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University Announcements Pertaining to COVID-19

The University of Pennsylvania has recently announced the following:

- Effective Monday, April 13, Penn requires that everyone entering Penn's buildings, regardless of their role, wear masks to prevent infections. This decision is predicated on the CDC's recent guidance that the use of face coverings may be effective in preventing the transmission of COVID-19 from an individual who is infected but asymptomatic. Penn will provide the masks for essential life-sustaining employees to use. Schools and centers should email coronavirus@upenn.edu to request masks for distribution to their essential employees. Essential employees should speak with their managers for information regarding the process for obtaining masks. The masks that Penn will provide are expected to be stored and reused, and Penn will distribute paper bags for storage. Masks should be reused until they are torn, visibly soiled or otherwise damaged. Additional information about how to use, reuse, remove and store masks can be found at <https://ehrs.upenn.edu/ehrs-covid-19-safety-information>

- Registration for summer sessions begins today, and advance registration for the fall term is today through April 24. The grade type change deadline has been pushed back to April 29—the last day of classes.

- Penn students on dining plans will receive pro-rated refunds for their remaining spring semester meal plan balance, and departed College House residents will receive pro-rated reimbursements in May on their student billing accounts, according to an email Penn Residential Services sent to students and parents.

Perelman School of Medicine 2020 Teaching Awards

The Perelman School of Medicine announces the following teaching awards for 2020:

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 PSOM faculty at an affiliated hospital for excellence in teaching modern clinical medicine at the bedside in the tradition of Dr. William Osler and others who taught at Philadelphia General Hospital.

Nadia Bennett is an associate professor of clinical medicine and academic hospitalist at Penn and Penn Presbyterian Medical Center. After serving as the internal medicine clerkship co-director for six years, she transitioned to her current role as associate dean of the Clinical and Health Systems Sciences Curriculum at PSOM. She currently serves on the Clerkship Directors in Internal Medicine Council and on the Education Committee for the Society of Hospital Medicine. Dr. Bennett has a significant interest in both undergraduate and graduate medical education with a special focus on clinical reasoning, bedside rounding and curriculum development.

Practicing medicine along with teaching and mentoring her trainees have been a passion for Dr. Bennett throughout her career. She has received several teaching accolades for her efforts

As American healthcare workers fight heroically to keep pace with the coronavirus outbreak, Penn faculty and students are pitching in to provide needed medical gear for the University's hospitals.

An effort to produce new face shields for hospital workers at Penn is being led by the Penn Health Tech COVID-19 Rapid Response Team, and coordinated by Mark Yim, Asa Whitney Professor of Mechanical Engineering and director of Penn's General Robotics, Automation, Sensing and Perception (GRASP) Laboratory. Dr. Yim is also faculty director in the Integrated Product Design program at Weitzman, a collaboration with Penn Engineering and Wharton. Face shields are the protective, clear-plastic guards usually worn over top of the face masks that cover the nose and mouth. The Rapid Response Team is expecting a shipment of 10,000 face mask parts that an army of student volunteers will assemble for the hospitals next week.

"The hospitals need stuff now—as much as we can do," Dr. Yim said.

With Penn's campus closed to all but those involved in life-sustaining activities, four Weitzman staff members received authorization to return to Meyerson Hall to operate three laser cutters in the Fabrication Lab to manufacture the straps used for the shields, said Director of Operations and Planning Karl Wellman. The team, led by Fabrication Lab Manager Dennis Pierattini, is cutting straps out of 0.06-inch thick high-density polyethylene, the same type of flexible plastic used in milk jugs and ice-cube trays and other products, Mr. Wellman said.

Weitzman's Efforts to Protect Penn's Healthcare Workers

"For as long as we need to, we'll be coming in and fabricating this material."

In addition to manufacturing new face shields, four employees in the Office of Operations and Planning—Valdemere Perry, Dylan Seeger, Brendan Burke and Mark Harper—collected personal protective equipment from around the school and delivered it to the Hospital of the University of Pennsylvania on March 23. The materials included 248 pairs of goggles, 181 masks, 100 shoe covers, 32 pairs of nitrile gloves and three face shields, according to Mr. Wellman. Those materials were provided by the Fabrication Lab, the Robotics Lab and the Graduate Program in Historic Preservation.

In addition to the Fabrication Lab, the Rapid Response Team is working with other schools and centers with laser-cutting resources, including Penn Engineering and the Pennovation Center, as well as partners like the Philadelphia-based NextFab. The teams are sourcing plastic from around the University and some of its partners.

In addition to the laser cutters at Weitzman, Dr. Yim and others are using the University's MakerBot Replicator+ 3-D printers to produce face shields. They are also asking students who have 3-D printers at home to contact the team about how they can help. Franca Trubiano, associate professor of architecture, said that 18 architecture students are putting 24 of their own 3-D printers to use in the effort. Some of the plastic was donated by the Graduate Program in Historic Preservation and the Robotics Lab, Mr. Wellman said. The Penn Libraries donated a stockpile of plastic as well, according to Dr. Yim.

Mr. Wellman emphasizes that no students have returned to campus or been authorized to operate the School's equipment.

"Our students are concerned, understandably," Mr. Wellman said. "They have the skillset, and they want to help. Right now, for their safety, they're not permitted on campus."

"Creating face shields is only part of the response. Other efforts may include the manufacture of new ventilators and face masks," Dr. Yim said. Penn researchers are also helping to develop rapid at-home COVID-19 tests, as WHYY reported last month.

"One of the amazing things is the organization of the students," Dr. Yim said. "Students are helping with things like transportation networks. How do we get things from one place to another? Everything has to be separate. Every time we hand off materials from one place to another we have to be careful about exposure. All that kind of stuff makes it much more complicated and difficult."

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Nadia Bennett

including two Penn Pearls Teaching Awards, the Donald B. Martin Teaching Service Award, the John M. Eisenberg Teaching Award, the Dean's Award for Excellence in Teaching at an Affiliated Hospital and the Mutch Hospitalist Collaboration Award. She was also inducted into the faculty Alpha Omega Alpha Society, Gold Humanism Society and Penn Medicine Minority Hall of Fame. A medical student stated that "Dr. Bennett made me feel like I was an integral part of the team and empowered me to take ownership of my patients. She is an amazing teacher, mentor and physician and I learned so much from her not only through her teachings but also just from watching her approach to patient care."

(continued on page 4)

Fred Frey, Political Science

Frederick W. (Fred) Frey, emeritus professor of political science, died on March 26. He was 90.

Dr. Frey was born in Cleveland, Ohio. He was a US Army Veteran serving in the Korean War. He graduated from Oxford University and was a Rhodes Scholar. He continued his education at Princeton University, where he received his doctorate. He spent 15 years as a professor at Massachusetts Institute of Technology before joining the faculty at the University of Pennsylvania.

Dr. Frey was hired by Penn in 1974 as a professor in political science. He was also the director of Penn's Anspach Institute of Diplomacy and Foreign Affairs. Dr. Frey was chairman of the Graduate Group in International Relations, and he served as one of the principals in evaluating the proposal for a contract between Penn and the Arab Development Institute in Tripoli (*Almanac* September 19, 1978). He also served on the University Council Committee on Recreation and Intercollegiate Athletics. Dr. Frey retired in 1998, earning emeritus status at that time.

Avery Goldstein, the David M. Knott Professor of Global Politics and International Relations and a colleague of Dr. Frey, noted that "In all settings, Fred was a voice of reason—asking tough questions, identifying consensus when it could be found, but not abandoning his own views when he believed they were well founded."

Dr. Frey is survived by his wife, Cecile Paris Frey; sons, Ethan (Jennifer) and Justin; stepson Brad Remick; stepdaughter Lauren Martone (Jon); grandchildren Max, Mabel, Macy, Hayden, Griffin, Sara and Gavin; and sister Frances Froelich.

Tomoko Ohnishi, Biochemistry and Biophysics

Tomoko Ohnishi, professor of biochemistry and biophysics who taught at the University of Pennsylvania for more than 52 years, died peacefully at her home in Radnor, Pennsylvania, on March 17. She was 88.

Dr. Ohnishi was born in Kobe, Japan. In her youth, she was a competitive figure skater and downhill slalom skier in Japan. She earned her bachelor's in chemistry in 1956 and master's in biochemistry in 1958, both from Kyoto University, and she received her PhD in biochemistry in 1962 from Nagoya University, where she first developed her passion for understanding cellular respiration.

After a postdoc in Osaka with Dr. Hagihara and time in both Sweden and Germany, Dr. Ohnishi came to the University of Pennsylvania in 1967 as a visiting assistant professor in biophysics and to work as a postdoctoral fellow within the Johnson Research Foundation under the guidance of Director Britton Chance, founder of what is now the department of biochemistry and biophysics (formerly physical biochemistry). Dr. Ohnishi stayed at Penn's Perelman School of

Medicine, rising through the ranks, becoming a full professor in the department of biochemistry and biophysics in 1996. She remained an active faculty member until her death.

According to Kristen Lynch, Benjamin Rush Professor and current chair of the department of biochemistry and biophysics, "Tomoko was a tenacious and dedicated scientist, whose work influenced countless colleagues and younger scientists." While at Penn, Dr. Ohnishi built a world-class research laboratory, funded by the National Science Foundation and National Institutes of Health for decades, and produced over 200 research publications. Dr. Lynch noted that Dr. Ohnishi was "a true pioneer in understanding the inner workings of the respiratory electron transport chain that couples oxidation to the production of ATP.... Tomoko's work also provided a map with which to locate dysfunction of Complex I in neurodegenerative diseases, neuromuscular diseases and aging. She appreciated before most, that understanding the inner workings of Complex I is crucial for the future of medicine, and devoted her life's work and passion to deciphering the mysteries of how this key component of the respiratory chain supports life. As an expert practitioner of electron paramagnetic resonance spectroscopy and a thought leader in this field, few have contributed more than Tomoko to the story of Complex I as an exquisite enzyme. Without a doubt, as this story is exploited for developing new medicines, Tomoko's contributions will continue to appreciate in both value and impact."

She is survived by her children, Hiroshi (Bonnie) and Noriko Lovasz (John); and grandchildren Megumi, Lorelei, Akira and Gavin.

Those wishing to send memorial contributions may send them to: The Penn Fund, University of Pennsylvania, Suite 300, 2929 Walnut Street, Philadelphia, PA 19104-5099 (put "Dr. Tomoko Ohnishi" in the memo).

Robert Rescorla, Psychology

Robert Arthur (Bob) Rescorla, emeritus professor of psychology at the University of Pennsylvania, died in Austin, Texas, on March 24. He was 79, and his death followed complications resulting from a fall in his home.

"Dr. Rescorla was the world's most distinguished scholar in the area of the psychology of animal learning and a great teacher," noted his long-time colleague Paul Rozin, professor of psychology at Penn. Dr. Rescorla was born in Pittsburgh, Pennsylvania, and was raised in Westfield, New Jersey. He was an undergraduate at Swarthmore College, where he graduated with highest honors. During that period, he studied with Hans Wallach, and two other psychologists Henry Gleitman and Solomon Asch, both of whom later became professors of psychology at Penn. In 1962, Dr. Rescorla came to Penn as a graduate student, starting his research

on Pavlovian conditioning under the mentorship of psychologist Richard Solomon.

Dr. Rescorla received his PhD from Penn in 1966 and took a position as assistant professor of psychology at Yale University, where he rose to the rank of full professor. He returned to Penn as professor of psychology in 1981, and he remained at Penn as the James M. Skinner Professor of Science (1986-2000) and later Christopher H. Browne Distinguished Professor of Psychology (2000-2009) until his retirement in 2009, at which time he earned emeritus status. Dr. Rescorla also served with distinction as chair of psychology (1985-1988) and Dean of the College of Arts and Sciences (1994-1997).

Dr. Rescorla was elected to the National Academy of Sciences in 1985 and served as president of the Eastern Psychological Association (1986-1987), and he received the Award for Distinguished Scientific Contributions from the American Psychological Association (1986). He became the William James Fellow of the American Psychological Society (1989), was awarded the Howard Crosby Warren Medal of the Society of Experimental Psychologists (1991) and Doctoris Honoris Causa, University of Ghent (2006) and was elected as a member of the American Academy of Arts and Sciences (2008).

A tribute written by Dr. Rozin noted: "Dr. Rescorla was perhaps the greatest pure experimental psychologist of the 20th century. He was the undisputable heir to Ivan Pavlov, the foundational figure in experimental psychology and the person who introduced the phenomenon of the conditioned reflex and provided its first theoretical interpretation. Dr. Rescorla exceeded Pavlov in his scientific contribution, expanding this concept into a fundamental basis for association and liberated it from its limited and arguable linkage to reflexes. In Dr. Rescorla's work, Pavlovian conditioning was about the association of event representations, and that association itself was predicated on the idea that what animals learned was the predictive value of events (the "Rescorla-Wagner" model). In so doing, Dr. Rescorla provided a bridge between behaviorism, the predominant theory in psychology in the mid 20th century, and cognitive science, its successor as the major framework for late 20th century psychology. Dr. Rescorla was an exquisite methodologist who caused the field to rethink the nature of control groups. The elegance, efficiency and conclusiveness of his experiments is legendary. The principles that he and others developed in this research also became an important part of cognitive-behavioral therapy, the predominant modern form of psychotherapy, developed principally by another Penn Professor, Aaron T. Beck.

"Dr. Rescorla was also a passionate advocate for undergraduates and a great teacher. His lucid lectures in his animal learning course, offered for decades at Penn, were a model of clarity and intellectual engagement, and earned him the Ira Abrams Teaching Award, School of Arts and Sciences, in 1999. He was the complete academic."

Dr. Rescorla is survived by his wife, Shirley Steele; former wife, Leslie Rescorla; sons, Eric (Lisa Dusseault) and Michael (Melanie Schoenberg Rescorla); grandchildren, Darwin, Lincoln, Alexander and Nicholas; first wife, Marged Lindner; and sister, Barbara Rescorla Brandt.



Tomoko Ohnishi



Bob Rescorla

Honors & Other Things

Ariana Chao: ERNS Rising Star

Penn Nursing's *Ariana Chao*, assistant professor in the department of biobehavioral health sciences, was awarded the 2020 Rising Star Research Award from the Eastern Nursing Research Society (ERNS) during its 32nd Annual Scientific Sessions, held virtually last month. The award recognizes a junior investigator that has shown promise in establishing a program of health and/or nursing research.

Dr. Chao's program of research is dedicated to examining bio-behavioral mechanisms related to obesity, addictive-like eating behaviors and binge-eating disorder. She translates her findings into innovative clinical strategies to improve treatment for people with these conditions. Her research has been published in journals that reach a wide an interdisciplinary readership, including *Clinical Obesity*, *Obesity*, *Journal of Nursing Scholarship* and *Journal of Behavioral Medicine*.

Meisha McDaniel: Beinecke Scholar

University of Pennsylvania junior *Misha McDaniel* has been awarded a 2020 Beinecke Scholarship to pursue graduate education.

Ms. McDaniel is one of 18 Beinecke Scholars chosen from throughout the United States and the 13th recipient from Penn since the award was first given in 1975. Each 2020 scholar receives \$4,000 upon completion of undergraduate studies and an additional \$30,000 to support graduate study.

At Penn, Ms. McDaniel, who is from Atlanta, Georgia, is majoring in English literature with a concentration in creative writing, minoring in Africana studies and has a certificate in French in the College of Arts and Sciences. She plans to use the scholarship funds to pursue a PhD in literary studies.

As a Mellon Mays Undergraduate Fellow, Ms. McDaniel is continuing her research in contemporary African-American speculative literature. She spent the fall semester in the Penn in London program at Kings College London.

Ms. McDaniel is a Questbridge Scholar, a PennKIPP Scholar, a Robeson-Cooper Scholar and is on the Dean's List. She is also involved with Penn's African American Arts Alliance and is on the English Undergraduate Advisory Board. She has worked as an office manager at Harrison College House, planning and marketing off-campus events for residents.

The Beinecke Scholarship Program was established in 1971 by the Board of Directors of The Sperry and Hutchinson Company to honor Edwin, Frederick and Walter Beinecke. The program seeks to encourage and enable highly motivated students to pursue opportunities and to be courageous in the selection of a graduate course of study in the arts, humanities and social sciences.

Ms. McDaniel applied for the Beinecke Scholarship with assistance from CURF, Penn's Center for Undergraduate Research and Fellowships.

Jessica Davis:

First-Team All-American Squash

Penn senior *Jessica Davis*, co-captain of the 8-8 women's squash team, has been named a First-Team All-American by the College Squash Association, the 14th consecutive season that at least one Penn women's squash player has been so honored.

The Manchester, England, native finished the season with a 7-13 record, including 3-4 in the Ivy League. Playing in the #1 spot, she often faced off against the top players in the country, including six of the top eight finishers in

the CSA National Collegiate Individual Squash Championships, or Ramsay Cup.

Held at the Penn Squash Center, Ms. Davis went 2-2 in the 2019-2020 Ramsay Cup. Ms. Davis concludes her Penn career with a 32-23 record overall, including 14-7 in conference play. As a freshman, she helped the Quakers finish second in the Howe Cup and the Ivy League. She had an 11-3 overall record and went 6-1 against conference opponents. She amassed an 11-6 record (5-2 Ivy) and was a First-Team All-Ivy honoree. She was named First-Team All-Ivy this past season as well.

OF RECORD

Salary Guidelines for 2020 - 2021

These are unprecedented times that require the University to strategically plan for the coming fiscal year in a fiscally responsible manner. The University of Pennsylvania's merit increase program is designed to recognize and reward the valuable contributions of faculty and staff to the University's commitment to the highest levels of excellence in teaching, research and administration by paying market competitive salaries in a fiscally responsible manner. Because of these unprecedented times, the merit increase pool will be 2.5 percent and will be available to employees (faculty and staff) with salaries at or below \$70,000.

Faculty Increase Guidelines

Below are the standards for faculty increases that the Deans are asked to follow. The Deans will give the department chairs their own guidelines at the School level regarding available resources.

- The minimum academic salary for new standing faculty assistant professors will be \$72,600.
- Merit increases for faculty should be based solely on performance as evidenced by scholarship, research, teaching and service to the University and the profession. As in previous years, there will be no cost of living increase for continuing faculty.
- Salary increases for faculty due to promotions in rank, retention or other commitments are permitted and must be made in consultation with the Provost.

Staff Increase Guidelines

Presented below are the merit increase guidelines for July 1, 2020.

- This year's aggregate salary increase pool is 2.5 percent for staff with salaries at or below \$70,000. The merit increase range is zero to 3.0 percent.
- Staff eligibility will be limited to staff with salaries at or below \$70,000 a year. Monthly, weekly, and hourly paid staff members who meet this salary requirement are eligible for a merit increase if they are regular full-time, regular part-time or limited service status employees, and were employed by the University on or before February 29, 2020. The following groups are not covered under these guidelines: student workers, interns, residents, occasional and temporary workers, staff on unpaid leave of absence, staff on long term disability, and staff who are covered by collective bargaining agreements.
- The merit increase program is designed to recognize and reward performance. The foundation of this program is the Performance and Staff Development Plan. Salary increases should be based on performance contributions within the parameters of the merit increase budget. The Performance Appraisal System documents each employee's performance and contributions and establishes performance goals for the new fiscal year. All employees must receive Performance and Staff Development Plans for the next review cycle whether or not they receive merit increases. Schools and Centers are requested to submit performance appraisals by June 8, 2020. The Division of Human Resources' Staff and Labor Relations team is available to discuss performance management issues.
- Merit increases should average no more than 2.5 percent for staff earning at or below \$70,000 and may average less if a School or Center establishes a lower percentage merit pool based on financial considerations. The aggregated salary increases within a School or Center may not exceed 2.5 percent regardless of performance rating distributions. Performance expectations should be raised each year as employees grow in experience and job mastery. Performance ratings and raises should reflect a normal distribution for all employees. Employees with unacceptable performance are not eligible for merit increases.
- There will be no bonuses, in keeping with the elimination of discretionary bonuses announced in prior years.

The Division of Human Resources Compensation office is available to discuss specific merit increase parameters with Schools and Centers. Staff and Labor Relations team members are available to discuss performance management issues.

—Amy Gutmann, President

—Wendell Pritchett, Provost

—Craig Carnaroli, Executive Vice President



Meisha McDaniel

Perelman School of Medicine Teaching Awards

(continued from page 1)

Dean's Award for Excellence in Clinical Teaching (at an Affiliated Hospital)

One or more Dean's Awards for Excellence in Clinical Teaching are made annually, the recipients being selected on the advice of a committee composed of faculty and students. This year there are four recipients of this Award, which was established in 1987 to recognize clinical teaching excellence and commitment to medical education by outstanding faculty members from affiliated hospitals.

Michael D. Hogarty is a pediatric oncologist at The Children's Hospital of Philadelphia (CHOP) and professor of pediatrics at PSOM. He did his fellowship training at CHOP and stayed on as a faculty member, now serving as associate program director of the Pediatric Hematology/Oncology Fellowship, and as director of CHOP's Physician-Scientist Program. He is a member of the National Pediatrician-Scientist Workgroup. Over the past 20 years, Dr. Hogarty has mentored over 50 post-doctoral, medical, graduate and undergraduate students in the research arena and mentored medical students, residents and fellows in a variety of clinical oncology settings, including within the specialty-clinic for children with diverse histiocytic disorders, which he directs. One of Dr. Hogarty's former fellows stated, "He has an easy and accessible style that appeals to patients, families, nurses and trainees alike. He uses humor to make his points memorable and is able to convey complex ideas in a way that does not feel intimidating to learners. His clinics are favorable among fellows."



Michael Hogarty

César A. Briceño is an assistant professor of clinical ophthalmology at the University of Pennsylvania, specializing in ophthalmic plastic and reconstructive surgery. He came to the University of Pennsylvania in 2016 from the University of Michigan, where he participated in the Medical Education Scholars Program and established resident and medical student exchange programs between the University of Michigan and several universities in Latin America. Dr. Briceño is a committed and enthusiastic educator in the department of ophthalmology, working closely with students and trainees at all levels. He has held various teaching roles both inside and outside of the clinic, including mentor, faculty advisor and principal investigator on student research projects. Dr. Briceño is active in various educational initiatives on institutional, national and international scales, and he was the recipient of the Golden Apple Resident Teaching



César Briceño

Award in 2018 and 2019. Dr. Briceño places great value on the opportunity to empower students and trainees as they begin their careers, and he strives to create a positive and supportive learning environment. One of Dr. Briceño's students expressed, "It doesn't take long to recognize the unequaled positive impact Dr. Briceño has on everyone he meets. In and outside of the operating room (OR), Dr. Briceño is masterful in his ability to connect with those around him and energize them to perform and embody their best self. After a few hours in the OR, everyone from techs, trainees and anesthesiologists feel a true bond, not only with him, but with everyone in the room, united by his unparalleled ability to make any combination of people on the surgical team feel like family."

Kristin Leight serves as the senior associate program director for the Penn Psychiatry Residency. Dr. Leight received her bachelor's degree with highest honors in English and creative writing from the University of North Carolina at Chapel Hill in 1994 on a Morehead Scholarship and her MA in classics and English literature from Magdalen College, Oxford University, in 1997 on a British Marshall Scholarship. She worked as a research assistant and coordinator for psychiatrist Lori Altshuler at UCLA 1997-98 and 1999-2000 and completed a post baccalaureate premedical course at Bryn Mawr College 1998-1999. After receiving her MD from Harvard Medical School in 2004, Dr. Leight completed her psychiatry residency at Columbia University Medical Center/New York State Psychiatric Institute in 2008 as a chief resident. Upon graduation from Columbia residency, she was hired as an inpatient attending at New York Presbyterian Hospital's 9 Garden North inpatient unit. She also worked as an outpatient attending in the Columbia's Women's Program. From 2009 to 2010, she completed a fellowship in Women's Mental Health at Columbia. From 2010 to 2011, she served as an attending at the Columbia Intensive Outpatient Program. From 2010 to 2014, she served as an outpatient attending at the Columbia Women's Program and also as the fellowship director for the Women's Mental Health Fellowship at Columbia. Dr. Leight was an instructor in clinical psychiatry 2008-2011 and assistant professor of clinical psychiatry at Columbia 2011-2015. She was awarded the Roger MacKinnon Award for Outstanding Teaching of Psychiatry by the Columbia Psychiatry residency class of 2013. Dr. Leight joined the University of Pennsylvania, department of psychiatry in 2015. She has served as a psychiatry attending in the Outpatient Psychiatry Clinic and led the mood disorders inpatient team on Pennsylvania Hospital's 6 Spruce unit 2017-2019. Dr. Leight was awarded the Earl Bond Award for Excellence in Clinical Education in 2019. Her clinical interests include mood disorders, women's mental health and psychodynamic psychotherapy. She is also interested in promoting physician wellness and



Kristin Leight

well-being. One of her medical students stated that, "Dr. Leight was among the very best teachers I have had in medical school and had made me consider a field I had never before envisioned myself in. She is the type of clinician and teacher I hope to be one day and I cannot imagine someone more deserving of this award."

Victoria Werth is a professor of dermatology and medicine at PSOM and chief of the division of dermatology at the Philadelphia Veterans Administration Hospital. Dr. Werth earned her medical degree from Johns Hopkins University School of Medicine in Baltimore, Maryland. She completed a residency in internal medicine at Northwestern Memorial Hospital in Chicago, Illinois, and dermatology residency and immunodermatology fellowship at New York University School of Medicine in New York. She joined the faculty at Penn in 1989 and has developed an internationally recognized program in autoimmune skin diseases.



Victoria Werth

She is a co-founder of the Rheumatologic Dermatology Society and previous president of the group. She is co-founder of the Medical Dermatology Society and a recipient of their lifetime achievement award. She initiated the combined internal medicine/dermatology residency program in the US, which has successfully trained prominent leaders in complex medical dermatology. She has a longstanding interest in clinical and translational research pertaining to autoimmune skin diseases, including cutaneous lupus erythematosus, dermatomyositis and autoimmune blistering diseases, with a focus on improving the treatment and outcomes of autoimmune dermatologic diseases. She has developed and validated disease severity tools now used in many international trials in lupus erythematosus, dermatomyositis and autoimmune blistering diseases, with a goal to advancing evidence for current and new therapeutics targeting these diseases. Her laboratory studies include studies of the mechanisms of cutaneous lupus and dermatomyositis, biomarker studies in cutaneous lupus and dermatomyositis that relate to pathogenesis and ultraviolet light effects on skin. Recent clinical studies have examined mechanistic effects of therapeutics in CLE, as well as subset-specific expression of cytokine signatures. She has mentored many medical students and residents through her clinical and research studies, as well as taught many students in her autoimmune and VA dermatology clinics. Her work has been funded by the Dermatology Foundation, NIH, DOD, the VA, numerous autoimmune disease foundations and industry. One of her former trainees stated that "Dr. Werth is a giant in the field of dermatology. She is approachable, kind, patient, brilliant and an inspiration to many of us. While others read her articles and listen to her lecture, I can say that I learned from her at the bedside. For that I will be eternally grateful."

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The Robert Dunning Dripps Memorial Award for Excellence in Graduate Medical Education

This award was established by the department of anesthesia in 1983-1984. As a pioneer in the specialty of anesthesia and chair of the department from 1943 to 1972, 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 is to recognize excellence as an educator of residents and fellows in clinical care, research, teaching, or administration.

Margaret Baylson is an associate professor of clinical family medicine and has served as residency program director here since 2010. During her tenure, the residency program has increased in size by fifty percent, at first through a HRSA grant and then through state funding for residency expansion. Dr. Baylson currently serves as the chief of family medicine at Penn Presbyterian Medical Center and as the president-elect of the Medical Executive Committee at Penn Presbyterian. Dr. Baylson is the current chair of the Pennsylvania Assembly of Program Directors and holds a seat on the Board of Directors of the Pennsylvania Academy of Family Physicians.

Dr. Baylson completed her medical school training at Sidney Kimmel Medical College at Thomas Jefferson University and her residency training in family medicine here at Penn in the department of family medicine and community health. She obtained her master's in public health at the University of Pennsylvania, where she conducted qualitative research related to motivational interviewing and IUD provision. One of her residents commented that "Dr. Baylson exhibits exemplary leadership and teaching skills in ways that foster learning and growth in all the trainees with whom she has worked. Furthermore, Dr. Baylson is forward-thinking and takes a hands-on approach to improving our residency."

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 our younger faculty.

Divya Kelath Shah is an assistant professor of clinical obstetrics and gynecology in the division of reproductive endocrinology and infertility. Dr. Shah taught middle school math and science before completing medical school at Columbia University, residency in obstetrics and gynecology at the University of Michigan and fellowship in reproductive endocrinology and infertility at Brigham and Women's Hospital. As a junior faculty member, she obtained a master's degree in medical education in 2014 at the University of Iowa. Dr. Shah has directed the second-year Reproduction course at PSOM since

2017, when she undertook a significant curricular redesign in response to student feedback with substantial improvements in the course ranking in subsequent years. She was appointed director of undergraduate medical education in the department of obstetrics and gynecology in 2018, and recently revised the clinical clerkship curriculum in obstetrics and gynecology to align clinical teaching with reproductive physiology using a flipped classroom approach that combines virtual learning resources with formal small group Team Based Learning sessions. Dr. Shah's teaching efforts have been consistently recognized with medical student and resident teaching awards at each stage of her career. A medical student stated that, "Dr. Shah directs the outstanding Module 2 Reproductive course. She is an excellent teacher, is committed to students, implements feedback and gets students excited about OB-GYN! The course runs like a well-oiled machine. She organizes and delivers the material in a digestible and engaging way. I came away from the course so interested in OB-GYN surgery that I emailed Dr. Shah the following summer to shadow."

The Scott Mackler Award for Excellence in Substance Abuse Teaching

This award was established in 2000 by the Penn/VA Center for Studies of Addiction and the department of psychiatry. Dr. Mackler is known for his excellence in teaching medical students, residents, post-doctoral fellows, nurses and other Penn faculty in many different departments in the area of substance abuse.

David Weiss is a clinical associate professor in the department of psychiatry. He is an attending on the Wright 5 dual diagnosis unit at Penn Presbyterian Medical Center and at the PPMC Addiction Treatment Services IOP. Dr. Weiss has served on the faculty at PSOM since 2003. Dr. Weiss has been the recipient of numerous department teaching awards. Dr. Weiss is a neuropsychiatrist and has a passion for medical education. Appreciated for his humor and critical analytic skills, Dr. Weiss is known for his effective teaching style. He encourages independent thinking and makes his students' intellectual and clinical growth his top priority. One of his MD/PhD students stated that, Dr. Weiss consistently demonstrated his enthusiasm and dedication to teaching students. He did an excellent job of integrating medical students into the team and in doing so, gave us invaluable training in caring for patients with substance use disorders."



Divya Shah



Margaret Baylson



David Weiss

Dean's Award for Excellence in Basic Science Teaching

The Dean's Award for Excellence in Basic Science Teaching was established in 1987 to recognize teaching excellence and commitment to medical student teaching in the basic sciences. One or more Dean's Awards for Excellence in Basic Science Teaching are made annually, the recipients being selected on the advice of a committee composed of faculty and students.

Rodney M. Camire is a professor of pediatrics in the division of hematology at PSOM. Dr. Camire currently holds the Children's Hospital of Philadelphia Endowed Chair in Pediatric Hematology. His laboratory is interested in understanding the components of the blood coagulation system, how they interface with activated cells and how disturbances in their function lead to bleeding and thrombosis. His group also develops therapeutic approaches to mitigate these events which are major causes of morbidity and mortality worldwide. Dr. Camire has mentored over 30 students, fellows and junior faculty. He participates in the Pharmacology Graduate Group and in teaching medical students within the biochemistry section of Module I. He also has leveraged his leadership positions in professional societies to promote mentoring of junior colleagues in his field of study. He received his BA from Saint Anselm College and his PhD in biochemistry from The University of Vermont. A former trainee of Dr. Camire's wrote, "His passion for research, his natural ability to explain the matters of science in great detail but at the same time with extreme simplicity and his talent in getting the best out of people have made the training under his supervision a great learning experience."

Dean's Award for Excellence in Medical Student Teaching by an Allied Health Professional

This award was established in 1996-1997 to recognize outstanding teaching by allied health professionals (e.g.: nurses, physician's assistants, emergency medical technicians). The recipient was selected on the advice of a committee composed of faculty and students.

Jacqueline Hudak is a licensed couple and family therapist (PA and NJ) and a clinical assistant professor of psychiatry at The University of Pennsylvania. Dr. Hudak has been working with individuals, couples, families and groups for over 35 years. She is a consultant, clinical supervisor, family therapy educator and published author. Dr. Hudak maintains an active blog, in efforts to



Rodney Camire



Jacqueline Hudak

(continued on page 6)

Perelman School of Medicine Teaching Awards

(continued from page 5)

bring research about the family into public discourses, as well as the clinical setting.

Dr. Hudak was formerly the clinical director of The Center for Couples and Adult Families at Penn Medicine (2013-2019). In that position, she collaborated with program directors and colleagues in psychiatry to provide family psychoeducation and couple and family therapy for a wide variety of mood and substance use disorders. As clinical faculty, she remains actively involved in teaching. One of her trainees wrote, Dr. Hudak's extensive expertise and vast experience is evident, and her enthusiasm for teaching is engaging and motivating. In a field where family engagement is not an essential part of psychiatric care for a variety of unfortunate historical and structural barriers, Dr. Hudak's appeal to a systemic approach inspires trainees to take advantage of the rich therapeutic benefit it has to offer. In addition, her knowledge of culture and gender issues deepens understanding of family dynamics, and her ability to connect with families from a wide range of backgrounds is invaluable.

Dean's Award for Excellence in Clinical Teaching by Housestaff

This award was established in 2015 to recognize clinical teaching excellence and commitment to medical education by outstanding housestaff. One award was selected on the advice of a committee composed of faculty and students.

Albert Yu is currently completing his final year of psychiatry residency at Penn and is the chief resident for medical education. First getting hooked into medical education as a teaching assistant for gross anatomy, cell biology and biochemistry courses during his fourth year of medical school, Dr. Yu has always been deeply invested in medical education. Whether it's teaching preclinical medical students in brain and behavior or "Doctoring," clerkship students with didactics in psychiatric interviewing, consultation psychiatry, and bipolar pharmacology, or other residents in interdepartmental exchange didactics with internal medicine, Dr. Yu has sought



Albert Yu

opportunities to create new exchanges and foster a greater academic curiosity and growth. Dr. Yu is honored and humbled to share the gift of kindness, patience and knowledge which his teachers, past and present, continue to show him every day. One of his student/trainees stated that, "Dr. Albert Yu stands out among the many exceptional resident teachers who I have been lucky to work with as a Perelman medical student. For Dr. Yu, teaching is not an obligation but a priority. Even early in his residency training, he routinely dedicated blocks of time to structured, individualized teaching. With a unique insight into personality and learning style, he adapted his teaching to fit the students' needs."

The Michael P. Nusbaum Graduate Student Mentoring Award

This award was established in 2017 to honor Mikey Nusbaum as he stepped down from his role as associate dean for graduate education and director of biomedical graduate studies.

This year the award is presented to Sunny Shin, associate professor of microbiology. Dr. Shin's commitment to supporting the health and happiness of her mentees as well as their academic and professional success is evident in their statements:

"Thanks to Dr. Shin, I have learned a great deal on time management, organization and the importance of mental health. Her advice and outlook on life has guided me in the right direction in my graduate career thus far and I consider Dr. Shin to be one of my role models indefinitely."

"Sunny embodies everything that a good mentor should be: someone that will help you achieve your goals, will guide you and teach you through your graduate school career; will create an environment that fosters collaboration and creative ideas, and give you the advice and support needed to be successful throughout your career and in life."

Dr. Shin's dedication to mentoring and guiding students in reaching their scholarly potential exemplifies the type of scientist and mentor that Mikey Nusbaum represents.



Sunny Shin

The Jane M. Glick Graduate Student Teaching Award

This award was established in 2009 by the Glick family in remembrance of Jane Glick, and her dedication to the Biomedical Graduate Studies (BGS) programs (*Almanac* November 24, 2009).

This year the award is presented to Yale Cohen, professor of otorhinolaryngology with secondary appointments in neuroscience and bioengineering. Dr. Cohen's students highly praise his engaging approach to teaching:

"He did not just tell us answers; he helped us arrive to the answers ourselves. Moreover, Dr. Cohen was a source of energy that kept you going through tough mornings."

"Yale is a great lecturer. He is enthusiastic, engaging and full of energy. You can always count on Yale to come to class with bursting amount of energy and attention."

"Through his honesty and compassion Yale is uniquely able to support students so that they are able to achieve their absolute academic best."

His commitment to educating and training the next generation of scientists exemplifies the type of scientist and educator that Jane Glick represented.



Yale Cohen

Medical Student Government Awards

Each year the graduating class honors one clinician and one basic scientist in recognition of their excellence in teaching. These awards are determined by a vote of the class.

MSG Basic Science Teaching Award

Robert Doms is a professor of pathology and laboratory medicine. Dr. Doms formerly directed the Microbiology/Infectious Diseases course taught to the first-year medical students and gave most of the lectures in the class. He developed an innovative small-group teaching format in which hyperlinked slide decks were used to construct learning-trees. After being presented with a clinical case, students faced several options, each of which took them down a different path. Referred to by the students as "Choose Your Own Adventure," this teaching format stressed decision-making and was found to be a very effective learning strategy.

MSG Clinical Teaching Award

Nadia Bennett is an associate professor of clinical medicine and academic hospitalist at the University of Pennsylvania and Penn Presbyterian Medical Center. She is this year's recipient of the Blockley-Osler Award. See biography and photo on page 1.



Robert Doms

Campus Recreation Offering At-Home Physical Fitness

Campus Recreation instructors are posting videos of at-home workouts on Instagram and Twitter (@PennCampusRec) in a series called "Quarantine Chronicles," and they are using the #QuakerEveryDay hashtag to showcase the various methods the University community is using to practice physical wellness.

Erica Scott, fitness and wellness coordinator at Campus Recreation, has posted short videos on Instagram showing a full body circuit that can be done using lightweight dumbbells, resistance bands and a yoga mat, and another illustrating simple core exercises that can be performed in the living room or bedroom.

Campus Recreation has also developed linktr.ee/penncampusrec as a remote resource hub to help students, faculty and staff stay connected to their favorite Philadelphia area studios and University alumni.

Darren Tomasso, a fitness professional in New York City and a 2017 alumnus, has put together more than a dozen workouts people can do at home or outdoors without any equipment.

Philadelphia fitness professionals Ahmad, Khalil and Malik Jones, 2019 alumni, have also posted at-home workouts on their Instagram page that can be done with limited or no equipment.

At-home Les Mills classes such as BODYATTACK and BODYCOMBAT are available remotely as well at no cost, and for a limited time, CorePower Yoga is offering free online yoga, yoga sculpt and meditation classes, and the Nike Training Club is offering free premium access to the app.

For more information, visit the remote resource hub at <https://recreation.upenn.edu/>

One Step Ahead

Security & Privacy
Made Simple

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

Working from Home

Much of Penn's workforce recently shifted to working remotely due to COVID-19, with many people using home computers to access University resources. You may be working using your local home system, accessing a virtual desktop hosted elsewhere or even connecting to an office system using remote desktop software. No matter how you work, you should ensure you are working as securely as possible, without exposing your home working environment or University data to undue risk.

The University has tools and guidance to help you work more securely. Basics include:

Protect any equipment you use to conduct Penn business. The University makes virus protection, spyware/adware protection, password management and other software available for use on your home computer. See the supported software page: <https://www.isc.upenn.edu/how-to/current-supported-computing-products>

Avoid sending sensitive information via email. The recent One Step Ahead tip on safe digital sharing provides more details on how to remain secure when you collaborate electronically: <https://almanac.upenn.edu/articles/one-step-ahead-beyond-email-safe-digital-sharing-and-collaboration>

Familiarize yourself with the University Client VPN. If you require secure remote access to PennNet, the University now has a VPN (virtual private network) connection available for use. For more information on how the service works and when to use it, see: <https://www.isc.upenn.edu/university-client-vpn>

For additional information and guidance on working from home from various University departments, including additional security tips and Penn-specific COVID-19 information, visit: <https://www.isc.upenn.edu/remote-work-tools-guidelines>

For additional tips, see the One Step Ahead link on the Information Security website: <https://www.isc.upenn.edu/security/news-alerts#One-Step-Ahead>

PSOM Collecting Donations of Personal Protective Equipment

The medical students of Penn's Perelman School of Medicine (PENN-PALS) are collecting donations of PPE (Personal Protective Equipment) for use by the Penn Medicine clinicians and researchers as they battle COVID-19.

The list of needed PPE and other supplies includes:

- Masks, face protection, N95s, paper ear loop or tie in original carton (we are not accepting donations of home-made or cloth masks)
- Gloves, non-latex, all sizes in original carton
- Wipes, bleach, alcohol or hydrogen peroxide
- Bottles of bleach (not splash-less)
- Hand sanitizers
- Head covers, disposable bouffant type with elastic band

- Shoe covers, disposable
- Eye protection including face shields
- Safety goggles
- Gowns, disposable water resistant cover gowns in original carton
- PAPRs (powered air-purifying respirators) and PAPR hoods

PPE donations can be left in a collection bin that has been set up in the lobby of the Johnson Pavilion at 3610 Hamilton Walk, Philadelphia, next to the security desk. This site is available 24/7 and is secure. Please fill out one of the donation forms available at the bin and leave it with your donation.

If you have any questions, please send an email to PENN-PALS@pennmedicine.upenn.edu

For other information about donations to Penn Medicine, visit <https://www.pennmedicine.org/coronavirus/donations>

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: There are no Crimes Against Persons or Crimes Against Society from the campus report for **March 30-April 5, 2020**. Also reported were 11 crimes against property (4 thefts from building, 2 bike thefts, 1 burglary, 1 theft from vehicle, 1 retail theft, 1 other theft and 1 other offense). 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 **March 30-April 5, 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.

18th District

Below are the Crimes Against Persons from the 18th District: 3 incidents (1 assault, 1 aggravated assault, 1 domestic assault) were reported for **March 30-April 5, 2020** by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

04/01/20	2:50 PM	3401 Civic Center Blvd	Domestic Assault
04/03/20	4:18 PM	South 45th and Kingsessing Ave	Aggravated Assault
04/05/20	8:47 AM	4300 block of Baltimore Ave	Assault

Update

April AT PENN

FITNESS AND LEARNING

21 Webinar: *Navigating Startup Challenges to Maximize Success*; 11:30 a.m.; Zoom; register: <https://tinyurl.com/uenzrvf> (GSE).

READINGS AND SIGNINGS

20 Vital Decomposition: Soil Practitioners and Life Politics; Kristina Lyons; 4:30 p.m.; Zoom; join: <https://sasupenn.zoom.us/j/767737043> (LALS).

TALKS

16 China and COVID-19: A CSCC Roundtable Discussion; panel featuring several Penn scholars; noon; Zoom; info: csc-contact@sas.upenn.edu (CSCC).

Treatment Planning and Biological Principles of Perio Prosthetic Therapy in the Aesthetic Zone; Dimitar Filtchev, Faculty of Dental Medicine, Sofia; 4 p.m.; join: <https://tinyurl.com/rk6urjt> (Penn Dental).

17 Recessions and Health in the Time of COVID-19; Atheendar Venkataramani, PSOM; noon; Blue-Jeans; join: primitimebluejeans.com/a2m/live-event/kztrdeyg (LDI).

The Scientist and the Spy: A True Story of China, the FBI, and Industrial Espionage; Mara Hvistendahl, journalist; noon; Zoom; info: csc-contact@sas.upenn.edu (CSCC).

Robust Representation for Graph Data; Dongmian Zou, University of Minnesota; 2 p.m.; Zoom info: www.math.upenn.edu/events/robust-representation-graph-data (Math).

PHOS's Virtual Programs in April

PHOS has launched two new webinars for Penn and UPHS employees. "Home Buying 101" will be held the first Wednesday of each month while "Exploring the PHOS Program" will be conducted on the third Wednesday of every month. Featured lenders will be presenters and available for questions at these sessions. The webinars will run from 1-2 p.m. Visit www.upenn.edu/homeownership to register for these events.

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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 Penn faculty and instructors—and students. Below, seven faculty and instructors briefly tell their stories—of those adjustments and of how they have worked to make their classes as successful as possible in this moment

Adjustments to Remote Teaching Due to COVID-19

Robert Ghrist, Math and Electrical & Systems Engineering: As my multivariable calculus course is a flipped class, using a video-text I finished a year ago, my challenges in remote teaching are limited to keeping both spirits and academic rigor high. A light mood (and a fright wig) help with spirits. Rigorous remote tests are a challenge, but Canvas makes timed exams workable. Tips for successful execution include (1) using a separate Canvas assignment for uploading a scan of the on-paper work for the exam, with instructions to upload work within 30 minutes of typing in answers to the on-line exam; (2) instructing students to use a phone-based scanning app instead of snapping (large file size) pics, to save bandwidth; and (3) practicing the exam-taking, scanning and uploading with a low-stress quiz before the exam. Making sure that students can focus on demonstrating mastery of math without worrying about complex new protocols is one way to reduce student (and professor) anxiety.

Cindy Connolly, Nursing: I knew I needed to do two things as soon as I heard the University was moving to remote learning. First, I needed to get serious about figuring out how to better use technology. I had not really prioritized that in the past so I had a steep learning curve and I signed up for all the Center for Teaching and Learning courses I could. Second, given that I was fortunate to be teaching a history course, “Nursing 547 Nursing and Gendering of Health Care in the US and Internationally,” I decided to reshape course content around the 1918 influenza epidemic, both around the nation and in Philadelphia. The COVID-19 pandemic has drawn many comparisons to the 1918 flu. Some of them are well-reasoned and grounded in evidence. Others are not. Given that I had spent time at the beginning of the course arguing for the ways in which history can inform contemporary health care practice and policy, this was an opportunity to show how it can do so—but also how it can distort options and decision-making when used selectively or inappropriately.

In addition to ramping up my technology skills and reimagining some course content, I made a number of other changes to the course. Given the disruption students have faced, I cut out several assignments. I reminded them that they could take the course Pass/Fail but also, for the first time in my teaching career, I decided to offer extra credit to any student who wanted it. I hoped this would reduce stress and encourage students to build an individualized learning plan that would keep them engaged with course material. Because all of the students can meet virtually during our regular class time we do so, albeit for a shorter period of time, to discuss the readings, online materials and for primary document analysis. I have to be honest, I do not love teaching this way, but the students are patient and flexible and I have had a lot of help to quickly pivot the course to a remote format in a way that works.

Karen Detlefsen, Philosophy and Education: Doing a good job of launching and delivering a large lecture course with multiple recitations is, at the best of times, a team effort. The importance of effective team work to the success of such a course is all the more obvious during times such as those we currently find ourselves living through. I could not be more grateful for the extraordinary efforts and care that Matt Solomon and Eugene Vaynberg have made in their roles as teaching assistants for my 100-strong Introduction to Early Modern Philosophy course.

First off, we have students from Europe, Asia, Australia, New Zealand, North America and beyond. Reaching all those students through live, synchronous meetings would seem to be impossible, but thanks to the willingness of Matt and Eugene to adjust their recitation times—including meeting late in the evening in their own time zone—we’ve managed to accommodate all students wanting to join a live recitation.

On top of the challenges of such a wide range of time zones, given the reorganization of recitation groups, students now find themselves in recitation sections with a whole new group of peers. The friendly relations that had grown up over the first half of the class have been interrupted, thus leading to the challenge of cultivating a new sense of community and belonging, and doing so through the imperfect mechanism of video conferencing. In order to work toward the goal of cultivating connection, Matt and Eugene have worked closely together to discern which small groups of 4-6 students might work especially well together in Zoom’s “breakout rooms,” which can be created in advance of each recitation session.

As colleagues across the University know all too well, we’ve had to radically revamp courses to try to make them as excellent as we can for our students in these sub-optimal conditions. This task is being made much easier with the indispensable help of our wonderful graduate students, Eugene and Matt included.

Meggie Crnic, History & Sociology of Science: When I first received notice that we needed to prepare to teach from home my instinct was to lecture live. The students in my lecture course provided a dynamic energy with their thoughtful contributions and real-time responses. I knew I would miss that, and I do. The green dot at the top of my screen is a sorry substitute for a class

of nearly 80 undergraduates. I miss being able to see the students’ reactions. They help me discern if my words resonate or if I’m unclear, what triggers ideas and what falls flat.

However, I have gained an appreciation for new tools that capture the perspective of all students. In HSOC 102: Bioethics, we opened Discussion Boards with prompts for each lecture and reading set, asking students to post once a week. The students have excelled beyond our expectations. It has made me wonder if the disadvantage of distance has transformed into an advantage of time and space for engagement. Allowing students to respond when they have the intellectual energy, rather than within a tightly circumscribed 50 minutes of lecture or recitation, has opened the doors to stimulating and thoughtful conversations on a range of topics. Moreover, students whom we seldom hear from in class have voices that ring loudly and clearly online.

As I look toward the fall semester, I sincerely hope to be standing in front of a lecture hall full of students. Regardless, I will apply these lessons to reconsider how I can provide various platforms of engagement that will reach all students, from those who eagerly speak in class, to those whose voices we many not hear as often, but should. I look forward to hearing from each and every one of them.

Doris Wagner, Biology: For my half of BIOL101, a SAIL class with 72 students, I met my students in the classroom exactly once, the Friday before Spring Break. Then COVID-19 led to remote teaching. The extended Spring Break and the first week of class were rough. First, I did not know what was possible and then I was unsure how to implement the tools needed to support what I wanted. But last week our course started to feel “real” to the students and to me. What happened? We surveyed the students before class re-started. Their goal and mine, it turned out, was to keep the format as close as possible to what we had before. After week one, we asked the students how we were doing and made additional changes based on their comments. Now—as before remote teaching—students work in groups, where they get feedback from me or one of the TAs. We meet as a large group for discussions and for students “reporting out” to each other on how they solved the questions they worked on. We found a way to do this in two time zones and with some students working asynchronously. Additional challenges remain, but I am confident that together with the students, our postdoc and undergraduate TAs, we will find solutions.

Ian Fleishman, German and Cinema & Media Studies: One of the major challenges I’ve discovered in the transition to online learning under these circumstances has been to strike a balance between clear, direct communication of our revised learning objectives and how we’ll be structuring the final weeks of class, while at the same time remaining flexible to student needs and nimbly adapting to an evolving situation. We’ve all been buried under so many logistical emails in the past few weeks, that I’ve tried to keep my messages to students supportive and reassuring in their regularity, without emailing so often that it begins to feel intrusive or adds to the burden of the noise and chaos.

So, for a film course right on the cusp of 20 students, where synchronous teaching by Zoom is still feasible, I decided to make the first weeks back from the extended spring break entirely asynchronous, to allow students some time to settle in to this new normal. I also swapped in a new film by the same filmmaker we had been discussing just before the break in order to give the syllabus more continuity. I was pleased that student responses to a Canvas survey signaled an enthusiasm to try some live sessions, and I’m looking forward, now that we’re all getting a bit more accustomed to online learning, to our first synchronous discussion on Zoom.

Dennis Flores, Nursing: COVID-19 has impacted our class in several distinct ways. In NURS354, we assign undergraduates with community partners to expose them to social determinants of health that influence the outcomes that nursing students encounter in acute care settings. Students were expected to be at their sites at least two hours every week and work with site partners to identify and conduct a service project that community members deemed relevant for their unique health contexts. Since the suspension of ABCS classes in March, we have had to move the class fully online and ask students to revise their projects to deliverables that they can accomplish remotely. Moving the class online was not a big challenge as we already utilized Canvas for weekly discussion boards and incorporated several mandatory online classes about special topics via Bluejeans even before the pandemic. We changed some of the scheduled topics to underscore how social determinants of health impacts vulnerable communities differently in times of disasters. Not surprisingly, students weave in coronavirus-related examples in discussion board postings about other topics as this is an inescapable fact of life right now. Lastly, while the students’ revised projects have been scaled down, a handful chose to stay engaged with their partners and are assisting them from afar with fundraising efforts and pandemic-related calls to action that the community organizations are championing. All in all, the syllabus may have been revised but something tells me the goals of the class will be achieved.

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.