

UNIVERSITY OF PENNSYLVANIA *Almanac*

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Message to Penn Faculty and Staff Regarding University Operations

Since March 16, 2020, Penn has been operating in an unprecedented environment. We commend the dedication, ingenuity and humanity demonstrated by members of Penn's community. Thank you for all of your hard work and your patience as together we navigate this extraordinary time.

As you know, Governor Wolf has announced a Process to Reopen Pennsylvania in phases. At present, southeastern Pennsylvania will remain in the Red Phase, with only essential life-sustaining work performed onsite. Decisions regarding when regions can be transitioned to the Yellow Phase will be made by the Commonwealth based on a variety of factors. However, even in the Yellow Phase, significant restrictions will still apply, including continuing remote work where feasible, compliance with safety requirements such as social distancing and limiting gatherings to no more than 25 people. Governor Wolf has indicated that additional guidance regarding the Yellow Phase will be forthcoming. You can read more about the Process to Reopen Pennsylvania at www.governor.pa.gov/process-to-reopen-pennsylvania

Consistent with these guidelines, the University's onsite operations remain suspended, except for those that are life-sustaining, while remote operations continue. This will remain the case until the Commonwealth announces that Philadelphia, and surrounding counties for operations outside of Philadelphia, can transition to the Yellow Phase. The exceptions are very limited at this time—for example, construction work (which can resume on May 1), elective surgeries and medical procedures (please refer to the University Notification from March 20, 2020, <https://almanac.upenn.edu/volume-66-number-27#message-to-penn-faculty-and-staff-regarding-university-operations>, for additional information about life-sustaining activities at the University).

While we are eager to move to the next phase, this will need to be done thoughtfully with safety being the top priority, with guidance from our medical experts and in accordance with federal, state and local guidelines. Returning to work may look different for different parts of the University, depending on the nature of the work. We have established a Recovery Planning Group that is examining the elements that would need to be in place to allow a safe return to wider on-campus operations. The Recovery Planning Group will work closely with our Schools and centers, as well as with public health experts, and in accordance with local, state and federal guidelines. Working collaboratively, we will provide guidance on the resumption of events and programs and on return to work guidelines for those who are not performing life-sustaining work when the University is permitted to move to the Yellow Phase.

In the meantime, we ask that all employees performing life-sustaining work on campus remember to practice social distancing, frequently wash hands, wear masks while on campus and refrain from coming to work if suffering any symptoms associated with COVID-19, including fever, shortness of breath and/or cough. Additional information about COVID-19 symptoms and guidance on proper handling of a mask can be found on the website of the Centers for Disease Control and Prevention.

We wish to reiterate our most sincere gratitude as we all manage through this very challenging time. Your commitment to Penn and the broader community is inspirational, and for that, we are truly grateful.

—Amy Gutmann, President

—Wendell E. Pritchett, Provost

—Craig R. Carnaroli, Executive Vice President

Ed. Note: Go to <https://almanac.upenn.edu/volume-66-number-33#on-the-covid-19-virus-planning-for-the-fall-semester> to see the prior message concerning planning for the fall semester.

School of Nursing 2020 Teaching Awards

Dean's Award for Distinguished Teaching

Heath D. Schmidt is an associate professor of nursing in the department of biobehavioral health sciences and associate professor of psychiatry in the Perelman School of Medicine. In his graduate course, Advanced Pharmacology and Therapeutics for Nursing Practice, Dr. Schmidt clearly communicates complex material to his advanced practice nursing students. Dr. Schmidt's undergraduate course, Opioids: From Receptors to Epidemic, is open to students across the University.



Heath Schmidt

Despite the challenge of teaching science to learners from all disciplines, Dr. Schmidt has been praised for his skill in presenting difficult scientific concepts in a clear, approachable fashion. Keenly aware of the various needs of his students, Dr. Schmidt provides a variety of resources, content, and opportunities for student discourse in both his graduate and undergraduate courses. In addition to his already extensive expertise in opioid pharmacology, Dr. Schmidt strives to ensure students have an exceptional course experience and keeps himself abreast of the current literature, adapting lessons accordingly. He communicates with students frequently throughout the semester about relevant events on campus, contemporary issues and opportunities to collaborate with faculty. A dedicated professor, Dr. Schmidt builds relationships through course discussions and his investment in each student.

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Daeyeon Lee: Evan C Thompson Term Chair for Excellence in Teaching

Provost Wendell Pritchett and Vice Provost for Education Beth Winkelstein are pleased to announce the appointment of Daeyeon Lee to the Evan C Thompson Term Chair for Excellence in Teaching, beginning July 1, 2020.

Dr. Lee is a professor of chemical and biomolecular engineering in the School of Engineering and Applied Science. His Soft Materials Research and Technology Lab focuses on the interactions of soft materials, especially how nano- and micro-scale materials assemble into macroscopic structures.

These projects include testing the ability of two-sided "Janus" particles to function as surfactants for emulsion stabilization, developing methods for preventing cracks in nanoparticle films, and experimenting on bubble-derived lightweight materials for their potential use in transportation vehicles and equipment.



Daeyeon Lee

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Weitzman 2020 Teaching Awards

The G. Holmes Perkins Teaching Awards are presented annually, based on nominations by students at the Weitzman School of Design, to recognize distinguished teaching and innovation in the classroom, seminar or studio. The 2020 faculty award honorees are:

Distinguished Undergraduate Teaching Award

This award rotates each year between Architecture and Fine Arts.

Sophie Debiassi Hochhäusl is assistant professor for architectural history and theory. Her scholarly work centers on modern architecture and urban culture in Austria, Germany and the United States, with a focus on the history of social movements, environmental history, and women's and gender studies.



Sophie Debiassi
Hochhäusl

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Free Digital Access to C21 Books During the
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The following agenda is published in accordance with the Faculty Senate Rules. Any member of the standing faculty may attend SEC meetings and observe. Questions may be directed to Patrick Walsh, executive assistant to the Senate Office, either by telephone at (215) 898-6943 or by email at senate@pobox.upenn.edu

Faculty Senate Executive Committee Agenda

Wednesday, May 13, 2020

3-5 p.m.

1. Approval of the Minutes of April 15, 2020
2. Chair's Report
3. Past-Chair's Report
4. 2019-2020 University Council Steering Committee Members
5. Update from the Office of the Vice Provost for Research
Discussion with Vice Provost for Research Dawn Bonnell
6. Senate Committee Reports
 - Senate Committee on the Economic Status of the Faculty (SCESF)
 - Senate Committee on Students and Educational Policy (SCSEP)
 - Senate Committee on Faculty and the Academic Mission (SCOF)
 - Senate Committee on Faculty Development, Diversity, and Equity (SCFDDE)
7. Discussion and recommendations for SEC's agenda for 2019-2020
8. New Business
9. Passing of the Torch and Concluding Remarks
10. Formal Adjournment

Deaths

Deirdre Bair, English

Deirdre Bair (C'57), former associate professor of English at the University of Pennsylvania, died April 17 from a heart ailment. She was 84.

She was born in Pittsburgh and grew up in Monongahela, Pennsylvania. She graduated from the University of Pennsylvania in 1957 with a degree in English. She worked as a freelance writer for *Newsweek* magazine and *The New Haven Register*. She then went on to receive her master's and PhD in comparative literature from Columbia University in 1968 and 1972, respectively.

Dr. Bair was hired in 1976 by Penn as an assistant professor in the English department and was promoted to associate professor in 1978. While at Penn, she wrote her first book, a biography of the elusive Samuel Beckett. *Beckett: A Biography* (1981) earned her an American Book Award (*Almanac* May 5, 1981), making her the first person from Penn to win the award. Her next project was a biography of Simone de Beauvoir. She won both a Guggenheim Fellowship and Rockefeller Award in 1985 (*Almanac* April 16, 1985). She served on the Faculty Senate's Committee on the Faculty and the Undergraduate Admissions and Financial Aid Committee. She left Penn in 1988 to become a full-time researcher and writer.

Dr. Bair went on to publish biographies of Anaïs Nin (1995), Carl Jung (2003), Saul Steinberg (2012) and Al Capone (2016). She also wrote *Calling It Quits: Late-Life Divorce and Starting Over* (2007). She published her memoir, *Parisian Lives*, in 2019.

She is survived by her children, Katney and Vonn Scott; a sister, Linda Rankin; a brother, Vince Bartolotta; and a granddaughter.

Takashi Yonetani, PSOM

Takashi Yonetani, emeritus professor of biochemistry and biophysics at the Perelman School of Medicine who was on the standing faculty at Penn for 55 years, died April 13. He was 89.

Dr. Yonetani was renowned as a scientist and a leader in the biochemical and biophysical study of redox proteins, particularly hemoglobin.

Dr. Yonetani earned a BS in biology and his PhD in biochemistry from Osaka University in Japan in 1953 and 1960, respectively. He came to the University of Pennsylvania in 1958 as a predoctoral fellow to work with Britton Chance, director of the Johnson Foundation. Dr. Yonetani spent his postdoctoral period with Nobel Prize-winning scientist Hugo Theorell at the Karolinska Institutet in Sweden.

In 1964, Penn recruited Dr. Yonetani to serve as an assistant professor of physical biochemistry. He remained at Penn the rest of his career, becoming an associate and then full professor of physical biochemistry. He served a year as acting chair of the new department of biochemistry and biophysics when it was founded in 1975.

Dr. Yonetani's earliest work dealt with the enzymatic mechanism of alcohol dehydrogenase. He went on to the study heme enzymes and transporters, which held his passion throughout his career. He was widely respected as the leading



Takashi Yonetani

Daeyeon Lee: Evan C Thompson Term Chair for Excellence in Teaching

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At Penn, Dr. Lee is a member of the Laboratory for Research on the Structure of Matter, the Nano/Bio Interface Center, and the Center for Engineering Cells and Regeneration. He currently serves as a Penn Fellow, the University-wide program that provides leadership development to select Penn faculty members in mid-career; was twice awarded the Chemical and Biomolecular Engineering Distinguished Teaching Award; and received the 2017 S. Reid Warren Jr. Award, presented annually to a member of the SEAS faculty by the undergraduate student body and the Engineering Alumni Society for "outstanding service in stimulating and guiding the intellectual and professional development of undergraduate students." He received the NSF CAREER Award in 2011, as well as the 2014 Unilever Young Investigator Award, the 2013 3M Nontenured Faculty Award, and the 2011 Korean-American Scientists and Engineers Association Young Investigator Award, among numerous other honors.

Dr. Lee earned a PhD (2007) in chemical engineering from MIT and a BS (2001) in chemical engineering from Seoul National University.

Evan C Thompson (W'64) endowed the Thompson Professorship in 2003 to recognize teaching excellence. The current Evan C Thompson Professor is Katherine Milkman in Wharton. Previous holders include: Peter Struck, now professor and chair of classical studies in SAS; Daniel Lee, now UPS Foundation Chair in SEAS; and Dennis DeTurck, now Fox Leadership Professor and professor of mathematics in SAS.

expert in isolation and purification of heme proteins. Although he was red/green color-blind and could not see the colors of the proteins that he worked with, he was able to visually assess the state of the protein during purification. He crystallized cytochrome c oxidase and cytochrome c peroxidase, technical feats that ultimately led to elucidation of their structures. He extensively studied oxygen binding and release in normal and variant hemoglobin and pioneered the use of substituting other metals for iron in the heme proteins.

Dr. Yonetani specialized in various spectroscopic techniques and made numerous discoveries in the field of mechanism of redox proteins. Most notably, he determined the nature and structure of numerous redox reaction intermediates as well as identifying an entropic allosteric mechanism of allostery in hemoglobin in which protein dynamics plays crucial roles in cooperativity. He received numerous awards and served as a visiting professor and promoted collaborations in training and research at institutions worldwide.

According to Kristen Lynch, Benjamin Rush Professor and chair of the department of biochemistry and biophysics, "He was generous with his time in teaching medical and graduate students and in collaboration with his colleagues." He retired in 2019.

Dr. Yonetani is survived by his daughter, Ann (Zachary Perlman); and grandsons, Taiyo and Nikko.

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

Honors & Other Things

Four Penn Faculty: Academy of Arts & Sciences

Four faculty members have been elected members of the American Academy of Arts and Sciences. *Guthrie Ramsey, Kathleen Stebe, Eve M. Troutt Powell* and *Barbie Zelizer* are among 276 honorees for 2020, recognized for their excellence and accomplishments.

Dr. Ramsey is the Edmund J. and Louise W. Kahn Term Professor of Music in the School of Arts and Sciences. A musicologist, pianist and composer, he is a widely published author of books on African American music and musicians. He is currently completing two new books, a collection of mid-career essays, *Who Hears Here?*, and a monograph history of African American music from the slavery era to the present. As the leader of the band Dr. Guy's Musiqology, he has released three CDs and performed at a number of venues. He also produced a documentary film, *Amazing: The Tests and Triumph of Bud Powell*, and co-curated an exhibition at the Smithsonian's National Museum of American History and Culture about how the Apollo Theater shaped American entertainment. Dr. Ramsey is the founder and editor of the blog *Musiqology.com*, which discusses musical issues of the day.

Dr. Stebe is the Richer & Elizabeth Goodwin Professor in the departments of chemical and biomolecular engineering and mechanical engineering and applied mechanics in the School of Engineering and Applied Science. Her primary research interests are in non-equilibrium interfaces, with applications ranging from microfluidics to nanotechnology. Her group has studied how surface tension and capillary forces at these interfaces can be harnessed to steer the movement of nanoscale particles and objects into well-defined structures. This type of "directed assembly" is a means of manufacturing filters that resist the development of biofilms, and a way for microscopic robots, driven by magnetic fields, to pick and place objects with even finer-grained control.

Dr. Troutt Powell is the Christopher H. Browne Distinguished Professor of

History and Africana Studies. She teaches the history of the modern Middle East and the history of slavery in the Nile Valley and the Ottoman Empire. She has received fellowships from the American Research Center in Egypt and the Social Science Research Council and has been a fellow at the Institute for Advanced Study in Princeton and at the Radcliffe Institute for Advanced Study. In 2003 she was named a MacArthur Foundation Fellow. Her most recent book is *Tell This in My Memory: Stories of Enslavement in Egypt, Sudan and the Ottoman Empire*. She is now working on a book about the visual culture of slavery in the Middle East, which will explore the painting and photography about African and Circassian slavery in the late 19th and early 20th centuries.

Dr. Zelizer is the Raymond Williams Professor of Communication in the Annenberg School for Communication, where she is also associate dean for research and director of the Center for Media at Risk. A former journalist, Dr. Zelizer is known for her work on journalism, culture, memory and images, particularly in times of crisis. Her research explores the media's role in shaping the collective memory of events such as John F. Kennedy's assassination and the Holocaust, as well as analyzing the conceptual and disciplinary boundaries of the study of the media. Her recent work has sought to provide a vision of why journalism matters and how it must adapt to survive not only structural challenges ushered in by digital technologies but the creeping rise of authoritarianism around the globe. She is a past president and fellow of the International Communication Association and has received fellowships from the Guggenheim Foundation, Center for Advanced Study in the Behavioral Sciences and American Council of Learned Societies, among many others.

Founded in 1780, the American Academy of Arts and Sciences honors exceptional scholars, leaders, artists and innovators and engages them in sharing knowledge and addressing challenges facing the world. The full listing of the 240th class of artists, scholars, scientists and leaders in the public, non-profit and private sectors can be found at the American Academy of Arts and Sciences website, www.amacad.org

Emily Wilson: Guggenheim Fellow

Penn Professor *Emily Wilson* in the School of Arts and Sciences has received a fellowship from the John Simon Guggenheim Memorial Foundation in the humanities category for her translations of ancient Greek and Roman literature and philosophy.

At Penn, Dr. Wil-

son is the College for Women Class of 1963 Term Professor in the Humanities, professor of classical studies, and graduate chair of the Program in Comparative Literature and Literary Theory.

She is among 175 writers, scholars, artists and scientists chosen as 2020 Guggenheim Fellows in the United States and Canada from nearly 3,000 applicants, based on "prior achievement and exceptional promise."

Each award is designed to support a project lasting six to twelve months. For her Guggenheim project, Dr. Wilson will work on a new translation of the *Iliad*. She has received worldwide attention as the first woman to publish an English translation of Homer's epic poem the *Odyssey*. She received a MacArthur Fellowship in 2019 (*Almanac* October 1, 2019).

"I am thrilled and honored to receive this fellowship. It has been my lucky year," Dr. Wilson said. "I am particularly happy that in 2020, for the first time, the Guggenheim Foundation is recognizing 'Translation' as a field for the award. I hope this is a sign that the work of translators, which is often marginalized in the Anglo-American academic and literary worlds, is becoming more visible in our culture."

Dr. Wilson is also working on a new translation of select dialogues of Plato. She is the classics editor of the revised *Norton Anthology of World Literature*.

2020 Dean's Scholars

Penn Arts & Sciences has named 20 students from the College of Arts & Sciences, the College of Liberal & Professional Studies and the Graduate Division as 2020 Dean's Scholars. This honor is presented annually to students who exhibit exceptional academic performance and intellectual promise.

College of Arts & Sciences

Fahad Ahmed (Communication)
Omkar Katta (Mathematical Economics)
Srinivas Mandyam (Biophysics, Mathematics and Physics)
Melisande B. McLaughlin (Cinema and Media Studies)
Leo J. Sarbanes (Music)
Adithya Sriram (Biophysics and Physics)
Christina M. Steele (Psychology)
Piotr Wojcik (Urban Studies)
Qingyang (Freya) Zhou (Cinema and Media Studies, Comparative Literature, and German)

LPS—Undergraduate Division

Nathan Duane Coonts (Political Science)

Professional Master's Program

Hope Elliott (Master of Science in Applied Geosciences)

Graduate Division—Doctoral Programs

Shorouk Badir (Chemistry)
Eilidh Beaton (Philosophy)
Tanner Kaptanoglu (Physics and Astronomy)
Mina Khalil (Near Eastern Languages and Civilizations)
Davy Knittle (English)
Ruth Moyer (Criminology)
Benjamin Oyler (Music)
Claire Conklin Sabel (History and Sociology of Science)
Aline Zanardini (Mathematics)



Guthrie Ramsey



Kathleen Stebe



Eve M. Troutt Powell



Barbie Zelizer



Emily Wilson

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Dean's Award for Undergraduate Scholarly Mentorship

Ariana M. Chao is assistant professor of nursing in the department of biobehavioral health sciences. Dr. Chao has had a positive impact on undergraduate students and their understanding of nursing research, mentoring students both in her Weight Management: Principles and Practices of Obesity Treatment course and in their senior nursing research course. While a popular mentor within the School, Dr. Chao's background is in both nursing and psychology, and thus her mentorship spans the University, including students from the School of Arts & Sciences. As these opportunities are some students' first encounter with research inquiry, Dr. Chao ensures she exposes students to a diverse set of techniques and skills while maintaining their autonomy. Her mentees have received grant awards themselves, including a Penn Undergraduate Research Mentoring grant. Praised for her guidance, accessibility and feedback, Dr. Chao has made a significant contribution to students' cultivated research skills and interests. One student described her experience with Dr. Chao as a privilege. Her ability to build a constructive and mutually rewarding relationship with her students, both inside and outside of the classroom, speaks to Dr. Chao's embodiment of an ideal undergraduate scholarly mentor.



Ariana Chao

Dean's Award for MS/MSN/DNP Scholarly Mentorship

Amy M. Sawyer is associate professor of sleep and health behavior in the department of biobehavioral health sciences. Dr. Sawyer has demonstrated her exceptional ability to mentor, lead and support graduate students in their research endeavors. A skilled advisor, she encourages her mentees to think critically, engages them in research, and provides continued guidance and feedback. Dr. Sawyer has a lasting impact on her mentees, continuing to guide students through both their master's and doctoral degrees. One student enthusiastically credited their pursuit of a doctoral degree to their education under Dr. Sawyer. Maintaining her relationships with her mentees, she supports students in publishing their own research as well. She fosters true teamwork amongst herself and the students she mentors. Notably, her mentees recently presented at the American Academy of Sleep Medicine conference. The praise of her students evidences her remarkable skill in building relationships with her mentees, providing constructive feedback and catering her mentorship based on the needs of the student. Her long-lasting mentorships, from research to publication, from MSN to



Amy Sawyer

PhD, are an important aspect of the Penn Nursing experience, and she serves as a quintessential mentor for graduate nurse researchers.

Dean's Award for Teaching Excellence by Non-Standing Faculty

Susan K. Keim is the vice chair of the biobehavioral health sciences department and director of both the Nursing & Healthcare Administration and Health Leadership programs. Dr. Keim's formal education and professional experience in health care are the basis of her pedagogy. In her courses, Systems Thinking in Patient Safety, taught in both the School of Nursing and the School of Medicine, and Advanced Roles in Administrative Nursing Practice, Dr. Keim is described as a visionary professor. A senior fellow at the Leonard Davis Institute for Health Economics, Dr. Keim stays informed on contemporary topics and integrates this knowledge into her instruction. Students frequently praise her ability to present complex curricula and foster a diverse set of student interests. Equally important, she established several dual-degree programs at Penn. An innovative educator, she developed a hybrid course, blending online content, readings and in-person activities. She uses technology to enhance her courses and ensures her teaching methods remain innovative and engaging. Her enthusiasm is unparalleled, and her regular engagement with and advising of students outside of the classroom creates enduring relationships with her students and proves Dr. Keim to be an invaluable professor.



Susan Keim

Dean's Award for Exemplary Professional Practice

Christine K. Bradway is professor of gerontological nursing in the department of biobehavioral health sciences. As a clinician-educator at HUP, Dr. Bradway ensures that clinical care of older adult populations aligns with evidence-based practices. Internationally known as a geriatric and urologic nursing scholar and researcher, Dr. Bradway uses her expertise in both practice and research in her role at the hospital. She has been recognized by various organizations, including the American Geriatrics Society. At HUP, Dr. Bradway supports the nursing research program, providing insight on the design of qualitative research, focus groups and interviews. Whether working independently or on a team, her expert data analysis is vital to the clinical practice at HUP. A trusted mentor with over 70 peer-reviewed publications, Dr. Bradway guides nurse researchers through their presentations, peer reviews and manuscripts. While assisting others, she also engages nurses in her own practice-based inquiries. Through her expertise,



Christine Bradway

research and leadership, Dr. Bradway exemplifies the necessary dedication to propel nursing scholarship and practice forward.

Dean's Award for Exemplary Citizenship

Susan Renz is practice associate professor in the department of biobehavioral health sciences and the director of both the Doctor of Nursing Practice and Primary Care programs. Dr. Renz has had a deeply measurable impact on the School of Nursing. During the re-alignment of the School's graduate programs, Dr. Renz used these newfound synergies to create partnerships with Penn Medicine in new and forward-thinking ways. Her commitment to upholding Penn Nursing's legacy is recognized by external agencies, as well as her peers, in practice and scholarship. Under Dr. Renz's leadership, the Primary Care Program has consistently ranked in the top three primary care programs by *US News and World Report*. Similarly, Dr. Renz's vision led to the early success of the newer Doctor of Nursing Practice program. A valued teacher, she received the Provost's Award for Teaching in 2017, and in her 2019 appointment to Practice Associate Professor, faculty noted her outstanding teaching evaluations, their personal experience of her teaching capabilities and her critical engagement with students. It is her exemplary citizenship that inspires the Penn Nursing community to come together and put its best foot forward.



Susan Renz

Barbara J. Lowery Faculty Award, Doctoral Student Organization

Anne Teitelman is associate professor of nursing in the department of family and community health. In each of her courses, Inquiry and Nursing, Conducting Research in Global Women's Health, and Designing Interventions to Promote Health and Reduce Health Disparities, she cultivates student interests in a diverse range of topics, preparing students for their future as clinicians and researchers. Even though her course content is abstract, Dr. Teitelman facilitates stimulating course discussions. She ensures she makes herself available to students, and through her warmth and enthusiasm, she establishes mutual respect and develops lasting relationships with her mentees. Students who have studied under Dr. Teitelman have praised her feedback, expertise and support, both inside and outside the classroom. A distinguished researcher focused on the advancement of women's health, she involves students from across the University in her own funded research inquiries. She has mentored several cohorts of doctoral students as well as students in the



Anne Teitelman

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Master of Public Health Program. Committed to student growth, Dr. Teitelman has been an incomparable influence on Penn Nursing students, shaping the personal and professional trajectory of many nurse scholars.

Outstanding Nurse Educator Award, Graduate Student Organization

Adriana Perez is assistant professor of nursing in the department of family and community health. Dr. Perez moved from Arizona State University to join the Penn Nursing Faculty in 2015, and since then has had an indelible impact on her students. Dr. Perez has devoted countless hours to the advancement of nursing through both education and community involvement—her research and efforts with the National Association of Hispanic Nurses for health promotion, for instance, epitomize that involvement. Dr. Perez was nominated by the Doctor of



Adriana Perez

Nursing Practice (DNP) students specifically for her service as a leadership educator. Her course, Leadership Development in Healthcare, elevates the professionalism of DNP students by focusing on methods to improve themselves as both individuals and leaders within the larger healthcare system. Nominations in support of Dr. Perez glowed with positivity about her immense impact on students' ability to better understand how to be effective communicators and collaborative workers in their personal and professional lives. Her students immediately recognize Dr. Perez's enthusiasm for nursing and the communities with which she engages. They have expressed their deepest gratitude for her contribution to the advancement of their nursing and leadership endeavors.

Undergraduate Award for Teaching, Student Nurses at Penn

Cecelia O'Neill is a simulation instructor for the department of family and community health. With her extensive experience in obstetrical nursing, Ms. O'Neill presents an incredible breadth of knowledge to the simulation laboratory in the Nursing of Women and Infants course. Recognizing the power of a classroom environment, Ms. O'Neill encourages student participation and creates a fruitful dialogue between the students and faculty in every session. A thorough

and engaging instructor, Ms. O'Neill dedicates time in each class to discuss any questions her students may have, no matter how abstract or granular. Similarly, she supports her students through simulations in Integrated Pathophysiology, Pharmacology and Therapeutics, a course with extremely intricate and difficult simulation experiences. Ms. O'Neill provides a welcoming environment and builds a lasting rapport within the laboratory section of her courses that is unparalleled in other classes. Her dedication to her students and their simulation experiences prove her to be an important part of undergraduate education at Penn Nursing. Ms. O'Neill's incredible attention to detail and genuine passion for nursing education not only demonstrate the qualities of an excellent teacher, but also the characteristics her students will strive to emulate in their careers.



Cecelia O'Neill

Stuart Weitzman School of Design 2020 G. Holmes Perkins Distinguished Teaching Awards

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Currently, Dr. Hochhäusl is working on two forthcoming book projects. She is also a co-editor of the forthcoming volume *Architecture, Environment, Territory: Essential Writings Since 1850* with Irene Cheng and Daniel Barber (University of Pittsburgh Press). Her work has been published in *Architectural Histories*, *Landscapes of Housing* and *Reading the Architecture of the Underprivileged Classes* and exhibited at the Center for Architecture in Vienna, AzW, Cornell University and NYU's German House (2015). She has received a Carter Manny Award and the Bruno Zevi Prize, which honors the best historical-critical essay in architecture by an emerging scholar. Dr. Hochhäusl received an MArch from the Academy of Fine Arts Vienna and an MA and PhD from Cornell in history of architecture and urbanism.

Some quotations from her students: "Sophie has served as an exemplary educator. She cares deeply about each and every student and pushes us to think creatively and critically." "I can confidently say that having Sophie as an instructor has been a highlight of my undergraduate experience. She has guided us with wisdom, ingenuity and compassion. From the very start she worked hard to build a community amongst us and to expand our preconceptions of what our thesis projects could entail." "I feel more inspired than ever before to embark on my future endeavors with the same audacity and enthusiasm that she has instilled upon us."

Distinguished Graduate Teaching Award, Non-Standing Faculty

William Udell, lecturer and sculpture technician in fine arts, is an artist and educator. His sculptural and video work rely on gesture as communicated through the mundane or banal. Recently, he has focused on the notion of reorientation by sourcing imagery and references from peripheral objects found in infrastructural or domestic spaces. Each object, whether cast or fabricated, is a slightly shifted version of its ref-



William Udell

erent and is rendered with a material that allows it to vacillate in either subtle or blunt ways from its "normal" application. Mr. Udell's work negotiates its relationship with formal sculpture while attempting to reexamine hierarchies and create intimate relationships between the objects he employs. He received his BA

from Kenyon College and his MFA from the Rhode Island School of Design.

Some quotations from his students: "His teaching extends beyond the classroom during his shop hours. Willie is an extremely available thought-partner and materials expert all of the MFAs rely on, from sculptors exploring new materials to video artists fabricating ideal displays to installation artists thinking about space." "Willie asks us difficult questions, while always being incredibly encouraging. He creates a community in his workshop that grounds the entire department." "He is always readily and easily accessible to brainstorm with or lend a hand. I believe he goes above and beyond the expectations for his job."

Distinguished Graduate Teaching Award for Standing Faculty

Sean Burkholder is the Andrew Gordon Assistant Professor of Landscape Architecture. Prior to joining the Weitzman School, he was assistant professor of landscape and urban design at the University of Buffalo. He is also the director of the Landscape Affairs Group, a Landscape Research and Design consultancy focused on the human-entangled freshwater ecosystems of postindustrial regions. The relationship of these issues and their experiential understand-

ing are being explored in a forthcoming book co-authored by Mr. Burkholder and Karen Lutsky. Mr. Burkholder is also co-directing the \$1.5 million Healthy Port Futures project from the Great Lakes Protection Fund in close collaboration with a range of local and federal agencies. This project stresses the inherent value of landscape design research in the process of maritime infrastructure projects that typically aim only at single-value outcomes. Underpinning all of this work is a particular interest in the way in which substrate and ecology influence the urban landscape and how these systems are interpreted by others. Mr. Burkholder lectures and serves as a design critic internationally and his work has been published widely in books and journals. Mr. Burkholder holds a BArch from Miami University and an MLA from the Harvard Graduate School of Design.

Some quotations from his students: "Professor Burkholder has been an incredible asset to my education and growth in the discipline. Aside from my personal experience, I believe that his hiring has drastically strengthened the landscape architecture department, bringing a fresh perspective and outlook to the program." "He is a great listener, and pinpoints strengths in order to bring them to the forefront." "He provides extraordinary knowledge, sound criticism and support every day to the studios and classes that he leads. He makes himself available anytime outside of the classroom, is generous with his time and his unwavering enthusiasm is contagious to all his students."



Sean Burkholder

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 policing with state-of-the-art technology. A critical component of a comprehensive security 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 on the Division of Public Safety website: <https://www.publicsafety.upenn.edu/about/security-technology/closed-circuit-television-cctv/>

The following existing cameras meet those criteria:



University of Pennsylvania Cameras

39th St. & Baltimore Ave.
(Vet School, Hill Pavilion)
40th St. & Baltimore Ave.
41st St. & Baltimore Ave.
42nd St. & Baltimore Ave.
43rd St. & Baltimore Ave.
31st & Chestnut Sts. (Left Bank)
33rd & Chestnut Sts.
34th & Chestnut Sts.
36th & Chestnut Sts.
38th & Chestnut Sts.
40th & Chestnut Sts.
4040 Chestnut St. (front)
41st & Chestnut Sts.
43rd & Chestnut Sts.
46th & Chestnut Sts.
Steve Murray Way & Chestnut St.
38th St. & Hamilton Walk
36th St. & Locust Walk
37th St. & Locust Walk (1&2)
38th St. & Locust Walk
39th St. & Locust Walk
40th St. & Locust Walk
41st & Locust Sts.
42nd & Locust Sts.
43rd & Locust Sts.
39th & Ludlow Sts.
40th & Ludlow Sts.
34th & Market Sts.
36th & Market Sts.
38th & Market Sts.
40th & Market Sts.
40th & Pine Sts.
41st & Pine Sts.
42nd & Pine Sts.
36th & Sansom Sts. (Franklin Bldg.)
38th & Sansom Sts.
39th & Sansom Sts.
4040 Sansom St. (rear)
Steve Murray Way & Sansom Sts.
33rd St. & Smith Walk
34th & Spruce Sts.
36th & Spruce Sts.
37th & Spruce Sts.
38th & Spruce Sts.
39th & Spruce Sts.
40th & Spruce Sts.
41st & Spruce Sts.
42nd & Spruce Sts.
43rd & Spruce Sts.
31st & Walnut Sts. (Left Bank)
33rd & Walnut Sts.
34th & Walnut Sts.
36th & Walnut Sts.
37th & Walnut Sts.
38th & Walnut Sts.
39th & Walnut Sts.
40th & Walnut Sts.
41st & Walnut Sts.
43rd & Walnut Sts.
4119 Walnut St.
100 Block of S. 37th St.
Blockley Hall (bike racks 1-8)
Blockley Hall (roof)
BRB II (loading dock-exterior)
BRB II (roof-rear and front)
Caster Building (rear entrance)
Caster Building (bike racks 1&2)
Chemistry Building (bike racks 1-4)

CineMark
College Green (1&2)
College Green (lower)
College Hall (exterior basement)
CRB (roof)
CRB-Stemmler Hall (main entrance)
CRB-Stemmler Bridge (interior)
CRB-Stemmler Bridge (main entrance hall)
English House (Law School bike rack)
Fels Institute of Government
Fisher-Bennett Hall (overseeing Levine Bldg.)
Franklin Field
Garage 40 (rooftop)
Generational Bridge (1&2)
Gregory College House (bike rack)
GSE on Plaza 1
GSE on Plaza 62
Harnwell College House
Harrison College House (1&2)
Hayden Hall (east door & west door)
Hilton (Homewood Suites-1&2)
Hollenback (lower level rear parking)
Hollenback (rooftop)
Houston Hall/Penn Commons
Irving & Preston Sts.
Jerome Fisher (main entrance)
John Morgan Building (Hamilton Walk)
Jon M. Huntsman Hall (NE corner)
Kane Park (Spruce Street Plaza)
Law School (Sansom St.)
Left Bank (loading dock)
Levy Dental (loading dock)
Meyerson Hall (bike racks 1&2)
Mod 7 (north)
Mod 7 (southeast)
Mod 7 (west)
Museum (33rd St.-exterior)
Museum (Kress entrance-exterior)
Museum (Kress entrance-interior)
Museum (loading dock-exterior)
Museum (upper loading dock-exterior)
Museum (Warden Garden-main entrance)
Museum (Stoner Courtyard-lower courtyard)
Osler Circle Courtyard
Palestra (1&2)
Pennovation Works
Pennovation Works (gate)
Pottruck (bike racks 1&2)
Public Safety Annex Building (2-5)
Richards Labs (rear door)
Ringe Squash Court Parking
Rodin College House (bike rack)
Schattner (coffee shop)
Schattner (bike rack)
SEAS (courtyard)
Shoemaker Green (1-8)
Singh Center (courtyard)
Singh Center (east loading dock)
Singh Center (Nano roof terrace north)
Singh Center (nitrogen loading dock)
Singh Center (roof terrace south)
Singh Center (west loading dock)
St. Leonard's Court (roof, rear)
Solomon Labs (1-4)

Steinberg Conference Center
Steinberg Hall-Dietrich Hall
(Joe's Café)
Steinberg Hall-Dietrich Hall (trolley)
Stellar-Chance Labs (loading dock)
Stellar-Chance Labs (main entrance)
Stellar-Chance Labs (roof-rear)
Stellar-Chance Labs (roof-front)
Tandem Accelerator Laboratory
Translational Research Labs, 30th St.
(lower level South)
Translational Research Labs, 30th St.
(lower level North)
Translational Research Labs, 31st St.
Translational Research Labs, 31st St.
(upper level)
Van Pelt-Dietrich Library (Button)
Van Pelt-Dietrich Library (Ben Statue)
Van Pelt-Dietrich Library (Mark's Café 1&2)
Van Pelt Manor (bike rack)
VHUP (bike rack)
VHUP (dog walk 1&2)
Weiss Info Commons (front door)
Weiss Info Commons (rear door)
Wharton EMBA (loading dock)
Williams Hall (bike racks 1-3)
WXP/WORLD Café Live
WXP/WORLD Café Live (SW side-lower level)
1920 Commons (38th & Spruce rooftop)

Penn Park

Field 1
Field 1 (bike rack)
Field 2
Field 2 (bike rack)
Field 2 (NE corner)
Field 2 (SW corner)
Field 2 (north bike rack)
Field 4 (South Street Bridge)
Lower 30th & Walnut Sts. (1&2)
Paley Bridge (1&2)
Paley Bridge (entrance walkway)
Paley Bridge (walkway to Penn Park)
Parking Lot (SW corner)
Parking Lot (NE corner)
Penn Park (NE corner)
Penn Park (north)
Penn Park (plaza)
Penn Park Drive (entrance)
River Field
Ropes Course
Ropes Course Maintenance Bldgs.
Softball Stadium (bike racks 1&2)
Softball Stadium (men's restroom)
Softball Stadium (women's restroom)
Tennis Center
Tennis Center (Field 4)
Tennis Center (Field 4 walkway)
Tennis Center (transit stop)
Utility shed
Walnut St. Bridge (pedestrian walkway)
Walnut St. Bridge (upper)
Weave Bridge (Bower Field)
Weave Bridge (east)
Weave Bridge (Hollenback)
Weave Bridge (Penn Park ramp)

Penn Medicine Cameras Hospital of the University of Pennsylvania

34th St. Pedestrian Bridge
Dulles Bldg. (bike racks-Spruce St.)
Emergency Department (driveway 1-4)
Gates Bldg. (fire exit door-Spruce St.)
Maloney Bldg. (entrance-36th & Spruce Sts.)
Miller Plaza (adjacent to Stemmler)
Penn Tower/HUP Bridge/Civic Center
Penn Tower Bridge (hospital side)
Ravdin Bldg. (driveway-Civic Center Blvd.)
Rhoads Bldg. (1st floor-Hamilton Walk)
Rhoads Bldg. (1st floor-patio)
Rhoads Bldg. (basement-dock ramp)
Rhoads Bldg. (loading docks 1&2)
Rhoads Bldg. (loading dock ramp)
Rhoads/Stemmler bike rack
Spruce St. between 34th & 36th Sts. (facing east)
Spruce St. between 34th & 36th Sts. (facing west)
Spruce St. (Maloney entrance & morgue driveway)
Spruce St. (morgue, Maloney Ground -36th St.)
Spruce St. (west fire tower door)
White Bldg. courtyard
White Bldg. (entrance-Spruce St.)

Perelman and Smilow

3600 CCB-LI01 (NW Corner E/W)
3600 CCB-LI01 (NW Side E/W)
3600 CCB-LI01 (SW Corner E/W; entrance to Lot 51)
3600 CCB-LI01 (SW Side E/W; loading Dock)
3600 CCB-L1 (NE Entrance)
Civic Center Blvd. at East Service Dr.
Convention Ave & Health Sciences Dr.
East Service Dr. & Health Sciences Dr.
Health Sciences Dr. (outside loading dock-1&2)
Perelman (front door)
Perelman (loading dock)
Perelman Parking garage entrance (Health Sciences Dr.)
PCAM staff entrance (Convention Ave.)

Penn Presbyterian Medical Center

3910 Bldg. (entrance)
3910 Bldg. (loading dock)
3910 Bldg. (parking lot)
Advanced Care Canopy (bench)
Advanced Care Canopy (ED 1&2)
Advanced Care Canopy (Trauma 1-4)
Cupp Lobby (entrance)
Garage (front & side)
Heart and Vascular Pavilion (front entrance)
Heart and Vascular Pavilion (rear entrance)
Helipad
Mutch Bldg. (roof)
Powelton Ave.
Powelton Ave. (dock)
Powelton Lot
Scheie Eye Institute (north door)
Wright/Saunders Bldg. (main entrance)
38th St. (Healing Garden)
38th St. (Advanced Care Building)

3930 Chestnut Street

Front Main Entrance
Loading Dock Entrance
Patio Seating Area
Parking Lot Bike Rack
Parking Lot (Front)
Parking Lot (Rear)

May Trees and Flowers at Morris Arboretum

Moonlight & Roses has been a signature event in the Morris Arboretum community for nearly 40 years. After much thought and consideration, they have made the very difficult decision to cancel the gala for June 2020. For the safety and wellbeing of their guests and staff, they feel that it is best to wait until 2021 to hold Moonlight & Roses again. They have already begun making plans for next year's gala and are looking forward to an extra special celebration.

This event provides critical funding every year for the Arboretum to keep their gardens beautiful and their programming robust. Anyone who is in a position to do so, and would like to make a donation in lieu of a ticket purchase this year, please visit <https://tinyurl.com/y9nzua6w>

Meanwhile, bring the beauty of the Arboretum to your meetings with custom Zoom virtual background images of the Garden! The Rose Garden is one of the choices of backgrounds available for use in Zoom. See http://morrisarboretum.org/connect_new.shtml#zoom

Below are a few of the many trees and flowers that bloom at the Arboretum at this time of year.



Paeonia rockii hybrid



Ajunga reptans Chocolate Chip and *Iberis sempervirens* Purity



Exochorda x macrantha 'The Bride'



The crabapple collection

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are the Crimes Against Persons or Crimes Against Society from the campus report for April 20-26, 2020. Also reported were 10 crimes against property (4 bike thefts, 3 thefts from buildings, 1 auto theft, 2 theft others). Full reports are available at: <https://almanac.upenn.edu/sections/crimes> Prior weeks' reports are also online. —Eds.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of April 20-26, 2020. The University Police actively patrol from Market St to Baltimore Avenue and from the Schuylkill River to 43rd St in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

04/22/20 1:05 AM 51 N 39th St Complainant assaulted by security

18th District

Below are the Crimes Against Persons from the 18th District: 3 incidents (1 assault, 1 domestic assault and 1 robbery) with 1 arrest were reported for April 20-26, 2020 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

04/20/20	4:52 PM	Chestnut St/S Schuylkill Ave	Assault
04/24/20	11:13 AM	4641 Chestnut St	Robbery/Arrest
04/26/20	10:26 AM	1310 S 48th St	Domestic Assault

Update

May AT PENN

FITNESS AND LEARNING

12 Pre-Health Post-Baccalaureate Programs Virtual Information Session; 5-6 p.m.; info: www.upenn.edu/lps-events (LPS).

TALKS

5 From Russia With Gloves: Diagnosing Russia's Response to COVID-19; panelists discuss COVID-19's effects on Russia that have been difficult to discern; 3 p.m.; register: <https://tinyurl.com/RussiaCOVID19Response> (Perry World House).

AT PENN Deadlines

The deadline for the Summer AT PENN is May 11. The deadline to submit your virtual events to be featured in the next Update is the Monday prior.

Free Digital Access to C21 Books During the COVID-19 Pandemic

In response to the large-scale shift to distance learning at colleges and universities around the world, the University of Pennsylvania Press has announced that all content available through its digital publishing partners will be upgraded to unlimited usage for all users at participating libraries and institutions at no cost.

To help promote this special opportunity for Urban Link subscribers, Penn IUR has curated a list of freely accessible chapters from titles in the *City in the Twenty-First Century* (C21) series, edited by Penn IUR Co-Directors Eugénie Birch and Susan Wachter. As cities around the world plan their responses to the COVID-19 pandemic, they hope this selection will help inform the discussion by presenting examples of urban responses to similar challenges from the recent past.

Almanac

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

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The move to remote teaching due to the COVID-19 pandemic has demanded rapid and unprecedented adjustments from everyone teaching at Penn. Graduate student instructors have played a major role in providing remote instruction. Below, six graduate students tell their stories of how they adjusted to remote teaching and worked to make their classes as successful as possible in this moment.

Grad Student Instructors' Adjustments to Remote Teaching Due to COVID-19

Olivia Werba, Chemistry: Since I am one of the head TAs for general chemistry, a course that has around 315 students, I knew that we had our work cut out for us going into remote teaching. In particular, we have SAIL recitations, active-learning recitations where students collaborate and work together on problems. To figure out how we were going to transition to online learning, I decided to first reach out to the students and see what would work for them. With people all across the world and with varied access to internet and electronics, it was important to find a fair solution for everyone. With the results, we decided to maintain synchronous recitations, adding a section for anyone who was unable to make one of the original eight timeslots.

I tried my hardest to make sure we preserved enough of the in-person format in structuring the recitations. Since not everything translated to an online format, I focused on keeping the aspects the students liked the most: group work and going over the answers as a class. Thus, we did weekly Zoom sessions, taking advantage of the breakout rooms to form small groups. Every week, one of the graduate students prepared a PowerPoint to go through the working of the problems step by step, which we would go through as a large group. Students responded positively, and we made sure the PowerPoints and recordings were accessible for people who may have less stable internet connections or who had to call in.

Along with the formatting, I think one of the ways we all got through general chemistry together was by maintaining personal connections. I went to workshops at CTL to figure how best to make sure all of my students knew they were valued as people. Each week, I had the students do “get-to-know-you” questions in their groups to learn more about one another and build social connections. We started every recitation with a check-in on how people were doing and included cute animals in the PowerPoints to create a positive environment. Some people said they liked coming to recitation just to talk with one another. This engagement and human connection allowed us to keep going through the class as a unit and to keep open the channels for communication and help. I am grateful for all of the students’ hard work keeping the class alive and overcoming current obstacles to continue their learning.

Nikola Golubović, Classical Studies: The class I am TA-ing for already had an online component built in: the students submit essays and respond to each other’s writing each week. The biggest challenge included migrating our discussion-based recitations to an online platform. I found that preparation in advance on my part went a long way. I was able to give detailed instructions on the nuts and bolts of using Zoom, and the students grew comfortable with it quickly. Typically, I will anchor the session by doing a brief lecture before moving to discussion. Slides are very helpful for this: our class is text-based, and Screen Share allows me to show images which are easy for the students to focus on. Engagement in discussion initially remained roughly similar as before. Yet as the semester progresses and students are facing increasing challenges on personal and academic levels, the spirits have been dropping. Students have been checking in to say they had family members who were sick and needed to be taken care of. My policy has been to never penalize late submissions and absences, and to be absolutely flexible about deadlines and assignments. And to lend a sympathetic ear to anyone who needs it.

Ellen Urheim, Mathematics: As a teaching assistant for an upper-level math course, I consider a successful recitation to be one in which students are frequently asking questions. Because of this, and because higher-level math can be intimidating, I have always prioritized making office hours and recitation a judgement-free zone. I try to be approachable in office hours, and I encourage participation in recitation by pausing often to check in and asking a mix of open-ended questions and more direct “knowledge-check” questions. I’m glad I focused on this early on, because when the class became remote, students were still voluntarily participating, even though this can be more awkward and challenging on Zoom. While I feel recitations have been going well, office hours have been harder to transition. In my office hours on campus, I often had students write on the board and help each other out with solutions. I am still figuring out how to mimic this collaborative process on Zoom, but ultimately the fact that students are still coming to office hours and participating in recitation—some participating even more than they did before

—has reinforced my belief that encouraging students to ask questions is one of the most important things I can do as a teaching assistant.

Katherine Scahill, Music: When we received the news that face-to-face learning was suspended for the remainder of the semester, I was at first daunted by the prospect of creating an online version of the undergraduate class, “Introduction to World Musics and Cultures.” As a graduate student instructor of record, I was responsible for re-designing the course and communicating these changes clearly to my students. Support from colleagues, supervisors and the Center for Teaching and Learning helped me make this transition as smoothly as possible given the circumstances. Because the class is greater than 20 students, I combined pre-recorded lectures with discussion board posts and Zoom office hours.

Discussing musical performances is central to the course and facilitating this engagement online has posed some difficulties. The video and sound examples run through screen capture software that can be glitchy. An alternative is to have students pause my lecture and watch the designated clip on their own. Either way, these modes of engagement are not the same as listening together in the classroom and responding in ‘real time.’ However, one affordance of the discussion board is the option to post a music video or song. These multi-media responses may be a way to enrich discussions even when we are able to meet in person again.

Victoria Grace Muir, Bioengineering: I am a TA for Professor Jason A. Burdick’s course, BE553 Tissue Engineering, alongside my fellow TA, Jon Galaraga. The three of us have been working hard to make the transition to an online course format as easy as possible for students while maintaining high quality course content and frequent student engagement. Originally, BE553 had a large final group project assignment, where groups of four students were expected to deliver a 20-minute in-class presentation and 10-page written proposal on a new tissue engineering start-up project. With students scattered all over the world due to the COVID-19 pandemic, coordinating a group project can be extremely challenging and stressful for students. In order to relieve stress, our first course adjustment was to make the final projects an individual assignment. Students are now required to submit a 2- or 3-page written report accompanied with a 2-minute “elevator pitch” video about their tissue engineering start-up. In another effort to alleviate stress, all lectures for BE553 were pre-recorded and uploaded to Canvas so that students could access at a time most convenient for them. Most importantly, we have made a consistent effort to emphasize to students that we are here to support and will make accommodations when necessary. Jon and I have made ourselves available over email and Zoom to work with students on their final projects and help with any other academic concerns we can.

Rachael Stephens, GSE/Anthropology: As the educational community tackles the COVID crisis, much of our collective attention has focused on the nuances of remote teaching. Many of us had to rush our classes online before we even knew what a Zoom “breakout room” was, so this was a key first step. But as the weeks go on, I find myself thinking less about the exigencies of the medium and more about the moment. In the context of higher education, what does it mean to be responsive to our COVID-19 world?

As I scan a Zoom-room full of seemingly exhausted and distraught faces, I keep asking myself: what are we doing right now? I’m reminded of what the revolutionary educator, Paulo Freire, taught: students (like teachers) are engaged when the material has meaning in their everyday lives. When so many are struggling with their physical (including mental), financial and social well-being, most course material surely doesn’t feel all that important, whether it’s presented over Zoom or in person. And the reality is that many of our students—and many educators, whether TAs, adjuncts or tenure-track professors—were already grappling with varying degrees of crisis. Many felt the financial pressures of student debt or precarious over-employment. Many felt the alienation endemic to a historical moment when education feels more like credentialism than a collective pursuit of individual and social change.

When that’s the case, it’s hard for me to believe that the main obstacle right now is the medium. Instead, it seems like the question is: how can we build classrooms—whether remote or not—that are responsive to the demands of this historical moment?

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

See <https://almanac.upenn.edu/talk-about-teaching-and-learning-archive> for previous essays.