$10 Million Gift to Accelerate Neuroscience at Wharton

Wharton Dean Geoffrey Garrett recently announced an anonymous $10 million gift to amplify opportunities and outcomes of the cutting-edge Wharton Neuroscience Initiative (WiN). This commitment will propel faculty research and teaching, student learning, and corporate engagement through WiN.

“WiN isn’t narrowly about brain science. It’s all about making connections—across industries and disciplines and throughout Wharton and Penn,” said Dean Garrett. “Exploring links among tech, analytics, business and how we think, work and make decisions couldn’t be more important in today’s global climate. This incredible gift acknowledges the significance of the research and outcomes produced by WiN and will turbocharge its discoveries even further.”

Under the leadership of James S. Riepe University Professor of Marketing, Neuroscience and Psychology Michael Platt and Executive Director and Senior Fellow Elizabeth (Zab) Johnson, WiN works at the nexus of brain science and business. The Initiative strives to reframe how companies approach a variety of challenges—including brand strategy and customer experience; talent assessment and development; and teaching, student learning, and corporate partnerships.

Howard Marks

The Marks Family Center for Excellence in Writing

The University of Pennsylvania is pleased to announce a new gift from Howard S. Marks (W’67), and Nancy Marks to endow and name the Marks Family Center for Excellence in Writing at Penn Arts & Sciences. This is their second gift in support of writing education at Penn.

“Howard and Nancy’s endowment of the Marks Family Writing Center exemplifies their longstanding, visionary commitment to intellectual life at Penn,” said Penn President Amy Gutmann. “Excellent writing has the power to inform, enlighten, entertain, and inspire. As our students utilize resources to strengthen their ability to communicate effectively and constructively, they learn to undertake the role of author of their destinies in every aspect of their lives. Howard and Nancy’s gift will expand access to writing support and education for all Penn students and create resources for our innovative writing faculty. I’m grateful for their generosity and eager to see the impact that the Marks Family Center for Excellence in Writing will have on our students and all members of our community.”

The Marks Family Center for Excellence in Writing will provide expanded writing opportunities for students across the University and grow on- and off-campus outreach, providing writing workshops and support to the Penn community and to local high school students and adult literacy learners through community service projects.

Mr. Marks has long been a supporter and advocate for writing at Penn. Valerie Ross, Critical Writing Program director, said, “Howard Marks is an extraordinary model for young writers. Howard’s career exemplifies their commitment to excellence in writing and education.”

(continued on page 2)
Deaths

David Auten, Trustee

David Charles Auten (C'60, L'63), University of Pennsylvania Trustee, died peacefully at his Society Hill residence on May 9 from complications due to Parkinson’s Disease. He was 82.

Born in the Frankford section of the city, Mr. Auten attended Frankford High School and earned his undergraduate degree in 1960 and law degree in 1963 from Penn, during which time he served as editor of the Law Review.

He went on to spend 50 years in the legal field, including serving as the managing partner of the Philadelphia office of Reed Smith LLP for 16 years. His practice was devoted to real estate, business, tax, and international law. He was listed in Best Lawyers in America, Who's Who in the World, and Philadelphia Leaders, and he was a member of the American College of Real Estate Lawyers.

Mr. Auten served on Penn’s Board of Trustees from 1977 to 1988, as a member of the Board for UPHS (now Penn Medicine), as an overseer of SAS, President of the General Alumni Society, Chair of Annual Giving and president of the Interfraternity Alumni Council. In 1981, he received the Penn Alumni Award of Merit. Board of Trustees Chair David C. Cohen and President Amy Gutmann noted his extraordinary service and his great generosity, which included the establishment of two funds to support research, patient care and education related to Parkinson’s disease, as well as his support of reunion giving and the Sweeten Alumni House.

Mr. Auten was a longtime trustee and chair of the Board of Penn Presbyterian Medical Center. President Gutmann and Mr. Cohen noted that his sensitivity to Penn’s and Presbyterian’s interests was invaluable when Presbyterian became part of the UPHS in 1995. He also served as the chair of the board of both the Presbyterian Foundation for Philadelphia and its related NewCourtland Elder Services. He was also a director of the Philadelphia chapter of the French-American Chamber of Commerce, which he helped found in 1989; a president of Philadelphia’s Leopoldo (Lber) Salmon Institute; a director and chair of its Abraham Lincoln Foundation to maintain historic collections; and a board member of Philadelphia’s Committee of Seventy, the Greater Philadelphia International Network, St. Peter’s School, Springside School, the Philadelphia Civic Institute of the Free Library of Philadelphia and the Theta Xi National Fraternity and Foundation. He was also a Trustee Emeritus and former Rector’s Warden of historic Christ Church in Philadelphia.

NewCourtland Elder Services dedicated the auditorium in its newly opened Education Center as Auten Hall in his honor and awarded him the Ephraim D. Saunders Award. He also received the inaugural Hospital Hero Award of Penn Presbyterian Medical Center in 2011, and honorary membership in the Friars Senior Society, in 1977 for his outstanding work, enthusiasm and commitment to Penn as president of the General Alumni Society.

Mr. Auten is survived by his wife, Suzanne Crozier Plowman; daughters, Anne Crozier Auten (C'92, James Wyman) and Meredith Crozier Plowman; daughters, Anne Crozier Auten (C'92, James Wyman), and Katherine Crozier Wyman; and brother Donald. (Judith)

Burial will be private. The family will hold a Celebration of Life in the fall.

Walter Allyn Rickett, SAS

Walter Allyn Rickett (“Rick”), emeritus professor of Chinese and Middle Eastern Studies in the University of Pennsylvania’s School of Arts & Sciences, died peacefully in his Medford, New Jersey, home on April 18. He was 98.

Dr. Rickett served in the Navy and Marines during World War II and studied at the US Navy Japanese Language School in Boulder, Colorado from 1943 to 1944. He used his Japanese language skills during the engagement at Iwo Jima. In 1951, he and his first wife, Adele (G'48, Gr'67), were arrested and charged in China for espionage when the communist government took control and served four years in a Chinese communist prison. At the time of his arrest, he was engaged in intelligence work for the United States Naval Intelligence Service while in Beijing during his Fulbright Fellow studies. He would later write a book called Prisoners of Liberation about the experience, which he co-authored with Adele, who was also at Penn and the first M. Mark and Esther K. Watkins Chair in the Humanities. She passed away in 1994 (Almanac February 22, 1994). They were released in 1955 and returned to the United States.

In 1959, Dr. Rickett joined the faculty at Penn as a lecturer in the department of Oriental studies (now the Center for East Asian Studies). He became an assistant and then full professor before retiring in 1987, earning emeritus status at that time. During his time at Penn, he also held a secondary appointment as a professional consultant legal research in the law department, then becoming a research assistant and then academician in FAS Special Programs. He served as chair of the University Relations Committee and on the Steering Committee for the University Council and on the Faculty Senate Advisory Committee, was a Guggenheim Fellow in 1969 and Fulbright Fellow as well as the author of several books on Chinese history. He served on the executive board of Penn’s chapter of the American Association of University Professors.

He is survived by son, Jonathan Chen; adopted daughter, Rebecca Lai Long; and four grandchildren.

The family requests that all contributions be sent to The W. Allyn Rickett Endowed Fund Administered by the Department of East Asian Languages and Civilizations, University of Pennsylvania, room 847 Williams Hall, 255 South 36th Street, Philadelphia, PA 19104-6305.

To Report A Death

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

However, notices of alumni deaths should be directed to the Alumni Records Office at Suite 300, 2929 Walnut St., (215) 898-8136 or email record@ben.dev.upenn.edu

Almanac Publication Schedule

Due to the unprecedented nature of these times, Almanac intends to continue publishing (electronic only) weekly issues beyond May and as needed during the summer months. Be sure to sign up for Express Almanac to ensure receipt of each Tuesday’s issue.

Neuroscience at Wharton

(continued from page 1)

provide research support to increase the number of projects, areas of inquiry and impact and people working in project teams, and offer competitive funding for postdoctoral fellows, who will help lead projects, mentor student researchers and support the development of neuroscience technologies.

Summer Research Experiences: Undergraduates can obtain in-depth, full-time research experience, and MBA and other graduate students can seize the opportunity to lead research teams in conjunction with faculty and external partners. Funding will provide competitive summer internship support for on- or off-campus activities.

Innovative Curriculum: The growth of faculty research in neuroscience will infuse Wharton’s teaching and learning. New courses can serve as gateways into research experiences or serve as capstone experiences, bringing together knowledge, techniques and applications to students at all levels.

infrastructure: As WiN scales this crucial work, dedicated operating resources will enable managing and expanding WiN’s collaborative research teams and external partners, in addition to providing communications on the applications of WiN’s findings.

“We’re thrilled and grateful beyond words for the transformative gift, which will allow us to achieve our vision of rethinking and remaking business through the lens of neuroscience, psychology, and analytics,” said Dr. Platt. “Our diverse and collaborative community will use this support to create value for companies, for societies, and for society through neuroscience. This is a promise and potential of Wharton and Penn that originally moved me to join the team.”

Marks Family Center

(continued from page 1)

emphases the value of skillful writing and his investment memos are prized for their engaging, accessible style as well as their insight and wisdom. It’s tough to find a better example of the value of such clarity of thought and expression.”

“I’ve always been passionate about the power of writing,” said Mr. Marks. “My involvement with and support of the writing center gives me great joy. Whenever I visit and meet with Val and her staff, I come away all inspired!”

Mr. Marks is a 1967 graduate of the Wharton School at Penn and has spent his career in finance and is the co-founder and co-chair of Oaktree Capital Management, LLC. As Chair of the University Trustee’s Investment Board from 2000 to 2010—a decade bookended by major financial crises—he avoided the market’s excesses and grew the University’s endowment from $3.2 billion to $5.9 billion, receiving national recognition for his management. He is the author of two books: The Most Important Thing: Uncommon Sense for the Thoughtful Investor, published in 2011, and Mastering the Market Cycle: Getting the Odds on Your Side, published in 2018. Mr. Marks is also widely admired in the investment community for his memos, which detail his investment strategies and insight into the economy.

Mr. and Mrs. Marks’ Penn philanthropy includes the Howard Marks Professorship in Economic History, the Howard Marks University Professorship, the Howard Marks Investor Speaker Series at Wharton, and endowed scholarship support for undergraduates. He’s a frequent guest lecturer on campus. Mr. Marks is an emeritus trustee of the University of Pennsylvania.

2 www.upenn.edu/almanac

ALMANAC May 26, 2020
Thanks to Penn Staff for the Past Semester and Thoughts on Planning for the Fall

With the spring semester and Commencement now behind us, we wanted to reach out to every member of the Penn staff to offer our profound thanks for the extraordinary job that all of you have done in helping the University navigate the enormous challenges brought about by the COVID-19 pandemic.

We are blessed at Penn to have the finest, most resourceful and dedicated staff of any university in the country. Every day our hearts swell with pride when we see firsthand the work that staff have done to keep the University operating in the midst of this pandemic. In just a matter of days you were able to depopulate the campus, assist students in returning home and care for those who couldn’t, help establish classes online, quickly adapt to telecommuting, continue serving our patients and carry on all of the functions of the University. It was a Herculean effort, made possible only by your commitment to do the best for those we serve. You were able to do this while simultaneously handling the many personal and family challenges brought about by the pandemic, often serving as tutors for children and caregivers for loved-ones, while also being mindful of your own personal safety. That you have done this all with such grace and selflessness is a testimonial to the character of the people we work with every day at Penn. We all want to return to normal campus operations as soon as possible, but government directives allied with health considerations may necessitate delaying various features of normalcy for some period of time. We are confident we can begin a phased process for reopening labs that can begin soon. In planning for the fall for our students, we are considering a range of scenarios. Whatever decision is ultimately made, it is clear that even if students return to campus, the needs for social distancing will necessitate many changes, including remote instruction for some of our courses. The challenge that Penn faces in the coming year is unique in its nearly 300-year history. Despite the significant financial impact this pandemic has had on the University, please know that we are deeply committed to doing everything possible to support our faculty, staff, students, patients and all who are part of the Penn community. Navigating the year ahead will require all of us to be creative, flexible and resolute. With the best staff and faculty in the country, we are confident that Penn will lead the way forward.

Our thanks to all of you who are part of our Penn staff for everything you do and for what we know will be exceptional achievements in the year ahead.

—Amy Gutmann, President
—Wendell Pritchett, Provost
—Craig Carano, Executive Vice President
—J. Larry Jameson, Dean, Perelman School of Medicine and Executive Vice President, University of Pennsylvania for the Health System

Lockdown Letters

Lockdown Letters is a student-run initiative which sends letters of appreciation to frontline workers around the country who are dedicating their time and energy to support our communities during the COVID-19 pandemic. Our project has partnered with more than 25 frontline establishments around the United States so far—primarily hospital systems, thus far—and is looking for as many people to write letters as possible. We have received submissions from participants aged 3 to 73, and have already seen the impact that these heartfelt messages can have on the hard-working individuals who are sacrificing so much for our country right now. It only takes 10 minutes to write a message that will go a long way. All submissions are through our website: www.lockdownletters.org. Instructions for submission are on the site. We are taking both typed and scanned handwritten messages.

Lockdown Letters Founders
Joey Lohmann (Penn ’22)
Youvin Chung (Penn ’21)
Heta Patel (Penn ’21)
Rupa Palanki (Penn ’21)
Samira Mehta (Penn ’21)
Preethi Kumaran (Penn ’21)
Lillian Hong (Cornell ’22)

(Above) One of the pictures the students received back from New York Presbyterian—Lawrence Hospital in NYC. (At right) two of the letters submitted for distribution.

Ed. Note: See another message to the Penn community concerning planning for the fall on pages 4-5.
A Message to the Penn Community:
An Update on Planning and Preparations for the Fall

With the semester’s end and our moving, bittersweet virtual Commencement for the Class of 2020 only days behind us, we are writing to update you on our planning and preparations for the fall. At this time, predictions for the fall of the pandemic’s progression and our society’s capacities for testing, contact tracing and treatment are sufficiently uncertain that we cannot say with perfect clarity what the fall semester will look like. What we can say is that until a vaccine is widely available, and the threat of spreading the novel coronavirus remains real, even the best scenarios foresee a fall semester and a school year that requires new community-wide protocols and practices, unlike any other in Penn’s long history. We can assure you that Penn’s tradition of uncompromising excellence in education will continue.

We fervently hope to welcome our students back to campus in the fall and are working aggressively to prepare for that to occur, but we also know that the public health situation will dictate what is ultimately possible. As we work through the unpredictable terrain of the next several months, our primary goal, clearly and unequivocally, is to minimize person-to-person transmission and protect the more vulnerable within our community while providing the atmosphere for an outstanding educational experience. To that end, the University convened a Recovery Planning Group comprised of Penn leaders in public health, academic engagement, clinical research, safety, and administrative operations. This group has been charged with navigating a path forward for the University to meet its critically important missions of education, research, patient care, and service while coexisting with COVID-19. While a daunting task, this is not an impossible one, and we remain confident that our University and Health System will move forward together to effectively and safely provide the best possible education to our students in the fall and the coming academic year.

We start from the fundamental premise that no emergency, no matter how dire, will prevent us from being Penn. We affirm, embrace, and recommit to the values that have sustained our institution for nearly 300 years. We are inspired and motivated by the many advances in technology that have enabled Penn scholars and students to continue the tradition of educational excellence, even at a distance required for health and safety. The speed and success with which our faculty, students, and staff embraced these changes illustrate why Penn is one of the most eminent research universities in the world. This reinforces our confidence in our capacity to carry on the vital work we do at Penn, even in the face of great uncertainty and constantly changing challenges.

In the interests of transparency in our decision-making, we take this opportunity to provide a summary of our current thinking, with many important things yet to be determined. All of us—in higher education and beyond—are navigating without a map. To find our way successfully in the year ahead requires us to adapt to changes quickly, adopt creative new approaches, and act always with the safety of our wonderfully diverse community foremost in mind.

To get this right, cooperation and communication are necessary, now more than ever. While the old paths have ended, we must create new ones to lead us forward. The decisions we make as a university will need to be embraced and resolutely implemented by every member of our community. While there is no road map for our future, there is a deep and abiding legacy of trust, imagination, and innovation that makes Penn so special. Confident in our ability to meet any challenge and to thrive regardless of circumstances, we offer this candid summary of our current thinking of what lies before us as we look ahead to the fall semester and beyond.

Scenario Planning

In order to lay the groundwork for returning to normal campus operations as soon and safely as possible, we must plan for alternative campus scenarios and develop contingencies that are shaped by both government directives and public health considerations. Some of our activities are likely to commence before others; for example, we are confident that we can soon begin a phased process for resuming our research activities. Other activities—particularly our instructional, co-curricular, and student life activities—will likely continue to be impacted by the pandemic. For students to return, for instance, we need to be sure that we have better and more readily available testing, contact tracing, and isolation space for those who may test positive; capacity to provide appropriate distancing in housing and dining settings; and workable policies and practices for social gatherings, to name just a few considerations.

In light of the challenges before us, we want to share four major scenarios currently under consideration. Some of these could be productively combined. The four scenarios are:

- **A hybrid experience with some in-person instruction.** In a mostly online learning environment, classroom instruction would be offered for small seminars, research group meetings, experiential clinics, studios, and other courses enrolling no more than 25 students. These classes could be offered in lecture halls and other large venues that accommodate physical distancing and facial coverings and could even include newly installed Plexiglas barriers for separating lecturers from the audience. All larger classes of more than 25 students would be delivered online, even for those living on campus.

- **An in-person experience ending at Thanksgiving break.** In this scenario—compatible with the hybrid experience described above—the fall semester would begin and end on schedule, but all on-campus activities would conclude as Penn breaks for Thanksgiving. After Thanksgiving, the remainder of the fall semester would be conducted online. In some cases, in order to ensure the required hours of instruction, some classes might schedule additional meetings in the early evening and/or on Saturdays.

- **More robust summer course offerings in 2021.** To maintain flexibility for our students, we could offer expanded class options, in addition to our current strong summer programming, during the summer of 2021, providing greater opportunities for earned academic credits and cohort-based experiential learning. This scenario is also compatible with the first two scenarios above and would enable us to accommodate an even wider range of educational needs and preferences.

- **An entirely online experience for the fall semester.** In the event that the pandemic precludes us from bringing students back to campus in the fall, we would then conduct all fall semester instruction, mentoring, and advising at a safe distance via technology. In this scenario, we would make every effort to bring students back to campus as soon as possible and to preserve class traditions, including for our entering Class of 2024. This scenario is distinct from the first two scenarios above but compatible with the third.

Undergraduate and graduate/professional scenarios will likely differ, given the variability of degree requirements and timelines, as well as the importance of clinics, labs, studios, practicums and other aspects of graduate/professional academic experiences.

(continued on page 5)

ALMANAC May 26, 2020
Campus Life

If we are to convene on campus while the threat of a COVID-19 outbreak is still active, the ways in which we live, teach, study, research, and work will be different from what we have previously known. Every member of our community will need to commit to a collective effort to protect the overall safety of our campus, and we should all be fully aware and prepared to contribute to the health, safety, and well-being of our Penn community. To this end, we are evaluating the following:

- **A “Public Health Social Compact.”** This would require that all members of our Penn community agree to: wear facial coverings in public; practice physical distancing of at least six feet in public and in classrooms, and when possible in labs, libraries, and common spaces; avoid large gatherings of 25 or more people, including all co-curricular and extracurricular activities; be regularly tested for COVID-19 (and, if tested positive, agree to self-isolate and quarantine); self-report any COVID-19 symptoms; and, when possible, agree to teach, learn, work, and engage remotely.

- **The Importance of Regular Testing.** In an environment in which the prevalence of COVID-19 is low enough to allow some or all students to return to campus, it will be important to have testing capability to detect new cases, based upon the best scientific recommendations in the coming months.

- **New Policies Limiting Travel.** Travel from and returning to greater Philadelphia would be discouraged and, in those instances when travel is necessary, the person traveling would need to agree to self-isolate upon returning to campus. Our evolving guidelines for safe travel—in study abroad, travel on Penn-related business for faculty and staff, and travel to our campus by students and families and for meetings, talks, conferences, faculty recruitment, and other professional contexts—will need to rely on a wider global perspective, including guidance from the US Department of State and the Centers for Disease Control and Prevention.

- **Fewer Students in the College House System.** While our College House system is a traditional and vibrant aspect of student life at Penn, it thrives on undergraduates and faculty living and learning together in close quarters with programs that encourage interaction. We are evaluating various scenarios that would temporarily reduce the population in our College Houses and other student residences, as fewer students residing in close proximity reduce the risk of exposure and spread of COVID-19. As we plan to keep residents safe, we also must consider managing the ratio of student residents to bathrooms and bathroom fixtures to best ensure a safe living environment.

- **Dining Halls with Reservations and Take-Out.** New approaches to dining may include a reservation system, which would limit the number of diners at any given time for purposes of physical distancing, or a take-out system of timed pickups locally in each College House.

- **Being Book Smart and Healthy.** We must consider how to keep safe the many faculty, staff, students, and alumni who pass through our libraries. These high traffic areas contribute significantly to the Penn experience and require the best practices in public health, which may include limiting the number of patrons inside the libraries at a given time. Patrons should expect that the experience may be interrupted for deep cleaning of stacks, counters, computers, desks, and common spaces.

- **Fitness and Recreation.** Highly utilized spaces such as the Pottruck Fitness Center would need to be operated with strict adherence to public health practices. Our community should expect that we may need to close or restrict access for deep cleaning, operate under restricted hours, or limit the number of those exercising at one time.

- **Student Life.** A vast array of extracurricular and co-curricular activities on a college campus entail very close personal contact among many individuals. As our public health situation evolves, each of these must be evaluated to ascertain if some could be safely offered in smaller group settings, others possibly take place online. Our campus is also home to a thriving arts community that would need to be able to mount exhibitions or present live performances for large audiences, and we are thinking through new ways in which we could bring these activities to the community through different approaches, including online platforms.

- **University City.** We should expect changes to our surrounding retail district, operating mostly for take-out and pick up and/or with limited numbers of patrons allowed inside.

In all activities, the University will continue to be guided by the expert medical and public health advice of the Perelman School of Medicine and the University of Pennsylvania Health System. Actions such as those outlined above may seem onerous and even limiting, but they are proven practices for preventing, or reducing, the spread of the virus. Staff who need to be on campus to perform their duties will continue on our current course. Staff who are able to perform their duties remotely will be asked to continue to work remotely as their jobs allow. This mandate will be re-evaluated as circumstances evolve, including scenarios that would enable us to bring staff back to campus in stages.

**A Phased Return to Research**

Research is integral to our mission as a university and vitally important to our local, national, and global communities. In March, we discontinued all non-essential research for the health and safety of our campus, with narrowly defined exemptions including research that could have an immediate impact on the COVID-19 pandemic. We are now planning to resume research activities in three phases:

- **Phase 1:** Increase priority research, enforcing restrictions on population density and continuing remote work.
- **Phase 2:** Expand research operations, increasing the population with physical distancing and continuing remote work.
- **Phase 3:** Return to full research operations, benefiting from new hygiene practices and using remote work where possible.

In assessing the timing of these stages, we will be guided by our progress in minimizing risks to researchers, research subjects, patients, and the Penn community, while also mitigating adverse impacts on our world-leading research, especially promising research in its early stages and research in all areas related to COVID-19, which will continue to be our highest priority.

In conclusion, please be assured that, working together, we can sustain our highest traditions of excellence in teaching, learning, research, service, and patient care at Penn. We are deeply proud of the ways in which the Penn community has risen to the challenge of this pandemic. In the history of our great University, there has never been a challenge of the nature and magnitude that we face today. Navigating the year ahead will require us all to be creative, flexible, and resourceful.

Despite the significant financial impact this crisis has had on the University, please know that we are deeply committed to doing everything possible to support our students, faculty, staff, patients, and all who are part of the Penn community.

We hope that we have been able to give you a clear sense of the questions that need to be resolved and the scenarios under consideration. Our goal is to notify you of more specific plans no later than the end of June. In the meantime, we wish you safety and good health and look forward to seeing all of you in person, as soon as that is possible.

—Amy Gutmann, President
—Craig Carnaroli, Executive Vice President
—Wendell Pritchett, Provost
—J. Larry Jameson, Dean, Perelman School of Medicine and Executive Vice President, University of Pennsylvania for the Health System

www.upenn.edu/almanac  5
$1.05 Million Grant from Chan Zuckerberg Initiative

The Chan Zuckerberg Initiative has awarded $1.05 million in grants to 29 teams of researchers around the world to study how inflammation influences disease.

**What the students said:** “Professor Katz’s self-[Socratic] method on Canvas [was] the highlight of my day. He did an incredible job and approached the pre-recorded lecture with creativity and humor.” “I’m confident the past six weeks have provided what will be my favorite Socratic method stories from all of law school, and I’m excited to later in my career tell new graduates about my law school experience where the professor called on himself (and asked for repetition when needed, obviously).”

**Experiential Teaching Award**

Legal Practice Skills Senior Lecturer Sarah Pierce received the Experiential Teaching Award for developing and teaching three new, experiential Boot Camp courses for the JD/MBA Capstone requirement that tracked a company through several transactions: start-up structuring, initial capital raise, exit/M&A, and restructuring, while also continuing to excel in teaching and mentoring students in Legal Practice Skills.

Ms. Pierce brings more than a decade of transactional and courtroom experience to the Legal Practice Skills program. Prior to joining the Law School faculty, Ms. Pierce was counsel at Skadden, Arps, Slate, Meagher & Flom LLP where she practiced for 13 years focusing on corporate and financial restructurings and reorganizations, representing companies, secured lenders, investors and buyers.

**What the students said:** “Professor Pierce is a gift to us all. She makes it seem like we really can be successful lawyers and like she is always proud of us. She is the embodiment of tough but fair and wants to make sure that we all truly improve.” “Professor Pierce did a singularly excellent job retaining the Capstone class to make it much more practically applicable and interesting to the students.”

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Subscribe now to Express Almanac (http://www.upenn.edu/almanac/express.html) to receive each Tuesday’s issue in your inbox so you stay informed.

Breaking news will be posted in the Almanac Between Issues section of the Almanac website and sent out to Express Almanac subscribers.

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**LLM Teaching Award**

Voted on by the LLM class of 2020, William Ewald, professor of law and philosophy, received the LLM Teaching Award.

Dr. Ewald is an internationally recognized scholar in legal philosophy and comparative law. His research examines, from a comparative perspective, the distinctive character of American law. This work has led him to write on the legal philosophy of James Wilson, the first professor of law at the University of Pennsylvania.

This year, he taught US Law from a Comparative Perspective and Political Philosophy of the Founders.

“What the students said: “Professor Ewald is a true gentleman. He takes great pains to ensure that everyone is up to speed and welcomes questions. His enthusiasm is infectious and he has made a convert to American constitutional law out of me!” “He motivated students to think [about] problems from different perspectives and made us more interested in the US legal system.”

**A. Leo Levin Award for Excellence in an Introductory Course**

Provost and President-Elect of the Law and Education Wendell Pritchett received the A. Leo Levin Award for Excellence in an Introductory Course for the Land Use course he taught this past spring.

Provost Pritchett received the A. Leo Levin Award for Excellence in an Introductory Course for the Land Use course he taught this past spring.

**What the students said:** “Professor Ewald was great, so stimulating and always engaging with students and encouraging them to participate. You can tell how much he enjoys teaching.” “Professor Tulante … was very accessible (especially for a partner at a law firm!) and always seemed happy to help his students with anything from the job search to understanding course materials.”

**Experiential Teaching Award**

Legal Practice Skills Senior Lecturer Sarah Pierce received the Experiential Teaching Award for developing and teaching three new, experiential Boot Camp courses for the JD/MBA Capstone requirement that tracked a company through several transactions: start-up structuring, initial capital raise, exit/M&A, and restructuring, while also continuing to excel in teaching and mentoring students in Legal Practice Skills.

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**What the students said:** “Professor Pierce is a gift to us all. She makes it seem like we really can be successful lawyers and like she is always proud of us. She is the embodiment of tough but fair and wants to make sure that we all truly improve.” “Professor Pierce did a singularly excellent job retaining the Capstone class to make it much more practically applicable and interesting to the students.”

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**Adjunct Teaching Award**

Sozi Tulante received the Adjunct Teaching Award for his outstanding work teaching State Constitutional Litigation, supervising externships and mentoring students.

Mr. Tulante is a partner at Dechert LLP, where his practice focuses on white-collar criminal defense, trial work, government investigations and compliance, and products liability.

A former Philadelphia city solicitor, Mr. Tulante draws on his extensive experience working in multiple areas of government to represent clients in high-profile litigation matters involving sensitive white-collar litigation and investigations.

**What the students said:** “Professor Tulante … was very accessible (especially for a partner at a law firm!) and always seemed happy to help his students with anything from the job search to understanding course materials.”

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**Experiential Teaching Award**

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**What the students said:** “Professor Pierce is a gift to us all. She makes it seem like we really can be successful lawyers and like she is always proud of us. She is the embodiment of tough but fair and wants to make sure that we all truly improve.” “Professor Pierce did a singularly excellent job retaining the Capstone class to make it much more practically applicable and interesting to the students.”

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Penn Museum At-Home Anthropology: Hands-On Projects for Families

Looking for engaging activities that kids (and their adults!) can do at home? Penn Museum’s At-Home Anthropology offers a selection of simple projects for learners of different ages to explore their home environments in meaningful ways. Look for new activities to be added to www.pennmuseum/at-home/anthropology/ every week. Penn Museum will announce them on social media.

Some activities include:

- **I Am Poem.** Be inspired to write poetry by studying everyday objects in your house.
- **Build It! Challenge.** Try to create an ancient structure using only materials found around where you live.
- **I Spy…An Artifact.** Use clues to find the mystery artifacts in your own home, in Penn Museum’s online collections, and on its virtual tours.
- **Make and Play: Mancala.** Mancala is an ancient game from Africa. Originally played by digging shallow holes in the ground, today it is played around the world using wooden boards.
- **Create a Legendary Creature.** The Chinese dragon is a legendary mythological creature, made from parts of animals we know from the real world. Identify what animals make up the dragon and then create your own legendary creature using parts of animals you choose.
- **Make a Roman-Style Mosaic.** A mosaic is a picture or pattern produced by arranging together small colored pieces. The ancient Romans used tesserae, which were uniformly cut cubs of colored stone. You can make your own Roman-style mosaic at home!
- **My Chimera.** Many ancient cultures use animals in their mythologies, sometimes combining different animal features into one powerful being. Make your own “chimera” animal using the features of three animals of your choosing!
- **Weaving.** The project was inspired by the Chancay Weaver daily dig. Follow the instructions to create your own loom using found materials and make your own woven masterpiece.
- **Create a Model House.** Observe your house and the homes in your neighborhood to understand their unique features. Then, build your own house using cardboard and paper, using the Han house in the Museum’s collection as inspiration.
- **Make Your Own Cuneiform Tablet.** Use simple kitchen materials and a chopstick to learn how to make cuneiform tablets and practice one of the earliest written languages.

Share your family’s completed projects by tagging @PennMuseum on Facebook or Instagram! And find even more activity ideas, recipes, and crafts on Pinterest at www.pinterest.com/pennmuseum/
Summer AT PENN

Wherever this symbol appears, more images are available on our website, www.upenn.edu/almanac/summer-at-penn

ACADEMIC CALENDAR
7/1 Session I Classes End.
7/2 Session II Classes Begin.
7/3 Independence Day Observed (no classes).
8/7 Session II & 11-Week Session Classes End.

CHILDREN’S ACTIVITIES
Write Your Name in Cuneiform or Hieroglyphs; www.penn.museum/at/home (Museum).


EXHIBITS
Communities to Come: A Toolkit, a 12-week program of archival projects and recordings for living together in this unprecedented global health crisis; https://slought.org/resources/communities_to_come_a_toolkit (Slought).

Frankenthaler on Paper; Executive Director Lynn Marsden-Atlass discusses the exhibit in two Art Matters videos; https://youtu.be/BkCvErpa0Qg; https://youtu.be/7eEBRRFqFYy; Arthur Ross Gallery’s blog; www.arthurrussgalley.org/pathways-of-subtle-resistance (ARG).

Galleries at Home; stroll through the Museum as well as focused tours of the Africa, Middle East, and Mexico and Central America galleries; www.penn.museum/at/home/tours (Museum).

FITNESS & LEARNING

6/11 Summer Course on Causal Inference; virtual introduction to concepts of causality; 9 a.m.-1 p.m.; register: https://www.cceb.med.upenn.edu/ccc/summer-short-course-causal-inference; June 11-12; cost: $175, $100 students (CCEB). Also June 12.

6/2 How to Choose Career Options for Social Science PhDs; 11 a.m.; https://upenn.joinhandshake.com/events/497622

6/9 How to Choose Career Options for the Sciences and Literature PhDs; 11 a.m.; https://upenn.joinhandshake.com/events/498116

Human Resources
See online calendar for event listings.

Liberal and Professional Studies
6/2 Master of Environmental Studies Virtual Info Café; chat with Yvette Bordeaux, Director of Professional Master’s Programs in Earth and Environmental Science, about the program and application process; noon; www.upenn.edu/lps/events Also July 7 and August 4.

6/7 Bachelor of Applied Arts and Sciences Virtual Info Session; learn about Penn’s undergraduate degree designed especially for working professional; noon; registration required: https://uponline.sas.upenn.edu/events Also June 17, July 8, August 4, 5:30 p.m.; July 21 and August 18, noon.

6/17 Organizational Dynamics Virtual Info Session; learn about the MS and MPhil programs and the non-degree Dynamics Learning Exchange; 6 p.m.; registration required: www.upenn.edu/lps/events Also July 14.

7/6 Penn Summer Coding Camp for High School Students; build web pages and games while gaining foundational programming and problem-solving skills; info: www.sas.upenn.edu/summer/programs/high-school-coding-camp Through July 24.

7/6 Summer Home Ownership Services Info: www.upenn.edu/homeownership

6/7 Home Buying 101; 1-2 p.m. Also July 1, August 5.

6/17 Exploring The PHOS Program; 1-2 p.m. Also July 15, August 19.

Penn Law: Prepare to Practice
Six-session course; Info and register: www.law.upenn.edu/news/events/

6/1 Introduction to Legal Research For Practice; 1 p.m.

7/6/3 Regulatory and Administrative Legal Research; 1 p.m.

7/6/5 Transactional and Securities Research; 1 p.m.

7/6/8 Litigation Research; 1 p.m.

7/6/10 Analytics and Artificial Intelligence; 1 p.m.

7/6/12 Current Awareness, Public Records, and Non-Legal Research; 1 p.m.

Penn Museum
Info: www.penn.museum/at/home/ At-Home Anthropology for Kids; learners explore their home environments in meaningful ways; www.penn.museum/at/home/anthropology. Also June 11, a daily dig at 1 p.m. and a living room lecture about Rome’s founding at 5:30 p.m.; to participate: www.facebook.com/pennmuseum/ (Museum).

Penn Museum’s line up includes touring the Egypt Galleries at 10 a.m., an At Home: Anthropology for Kids; a living room lecture about Rome’s founding at 5:30 p.m.; to participate: www.facebook.com/pennmuseum/ (Museum). Thursdays through August.

MUSIC

Annenberg Center @ Home; a weekly line-up of virtual arts experiences including music, theatre and dance performances and family content that’s fun for all ages; https://annenburgcenter.org/blog

Morris Arboretum: Music That Plants Like; YouTube playlist for your plants to grow big and beautiful; https://tinyurl.com/musicplantslike

World Cafe Live
World Cafe Live Livestream Calendar; visit https://xpn.org/events/concert-calendar for info about online concerts by artists all over the world.

Virtual Free At One; live performance from singer/songwriter and fingerstyle acoustic guitarist David Falcone; 1 p.m.; www.facebook.com/worldcafelive (World Cafe Live). Fridays Until Free at Noon Resumes.

PENN PODCASTS
See online calendar for listings.

SPECIAL EVENTS

7/2 Wawa Welcome America Festival; Penn Museum’s line up includes touring the Egypt Galleries at 10 a.m., an At Home: Anthropology for Kids; a living room lecture about Rome’s founding at 5:30 p.m.; to participate: www.facebook.com/pennmuseum/ (Museum).


How Did They Survive? The Aftermaths of Chernobyl; Adriana Petrnya, anthropology; 6 p.m.; $5; info: www.penn.museum/calendar/51/how-did-they-survive-the-aftermaths-of-chernobyl (Museum).

6/4 Thirsty Thursdays: Living Room Lectures; livestreamed chats with curators; 5:30 p.m.; join: www.facebook.com/PennMuseum (Museum). Thursdays through August 6.

6/11 Hydrochlorothiazide Use and Risk of Non-Melanoma Skin Cancer – A Multi-Database Retrospective Cohort Study; Darren Toh, Harvard; 9 a.m.; Bluejeans meeting; https://bluejeans.com/9898084453 (CCCB).

6/19 Shields of the Republic: The Triumph and Peril of America’s Alliances; Mira Rapp-Hooper, Council on Foreign Relations; noon; Zoom meeting; info: cscc-contact@sas.upenn.edu (CSCC).

6/25 Decision Making in Bone Augmentation Procedures; Ehab Moussa, dentist; 5 p.m.; Bluejeans meeting; https://bluejeans.com/98790542/a2/register/akrzqvq (Penn Dental).

7/15 School Restart and the Importance of Involving Parents; winners of the Harold McGraw, Jr. Prize for Education; 2 p.m.; Zoom meeting; info: gop@upenn.edu (Graduate-school-restart-importance-involving-parents) (GSE).