Nobel Prize in Chemistry: Dr. Zewail, G’74

Dr. Ahmed H. Zewail, the Linus Pauling Professor at CalTech who took his Ph.D. at Penn in 1974, has won the 1999 Nobel Prize in Chemistry for his work leading to the birth of the field of femtochemistry—a breakthrough that has allowed high-speed cameras to take pictures of molecules in the process of undergoing chemical reactions. When he accepts the $950,000 award of the Royal Swedish Academy of Sciences in Stockholm on December 10, he will be the second Penn alumnus in three years to win the Prize.*

Dr. Zewail is a dual citizen of the U.S. and of Egypt, where he was born in 1946. After taking his first academic degrees at Alexandria University—a B.S. in 1967 and M.S. in 1969—he came to the U.S. to study for his doctorate at Penn, working with Dr. Robin Hochstrasser, then Blanchard Professor and now the Donner Professor of Physical Sciences.

“He was a very good student,” recalls Dr. Hochstrasser. “He was always seeking research avenues that would take him into new territory. He did this as a student and continued with the same approach later. It was clear from the beginning that he had the potential for an outstanding research career. His femtosecond laser experiments on the synchronous excitation of small molecules have had a tremendous impact on chemistry and on the way in which chemists picture a molecule in the process of undergoing a chemical reaction.”

After completing his Ph.D., Dr. Zewail spent a year at Berkeley as an IBM Research Fellow, then joined the faculty at CalTech in 1976. He was tenured two years later, and became a full professor in 1982. He succeeded in 1990 to the Linus Pauling Chair of Chemistry, and he continues also as a professor of physics. His articles and books now number some 300.

The work that has won him the Nobel Prize has already been widely recognized by the world scientific community. Among his many honors are the Robert A. Welch Prize Award, Wolf Prize, King Faisal Prize, Benjamin Franklin Medal, Leonardo Da Vinci Award of Excellence, Röntgen Prize, Paul Karrer Gold Medal, Bonner Chemiepreis, Medal of the Royal Netherlands Academy of Arts and Sciences, Carl Zeiss Award, Hoechst Award, and the Alexander von Humboldt Award—along with numerous prizes of the American Physical Society and American Chemical Society, the National Academy of Sciences, and others. A member of the National Academy and a host of honor societies, he has also been a Sloan Fellow, a Guggenheim Fellow, and a Camille and Henry Dreyfus Teacher-Scholar. The U.S. government has awarded him the E.O. Lawrence Award. Egypt’s President Mubarak conferred on him the Order of Merit, first class, in 1995; and last year Egypt issued two postage stamps in his honor, an accolade that touched him, as he told the Pennsylvania Gazette, by putting him “in the company of stamps honoring the pyramids, Tutankhamen and Queen Nefertiti.”

In 1997 Dr. Zewail came back to Penn for an honorary degree—one of six he now holds—and his citation said, in part, “The world scientific community has applauded your remarkable achievements, heaping upon you its highest honors...Your greatest honor, however, and the true measure of your profound effect upon the field will be found in the accomplishments of those who build upon your work.”

* For the 1997 Prize to Dr. Stanley Prusiner, C ’64, M’68, see Almanac October 7, 1997.

Two Fox Leadership Professors

Dean Samuel H. Preston has announced the selection of Dr. John I. DiIulio and Dr. Martin E. Seligman as the first holders of two new chairs established this year as part of the Fox Leadership Program (Almanac May 4).

The $10 million program endowed by Trustee Robert A. Fox, C ’52, provides for a third professorship. The gift will also support an extensive program of activities bringing together undergraduates with leaders from a variety of fields, providing them with the tools of leadership through curriculum, and offering opportunities to demonstrate leadership.

“I don’t think that any university in the country can boast two faculty members who better embody leadership ideals in their research and in their lives than John DiIulio and Marty Seligman,” the Dean said.

At right, c. 1973, Ahmed Zewail as a graduate student at Penn.

Photo lent by Robin Hochstrasser

Left, Dr. Zewail as honorary degree recipient, Penn 1997.

Photo by Mark Garvin

Capturing the Femtosecond

What would a football match on TV be without “slow motion” revealing afterwards the movements of the players and the ball when a goal is scored? Chemical reactions are a similar case. The chemists’ eagerness to be able to follow chemical reactions in the greatest detail has prompted increasingly advanced technology. This year’s laureate in Chemistry, Ahmed H. Zewail, has studied atoms and molecules in “slow motion” during a reaction and seen what actually happens when chemical bonds break and new ones are created.

Zewail’s technique uses what may be described as the world’s fastest camera. This uses laser flashes of such short duration that we are down to the time scale on which the reactions actually happen—femtoseconds (fs). One femtosecond is 10^-15 seconds, that is, 0.000000000000001 seconds, which is to a second as a second is to 32 million years. This area of physical chemistry has been named femtochemistry.

Femtochemistry enables us to understand why certain chemical reactions take place but not others. We can also explain why the speed and yield of reactions depend on temperature. Scientists the world over are studying processes with femtosecond spectroscopy in gases, in fluids and in solids, on surfaces and in polymers. Applications range from how catalysts function and how molecular electronic components must be designed, to the most delicate mechanisms in life processes and how the medicines of the future should be produced.

—From the Academy’s Press Release

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[Please see profiles on page 2.]

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The Fox Leadership Professors and the Start of the Program

Frederick Fox Chair: Dr. Dilulio

A Penn alumnus who has been professor of politics and public affairs at Princeton is now the Frederick Fox Leadership Professor of Politics, Religion and Civil Society, holding the chair named for donor Robert Fox’s father. He will also serve as Director of the Fox Leadership Program, the umbrella for the series of activities that began this fall with the Lessons in Leadership seminars (see below) and with planning of an orientation component to start next fall.

Dr. Dilulio, who was the keynote speaker in last year’s Steinberg Symposium, Beyond Ideology: Discovering Hope for America’s Cities in Leadership, Management and Faith, took both his bachelor’s and master’s degrees here in 1980, moving to Harvard for a second master’s degree in 1984 and a Ph.D. in 1986. He joined the Princeton faculty immediately after taking the Ph.D.

As a senior fellow at the Manhattan Institute, he founded and directed the Jeremiah Project, a faith-based program for inner-city youth and young adults which put special emphasis on achieving literacy, avoiding violence and finding jobs. He has also been senior counselor to Public/Private Ventures, and was the founding director of the Center for Public Management at the Brookings Institution in Washington, D.C. His work is said to have influenced the 1994 crime bill, which provided hundreds of millions of dollars for prison construction, and he was among the designers of the federal prison systems’ drug treatment programs.

Among the dozen books he has written, edited or co-edited are Body Count: Moral Poverty...and How to Win America’s War Against Crime and Drugs (Simon & Schuster, 1996); Improving Government Performance: An Owner’s Manual (Brookings Institution, 1993); American Government: Institutions and Policies (Houghton-Mifflin, 1998) and Medicaid and Devolution: A View from the States (Brookings Institution, 1998).


Dr. Dilulio has chaired the American Political Science Association’s standing committee on professional ethics. His honors include the David N. Kershaw Award of the Association of Public Policy Analysis and Management and the Leonard D. White Award of the American Political Science Association.

Robert Fox Chair: Dr. Seligman

The new Robert A. Fox Leadership Professor of Psychology is a world-renowned authority on depression and abnormal psychology whose best-selling works have been translated into a dozen languages. Among his 15 books are Learned Optimism (Knopf, 1990), What You Can Change and What You Can’t (Knopf, 1993), and The Optimistic Child (Houghton Mifflin, 1995).

Dr. Seligman moves to the Fox chair from an earlier appointment as the Bob and Arlene Kogod Term Professor. A 1964 Princeton alumnus who took his Ph.D. at Penn, Dr. Seligman taught at Cornell and the University of London before returning to the University in 1972 as associate professor. Promoted to full professor in 1976, he headed the Psychology Department’s clinical training program from 1980 through 1994. He is the network director of the Positive Psychology Network and Scientific Director of the Telos Project of the Mayerson Foundation, as well as scientific director of Foresight, Inc., a testing company which predicts success in various walks of life.

He is the recipient of two Distinguished Scientific Contribution awards from the American Psychological Association (APA), the Laurel Award of the American Association for Applied Psychology and Prevention, and the Lifetime Achievement Award of the Society for Research in Psychopathology. He holds an honorary Ph.D. from Uppsala, Sweden, and Doctor of Humane Letters from the Massachusetts School of Professional Psychology. From the American Psychology Society he has received both the William James Fellow Award, for contribution to basic science, and the James McKeen Cattell Fellow Award, for the application of psychological knowledge.

Named by the APA in 1992 as one of the top ten contemporary psychologists in the world, Dr. Seligman was elected to the organization’s presidency four years later by the largest vote in modern history, and he devoted his term in that office to efforts to “join practice and science together so both might flourish”—a goal he says has dominated his own life as a psychologist.

His major initiatives for the APA concerned the prevention of ethnopolitical warfare and the study of positive psychology.

His research on preventing depression received the MERIT Award of the National Institute of Mental Health in 1991. He was named a Distinguished Practitioner by the National Academies of Practice, and in 1995 received the Pennsylvania Psychological Association’s award for Distinguished Contributions to Science and Practice. His books have been translated into more than a dozen languages and have been best-sellers both in America and abroad. In addition to publishing some 150 scholarly articles he has written extensively for the lay reader on education, violence and therapy; served as a spokesman for the science and practice of psychology on numerous radio and television shows, lectured around the world to educators, industry, parents and mental health professionals. Dr. Seligman served as the leading consultant to Consumer Reports for their pioneering article, which documented the effectiveness of long-term psychotherapy.

Lessons in Leadership: The Program’s “Lessons in Leadership” series, which brings leading College alumni back to campus for interactive sessions with students, began this fall with seminars led by Andrea Mitchell, CW ’67, chief foreign affairs correspondent for NBC, and by Mr. Fox. Upcoming seminar leaders are Mitchell Blutt, C’78, M’82, WG’87, executive partner of Chase Capital Partners, one of the world’s largest private equity firms; Craig Kanarick, C’89, EAS’89, chief scientist for the digital communications company Razorfish; and Richard H. Sabot, C’66, co-founder and executive vice president of Tripod, A Lycos Company, as well as economic advisor to several nations.

A Home for Leadership: Last week Penn’s real estate director, Tom Lussenhop, announced in The Daily Pennsylvanian the purchase of a property that has been proposed as the home of the Fox Leadership Program (below). At least one other SAS program, now being designed, would likely share the three-story, freestanding house, the Dean’s office said.

Western Spaces

When a June 11 fire interrupted the restoration of the University City apartment house earmarked for Dental Medicine’s first living-learning house (left), officials predicted a semester’s delay in housing the 33 students scheduled to live there. But the work was finished ahead of schedule, and move-in is set for this Saturday at the four-story brick complex in the tree-lined 4200 block of Osage.

Learning with a leadership thrust is what SAS has in mind for another neighborhood property just acquired by the University (below), the former home of the late criminologist Dr. Marvin Wolfgang, who headed the Sellin Center here. The 4500-square-foot house with its generous outdoor space, at 4106 Locust Street, is the proposed home of the Fox Leadership Program and related SAS programming.

(See story above.) Almanac photos/KCG
The following letter was sent to Dr. Paul Korshin, a member of the Parking Violations Board, and to Almanac, for publication.

Is the Board Listening?

I read your comment in response to Professor Herman’s letter (Almanac, 7 September) and would like to add that the same questions he raised crossed my mind too when I was towed. You mentioned the existence of the Parking Violations Board; however, had he submitted an appeal, he might have become even more frustrated. I know I was; after turning in the recovery form, I never heard back from the board. The Parking Violations Board exists to hear appeals from people whose vehicles either the Office of Transportation and Parking or the University Police have had towed from (presumably) illegal parking places around campus. The Senate Executive Committee appoints the Board and, until 1997, the Office of Student Life provided its administrative staff. At the end of 1996-97, Student Life asked to be relieved of this responsibility; Business Services now provides the administrative staff for the Board. The search for proper administrative staff was protracted, so there were no meetings in 1997-98. In 1998-99, the Board reconvened, but not until June 1999, at the end of a second academic year during which appeals had continued to accumulate.

The Board dealt with several hundred appeals, some dating from as long ago as fall 1997, at several meetings in June 1999; it is possible that Professor Gee’s appeal has been mislaid during the period of administrative change.

Since the late 1970s, the Parking Violations Board has met only twice a year, once near the end of each semester. However, as available parking space on campus has become scarcer and more costly, violations have increased, towing more aggressive, and hence there are more appeals. It is therefore reasonable to expect that this panel will need more frequent meetings to consider these appeals more swiftly.

— Paul J. Korshin, Professor of English

Ed. Note: Dr. Korshin served on the Parking Violations Board from 1981-87, and was appointed to his present term in 1998.

Alumni Access at Library?

“Hi. Do you have your Penn I.D.?” The guards at the palace, otherwise referred to as the impressive Van Pelt Library “estate” were just doing their jobs, asking pleasantly and then demanding to see some form of identification. I impatiently explained that I am a Penn graduate, School of Nursing, Class of ’87. I am now a graduate student at Rosemont College, (perish the thought), working on a project for my magazine writing class.

I continued, “I need to use your computer system to obtain a list of periodical sources. My husband, a student at Delaware County Community College and future physician assistant student at Hahnemann University, accompanied me, as he is far more computer literate than me. They were satisfied when we flashed our student I.D.s.

Thinking that our mission was almost accomplished because we had overcome that obstacle, we were at the mercy of the staff workers. Tim and I were overwhelmed by the abundant staff and the interior of this palatial structure. Huge glass windows, tan stained wooden stairs leading to numerous rooms containing texts, periodicals and a complete musical collection of records and discs. Van Pelt certainly underwent many facelifts since I was a student there 12 years ago. This was truly an information seeker’s haven!

Now, I would never ordinarily criticize librarians or library workers. My mother is a librarian and worked hard to get where she is, but some of the people who assisted us did so begrudgingly, so we thought. We were directed to the resource librarian who provided us with a one minute set of instructions on computer usage. Of course she prefaced her spiel with the much anticipated question, “are you Penn students?” Did she know that neither one of us currently “belonged” there? The pregnant silence was followed by a hesitant “yes” from my husband. Well, that wasn’t exactly a lie. I was a student at Penn from 1983-1987. What I was only allowed to use Penn’s resources during those four years and when I graduated, time was up like an expired meter?

It was at this point that I realized there was more to this than meets the eye. My husband and I walked away, my heart beating wildly. Why did we say “yes?” Was that unethical on our part? Darn, we needed a Penn student I.D. number and we didn’t have one, or rather I didn’t have one. But was it really necessary? I am a graduate of the nursing school! I realized at that point that a Penn alum doesn’t draw the respect from the University as I had expected. Although I cannot attach a value to the education I received at Penn for I am able to support a household, I am extremely disappointed that in this particular instance, my alma status seemed practically worthless. Instead, I seem to be remembered fondly during those fund drives which are run quite often. (You know, those annoying dinnertime calls coupled with all of the other unwelcome phone solicitations).

Excuse me, but why are we, the alumni restricted from using our former libraries? Will our use of these structures truly drain its vast resources? Last time I checked, the University of Pennsylvania was thrashing financially, receiving millions of dollars from grants and gifts. Do not expect me to contribute at all if I am forbidden to feed on this sweet educational fruit.

—Nancy B. Cohen, BSN ’87

Response to Nancy Cohen

We are sorry for Nancy Cohen’s disappointing experience at the Van Pelt Library. Penn graduates are important to us, and we welcome their use of Library facilities and collections. When entering the Library, we do ask alumni to present identification, such as a Penn Alumni Card, because it serves the security interest of all patrons.

While our aim is to help alumni who need information, there are certain limitations on the resources we can provide them, as Ms. Cohen found. Many of the electronic resources on the Library Web site are commercially developed products whose use is restricted, by licensing agreement, to current students, faculty and staff.

In exchange for restricted access, database providers package their products at affordable prices, benefiting students at what is arguably their most critical period of need. The offer of competitive pricing has a clear intent: students who enter the large after-college market will pay well for the easy and ubiquitous database access they become accustomed to while in school. The prospect of cultivating and reaching this lucrative market gives commercial firms the incentive to discount the digital resources we license. It’s a discount we pass on to the schools in the form of reduced library costs—reduced costs that ultimately help to contain tuition increases, and move down the food chain to students who one day will be alumni.

Does this mean that Penn students leave the University for an information ghetto? No. After graduation, alumni retain access to millions of books, over 34,000 journals, the professional assistance of our librarians, and some very valuable digital resources that would be difficult to find or use if the Library hadn’t been constructing effective and free access mechanisms on its Web site. The online catalog, our Resources by Subject pages and the Schoenberg Center for Electronic Text and Image are good examples of these mechanisms. We also provide borrowing privileges to alumni who request them. A fee is required, but it’s half the fee charged non-garduates and less than half the annual cost of a cable TV subscription.

—Patricia Renfro, Associate Director of Libraries

Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted by Thursday at noon for the following Tuesday’s issue, subject to right-of-reply guidelines.

Advance notice of intention to submit is appreciated.—Eds.
Admissions & Financial Aid Committee
• Continue to review the University’s admissions and financial aid policies in the context of its peers and recommendations on how Penn might enhance its standing over time.
• In consultation with the Committee on Pluralism, review the tools available for recruiting and increasing a diverse student population, assess their results and trends within those results, and make recommendations regarding changes or additions to the existing approach. Make a preliminary report to Council not later than the December 1999 meeting.
• Work with the Committee on Recreation and Intercollegiate Athletics in their review of the status of student-athlete admissions.

Bookstore Committee
• Barnes & Noble has been engaged in the management of the Penn Bookstore over the past year. Continue to review the performance of Barnes & Noble in terms of meeting the needs of Penn’s academic community and make recommendations on how the Bookstore can continue to achieve its goals of quality of service and efficiency.
• Monitor all resources for acquisition of teaching materials, including independent bookstores and other vendors (e.g., on-line vendors), in assessing whether the combination of resources meets the needs of the academic community. In assessing these resources, examine issues of competition among the sources or vendors and the advantages or disadvantages to the Penn community that result from this competition.
• Examine opportunities for better pricing on teaching materials for large enrollment classes and recommend ways to communicate strategies for better pricing to faculty. Review the factors influencing the Penn Bookstore’s buy-back policy and make recommendations regarding policies that would reduce the overall cost of books and teaching materials to students.

University Council Committee Charges 1999-2000
September 30, 1999

Committee on Communications
• Complete and recommend an electronic privacy policy, consulting with the Committee on Open Expression as necessary.
• Determine whether the Pennsylvania Current fulfills the goals envisioned for it and make recommendations as to how it can continue to serve the University community.
• Maintain oversight of the Network Planning Task Force, consulting to review the policy on modem connections to PennNet and remote access generally.
• After the release of the new version of the Penn Website, assess its effectiveness as a communications tool for the various constituencies both inside and outside of the University.
• Review and monitor Penntraxx business and billing arrangements.
• Provide advice and counsel to the Library Committee on their efforts to make recommendations to increase students’ knowledge of the library services available to them.
• Provide guidance to the Personnel Benefits Committee as it assesses the dissemination of benefits information and makes recommendations on improvements—including the use of new technologies.

Community Relations Committee
• Over the past several years, the University has developed, with community input, a number of initiatives that seek to strengthen its relationship with its neighbors. Continue to maintain oversight of the University’s impact on the community, giving special attention to neighborhood developments and transactions, the planned pre-K-8 school at the Divinity School, and the Center for Community Partnerships. Conduct meetings with selected neighborhood organizations and their leaders and other residents to determine their perception of the University’s relationship with the community.
• Expand the scope of the Committee’s review to include the University’s overall relationship with the City of Philadelphia.

Facilities Committee
• The University engaged the services of Trammell Crow to manage its physical plant. In doing so, the University seeks to improve the quality and efficiency of facilities management.
• Review the performance of Trammell Crow; report to Council on the progress toward the University’s stated goals. Make recommendations on how those goals might be further advanced.
• As the University engages in a campus-wide development planning process, continue to play an active role in the discussion and ensure appropriate participation by members of the University community. The Committee should have a special focus on what the ongoing planning process should be and the role of the Facilities Committee in that process. It should also assure appropriate attention to recreational facilities for students.
• In consultation with the Safety and Security Committee and with the campus development planning process, continue to review circulation within campus, paying special attention to cyclists and pedestrians, and when the bicycle lanes have been implemented recommend improvements where needed. Follow up on the previous year’s work to finalize a recommendation to Council on the creation of a comprehensive transportation department.
• Consult with the Committee on Student Affairs on their assessment of on- and off-campus living options, and on their ongoing assessment of adequacy of graduate student activity space.

International Programs Committee
• Having reviewed the orientation programs and outreach for international students, further explore the feasibility of an International Center and how it would serve the student population. Continue to recommend options for short-term housing for international guests on campus.
• Evaluate and respond to the question of why students are charged Penn tuition and fees while they are studying abroad.

Library Committee
• The University has undertaken a multi-phase renovation of Van Pelt-Dietrich Library’s physical facilities and a substantial upgrading of its computing and research capabilities to serve the research needs of students and faculty. With the renovations of Rosengarten, evaluate how the renovations of the library meet the needs of the University community.
• Assess the adequacy of access hours, especially to those libraries containing specialized materials of particular relevance to graduate student research, and compare with operations at peer institutions.
• Evaluate the orientation and outreach to students to inform them about library services. Consult with the Committees on Communications and Student Affairs on recommendations to increase students’ knowledge of the resources available to them.

Personnel Benefits Committee
• Provide advice and counsel on benefits issues within the University Community, with a continued emphasis this year on mental health benefits, retirement benefits, and benefits for part-time employees. Assess the dissemination of benefits information and make recommendations on improvements—including the use of new technologies—consulting as necessary with the Committee on Communications.
The University engaged the services of Hewitt Associates for the administration and service delivery of the University’s health and welfare benefits. In doing so, the University seeks to better meet the needs of HR customers (Penn employees) by improving the quality, timeliness and consistency of benefits service delivery; to achieve the cost-containment goals of the Agenda for Excellence; and to enable HR staff to focus more on the strategic work around the University’s benefits programs including benefits planning, design and ongoing legal monitoring, analysis and reporting. Review the performance of Hewitt Associates; report to Council on the progress toward the University’s stated goals. Make recommendations on how those goals might be further advanced.

Investigate questions related to retirement funds: 1) early withdrawal options; 2) use to supplement income during graded retirement; 3) extension of current A-1/2 plans to A-3 employees.

Committee on Pluralism
The University of Pennsylvania seeks to enhance the diversity of its student body, faculty, and staff. Review the policies and procedures of the University to achieve these goals, focusing both on creating a diverse student body and maintaining it. Include in this effort, the roles played by the composition and conduct of the Division of Public Safety in ensuring respect for diversity in the University community.

In consultation with the Committee on Admissions and Financial Aid, review the tools available for recruiting and retaining a diverse student population, assess their results and trends within those results, and make recommendations regarding changes or additions to the existing approach.

In consultation with the Committee on Student Affairs, make recommendations on how to maintain an environment that embraces pluralism within the student body with regard to race, ethnicity, gender, sexual orientation and religion.

Committee on Recreation & Intercollegiate Athletics
Using the Brailsford & Dunlavey report, review the University’s progress toward improving recreational facilities. Make recommendations as to how Penn can continue to achieve the goals in this area and how new facilities should be evaluated.

Continue to assess the effectiveness of the University’s advising system for athletes to ensure they are in compliance with University policies, including those on drug use, NCAA requirements and other policies, with a particular focus on the education and awareness components of the system. In evaluating policies and practices related to student-athletes, ensure that the spirit as well as the letter of the NCAA’s policies are followed.

In conjunction with the Committee on Admissions and Financial Aid, review the status of student-athlete admissions, focusing on the numbers of student-athletes admitted and their subsequent graduation rates.

Committee on Research
Review the University’s relationship with the University City Science Center, determining the goals of the relationship and assessing the appropriateness and extent to which they are being achieved.

Examine the assignment and distribution of indirect costs and specifically explore the structure of indirect cost computation and the possibilities of returning more to individual researchers and their departments. Incorporate into the committee’s consideration, the administration’s report on these issues as soon as it is available.

Continue to work with the Office of Postdoctoral Programs in the Medical School in the development of policies concerning postdoctoral fellows, in particular addressing grievance mechanisms, mentor training, and issues related to early dismissals. Assess the extension of the School of Medicine’s postdoctoral policies to other schools.

Safety and Security Committee
The safety and security of all members of the Penn community are of paramount concern to the University. Mindful of this goal, work with the Committee on Student Affairs to educate community members about safety, with an emphasis on seeking continuity of message to students during their studies at Penn. Using the International Programs Committee’s work as a model, assess the provision to test the whole, the safety-related programs and materials that are provided to international visitors.

In consultation with the Facilities Committee and with the campus development planning process, continue to review circulation within campus, paying special attention to cyclists and pedestrians, and recommend improvements where needed.

The committee should give special attention to issues concerning the safety of women on campus.

Committee on Student Affairs
With the implementation of the recommendations of the Working Group on Alcohol Abuse, review ways of measuring the success of the recommendations. In the context of those measurements, assess the success of the alcohol policy, providing a preliminary report to Council at the beginning of the second semester, and a final report to Council at the conclusion of the academic year.

In consultation with the Committee on Pluralism, make recommendations on how to maintain an environment that embraces pluralism within the student body with regard to race, ethnicity, gender, sexual orientation and religion.

Evaluate the progress of Penn’s College House System in its effort to integrate academic and student life programs and services. Report findings to Council and make recommendations as to how the initiative can be strengthened.

Assess the quality of life of students who live off campus and, in consultation with the Facilities Committee, assess potential changes in the balance between on-campus off-campus living opportunities resulting from the renovation plans for on-campus residences.

Assess the adequacy of space available for graduate student activities and organizations, consulting with the Facilities Committee as needed, and make recommendations to Council.

Review the orientation of transfer students, focusing on what programs exist and what forms of outreach are in place to encourage transfer students to use them.

Provide advice and counsel to the Library Committee on their efforts to make recommendations to increase students’ knowledge of the library services available to them.

The safety and security of all members of the Penn community are of paramount concern to the University. Mindful of this goal, work with the Safety and Security Committee, to educate community members about safety, with an emphasis on seeking continuity of message to students during their studies at Penn.
The Constitution of the A-3 Assembly of the University of Pennsylvania

Updated 10/99

ARTICLE I: Election of the Executive Board
A. Composition of the Board
1. The Executive Board, hereinafter referred to as the Board is comprised of no more than a total of 20 elected individuals. These individuals are elected in accordance with the principles and procedures as stated in Article II of this Constitution and the purpose, principles and procedures by which it is governed are outlined in Article III.

ARTICLE II: Principles and Procedures Governing Election of the Executive Board
A. Elections
1. Timing: Election for membership on the Executive Board will be held in May of each year for all upcoming vacant positions.
2. Nominations: A call for nominations shall be published by the current Board members and published for advertisement to all A-3 employees. The call for nominations shall be published in Almanac, the Daily Pennsylvaniaian and, with notice, sent to all individual A-3 employees by all available University vehicles of communication.
3. Eligibility for nomination and election: All full-time, weekly-paid University-designated A-3 employees are eligible to run for elected membership on the Board for positions described above in Article I.
4. Eligibility to vote in elections: All full-time, weekly-paid University-designated A-3 employees are eligible to cast vote for elected membership on the Board.
5. Election procedures: Elections will take place on the date and at the time and location stated in the published announcements. Voting will be conducted by secret ballot and coordinated by the current officers. In the case where the “call for nominations” do not yield enough nominees to fill all the vacant Board membership positions, the nominees that have been nominated will automatically be declared elected to the Board as unopposed candidates, providing they meet all the other eligibility requirements.
6. Results of the election: The results of the election with names and University affiliation of the newly elected Board members shall be published in Almanac and other University vehicles of communication within two weeks of the election day or in the next available issue.

ARTICLE III: Purpose, Principles and Procedures Governing the Executive Board
A. Nature and purpose of the Executive Board
1. The Executive Board shall be the elected official voice of the A-3 Assembly. The Board is the decision-making body representing the Assembly in University matters and will act in a manner that serves in accordance with the principles and procedures in this Constitution and execute the mission of the Assembly with integrity while honoring the spirit of the Assembly. At least half of the elected Board must be present at a Board Meeting before business can be conducted.
2. The Board shall consist of the general membership as well as four officers. These four positions are the Chairperson, the Vice-Chairperson, the Secretary and the Treasurer. In the event of any vacancies of these officers, a replacement shall be elected to the Board.
3. The outgoing Chairperson will notify all new Board Members of their election and will convene a meeting of the entire Board for the purpose of electing new officers within two (2) weeks of the Board’s election.
4. The sole authority and responsibility to revise and amend this Constitution is entrusted to the Board and all such changes shall require a two-thirds majority vote of the Board.

B. The Office of Chairperson
1. The Chairperson is the A-3 Assembly’s primary executive officer and principal representative who will speak on behalf of the Assembly. The Chairperson should be knowledgeable and able to speak on all aspects of Assembly issues.
2. The term of office for the Chairperson shall be one year.
3. The Chairperson shall prepare the agenda and preside over the bi-monthly meetings of the Board as well as the monthly open forum meetings which are open to all A-3 employees. The Chairperson’s signature shall appear on all Assembly correspondence. The Chairperson holds a seat and is required to attend all meetings of University Council and the University Council Steering Committee.
C. The Office of Vice-Chairperson
1. The Vice-Chairperson is the second executive officer of the A-3 Assembly. The Vice-Chairperson shall be the primary advisor to the Chairperson in University matters.
2. In the temporary absence of the Chairperson, the Vice-Chairperson shall assume all duties and responsibilities otherwise handled by the Chairperson.
D. The Office of the Secretary
1. The Secretary is the third executive officer of the A-3 Assembly. The Secretary is responsible for all routine correspondence of the Board.
2. The Secretary shall be responsible for the recording and reporting of the Board meeting minutes. Such minutes should be available to any A-3 employee upon request.
3. The Secretary shall be responsible for notifying members of the date, time and location of all meetings and functions pertaining to the Board and Assembly in collaboration with the Chairperson.
4. The Secretary should be responsible for the publicity and dissemination of all correspondence.
E. The Office of the Treasurer
1. The Treasurer is the fourth executive officer of the A-3 Assembly. The Treasurer shall be held accountable and responsible for handling the finances and maintaining all financial records of the Board. Such records should be made available for audit upon request from the Board.
## 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 October 4, 1999 through October 10, 1999. Also reported were Crimes Against Property; 30 total thefts (& attempts) (including 8 burglaries & attempts), 8 thefts of bicycles & parts, 2 thefts from autos and 1 theft of auto (& attempt), 1 incident of forgery & fraud and 7 incidents of criminal mischief & vandalism. Full reports on the Web (www.upenn.edu/almanac/v60/offices.html). Prior weeks' reports are also online.—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 October 4, 1999 and October 10, 1999. The University Police actively patrols 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.

### Crimes Against Persons

**38th to 41st/Market to Baltimore:** Robberies (& Attempts)—1; Threats & Harassment—2

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/05/99</td>
<td>1:07 PM</td>
<td>309 S 40th St.</td>
<td>Unwanted phone message received</td>
</tr>
<tr>
<td>10/05/99</td>
<td>5:15 PM</td>
<td>4009 Pine St.</td>
<td>Unwanted letter received</td>
</tr>
<tr>
<td>10/08/99</td>
<td>4:00 PM</td>
<td>4009 Baltimore</td>
<td>Pursue taken by suspect with knife</td>
</tr>
</tbody>
</table>

### Crimes Against Society

No reported incidents against society in all sectors, this period.

### 18th District Report

11 incidents and 2 arrests (5 robberies, 5 aggravated assaults and 1 rape) were reported between October 4 and October 10, 1999 by the 18th District covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/04/99</td>
<td>7:00 PM</td>
<td>414 48th St.</td>
<td>Aggravated Assault</td>
</tr>
<tr>
<td>10/04/99</td>
<td>11:38 PM</td>
<td>5042 Larchwood</td>
<td>Robbery</td>
</tr>
<tr>
<td>10/09/99</td>
<td>9:00 AM</td>
<td>4200 Chestnut</td>
<td>Aggravated Assault</td>
</tr>
<tr>
<td>10/09/99</td>
<td>12:52 PM</td>
<td>4802 Spruce St.</td>
<td>Robbery</td>
</tr>
<tr>
<td>10/07/99</td>
<td>11:40 PM</td>
<td>621 52nd St.</td>
<td>Aggravated Assault</td>
</tr>
<tr>
<td>10/07/99</td>
<td>2:40 PM</td>
<td>4700 Locust</td>
<td>Aggravated Assault</td>
</tr>
<tr>
<td>10/07/99</td>
<td>2:35 PM</td>
<td>27 52nd St.</td>
<td>Robbery/Arrest</td>
</tr>
<tr>
<td>10/08/99</td>
<td>4:00 PM</td>
<td>300 43rd St.</td>
<td>Rape/Arrest</td>
</tr>
<tr>
<td>10/08/99</td>
<td>9:39 PM</td>
<td>4009 Baltimore</td>
<td>Robbery</td>
</tr>
<tr>
<td>10/09/99</td>
<td>10:37 PM</td>
<td>4800 Cedar</td>
<td>Robbery</td>
</tr>
<tr>
<td>10/10/99</td>
<td>7:16 AM</td>
<td>1224 Market</td>
<td>Aggravated Assault</td>
</tr>
</tbody>
</table>
Speaking Across the University:
Some Practical Suggestions for the Classroom

by Jeremy McInerney

Undergraduates, so it is sometimes said, would rather die than face speaking to a public audience. Yet, as more and more teachers move away from simple chalk and talk, more and more students find themselves having to speak publicly. Whether making a PowerPoint presentation to a Wharton class or presenting a seminar paper in the General Honours program, students are now regularly required to speak effectively and persuasively.

Ben Franklin understood the importance of oral communication when he quoted from John Locke’s *Some Thoughts Concerning Education:* “To speak and write correctly gives a grace, and gains a favourable attention to what one has to say.” That dictum was first adopted by the Penn Writing Center. Now it can also serve as the banner for Penn’s newest educational initiative, Speaking Across the University (SA TU).

The SA TU program is designed to help students overcome their fear of public speaking and to encourage the kind of correct and graceful speech that Franklin valued. Is this really necessary? Well, if you have ever required your students to present a report in class you’ve probably experienced the student who is unclear about how to organize material in a logical manner, unable to generate any enthusiasm in the audience, or unsure about what the significance of the exercise may be. We train our students as writers to prepare, organize and polish their work, but we abandon them as speakers, leaving them to flounder. We get the results we deserve, but that’s about to change.

The heart of the SA TU program is a cadre of Penn’s brightest and most articulate students. For two semesters now I have had the opportunity to work with about thirty of the best undergraduate speakers at Penn as they train to become SA TU advisors. Originally I expected nothing more than the pleasure of teaching a group of bright undergraduates. What I didn’t expect was that I would stumble across what turns out to be one of Penn’s hidden treasures, a group of motivated, fiercely intelligent students who are ready to help improve the standard of undergraduate education at Penn.

How? Well, in large measure that depends on the faculty. The SA TU program is not meant to stand alone, but will work best if it is integrated into every class. Just as you factor written assignments into your classes, I’d like to suggest that you start making speech a formal, assessed component as well. Here are some suggestions on how you can use SA TU:

- **Assessment.** Replace at least one written exercise with an oral report. Allocate a percentage of the final course grade to the assignment, and set aside a portion of class time, or perhaps a series of sessions for the presentation and grading of oral reports.

- **Expect more.** Emphasize the same criteria for good speaking that SATU teaches: preparation, organization and delivery. If your students know that you take communication seriously, both oral and written, they’ll start looking for ways to improve.

- **A gentle nudge.** Require each of your students to book in for a consultation with a SA TU advisor at the SA TU offices in Bennett Hall for help with their oral reports. SA TU advisors will help your students organize their material, give them tips on more effective speaking and prepare them for their formal presentations.

- **Call SATU.** Arrange with SATU for a specific advisor to be appointed for your class. This is especially effective if you are teaching a class of twenty or fewer. Students can work with the same advisor over the course of the whole semester. Even if your class has many sections and more than one TA, SATU has the resources to work with each section.

- **Live dangerously.** Use SATU as the jumping board for trying new approaches to teaching and learning. Interviews, video reports, and PowerPoint may be effective ways of gathering information or presenting it, but students need help mastering these. SATU advisors can work with your students to practice the skills they need to work in front of the camera or to coordinate a team presentation. (The SATU offices have video equipment and SATU advisors are video-taped as part of their training. If you think hearing your own voice on tape is horrifying, try seeing yourself in glorious Technicolor!)

- **Open up.** Invite SATU advisors to watch your class. These students are exceptionally perceptive and may be able to offer tips on how to improve the informal discussions that are so integral to good learning.

One of the most attractive features of SATU is that it is largely staffed and implemented by undergraduate students. Bringing SATU advisors to your class to advertise the program demonstrates our support for the principle of cooperative learning. Our students can teach each other and we can learn from them as well. If our students learn to be better speakers along the way we all win.

Dr. McInerney is Associate Professor of Classical Studies and chair of the Graduate Group in the Art and Archaeology of the Mediterranean World. His essay continues the Talk About Series into its sixth year as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching. It is a companion to a series contribution of Professor Joseph Farrell that introduced SATU in Almanac January 19, 1999.