The recipients of the annual Penn Engineering teaching and advising awards are selected directly by Penn Engineering students.

**The S. Reid Warren, Jr. Award**

Cherie Kagan, Stephen J. Angello Professor in Electrical & Systems Engineering, has been awarded the S. Reid Warren, Jr. Award, which is presented annually by the undergraduate student body and the Engineering Alumni Society in recognition of outstanding service in stimulating and guiding the intellectual and professional development of undergraduate students.

Dr. Kagan received a BA in mathematics and a BSE in materials science & engineering in 1991 from the University of Pennsylvania. She then went on to earn a PhD in materials science & engineering from the Massachusetts Institute of Technology in 1996.

Dr. Kagan’s students referenced her “willingness to take time out of her schedule” and incredible guidance regarding “summer research, graduate interests, whether to pursue graduate school, which advisors would be the best fit and actionable advice about materials chemistry for senior design work.”

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**Malitta Engstrom**

Malitta Engstrom is a recipient of the 2015 Excellence in Teaching Award, standing faculty. She also received this award in 2014. Each year since her arrival at Penn in 2012, Dr. Engstrom has taught Foundations of Social Work Practice and Field Practice, a two-semester course in the master of social work program. She also mentors several doctoral students in the PhD in social welfare and DSW in clinical social work programs. She is recognized as an engaging teacher who is deeply committed to students’ learning and effectiveness as practitioners and researchers. Her warm, collaborative and rigorous approach encourages students’ best efforts and emphasizes the shared pursuit of social work excellence in action. Dr. Engstrom completed her graduate education in social work at Columbia University (PhD with distinction, master of philosophy and master of science) and undergraduate education in educational studies (with honors) and women’s studies at Brown University. Her research focuses on problematic substance use and co-occurring concerns, including involvement with the criminal justice system, HIV, victimization and mental health problems, particularly in relation to women and families. Numerous sources have funded her research, including the Penn Center for AIDS Research, the National Institutes of Health, the John A. Hartford Foundation and the Substance Abuse and Mental Health Services Administration.

Kenwyn Smith is a recipient of the 2015 Excellence in Teaching Award, standing faculty, in the School of Social Policy & Practice. He is a professor of organizational behavior and regularly teaches leadership, group and intergroup dynamics, organizational politics (the POWER LAB) and change management. At Penn, Dr. Smith has directed the Center of Workplace Studies, served as the faculty master of Ware College House, created the graduate program in nonprofit leadership and functioned as its inaugural director. An Australian citizen, Dr. Smith is an international scholar whose research experience ranges from prisons to schools, from businesses to healthcare institutions, from oppressed black townships in South Africa to NGOs in rural India, from pharmaceuticals in Belgium to financial services in urban America and from the World Bank to Philadelphians living with HIV/AIDS. During his career, Dr. Smith has helped to create a number of volunteer-based nonprofits (the best known being MANNA), worked on

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**Perelman School of Medicine 2015 Teaching Awards**

**The Leonard Berwick Memorial Teaching Award**

This award was established in 1980-1981 as a memorial to Leonard Berwick by his family and the department of pathology to recognize “a member of the medical faculty who in his or her teaching effectively fuses basic science and clinical medicine.” It is intended that this award recognize persons who are outstanding teachers, particularly among younger faculty.

Roy Hamilton is a cognitive neurologist and the director of the Laboratory for Cognition and Neural Stimulation, where the central thrust of his work is to use noninvasive electrical and magnetic brain stimulation to explore the characteristics and limits of functional plasticity in the intact and injured human brain. He has established a reputation as a gifted and passionate mentor and educator for trainees in his lab and for medical students and neuroscience residents. He co-directs the Clinical Neuroscience Track for the School of Medicine, an umbrella organization for medical students pursuing careers in clinically relevant fields of neuroscience. He also teaches the ethical conduct of human subjects research and grant and proposal writing as part of the department of neurology’s Patient Oriented Research curriculum and has directed the Cognitive Neurology curriculum for residents at Penn for nearly a decade.

One of Dr. Hamilton’s most significant and unique contributions to education has been his effort to introduce disadvantaged younger students to medicine and neuroscience. From 2003 to 2013, he served as the curriculum director of Penn’s Neuroscience Pipeline Program (now called the Perelman School of Medicine Pipeline Educational Program), a mentorship and outreach program for underserved, largely African-American high school students in West Philadelphia. He also helped to found the University of Pennsylvania’s Summer Mentorship Program in Medicine in 2006 and played a leading role in designing the curriculum for this immersive program for talented but disadvantaged high school students. Dr. Hamilton now provides overarching support and leadership for these and other programs in his broader role as an assistant dean for diversity and inclusion at the Perelman School of Medicine and also works to ensure that the medical school maintains eminence in its ability to meet the needs of an increasingly diverse world. In the words of one of his mentees, “[Dr. Hamilton’s] impressive knowledge of research and clinical neurology paired with his devotion to mentorship and diversity allow him to provide a unique education that instills brilliance, leadership and citizenship.”

(continued on page 4)

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**School of Social Policy & Practice Excellence in Teaching Awards**

The 2015 Excellence in Teaching Award, Standing Faculty

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**IN THIS ISSUE**

2 PPSA Call for Board and Committee Nominations
3 Deaths; Council Coverage
6 CCTV Locations
7 Update: Digging Dames and Corn Exhibit at Penn Museum; HR: Open Enrollment; CrimeStats; Classified
8 Talk About Teaching and Learning

Pullout: Senate: Executive Summary of the 2015 Report on the Economic Status of the Faculty

(The full report is available as a PDF online.)

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Penn and in nations as diverse as Brussels, New Guinea, India, Australia, Argentina and South Africa. Dr. Smith is working on three books, to be titled The Heart of Leadership: Lessons from Lincoln, Gandhi and Mandela; The Abundance Chronicler; and The Philosophy Review, the International Herbert Marcuse Society and the Bread & Roses Community Fund. He is a founding board member of two of the nation’s leading community development financial institutions, Center for Community Self-Help (North Carolina, California and Washington, DC) and TRF (The Reinvestment Fund in Philadelphia). He is also the founder and academic director of Penn’s Social Justice Research Academy, an annual summer program for high school students from around the world.

The 2015 Excellence in Teaching Award, Non-standing Faculty
Alexandra Wimberly is a recipient of the 2015 Excellence in Teaching Award, non-standing faculty, in the School of Social Policy & Practice. She is a PhD candidate in social welfare at the School of Social Policy & Practice. She earned her master’s in social work from Simmons College, her master’s in public health from Harvard University and her undergraduate degree in art studio from the University of California, Los Angeles. Ms. Wimberly’s main research interests include substance use interventions for people caught in the criminal justice system. As a teacher of research methods, she strives to make research accessible and applicable to students who come to the classroom with a broad range of clinical, programmatic and policy experiences, insights and goals.

Andy Lamas is a recipient of the 2015 Excellence in Teaching Award, non-standing faculty, in the School of Social Policy & Practice, where he teaches critical theory, alternative political economy and social finance. He earned his bachelor’s degree with honors from Davidson College (Phi Beta Kappa), his master’s degree from the University of London’s School of Oriental & African Studies (SOAS) and his JD from the University of Pennsylvania. He began teaching at Penn 25 years ago. His teaching, research and writing have focused on issues of social and economic justice. Mr. Lamas currently serves on the boards of the Radio.

PPSA 2015 Call for Board and Committee Nominations: May 8
The Penn Professional Staff Assembly (PPSA), a voluntary organization comprised of professional (monthly exempt) staff members, is accepting nominations for the Executive Board and University Committees for the 2015-2016 term year. The mission of PPSA is to support and focus staff engagement and collaboration within the University of Pennsylvania community and to act as a productive resource for all of our members. Being a member of PPSA allows you to network with your colleagues through numerous workshops and events that enhance your professional development and work life at Penn.

• Provides a forum through which staff can engage in dialogue about issues facing the University and higher education;
• Participates and collaborates in University governance through University Council and other committees and task forces;
• Serves as an informational network to promote seminars and programs that enrich the quality of experience and work life for professional staff;
• Provides a supportive network to assist the University in achieving its goals and objectives.

For more information on PPSA, go to: http://penn-ppsa.org/

If you are not a member of PPSA and are a monthly-paid employee, please consider joining by going to our webpage at http://penn-ppsa.org/ If you have questions, please consider nominating yourself or a colleague for a Board or Committee position. Board members attend two meetings a month and assist with program development and coordination. Committee members meet monthly and are expected to report to the Executive Board twice a year. Although there is a time commitment, the experience is rewarding and enjoyable. It is a wonderful opportunity to meet colleagues from across the University who will help to enrich your association with Penn.

Executive Committee Nomination
The following positions on the PPSA Executive Board will be available for the coming year:

• Chair-Elect: The Chairperson is the principal executive officer who calls meetings, presides over meetings and provides leadership and representation at the University Council and other meetings. After one year, the Chair-Elect automatically succeeds to the office of Chairperson.
• Members at Large (four positions are available, each for a two-year term): The Members at Large participate in Executive Board meetings, take on special projects and serve on other University committees.

University monthly-paid professional employees are welcome to self-nominate or submit names for consideration by no later than Friday, May 8, 2015. All Executive Committee individuals nominated will receive information on completing a candidate bio and personal statement. A list of candidates will be prepared and distributed to the PPSA members prior to the election.

Annual Meeting: May 21
The 2015-2016 election for officers will occur after the annual meeting, which will take place on Thursday, May 21, 2015 at noon in the Hall of Flags, Houston Hall. The election meeting speaker is the Wharton School Dean Geoffrey Garrett.

University Committee Nominations
PPSA invites you to nominate yourself or others for service on the 2015-2016 University Council committees. Council committees serve as advisory bodies in shaping academic/administrative policy. Please consider taking advantage of this opportunity to learn about the administrative structure of the University and have input into its decision-making. Membership on the committees listed is open to all monthly-paid staff. For more information on University Council committees, visit https://secure www.upenn.edu/secretary/council/committees.html

Committee members will be selected by the Tri-Chairs following the Executive Committee Election. To nominate someone, complete the PPSA form at https://wharton.qualtrics.com/ SE/?pid=SY_9mAs3UMDSL4Sw9T Questions on the nominating and election process can be directed to ppssa@exchange.upenn.edu

Ford Motor Company Award for Faculty Advising
Paulo Arratia, associate professor in mechanical engineering & applied mechanics, has been awarded the Ford Motor Company Award for Faculty Advising. The award recognizes dedication to helping students realize their educational, career and personal goals.

Dr. Arratia earned a BS in chemical engineering from Hampton University in 1997. He then went on to earn master’s and doctoral degrees in chemical & biomolecular engineering in 2001 and 2003, both from Rutgers University.

One student noted that Dr. Arratia “has put together various events catered towards guiding and counseling students as they progress through their Penn career,” such as “MEAM community dinners, in which minorities across all MEAM classes meet to discuss issues that they have faced while at Penn and how we can learn to overcome them.”

Hatfield Award for Excellence in Teaching in the Lecturer and Practice Professor Track
LeAnn Dourte, lecturer in bioengineering, has been awarded the Hatfield Award for Excellence in Teaching in the Lecturer and Practice Professor Track. The award recognizes outstanding teaching ability, dedication to innovation and undergraduate instruction and exemplary service to the School in consistently inspiring students in the engineering and scientific profession.

Dr. Dourte earned a BS in mechanical engineering in 2005 from Lafayette College. She then went on to earn her doctoral degree in bioengineering from the University of Pennsylvania in 2011.

A student wrote, “One of the things that I have come to appreciate most about Professor Dourte’s teaching style is that it doesn’t stop with answering the question at hand; she is able to find a real-life situation or problem where that information can be applied to further your understanding.”

Penn Engineering 2015 Teaching Awards
(continued from page 1)
Deaths

Hazel I. Holst, Plastic Surgery

Hazel I. Holst, a former surgeon and associate professor emerita of surgery at the Hospital of the University of Pennsylvania, died of complications after surgery at Crozer Chester Medical Center in Upland, Pennsylvania on April 9. She was 83 years old.

Dr. Holst was born in Minneapolis and earned her bachelor's degree at the University of Minnesota. She moved to Philadelphia to attend the Woman's Medical College of Pennsylvania and graduated with a medical degree in 1958. She then trained in Washington, DC and Pikeville, Kentucky before beginning a four-year residency in general surgery at Women's Medical College in Philadelphia, now known as the Medical College of Pennsylvania.

In 1964, Dr. Holst came to the Hospital of the University of Pennsylvania (HUP) as a resident in plastic surgery and instructor in plastic and reconstructive surgical research. In 1971, she became assistant professor of surgery and assistant chief of plastic surgery service in the department of surgery at the University of Pennsylvania School of Medicine. In 1976, she attained the rank of associate professor of surgery. Her specialty was hand surgery and use of the microscope in the repair of the hand. Dr. Holst became associate professor emerita in 1997.

Dr. Holst was the first female member of the Plastic Surgery Research Council and the Philadelphia Academy of Surgery. She was also a member of the American Association for the Surgery of Trauma, the American Medical Association, the American Society for Plastic and Reconstructive Surgery and the Society for Cytobiology and a Fellow of the American College of Surgeons. She served as a special consultant on the Surgical Drugs Advisory Committee of the Food and Drug Administration and as treasurer of the Robert H. Ivy Society of Plastic Surgeons.

Dr. Holst is survived by her former husband, Merle Broberg; three sons, Richard, Robert and Chris; one daughter, Rebecca; four grandchildren; three step-grandchildren; and one sister.

A celebration of Dr. Holst's life will be held on Saturday, June 20 at the Wyndham Alumnae House, Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010.

To Report a Death

Almanac appreciates being informed of the deaths of current and former faculty and staff members, students and other members of the University community. Call (215) 898-5274 or email almanac@upenn.edu

However, notices of alumni deaths should be directed to the Alumni Records Office at Room 517, Franklin Building, (215) 898-8136 or email record@bren.dev.upenn.edu

Almanac On-the-Go: RSS Feeds

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April 22 Council Coverage

At the last University Council meeting of the semester, Penn President Amy Gutmann described the recently launched “Campaign for Community,” which featured a Town Hall that included six of Penn's deans, as being an important enterprise (Almanac, April 7, 2015).

Provost Vincent Price urged the students to complete the confidential, anonymous campus climate survey to help Penn learn more about the campus climate and shape future policies in the area of sexual misconduct.

The majority of the April 22 meeting was devoted to the annual reports of the Council Committees. Each of the five committees’ chairs provided a summary of their charges, focus areas and recommendations for the next academic year based on their deliberations this year. These reports will be published in the May 5 issue of Almanac.

Steven Kimbrough discussed Academic & Related Affairs. The Committee focused on the performing and visual arts at Penn, academic integrity and changes to Penn’s libraries.

Rebecca Maynard presented on Campus and Community Life. The Committee had numerous recommendations concerning Penn’s engagement with the Philadelphia Public Schools.

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Shiro Takashima, Bioengineering

Shiro Takashima, professor emeritus in Penn’s department of bioengineering in the School of Engineering & Applied Science, died on March 14. He was 91 years old.

Dr. Takashima earned his undergraduate degree in biology in 1947 and his PhD in biochemistry in 1954, both from the University of Tokyo in Japan.

During his doctoral work, he served as an instructor at the University of Tokyo. After receiving his degree, he came to the United States as a postdoctoral research fellow in the School of Chemistry at the University of Minnesota from 1955 to 1957. He then worked as a research associate at the Moore School of Electrical Engineering at the University of Pennsylvania from 1957 to 1959. Dr. Takashima returned to Japan in 1959 as a faculty member at the University of Tokyo and later at Osaka University for several years.

Dr. Takashima then came back to Philadelphia and joined Penn’s engineering faculty as an assistant professor in 1964. He was promoted to associate professor in 1970 and became a full professor in 1975. He served as the Bioengineering Graduate Group chair from 1976 to 1978. Dr. Takashima was one of the founding members of today’s department of bioengineering and was a close colleague of the late Herman Schwan. As one of the first Japanese scientists to come to the United States after the war, Dr. Takashima was regarded as a leader and mentor in Philadelphia’s Japanese community.

Dr. Takashima was a pioneer in the area of physical and electrical properties of membranes in what we would now consider the field of neuroengineering. Beginning with seminal work describing the effect of electric fields on altering the function of important biological molecules that included DNA, hemoglobin and albumin, Dr. Takashima also explored the functional properties of individual cells after they were exposed to electric fields. This latter work soon focused on the mechanisms regulating the propagation of electrical signaling in axons, leading to new insights into how neuronal networks are developed and maintained over their lifetime.

Dr. Takashima was the author of a comprehensive book and key reference in this field, Electrical Properties of Biopolymers and Membranes, published in 1989.

Dr. Takashima retired from Penn in 1993. According to Dr. Takashima’s colleagues, he was highly regarded by generations of students for his thoughtful and kind nature and was a wonderful mentor and teacher. Students frequently sought his counsel if they experienced difficulty with a course, a research project or an experimental design. He was praised for his capacity for listening, empathizing with their concerns and offering constructive suggestions.

Dr. Takashima is survived by his wife, Yuki; one daughter, Nozomi; one son, Makato; and four grandchildren, Matteo, Masao, Kenji and Jamie.

Shiro Takashima
Perelman School of Medicine 2015 Teaching Awards (continued from page 1)

The Robert Dunning Dripps Memorial Award for Excellence in Graduate Medical Education
This award was established by the department of anaesthesia in 1983-1984. As a pioneer in the specialty of anaesthesia and chair of the department from 1943 to 1971, Dr. Dripps was instrumental in the training of more than 300 residents and fellows, many of whom went on to chair other departments. This award recognizes excellence as an educator of residents and fellows in clinical care, research, teaching or administration.

William James is the vice chairman of the department of dermatology, the Paul R. Gross Professor of Dermatology, the residency program director and the director of the Clinician-Educator Fellowship. Dr. James served as president of the American Academy of Dermatology in 2010. He is an author of the past five editions of one of the standard textbooks of dermatology and the founding editor of the Medscape Dermatology reference. He has been a residency program director for 28 years. One supporting letter for the award said, ‘A key to Dr. James’ success is his huge heart. He is a terrific listener, boundlessly kind and the ultimate team player. He is all about the success of others. He is loved by his colleagues and revered by his trainees.’ Another commented on his influence in training many leaders in academic medicine: ‘He inspires others to become leaders and educators in their own right, with his success being measured in the number of trainees who, simply put, want to be like him.’

Blockley-Osler Award
Created in 1987 by the Blockley Section of the Philadelphia College of Physicians, this award is given annually to a member of the faculty at an affiliated hospital for excellence in teaching modern clinical medicine at the bedside in the tradition of William Osler and others who taught at Philadelphia General Hospital.

Howard Panitch is a professor of pediatrics at the Perelman School of Medicine and director of clinical programs in the Division of Pulmonary Medicine at Children's Hospital of Philadelphia (CHOP). He is a past recipient of the Dean’s Award for Excellence in Clinical Teaching (at an Affiliated Hospital) from the Perelman School of Medicine and the Faculty Teacher of the Year Award from the Hospital and was a part of the department of the Year award winning team. He has also been a perennial member of CHOP’s Faculty Honor Roll since 2001. One of his former fellows noted, “I am now a pediatric pulmonologist at a large academic hospital. Throughout my training, from my residents and medical students, I often find myself using the teaching methods that Dr. Panitch used so successfully during my fellowship training. In fact, I even find myself explaining things using his terminology and phrases.” Another fellow commented, “Because of how much time he spent teaching me, I somehow felt I was involved in making the diagnosis and it encouraged me to learn as much as I could on the disease. It also got me really excited about my future career in pulmonary medicine. That experience was one of the main reasons I decided to do my fellowship at CHOP; I wanted to learn from him so that I could be like him. Working with him always reminds [me] of how much there is to learn, which inspires me to read more, work harder and always ask why.”

The Special Dean's Award
This award was established in 1989-1990 to recognize outstanding achievements in medical education by faculty members, particularly in the development of new and innovative educational programs. The senior vice dean for education, in consultation with the Graduate Medical Education Committee and the Teaching Awards Selection Committee, identifies unique contributions by the faculty, resulting in their receipt of this special honor.

This year, there are two recipients.

Nina L. Paneanico is an associate professor in the department of emergency medicine and associate director of emergency ultrasound. She completed her emergency ultrasound fellowship at Penn in 2008 and is a former president of the Society of Academic Emergency Medicine’s Academy of Emergency Ultrasound. She is the 2013-2014 Emergency Medicine Foundation Viscardi Directed Research Grantee and has taught point-of-care ultrasound locally, nationally and internationally. She and the Division of Emergency Ultrasound recognize that ultrasound can be a powerful adjunct in teaching the anatomic, physiologic and pathologic aspects of the preclinical years. Dr. Paneanico, with the Undergraduate Clinical Ultrasound Education Committee and the successful acquisition of a generous Messey Foundation grant, has created an integrated vascular ultrasound curriculum across the four years of medical education. She developed an asynchronous educational curriculum with online lectures and self-assessments, moving didactics out of the classroom and maximizing hands-on scanning during mentored sessions. Dr. Paneanico and her team feel that an integrated undergraduate program in ultrasound will not only create a generation of physicians with new levels of clinical competency, but in the process will alter the relationship that medical students have with human anatomy and physiology and modulate the way that students acquire and assimilate the cognitive materials of medical training.

Harvey Nisenbaum, associate professor of radiology in the Perelman School of Medicine, is chairman of the department of medical imaging at Penn Presbyterian Medical Center. He is a past president of the American Institute of Ultrasound in Medicine. In May 2015, he became president of the World Federation for Ultrasound in Medicine and Biology; he is also a member of the Board of Directors of the Society of Ultrasound in Medical Education. With the enthusiastic support of Gail Morrison, senior vice dean for education, Stanley Goldfarb, associate dean for curriculum, and Anna Delaney, their chief administrative officer, as well as a generous grant from the Benjamin and Mary Siddons Messey Foundation, he was able to help develop and implement the Ultrasound Curriculum in the Perelman School of Medicine. Dr. Nisenbaum believes the appropriate use of ultrasound has become a core skill that all future physicians will need to learn.

Dean’s Award for Excellence in Clinical Teaching (at an Affiliated Hospital)
This award was established in 1987 to recognize clinical teaching excellence and commitment to medical education by outstanding faculty members from affiliated hospitals.

This year, there are four recipients.

David Aizenberg is an assistant professor of clinical medicine and an associate program director for the internal medicine residency. In addition, he is an assistant director of ambulatory medicine and director of the Internal Medicine Associates. Dr. Aizenberg teaches residents and students in multiple venues, including primary care clinics, inpatient medicine wards and curricular didactics. His interests include exploring educational models and has spearheaded multiple curricular innovations. One of his former trainees stated, “Dave has not only provided consistently excellent teaching to trainees, but has also inspired others such as myself to pursue clinical education as a career and has shaped the overall learning environment for trainees.”

Juliette Galbraith is an assistant professor of clinical psychiatry at Perelman School of Medicine. She serves as the assistant medical director of the Hall-Mercer Crisis Response Center at Pennsylvania Hospital. Dr. Galbraith has been a part of the department since starting her residency in 2004 and has continued on the faculty since 2008. She actively teaches clinical psychiatry to medical and nurse practitioner students, psychology interns and psychiatry residents. She also lectures in several courses for the psychiatry residents and is part of the group psychotherapy training program for the residents as a certified group psychotherapist. One of her students wrote, “What distinguishes Dr. Galbraith as an educator, in addition to her dedication to teaching, is her affinity for communication with her students…I was impressed by both her ability to teach concepts creatively as well as her ability to relate to her students and to inspire enthusiasm in the subject matter...Dr. Galbraith always had a unique way of making clinical knowledge applicable and easy to retain. Additionally, Dr. Galbraith goes above and beyond to inspire interest and enthusiasm in psychiatry.” One resident wrote, “Always relatable and incredibly funny, Dr. Galbraith inspires residents and students to be both outstanding clinicians and excellent people. Her instruction style reflects her personality: brilliant and multifaceted, yet equally down-to-earth and humanistic…without question, every didactic experience with Dr. Galbraith has made me a more competent and confident physician.”

Leslie Kersun is an associate professor of clinical medicine and a pediatric oncologist at the Children’s Hospital of Philadelphia. She became the inpatient medical director in 2008 and the associate...
Perelman School of Medicine 2015 Teaching Awards (continued from page 4)

David Allman is the current chair of the Biomedical Graduate Studies (BGS) programs.

Joshua Gold is a professor of neuroscience at the Perelman School of Medicine. Dr. Gold received his PhD at Stanford University in 1997. He continued on to the University of Washington, Seattle for a Howard Hughes Medical Institute postdoctoral fellowship before joining the neuroscience department at Penn in 2002. Dr. Gold, who is currently chair of the Neuroscience Graduate Group (NCG), has provided long-standing, exemplary service to the BGS/PSOM/Penn core mission of educating, mentoring and training the next generation of biomedical scientists. He has received considerable praise and appreciation from his colleagues and students for his teaching and mentoring acumen, as well as for his leadership roles in the NGG across many years. His dedication to these efforts exemplifies the type of scientist/educator represented by Jane Glick.

Medical Student Government

Clinical Teaching Award
Keith Hamilton is an assistant professor of clinical medicine in the Division of Infectious Diseases. He is co-director and co-founder of the Mycobacterial Co-management Clinic, director of the Antimicrobial Stewardship Program and associate hospital epidemiologist at the Hospital of the University of Pennsylvania. He also directs the Internal Medicine Clerkship, which is required of all medical students.

Dr. Hamilton is described as an "incredibly effective teacher" who is known for the "phenomenal didactics" that he presents during the medicine clerkship. As one student said, "His incredible enthusiasm for education and teaching was infectious, he made every lecture and small group fun!" Another student said, "Dr. Hamilton is an incredibly kind, thoughtful and generous attending. He makes time to meet with students in a mentoring capacity." A third student made remarks on "how genuine and approachable he is; he is the embodiment of what medical education should be—brilliant, down-to-earth and invested in his students."

Students previously recognized his teaching excellence with a Penn Pearls Teaching Award in 2007, when he was a resident, and in 2011, when he was a fellow. He was selected as the Alpha Omega Alpha Honor Medical Society Faculty Inductee by the Class of 2015. In addition, he received the Infectious Diseases Faculty Teaching Award and the Penn Medicine Innovations Award in 2013.

Medical Student Government

Basic Science Teaching Award
Robert Doms is pathologist-in-chief and chair of pathology and laboratory medicine of CHOP and professor of pathology and laboratory medicine at the Perelman School of Medicine. A nationally recognized researcher in the study of HIV/AIDS, Dr. Doms is the former chairman of the department of microbiology at Perelman and co-director of the microbiology course for medical students.

Dr. Doms is described as "an energetic, engaging and knowledgeable professor who made the course very interesting." As one student said, "Dr. Doms is a wonderful teacher who covers huge amounts of information but in a way that is accessible and doesn’t feel overwhelming while you’re learning it." He is known to give "fantastic lectures with integrated notes and slides that make his lectures very easy to follow." Another student commented on his "incredibly passionate and an excellent teacher." As one student summed it up: "I appreciate Dr. Doms’s good humor and humble approach to teaching microbiology. Though clearly an expert in his field, he does not use his position to talk down to students."

As one student commented, "I have learned a great deal about cancer communication, an essential part of being an oncologist, by observing Leslie talking to families and then modeling phrasing style. Leslie is incredibly supportive of trainees and infectiously passionate about oncology."

Corrie Stankiewicz completed medical school and her internal medicine residency at the Perelman School of Medicine. Following her residency, she joined the faculty at Penn and is currently an assistant professor of clinical medicine. Dr. Stankiewicz is an academic hospitalist with significant clinical teaching responsibilities for medical students and residents on the inpatient general medicine services at the Philadelphia Veterans Affairs Medical Center. In 2014, Dr. Stankiewicz received her master’s degree in medical education from the University of Pennsylvania. One of her former trainees commented, "I have learned a great deal about cancer communication, an essential part of being an oncologist, by observing Leslie talking to families and then modeling phrasing style. Leslie is incredibly supportive of trainees and infectiously passionate about oncology.

Corrie Stankiewicz
CCTV Locations

The Division of Public Safety is committed to enhancing the quality of life for the campus community by integrating the best practices of public and private security. A critical component of a comprehensive safety plan using state-of-the-art technology is Closed Circuit Television (CCTV).

As prescribed by the University Policy “Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes” (Almanac April 29, 2008), the locations of all outside CCTV cameras monitored by Public Safety are to be published semi-annually in Almanac. The locations and descriptions of these cameras can also be found at the Division of Public Safety website, www.publicsafety.upenn.edu/TEC/closed-circuit-television-cctv/

The following existing cameras meet those criteria:

University of Pennsylvania Cameras

1. 4040 Chestnut St. (front)
2. 4040 Sansom St. (rear)
3. 41st & Chestnut Sts.
4. 40th & Locust Walk
5. 40th & Spruce Sts.
6. 36th & Spruce Sts.
7. 39th & Walnut Sts.
8. 38th & Walnut Sts.
9. 37th & Walnut Sts.
10. 36th & Spruce Sts.

Fels Institute of Government

11. 36th & Walnut Sts.
12. 37th & Walnut Sts.
13. 38th & Spruce Sts.
14. 36th & Spruce Sts.
15. 35th & Sansom Sts.

CCTV Locations

1. 4040 Chestnut St. (front)
2. 4040 Sansom St. (rear)
3. 41st & Chestnut Sts.
4. 40th & Locust Walk
5. 40th & Spruce Sts.
6. 36th & Spruce Sts.

University of Pennsylvania Cameras

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5. 40th & Spruce Sts.
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1. 4040 Chestnut St. (front)
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4. 40th & Locust Walk
5. 40th & Spruce Sts.
6. 36th & Spruce Sts.
Benefits Open Enrollment Ending: Friday, May 1

Penn Benefits Open Enrollment will end this Friday, May 1. If you haven’t reviewed your health-care elections for the 2015-2016 plan year, now is the time.

For detailed information about all your healthcare plan options, visit the Human Resources website at www.hr.upenn.edu/openenrollment

Take a look at the changes we’re making for the new plan year so you can make the right healthcare choices for you and your family.

Any changes made during Open Enrollment will be effective as of July 1, 2015. If you don’t make changes during Open Enrollment, you’ll receive the same coverage you have had this past year. New rates for all plans will be reflected in your July 2015 paycheck.

To update your benefits coverage, simply visit www.pennbenefits.upenn.edu

If you have questions, don’t have internet access or are having problems enrolling online, contact the Penn Benefits Center at 1 (888) PENN-BEN/1 (888)736-6236 from 8 a.m.-6 p.m., Monday-Friday.

Division of Human Resources

The University of Pennsylvania Police Department
Community Crime Report

With Mother’s Day not far off, the Women’s Committee of the Penn Museum will offer a unique way to celebrate, with a benefit luncheon program that puts the spotlight on women in the field: Digging Dames: Women Archaeologists Come Clean will take place on Monday, May 4 from 10:30 a.m. to 3 p.m. at the Penn Museum. Kate Moore, an archaeologist who has conducted fieldwork in South America and Central Asia, will offer a lively presentation at the event, which will include a catered lunch in the Museum’s ancient Egyptian gallery, special shopping opportunities in the Museum’s Chinese Rotunda, a raffle, door prizes and complimentary valet parking.

Tickets are $125 and $150 and all proceeds will benefit the Penn Museum. For more information, visit: http://www.penn.museum/

AT PENN Deadlines

The May AT PENN calendar is online at www.upenn.edu/almanac The deadline for the Summer AT PENN calendar is Tuesday, May 12.

30 Wharton Customer Analytics Initiative Annual Conference; analytics leaders from organizations; 9 a.m.-5 p.m.; Inn at Penn; $695; register: http://tinyurl.com/ikkb5y (Wharton).

Tenth Annual Kolb Junior Fellows Spring Colloquium; graduating and soon-to-be-graduating Junior Fellows of the Kolb Society will discuss their dissertation research; 2:5 p.m.; Penn Museum; Info: www.kolbsociety.com/en/ (Museum).

SPECIAL EVENT


TALK

29 The 2015 CBE Grace Hopper Lecture: Maria Santore, University of Massachusetts, Amherst; 3 p.m.; Wu and Chen Auditorium, Levine Hall (CBE Seminar Series).

AT PENN Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported to the University of Pennsylvania Police Department between April 13-19, 2015. Also reported were 21 Crimes Against Property (7 thefts, 5 car thefts, 3 liquor laws, 2 DUls, 1 burglary, 1 fraud, 1 drunkenness and 1 narcotic offense). Full reports are available at: www.upenn.edu/almanac/volumes/v61/02/report.html Prior weeks’ reports are also online. —Eds.

The May AT PENN calendar is Tuesday, May 12.

Below are the Crimes Against Persons from the 18th Dis.

April 13-19, 2015

04/19/15 9:31 PM 4600 Spruce St Robbery
04/19/15 12:53 PM 4409 Sansom St Assault
04/18/15 8:02 PM 118 S 43rd St Robbery/Arrest
04/18/15 2:09 PM 3400 Spruce St Assault
04/15/15 7:17 PM 40th & Market Sts Assault
04/15/15 2:09 PM 31st & Market Sts Assault
04/15/15 1:46 PM 3100 Market St Unknown person attempted to take bike
04/15/15 11:27 AM 4500 Walnut St Robbery
04/15/15 12:16 AM 3900 Locust Walk Unknown male exposed himself
04/15/15 1:46 PM 3100 Market St Person attempted to take bike
04/14/15 12:06 AM 113 S 42nd St Robbery
04/14/15 7:28 AM 3700 Walnut St Confidential sexual offense
04/14/15 3:33 AM 3901 Locust Walk Male violated protection order
04/14/15 11:30 PM 3900 Locust Walk Unknown male exposed himself
04/15/15 1:46 PM 3100 Market St Person attempted to take bike
04/15/15 11:16 PM 117 S 42nd St Complainant harassed by known male
04/14/15 2:06 AM 3400 Spruce St Assault
04/14/15 7:28 PM 3700 Walnut St Confidential sexual offense
04/14/15 3:33 AM 3901 Locust Walk Male violated protection order

The University of Pennsylvania Police Department
Community Crime Report

Below are the Crimes Against Persons from the 18th District: 10 incidents with 1 arrest (5 robberies, 4 assaults and 1 indecent assault) were reported between April 13-19, 2015 by the 18th District covering the Schuylkill River to 43rd Street & Market Street to Woodland Avenue.

04/15/15 4:32 PM 211 S 47th St Robbery
04/15/15 12:16 AM 3900 Locust Walk Indecent Assault
04/15/15 11:27 AM 4500 Walnut St Robbery
04/15/15 1:46 PM 31st & Market Sts Assault
04/15/15 7:17 PM 40th & Market Sts Assault
04/17/15 2:27 PM 3700 Walnut St Assault
04/18/15 1:09 PM 3400 Spruce St Assault
04/18/15 8:02 PM 118 S 43rd St Robbery/Arrest
04/19/15 12:53 PM 4409 Sansom St Assault
04/19/15 8:31 AM 4600 Spruce St Robbery

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 Starkes, Executive Director or 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).
Activating Students’ Excitement

Masao Sako

In preparing for my first class every semester, I try to answer the following questions: What is the main purpose of this course? What do I want the students to accomplish? What is my job as an instructor? I find answering these questions for my introductory physics classes particularly challenging. First, the diverse background and preparation of the students: some come with no prior exposure to physics while others have years of high school physics and calculus. Second, as a gateway course, students from all disciplines are enrolled—engineers, pre-meds, science majors and those who are filling core requirements. Students also bring different expectations. Some like to sit and listen in large lecture halls. Others favor seminar-type classes. And there are also those students who don’t want to be in class at all. Finally, I have my own goals, too, as an instructor. My number one goal is to get students excited about physics by presenting them with challenging problems and allowing them to discover the beauty of physics by thinking through those problems.

I found it difficult to reach these goals in a large lecture-style class. On a typical day, about a third of the students were not paying much attention. A quarter of them didn’t even come to class at all. In the end, I was doing a disservice to nearly half of all my students. A depressing feeling indeed.

I have first-hand experience with the disconnect between students and the instructor that happens in large classes. Students find it intimidating to ask questions in front of 100 other people. The same students dominate the five minutes after class when students swarm around the podium. Some students go completely unnoticed deep into the semester until often it is too late. It was especially challenging to identify those students who are motivated and eager to learn, but need a little bit of extra help.

SAIL, (an acronym for Structured Active In-Class Learning) improves student-instructor communication and helps manage the diversity of the students. SAIL includes many pedagogical methods, including the flipped classroom, peer instruction and studio physics, that emphasize student-instructor and/or student-student interaction in a collaborative atmosphere. Frequent in-class communication allows immediate feedback. Students benefit from helping other students because they realize quickly what they do not know, and instructors can also immediately identify where the confusion lies.

I offered an experimental SAIL section of our calculus-based introductory physics sequence (PHYS 150 and PHYS 151) in the 2013-2014 academic year. These experimental sections allowed me to test several pedagogical methods and investigate whether this is a practical and sustainable solution for our department. Initially the size of the room limited enrollment to 36 students. In Fall 2014, I taught a larger 60-student section of PHYS 150 in the newly-built classroom in DRL.

The class consisted of regular lectures on the board, numerous in-class demos, collaborative problem solving sessions and labs—all done in the same classroom. We met six hours/week, which is the same as the other regular sections that meet four hours/week in a large lecture hall with the instructor plus two hours/week in a lab with about 15 other students taught by a graduate student TA. My classes were not flipped. I lectured almost as much as I did in a regular class.

During the two hours/week of “lab” time, students completed tasks designed to require creative thinking. Students used simple equipment to answer simple questions. The majority of the time was spent discussing how to make the theoretical predictions and, in particular, to figure out what approximations they can make to simplify the problem. Students were expected to reason and judge for themselves.

We also spent one to two hours per week on in-class problem solving sessions. This element of the class was the most different from my regular lecture classes. Students tested their ability to apply the theory while getting immediate feedback from their classmates and instructor. These sessions began with a lecture. Then I would write a problem simple enough for every student to finish in under 10 minutes on the board and let students solve it in class. After a few minutes of silence, while they digested the problem, most students began lively discussion with their table-mates. A small number of students preferred to work individually, which was fine with me. The advanced students finished quickly, at which point I would write a second, slightly more difficult problem on the board. I would continue to write progressively harder problems on the board as students finished. My time was spent working with both struggling and advanced students and groups. Whenever possible, I wrote problems based on demos that I brought to class to show that physics actually works! Students took these in-class activities seriously even though they were not collected or graded.

I noticed several advantages teaching in the SAIL format. First, it gave me immediate feedback on what students struggle with, which allowed me to adapt my lectures before we finished covering that material. Second, class attendance was nearly perfect throughout the semester. This is a great advantage as I have no way of teaching students who never show. Many students told me that they looked forward to coming to class. Third, my office hours were very well attended. About a third of my students came on a regular basis, compared to the approximately 10% who attended when I taught a large lecture course. The office hours were also interactive, carrying over the spirit of the class. Finally, I saw a lot of improvement in students who initially struggled. These students came for help early, attended office hours regularly, worked extremely hard and ended up doing well in the course. This alone made my job worthwhile.

SAIL, however, is not without its downsides. First, instructors directly face the frustration experienced by students when they struggle. It was not easy to watch them go through this even though I knew they benefited. Second, not everyone is an active learner and forcing those students to take SAIL courses can be a problem unless students have other options. Finally, managing a large SAIL class is not easy. Although I was able to cope with 36 students, 60 students was sometimes overwhelming without a TA.

Instructors are still looking for best ways to implement their SAIL classes. I have experienced my bumps and I am sure my students have felt them too. There has been quite a bit of negative publicity stemming from poor experiences of some students in some classes. SAIL also tends to be immediately associated with flipped classrooms and students complain that professors are not doing their jobs.

However, I know that introductory classes play a significant role in students’ decision to continue in STEM. Many students leave a STEM major for the right reasons, but there are also some who leave because of just one bad introductory class. Their experience in a single course can potentially affect their lifetime decision. I want students to get a full experience of what physics is all about and come out with an unbiased attitude towards it, as they acquire the technical skills to solve complicated physics problems. A course is not much of a success for me if the students don’t enjoy it, or at least don’t think that I enjoy it. I strongly believe SAIL provides an excellent way to communicate our enthusiasm to more students.

Masao Sako is an associate professor of physics & astronomy.

He is a recipient of the 2015 Lindback Award for Distinguished Teaching.

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.