New Dean at Wharton: Dr. Harker

Patrick T. Harker, a distinguished member of the faculty of the Wharton School for more than 15 years, has been named dean of the school, according to University President Judith Rodin. The appointment will become effective upon confirmation by the Trustees of the University on February 18, 2000.

Dr. Harker, who is the UPS Transportation Professor of the Private Sector and professor of operations and information management at Wharton, has served as interim dean of the Wharton School since July 1, 1999. He has a secondary appointment in the department of systems engineering in the School of Engineering and Applied Science at Penn and is a senior fellow of the Wharton Financial Institutions Center.

“Pat Harker is recognized as one of the brightest young minds in America,” Dr. Rodin said. “His is an extraordinary record of accomplishment and leadership, as a teacher, researcher, consultant to government and industry and as a university citizen.

“We are pleased that our search, which has been one of the most exhaustive and thorough ever conducted at Penn, has led us back to a distinguished member of the Penn family, and we believe America’s premier business school will have the benefit of his superb leadership for many years to come.”

Dr. Harker has been the recipient of numerous awards and honors for his teaching, including the 1998 David W. Hauck Award for Outstanding Teaching in the Undergraduate Division at Wharton. He also was the recipient of the 1992 Miller-Sherrerd MBA Core Teaching Award at Wharton. He was the Laurent Picard Distinguished Lecturer (1998) at McGill University, Montreal. He also was the CORE Lecturer (1993) at the Center for Operations Research and Econometrics at the Université Catholique de Louvain, Belgium. Dr. Harker was the recipient of a National Science Foundation Presidential Young Investigator Award in 1986-91.

His research interests have focused on service operations management and economics; information systems, with particular emphasis on business-to-business electronic commerce; financial service operations and technology; and operations research methodology, with emphasis on mathematical programming. His research has been funded by the federal government, foundations and the corporate sector, including the NSF, the Alfred P. Sloan Foundation, Burlington Northern Railroad, Union Pacific Railroad, the AT&T Program in Telecommunications Technology and the U.S. Department of Transportation.

Dr. Harker holds U.S. Copyright No. 441-941 (with Dejan Jovanovic) for Scheduler Analyzer II: SCAN II, which was issued on Oct. 15, 1996; and U.S. Patent No. 5,177,684 (with Dejan Jovanovic) for A Method for Analyzing and Generating Optimal Transportation Schedules for Vehicles such as Trains and Controlling the Movement of Vehicles in Response ThereTo, which was issued Jan. 5, 1993; Australian Patent No. 644664, which was issued April 22, 1994; and Canadian Patent Application 2,046,984-6, which was filed July 12, 1991.

He has been a consultant to numerous corporations, including Furash, Inc., Union Pacific Railroad, Software A&E, Inc., Zeta-Tech, Associates, Chena Software laboratory, Maxima, Inc., as well as to the Federal Bureau of Investigation, the U.S. Army and the U.S. Department of Energy.

Dr. Harker is the author of nine books, monographs and edited volumes, including Performance of Financial Institutions, with S.A. Zenios, which is forthcoming from Cambridge University Press, as well as book chapters, cases, book and software reviews, refereed and other publications.

He is editor-in-chief of the journal Operations Research (1996-present), and he is a member of the editorial boards of Computational Optimization and Applications, the Journal of Service Research, Transportation Research and International Studies in the Service Economy.

Dr. Harker is a member of the American Economic Association, the International Federation of Operations Research/Management Science, the Mathematical Programming Society and the Society for Industrial and Applied Mathematics.

Dr. Harker joined the Wharton faculty as the Stephen M. Peck Term Assistant Professor of Decision Sciences in 1984, was appointed associate professor of decision sciences in 1987 and UPS Transportation Professor of the Private Sector in 1991. He was a visiting scholar in the department of operations research at Stanford University (1989) and a member of the faculty at the University of California, Santa Barbara (1983-84).

Dr. Harker was one of 16 men and women throughout the country named as a White House Fellow by President George W. Bush in 1991-92, serving as a special assistant to the director of the FBI, responsible for the director’s technology issues. He served as coordinator of both Wharton’s Decision Sciences Ph.D. Program (1986-88) and its Operations and Information Management Ph.D. Program (1993-94). Dr. Harker was director of the Fishman-Davidson Center for the Study of the Service Sector at Wharton (1997-99) prior to his appointment as interim dean.

Dr. Harker received four degrees from Penn: a bachelor’s and master’s degrees in civil and urban engineering in 1981 and a master’s degree in economics and a Ph.D. degree in civil engineering in 1983.

**On the USAS Protest**

At University Council’s December 8 Open Forum, United Students Against Sweatshops presented their concerns about the working conditions at the factories where Penn clothing is manufactured. They urged Council to convince Penn to leave the Fair Labor Association and join the Worker Rights Consortium, a newly formed group. The University Council Steering Committee suggested that President Rodin form an ad-hoc committee to develop a code of conduct for licensees of Penn apparel and to discuss which organization(s) Penn should belong to or join. President Rodin then met with the students on December 13 to discuss the issues.

**Monday, February 7**

- Task Force is named; composition had been announced on the previous Friday, see page 2.
- United Students Against Sweatshops begins sit-in at President Rodin’s College Hall office.

**Tuesday, February 8**

- President Rodin meets with USAS to discuss their demands.
- A rally is held on College Green at noon in support of the protesters.
- Dr. Rodin asks the committee to accelerate its work and to report by February 29; her response is expected by March 3.

**Wednesday, February 9**

- President Rodin issues the following statement, “The students involved in United Students Against Sweatshops and I agree fully that fair labor practices are critical. We share the same goal. The only issue is which of two organizations can help Penn and universities nationwide best achieve that goal.”
- President Rodin also said, “I have asked the Ad-Hoc Committee on Sweatshop Labor to dramatically accelerate its work so that I can make an informed and prompt decision on which organization, or organizations, Penn should join in order to assure that our licensees meet fair labor standards.”
- A candlelight vigil is held on College Green in support of the protest.

**Thursday, February 10**

- Howard Kunreuther, chair of the Ad-Hoc Committee on Sweatshop Labor, issues the following statement after the first meeting of the Committee on February 10, “After extensive and

(Continued on page 2)
On the USAS Protest

well-informed discussion, the Ad-Hoc Committee on Sweatshop Labor has decided that its principal mandate will be to develop codes of conduct for those who manufacture clothing bearing the Penn logo. It remains an open question whether the Committee will address the relative merits of membership in the Fair Labor Association and/or Workers’ Rights Consortium.

On Penn’s Commitment to Fair Labor Practices

The University of Pennsylvania has for over a year been actively addressing the issue of working conditions of factory workers abroad who produce items bearing a Penn trademark. In 1998, President Rodin joined the Fair Labor Association (FLA), an initiative sponsored by the United States Department of Labor and designed to promote the improvement of working conditions for these workers. The FLA is a non-profit organization that includes a broad range of labor and human rights groups, apparel companies, colleges and universities. Over 130 colleges and universities support the FLA. The FLA Board includes representatives of organizations deeply committed to improving working conditions of employees around the world. These organizations include:

- the International Labor Rights Fund
- the Lawyers’ Committee For Human Rights
- the National Consumers League
- the Robert F. Kennedy Center for Human Rights

Charles Ruff, former White House counsel, serves as Chair the FLA Board. In addition, Sam Brown has been hired to be the FLA Executive Director. Mr. Brown has served as Ambassador and Head of Delegation of the United States to the Organization on Security and Cooperation in Europe, has worked closely with human rights groups concerning the full implementation of the Helsinki Accords. He has served as head of the Action Agency, with responsibility for both the Peace Corps and domestic volunteer programs, including VISTA.

The FLA’s purpose is to ensure the inspection and monitoring of factories, and to report publicly on factories’ compliance with the FLA Code of Conduct. The FLA requires every factory to be inspected every year.

The FLA Code of Conduct prohibits:

- Forced labor
- Child labor
- Harassment or abuse, whether it be physical, sexual or psychological
- Discrimination in employment on the basis of gender, race, religion, disability, sexual orientation, nationality, political opinion, or social or ethnic origin

The FLA Code of Conduct requires:

- A safe and healthy working environment
- Employers to respect employees’ freedom of association and collective bargaining rights
- Compliance—with local minimum wage and benefit laws, or adherence to industry standards, whichever is higher. The FLA Code has, as an ultimate goal, of providing a wage that “meet[s] employees’ basic needs”
- Employers to limit the regular work-week to 48 hours, and prohibits more than 12 hours of overtime after the regular work-week
- Payment of overtime compensation.

Penn Will Adopt a Code of Conduct

To supplement the FLA Code, and ensure proper working conditions at Penn licensee facilities, Penn has formed a Task Force to draft a Code of Conduct for Penn licensees. This Task Force held its first two meetings last week. This past fall, Penn required its licensees to agree to abide by a Code of Conduct if Penn decided to adopt such a Code.

Penn Has Joined a Monitoring Project

In order to assist in the implementation of the FLA, and the enforcement of the FLA Code of Conduct, this past spring Penn began to require its licensees to fully disclose the locations of all manufacturing facilities producing items bearing a Penn trademark. Every license that Penn has granted will be renewed before the end of this calendar year. The new license agreement will require disclosure, by January 15 of every year, of the location of every facility producing items bearing a Penn trademark. Penn will be publicly disclosing factory locations within ten days.
Final Report of the Consultative Committee on the Selection of a Dean of the Wharton School

The Wharton School Dean Search Committee was convened by President Judith Rodin and Interim Provost Michael Wachter on November 17, 1998. Members of the committee were: Elijah Anderson (Charles and William L. Day Professor of Social Science); Gary Hack, Chair (Dean and Paley Professor, Graduate School of Fine Arts); William F. Hamilton (Ralph Landau Professor of Management and Technology, and Director, Management and Technology Program); Jon M. Huntsman (Chairman and CEO, Huntsman Corporation); Richard E. Kihlstrom (Miller-Freedman Professor of Finance); Stephen J. Kohrbin (William H. Wurster Professor of Multinational Management and Director, Lauder Institute); Abba Krieger (Professor of Statistics, Operation and Information Management, and Marketing); Joanne Lobo (undergraduate student); Rebecca Maynard (Trustee Professor of Education and Director, Educational Leadership Division, Graduate School of Education); Michael L. Tarnopol (Vice Chairman, Bear Stearns and Co., Inc.); Elizabeth Woodcock (MBA student); and Rebecca Trumbull (secretary to the committee). Patrick T. Harker (Deputy Dean, The Wharton School) served on the committee through October 1999 when other members of the committee presented their recommendation to the provost. Dr. Rodin selected the candidates for dean. He resigned from the committee and was subsequently interviewed for the position.

To best understand the issues and challenges facing the Wharton School, the committee consulted with students, faculty, alumni, and members of the administration. The goal of the committee was to find a dean who could provide the intellectual vision and leadership necessary to lead the school into the next century in a manner that will maintain and strengthen its academic excellence in education and research. The committee sought candidates with impeccable scholarly and administrative credentials, keen intellect, integrity and the broad knowledge necessary to lead the school as it enters this time of significant change in the field. The search focused on identifying a chief academic officer of the school who could be responsible for all educational programs, the school as it enters this time of significant change in the field. The search focused on identifying a chief academic officer of the school who could be responsible for all educational programs, and administrative credentials, keen intellect, integrity and the broad knowledge necessary to lead the school into the next century in a manner that will maintain and strengthen its academic excellence in education and research.


In addition, the search firms of Spencer Stuart and Heidrick and Struggles were engaged to assist the committee in identifying candidates. In all, the committee met 45 times and reviewed the credentials of 125 candidates, 18 of whom were women, seven were identified as minorities, and 11 were faculty members of the school.

A total of 21 individuals were interviewed. At the completion of this process, and after careful deliberation, the committee submitted a set of recommendations to the president and provost, who subsequently announced the appointment of Patrick T. Harker. Dr. Harker, who earned his doctorate at the University of Pennsylvania, has recently served as the Interim Dean and Deputy Dean for the school. Prior to that, as UPS Professor of Transportation, he served as chair of the Department of Operations and Information Management at The Wharton School. Dr. Harker is also an outstanding teacher and received the David W. Hauck Award for Outstanding Teaching in the Undergraduate Division of the Wharton School. The appointment will be submitted to the Trustees of the University for final approval on February 18, 2000.
Schwartz Term Chair in Gerontologic Nursing: Dr. Kagan

Dr. Sarah H. Kagan, has been named to the Doris R. Schwartz Term Chair in Gerontologic Nursing. The position, which is effective January 1, was announced by the Margaret Bond Simon Dean of Nursing Norma Lang.

“Dr. Kagan exhibits both expert clinical practice as well as ground-breaking clinical scholarship in her research. That combination has been the hallmark of the School of Nursing’s reputation for excellence in research,” said Dean Lang. “I am delighted and proud to name Dr. Kagan to this important chair in gerontology. I am confident that Dr. Kagan’s seamless scholar/teacher—both utilizing and generating research in her clinical care—will place her firmly in the continuum of great gerontologic scholars at the University,” said Dean Lang.

Dr. Kagan succeeds Dr. Neville E. Stumpf in the Schwartz Chair. Dr. Stumpf was recently named to a new endowed professorship, the Edith Clemmer Steinbright Chair in Gerontology (Almanac, January 25).

This chair’s namesake, Doris Schwartz, was a Senior Fellow at the School of Nursing from 1980 to 1990. Importantly, her personal influence was also pervasive as she informally served as mentor and guide to both faculty—including Dr. Kagan—and students before her death last year.

In addition to her scholarship, Dr. Kagan is known as a fine teacher, having earned the respect of her colleagues at the University with the receipt of the Lindback Award for teaching in 1997. In 1996, Dr. Kagan was designated a “master teacher” by the Association for Gerontology in Higher Education. The course “Nursing Care of Older Adults” was cited by the American Association of Colleges of Nursing and the John A. Hartford Foundation Institute for Geriatric Nursing as one of the outstanding programs in undergraduate gerontologic nursing nationally.

Currently Dr. Kagan is a gerontology advanced practice nurse at HUP. She is the advanced practice nurse on Rhoads Three, a general medical unit, and consults with nurses and physicians throughout the hospital regarding the care of patients with chronic wounds, symptoms of cancer treatment, and other complex problems. Dr. Kagan is a contributing editor of the American Journal of Nursing, coordinating a bi-monthly column “Nursing Rounds at the University of Pennsylvania.”

DEATHS

Dr. Stein of Orthopaedics

Dr. Irvin Stein, former professor of orthopaedic surgery at the School of Medicine died of congestive heart failure at Johns Hopkins Hospital, on February 3 at the age of 93. He was born in Fayetteville, NC in 1906, and enrolled in the University of North Carolina at the age of 15. He received his medical training at Jefferson Medical College in Philadelphia, and did his internship and resident training at Johns Hopkins University Medical Center and Penn.

After graduating from the University of North Carolina and Thomas Jefferson Medical College, Dr. Stein served as an orthopaedic resident at the University between 1932 and 1933. For the next five decades starting in 1934, Dr. Stein devoted himself to teaching orthopaedic surgery to many generations of medical students and orthopaedic residents at Penn as a clinical professor and, more recently, as emeritus professor.

“In his term as professor on the orthopaedic staff at the University, he was an inspiration to the students, residents, and staff associated with him, always seeking to delve deeply into the basis for clinical disability,” according to the University of Pennsylvania Orthopedic Journal. He also represented the Department of Orthopaedics at the Philadelphia General Hospital, and he was the primary author of a textbook, Living Bone in Health and Disease, published in 1955, on bone metabolism and physiology, which was widely read internationally.

His latest involvement—the Irvin and Dorothy Stein Visiting Professorship—will maintain his legacy of teaching future medical students, residents, and faculty. This generous gift to the Orthopaedic Department, will fund future visiting lectureships by leading orthopaedic surgeons, is just one of many contributions that Dr. Stein has made to the Orthopaedic Department throughout his long and distinguished career.

He also served as the Chairman of the Department of orthopaedic surgery at Albert Einstein Medical Center from 1962 to 1972.

He is survived by his wife, Bunny Levy Hutzel; daughters Jane Fineerman, Margery Schab, and Kathy Sachs; 10 grandchildren; and 10 great-grandchildren. Contributions may be made to the University of Pennsylvania.

Robert Ferrell of Purchasing

Robert Ferrell of Purchasing (Almanac) has recently been notified of the death of Robert Morrison Ferrell, former director of Purchasing at Penn. Mr. Ferrell passed away on October 4, 1999, at the age of 81 after an almost year-long battle with spinal cancer.

He was born in Zanesville, Ohio and attended Ohio Wesleyan University where he was a scholar/athlete and a member of Phi Delta Theta Fraternity. He had been a Col. in the U.S. Army, a career Quartermaster Officer and veteran of WWII and the Korean War. Following twenty-seven years of Army service, he was director of Purchasing at Penn from 1969 to 1984.

He is survived by his wife, Catherine Smith Ferrell; three sons, Thomas, Stephen and Richard; six grandchildren; a sister Marjory; and a brother, Richard Ferrell.

Dr. Martin Orne of Psychiatry

At prestate, Almanac learned of the death of Dr. Martin T. Orne, professor emeritus of psychiatry, who died February 11 of cancer at the age of 72. A memorial service will be held at 1:30 p.m. tomorrow at West Laurel Hill Chapel, Belmont Avenue, Balga Cynwyd. An obituary is planned for next week.

Dr. Williamson, Biochem/Biophysics

Dr. John R. Williamson, professor of biochemistry and biophysics died on February 3 at the age of 66.

A graduate of Oxford University with both a B.A. (1956) and an M.A. (1959) in biochemistry/physiology, Dr. Williamson also received his D.Phil. there, doing doctoral research with Dr. R.B. Fisher. Following a post doctoral fellowship at Oxford with Sir Hans Krebs, he joined the Baker Clinic Research Lab at Harvard Medical School as a research fellow with Drs. Albert Reinold and G.F. Cahill. In 1963, Dr. Williamson was recruited by Dr. Britton Chance to the Johnson Research Foundation here as a research associate. He was appointed assistant professor of biochemistry and biophysics in 1965 and became a full professor in 1975.

Dr. Williamson published over 300 articles in scientific journals. His early research made a range of discoveries and key descriptions of cellular bioenergetics and regulation of intermediary metabolism and later he focused on molecular mechanisms of hormonal signal transduction.

Dr. Williamson served as chair of the biochemistry graduate group from 1993 to 1997. He served on a number of editorial boards of scientific journals, including the Journal of Biological Chemistry and Biochimica Biophysica Acta. He was a member of the Biochemical Society of the United Kingdom and the New York Academy of Science.

Dr. Williamson is survived by his wife, Diana; three sons, Michael, Robert and Alexander; and two grandchildren. A memorial service is planned by the family for the spring.

SAS Vice Dean: Ramin Sedehi

Ramin Sedehi of UCSF Stanford Health Care in San Francisco has been named Vice Dean for Finance and Administration in the School of Arts and Sciences, effective March 20. The appointment, recently announced by SAS Dean Samuel Preston, makes Mr. Sedehi the chief financial and administrative officer of the School with oversight responsibilities for matters of budget, facilities, computing, and human resources. He replaces Mike Mandl, who left to assume a vice presidency at Duke University in November.

At UCSF Stanford Health Care, Mr. Sedehi has served as Director of Schools of Medicine Support since 1997. In that role he has been responsible for all financial operations and transactions between the central UCSF Stanford Health Care and the schools of medicine at the University of California at San Francisco and Stanford, which together encompass 36 departments and 2000 faculty. Prior to the merger that created UCSF Stanford Health Care, Mr. Sedehi held several financial positions at the UCSF Medical Center from 1990 to 1997.

Mr. Sedehi holds a B.A. in Chemistry and a Master of Public Administration degree from California State University-Hayward.

“Based upon our meetings with Ramin and discussions with those who have worked with him, I am confident that he will be highly effective in advancing the programs of the School,” said Samuel Preston, Dean of the School of Arts and Sciences. “Let me take this opportunity,” Dean Preston added, “to thank Tom Stump from the School of Engineering and Applied Science for his outstanding service as Interim Vice Dean. I am pleased to report that Tom will stay on in this capacity until Ramin arrives.”
Pope Award: Dr. Bennett

Dr. Jean Bennett, an assistant professor of ophthalmology at the School of Medicine, was awarded the 1999 Lois Pope LIFE Foundation International Research Award for her research on a treatment for macular degeneration—a leakage of blood into neural cells of the eye that is the primary cause of severe vision loss in the United States and throughout Western Civilization. The award includes a $100,000 research grant.

Dr. Bennett is a senior scientist in the department’s F.M. Kirby Center for Molecular Ophthalmology. She also holds a secondary appointment in the Department of Cell and Developmental Biology.

Dr. Bennett received her bachelor’s degree from Yale in 1976 and her Ph.D. in cell biology and embryology at UC, Berkeley in 1980. She received her M.D. in 1986 from Harvard after obtaining postdoctoral training in mammalian embryology at UC, San Francisco. In 1987, she was a fellow in human genetics at Yale’s School of Medicine and the recipient of the Steyster Fellowship for Women Scientists at Johns Hopkins in the School of Medicine’s Developmental Genetics Laboratory.

Dr. Bennett came to Penn in 1992, where she has been an active member in the Institute for Human Gene Therapy, the Neuroscience Graduate Group and the Graduate Group in Cell and Molecular Biology. Her laboratory pursues all avenues of research relevant to developing treatments for inherited retinal degenerative diseases including macular degeneration and retinitis pigmentosa. Along with Dr. Dwight Stambolian—a world-renowned researcher in the genetics of cataracts and myopia, Dr. Bennett established a major program in the molecular genetics of inherited retinal degeneration including age-related macular degeneration. Her research has been supported by the National Eye Institute of the NIH, Research to Prevent Blindness, Inc., The Lions Eye Research Foundation of Pennsylvania, and by private philanthropy.

Lois Pope, a Philadelphia native, founded the Lois Pope LIFE Foundation, which is devoted to improving the quality of life for others. She also founded Leaders In Furthering Education (LIFE) which provides financial support to needy youths across America. Through Mrs. Pope’s endeavors, LIFE honors disabled American veterans and establishes endowments to medical research, student scholarships, and summer day camp programs.

Dr. Bennett was identified to be the recipient of the 1999 Lois Pope Foundation International Research Award when it became clear that the award was intended for an investigator conducting translational research in the field of age-related macular degeneration. Dr. Bennett’s research has received international recognition among peer scientists. The research being conducted likely will lead to improved care for patients with age-related macular degeneration.

Information Systems and Computing has issued the following policy effective January 24, 2000. For the full policy, including Recommendations and Best Practices not listed here, please see www.isc-net.upenn.edu/policy/approved/20000124-ipaddress.html.

Highlights of New Policy on the Use of PennNet IP Address Space

(No. 20000124-ipaddress)

I. Background

As the Internet continues to grow, the need to maintain accurate IP address information becomes increasingly important for the proper management of Penn’s network. Unregistered IP addresses can cause significant problems to the effective use of PennNet. While unregistered addresses may appear to function correctly, they can lead to:

- operational failure of network devices (those that have been properly registered as well as unregistered devices or sometimes both)
- inability of network and information security technicians to troubleshoot the network
- inaccurate or misrepresented billing charges due to lack of accurate tracking data
- increased costs to all users due to theft of services

II. Policy Scope

This policy applies to:

- all network-connected devices (desktop computers, servers, network printers, etc.) configured with PennNet IP addresses and/or devices with non-globally routable IP addresses which rely upon PennNet for connection to the Internet
- devices that have either static or dynamic (such as through the Dynamic Host Configuration Protocol (DHCP) or similar means) IP address configuration
- devices which may connect using a Network Address Translation (NAT) service

A table of IP address ranges covered by this policy is available at www.isc-net.upenn.edu/policy/supporting/pennnet-ipranges.html.

III. Policy Statement

1. Every network interface configured with one or more IP addresses, including addresses from the non-globally routable IP address ranges, must have corresponding entries for all of these IP addresses in Penn’s central database—Assignments. (See www.isc-net.upenn.edu/policy/supporting/pennnet-ipranges.html for more information on the Assignments database.)

2. Network-connected devices that have static IP configurations must not use IP addresses already registered in the Assignments database for other devices.

3. IP addresses registered in the Assignments database for dynamic IP address assignment must not be used as part of a static configuration by any network-connected device.

IV. Recommendations

The following related practices are strongly recommended by ISC Networking, towards a more efficient, secure and reliable network.

1. Record and update accurate information about all registered devices in the Assignments program, including device location, vendor and model, and associated technical contact(s) and primary user(s). Accurate and complete records help make rapid notification to the LSP and/or the network user possible in the event of a problem.

2. Remove from the Assignments database entries for devices that have been permanently disconnected from PennNet. This helps to preserve addresses for use by active nodes, and helps to maintain more accurate billing information.

3. Avoid “pre-registering” blocks of addresses in Assignments intended for use later in static IP configurations. While some areas have used this practice in the past to allow for more rapid address assignment in cases where Assignments users have been unavailable, it can result in inefficient use of network address space and needless charges for unused IP addresses. The preferred approach to rapid address assignment is to have more than one authorized Assignments user within any area where such rapid address assignment is a frequent issue.

4. Configure any existing devices that connect using a NAT (Network Address Translation) service with IP addresses from one of the non-globally routable IP address ranges.

5. Use IP addresses from one of the non-globally routable IP address ranges for special-purpose private networks that interconnect servers for purposes such as clustering, disk sharing, data backups, etc., and that are configured to not forward traffic off that private network.

6. Recommendations on the selection of addresses in the non-globally routable IP address ranges can be found at www.isc-net.upenn.edu/policy/supporting/nonroutable.html. Multiple people may register the same address from within the non-globally routable ranges. These addresses are not required to be unique.

V. Amnesty Period

Through June 30, 2000, ISC Networking encourages current users of unregistered IP addresses to properly register them using the practices described in this policy. Starting July 1, 2000, ISC Networking reserves the right to actively scan the network infrastructure components (e.g., routers, switches, etc.) in an effort to discover non-compliant devices which will thereafter be subject to the full terms of the Compliance section of the policy, including possible disconnection from the network.

—Information Systems and Computing, Networking

ALMANAC February 15, 2000
Flexible Center Grant Program: Applications Due May 1

Summary: The Center for Research on Reproduction & Women’s Health (CRRWH) at the University has been designated by the Andrew W. Mellon Foundation and the Contraceptive Research and Development (CONRAD) Program to be a National Center of Excellence in Contraceptive Research. As a designated center, we have successfully competed for a Flexible Center Grant Program. The purpose of this program is to provide seed monies for research projects related to the development of new contraceptive modalities. In accordance with the guidelines established by the Mellon Foundation and CONRAD Program, funding will be restricted to projects carried out by Junior Investigators (e.g., senior post docs; Research Associates; Assistant Professors). Projects could address basic and/or clinical questions and do not have to have immediate clinical application. Projects could focus on any type of experimental system (e.g., from worms to humans) with a rational case being made for potential application to the development of new contraceptive agents. Projects could also involve clinical trials in which new agents are being tested. This RFA will solicit applications to fund 2 to 3 projects in the amount of $50,000 to $75,000 (total direct costs for entire funding period; indirect costs not permitted; funds for salary support not permitted). The funding period for these grants will commence on 7/1/00 and will end on 6/30/02. An annual progress report to be submitted to the Program Director will be required, and guidelines for the content of this report will be provided.

Mission and Guidelines: The goal of this program is to support research projects related to contraceptive development both within the University of Pennsylvania and outside the University with foreign collaborative research centers that emphasize basic clinical research in the reproductive sciences. For example, the CRRWH already has long established interactions with the University of Chile, Santiago, Chile (Luigi Devoto, M.D.), the Catholic University of Chile, Santiago, Chile (Horacio Croxatto, M.D.), and the Research Unit in Reproductive Medicine, Instituto Mexicano del Seguro Social, Mexico City, Mexico (Alfredo Ulloa-Aguirre, M.D., Ph.D.).

Funds from the Flexible Center Grant will be dispersed for the following purposes:

1) Support of new research initiatives related to contraceptive research that are proposed by junior level scientists and/or clinician scientists throughout the University who satisfy the criteria of eligibility to be named as Junior Investigators as mandated by the Mellon-CONRAD program.

2) Support for pilot projects in collaboration with foreign research centers.

Decisions regarding the disbursement of these funds will be made by a Program Funding Committee composed of the Program Director and several faculty members, to be appointed based on the applications received. The criteria for such awards will include, 1) the scientific rationale for use of funds in a research project that could lead to the development of new contraceptives, and 2) the potential for the development of such a project in conjunction with the pharmaceutical industry, either through funding from industry or through side-by-side development with industry.

Applications should contain the following information:

1) Up to 3 pages (excluding references) describing the aim(s), background/significance and research design. Since this is a short application and project, emphasize salient points only and keep references to a minimum.

2) Budget: equipment, animals (if applicable), other expenses. Equipment can be requested, but it must be well justified.

3) CV and documentation of support (Other Support if Assistant Professor; source of support if senior post doc or research associate).

4) CV and Other Support of senior faculty member (if applicable).

5) Resources and Environment.

6) Accompanying IACUC/IRB documentation.

Direct inquiries regarding this RFA and applications to: Gregory S. Kopf, Program Director, Program for Contraceptive Research, Center for Research on Reproduction & Women’s Health, University of Pennsylvania, Rm. 1315, Biomedical Research Building II/III, 421 Curie Blvd., Philadelphia, PA 19104-6142. Tel:(215)573-4780 FAX:(215) 573-4337 or e-mail: kopi@mail.med.upenn.edu.

—Gregory S. Kopf, Program Director, Program for Contraceptive Research
**AIDS POLICY OF THE 21ST CENTURY: JOEL I. KLEIN, ASSISTANT U.S. ATTORNEY GENERAL—ANTITRUST DIVISION; 4:30 P.M. RM 350, STEINBERG HALL-DIRIETH HALL (PUBLIC POLICY & MANAGEMENT).**

**RESEARCH AND EDUCATION: CONCEPTUAL ROADBLOCKS, PRACTICAL PITFALLS; JAMES M. SALOW, QUEENS COLLEGE, CUNY; A DISCUSSION OF HIS NEW BOOK, PICTURES AND PASSIONS: A HISTORY OF HOMOSEXUALITY IN THE VISUAL ARTS; 6:30 P.M. ICA (ICA; PHILADELPHIA ART MUSEUM).**

**CARAVAGGIO'S DAVID AND GOLIATH (BOURGEOISHE) AND THE CONCEPT OF 'OGNI DIPINTO DIPINGE SE'; DAVID STONE, UNIVERSITY OF DELAWARE; 3:30 P.M. SEMINAR ROOM 201, JAFFE BUILDING (HISTORY OF ART).**

**UNIFYING SPACE: TRENDS IN STAGING ACROSS FILM HISTORY; DAVID BORDWELL, UNIVERSITY OF WISCONSIN, MADISON; 4:30 P.M. ROOM 402, LOGAN HALL (HISTORY OF ART; FILM STUDIES).**

**NEW DIRECTIONS IN INDO-U.S. RELATIONS: PRESIDENT CLINTON'S VISIT TO INDIA; LESLIE STRUMPF, UNIVERSITY OF DELAWARE; 3:30 P.M. SEMINAR ROOM 201, JAFFE BUILDING (HISTORY OF ART).**

**DIEGO DE SILVA VELAZQUEZ (CENTER FOR ART HISTORY).**

**SUNDAY, MARCH 12, 2000**

**TALKS**

16 Functional Genomics Applications of Pattern Discovery Algorithms; Andrea Califano, IBM, Computational Biology Center; noon; 1st floor Auditorium, BRB II/III (Penn Bioinformatics Forum).

17 Retroviral Integrase as a Target for Drug Design; Alex Wlodarz, professor in structural biology NCI-FCRDC; 3 p.m.; Physiology Department Conference Room, 4th floor, Richards Building (Pennsylvania Muscle Institute).

**JOINT FULL TALKING SPACE:**

Filling Space: Trends in Staging Across Film History; David Bordwell, University of Wisconsin, Madison; 4:30 p.m.; room 402, Logan Hall (History of Art; Film Studies).

**ON STAGE**


**MUSIC**

**EXHIBITS**

17 Visions of Arcadia and Utopia: Design of the Environment Exhibit 2000; a juried student exhibit featuring works on paper and three-dimensional constructions highlighting design projects from the program’s studio courses; Fox Art Gallery. Opening Reception: 6-8 p.m. *Through March 10* (Architecture; GFSA; SPEC Art Gallery).

15 International Stars of Early Music Concert; early music performed by the faculty of the fourth annual Amherst Winter Workshop; 8 p.m.; Cathedral Church of the Savior (Music).
Teaching With New Tools

By Peshe C. Kuriloff

It’s been a long time since I’ve consciously examined my pedagogy. It took years to develop an effective way of teaching and, once I was satisfied that my students were learning what I sought to teach, I saw no reason to change.

From year to year I added and subtracted material, re-sequenced units of my course, altered assignments, and used different strategies for presenting concepts. But my basic pedagogy, and my assumptions about effective teaching and learning, remained the same for 18 years.

The emergence of technology as a teaching tool, however, has changed all that.

First, the bad news: my complacency is shattered, and I feel like a novice teacher again. My dependence on technologists who don’t speak the same language and don’t share my goals has highlighted my insecurities. Seemingly vast amounts of time are required to get the help I need and to learn the technology I need to know. My inability to master technology on my own has left me frequently feeling frustrated and angry.

Now, the good news: I have suddenly discovered a new world of teaching that offers possibilities for student learning I couldn’t even imagine 18 years ago. I feel as if I have greater control over my time and many more opportunities to teach effectively and reach every student. I don’t have to rely on class time to communicate with students. Students seem energized by the use of new media and enjoy the challenge of making use of new technologies.

The Promise of New Tools

As a result of a grant from the Mellon Foundation, the Mellon Writing Project is exploring new, electronic pedagogy and producing interesting results. In conjunction with the New Tools for Teaching initiative, we, along with well over 50 other Penn faculty in five different schools, are using an electronic course management program called Blackboard in 57 courses this semester alone to guide our foray into the world of electronic teaching and learning. The courses involve range from Economics to Math to History to our own writing groups.

Blackboard creates a web site for each course and pages to present a course syllabus, course materials, readings, assignments, and links to other web sites. In addition, it offers a number of functions, including the capacity to carry on any number of discussions at once, a chat room for real-time communication, often used for office hours or conferences, and communications tools that enable you to mail to any single member of the class or group of members. It also can create small groups that share a private discussion board and chat room enabling students to communicate easily and work together conveniently without physically meeting.

Most importantly, Blackboard is easy to master for faculty and students. A survey of users indicates that a large percentage are satisfied with the way it functions. You don’t need to learn any new languages, and you don’t have to “go it” alone. Good technical support has helped to eliminate much of the bad news of teaching with the new tools.

Why Rock the Boat?

The elimination of many negative incentives still doesn’t answer the question: why rock the boat? Why would any faculty member choose to pursue technology-intensive teaching when traditional methods seem to be working perfectly well? I can only answer from my own experience.

1. Because it facilitates communication, technology encourages increased interaction—between the instructor and individual students or groups of students, and among students. Instructors can easily contact the whole class or individual students to add information, clarify an assignment or follow up on classroom discussions or activities.

2. For instructors who assign group work or would like to but find the mechanics too cumbersome, a course management program like Blackboard greatly simplifies the process. Students can read each other’s work and respond to it, build an essay together, formulate a position or produce a project—without an overwhelming amount of e-mail clogging their inboxes. In addition, to ensure that everyone contributes, the instructor can see all the work on the web site.

3. Electronic communication is making the traditional classroom seem increasingly lonely and isolated. Faculty interested in team-teaching or just collaborating on curriculum units, across departments or across schools, can easily visit each other’s classes electronically, answer questions and participate in conversations. When timely information appears in the media or in recent publications, instructors can easily link their students to it. Faculty can make resources available to students and enrich their learning experiences without needing to give up precious class time.

4. Every year that passes brings us students who are increasingly Internet-savvy and who value the potential for learning technology holds out to them. Many of these students are currently teaching their teachers about the power of these new tools. If we don’t reach out to them and employ the latest technology for teaching and learning, they will continue to teach rather than learn from us.

Where Will It All End?

Just as you might hesitate to buy a new computer this year, knowing that one more powerful will hit the market right after you make your purchase, you might want to wait until the field of instructional technology settles down. I sympathize with that impulse. Since I’ve been forced to jump in, however, I have seen not only the extent of the opportunity but its limits as well. Teaching with technology is not the vast open space that some perceive when they first look into it.

Technology keeps evolving, and playing catch-up is part of the process of mastering this new, unwieldy teaching tool. Once you get the hang of it, however, you can adapt to the hardware and software changes that occur with relentless regularity.

Like the shift from an earth-centered to a sun-centered universe, this shift away from classroom-centered pedagogy to technology-intensive teaching can empower those who dare to think about teaching in new terms. Instead of defining a course by contact hours, we can begin to think about learning outcomes. Instead of reifying the 50-minute class, we can think about teaching and learning in units of varying sizes. Instead of depending heavily on presentation, and on learning by listening, we can reach more students with learning by doing.

The opportunity not simply to change teaching but to improve its effectiveness beckons. If you’re interested in hearing more, contact Helen Anderson, co-chair of New Tools for Teaching at anderson@seas.upenn.edu.

Dr. Kuriloff is the director of the Mellon Writing Project and Adjunct Associate Professor of English (e-mail pkurilof@dept.english.upenn.edu) Her essay continues the Talk About Teaching Series into its sixth year as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.