SAS Dean Samuel Preston and College Dean Richard Boeeman have announced the winners of this year’s School of Arts and Sciences teaching awards. This year SAS has expanded its efforts to recognize outstanding teaching—and the many contexts in which teaching occurs—by establishing new SAS awards to honor teaching innovation, mentorship of undergraduate research, and teaching by members of the junior faculty.

The School will honor the winners at a reception on Monday, May 1, at 4 p.m. in the Terrace Room in Logan Hall. All members of the University are invited; please RSVP to the SAS Dean’s Office at (215) 898-7320.

Ira Abrams Award for Distinguished Teaching

Now in its 14th year, the Ira Abrams Memorial Award for Distinguished Teaching is the School of Arts and Sciences’ highest honor for teaching that is intellectually challenging and exceptionally coherent, and is reserved for faculty who embody high standards of integrity and fairness, have a strong commitment to learning and are open to new ideas.

This year there are two winners: Dr. Bruce Kuklick, and Dr. Jeremy McInerney. Dr. Kuklick is the Roy F. and Jeannette P. Nichols Professor in American History. A colleague says “Bruce is the embodiment of the teacher-scholar, who brings the results of his research into the classroom and communicates his findings with passion and with integrity to his students. He is a model for the University community.” Dr. McInerney is an associate professor of classical studies (he was the Laura Jun Meyerson Term Assistant Professor in the Humanities from 1994 to 1999). A colleague says “McInerney manages to combine extremely high standards with a flexible and understanding attitude to create a classroom atmosphere that puts students at ease while evoking from them their best work.”

Kahn Award for Educational Excellence

The Edmund J. and Louise W. Kahn Award for Educational Excellence is given to an academic entity within Arts and Sciences (a department, undergraduate program, graduate group, or center) that demonstrates an extraordinary commitment to teaching, innovation, and service. The Kahn Award is in its third year; the winner is the Department of Mathematics. In recognition of: (1) commitment of faculty to undergraduate mathematics education, in particular the widespread introduction of a technology-based aid (the Maple software program) to teach calculus (2) the creation of a multifaceted and extremely well-received Help Program to assist students (featuring Math and Maple Centers held four nights a week in a rotating series of dormitories; Sunday night review sessions in DRL; the appointment of a residential math advisor in each college house on campus; and on-line math advising) and (3) the efforts of Math faculty to acknowledge in their teaching the interface of mathematics with other disciplines, such as the creation of a minor in Actuarial Mathematics. The $6,000 prize is to be used to further enhance the department’s teaching mission. The Department Chair is Dr. Dennis DeTurck, Davidson Kennedy Professor.

Dean’s Award for Innovation In Teaching

This is a new award which recognizes creativity and innovation in instruction. The first winner is Dr. Cristle Collins Judd, assistant professor of music. It is in recognition of “extraordinary initiative in the application of technology to enhance classroom instruction,” including (1) leadership in the development of an undergraduate music lab for computer-assisted instruction (2) innovative use of the web in her courses, including the design and implementation of a multimedia coursepack on the web that includes interactive exercises.

Dean’s Award for Mentorship of Research

Another new award, this one honors meaningful engagement of undergraduate students in research that is the direct result of exceptional nurturing and facilitating by the faculty member. The winner is Dr. Andrew Binns, professor and chair of biology.

This is in recognition of mentorship of undergraduate students in his laboratory, most of whom credit the experience as a pivotal experience in their development as scientists. A faculty colleague says, “Andy’s challenging and supportive mentoring motivates the students to work very hard, to grow intellectually, to achieve beyond their expectations and to produce interesting and significant scientific results.”

Kahn Award for Distinguished Teaching

A third new award—the Edmund J. and Louise W. Kahn Award for Distinguished Teaching by an Assistant Professor—recognizes a member of the junior faculty who demonstrates unusual promise as an educator. The winner is Dr. Barbara von Schlegell, assistant professor of religious studies. A colleague writes, “She is more dedicated to her students, both graduate and undergraduate, than almost any professor I have known in over twenty years at Penn.”

MLK Day: A University Holiday

Since becoming a national holiday in 1986, Martin Luther King Day has focused on community service while inspiring all of us to explore ways to realize Dr. King’s vision of a “beloved community.”

At the suggestion of many members of our University community have strongly felt that Penn could not fully pay its respect to Dr. King’s memory and legacy as long as it failed to observe his birthday as a holiday.

In January, I added my voice to theirs by recommending that Penn officially observe Martin Luther King Day as a University holiday, beginning next year. The deans considered the proposal and concurred with my recommendation.

I am happy to report that, starting in 2001, Martin Luther King Day will be an official holiday at the University of Pennsylvania. I hope this will encourage the creation and expansion of more events and endeavors even greater participation from all of us.

“Everybody can be great,” Dr. King said, “because everybody can serve.”

I urge the entire Penn community to strive toward that standard of greatness by observing next year’s holiday, as the Corporation for National Service suggests, as “a day on ... not a day off.” Every act of serving others advances our mission to build a caring and beloved community.

—Judith Rodin, President
Committee on Research Using Humans
Interim Report
April 25, 2000

In January, University of Pennsylvania President Judith Rodin established an internal Committee on Research using Humans and charged the group with the task of “reviewing carefully and completely all aspects of Penn’s research using human subjects.” The Committee has been working actively and will continue its work through the summer before presenting its final report and full recommendations to the President. However, the Committee has identified several areas where immediate attention by the University would both improve our research environment and assist the Committee in fully carrying out its charge. With this in mind, the Committee is forwarding the following recommendations to the President on an interim basis.

1. Carry out a Comprehensive Review of the University’s Institutional Review Board (IRB) System. The Committee recommends that a formal and comprehensive review of Penn’s IRB system be carried out. This review should include an assessment of both its compliance with current regulations and its capacity to serve the needs of the research community. The review should employ a site visit template that evaluates the strengths and achievements of the human subjects protection program. The review should generate specific comments in the areas of: IRB membership (membership standardization, formal recognition for service, use of outside consultants when special expertise is needed); internal functioning of the IRB; and educational mission (orientation of new members, training of investigators, institutional education as IRB goal). The results of this review will assist the Committee in formulating additional recommendations.

2. Formal monitoring mechanisms for clinical trials. Penn has over 3900 ongoing research protocols involving humans, of which over 750 involve the use of investigational drugs. Most studies are funded from sources that provide mandatory external monitoring. However, approximately 15 percent of these studies are funded from sources that do not provide such external monitoring and review. While there is confidence that these studies are being conducted with the same high quality and ethical standards applied to all of the University’s scientific and clinical research, the Committee recognizes the importance of consistent external review in insuring the safety of humans. Therefore, the Committee recommends that the Vice Provost for Research issue a Request for Proposals to selected professional clinical research oversight organizations for independent monitoring and review of this particular group of studies, and that guidelines be developed for ongoing monitoring and review of all studies through standardized and externally validated processes.

3. Conflict of Interest Disclosure to IRB. The Committee recommends that the IRB act expeditiously to require that principal investigators and co-investigators disclose on the forms requesting IRB approval any proprietary interest in the product or procedure under investigation, including potential future compensation both for themselves and their immediate family. The IRB should then determine on a case-by-case basis whether disclosures in the patient consent document or other protections are required, and should note these considerations on the approval form.

4. Standard Operating Procedures. The Committee recommends that the IRB, in conjunction with the Vice Provost for Research, undertake the development of a compendium of Standard Operating Procedures that apply to human subjects research, and establish a process for insuring that all investigators have access to, are cognizant of, and are in compliance with these procedures.

5. Investigator Survey. The Committee recommends that a brief web-based survey be conducted of Penn investigators involved in human research. The survey should focus on faculty whose protocols have been reviewed by the IRB during the past several years. The goal of the survey should be both to identify areas that investigators perceive as barriers in the human use protocol review process, and to generate ideas for how the University can better facilitate research involving humans. The Committee proposes a survey instrument that will cover six to eight topics, using a limited number of focused questions in each area.

Respectfully submitted by,
Robert Burch, M.D., Ph.D., Provost, Chair
Ralph Amado, Ph.D., Vice Provost for Research
Linda H. Aiken, Ph.D., FAAN, FRGN, R.N., Professor of Nursing
Robert Austrian, M.D., Professor Emeritus of Research Medicine
Arthur Caplan, Ph.D., Director, Center for Bioethics
Alfred P. Fishman, M.D., Senior Associate Dean, School of Medicine
Harvey Friedman, M.D., Professor of Medicine
John H. Glick, M.D., Director of the University of Pennsylvania Cancer Center
John Jennett, Ph.D., Director of The Center for Health Behavior and Communication Research
Samuel Preston, Ph.D., Dean, School of Arts and Sciences

From The Deputy Provost
Kafka’s Metamorphosis for Penn Reading Project 2000

On behalf of the Council of Undergraduate Deans, I am pleased to announce that Franz Kafka’s The Metamorphosis will be the text for this year’s Penn Reading Project, which will take place on Wednesday afternoon, September 6, 2000.

The Penn Reading Project (PRP) is marking its tenth year. All entering undergraduate students are assigned a text; these students are then put in small discussion groups where they meet with Penn faculty. For these students, PRP represents their introduction to intellectual life at the University and an engagement with faculty which they will experience throughout their years at Penn. It is one of the highlights of the New Student Orientation program, and thus it contributes in a significant way to the shaping of students’ expectations about their upcoming college career.

Kafka’s well-known story is particularly well-suited to serve this purpose. From its famous first sentence (“When Gregor Samsa awoke from uneasy dreams, he found himself transformed into a giant insect”), The Metamorphosis, published in 1915, begins a journey into modern consciousness. Samsa, a prototypical working man, finds that his grotesque rebirth requires him to confront not only the mundane circumstances of ordinary life—how can he walk in his new body? can he still work? —but larger, quintessentially modern issues of alienation and belonging. The story has traditionally served as a prism through which young people may view their own sense of self. At the same time, The Metamorphosis is an artistic monument to its own time, an artifact of a culture involved in a whirlwind transformation into modernity. It offers superb opportunities for multidisciplinary inquiry: historical, religious and psychoanalytical as well as literary.

All Penn faculty are invited to take part by leading one of our discussion sections in September. I can think of few activities that more effectively introduce our newest students to the University’s core values and purposes.

To add your name to the list of discussion leaders, please respond to David Fox by e-mail at dfox@mail.sas.upenn.edu or call (215) 573-5636. A copy of the text will be sent to discussion leaders in July, along with additional information about the Reading Project. As in previous years, prior to the PRP sessions we will have some orientation activities for our discussion leaders; we will be in touch with information about these events, also. Many faculty have found these preliminary meetings with colleagues from around the University to be as rewarding as the discussion sessions themselves.

I very much hope you will agree to join us. Many thanks.

— Peter Conn,
Deputy Provost for Undergraduate Education,
Andrew Mitchell, Professor of English
**Council Agenda**

**Wednesday, April 26, 4-6 p.m.**
**McClieand Hall, The Quadrangle**

Observers must register their interest by calling the Office of the Secretary, in advance, at (215) 898-7005. A PENNCARD is required to enter the Quad.

I. Approval of the minutes of March 22 and April 19, 2000. meetings: 1 minute.

II. Status Reports of the President, Provost, Chairs of Steering, GAPSA, UA, PPSSA and A-3 Assembly. Time limit for reports and clarifications: 20 minutes.

III. Vote on Proposed Policy on Privacy in the Electronic Environment: discussion 5 minutes. (see page 10)

IV. Vote on proposed revisions to the University Council Bylaws: discussion 5 minutes.

A. Increase to two representatives of the Penn Professional Staff Assembly and the A-3 Assembly on University Council and on the Steering Committee.

B. Move from January to March the extended reports by the President, the Provost, other administrators on budgets and plans for the next academic year.

C. Omit the requirement of committee chairs to report to Council in February, and allow reports to be submitted to Council according to current practice, in March, April and October.

D. Omit the need for a “changeover” meeting of the Council membership and change the Council membership period to begin with the first meeting of the academic year and conclude with the final meeting of the academic year. The Steering Chair and Steering Committee will consider any urgent items that may arise between the last and first Council meetings of the year. The Steering Chair will report any such items at the first meeting of Council in the academic year.

E. Consider minor changes, such as updating titles of ex officio committee members.

V. Year-end reports of 1999-2000 Council Committees: presentation 3 minutes each; discussion 7 minutes each.

A. Community Relations

B. Facilities (see page 7)

C. Library (see page 8)

D. Pluralism

E. Safety and Security (see page 6)

F. Student Affairs

VI. Preliminary discussion of issues to be dealt with in the coming academic year (Bylaws IV.3(e)): discussion 15 minutes.

VII. Adjournment by 6 p.m.

---

**Lindback Reception: Change of Venue**

The Lindback Reception has been moved to The Terrace Room in Logan Hall. It will be held there on Thursday, April 27, from 4 until 6 p.m.

---

**Speaking Out**

**Faculty’s Remote Access to Web**

In response to administration plans to force faculty to pay for their own Web access, I point out that the Statutes of the University prohibit decreasing a faculty member’s compensation during the term of appointment. But for the University to require faculty to pay from their own funds for access to PennNet, which administration induced faculty to rely upon and to need to perform their duties, is effectually to lower their compensation. It is not like the telephone which is primarily for personal use and the need for which was developed outside academic activities.

One solution is for University to negotiate with DSL providers to offer faculty a reduced rate (say 1/3 the commercial rate) for unlimited direct net access—which won’t tie up private phone lines and can be deducted as a business expense. The changeover could then be voluntary with the backup option of Penn provided access still alive.

— James F. Ross, Professor of Philosophy and Law

---

**Response on Remote Access**

The change in policy and practice regarding remote access to PennNet was accomplished after a broad and extensive consultative process across the Penn community, on recommendation from the Network Planning Task Force. I respectfully disagree with the premise that charging for or eliminating a service constitutes a reduction in compensation: if this were so, then an increasing in parking fees would be impermissible, or, for that matter, the imposition of any new fee not charged in the past. Technology and economics conspire together (but mainly technology) to compel us to make this transition. Happily, there are many kinds of Internet Service Providers available and documented through our web site (www.upenn.edu/computing/remote/index.html), including ISP’s who give customers internet access at no charge. Questions about these options may be directed to our staff at remote-access@isc.upenn.edu, and we will be happy to assist those seeking new services to understand their options.

— James J. O’Donnell, Professor of Classical Studies, Vice Provost, Information Systems and Computing

---

**Baccalaureate on College Green**

There has been unprecedented interest in the Baccalaureate Service on Sunday, May 21, and we want to accommodate the hundreds of graduating students, their parents and friends, who wish to participate in the program. Therefore, we have moved Baccalaureate from Irvine Auditorium, which has limited seating, to Blanche P. Levy Park (College Green), which will enable us to accommodate everyone who wishes to attend.

We hope you will join us on College Green for the Baccalaureate Service at 3 p.m., and also the preceding concert at 2:15 p.m.

In the event of rain, the program will be held in the Palestra, located on 33rd Street just north of Franklin Field, from 4 to 5 p.m.

Rosemary McManus, Secretary of the University

**Ed Note:** See page 4 for a list of Commencement 2000 events and see May At Penn for the Alumni Weekend activities.

---

**Faculty Club Annual Meeting: May 11**

The Annual Meeting of the Faculty Club will be held on Thursday, May 11, at 4 p.m. in the Faculty Club. In addition to annual reports, the Nominating Committee will present its list for new Board members, to be voted upon by the Members.

**Nominees to the Board of Governors:**

Jeanne Arnold, African American Resource Center

Catriona MacLeod, German

Ann O’Sullivan, Nursing

**Nominee for Completion of Vacated Term (Two Year):**

Anthony R. Tomazinis, City and Regional Planning

Please attend to support the Board of Governors who act on your behalf.

— Elsa L. Ramsden, President of the Board

---

**Staff Changes**

Marsha Ray has been appointed associate director for development at the Morris Arboretum. Ms. Ray has been serving as the assistant to the director. In her former position Ms. Ray wrote grant proposals, and coordinated successful members’ tours to France and China. “Moving into development was a natural progression for Marsha, who has a special talent for donor stewardship and grant writing,” said Morris Arboretum Director Paul Meyer. Ms. Ray has a BA in Fine Arts from Ohio Wesleyan University and is currently enrolled in the Wharton School of Management Program.

Dr. Seth Jerchower has accepted the Center for Judaic Studies Public Services Librarian position at the Van Pelt–Dietrich Library Center. Mr. Jerchower served as research associate to special collections at the Library of the Jewish Theological Seminary of America for the last six years. He received his Doctor of Letters from the University of Florence, specialization in Judeo-Romance dialects. He has a BA from Rutgers where he majored in Italian and minored in history.

**All Board: Express Almanac**

Want to be apprised of late-breaking news and time-sensitive information that is published only on Almanac’s website? We will inform you as soon as we post such items if you are on board Express Almanac. A free electronic service, Express Almanac is sent whenever we add something significant to our website: Between Issues news, the latest issue or At Penn calendar. To register, send an e-mail message with “subscribe” as the Subject to almanac@pobox.upenn.edu—and include your name, e-mail address, and mailing address.

— Ed.
Classes Without Quizzes (formerly known as Alumni/Faculty Exchanges) Members of the University are welcome to participate in eight unique programs taking place Friday and Saturday, May 19-20, as part of Alumni Weekend. A full schedule of these exchanges is in the May At Penn calendar (inserted in this issue), which can be found on the web at www.upenn.edu/almanac/v46/n30/maycalendar.html.

Baccalaureate Service
Sunday, May 21
Blanche P. Levy Park (College Green)
Note: New Location
2:15-2:45 p.m.—Brass Concert
3:40 p.m.—Service
Speaker: Rev. Dr. Calvin O. Butts, III, Pastor of The Abyssinian Baptist Church (Rain location: Palestra, 4-5 p.m.)

Commemence
Monday, May 22
Franklin Field
8:30 a.m.—Gates Open
9:30 a.m.—Procession Enters
Franklin Field
10:15 a.m.—Ceremony Begins
Speaker: Seamus Heaney, 1995 Nobel Laureate in Literature

Honorary Degree Recipients
• John N. Bahcall, Ph.D., Richard Black Professor of Natural Sciences at the Institute for Advanced Study in Princeton; Doctor of Science.
• Mary Douglas, D.Phil., retired professor of social anthropology, London University; Doctor of Humane Letters.
• Ronald Dworkin, LL.B., Quain Professor of Jurisprudence at University College London and Sommer Professor of Law and Philosophy at NYU; Doctor of Laws.
• Seamus Heaney, poet, critic and translator; Doctor of Humane Letters.
• Wynton Marsalis, Pulitzer Prize winning jazz artist, composer, and educator; Doctor of Music.
• The Honorable Edward G. Rendell, C’65, former mayor of Philadelphia; Doctor of Laws.

For more on the Honorary Degree recipients, see Almanac, April 4, 2000, on the web at www.upenn.edu/almanac/v46/n27. For additional information on May 21-22 events: see the Commencement Website: www.upenn.edu/commencement/ or call the Commencement Hotline: (215) 573-GRAD.

University of Pennsylvania Commencement Events 2000

School Graduation Ceremonies

Annenberg School for Communication
Ceremony: Monday, May 22, 2:30 p.m., Annenberg School, Room 110
Speaker: Michael Moore, Award-Winning Documentary and Producer
Reception: Annenberg School Lobby, immediately following ceremony

Biomedical Graduate Studies
Ceremony and Reception: Monday, May 22, immediately following Commencement, Biomedical Research Building (BRB) II/III Auditorium and Lobby

College of Arts and Sciences
Ceremony: Sunday, May 21, 7-9 p.m., Franklin Field
Speaker: Andrea Mitchell, CW’67, Chief Foreign Affairs Correspondent, NBC

Graduate Division, School of Arts and Sciences
Ceremony: Monday, May 22, 1 p.m. Hamilton Village (Superblock), 39th Street and Locust Walk
Speaker: Susan Stewart, Ph.D., Donald T. Regan Professor of English, Penn Reception: 1920 Commons, immediately following ceremony

College of General Studies
Ceremony and Reception: Monday, May 22, immediately following Commencement, Class of 1952 Plaza, at 36th Street, across from Logan Hall

School of Dental Medicine
Ceremony: Monday, May 22, 1 p.m., Irvine Auditorium
Speaker: Stephen A. Cooper, D.M.D., Ph.D., D’71, Member, Board of Overseers, School of Dental Medicine Reception: Penn Tower Hotel, 3:30 p.m.

Graduate School of Education
Ceremony: Monday, May 22, 2:30 p.m., First District Plaza, 38th and Market Streets
Speaker: Kati Haycock, Director, Education Trust, Washington DC
Reception: GSE Plaza, picnic lunch, immediately following Commencement

School of Engineering and Applied Science
Undergraduate and Masters Ceremony: Monday, May 22, 1 p.m., Palestra Reception: West Lawn of Towne Building, immediately following ceremony (rain location: Towne Building)

Doctoral Ceremony: Sunday, May 21, 5 p.m., Harrison Auditorium, Museum
Speaker: Ruzena Bajcsy, Ph.D., Professor of CIS, Penn; Asst. Dir., Directorate for Computer & Info. Science & Eng., NSF Reception: Mosaic Room and adjacent gardens, Museum, immediately following ceremony

Fels Center of Government
Ceremony and Reception: Monday, May 22, 12:30 p.m., Terrace Room, Logan Hall

Graduate School of Fine Arts
Ceremony: Monday, May 22, 1:30 p.m., Furness Plaza
(rain location: Meyerson Hall, room B1)
Speaker: A. Eugene Kohn, FAIA, RIBA, JIA, AR ’53, GAr ’57, Principal, Kohn Pedersen Fox Preceded by Picnic Lunch: Meyerson Hall Plaza, immediately following Commencement

Law School
Ceremony: Monday, May 22, 2 p.m., Academy of Music, Broad and Locust Streets
Speakers: Seth P. Waxman, Esq., Solicitor General of the United States; Janet F. Stotland, Esq., Education Law Center
Reception: Law School, 4:30 p.m.

School of Medicine
Ceremony: Sunday, May 21, 10 a.m., Irvine Auditorium
Speaker: Jordan J. Cohen, M.D., President, Association of American Medical Colleges Reception: Biomedical Research Building (BRB) II/III Lobby and Plaza, immediately following ceremony

School of Nursing
Ceremony: Monday, May 22, 7 p.m., First District Plaza, 38th and Market Streets
Speaker: Rebecca Rimel, President and CEO, The Pew Charitable Trusts
Reception: NEB Plaza, immediately following Commencement (rain location: NEB street-level atrium)

School of Social Work
Ceremony: Monday, May 22, 2 p.m., Harrison Auditorium, University Museum
Speaker: Lynn C. Swann, National Spokesperson, Big Brothers Big Sisters of America Reception: Chinese Rotunda, Museum, 4 p.m.

School of Veterinary Medicine
Ceremony: Monday, May 22, 2:30 p.m., Zellerbach Theatre, Annenberg Center
Speaker: Arthur Caplan, M.A., Ph.D., Director, Center for Bioethics, Penn Reception: Annenberg Center Plaza, immediately following ceremony (rain location: Annenberg Center Lobby)

Wharton Undergraduate Division and Wharton Evening Division
Ceremony: Sunday, May 21, 9-10:30 a.m., Franklin Field (heavy rain location: Palestra)
Reception: Steinberg Hall–Dietrich Hall Atrium, immediately following ceremony

Wharton Graduate Division
Ceremony: Sunday, May 21, 1-3:30 p.m., Franklin Field (heavy rain location: Palestra)
Speaker: The Honorable Lawrence H. Summers, Secretary of the Treasury Reception: Lehman Brothers Quadrangle and First District Plaza, 38th and Market Streets

Wharton Doctoral Division
Ceremony and Reception: Sunday, May 21, 5:30 p.m., Upper Egyptian Gallery and Chinese Rotunda, University Museum
**Honors & Other Things**

**Two Guggenheim Fellows**

Two members of the standing faculty have won John Simon Guggenheim Foundation Fellowships in the 2000 round, which gave out awards to 182 scholars and creative artists across the nation. The Penn winners and the studies they expect to complete as Guggenheim Fellows are: Hai-Lung Dai, professor of chemistry: Chemical-Reaction Control and 


**NSF Award: Dr. Ubel**

Dr. Peter Ubel, assistant professor of general internal medicine, has received the Presidential Early Career Award for Scientists and Engineers from the National Science Foundation. This Award is given to outstanding scientists and engineers beginning their independent careers. Dr. Ubel, a general internist and bioethicist at UPHS, is also affiliated with the VA Medical Center in Philadelphia.

Dr. Ubel’s research explores how to determine the values of both patients and the general public, which can then be used for setting healthcare priorities by physicians, government healthcare agencies, medical insurance companies, and other industry stakeholders. His research is discussed in his book *Life, Death, and Dollars: How’s it working?*

The selection by the NSF is from among the most highly regarded first-year investigators and is funded through its Faculty Early Career Development Program. Dr. Ubel will receive approximately $125,000 over a five-year period.

**Krogman Award: Dr. Howell**

Dr. F. Clark Howell, a physical anthropologist world-renowned for his ground-breaking cross-disciplinary efforts to broaden the focus of paleo-anthropology, the study of human origins, received the first Wilton Krogman Award for Distinguished Achievement in Biological Anthropology. Dr. Jerry A. Sabloff, the William Director of the Museum of Archaeology and Anthropology, presented Dr. Howell with the award on April 8, at a Museum reception for the Society of American Archaeologists’ Annual Meeting.

“Professor Howell’s achievements over the past 50 years, including major field projects and unparalleled scholarship in the study of human origins from all over the Old World, make him truly worthy of being the first recipient of this award,” noted Dr. Sabloff. “There is little doubt that his influence will be felt for many years to come.”

The new award, developed to recognize scientists in the field of biological anthropology, was created to honor the memory of Dr. Wilton M. Krogman, former professor of physical anthropology at Penn (1947-1971), and founder, in 1947, of the Philadelphia Center for Research in Child Growth (now the W. M. Krogman Center for Research in Child Growth and Development). Dr. Krogman was an internationally recognized authority in child development whose achievements ranged from paleoanthropological studies elucidating human immigrations to Europe via western Asia, to developing the “Philadelphia Growth Standards” used in evaluating the growth status of children and youth.

A bronze plaque recognizing Krogman awardees will be placed outside the Biological Anthropology Laboratory in the Department of Anthropology.

**Angell Medal: Mrs. Hueber**

Josephine A. Hueber, an active member of the University Museum’s Women’s Committee since 1985, received the Angell Medal—named in honor of Marian Angell Godfrey Boyer—established for distinguished service to the Museum by a supporter. Mrs. Hueber’s numerous leadership roles include managing the Women’s Committee tour program, forging the way with creative membership development and fundraising efforts, and, most recently, organizing the *4 Celebrity Eyes in a Museum Storeroom* exhibit.

Mrs. Hueber, like her husband Edward K. Hueber (C’43), is a Penn graduate (CW’47), and a long-time advocate of the University’s cultural institutions, such as the Annenberg Center, where she served as Chairman of the Board of Advisors in the 1980s.

**Director’s Award: Dr. Michael**

Dr. Henry N. Michael, a long-time Senior Fellow in MASCA (Museum of Applied Science Center for Archaeology) world-renowned for his pioneering work in the field of dendrochronology, received the University Museum’s Director’s Award for exceptional volunteer achievement.

Associated with the University Museum for more than 61 years, Dr. Michael is best known for his groundbreaking collaborative research with Dr. Elizabeth Ralph on correction factors for radiocarbon dates. Dr. Michael is a leader in the field of dendrochronology—the science of arranging events in the order of time by the comparative study of the annual growth rings in ancient timber.

Dr. Michael received his BA (1948), MA (1951) and Ph.D. (1954) from Penn, going on to teach briefly here and then at Temple, from 1949 to 1961. His latest venture, in collaboration with Alexander Dolitsky, director of the Alaska-Siberia Research Center, is the translation and publication of the legends and fairy tales of indigenous peoples on the Kamchatka peninsula and along the Bering Straits.

**Drexel Medal: Dr. McC. Adams**

Dr. Robert McC. Adams, former Secretary of the Smithsonian Institute and archaeologist renowned for his study of the origins of urbanism and his pioneering settlement surveys of the southern Mesopotamian floodplain, became the 27th recipient of the Museum’s Lucy Wharton Drexel Medal for archaeological achievement.

Dr. Jerry A. Sabloff, the Museum’s Williams Director, surprised him with the medal, the top honor that the Museum bestows on a scholar.

**Distinguished Teaching by Graduate Students (from page 1)**

These are awarded to graduate students in Arts and Sciences in recognition of their contributions to undergraduate teaching. Recognizes both teaching assistants and graduate students who teach their own courses.

The winners are:

Ilan Blumberg, English
Bryan Coutain, Political Science
Autumn Fietser, Philosophy
Gregory Flaxman, Comparative Literature
Bernard Rhee, English
Nakia Rimmer, Mathematics
Jennifer Smith, Earth & Environmental Science
Jon Sullivan, Biology
Lorrin Thomas, History

**NAGS Award: Dr. Skilton-Sylvester**

Dr. Paul Skilton-Sylvester, a lecturer and coordinator of the masters program in elementary education at GSE, has been awarded the Northeastern Association of Graduate Schools’ 1999-2000 Doctoral Dissertation Award. Each year NAGS recognizes an outstanding dissertation that has been produced by a PhD candidate at one of its member institutions. This year’s recognizes one in the social sciences and education. Dr. Skilton-Sylvester received the award for his dissertation, *Putting School/Work Back Together? A Comparison for Organizational Change in an Inner City School and a Fortune 500 Company.* In it, he wrote, “The questions posed by this dissertation concern whether schools of lower income students are preparing them for the new organization of work, or whether, through both the explicit and implicit curricula, educators are continuing to prepare students for assembly line jobs that no longer exist.” It also asks whether the “new ‘reengineered’ jobs are less stultifying than the old ones, and whether we, as educators, can conscientiously prepare our students to ‘fit’ in these jobs, or whether we should prepare them to take a more critical stance.”
At the April 19 Council meeting, the president and provost gave brief status reports: President Judith Rodin welcomed College junior Michael Bassik, the Undergraduate Assembly’s new chair to Council. She also announced that Dental School Dean Ray Fonseca and Annenberg School Dean Kathleen Hall Jamieson have agreed to serve for two more years, extending their terms until 2003 pending approval of the Trustees.

Provost Robert Barchi said that the comment period for the Electronic Privacy Policy has been extended to allow for “complete discussion” (see page 10). He announced that he will support the construction of a rooftop basketball court at 38th and Spruce, which has been proposed by the Undergraduate Assembly. They will help with the funding of the construction which will begin by the end of the summer.

Steering Chair Larry Gross congratulated the Lindback award winners (Almanac April 18) and said that Steering has endorsed a committee to study gender equity and then one on minority equity.

GAPSA’s Kendra Nicholson said that as a result of hosting the Ivy League Graduate Student leaders recently she realized what great rapport grad students here have with the administration. Several thousand students were involved with Graduate Student Week activities. She introduced GAPSA’s new chair, Kyle Farley. Ms. Nicholson said she is pleased with the Veranda as the newly designated space for graduate student center (Almanac April 11).

Michael Silver, outgoing UA chair, reviewed the group’s accomplishments this year citing the New Student Orientation, the bagel store, basketball court, UA Vision survey and collaboration with GAPSA. He also said seven minority students were elected to the UA and noted the continued need for cooperation with the UMC. Jerome Byam from the UMC noted the recent Minority Scholars Weekend and expressed pleasure with the Locust Walk recommendations.

Anna Loh, PPSA’s Chair elect reported that Professional Development workshops will be held monthly beginning April 26 with Dr. Valerie Swain Cade McCoullum (at noon in Irvine Auditorium) and continuing with EVP John Fry the next month (see May At Penn).

The Policy on Privacy in the Electronic Environment will be on the agenda of tomorrow’s Council meeting; if a quorum is present there will be a vote.

Four Council committees reported: Bookstore, Communications, International Programs and Personnel Benefits. Two of the committees’ reports—Bookstore and International Programs—were already published (Almanac April 18) and the other two—Communications and Personnel Benefits—will be published when they are available. Personnel Benefits has two more meetings scheduled this semester.

The remainder of the meeting was devoted to the annual budget presentation by President Rodin and Provost Barchi. They spoke about the University’s long-term financial planning—goals and priorities, how the budget supports the Agenda for Excellence, expenditures and revenue as well as challenges that must be met. The President cited more autonomy at the school level. This will be covered in next week’s issue.

COUNCIL Overview of the April 19 Meeting

Penn Police Accreditation Public Session: May 1

The University of Pennsylvania Police Department is scheduled for an on-site assessment as part of a program to achieve accreditation by verifying it meets professional standards.

Administered by the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA), the accreditation program requires agencies to comply with state-of-the-art standards in four basic areas: policy and procedures, administration, operations and support services.

As part of the on-site assessment, agency employees and members of the community are invited to offer comments at a public information session Monday, May 1, at 7 p.m. The session will be conducted in the UPPD Headquarters Building at 4040 Chestnut Street.

Agency employees and the public are also invited to offer comments by calling (215) 573-6674 on Tuesday, May 2, between the hours of 1 and 5 p.m. Comments will be taken by the Assessment Team.

Telephone comments as well as appearances at the public information session are limited to 10 minutes and must address the agency’s ability to comply with CALEA’s standards. A copy of the standards is available at the UPPD Headquarters Building. Local contact is Sergeant Gary Heller, Accreditation Manager, at (215) 573-5681.

Anyone wishing to submit written comments about the University of Pennsylvania Police Department’s ability to comply with the standards for accreditation may send them to the Commission on Accreditation for Law Enforcement, Inc. (CALEA), 10306 Eaton Place, Suite 320, Fairfax, Virginia, 22030-2201.

COUNCIL Year-End Reports on the April 26 Agenda


The Safety and Security Committee (SSC) met five times during the year (includes last meeting, 4/19/00).

Bicycle and pedestrian safety has been an ongoing concern of the committee. A subcommittee had been active last year, tracking the progress of City plans to establish bicycle lanes on major streets adjacent to the campus. The City’s timetable was apparently delayed because of Y2K issues. In the aftermath of two serious bicycle accidents near campus, a University Working Group was established. With three groups now dealing with the issue (including considerable overlap with the SSC membership), the SSC decided to avoid duplication of effort and defer to the more senior groups.

The committee received updates from the Department of Public Safety (DPS) on various issues including: the feasibility of installing alarms in every bathroom stall on campus; training standards for Penn Police; enhanced victims’ services (processing/investigations by Penn Police rather than Philadelphia Police); and the Penn Public Safety Institute.

In the wake of two deadly fires at colleges in the area, the SSC asked DPS to present the current status of fire safety at Penn. Mr. Harry Cusick satisfied the committee that the University is already well prepared, and is embarking on an even more ambitious, pro-active fire safety program.

At each meeting, the Chair reported on activity of the Closed Circuit Video Monitoring Committee. Camera locations for Phase II of the project were approved and published in Almanac (November 16, 1999). Signage was approved and installation begun. There were no requests for tapes, and no official complaints were received. The DPS has instituted training programs for non-DPS video installations. The DPS is in compliance with the Video Policy adopted last year.

The SSC was not as productive this year as it has been in the past. The University Secretary’s Office took on administrative support to the SSC, but a dedicated staff person was not identified until late in the year. More importantly, that well-qualified staff person had support responsibilities to senior entities within the University. These entities warranted much higher priority, leaving the committee with considerably less support than prior years. I ask Council’s help in ensuring adequate support for SSC in the future.

In addition, the work of the committee would be greatly enhanced if membership were more directly targeted to specific goals, outlined in the University Council charge to the committee. Specifically, I ask that Council encourage recruitment of members with a particular interest and perspective in women’s safety issues. I have already asked current members of SSC to identify such individuals and encourage them to apply for membership next year. Should other issues appear in a special charge to the SSC next year, I ask that these issues be considered when determining SSC membership.

—Sean Kennedy, Chair

1999-2000 Committee Members

Chair: Sean Kennedy, anesthesiology/medicine; Faculty: Karen Jehn, management; John Lepore, civil systems; Ponzy Lu, chemistry; Sean Nicholson, health care systems; Jerry Prince, Romance languages; Kenwyn Smith, social work; Margaret Sovie, nursing. Graduate/professional students: Jennifer Bible, SW ‘00; Sheen Levine, WHG ’02. Undergraduate students: Garrett Gleint, WH ‘01; Scott Cohen, C ’00. PPSA: Ashra Markowitz, student & curricular affairs/veterinary; Joy Williams, campus card services. A-3: Loretta Miller, technical & information services, University life facilities. Ex officio: Jeanne Arnold, director, African American resource center; Doug Bennett, director, residential living; Donald Furniss, vice president, facility services; Harry Cusick, director, fire & occupational safety; Elena DiLapi, director, Penn women’s center; Mehaela Farcas, director, off-campus living; Robert Furniss, director, transportation & mail services.

ALMANAC April 25, 2000
This report presents a summary of the work, conclusions and recommendations of the Committee during the 1999-2000 academic year. The report is structured around the sequence of the Committee Charges. Briefly stated, the charges, given by the Council, have been:

1. Review the performance of Trammell Crow operations.
2. Based on the previous year’s work, finalize the recommendation to Council on the creation of a comprehensive Transportation Office with at least one qualified expert in transportation.
3. Follow up with the University-wide Campus Development Planning process—the project led by the Olin Partnership.
4. Consult with the Council Committee on Student Affairs on their work on living options and graduate activity space.
5. Current problems related to facilities and operations should be handled as they appear.

1. Review of Trammell Crow Operations

As one of its charges for this year, the Facilities Committee has reviewed the conditions of the physical plant and Trammell Crow operations. Based on the discussions and many comments by the University people from different schools and buildings, including the faculty, researchers, personnel and students, presentations by the Trammell Crow and University administration representatives, the Committee reports the following findings.

Approximately two years ago the University contracted Trammell Crow to manage its physical plant, including Facilities Operations and Maintenance, Construction Management, and Real Estate Portfolio management. This outsourcing of previously internally organized functions was intended to achieve increased efficiency of operations by Trammell Crow, which is experienced in such tasks; at the same time, the University was expected to decrease its involvement in many complex operations related to its physical plant, including current operations, maintenance, construction and management of real estate.

Involvement of Trammell Crow has brought many changes and led to careful evaluations of the quality and efficiency of all these operations. While there were improvements in some areas, the challenges of restructuring a large organization of complex and unique facilities slowed down the changes and created problems in other areas. It appears that the extremely diversified facilities needs of the University represent a very complex task in which financial and human resources must be optimized to efficiently maintain the aging campus under the given budget constraints. As a result of this situation, the University has renegotiated its contract with Trammell Crow.

The Committee finds the decision of the University administration to review and reorganize these functions very appropriate. The renegotiations of the contract have resulted in the decision that the Operations and Maintenance functions be returned to the University, while Trammell Crow retains the Construction Management and Real Estate Portfolio functions. This is not a simple return to the status prior to the Trammell Crow contract, because of the major restructuring of the functions at that time and subsequent detailed analyses, evaluations and improvements of operations. This reorganization is expected to result in optimizing University’s resource allocation to be more user-responsive for operations and management functions than was previously the case. While this organizational change is endorsed, the Committee is anxious to see a more detailed plan for the new structure of operations.

In summary, the Committee endorses the University’s renegotiated contract with Trammell Crow which has redefined the domain and responsibilities of Trammell Crow, and is expected to stimulate the University to improve its operations and maintenance of facilities. The Committee is looking forward to a review of the implementation of these changes and evaluation of its results.

2. Reorganization of Transportation Functions in the Campus Area

There have been many activities concerning transportation and access in the campus area during this academic year. Major current developments and events included the following ones:

• The Campus Development Planning project has been underway, intensifying the need to plan transportation and access for all modes and improve human orientation in the campus area. To achieve this, the traditional focus on vehicular traffic and supply of parking should be broadened to all modes. To create an attractive campus and more livable environment, travel by transit—SEPTA’s buses, trolleys, subway and regional rail—by bicycles (with greatly improved discipline), as well as walking, should be encouraged by making these travel modes not only convenient, but comfortable and attractive.
• Repaving, with new striping of vehicular and bicycle lanes, has been done on some streets (33rd Street) by the Streets Department, and it is planned for several other streets (Walnut and Spruce Streets).
• There have been strong requests and some actions to handle the bicycle use as a system, rather than an incidental use of bicycles by some individuals. The City began implementation of a major network (about 450 km or 300 miles) of bike paths throughout the City, including the campus area.
• Unsafe traffic conditions, particularly concerning bicycles and pedestrians, were highlighted by ultimate tragic events: deaths of two bicyclists in the Campus Area.
• The LUCY bus service (Loop Through University City) has been introduced and found great acceptance by the campus community.

In all these activities it was consistently found by this Committee that there is a lack of coordination in activities among the four bodies which handle different aspects of transportation and access:

1. The Facilities Department
2. Transportation and Parking Office
3. Government and City Relations Office
4. Public Safety Office.

It is a common phenomenon that each one of these offices makes contacts and attempts to cooperate with outside agencies, such as the City’s Streets and Police Departments, SEPTA, University City District, City’s Parking Authority and others. The requests made by different offices are usually not coordinated, and sometimes even mutually conflicting, leading the outside agencies to complain that the University should put its act together and then come to us.

In addition to the organizational problems, there is not been in existence a coordinated set of transportation policies. The need for a greater expertise in transportation, development and implementation of a coordinated, professionally developed policy has now become obvious and much better understood than before.

It is also clear that financing of transportation facilities has to be revised to reflect the need for this integrated approach to all transportation. Instead of separate funding for parking garages, for Penn Bus, and very little support for transit facilities, the University should provide and allocate adequate funds for the facilities and operations which will be defined in the Campus Development Plan. This funding must be based on the new policies, which are presently being prepared, that encourage use of transit and bicycles, make walking safe and attractive, and achieve “taming” of through traffic in the campus area without impeding its use of streets at controlled speeds. It is expected that the report of the Campus Development Plan will contain clear recommendations to this effect.

Consequently, the Committee finds that there is an immediate need to correct this situation and prepare for a more efficient handling of all modes of transportation and access by undertaking two actions:

1. Set up a Transportation System Office (or Transportation Coordination Office) that will be in charge of coordinating all transportation modes and functions in the campus area. Its major duties should be:
   a. Develop and implement a transportation policy, including:
      • Street network with vehicular and pedestrian traffic
      • Internal campus pedestrian ways, areas and roadways;
      • Public transportation—SEPTA, Penn’s services, taxis and other modes;
      • Parking: on- and off-street; policies, regulations and fees;
      • Bicycle network, facilities and operations;
      • Pedestrians: network of sidewalks, paths and crossings, areas and operations, emphasizing aspects of safety, efficiency and livability. Short- and long-range aspects must be considered and coordinated.
   b. Coordinate current activity among all offices to handle different aspects of transportation. Since individual functions will continue to be performed by several departments (e.g., Penn Bus and charter operations and parking by the Transportation and Parking Office, safety by the Public Safety Office), the Transportation System Office will coordinate these functions to make them mutually supporting and complying with an overall policy.
   c. Handle all University’s external contacts relating to transportation. The need for this is quite obvious from the numerous problems which

(continued on page 8)
multiple uncoordinated external contacts have been creating until now.

While organizational details of the proposed Transportation System Office have not been included in the Committee’s scope of work for this year, the Committee submits the following general thoughts and recommendations in that respect.

The main responsibilities of the proposed Transportation System Office should be focused on transportation policies and their relationship to the overall Campus Development Plan, as well as a number of other University functions. The office should therefore have an overall view of the present and future campus and University’s needs. It is therefore logical that the office be closely related to, or a part of the Facilities Services Division, which is conducting the Campus Development Plan and is in charge of the campus infrastructure. As mentioned, further organizational details must be worked out.

2. Obtain professional expertise for the transportation system policy, planning and coordination functions. Transportation on the campus not only involves multi-million dollar investment and operations, but it actually shapes the form and quality of life on the campus. Development of policies and coordination of modes require considerable professional expertise and an operating office, rather than only an appointed committee or advisory body. Transportation System Office should therefore have expertise in the field of transportation planning and operations, including different modes, and be prepared to handle specific requirements of an urban, human-oriented instead of an automobile-based campus.

3. Cooperation with the Campus Development Planning Project

The Facilities Committee has worked closely with the Advisory Committee on Access and Transportation of Olin Partnership’s team working on the Campus Development Plan. Several members of this committee, including Eugenie Birch, Omar Blaik, Robert Furniss, Titus Heryk and Vukan Vuchic, cooperated actively with the project team in overall campus review and policy development, as well as in some design details. It is expected that the recommendations in this report will be in general agreement with those that the development project will present in regard to transportation.

Similarly, several members of this Committee, including Glenn Bryan, Titus Heryk and Vukan Vuchic, have been members of President Rodin’s Ad Hoc Committee established to address issues of bicycle safety. This has allowed coordination of efforts of this and the Ad Hoc Committee.

4. Graduate Student Activity Space

Based on a presentation of the Proposal for a Graduate Student Center at Penn and discussion of this plan, the Facilities Committee finds this proposal very thoroughly prepared and important to meet the present and projected future needs of graduate students. The Committee supports adoption of the plan for a Graduate Student Center at Penn.

5. New Business

In addition to the participation in the University President’s Ad Hoc Committee of Bicycle and Pedestrian Safety, discussed under item 3 above, issues such as the towing of cars on the Penn campus was raised during the year.

The committee brought together people from the Campus Police, Facilities, Transportation and Parking, and the following plan was agreed upon. R & K Towing is to be asked to establish a logging system where they would note when a car is parked illegally. The driver is then to leave the car parked there; if after a half hour the car is still there, it may be towed. Robert Furniss of the Office of Transportation and Parking should make these arrangements with R & K Towing company.


The committee’s report was extremely favorable, stating, “that the University can take pride in its Library.” LERC cited our library as:

- [having] a supportive user community
- [having] a strong leader in the Vice Provost and Director who understands and fits well in to the Penn academic culture
- [having] a skilled and creative staff; especially commendable for its outreach activities
- [having] a supportive user community

The External Committee concluded, “In short, we found a Library that is well positioned to move in the directions that the University has charted in its ambitious plan.” In addition to these laudatory general conclusions, LERC presented a formal analysis of Library operations, and made a number of specific recommendations. Several of these were also concerns of our Committee and will be discussed further below.

Overall, LERC found the State of the Library, and recommended that the University provide adequate levels of support to maintain the high level of the Penn Library System. Vice Provost & Director Mosher also reviewed the Libraries response to the LERC report. The Library basically accepts the recommendations of the External Review Committee, including its favorable review of the Libraries Strategic Plan.

2. The renovation of Van Pelt-Dietrich Library’s physical facilities and upgrading of its computing and research capabilities were discussed only briefly. Vice Provost Mosher reported that the Library has transformed major portions of the physical library while optimizing the growth and management of information. Dr. Mosher also stated that the Library has reengineered functions to improve service, reduce costs, and adapt the Library to the changing information needs of its clientele. In the future, resources will need to be allocated to finish rehabilitation of the existing space, without jeopardizing the acquisition of information resources, while also providing means for the retention and recruitment of library staff (see II D below)


Both LERC and our Committee were tasked to address the question of assessing library performance. Originally, the Library staff proposed to construct a user survey of Library performance, and our Committee was to help with the development of this tool, and the analysis of the data.
Before this effort got underway, it was superseded by a major initiative of The Association of Research Libraries to develop such a measure. LERC recommended that Penn become an active participant in this effort, and we have. In February, members of the University community, including several members of the Library Committee were interviewed by a team from Texas A & M University which is involved in the construction of a new library performance assessment tool. As a participant in the development of the survey, we will get an early version to try out and evaluate. If this tool looks promising, we will use it in the future to assess library performance. If we find that the new assessment tool is inadequate, the Library and the Committee will proceed to develop our own performance assessment tools.

B. The impact of the proposed changes in the modem pool on faculty, student and staff access to electronic library resources. Briefly, as announced in Almanac and on the University main web page, “...effective July 1, 2000, Penn will begin to transition from the Internet Service Provider (ISP) business by charging for access to its modem pool services with the intention of eliminating the dial-up pool altogether by July 1, 2002.” The Committee expressed considerable concern over the impact of this proposed policy on the ability of faculty, staff and students to access proprietary databases which require authentication for their use. There was also considerable consternation expressed by members at the rate at which these changes will be implemented. To gain a better understanding of the proposed policy, and its impact on the Library, a joint meeting was held with the Communications Committee, at which representatives of ISC and Library IT personnel described the technical aspects of authentication under the proposed policy. As explained by these experts, ISC proposes to operate an authentication system which any campus user can use to verify user access rights. This system, which is not yet fully operational, will not further load, and may actually replace the library proxy server, which currently provides authenticated access for users not logged in directly to PennNet. The Committee proposes to monitor the development and deployment of this system, and to assess its impact on user access to library materials.

C. Collections. Library Committee members, LERC and the Library Strategic Plan all addressed the question of how the library should balance its acquisition of digital vs. print collections. Some members of the Committee expressed concern that too much emphasis was being placed on electronic material at the expense of traditional collections. Vice Provost Mosher explained that the Library is seeking to balance its resource allocations so that information in both types of media will be available to the Penn community. This sentiment was echoed by LERC. The Library Committee was positively impressed by these assurances.

D. Library staff salaries. Concern was expressed by the Committee and LERC about the ability of the library system to retain and recruit talented staff as the marketplace drives salaries for these skilled workers to values beyond what can be sustained under the present salary structure. The Library acknowledges this as a significant problem, and has pledged to seek new mechanisms to enhance professional salaries. The Committee endorses this position.

COUNCIL Year-End Reports on the April 26 Agenda

E. Student access to library resources. Despite persistent efforts by Library staff, student library advisors in the dorms, and a wealth of instructional information on the Library’s web site, students feel a gap in their knowledge of how to use the Library. Upon discussion with the Communications Committee, it was decided that access to information on how to utilize Library resources needs to be available to students when they need it, as opposed to blanketing incoming students with reams of “how to” literature during orientation. The library’s web pages are a suitable place for this material to reside, and a substantial amount of it is already found there. It may be possible to create interactive tutorials which lead students through the steps necessary to find and access the materials they need.

In addition, the Committees discussed the idea of encouraging instructors, particularly in writing seminars and introductory courses, to assign projects that would require students to utilize basic library resources, thus motivating them to learn how to access those materials. This suggestion also appeared in the previous Committee report.

The Committee will continue to be concerned with this problem. Instructors will be contacted to explore the feasibility of building library skills education into writing courses, but decisive action will be postponed until performance assessment data is available to provide insights into the strengths and weaknesses of the present system.

III. Recommendations

In the future the Library Committee should:

• Continue to monitor the development and deployment of performance assessment tools for the Library
• Use the data from the performance evaluation survey to evaluate how the library serves the needs of all aspects of the Penn community
• Evaluate whether students have adequate access to information on how to use library resources, and investigate methods for enhancing this process
• Closely monitor the impact of the new modem pool policy on access to library electronic resources
• Consult with the Director and Library staff on strategic planning and implementation of the growth and development of the library.

As the result of the Library Committee and LERC deliberations the University should:

• Assist the Library in discovering mechanisms for obtaining the necessary resources for retention and recruitment of staff
• Assist the Library in obtaining support for increased acquisition of information in both digital and print formats.

— Ellis E. Golub, Chair

1999-2000 Committee Members

Chair: Ellis Golub, biochem/dental; Faculty: Patricia D’Antonio, nursing; Aravind Joshi, CIS; Philippe Met, Romance languages; Ann E. Moyer, history; Edward Peters, history; Lillian Weissgerber, German; Barry Eichler, Asian & Middle Eastern Studies Graduate/professional students: Heidi Hiemstra, GAS, sociology; Jennifer Chen, GAS, English; Undergraduate students: Kyle Dyer, COL ’01; Michelle Tucker, COL ’00. Ex Officio: Pamela Emory, alumni relations. A-S: Loretta Miller, Univ life facil, tech & info svc. Ex Officio: Paul Mosher, vice provost & director of Libraries; Elizabeth S. Kelly, director, Biddle Law Library.

Milestones in the History of the Library

1750 Library receives donation of books from famed cartographer, Lewis Evans.
1762-64 First-Provost William Smith travels to England to raise money for the library.
1784 First catalog of holdings created.
1829 Louis XVI, King of France, gives 100 volumes.
1829 First Library printed catalog published.
1832 Library reports holdings of 1,670 volumes.
1872 Penn moves to west Philadelphia, with Library quartered in College Hall.
1884 First professional librarian appointed to direct the Library, James G. Barnwell. Dictionary catalog begins.
1890 Furness Library opens reporting 55,000 volumes. The next half century saw the significant growth of collections and the founding of many department and special libraries, including:
- Dentistry, 1914; Lea, 1924; Lippincott, 1927; and Medicine, 1931.
1945 Library reaches one million volume mark.
1967 Van Pelt Library Opens.
1969 Biomedical Library opens in its present location, Johnson Pavilion.
1972 Automated circulation system introduced.
1973 Library Data Services Office established.
1979 Library launches web site.
1981 Three million volume acquisition.
1985 Online catalog introduced.
1989 First online catalog entry.
1990 Farness building restored.
1993 Four million volume acquisition. 2 million online catalog entry.
1996 Safran Business Research Center opens in Lippincott.
1997 Goldstein Information Processing Center and Electronic Classroom open in Van Pelt-Dietrich.
1998 Renovations of all public service areas complete.

ALMANAC April 25, 2000
I. Preliminary Observations

The University affirms that the mutual trust and freedom of thought and expression essential to the academic mission of a university rest on an expectation of the privacy of the personal information that is used to support and conduct research in a university setting will be respected. The University recognizes that as faculty, staff and students create, use and store more information in electronic form, there is growing concern that information the user or creator considers private may be more vulnerable to invasion than information shared or released voluntarily. This policy is intended to highlight some general principles that should help to define the expectations of privacy of those in the University community. While no document addressing the fluid issue of technology can be exhaustive or inflexibly dictate outcomes in all circumstances, this policy attempts to articulate current practices and provide guidance, so that individuals may make informed and appropriate decisions concerning their various interactions in the electronic environment.

Before addressing these issues, it should also be noted that in carrying out their operations, various departments of the University accumulate information about members of its community, e.g., for purposes of payroll, employment or other purposes. We also are concerned that the data is not collected or retained on a personally identifiable basis, as an incident to the use of technology, e.g., the charging of purchases on Penn Card or the borrowing of library books. The University does not condone disclosure or release of such personal information stored or transmitted through University systems, except for legitimate University purposes as outlined in this policy.

Those responsible for maintaining the University’s computers and electronic networks have an important and special responsibility to recognize when they may be dealing with sensitive or private information. They may access such information without the user’s consent and without obtaining higher level approval, but only when necessary to fulfill their official responsibilities, and they are expected to carry out their duties in ways that are not unreasonably intrusive. They will be subject to disciplinary action if they misuse their access to personally identifiable data or to individuals’ personal files, e-mail and voice mail or otherwise knowingly act in ways counter to University policies and applicable laws.

Finally, this policy should be understood in light of the many other University policies and laws that bear on individuals’ rights to privacy and the institution’s responsibilities with respect to information in its possession about individuals. Examples of applicable laws include the Family Educational Rights and Privacy Act of 1974 (the “Buckley Amendment”), the Electronic Communications Privacy Act of 1986, and medical records regulations promulgated under the Health Insurance Portability and Accountability Act of 1996. Examples of applicable University policies include the Acceptable Use Policy for the Electronic Environment, Administrative Computing Security Policy, Wired Network Use, Video Surveillance, and Recording of Public Areas for Safety and Security Purposes and policies on Records Confidentiality and Safeguarding University Assets.

II. Policy on Information Created, Stored or Transmitted Through University Electronic Media

A. In General: The University provides computers, computer and e-mail accounts, networks and telephone systems to faculty, staff and students for the purpose of furthering the University’s academic mission and conducting University business. While incidental and occasional personal use of such systems, including e-mail and voice mail, is permissible, personal communications and files transmitted over or stored on University systems are not treated differently from business communications; there can be no guarantee that such personal communications will remain private or confidential (see Appendix).

As is the case for information in non-electronic form stored in University facilities, the University’s need for information will be met in most situations by simply asking the author or custodian for it. The University reserves the right, consistent with this policy, to access and review and release any information that is transmitted over or stored in University systems or facilities. When questions arise about such access, review or release of information, the University commits to treat electronic information no differently from non-electronic information. As with paper information, it is often the case by custom or rule that electronic files are shared and properly accessible by multiple parties in office settings. Where that is the case, the special provisions for access and notification outlined here need not be followed. In other cases, properly authorized University officials including the Vice President for Audit and Compliance and the Information Security Officer may access e-mail, voice mail and other accounts without the consent of the assigned user upon a good faith belief that such action is necessary to comply with legal requirements or process, or may yield information necessary for the investigation of a suspected violation of law or regulations, or of a suspected serious infractions of University policy (for example alleged research misconduct, plagiarism or harassment), or is needed to maintain the integrity of University computing systems, or may yield information needed to deal with an emergency, or in the case of Staff, will yield information that is needed for the ordinary business of the University to proceed. Except as may otherwise be dictated by legal requirements, individuals will be notified of access to, or disclosure of, the contents of their e-mail, voice mail or their computer accounts as soon as practicable. In cases where such notification might jeopardize an ongoing investigation of suspected wrongdoing it may be delayed until the conclusion of the investigation.

B. Faculty: The University has the utmost respect for the freedom of thought and expression that are at the core of Penn’s academic mission. Whenever possible, therefore, the University will resolve any doubts about the need to access a University computer or other systems in favor of a faculty member’s privacy interest. Computer or e-mail accounts or voice mail, if stored, transmitted or received by faculty will be afforded the same level of privacy as the contents of their offices. The Policy on Safeguarding University Assets governs access to faculty records in connection with investigations carried out by the University’s Office of Audit and Compliance, and provides for prior notification to the Provost and Faculty of the investigation and for notifying the subject of a search of any files or materials taken during an investigation. Except as may otherwise be dictated by legal requirements, the procedures outlined in that policy will be followed with respect to a faculty member’s computer files, e-mail or voice mail in connection with other investigations or proceedings.

C. Staff: It is generally necessary for the University to access staff members’ electronically stored information. As noted above, the University’s need for information will normally be met by asking an employee for it. Properly authorized University officials, including supervisors acting with the consent of their management, may, however, access, review and release the contents of staff e-mail, e-mail voice mail or other accounts on University systems when, for example, an employee is absent or has left the University and the information is not available elsewhere, or in other situations in which it is necessary if the ordinary business of the University is to proceed. In more complicated situations—where, for example, a supervisor believes University and the information is not available elsewhere, or in other situations in which it is necessary if the ordinary business of the University is to proceed. In more complicated situations—where, for example, a supervisor believes University

D. Students: Students are provided e-mail and computer accounts for use primarily in connection with their academic activities. While the University does not generally control or access the content of students’ e-mail or computer accounts, it reserves the right to do so. However, access to and disclosure of a student’s e-mail messages and the contents of his or her computer accounts may only be authorized by any one of the Dean of the student’s School or his/her designate, the Office of Student Conduct, or the Office of Audit and Compliance in consultation with the Office of General Counsel.

E. Multiple Affiliation: Some individuals have multiple University affiliations (e.g. students employed by the University). When the need for access to information arises from a particular status, the provisions above for that status will be applied. In other cases, the provisions for the individual’s primary status will be applied.

III. Violations of this Policy

Members of the University community who believe that this policy has been violated with respect to their privacy should attempt initially to resolve the issue within their unit or department, if necessary with the mediation of the leadership of their representative assembly or the University Ombudsman. Others who become aware of violations of this policy should report them to the University Information Security Officer, Office of General Counsel, Division of Human Resources or the Office of Audit and Compliance. All University officials who substantiate such violations should report them to the University Information Security Officer, who will monitor them for repeated instances and patterns. Those who violate this policy may be subject to disciplinary procedures up to and including dismissal.

Appendix: Special Note on E-mail Privacy

Despite the best intentions of users and the University or other system operators, it is difficult, if not impossible, to assure the privacy of e-mail. E-mail is not a good medium to use for sensitive matters that you would not want disclosed. There are numerous ways that plain text e-mail may be disclosed to persons other than the addressee, including:

• Recipient’s address is mistyped; message is sent to someone else.
• Recipient forwards e-mail to someone else.
• E-mail is sent into e-mail spammers’ hands and resold to prospective customers.
• Despite owner’s belief that s/he deleted it, e-mail continues to exist on computer hard drive or a copy is archived on tape backup; disclosure of such copies may be required in connection with judicial or administrative proceedings or government investigations.
• E-mail is observed as it crosses public networks like PennNet and the Internet.

In addition, e-mail users may want to consider routinely or periodically deleting old messages, and encrypting personal messages. System administrators should consider shorter retention of backup tapes, consistent with data integrity requirements.
Penn Perspective: Registration Deadline Extended

The registration deadline for The Penn Perspective has been extended to May 12. The program will be conducted June 6, 7, and 8, 2000. For information, visit our web site at www.hr.upenn.edu/trainreg/ or call (215) 898-3400. — Division of Human Resources

Financial Planning: May 2, 3

Join us during Financial Planning Week for a seminar entitled “The Power of Personal Financial Control” presented by American Express Financial Advisors. The seminar presents an opportunity to:

• Create your vision of the future
• Assess your financial situation
• Protect against liability
• Look at approaches to estate planning
• Evaluate investment strategies

Choose from sessions on either May 2 or May 3 from 10 to 11:30 a.m.; noon to 1:30 p.m.; or 2 to 3:30 p.m.

To register for these seminars, call 1-800-220-2190, Ext. 303, or email william.b.carter@AEXP.com. — Division of Human Resources

Update APRIL AT PENN

CONFERENCE

29 Cognitive Therapy of Depression; Mary Anne Layden, Center for Cognitive Therapy; 9 a.m.-noon; Center for Cognitive Therapy, 8th fl., 3600 Market St.; $65/person (Center for Cognitive Therapy).

MUSIC

29 Penn Flutes; noon-1 p.m.; 2nd floor, Events Area, Penn Bookstore (Bookstore).

READING/SIGNING

30 Discussion and Signing: Street Conscious Rap; James M. Spady, author; 5-6 p.m.; 2nd floor, Events Area, Penn Bookstore (Bookstore).

SPECIAL EVENTS

30 Arbor Day-Earth Day Celebration; delight in Spring with the Philadelphia Revels, a folk-song and dance troupe, tour the Arboretum’s native trees, plant your own seedling to take home, and create seed masks and tree crafts; 1-3 p.m.; Morris Arboretum; $6/adults, $5/seniors, $4/students, under 6 free; info.: (215) 247-5777, ext. 121 (Morris Arboretum).

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for April 10, 2000 through April 16, 2000. Also reported were Crimes Against Property: 8 total thefts and 0 criminal mischiefs. Full reports on the web (www.upenn.edu/almanac/v46/30/crimes.html). “Prior weeks’ reports are also on-line. — Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of April 10, 2000 and April 16, 2000. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

The University of Pennsylvania Police Department

COMMUNITY CRIME REPORT

April 10, 2000 to April 16, 2000

CRIMES AGAINST PERSONS AND SOCIETY

4/10/00 4:21 PM 3901 Locust Wkly. Damage to trailer door
4/10/00 7:00 PM 3900 blk Walnut Disorderly conduct/Arrest
4/13/00 3:36 AM 300 blk 41st St. Complainant assaulted by male
4/14/00 4:05 PM 100 S 33rd St. Unauthorized credit card
4/14/00 11:11 AM 40th & Baltimore Disorderly conduct/Arrest
4/14/00 1:12 AM 3900 blk Baltimore Disorderly conduct/Arrest
4/14/00 4:35 AM 38th & Chestnut Trespassing/Arrest
4/14/00 11:00 PM 3400 Spruce St. 3 Cited for under age drinking
4/14/00 9:45 PM 3400 Walnut St. Male exposing himself/Arrest
4/15/00 1:06 AM 3900 Baltimore Driving while intoxicated/Arrest
4/15/00 1:12 AM 3700 Spruce St. 4 Cited for under age drinking
4/15/00 5:01 AM 4224 Spruce St. 3 windows broken out at residence
4/15/00 3:44 PM 233 S. 33rd St. Trespassing/Arrest
4/15/00 5:50 PM 300 S. St. Marks Vehicle rear window damaged
4/15/00 11:01 PM 200 S 39th St. Disorderly conduct/Arrest
4/16/00 7:04 AM 4017 Pine St. Garage door damaged
4/16/00 11:02 PM 300 blk S 40th Vehicle window damaged

Open Enrollment Reminder

Benefits Open Enrollment for plan year 2000-2001 ends on April 28. You may conveniently enroll via the Internet at www.hr.upenn.edu/openenroll/24 hours a day until midnight April 28, or by calling the Penn Benefits Center at 1-888-PENN BEN (1-888-736-6236) until 5:30 p.m. EST on April 28. Confirmation statements of your benefits elections will be mailed on May 17, by the Penn Benefits Center. —Division of Human Resources

Penn Perspective: The University of Pennsylvania's journal of record, opinion and readers and contributors are available on request. — Division of Human Resources

Open Enrollment Reminder

Benefits Open Enrollment for plan year 2000-2001 ends on April 28. You may conveniently enroll via the Internet at www.hr.upenn.edu/openenroll/24 hours a day until midnight April 28, or by calling the Penn Benefits Center at 1-888-PENN BEN (1-888-736-6236) until 5:30 p.m. EST on April 28. Confirmation statements of your benefits elections will be mailed on May 17, by the Penn Benefits Center. —Division of Human Resources

CLASSIFIEDS

VACATION

Pocemo Chalet, 3 RDR/18/Deck. Swim/Fish, Tennis. $400/week, 610-356-3488

RESEARCH STUDIES

Children and adults, children ages 7-17 and adults ages 18-65 are needed for ongoing medication research trials for the treatment of depression. Evaluation and treatment are free to those who qualify. Call the Mood & Anxiety Program of the University of Pennsylvania (800) 422-7000 or (215) 898-4301.

Research participants needed for hypertension pharmaceutical study. Must be diagnosed as hypotensive and able to keep early morning appointments. $50. Contact Virginia Ford, MS, at HUP Hypertension Program, (215) 662-2410 or (215) 662-2638.

Individuals age 40 or over with osteoarthritis of the knee. This 4-week study will compare two approved medications used in the treatment of osteoarthritis of the knee. Call: (215) 662-2638.

CONFERENCE/SEMINAR

2nd Annual Gastroenterology & Hepatology Update: A comprehensive update for gastroenterologists, surgeons and pathologists. State-of-the-art lectures and panel discussions are provided by the University of Pennsylvania and guest expert who are guests in their fields. Sponsored by the University of Pennsylvania, Division of Gastroenterology. Takes place June 8-11, 2000 at The Westin Hotel, Philadelphia. Contact the CME office at (215) 898-6400 or e-mail krijames@mail.hr.upenn.edu.

To place a classified ad, call (215) 898-5274.

The University of Pennsylvania’s journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the PennWeb) include HTML and Acrobat versions of the print edition, and inter alia may be posted in electronic form. Guidelines for readers and contributors are available on request.

FINANCIAL PLANNING: May 2, 3

Join us during Financial Planning Week for a seminar entitled “The Power of Personal Financial Control” presented by American Express Financial Advisors. The seminar presents an opportunity to:

• Create your vision of the future
• Assess your financial situation
• Protect against liabilities
• Look at approaches to estate planning
• Evaluate investment strategies

Choose from sessions on either May 2 or May 3 from 10 to 11:30 a.m.; noon to 1:30 p.m.; or 2 to 3:30 p.m.

To register for these seminars, call 1-800-220-2190, Ext. 303, or email william.b.carter@AEXP.com. — Division of Human Resources

The University of Pennsylvania Police Department Community Crime Report

The University of Pennsylvania Police Department did not receive the 18th District Crime Report for April 10, 2000 to April 16, 2000 in time for publication in this issue. That report will be posted to www.upenn.edu/almanac/v46/n30 when it is available.
Shall We Dance?

Team Teaching and the Harmony of Collaboration

By Herman Beavers and Dennis DeTurck

Team teaching is a little like participating in a semester-long jam session, where musicians who share a deep love for the material they play decide to explore its possibilities with little regard for the dangers. It can be a very exciting and spontaneous way to impart information, for students to witness intellectual exchange “on the fly,” and to cover large amounts of seemingly disparate material. At its best, it can be a very powerful way of dismantling the outmoded notion that teaching is a matter of one individual’s mastery of a specialized subject matter. But when it falters, it can be frustrating for students who may have never experienced a team-taught course and therefore regard a college course as legitimate only when information comes from one source.

There are several crucial ingredients for successful team teaching. Foremost is flexibility with regard to both logistical and scholarly matters. Second is a commitment to the process that includes attendance by each faculty member at the other’s classes. Attendance by both faculty members demonstrates to the students that two potentially separate courses are one in the eyes of the faculty, and provides many opportunities for planned or impromptu interactions to illustrate the synergy between the subjects. Third is a combination of trust and a spirit of adventure.

Team-teaching across disciplines provides the faculty an opportunity to examine their prejudices regarding scholars in other fields. We become aware of the world outside our narrow fields of endeavor, and can thus conceptualize new forms of intellectual subsistence. Like the hero of the recent film The Matrix, who discovers that he has lived inside an illusion, team teachers are reminded that many of the distinctions, paradigms and methodologies we use to negotiate intellectual life are rather arbitrary constructions whose time may have come and gone.

Our team-teaching experiences range from doing a course in African- and Jewish-American literature with Elisa New called “Exodus and Memory”, to a combined Calculus I/Physics I course with physicists, Larry Gladney and Charlie Johnson. In both instances, we had to calculate the classroom space in radically different ways than for our “solo” classes.

The Math/Physics course afforded an opportunity to examine Newton’s ideas more or less as he conceived them. Team teaching in basic science reinforces the notion that the various scientific disciplines and mathematics are all part of the same fundamental enterprise. Combining mathematics with a science course enables students to apply newly acquired mathematical tools to problems in a context as opposed to textbook “word problems”. It also puts them on the spot, since then the science professor is explicitly aware of what mathematics the students are expected to know.

It was often surprising to hear physical concepts that we had previously understood in a mathematical context explained in a manner that was at once startlingly clear and mathematically precise. To be sure, there were occasions which elicited a cringe or two, when the class was presented with the “physicist’s view” of some mathematical principle. But even these explanations often made up in efficacy what they may have lacked in precision. There were certainly instances when attempts to explain physical concepts from the mathematician’s perspective caused a certain amount of consternation.

Because we were trying to emphasize the power of connecting mathematics to physics, we encouraged each other to wander across traditional disciplinary boundaries. Even though the demarcations between subjects were deliberately blurred, the students’ challenge in keeping separate whatever is learned in different subjects was remarkably effective. Just after the introduction of the use of derivatives to find extreme values, certain amount of consternation.

We are totally convinced of the effectiveness of team-teaching. While neither of us think it appropriate in every academic instance, we believe that Penn would do well to model more frequently the kinds of collaboration team-teaching entails. Attendance by both faculty members demonstrates to the students that two potentially separate courses are one in the eyes of the faculty, and provides many opportunities for planned or impromptu interactions to illustrate the synergy between the subjects. Second is a commitment to the process that includes attendance by each faculty member at the other’s classes. Attendance by both faculty members demonstrates to the students that two potentially separate courses are one in the eyes of the faculty, and provides many opportunities for planned or impromptu interactions to illustrate the synergy between the subjects.

Our team-teaching experiences range from doing a course in African- and Jewish-American literature with Elisa New called “Exodus and Memory”, to a combined Calculus I/Physics I course with physicists, Larry Gladney and Charlie Johnson. In both instances, we had to calculate the classroom space in radically different ways than for our “solo” classes.

In the African- and Jewish-American Literature course, there was the challenge of dealing with the literatures of groups who have at times been political allies and politically disaffected at others. It was necessary to warn students that this was a class focusing on literary discourse, not Black-Jewish relations (though the course featured moments when disagreement or tension was worked out in the literature). In order to frame the points of contact, as well as the points of departure, we had to argue that Jewish-American literature was the product of people who valued the Book, but whose respect for and use of the spoken word were equally complex and extensive. To that we added the idea that African Americans were people who valued the Word, which began with an oral tradition and continued in their production of literary texts. What both groups shared was the need to imagine themselves apart from their respective forms of oppression and denigration and create flexible notions of who they were and wished to be in diasporic terms.

As the course progressed, we noticed that one of us was more prone to using class discussion as a way to invest students in the idea that they have resources to bring to bear when we think about literature. The other was more interested in working carefully on closely reading the text. This is not to say that we never exchanged roles; at times, it was important for each of us to have students read a piece of literature very closely and at others to get students to ponder more theoretical considerations. We recognized the necessity for students to become comfortable with our styles, and to have some certainty about what to expect from week to week.

We are totally convinced of the effectiveness of team-teaching. While neither of us think it appropriate in every academic instance, we believe that Penn would do well to model more frequently the kinds of collaboration team-teaching entails. Attendance by both faculty members demonstrates to the students that two potentially separate courses are one in the eyes of the faculty, and provides many opportunities for planned or impromptu interactions to illustrate the synergy between the subjects. Second is a commitment to the process that includes attendance by each faculty member at the other’s classes. Attendance by both faculty members demonstrates to the students that two potentially separate courses are one in the eyes of the faculty, and provides many opportunities for planned or impromptu interactions to illustrate the synergy between the subjects. Third is a combination of trust and a spirit of adventure.

Team-teaching across disciplines provides the faculty an opportunity to examine their prejudices regarding scholars in other fields. We become aware of the world outside our narrow fields of endeavor, and can thus conceptualize new forms of intellectual subsistence. Like the hero of the recent film The Matrix, who discovers that he has lived inside an illusion, team teachers are reminded that many of the distinctions, paradigms and methodologies we use to negotiate intellectual life are rather arbitrary constructions whose time may have come and gone.

Our team-teaching experiences range from doing a course in African- and Jewish-American literature with Elisa New called “Exodus and Memory”, to a combined Calculus I/Physics I course with physicists, Larry Gladney and Charlie Johnson. In both instances, we had to calculate the classroom space in radically different ways than for our “solo” classes.

In the African- and Jewish-American Literature course, there was the challenge of dealing with the literatures of groups who have at times been political allies and politically disaffected at others. It was necessary to warn students that this was a class focusing on literary discourse, not Black-Jewish relations (though the course featured moments when disagreement or tension was worked out in the literature). In order to frame the points of contact, as well as the points of departure, we had to argue that Jewish-American literature was the product of people who valued the Book, but whose respect for and use of the spoken word were equally complex and extensive. To that we added the idea that African Americans were people who valued the Word, which began with an oral tradition and continued in their production of literary texts. What both groups shared was the need to imagine themselves apart from their respective forms of oppression and denigration and create flexible notions of who they were and wished to be in diasporic terms.

As the course progressed, we noticed that one of us was more prone to using class discussion as a way to invest students in the idea that they have resources to bring to bear when we think about literature. The other was more interested in working carefully on closely reading the text. This is not to say that we never exchanged roles; at times, it was important for each of us to have students read a piece of literature very closely and at others to get students to ponder more theoretical considerations. We recognized the necessity for students to become comfortable with our styles, and to have some certainty about what to expect from week to week.

It was also very important that we agreed to disagree on a number of important matters. Our experiences teaching the course were profoundly shaped by where the course was placed in the departmental sequence. We relished the chance to hear one another’s views and borrow ideas (which led Professor New to write an excellent essay on Spike Lee and Woody Allen). We had to be absolutely committed to communicating to students that we were not looking to make things neat, that sometimes there were loose ends which could not be reconciled.

Their 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.