as soon as it is available.

If you are not aware, there is a lot of programming happening in the WIC, including a lot of different workshops on technology tools. If you look at our calendar, you will see 30-60 workshops per month, and they range in topics from GIS-mapping and iBooks Author to Prezi or whatever else the campus is interested in. Most times Dr. Vedantham will be able to accommodate requests and include workshops on topics of interest. What we are seeing is that more and more faculty members are attending those workshops that are open for everybody: staff, faculty or whoever else wants to participate. One of the things we have done in partnership with the Center for Teaching and Learning is to host specific faculty seminars that are focused on integrating technology into teaching. This has been really rewarding. The last thing about the unique spaces in the WIC, as you will know if you have used them, is that there are collaboration spaces, technology-infused spaces and academic support services all together in one space. There are also teaching spaces where faculty members are able to teach for a whole semester at a time. These are just some of the ways that the WIC by itself is supporting innovative teaching and learning.

Also in the WIC is the Vitale Digital Media Lab. What we are seeing is more interest in media production on campus. Perhaps as a result of more active learning occurring on campus, faculty members have been encouraged to make mini-lectures and student projects involving animation. The Vitale Digital Media Lab allows anybody to walk in and use the bank of computers with high-end media production software. Most importantly there are staff members on site who are familiar with the software programs, and they can help with projects and support classes through workshops. They also lend all kinds of equipment, including high-end cameras. The whole media production life cycle can happen in the Vitale Digital Media Lab.

There is also a Vitale Digital Media Lab II. This one is a little bit different. This is on the sixth floor of Van Pelt-Dietrich Library, and it is really focused on developing communities around emerging forms of digital scholarship. I will make this a little more concrete with examples of projects: one example involves scholars, librarians, students and other people with an interest in early books who are part of an Early Books Collective. This group of people is interested in taking 16th-century texts that have very interesting type faces and understanding how to decode those and code them in a format that then can be made available to scholars around the world as digital data. Each month they are working together on these projects. We also have the Wikipedia Interest Group, who take the amazing rare books we have in the Kislak Center and link them to relevant entries in Wikipedia and then connect these primary sources online. At any given time, you will see librarians, graduate students and faculty members all working together in the Vitale Digital Media Lab II.

Education Commons

Next on our tour is the Education Commons, which is very much like the WIC in that you can borrow equipment, reserve study spaces and use technology and, as faculty, use teaching spaces. The students love it and the faculty is really starting to discover it more and more every day. You may not know this, but we offer 3D printing now as a new service that we are exploring. There are also some beautiful workstations in the Education Commons, and we anticipate that they will soon include high-end 3D software like Maya or Rhino. So this is another example of how we are trying to evolve and meet the needs of the Penn community and keep things interesting. Thank you for helping us do this!

Collaborative Classroom

Mr. Rogers mentioned the Libraries’ Collaborative Classroom located in Van Pelt-Dietrich Library on the first floor. It seats 30 students and it is surrounded with 360 degrees of writable surfaces. You can write on the tables as well, and the classroom is just filled with technology. As Mr. Rogers mentioned, Ms. Barrett is there to support everything that happens in the Collaborative Classroom. Faculty can work with her on their syllabi, and she can help support activities like technology exploration. Whatever it is that they need, she is there. But the space is not just a classroom for us; the intent is that not only will she learn from the faculty, but she will also document those practices and share them with the rest of the campus community. We think that active learning and having these classroom spaces are fantastic steps, but a lot of the community is still using traditional classrooms. There are still so many techniques to be learned that could benefit all of us. The Penn Libraries are doing research on these techniques and collecting ways that we can help. We want the Collaborative Classroom to be a living lab.

Canvas

Last, but not least, on the tour is Canvas. Canvas is our virtual space. It is, of course, the centrally supported learning management system. It is what is called a Next Generation Learning Platform. What this means is that it is built from the ground up with students in mind. It is designed to have a consistent interface across courses. It is designed to include social media integration, so that you see things like Skype and Facebook integrated with the interface. It is also different in that it is cloud hosted, which means it is updated every three weeks. This presents certain challenges as the interface can change rapidly, but this is how software works now. The other thing that is really interesting and great about Canvas is that it is built for extensibility. This means you can plug in different tools and applications that exist outside of Canvas that do that one thing very well—a portfolio tool, for example—and you can plug this tool into Canvas very easily. The software was built to be able to grow with the needs of users. On that note, one of our initiatives for the coming year is governance. There is a fantastic structure in place to migrate the campus to Canvas, but we are currently at a service level. We are in production everyday. We have 25,000 people logging in and doing their work.

I wanted to let you know that the Courseware Management Group is looking at governance so that we can get more voices involved. We also want to have formal structures reporting to committees like this one, and the Faculty Senate, etc. We will bring back those ideas for feedback sometime in the future.

(Coverage of the Council Meeting continued on page 8)
University FY 15 Operating Budget

Bonnie Gibson, Vice President, Budget & Management Analysis

I will be reviewing the FY15 current year budget. The FY16 budget is still being developed, and will be presented to the Trustees for approval in June. I will discuss our total charges for FY16.

For FY15 we have budgeted $3.18 billion in revenue. The chart (below left) shows the multiple components of revenue, but the easy way to think about our revenue sources is in thirds. The first, slightly overweighted third, is tuition and fees, representing over $1.15 billion or 37% of our operating revenue. This category includes undergraduate, graduate and professional and other tuition. The second, slightly underweighted third is sponsored programs, or research, representing $851 million or 27% of our revenue. The final third is everything else, representing $1.17 billion or 37% and including the income from our endowment, gifts, other income (mostly sales and services), transfers and support for the Vet School from the Commonwealth of Pennsylvania. So as you think of our revenue sources, remember thirds.

Our expenditures (below right) also total $3.18 billion, with 53% of that total in compensation, including salaries and benefits ($1.68 billion). Current expense makes up 25% of our expenditures, with Capital and Student Aid representing the final 22%. This shows what we spend our money on, while the next slide shows who is doing that spending.

School spending represents almost $2.2 billion, or 68% of our total expenditures. The next largest component, administrative centers, including Finance, HR, Public Safety, Information Systems and other administrative units, is $401 million or 12.6%. The cost of our space is $171 million. However, 74% of the space costs are actually for school space: if we move those costs to the school segment, school expenditures increase to 72% of the total.

Our total aid budget for FY15 is $444 million, a 4% increase over FY14. Graduate and professional aid, including stipends, is $247 million, while undergraduate aid is $197 million. These numbers represent direct financial aid to individual students, but in fact the cost of a Penn education is subsidized for all students. Our audited financial statements show that tuition and fees cover 69% of the cost of a Penn education, with gifts and endowment income covering the balance.

Total Undergraduate Charges

For FY16, the Trustees have approved a 3.9% increase to undergraduate total charges, with tuition, fees, room and board at $64,526 next year. Room and board are based on the average standard room and the freshman meal plan. Over the past ten years Penn’s increase in total charges has been at the average for our peer group: never the highest, and never the lowest. Since 2006, the rate of increase has been declining, and this is the 7th consecutive year that it is under 4%.

This increase in total charges generates $22.4 million in incremental revenue, with $17.1 million of that in tuition. Almost $8 million of that tuition revenue is allocated to the financial aid pool. Net tuition after aid actually grows by just 2.8%. This is the incremental funding available to schools to support academic operations.

Financial Aid

I want to present our aid information as a series of important questions. The first is whether we are keeping a Penn education affordable and accessible. The average aided freshman, the cost of attending Penn in constant 2005 dollars is actually $1,459 or 7.5% lower than it was in FY05.

The second question is how much aid are we actually providing. The distribution of traditional undergraduate grants by size for both the freshman class and the overall aided population show two thirds of our aided students received grants of $35,000 or more, while over one third received grants of $50,000 or more. Forty seven percent of traditional undergraduate students receive aid, and the average freshman grant this year is $39,995 — you can round up to $40,000 to make it easier to remember.

The third question is what percentage of total charges does our aid program cover. Not only has the median grant increased significantly over the past five years, but as a percent of total charges it has grown from 67% and 69% to 72.4% and 75% respectively. This means that our aid is actually growing more than our total charges, covering a larger percentage of the costs.

Since President Gutmann took office in 2004, we have been steadily increasing our financial aid budget. It has grown 161% during that time, in part due to our generous all-grant policy, but also due to higher need as a result of the recession. Our aid budget has grown at almost twice the annual growth rate for tuition.

Graduate and Professional Tuition and Aid

In 2014, the last completed fiscal year, we had 2,970 PhD students across nine different schools. Almost all of our PhD students are fully funded for at least three years, and most for five. Full funding includes tuition, fees, health insurance and a stipend. Some schools pay a higher stipend to cover the student’s purchase of health insurance. For an SAS Humanities PhD student entering in the fall of 2015, the standard five-year funding package is worth over $322,000 in constant FY16 dollars.

PhD tuition and the research master’s tuition will increase at 3.9%, the same rate as undergraduate tuition. Professional tuition is set by the schools based on their specific needs and markets.

The distribution of PhD student and expense by school and category shows Arts & Sciences has the largest number of PhD students, and the largest expenditures: over $69 million in FY14.

This concludes my presentation.
Overview

Student Registration & Financial Services (SRFS) has approximately 100 staff members who support the University’s mission of recruiting and retaining a high-quality and diverse student body. To that end, SRFS ensures that Penn students can register for classes and receive grades and transcripts in a timely manner. SRFS plans for, allocates and delivers financial resources that make a Penn education financially manageable for all admitted and enrolled students, while limiting educational debt burden.

SRFS is comprised of three major student service departments: the Office of the University Registrar, Student Financial Services (including Student Employment) and the University Bursar (which includes Student Accounts, Loans and Collections). Michelle Brown-Nevers, associate vice president for student services, oversees this complex organization that reports to the University’s Department of Finance.

SRFS also supports its Penn colleagues, alumni and external organizations by maintaining a roster of over 6,000 courses, course listings and descriptions, as well as collaborating with schools, centers and departments to help them provide financial information to their students.

Goals and Accomplishments

Each year SRFS establishes goals that support President Amy Gutmann’s vision of Penn Compact 2020 while also aligning its goals to those of Penn’s Executive Vice President and the Provost’s Initiatives. Below is a highlight of some SRFS goals and accomplishments.

Resources for Targeted Student Populations

One of SRFS’ goals is to create clear and comprehensive communication. The websites and the knowledge-base system were designed as a resource for students and other visitors. askBEN was implemented as a tool to ease navigation of the websites and become a place where the right answer to a general question could be located. A Parent's Corner makes critical information readily available to parents. Enhancements to SRFS’ websites feature information specific to veterans, undocumented students and low socio-economic/first generation students.

Student Borrowing Research Project

SRFS partnered with Laura Perna, James S. Riepe Professor in the Graduate School of Education, to conduct focus groups to discover reasons traditional undergraduate students at Penn choose to borrow. This information will help Penn better develop and align future financial literacy and outreach activities along with loan availability. Recently, emails were sent to approximately 100 students in hopes of getting 30 students to participate in individual interviews. The findings of this study will be used to better serve students.

Meetings with Student Leadership

Another goal is to keep the dialogue open and transparent with students. SRFS wants to understand the changing needs of Penn’s students and develop methods to align its services to meet those needs. SRFS senior leadership meets semi-annually with student leadership organizations, including the UA, SCUE, SB, GAPSA and LPS. These meetings provide an opportunity for both students and SRFS to discuss important concerns.

Creation of SFS Student Advisory Board (SFSAB)

This board was created upon request from the undergraduate and graduate student leadership. It was officially approved by the Undergraduate Assembly in December 2014; its members include nine undergraduates and three graduate students. The SFSAB meets quarterly with the University Director of Financial Aid.

Financial Literacy and Outreach to the Penn and Philadelphia Communities

SRFS believes financial literacy is critical. SRFS’ goal is to provide more outreach efforts and teach students and families about financial aid, educational financing and University benefits that impact financial aid and other financial literacy programs. The SRFS website hosts an online financial literacy tool, CashCourse, which can assist a diverse student population as they traverse various life phases. SRFS has collaborated with Human Resources to provide financial aid information to faculty and staff, as well as reaching out to the Netter Center, Philadelphia high schools and student groups to offer financial literacy education in small groups.

Consultants Engaged by SRFS

SRFS engaged One Purpose Performance, Inc. to implement a ‘360 review’ of SRFS. Two principals of the company spent three days conducting 12 focus groups and two individual interviews:

• The internal SRFS focus groups included SRFS senior directors, SRFS managers, SRFS staff, NGSS and Support Systems, as well as individual interviews with the Associate Vice President and the University Director of Financial Aid.

• The external-client focus groups of Penn areas directly impacted by SRFS included Student Leadership, Graduate School Representatives, Undergraduate Working Group, VPUL, Housing Services, PennCard, Residential & Hospitality Services, Finance and Administrators from Athletics, Development and Institutional Research.

One Purpose provided a preliminary summary-closing meeting with observations to Dr. Brown-Nevers, and Steve Golding, vice president, finance and treasurer. Trends emerged that identified areas where SRFS excelled, as well as actionable recommendations that will strengthen SRFS’s purpose—to help students succeed at Penn.

All-Grant Aid Program

SRFS continues to advance President Gutmann’s vision as stated in the Penn Compact 2020. SRFS implements the All-Grant Program by awarding need-based financial aid packages. Collaboration with Admissions continues as both departments communicate about Penn’s generous All-Grant Program throughout the recruitment cycles.

Next Generation Student Systems (NGSS)

SRFS has partnered with Information Systems and Computing (ISC) to implement this multi-year service project. The NGSS project strengthens support for the University’s interdisciplinary educational programs and academic innovation; enables Penn to provide the best service to faculty, students and their parents and staff; and positions Penn to embrace technical and programmatic advances in the years ahead. The first deliverable of this project is branded as Pennant Accounts, which is planned for fall of 2015 release. Pennant Accounts will enhance the student accounts and billing process. Pennant Aid and Pennant Records will be phased in over the next several years.

Conclusion

SRFS continues to ambitiously meet its goals while challenging itself with the standard of excellence for which the University of Pennsylvania is reputed. SRFS strives to develop and model best practices to aid in the efficiency of the University’s operations and continues to align its goals to support the EVP and the President’s initiatives. These latest actions are propelling SRFS forward with renewed rigor.
Benefits Open Enrollment (your annual opportunity to make changes to your healthcare elections) is coming soon. Now is a great time to start considering what healthcare options will work best for you in the new plan year. This year’s Open Enrollment period will run from Monday, April 20 through Friday, May 1.

Plan Changes as of July 1, 2015
Please take note of the following changes for the 2015-2016 plan year. For more details, please visit the Human Resources website at www.hr.upenn.edu/myhr

Prescription Carrier Change
Penn’s prescription drug carrier will change from Express Scripts to CVS/Caremark. You can fill your prescriptions at CVS pharmacies as well as a wide network of non-CVS pharmacies.
You will receive a new ID card and a new member number. Look for your new card in mid-June. To ensure that your claims are processed correctly, it is very important that you present this new card and ID number to your pharmacy. Please be sure to destroy your old card after June 30, 2015.
Maintenance medication and the 90-day retail pick-up option will only be available at CVS pharmacies. You may also use the CVS/Caremark Mail Service pharmacy to receive your maintenance medications at your address of choice.
Effective July 1, 2015, the generic copay minimum and maximum will change from $5 min/$20 max to $7.50 min/$20 max for retail scripts and from $10 min/$40 max to $15 min/$40 max for mail service scripts. The minimum and maximum copay for brands with no generic equivalent will change from $15 min/$75 max to $15 min/$100 max for retail scripts.
You will receive more details about the switch to CVS/Caremark in future communications from Penn and CVS/Caremark.

Health Care Flexible Spending Account Limit Increase and Rollover
The Health Care Flexible Spending Account (FSA) limit has increased from $2,500 to $2,550. If you want to increase your FSA savings to the new $2,550 limit, you must do so during Open Enrollment.
Remember, the IRS has relaxed the “use it or lose it” rule. Instead of losing all unspent money in your Health Care FSA at the end of the plan year, you’re able to protect up to $500 by rolling it over to the following year. Note that rolling over funds does not impact your maximum election for the following plan year. Keep in mind that the rollover rule only applies to the Health Care FSA. Participants in the Dependent Care FSA cannot roll over any unused funds.

PennCare Personal Choice
The PennCare/Personal Choice PPO plan deductibles will increase as of July 1, 2015. Under the PennCare tier, the individual deductible will increase from $100 to $125 and the family deductible will increase from $300 to $375. Under the Personal Choice tier, the individual deductible will increase from $250 to $300 and the family deductible will increase from $750 to $900.
As of July 1, 2015, the deductible, copays and coinsurance will count toward the out-of-pocket maximum. Currently, copays do not count toward the maximum.

Keystone HMO
As of July 1, 2015, both the copay out-of-pocket maximum and coinsurance/deductible out-of-pocket maximums will combine to a single out-of-pocket maximum of $1,200 individual/$2,400 family.

Aetna POS II
Laboratory/pathology coverage will change from 20% coinsurance after deductible to a $30 copay.
X-rays/radiology coverage will change from 20% coinsurance after deductible to a $40 (routine) copay or $100 (complex) copay.

MetLife Dental
Effective July 1, 2015, MetLife will provide orthodontic coverage for adults. The out-of-pocket lifetime maximum orthodontia coverage per child and adult will increase from $1,000 to $1,500. Limited dental implant coverage will now be provided at 50% but not to exceed the cost of a bridge.

When Are Changes Effective?
Changes made during Open Enrollment will be effective as of July 1, 2015. New rates for all plans will be reflected in your July 2015 paycheck.

Attend a Fair
Representatives from Penn’s health care insurance providers and administrators will be on-site to share information and answer questions. Learn about medical plans, prescription drug coverage, dental plans, vision coverage, flexible spending accounts (ADP) and the Penn Benefits Center (ADP). Penn’s retirement vendors—TIAA-CREF and Vanguard—will also be on-site to answer questions and provide information about retirement plans.

A Focus on Wellness
Penn is offering a new supportive smoking cessation program through our wellness partner, StayWell. The StayWell Tobacco Cessation program can help you get past the cravings to enjoy tobacco-free living.
The StayWell approach combines personalized coaching with nicotine replacement therapy to help you kick the habit once and for all—and it’s completely free and confidential. This research-based program will match you with a qualified health coach for personalized assistance by telephone, mail or online. You’ll also be eligible for up to 12 weeks of nicotine replacement therapy (patches, gum or lozenges), delivered to your front door at no cost to you. The program is available to benefits-eligible faculty and staff. To learn more, call Penn’s StayWell help line at (1855) 428-6324, or log on at pennstaywell.com and look for “Smoke Free” under the programs menu.

Making Changes After Enrollment
The choices you make during Benefits Open Enrollment will remain in effect through June 30, 2016, unless you experience a qualifying event. Qualifying events include the birth or adoption of a child, marriage or domestic partnership, divorce or separation, death of a dependent or change in your dependent’s eligibility for benefits. Keep in mind that the IRS limits the types of changes you can make for qualifying events. If you experience a qualifying event, please contact the Penn Benefits Center within 30 days at 1 (888) PENN-BEN or 1 (888) 736-6236 Monday through Friday between 8 a.m. and 6 p.m. EST.

Division of Human Resources
Morris Arboretum Unveils *Stickwork* Artist Patrick Dougherty’s New Abstract Sculpture: April 4

Morris Arboretum debuts its newest sculpture by internationally acclaimed artist Patrick Dougherty at a Grand Opening celebration on *Saturday, April 4*. Created in just three weeks during March, Mr. Dougherty worked with Arboretum volunteers and staff to create a unique, site-specific piece of art from twigs, saplings, branches and sticks. As with all of his work, his art is created in full view of the public. He reflected that there is no studio door for him to close. Everything he does, everything he has to work out with his pieces, has to be done in the open given the nature of his practice in building on-site. Mr. Dougherty’s art structure took shape as he designed it, inspired by his surroundings at the Morris Arboretum. Construction involved weaving all materials without the use of nails or other supportive hardware. When people asked how volunteers knew what to do, he answered, “we were all children once and children know what to do with sticks.”

The Grand Opening celebration kicks-off on *Saturday, April 4* at 11 a.m. with events designed for the whole family to learn more about Patrick Dougherty’s art, an eco-friendly structure. All activities are free for members or with garden admission.

**Guided Sculpture Tour:** Saturday, April 4, 11 a.m. & 2 p.m; a bagpiper from the Emerald Pipes & Drums will lead the 11 a.m. procession to the sculpture site and open the tour with traditional Irish music in celebration of Mr. Dougherty’s heritage. Knowledgeable guides will then discuss the artist’s work process, creative problem solving and personal art philosophy.

**Garden Discovery Series:** Saturday, April 4, 11 a.m.-3 p.m.; crafty artists join the fun at the Discovery Table and design your own eco-friendly structure using all things from nature including vines, twigs, branches and leaves.

**Sculpture Scavenger Hunt:** debuts Saturday, April 4 and continues through October. Open your eyes to art in the garden with the new Sculpture Scavenger Hunt. Did you know that Morris Arboretum has a collection of sculptures situated throughout the garden? Pick up a clue sheet at the Visitor’s Center and solve 10 riddles to find 10 sculptures, each with a secret code attached. Guests who decipher the cryptic message will receive a complimentary pack of Play Doh® to create their own work of art.

To learn more about Patrick Dougherty, visit his website: www.stickwork.net. For more information about the Grand Opening or any other Morris Arboretum event, visit www.morrisarboretum.org. On the Arboretum’s web page about Patrick Dougherty, there is a segment about him from the March 14 episode of CBS Sunday Morning.

Putting finishing touches on the new sculpture.
Community-Based Approach to Teaching

Amy Hillier

I teach introductory-level classes in geographic information systems (GIS)—mapping software—to undergraduate and graduate students. I also teach a graduate course about public health and the built environment. Frequently, students in my courses choose as a final project to apply the research skills we learn in class—making maps or conducting built environment audits, surveys, interviews or health impact assessments—to needs identified by nonprofit organizations and city government agencies with whom I work. In the spring of 2014, for example, one group of students worked with the 52nd Street corridor manager from The Enterprise Center (TEC) to build a website, conduct a property and business inventory and interview residents and customers about perceptions of safety and lighting. Another group organized an event, mapped a walking tour and created a promotional video for uGO!, a program that encourages physical activity in West Philadelphia neighborhoods.

Like many other faculty members, my use of community partnerships reflects my teaching philosophy. My job is not to impart knowledge as much as it is to facilitate learning. Given the opportunity, students can learn as much from each other and from community members as they can from me or academic texts. Penn students have enormous talent that can be directed to benefit local communities and organizations. Students will be more excited—and ultimately more successful—if they feel that their homework is useful. I can talk all day about research, but students will learn best when they are actually doing research. Over time, I’ve also come to understand that I am at my best as a teacher while mentoring summer research interns and involving them directly in my research, when I can really get to know them and they can really get to know me. In addition to making the school year feel a bit more like summer, integrating my research and teaching also offers a practical solution to the competing demands of a standing faculty position. My teaching is better for integrating my research, and my research is better for integrating my teaching.

I’m convinced that students take my courses (and yours) to learn about themselves and their place in the world as much as they come to learn about whatever the course is nominally about. I can best support this kind of learning by helping them see themselves in relationship to their classmates and to the community members with whom they work, and as part of an Ivy League institution in relation to its economically disadvantaged—but-still-amazing urban community. This involves encouraging students to challenge their assumptions about race, class and gender, talk about neighborhoods in terms other than “good” and “bad” and learn to trust themselves as they experience new people, places and situations.

I am not usually privy to the conversations students have among themselves, out in the community or back at school, as they translate their field experiences to final presentations and projects. But it’s clear from the relationships that develop among students that those are some of the most valuable parts of their learning. Their fieldwork also leads to some very rich in-class conversations. Last spring, 52nd Street led to discussions about the value of popular built environment interventions to improve health such as street lighting, surveillance cameras, pop-up gardens, trash cans and building façade improvements. Questions for residents about litter and lighting had generated answers about violence, drugs and the lack of opportunities for children, leading some students to question how ethical it was to propose cosmetic solutions. Others responded with references to the “broken windows” theory and the need to facilitate concrete first steps toward larger social and economic change.

In the classroom, it’s easy to get excited about how public policies, built environment interventions and community-based programs can promote public health and equality. Spending time conducting research in low-income neighborhoods offers an important counterpoint to our course readings about things like safe routes to school, smart streets, bike share, healthy corner stores and farmers markets. During a class walking tour along a new, federally subsidized path through a low-income section of Philadelphia, students were able to talk with residents about their experiences—or lack of experiences—walking and biking in the area. Similarly, food audits of corner stores let students see for themselves how cigarette ads, potato chip displays and sugar-sweetened beverage promotions dominate efforts to sell fruits, vegetables and bottled water. Lack of resident awareness, enthusiasm and behavioral response to these kinds of programs temper student expectations of interventions aimed at promoting physical activity and healthy eating. Environmental and behavioral changes are hard to make, something best understood through observations and conversations.

I try to present myself to students as a work-in-progress who is learning alongside them, both in regards to GIS and to self-knowledge. This fall, as students introduced themselves on the first day of class, I asked them to identify their preferred pronouns. I explained to them that my sensitivity to pronouns came from guessing wrong with one student, whose face just dropped when I referred to him as “she” during a class discussion. I emailed the student that night to ask about preferred pronouns and to apologize, and we developed a good relationship over the course of the semester that continues, but at the moment I made the mistake, I felt terrible. My efforts to facilitate conversations about race in the classroom can also feel awkward, as students verbally tip-toe around the issue of racism and the undeniable but complicated relationship between poverty and skin color in a place like Philadelphia. I’ve found an ally in the great scholar and civil rights leader, W.E.B. Du Bois, in talking about race and racism, using his 1896 classic, The Philadelphia Negro, to consider the root causes and consequences of racial prejudice in an historical context, then trying to draw connections between late 19th century Philadelphia and the city today. I try to laugh at myself—and put students at ease—by telling them how someone once essentially asked me, why is a white woman from New Hampshire studying The Philadelphia Negro?

The challenges and risks involved in this project-based, community-based approach to teaching are great—and well-documented by others who do this more deliberately and more regularly than I. Students who look in the mirror may not always like what they see, especially if they’ve found it difficult to stretch themselves to fit in the unfamiliar physical, social and racial context of their community projects. I take personal safety concerns seriously and am committed to not putting students in situations when they feel unsafe, but some of their discomfort with themselves can be expressed through knee-jerk negative reactions to going to low-income or predominantly black neighborhoods. Unable to understand and express their feelings of discomfort, these students might disengage in the class and cast blame on me on their course evaluations for seemingly unrelated failures. I can live with that. Of greater concern is when students who are eager to please community partners get in over their heads, promising more than they can deliver and then disappointing themselves and their partners when they come up short. I try to minimize that situation by choosing partners with whom I have worked before and by helping scope out the project to make sure it is feasible. The risk of failure (not delivering what was promised) is real, but I encourage students to take risks because they can still learn a lot, and pass my class, even when things don’t turn out the way they expected.

It’s a privilege to be part of this great learning community at Penn and to teach such talented, motivated students. By involving students in my research and introducing them to my community partners, I feel that I can give them more of myself and help them in the process of discovering who they are. And needless to say, this approach helps me to better understand my place in the world as teacher, scholar, aspiring agent of social change and human being.

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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.

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ALMANAC March 31, 2015