

UNIVERSITY OF PENNSYLVANIA *Almanac*

Tuesday
February 7, 2006
Volume 52 Number 21
www.upenn.edu/almanac

\$5 Million to Renovate & Rename Nursing Building for Claire Fagin

The School of Nursing has received a \$5 million gift from The Annenberg Foundation to support the renovation and renaming of its building for Dean Emerita Claire M. Fagin, a pioneer in nursing research.

Dr. Fagin, who served as dean of the Penn School of Nursing from 1977 to 1992, helped transform the profession of nursing through emphasis on research and nursing science. She established a number of centers, including the Center for Nursing Research, that have produced a generation of Penn researchers who have gone on to make significant contributions to nursing.

From 1993 to 1994, Dr. Fagin served as Penn's interim president. She most recently served as director of the John A. Hartford Foundation National Program "Building Academic Geriatric Nursing Capacity" and continues to provide organizational and nursing consulting to private and public groups.

"This unique gift positions the School to take yet another step in its path from excellence to eminence. We are tremendously grateful to Mrs. Leonore Annenberg and The Annenberg Foundation for honoring Claire Fagin's exemplary leadership while supporting Penn Nursing's incredible work improving health and health care," President Amy Gutmann said.

"The Annenberg Foundation's generous support will enable us to create an environment for our researchers to continue the advancement of nursing science and thus build on the legacy left by Dr. Fagin," said Dr. Afaf I. Meleis, Margaret Bond Simon Dean of the School of Nursing. In 1998, Dr. Fagin was honored as a Living Legend of the American Academy of Nursing.

The Annenberg gift is a milestone in Penn Nursing's campaign to renovate its building. Phase 2 of renovations—projected to cost \$15 million—calls for new laboratories and offices on the upper floors to encourage closer collaboration between researchers and scholars.

Dean Meleis characterized the renovations as "breaking down walls, both literally and figuratively, to support the work of faculty and students."

It follows an earlier renovation that provided students with improved technology, space for social interaction and improved student services and admissions areas (*Almanac* November 16, 2004).

Under Dr. Fagin's leadership, the School of Nursing topped other schools in federal funding from the National Institutes of Health. In addition, the World Health Organization paid special recognition by naming the School a World Health Organization Collaborating Center for International Nursing.

The Annenberg Foundation is the successor corporation to the Annenberg School at Radnor, PA, established in 1958 by the late Walter H. Annenberg, a Penn alum.

Associate Dean of SEAS: Sampath Kannan

Dr. Sampath Kannan of Computer and Information Science has been named Associate Dean of the School of Engineering and Applied Science effective January 1, 2006. Dr. Kannan began his career at Penn in 1994 after three years on the faculty of the University of Arizona. He received his undergraduate degree in electrical engineering from the Indian Institute of Technology, Bombay, his Masters degree from Princeton University and his Ph.D. from Berkeley.

Dr. Kannan has served his department, his School and the University in various capacities, including as Undergraduate Chair of Computer and Information Science, as Recruiting Chair, and as a member of the Curriculum Committee. At the School level he has served on Faculty Council and the Academic Performance Committee, and at the University level on the Task Force for Global Engagement and on the Pluralism Committee.

As Associate Dean, Dr. Kannan is responsible for overseeing all undergraduate and graduate programs, all student support services, international exchanges and interdisciplinary programs with other schools in the University.

Dr. Kannan replaces Dr. Norman Badler of Computer and Information Science who served the School in the position since January 2001. Dr. Badler has now redirected his energies to his dual roles as director of the Center for Human Modeling and Simulation and as Founding Director and Faculty Advisor of the Digital Media Design Program. Dean Eduardo Glandt praised Dr. Badler's five years of service as Associate Dean, adding that "Norm Badler is a priceless asset to our School, one of its most innovative educators and foremost citizens."



Claire Fagin



Philip Rea

Disciplinary Hearing Officer: Philip Rea

Provost Ronald J. Daniels announced the appointment of a new Disciplinary Hearing Officer (DHO). Dr. Philip A. Rea, professor of biology, will replace Dr. Jill Beech, professor of veterinary medicine, whose term expired at the end of January. As DHO, Dr. Rea will preside over all disciplinary hearings. He is responsible for ensuring the procedural integrity of disciplinary hearings and will be called upon to make impartial decisions on procedural matters. Dr. Rea is "ideally suited for the role of DHO, which calls for someone who can remain, fair, analytical, even-tempered, and decisive," said Provost Daniels. Dr. Rea received his Ph.D. from the University of Oxford in 1982. He joined the Penn faculty as an assistant professor in 1990.

Dr. Beech has "filled this role admirably for the past seven years. Her tenure as DHO was characterized by consistency, fairness, and sensitivity. All participants in the process were grateful for her unflappable demeanor and her dedication to order and impartiality," Provost Daniels concluded.

Veterinary Medicine's Associate Dean for Research: Phil Scott

Dean Joan Hendricks, The Gilbert S. Kahn Dean of Veterinary Medicine, announced that Dr. Phil Scott is the new Associate Dean for Research of the School of Veterinary Medicine.

"I look forward very much to working with him to build on our ability to support research across the School. Phil has not only led his own research program, he has recruited a highly successful collaborative team of faculty in his Department and across departments. Additionally, Phil's leadership in Pathobiology is widely extolled. I am grateful to say he will continue as chair of Pathobiology," said Dean Hendricks.

IN THIS ISSUE

- 2 OF RECORD: Report of the Task Force on Global Engagement
 - 3 Consultative Review Committees for Law and Wharton Deans; OF RECORD: Revised Patent Policy; Program on Holocaust and Ethics
 - 4 University Research Foundation Guidelines
 - 5 URF Conference Support; Tax Forms On-line; TCPW Research Support; Dining on Campus; CFAR Grant
 - 6 HR: TDR Plan, Benefits Contacts; One Step Ahead; EHRS Training; WOC Day
 - 7 Update: CrimeStats; Classifieds
 - 8 Talk About Teaching and Learning
- Pullout:** Campus Development Plan—Interim Report



Sampath Kannan



Phil Scott

We are pleased to present the report of the Task Force on Global Engagement. The Task Force's recommendations will be studied carefully by us and a response will be submitted to the University community in early spring. In the meantime, we would like to thank the members of the Task Force on Global Engagement, particularly its co-chairs, Dean Susan Fuhrman and Dean Patrick Harker, for their efforts.

—Amy Gutmann, President

—Ronald Daniels, Provost

Report of the Task Force on Global Engagement

In October 2005, President Amy Gutmann and Provost Ron Daniels convened the Task Force on Global Engagement. The Task Force was chaired by Deans Susan Fuhrman (GSE) and Patrick Harker (Wharton). Dr. JoAnn McCarthy, Assistant Provost for International Affairs, served as vice-chair.

The Task Force was charged to develop and recommend two to three initiatives that would advance the University's international mission in teaching, research, and alumni outreach. The President and Provost stipulated that the initiatives should be affordable and capable of being implemented over a two-year period.

Over the past four months, the Task Force received input from Penn faculty, staff, and students; examined previous studies and task force recommendations; considered other institutional models; acknowledged the changing global context of higher education; and deliberated as a group on six occasions. The Task Force sought to develop initiatives that reflected the Penn Compact's emphasis on increased access, integrated knowledge, and local and global engagement. With these principles in mind, the Task Force is respectfully recommending the following initiatives for the President's and Provost's consideration.

Proposal 1: Penn World Scholars

Penn has made great strides in achieving diversity and excellence. However, there are limited funds available to assist qualified international undergraduates and master's level students at Penn. As a result, this limits opportunities for deserving international students to attend Penn. Therefore, we should significantly enhance need-based financial aid for exceptional students from all backgrounds and from every corner of the globe, including those from the world's most impoverished developing countries. In this way, Penn can contribute substantially to educating the next generation of global leaders across the disciplines.

The Task Force recommends that, each year, Penn select 25-30 students of great promise from developing countries as Penn World Scholars. Chosen for their outstanding leadership potential, academic achievement, financial need, and future career plans, these students will be financially supported throughout their studies by substantial awards consistent with the most generous assistance at the University. Penn will identify outstanding scholars from a geographically, linguistically, and culturally diverse pool of students who will enhance the academic competitiveness and global diversity of our student body. Whenever possible, Penn World Scholars will be supported by Penn alumni mentors from their home countries to help acclimate them to academic life at Penn and to recommend pathways to leadership in their home countries upon graduation. We anticipate that Penn World Scholars alumni will form a high profile global network of future world leaders in a wide range of professional fields and will eventually guide the future development of the program.

We urge the President and Provost to consider this program a campaign priority to be supported by endowed funding and recommend that innovative ways to engage the global alumni network be explored and developed.

Proposal 2: Penn Global Initiatives Fund

Penn aims to enhance and nurture the successful partnerships between arts and sciences and our professional schools that benefit our students, our society, and our world. Indeed, outstanding examples of cross-disciplinary efforts have already been mounted at Penn, including last year's global conference on women's health; the new master's program in NGO management; the rapidly growing global democracy project; and the worldwide outreach efforts of the Solomon Asch Center for Study of Ethnopolitical Conflict.

The Task Force received nearly 50 suggestions and proposals from faculty members and graduate students across the campus involving the provision of financial support to launch new courses of study, collaborative programs, research networks, international conferences, publications, and a host of other worthy interdisciplinary endeavors that would enhance Penn's global engagement and recognition. We believe there is substantial demand for a special fund to support, on a competitive basis, events, projects, research collaborations, and other initiatives that focus on important global issues and involve multiple disciplines and partners. (Those partners would include institutions, government agencies, NGOs, alumni chapters and/or the private sector.) By crossing geographic and disciplinary boundaries, these collaborations can further distinguish Penn for its successful integration of knowledge in both teaching and research.

We recommend that the President and Provost establish a fund to foster creative cross-disciplinary academic undertakings with potential for substantial and sustainable benefits to the University. This program would

respond to faculty requests for critical funding support to underwrite initiatives that would enhance our international teaching, research and engagement of an interdisciplinary nature. This competitive fund would provide short term, non-renewable financial support for promising projects.

Proposal 3: Global Leaders Series

The Task Force recognizes that global engagement takes place not only by sending faculty and students abroad but also by bringing the world to Penn to explore the local and global dimensions of important issues.

Therefore, the Task Force recommends that the President and Provost establish a new program to bring to the campus each year two to three renowned global leaders who have made extraordinary contributions to human progress. These distinguished speakers will be recognized global leaders in their respective fields. They will be invited to come to campus for up to one week to deliver lectures, meet with faculty and students, and be integrated into the College House programs. These global leaders may include Nobel laureates and other well-known statesmen, scholars, and professionals who have changed the world.

Proposal 4: Penn Students Engaging the World

The importance of facilitating the global engagement of students, both on and off campus, was raised repeatedly in Task Force discussions. For some students, tightly designed curricula allow little flexibility to pursue study abroad opportunities. And, for others, the lack of financial resources presents real constraints. While other institutions in the United States have significantly increased the number of undergraduate participants in overseas experiences, few (if any) have addressed this issue at the graduate level and across all professional schools.

The Task Force recognizes the limits of the current funding system to subsidize overseas study and international scholarly opportunities. We recommend that these opportunities be adequately funded to ensure that any Penn student who wishes to take advantage of our international offerings will not be excluded due to a lack of financial support. To ensure that these important opportunities are available to all who want to participate, the Task Force further recommends that the President and Provost designate this as a fundraising priority. We understand that this may be more of a medium term initiative rather than a short term one but hope to signal the importance of this goal by including it in our report.

Conclusion

The Task Force recognizes that these recommendations are merely the first step in a more ambitious effort to establish Penn's global presence. Far more comprehensive strategic planning on this broader undertaking should take place in all schools at Penn. The Task Force recommends that the Provost challenge each undergraduate and graduate/professional school to articulate how each school provides opportunities to their students to develop a global perspective in their academic programs and research. The Provost should explicitly challenge each school to re-imagine our future and cultivate innovative ways to engage and inspire both students and faculty in the international dimensions of our teaching, research, and service missions.

Task Force on Global Engagement

Susan Fuhrman, Dean, GSE, *Co-Chair*
 Patrick Harker, Dean, Wharton, *Co-Chair*
 JoAnn McCarthy, Assistant Provost for International Affairs, *Vice-Chair*
 Sandra Barnes, Professor of Anthropology, SAS
 Mete Civelek, Graduate Student, First Vice Chair of GAPSA
 Cheng Davis, Vice Dean, International Programs and Development, GSE
 Richard Estes, Professor and Director of International Programs, SP&P
 Richard Herring, Director, The Lauder Institute, Wharton
 Alexis Ruby Howe, Undergraduate Student, SAS
 Sampath Kannan, Professor of Computer and Information Science, SEAS
 Suvir Kaul, Professor of English and Director of South Asia Studies Center, SAS
 Adam Kolker, Assistant Dean, Graduate and International Programs, Law School
 Leslie Kruhly, Secretary of the University
 Ali Malkawi, Associate Professor of Architecture, School of Design
 Barbara Medoff-Cooper, Professor of Nursing, School of Nursing
 Lydie E. Moudileno, Associate Professor of Romance Languages, SAS
 Jack Nagel, Professor of Political Science and Associate Dean, Graduate Studies, SAS
 Neal Nathanson, Professor Emeritus of Microbiology and
 Associate Dean for Global Health Programs, School of Medicine
 Ed Resovsky, Managing Director, International Operations, Development
 Joseph Sun, Director of Academic Affairs, SEAS
 James Gardner, Special Assistant to the President, Recorder

Consultative Review Committees for Law and Wharton Deans

President Amy Gutmann and Provost Ronald Daniels have announced the formation of two Consultative Review Committees to advise them on the reappointment of Deans Michael Fitts of the Law School and Patrick Harker of the Wharton School. Both Deans Fitts and Harker are currently in the sixth years of their initial seven-year terms as Deans. University policy requires that a Consultative Review Committee be established to advise the President and Provost whenever such a reappointment is contemplated. In addition, each member of the standing faculty of the Dean's school is given the opportunity to give confidential advice and views directly to the President and Provost.

The members of the Consultative Review Committee on the Reappointment of Michael Fitts as Dean of the Law School are:

Chair:	Michael X. Delli Carpini, Dean, Annenberg School for Communication
Law School Faculty:	Anita Allen-Castellitto William Ewald Charles Mooney Reed Shuldiner
University Faculty:	Cristina Bicchieri, Philosophy Marie Gottschalk, Political Science Harbir Singh, Management
Law Student Members:	Michael Buchbinder Daniel Borden
Alumni Representative:	Bob Sheehan
Staff to the Committee:	Stephen Steinberg, Office of the President

The members of the Consultative Review Committee on the Reappointment of Patrick Harker as Dean of the Wharton School are:

Chair:	Rebecca Bushnell, Dean, School of Arts and Sciences
Wharton School Faculty:	Michael Gibbons, Finance Robert Inman, Finance Abba Krieger, Statistics Daniel Levinthal, Management
University Faculty:	Regina Austin, Law Rajeev Alur, Computer and Information Science Francis Diebold, Economics
Wharton Student Members:	Serhan Secmen, MBA Student Michael Vaupen, Undergraduate
Alumni Representative:	Beth Kaplan
Staff to the Committee:	Stephen Steinberg, Office of the President

Both Committees welcome and encourage input from all members of the Penn community. Communications may be directed to any member of the Committees, but are most conveniently forwarded to Dr. Stephen P. Steinberg (*sps@pobox.upenn.edu*), who is supporting both review processes. Comments for the Law Dean Review should be submitted by *February 13* and for the Wharton Dean Review by *February 27*.

Program on Holocaust and Ethics

The Center for Bioethics announced the establishment of the Bronstein Program on the Holocaust and the Ethics of Human Subjects Research, supported by a multi-year \$100,000 gift from the Sylvia and Solomon Bronstein Foundation.

"We are most thankful to the Bronsteins for their generous gift—which will permit us to build on Penn's expertise, promote innovation, and extend the Center's efforts in its core program area of human-subjects research, with a focus on the Holocaust and its legacy for understanding the ethics of clinical research," said Dr. Arthur L. Caplan, director of the Center and chair of the department of medical ethics.

Since its inception in 1994, the Center for Bioethics has been investigating the emerging social, ethical and legal dimensions of human subjects research. This gift gives the Center the means to more effectively and synergistically develop a common infrastructure and support base under which to consolidate the many ongoing and potential projects in human subjects research at Penn. It will enable the Center to leverage its record of achievements in this area, promote innovation, as well as attract sustained programmatic funding and faculty interest.

The goals of the Bronstein Program on the Holocaust and the Ethics of Human Subjects Research will be to identify the major ethical issues in the history of human subjects research; increase scholarly and public knowledge about the Holocaust and its legacy on human subjects research protections; utilize history to ground the analysis of contemporary bioethical issues; encourage debate and shape public responses and policies vis-à-vis human subjects research; and foster interdisciplinary scholarly collaborations in research ethics.

Preamble

The Patent Policy in effect until January of 2005 assigned ownership of Inventions derived from consulting activities to the University. At times, this policy prevented our faculty from consulting for companies who had legitimate ownership interests in a particular developing technology. The policy was modified in January of 2005, to allow faculty in some limited circumstances to consult for an outside entity that required assignment of resulting inventions. Payment for such consulting was to be in cash and was intended to reflect the fair market value of the work performed, rather than the value of the invention to the outside entity. The following guidance is intended to clarify the circumstances in which such consulting is permitted under the Revised Patent Policy.

Guidance on the Revised Patent Policy with Regard to Consulting

Effective January 1, 2005, the University enacted the Patent and Tangible Research Policies and Procedures of the University of Pennsylvania (the "Revised Patent Policy"). The Revised Patent Policy confirmed the long-standing principle that "[f]aculty members contemplating entering into consulting agreements shall ensure that their obligations under the Patent Policy are not compromised and the University's rights are protected." Article 3.2. Under the general consulting policy, faculty members shall avoid intellectual property provisions that preclude them from assigning any inventions that arise out of their consulting to the University.

Article 3.4 of the Revised Patent Policy, entitled "Exception to the General Consulting Policy," created a limited exception to the general policy. Article 3.4 addresses situations where an outside entity would not allow a faculty member to consult unless the faculty member agrees to assign any resulting invention to the entity. Under Article 3.4.1, a faculty member may be permitted to consult under an agreement that assigns such rights away from the University, but only if specific conditions are satisfied and the University reviews and approves the arrangement in advance.

One of the conditions in Article 3.4.1 was that the consulting faculty member "...must be compensated in cash rather than equity..." Article 3.4.1(3). This restriction was necessary to ensure that Article 3.4.1 would provide a narrow exception to the general consulting policy and would not undermine a faculty member's primary commitments and obligations to the University. In the absence of this restriction, Article 3.4 would have created an incentive for faculty to use consulting agreements to transfer intellectual property and inventions to entities outside of the University, in return for financial interests in those entities. Such alignment of the faculty member's financial interests with those of the outside entity, through an equity interest, would circumvent one of the principles of the University's patent policies, that revenue derived from faculty inventions be shared among the faculty, their departments and schools, and the University.

Article 3.4.1(3)'s purpose is to limit the exception to situations in which the consulting compensation is fixed, reflects the fair market value of the consulting performed, and does not vary according to the value of inventions assigned to the company. One form of variable compensation is stock or stock options in the outside entity. Variable compensation may also take the form of a product development or royalty agreement in which the faculty member's consulting is rewarded with a percentage interest in the sales or revenues of the product or invention.

Compensation in the form of a royalty on the product or invention is, for these purposes, indistinguishable from compensation in the form of equity in the outside entity sponsoring the consulting. In each case, faculty would be encouraged, through consulting agreements, to assign inventions away from the University, a result at odds with the basic principles underlying the University Patent Policies. Such a fundamental change in University policies was not intended by the January 2005 Revision.

Faculty are therefore advised that the reference to EQUITY set forth in Article 3.4.1 shall include any form of contingent or variable compensation based on the product or invention created during the consulting. Any questions in regard to this issue should be addressed to the Vice Provost for Research.

Faculty are also reminded that qualification for an exception in Article 3.4 requires prior disclosure to their Chair and Dean. Deans may approve a request for an exception after appropriate consultation.

—Ronald Daniels, Provost

—Perry Molinoff, Vice Provost for Research

University Research Foundation Guidelines: March 15

Statement of Purpose and Guidelines

The University Research Foundation (URF) is an intramural resource to support faculty research for a variety of purposes, including:

- Helping junior faculty undertake pilot projects that will enable them to successfully apply for extramural sources of funding, and aid in establishing their careers as independent investigators.
- Helping established faculty perform exploratory research, particularly on novel or pioneering ideas, to determine their feasibility and develop preliminary data to support extramural applications.
- Providing support in disciplines where extramural support is difficult to obtain and where significant research can be facilitated with internal funding.
- Providing limited institutional matching funds that are awarded contingent upon a successful external peer-reviewed application that requires an institutional match.
- Providing, under compelling circumstances, established investigators with funds to support a *well-justified* gap in extramural support or a *documented unanticipated* short-term need.

Scope

Disciplines. The URF supports research in all disciplines, including international research. For purposes of review, applications are assigned to four broad disciplinary areas: Biomedical Sciences, Humanities, Natural Sciences and Engineering, and Social Science and Management (www.upenn.edu/research/ReviewPanels.htm).

Term. Grants are given for a single year only. Applications for a renewal of a previously funded project may be submitted but usually receive low priority. Funds must be spent within 12 months of the beginning of the grant, and may not be “banked” for future use. Unexpended funds must be returned to the Foundation. If justified in writing, carryover of unexpended funds may be approved by the Vice Provost for Research. Request for carryover of unexpended funds should be made prior to the expiration of an award.

Budget. Applications up to \$50,000 will be entertained.

Eligibility. Eligibility is limited to University faculty, in any track, at any professional level. Instructors and Research Associates may apply but need to establish (by letter from the department chair) that the applicant will receive an appointment as an Assistant Professor by the time of the award.

Conference Support: Scholarly conferences of a research nature will be considered for funding at the level of up to \$3,000 per conference (see *Conference Support Guidelines on page 5*).

The Application

Applications that fail to meet the guidelines will not be reviewed.

Dates. Applications are accepted twice each year, for November 15 and March 15 deadlines. If the date falls on a weekend or holiday, the deadline is the next working day. Every effort will be made to process applications and notify applicants of the outcome within 10 weeks after the deadlines.

The application. Brevity and clarity will enhance the likelihood of success. Please number all pages at the bottom right hand corner. Use one-inch margins and a 12-point font. Applications should be limited to 10 pages and must include in this order:

1. A completed (with all signatures) Research Foundation Proposal Cover Sheet which can be downloaded from the URF’s website at www.upenn.edu/research/FoundationGuidelines.htm. The application should be classified under one of the five Statement of Purpose categories listed above.
2. An abstract of no more than 200 words, written for the educated non-specialist.
3. A description of no more than 5 single-spaced pages of the research proposed. Proposals must provide background, hypothesis or purpose of the research, significance of the research, methods used, work to be undertaken, and outlook for future extension of the research and its potential for external funding (see *Review Process at right*).

Note: An application formatted for another sponsoring agency or failing to conform to these guidelines will not be reviewed.

4. A single page biographical sketch for the principle investigator and all co-investigators. The biographical sketches do not count against the page limit.
5. A budget, with justification for each item requested. Items that can be requested include research costs associated with travel expenses, supplies, and salaries of non-faculty personnel essential to the project. Equipment costs up to 100% of the proposed budget may be eligible for funding but such requests must be justified in the application as essential to the research. In addition, if all or most of the budget is to be used for equipment, the applicant must document that other resources are available to conduct the proposed research. Specific research objectives should be identified and described. The review will focus not on the equipment being requested but on the scientific program to which it will be applied.

Faculty salaries, including summer salaries or release time, are not funded. Because it may not be possible to fund meritorious proposals fully, the budget must prioritize items in the order of their importance to the project, (not simply list all items requiring support for which support is requested).

6. Research support, including other current funding with a list of titles, amounts, sources, and grant periods, expired funding for the prior three years, and pending applications. Applicants with “start up packages” must provide detailed dated budgets. Prior grants from the University Research Foundation must be itemized, with dates, title, and amount of funding, plus a statement about whether external funding was received as a result of the URF grant. Other research support for co-investigators should be identified.

7. Assistant Professors in all tracks (including tenure, clinician-educator, and research track) are required to include a letter from their department chair indicating their career plans within the department, future commitment of independent space and of department or School resources including all department funding (start up packages, etc.). In addition, the letter should establish that the applicant will be working as an independent investigator or scholar. Such additional documentation can be provided as an appendix and will not be included within the page count.

8. Regulatory issues. If research involves human subjects, animals, bio-hazards, or other regulatory issues, the application should identify those concerns and provide documentation that they will be addressed. *Please note that IRB approval may be required for human subject research in all disciplines, including the sociobehavioral sciences and humanities. If IRB, IACUC or Environmental Safety review and approval is required, it may be obtained after the application has been approved, but before funds are provided or research has been initiated.* For advice please consult the Office of Regulatory Affairs. See www.upenn.edu/regulatoryaffairs.

9. Conflict of interest. The applicant should explicitly make a statement about whether or not the application involves any potential conflict of interest, and any such conflicts should be described. For instance, if the research could forward the interests of a company in which the applicant has a financial interest, this should be disclosed. Conflict of interest documentation (if required) can be provided as an appendix to the body of the application and will not be included in the page count. See www.upenn.edu/research/rcr/conflict.htm.

Submission. An original of the complete proposal with the signed cover sheet should be submitted to the Office of the Vice Provost for Research, 118 College Hall/6303 on or before the deadline date. In addition, please send a PDF version:

- 1) File name must be the last name of the principal investigator
- 2) One PDF document must include the cover sheet and budget sheet and all attachments
- 3) Send to: vpr@pobox.upenn.edu
- 4) Must be received on or before the deadline date

Review Process

Applications are reviewed by one of four faculty committees, Biomedical Sciences, Humanities, Natural Science and Engineering, and Social Science and Management (www.upenn.edu/research/ReviewPanels.htm). Every attempt is made to spread funding equitably across the major disciplines. Each application is reviewed for a variety of attributes, including

- scholarly merit, creativity and innovation
- feasibility
- significance of the research
- time-limited opportunities that require immediate funding
- prospects for future extramural funding
- matching support from other sources
- availability of alternate funding sources
- career development of young researchers
- evidence that junior applicants will be working as independent investigators
- advancement of school or institutional objectives, such as interdisciplinary research

Certain frequently found weaknesses should be avoided, such as

- “re-inventing the wheel” due to ignorance of prior published work, often in cognate fields
- a fishing expedition without a focused hypothesis
- repeated requests for research projects that are eligible for but have failed to garner external peer reviewed support

Critiques of applications are not provided for successful or failed applications, since this would place an excessive burden on the faculty who volunteer their time as peer reviewers.

If awarded:

- Regulatory approvals must be obtained before funds are transferred to the department.
- The home department must have a 26-digit budget code.
- A brief (1 to 2 pages) report should be submitted to the Vice Provost Office of Research within one year of the date of the award.

University Research Foundation Conference Support: March 15

Scope

The conference support program is designed for scholarly meetings that will be convened on the Penn campus, thereby providing enrichment opportunities to interested faculty, students, and staff, most frequently in the format of a 1-2 day colloquium. The intent is to support meetings that are designed to enhance existing research and scholarly programs, particularly in disciplines where external funding is difficult to obtain. *High priority will be given to inter- or cross-disciplinary conferences that include faculty from more than one School.*

The Application

Funding will be limited to no more than \$3,000 per event, and should be dedicated to reimbursing the speakers for travel and accommodations, but not for meals and entertainment. It is expected that funding from the University Research Foundation will supplement funding from other sources and will not be the sole source of funding for the meeting. Applications must be brief, usually no more than three (3) pages, and should include,

- A completed Conference Proposal Cover Sheet, with all signatures, which includes name and contact information for the applicant, who must be an appointed faculty member (tenure, research, or clinician-educator track) and the appropriate review committee must be indicated (www.upenn.edu/research/ReviewPanels.htm).
- A description of the purpose of the meeting
- A proposed program agenda (appendix)
- A proposed list of presenters (appendix)
- The number of Penn students and faculty expected to attend
- An explanation of the benefit to Penn students and faculty
- An explanation of the benefit to scholarly or research programs at Penn
- Relationship of the meeting to department, institute or center programs

- The names of faculty who are organizing the meeting
- Identity and contact information for the business administrator responsible for administration of the funds
- A budget, itemizing the types of proposed expenditures (appendix)
- Evidence of matching funding from institutional or external sources
- Evidence of institutional support in the form of no cost facilities and AV support

Submission

Submission. An original of the complete proposal with the signed cover sheet should be submitted to the Office of the Vice Provost for Research, 118 College Hall/6303 on or before the deadline date. In addition, please send a PDF version:

- 1) File name must be the last name of the principal investigator
- 2) One PDF document must include the cover sheet and budget sheet and all attachments
- 3) Send to: vpr@pobox.upenn.edu
- 4) Must be received on or before the deadline date.

Review Process

Applications for the Conference Support Program are processed in the same cycles, and will be reviewed by the same committees that are used for URF research applications. Please identify which Review Committee will review your conference proposal (Biomedical Sciences, Humanities, Natural Sciences and Engineering, and Social Science and Management). See www.upenn.edu/research/ReviewPanels.htm.

Questions should be directed to:

Irene Soroka, (215) 898-7236, vpr@pobox.upenn.edu
Office of the Vice Provost for Research, 118 College Hall/6303.

Summer Research Support for Junior Faculty

The Trustees' Council of Penn Women offers three \$5,000 summer research stipends to female faculty, or faculty members whose research is centrally concerned with the role of women in society, science, or arts and letters.* These awards are given to assist in the promotion of standing faculty to the permanent rank of Associate Professor. Those who have previously applied and did not receive an award are encouraged to apply again. (Faculty who have already won an award are eligible to apply again.)

If you are interested in applying for the stipend, please submit a 2-page summary of the research you wish to undertake, an explanation of how the stipend will facilitate the research, a curriculum vitae, and the name of a University reference. In your application please describe how you will use the award and why it would be particularly useful to you at this time. The summary should be sent to: Summer Research Award, The Alice Paul Research Center, 411 Logan Hall, 249 S. 36th Street, Philadelphia, PA 19104-6304. Deadline: *Friday, March 3, 2006.*

Research proposals will be reviewed, and the stipend awarded, through a peer review process. It is expected that the research, or a significant subset thereof, will be concluded during the summer of 2006, and a written report will be submitted to the review panel and to the Trustees' Council. Any subsequent publication of the research results should acknowledge the support of the Council.

***Note:** The amount of the award varies according to whether the recipient chooses to receive it as salary or to use it for research expenses.

—Luz N. Marin, Alice Paul Center for
Research on Women and Gender

Dining Out On Campus: More Fun With a Friend!

Penn Dining would like to extend a special offer to Penn Staff now through May 6, 2006. Get a free meal with every meal you purchase at one of our residential restaurants: Falk Dining Commons, 1920 Commons, Kings Court/English House, or Hill College House! Visit the PPSA website and download the special coupon from Penn Dining, www.upenn.edu/ppsa/pdf/FacultyStaff.pdf. Print out the coupon, grab a friend or colleague and stop by for your free meal!

—Jenn Brennan Martin, Marketing Program Manager

Center for AIDS Research: Call for Proposals Pilot and Feasibility Grant Program, FY 2007

The Penn Center for AIDS Research (Penn CFAR) seeks applications to the pilot program offered through its Developmental Core. Proposals regarding any aspect of HIV/AIDS clinical care, epidemiology, virology, immunology, structural biology, vaccine development, or prevention are considered relevant to the goals of the Developmental Core.

The CFAR is especially interested in proposals that bridge programmatic areas and, in particular, those that bridge clinical investigators with basic or behavioral scientists. These will be given preference. Proposals that include an international component also are encouraged.

During the *current* funding cycle, we are able to offer awards up to \$50,000 for each grant. Grants are for a one-year period and are not renewable. It is expected that funds will be available in July 2006.

Faculty members, holding appointments at the CFAR institutions, who meet one of the following requirements, are invited to apply:

- New investigators who never have held extramural support from the NIH.
- Investigators who have not previously worked in HIV/AIDS.
- Investigators who have worked in HIV/AIDS who wish to study an area that represents a significant departure from their currently funded work.

Application form and instructions, are available at www.uphs.upenn.edu/aids/PilotGrant07.htm. "Pre-Submission Mentoring" is available to junior investigators. Application deadline: *Friday, March 17, 2006.* For additional information, please contact: Evelyn Olivieri, room 353 BRB II/III/6160, phone: (215) 573-7354, e-mail: oliviere@mail.med.upenn.edu.

—Francisco González-Scarano, M.D., Core Director

W-2 Tax Forms Now On-Line

The Payroll Office announced that all active staff, faculty and students now have the ability to view and re-print year end W-2 tax forms directly from the *U@Penn* portal. During the year end cycle, additional tax forms pertinent to each employee will also be made available (example W2c, 1042S, 1099R).

In order to view and/or print your W-2 go to the *U@Penn* website at http://medley.isc.upenn.edu/penn_portal/u@penn.php/732.

Under the GENERAL tab, under the PAYROLL AND TAX channel there is a link to My Tax Info.

My Tax Info allows University employees to view, print, and download electronic versions of their income tax statements, such as the Form W-2, on demand in Adobe PDF format. All employees will still receive copies of their 2005 statements via U.S. Mail (*Almanac* January 24, 2006).

—Payroll Department

Tax-Deferred Retirement Plan (TDR) Update

As of January 1, 2006, Penn has started contributing an additional 0.5% of base salary to the Tax-Deferred Retirement Plan (TDR) for eligible faculty and staff under age 30. The University's contribution to the Basic Plan for this group has increased from 1% of base salary to 1.5% of base salary. Penn's Basic Plan contribution is still 3% of base salary for eligible faculty and staff age 30-39, and 4% for those age 40 and over.

The University is making this change in order to better synchronize the benefits for all eligible plan participants as well as to help comply with certain federal testing standards. Per federal regulations, Penn is required to provide the following notice explaining this change. Please contact the Retirement Call Center at 1-877-PENN-RET (1-877-736-6738) if you have any questions.

Summary of Material Modification for the University of Pennsylvania Basic Plan

Employer Identification Number: 23-1352685 Plan Number: 028

As required by federal law, this is a Summary of a Material Modification ("SMM") to notify you about a material change to the University of Pennsylvania Basic Plan (the "Plan"). Together with the Summary Plan Description for the Tax-Deferred Retirement Plan of the University of Pennsylvania (the "SPD"), the SMM and SPD are intended to provide you with a general description of your Plan benefits. However, please keep in mind that the SMM and SPD are only summaries of the Plan's provisions. If you have questions about how the Plan is administered, you should request and review a copy of the official Plan document. In the event of a conflict between the SMM and the terms contained in the official Plan document, the terms of the official Plan document will control. (Note: Terms that are capitalized below have the same meaning as set forth in the SPD.)

Effective as of January 1, 2006, the Basic Contribution level for Participants who are 30 and under will be increased from 1% of Compensation to 1.5% of Compensation. Please note that a Participant must otherwise satisfy the Plan's eligibility requirements to receive this Basic Contribution. Also, if you are under age 30 as of January 1 and have satisfied the Year of Service requirement under the Plan, you will receive increased Basic Contributions from 1% of your Compensation to 1.5% of your Compensation for that year. Please note that if you are only eligible to receive Basic Contributions for a part of a year, your Basic Contributions will be based on your Compensation only for the period in which you are eligible to receive Basic Contributions under the Plan.

New Contact Information for Some Benefits

Please note the updated contact information for the Tuition Benefit Program, Short-Term Disability (STD), and Family and Medical Leave (FMLA), as shown below. These changes are effective immediately.

—Division of Human Resources

Benefit Program	Tuition	Short-Term Disability (STD) and Family and Medical Leave (FMLA)	Long-term Disability
Contact Name	Tony DeLong	Donna Hamilton	Melissa Smith
Phone Number	(215) 898-4812	(215) 898-0914	(215) 898-1326
Email Address	adelong@hr.upenn.edu	hamilto3@hr.upenn.edu	smithma@hr.upenn.edu
Fax Number	(215) 573-2151	(215) 573-7385	(215) 573-7385
Mailing Address	Learning and Education, 3624 Market Street, Suite 1B-South, Philadelphia, PA 19104-2615	Benefits, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228	Benefits, 3401 Walnut Street, Suite 527A, Philadelphia, PA 19104-6228

National Women of Color Day: Awards Luncheon March 3

The National Institute for Women of Color (NIWC) has designated the first day of Women's History Month as National Women of Color Day. For the 19th consecutive year, the University of Pennsylvania and its Health System (HUP, Presbyterian, and Pennsylvania Hospitals) seek to increase our awareness of the talents and achievements of women of color by hosting an Awards Luncheon. We hope you will join us for this uplifting and inspirational celebration.

The 2006 Awards Luncheon will take place *Friday, March 3, 2006, noon-2 p.m.*, Bodek Lounge and Hall of Flags, Houston Hall. Tickets are \$25 per person. A limited number of scholarship tickets will be available. To order tickets, please contact Constance Gordon, cagordon@pobox.upenn.edu.

Other free activities are being held in Houston Hall in conjunction with the Luncheon:

Craft Fair: 11 a.m.-4 p.m.

Silent Auction: 11 a.m.-3 p.m.

Health Information Table: 11 a.m.-4 p.m.

For more information, call (215) 898-0104.

—Angela McNeil, Chair, 2006 Women of Color at Penn Planning Committee

One Step Ahead

Security & Privacy
Made Simple

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

How Secure Is Instant Messaging?

Instant Messaging (IM) can be a useful tool, but be aware of the following risks:

Don't expect your IM conversations to be private. They travel over the network unencrypted and can be easily forged. IM is a bad way to transmit sensitive data such as credit card numbers, passwords, and social security numbers. It's about as secure as email, which is to say "not all that secure."

Worms are also a big problem. Several IM worms will send messages to all your IM buddies with instructions to "click here" to play a computer game or view an image, but point instead to a malicious URL that installs a virus. These messages will appear to your buddies either as you are initiating a session with them or in the middle of an existing IM session with you. And the worm is even smart enough to impersonate your buddy in the conversation if you try to verify his or her identity with a question like, "Is it really you?" To prevent infection, keep your IM software up-to-date and always install the latest security patches.

Environmental Health & Radiation Safety Training

The next live training program is: *Introduction to Laboratory and Biological Safety at Penn*, February 16, 9:15 a.m.–noon, BRB II/III Auditorium; March 16, 9:15 a.m.–noon, BRB II/III Auditorium. (Please arrive early. Sign-in from 9–9:15 a.m. No admittance to the course after 9:15 a.m. Penn ID is required for sign-in. A Certificate of Completion will be granted at the end of the training session. Only those individuals who sign-in and receive the Certificate will be given credit for the course.)

This combined training program provides a comprehensive overview of safe work practices in the biomedical laboratory and meets the U.S. Department of Labor's Occupational Safety and Health Administration (OSHA) requirements for employees who work with hazardous substances including chemicals, human blood, blood products, fluids and human tissue specimens. All faculty, staff and students at the University who work in a laboratory and have not previously attended a live training presentation must attend this training.

The Office of Environmental Health & Radiation Safety (EHRS) develops and presents a variety of required training programs in live presentations or online formats. To determine which training programs you are required to take, review the section "Training Requirements" on the EHRS website www.ehrs.upenn.edu/training/traindates.html.

Subscribe to Express Almanac



Sign up to receive e-mail notification when we post breaking news between issues.

Send an e-mail to listserv@lists.upenn.edu with "subscribe e-almanac <your full name>" in the body of the message. —Ed.

Update

February AT PENN

CORRECTION

The dates have changed for the *MFA First Year Exhibition* at the Charles Addams Gallery. The exhibit begins *February 27* and continues through *March 12*.

EXHIBIT

15 *Graduate Photography/Video Exhibition*; work by MFA candidates; reception: 5 p.m.; Fox Gallery; Mon.-Fri. 10 a.m.-5 p.m. *Through March 3*.



Join Alaskan Tlingit elders (above), as they discuss contemporary issues of Tlingit culture including language retention, artifact repatriation, and clan and house revitalization. The event will take place *February 8* at 7 p.m. in the Rainey Auditorium, Penn Museum.

FILM

15 *Africana Film Project: African-American Women Filmmakers*; 5:30 p.m.; Hall of Flags, Houston Hall (Center for Africana Studies).

TALK

15 *African-American Excellence on Penn's Campus*; Sheryl Simons, Drexel University; noon; Sweeten Alumni House (AARC).

Deadlines: The deadline for the weekly Update is every Tuesday, for the following Tuesday's issue. The deadline for the March AT PENN calendar is *Tuesday, February 14*. For information see www.upenn.edu/almanac/calendar/caldead-real.html.

CLASSIFIEDS—PERSONAL

EVENT

The Wilma Theater presents the impassioned theatrical exposé Heather Raffo's *9 Parts of Desire*, Feb. 1st through March 12th. Tickets \$10-\$49. Call (215) 546-7824 or online at www.wilmatheater.org. Mention the *Almanac* for \$5 off tickets! Discounted subscriptions for educators available.

Almanac is not responsible for contents of classified ad material.

For information call (215) 898-5274.

CLASSIFIEDS—UNIVERSITY

RESEARCH

Struggling with your weight? Want to improve your child's eating and exercise habits? Your family may be eligible for this FREE program if your child is: 4-7 years old AND you have a hard time getting your child to eat fruits and vegetables. The University of Pennsylvania is conducting a fun and exciting research study on weight control and better eating habits for adults and their children. Call (215) 746-7101 for more information! This study is funded through a grant from the National Institutes of Health (NIH).

Do you have arthritis in your knees? Would you like to participate in a study designed to find out if acupuncture may help you walk better and decrease the pain? The study compares real acupuncture using needles that do not puncture the skin in patients who need physical therapy. Call Pat Williams for information at (215) 898-3038.

Is your blood pressure borderline high? Would you like to control it naturally with lifestyle changes such as DIET or YOGA? Researchers at the University of Pennsylvania are beginning a new research study examining the effects of YOGA and NUTRITION on lowering blood pressure. Qualified participants will receive at no cost: study related exams and lab tests, study related classes and instruction and compensation for time, travel & effort. If you are over 18 years of age and not currently on a blood pressure medication, then please call the Study Coordinator, Sue Yang at (215) 898-4516.

Almanac is not responsible for contents of classified ad material.

For information call (215) 898-5274.

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 **January 23-29, 2006**. Also reported were 8 Crimes Against Property (including 4 thefts, 2 burglaries and 2 acts of fraud). Full reports are on the www.upenn.edu/almanac/volumes/v52/n21/creport.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 **January 23-29, 2006**. 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.

01/23/06	8:20 AM	3935 Walnut St	Unauthorized male in area/Arrest
01/23/06	8:13 PM	3925 Walnut St	Purse taken from table
01/25/06	5:35 PM	3417 Spruce St	Male cited for defiant trespass
01/25/06	6:16 PM	4200 Osage Ave	Complainant robbed by 2 unknown males
01/26/06	9:28 PM	3400 Spruce St	Offender assaulted complainant/Arrest
01/27/06	8:58 AM	3604 Chestnut St	Male blocking passageway of store/Citation
01/28/06	2:28 AM	3400 Locust St	2 cited for urinating in public
01/28/06	3:32 AM	3935 Walnut St	Males cited for curfew violation
01/28/06	2:43 PM	3600 Locust St	Confidential Incident
01/29/06	12:16 AM	4000 Locust St	2 Males cited for disorderly conduct
01/29/06	2:26 AM	300 40th St	Complainant robbed by unknown male

18th District Report

10 incidents with 1 arrest (including 5 robberies, 3 aggravated assaults and 2 confidential incidents) were reported between **January 23-29, 2006** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

01/23/06	5:30 PM	3900 Walnut St	Robbery
01/25/06	1:00 AM	4000 Woodland Ave	Robbery
01/25/06	5:50 PM	4200 Osage Ave	Robbery
01/25/06	6:40 PM	4840 Pine St	Robbery
01/26/06	9:15 PM	3400 Spruce St	Aggravated Assault/Arrest
01/28/06	1:00 AM		Confidential
01/29/06	2:10 AM	300 40th St	Robbery
01/29/06	2:27 AM	4800 Market St	Aggravated Assault
01/29/06	3:47 AM	4800 Market St	Aggravated Assault
01/29/06	11:45 AM		Confidential



Almanac

Suite 211 Nichols House
3600 Chestnut Street, Philadelphia, PA 19104-6106
Phone: (215) 898-5274 or 5275 FAX: (215) 898-9137
E-Mail: almanac@pobox.upenn.edu
URL: www.upenn.edu/almanac

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 interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request and online.

EDITOR Marguerite F. Miller
ASSOCIATE EDITOR Natalie S. Woulard
ASSISTANT EDITOR Mary C. Capurso
STUDENT ASSISTANTS Jontae McCoy, Stella Quarshie, Pablo Sierra, Sarah Yanes

ALMANAC ADVISORY BOARD: For the Faculty Senate, Martin Pring (chair), Helen Davies, Lance Donaldson-Evans, Lois Evans, Charles Mooney, Neville Strumpf, Joseph Turow. For the Administration, Lori N. Doyle. For the Staff Assemblies, Michele Taylor, PPSA; Omar Mitchell, WPSA; Varvara Kountouzi, Librarians Assembly.

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards; athletic, or other University administered programs or employment. Questions or complaints regarding this policy should be directed to Jeanne Arnold, Executive Director, Office of Affirmative Action, 3600 Chestnut Street, 2nd floor, Philadelphia, PA 19104-6106 or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

UScandia and Hibritannia

Tasked to compare my new to my previous experiences of teaching undergraduates has been a worthwhile provocation. LSE and Penn are a ludicrously small sample from which to generalize validly, but since this is not a methodological essay, let me stereotype the differences. US and Canadian research universities (UScandia) combine individualism and egalitarianism, whereas UK and Irish universities (Hibritannia) combine hierarchy and individualism.

UScandia

Here professional “freedom of design” is constitutional law. Faculty design courses on their own, without vigorous departmental assessment, or mentoring. To do otherwise would be intrusive, hierarchical and collectivist, and in the US a violation of the First Amendment.

American professors teach on their own—or with subordinate teaching assistants. Professors have a contract, tacit or explicit, for a number of courses, which inhibits co-teaching or team-teaching, except through “alternation.” Professors are individually responsible for modes of evaluation, and examination. No one validates his or her evaluations—unless there is an appeal, or a lawsuit. Colleagues do not co-grade. There are no “external examiners.” The department does not meet to award degrees. This is a model of individualist professionalism.

“Freedom of choice” exists for students in the social sciences and humanities. They need not take “coherent” or cumulative courses. They may take an American pizza. If there are coherent or cumulative programs, they have exit rules: “pre-requisites” are negotiable. A “senior” may take a “freshman” course—to complete the obligations required of “a major”; “pudding before soup.”

Egalitarianism shows in dress codes. Professors dress like their students. Law and Business schools do not make this mistake.

Students are customers. They are interested in the quality of a professor, but go “down-market” if the price of quality (in likely grade) is high. Reputation is de-coupled from gravitas, and, among the cynics, a function of expected grade. Students assess a course in a questionnaire administered just before semester’s end, i.e. before they have digested the meal. This evaluation is the primary means through which deans or chairs know how their colleagues’ teaching is experienced.

The GPA system incentivizes students to take courses at which they will be good. One adverse evaluation becomes a death sentence. So, not many students are willing to “test” their limits. The elite are not so brave in the Ivy League. Ergo, students taking a particular course will be rather like one another—another egalitarian outcome.

Fear of adverse grading is so strong that, astonishingly to a Hibritannia newcomer, students want to be evaluated early so that they can drop the course if strategic interest requires it. Students take too many courses at the start of any semester, before making GPA-screened final “choices.” Ergo, courses may not get demanding until after the “drop-period.”

The pre-tenured professor has incentives to be generous, accommodating, supportive, nurturing, and available. The student finds such teachers helpful. The tenured professor, by contrast, has some incentives to be more rigorous, tougher on laziness and foolishness, and less accommodative of spoiled behavior. Students find such teachers less helpful—which may be so.

Potential pathologies have been emphasized in this sketch. The positive virtues are prizes, and, less frequent “distinguished” titles for outstanding teaching. These are rarely based on physical inspection, but rather on positive feedback from customers. The virtues also include student enthusiasm.

Hibritannia

Hibritannia is disappearing, collapsing under the twin pressures of state planning and market forces—“turning diamonds into glass” say the critics, “enhancing professionalism and customer sensitivity” say the “globalizers” (a.k.a. “Americanizers”). So this is a stereotype that may become a fossil.

A professional hierarchy of five grades existed in Hibritannia—in which only the top-rank was labeled “professor.” In the past, one started as a “Junior Lecturer,” which put the arrogant in their place. The hierarchy was pyramidal. Until the 1960s, there was often only one professor per department (“the chair”), a lord. By contrast, a US chair is a Dutch prime minister, or a human postbox.

The longer hierarchy mattered: passage to Senior Lecturer required proven capacities in teaching, with reports from peer witnesses. There was no freedom of “course design.” Each new proposal, syllabus, or reading list was submitted to review by a departmental meeting. Passage was no formality. Evaluation produced bracing conversations. I witnessed a junior feminist political theorist’s book selections being questioned by a senior conservative professor, who objected to her characterization of dead white male philosophers as “the patriarchs”, and described her proposed texts as “airport lounge literature.” Such opinions, just or bullying, would not be uttered in an American departmental meeting, where public debates over the content of one another’s courses signal civil war.

Course design was collectivist, not just hierarchical. Senior colleagues had their proposals evaluated, admittedly with delicate propriety by careerist juniors. Senior colleagues would pose tough questions on student numbers, and consultation with other departments. “Allocating” students mattered, not “choice.” Inspection went further. There was genuine peer review: peers co-taught, co-chaired, co-examined. A young colleague, normally co-taught with a senior, i.e. was tacitly mentored. A “house-style” was imparted by presence, not by osmosis.

Hibritannia assumed students were educational inferiors, too ignorant to have informed choices; that’s why they were at university. Customers were found in shops, not classes. Students would be guided on degree choices, course “choices” would be strongly steered.

Students were expected to be mature enough to select their choices of topics in each course, and their reading—individualism. Taking a degree was “reading”; a good student was in the library, and expected to deviate from (as well as use) a reading list. Contact-time was much less than in the US. Perhaps because in Hibritannia the domestic students were not paying. They were the free students of the welfare state taught by publicly funded academics.

There was egalitarian equality of opportunity: the meritocratic final examinations, blind, double-marked and impersonal. “Blind,” because one did not know the questions in advance; “double-marked,” because papers were separately (and anonymously) examined by two examiners under a professional obligation to mark separately from one another—they would meet to resolve differences; “impersonal,” because students had an examination number, not a name, and their papers might be randomly inspected by an external examiner (from another university, appointed for a limited term), whose task was “quality assurance.”

There was no GPA. The degree hierarchy mirrored the academic hierarchy. There were five classes, “firsts,” two types of “seconds,” “thirds,” and mere “passes” (as rare as Yorkshire wine), determined, normally, by having a certain number of examination papers graded at that class, with some support from the class below. Students could take some courses in which they did badly, without affecting their final degree classification—so late-developers and experimenters were rewarded.

Hibritannia is disappearing, under super-hierarchical bureaucratic regulations to make teachers perform to planners’ objectives, presumably “softening-up operations”—aversion therapy to accelerate privatization and marketization, which will lead to the US model.

What difference do these stereotypes make? By hypothesis, US students are taking courses they want to take (by mid-semester), and are incentivized to get on well with their teacher—their sole final grader, barring semi-judicial appeals. They are partially graded for participation, so they participate. Too much, sometimes. They may not know their ignorance, and do not know so in the manner of Socrates, but know they need to be noticed. They are easier to teach, provided they get what they shopped for.

In Hibritannia, students were more passive, recipients rather than participants. They could afford to be. They knew what mattered was performance at the end-of-year, especially final examinations. They could skip classes—attendance did not affect degree classifications. They could relax for their second year, and have fun. They were legally entitled to drink, but determining whether by contrast with their peers in the US that increased their alcoholic consumption, or their intellectuality, would require a generous research grant.

Brendan O’Leary is the Lauder Professor of Political Science; he is a graduate of Oxford and the London School of Economics (LSE).

This essay continues the series that began in the fall of 1994 as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.

See www.upenn.edu/almanac/teach/teachall.html for the previous essays.