

# UNIVERSITY OF PENNSYLVANIA *Almanac*

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## Four Endowed Chairs in School of Nursing



Deborah Bruner



Lois Evans



Jennifer Pinto-Martin



Marilyn Sommers

Dr. Deborah Watkins Bruner, Dr. Lois K. Evans, Dr. Jennifer A. Pinto-Martin, and Dr. Marilyn Sawyer Sommers, were each named to endowed chairs in the School of Nursing effective September 1, 2006.

Dr. Bruner, the Independence Chair in Nursing Education, has been recognized for her work in symptom management, quality of life, and outcomes in the areas of radiation oncology. The Independence Chair in Nursing Education endows Dr. Bruner with full professorship. Her current research focuses on patient preferences for treatment, symptom management and quality of life and prostate cancer. Dr. Bruner is also the Director of the Recruitment, Retention and Outreach Core Facility at the Abramson Cancer Center.

Dr. Evans, the van Ameringen Chair in Nursing Excellence, had her recent work in psychiatric mental health in geriatrics published in *Geropsychiatric Nursing: State of the Future Conference*. Dr. Evans can pursue her research interests in lessening the use of physical restraints with older adults in nursing homes and hospitals, individualized care, mental health, behaviors in dementia, and models and outcomes of care for elders with psychiatric needs. Dr. Evans was instrumental in starting clinical practices to help both the elderly and low-income families.

Dr. Pinto-Martin, the Viola MacInnes/Independence Chair in Nursing, conducts research in studying early childhood diseases such as the growing rates of autism and the etiology and long-term consequences of neonatal brain injury in low birthweight infants. The Viola MacInnes/Independence Chair in Nursing is generally involved in community nursing and the National Nursing Center Consortium. Dr. Pinto-Martin is also the Director of the Center for Autism Development Disabilities Research and Epidemiology interdisciplinary research team that is funded by the Center for Disease Control and Prevention. They are to investigate how autism is phenotypically different from other disabilities and from normal development.

Dr. Sommers, the Lillian S. Brunner Chair in Medical-Surgical Nursing, focuses her re-

search on the science of injury and trauma. This Chair is given to a senior faculty member with a background in medical and surgical nursing. Dr. Sommers's interdisciplinary research specifically examines risk-taking behaviors that lead to injury and the physical consequences from injury. In addition, her studies on disparities in the assessment and diagnosis of injury outcomes have garnered national and international interest.

## Penn Connects: A New Master Plan

*Penn Connects: A New Master Plan for the University* will be discussed by Dennis Pieprz, president, Sasaki Associates, on Wednesday, October 25 at 6:30 p.m. in Meyerson Hall, B1. Recently, he led the planning and design team for *Penn Connects*, an update to Penn's master plan which provides Penn with a clear vision for the future—a vision responding to the history and tradition of the campus, the surrounding context and the previous planning and design initiatives that have transformed the campus.

Mr. Pieprz plays a leading role in the firm's urban design practice and was design principal for Sasaki's winning entry for the Olympic Green, the urban design plan for the main site of the 2008 Beijing Olympics. His award-winning work has been recognized by the AIA, ASLA, SCUP and *Progressive Architecture*.

The catalyst for the project arises out of the acquisition, in 2007, of some 24 acres from the U.S. Postal Service. The plan offers an unprecedented opportunity to redefine the relationship of the University and the City by developing an urban design strategy to integrate the entire eastern area along the Schuylkill River with the core of the campus. The plan proposes ideas for strategic infill of new academic and residential uses within the academic core as well as new research and mixed uses on currently under-utilized sites.

The lecture is sponsored by the Department of Architecture. For information about the *Penn Connects* project and Sasaki Associates, visit [www.sasaki.com/what/portfolio.cgi?fid=386&page=21](http://www.sasaki.com/what/portfolio.cgi?fid=386&page=21).

Also, a 32-page executive summary of *Penn Connects*, is available at [www.evp.upenn.edu](http://www.evp.upenn.edu).

## Vice Provost for Research: Steven Fluharty

Provost Ron Daniels announced that Dr. Steven J. Fluharty has been appointed Vice Provost for Research, effective November 1, 2006. In this position, Dr. Fluharty will shape policy and advance administrative initiatives for the University's \$750 million research enterprise. He will play a leadership role in strategic planning for research and coordinate the development of new research facilities. He will also help to oversee campus-wide research planning efforts, develop linkages between the University and industry, and facilitate the transfer of technologies from University laboratories to the public sector. In addition, he will support and facilitate the research activities of Centers and Institutes, particularly those involving interdisciplinary collaboration.



Steven Fluharty

Dr. Fluharty has been serving as Interim Vice Provost for Research since July 1, 2006 while continuing to serve as Associate Vice Provost for Research, a position he has held since October 2005. "I have had the great pleasure of working with Steve since he joined the Provost's Office last year. During this time, he has been enormously energetic in championing a number of different initiatives. He is a simply extraordinary academic leader and I am delighted that he has agreed to accept this appointment," said Provost Daniels. "After discussions with the search committee, we share the view that this is a vital office at the university, and I will be setting out an ambitious agenda to advance significantly our activities in the research arena. Steve will be charged with providing the sustained and vigorous leadership that will be required to take Penn's research enterprise to the next level."

Dr. Fluharty's cross-disciplinary background is one of the many assets that he brings to this position. A professor of pharmacology in the  
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## Richard Leventhal: Stepping Down as Museum Director, Launching New Cultural Property Initiative

Dr. Richard M. Leventhal, the Williams Director of the University of Pennsylvania Museum of Archaeology and Anthropology, has announced his intention to step down from the directorship effective November 1, 2006. Dr. Leventhal will continue as a tenured faculty member in the School of Arts and Sciences, will be a curator in the Museum, and will launch a new initiative within the Museum focusing on national and international issues of cultural heritage and cultural property preservation.

Dr. Leventhal joined Penn Museum on July 1, 2004 after serving three years as president and chief executive officer of the School of American Research in Santa Fe, New Mexico. From 1993 to 2001, he served as director of the Cotsen Institute of Archaeology at UCLA, where he was associate professor of anthropology. Dr. Leventhal's research focuses on ancient Mayan civilization and culture. He has written numerous monographs, books, reports and articles, and has served as co-editor of *Archaeology in the Mediterranean: The Present State and Future Scope of a Discipline*.

"Under Richard's leadership, we have been able to take critical steps in developing a master plan for the Museum, in initiating an internation-

al research conference program at the Museum that brings together scholars from multiple disciplines, and in developing new exhibitions and public programs in partnership with other major regional cultural institutions. I have been aware for some time that Richard is passionate about the need to confront and engage in complex issues surrounding the world's endangered cultural and material heritage, and am grateful and pleased that he has agreed to spearhead this important initiative," said Provost Ronald Daniels.

Dr. Jeremy A. Sabloff, Christopher H. Browne Distinguished Professor of Anthropology and curator of the American section of Penn Museum, will serve as Interim Director. From 1994-2004, Dr. Sabloff served as the Williams Director of the University of Pennsylvania Museum of Archaeology and Anthropology. Dr. Sabloff is considered one of the world's foremost experts on the ancient Mayan civilization. His other research interests include archaeological theory, the history of American archaeology, pre-industrial cities and settlement pattern studies.

Dr. Sabloff will serve as Interim Director until a search is completed. Details of the search for the next Director will be forthcoming in a future *Almanac* issue.

## Vice Provost for Research

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School of Veterinary Medicine, he holds secondary appointments in both the School of Medicine and SAS. He has a thorough understanding of the University's research practices, proven administrative experience, and a deep commitment to Penn, as well as a strong personal record of funded research. Dr. Fluharty is the recipient of numerous honors and awards for his research including the Louis Flexner Prize in neuroscience, the Beecham Award for Research Excellence, and in 1996, he was designated an Astra Merck Scholar by the American Heart Association. In addition, he has received several teaching awards.

Dr. Fluharty was the director of the Biological Basis of Behavior Program from 1994 until 2005. He served as the associate director of the Institute of Neurological Sciences from 1995 to 2003. He has also served the University on numerous search, planning, research, advisory, and budgetary committees, including the Search Committee for the Dean of the School of Veterinary Medicine, the Academic Planning and Budget Committee, and he chaired the Provost's Strategic Planning Committee on undergraduate education in 2002.

Dr. Fluharty has extensive experience administering grants. For ten years he served as the director of a university-wide Program Project grant in behavioral neuroscience as well as an institutional training grant, and several individual grant awards from the NIH. He has additional experience reviewing grants for organizations such as the National Science Foundation and the NIH. He is the author of over 90 publications, the co-editor of *Progress in Psychobiology and Physiological Psychology* and has trained over 25 graduate students and postdoctoral fellows during his years on the Penn faculty.

Dr. Fluharty received his three degrees from Penn as a University Scholar; his B.A. in psychology in 1979, his M.A. in psychobiology in 1979, and his Ph.D. in psychobiology in 1981. After postdoctoral work, he returned to join the Penn faculty in 1986.

## Blood Drives: O Where Art Thou?

Regardless of your blood type, remember—the most rare blood type—is the type that isn't available when needed. The Penn-Jersey Region uses a real-time inventory, meaning that we collect and distribute blood continuously. We try to maintain a five-day inventory of blood. The reality is that we often have less than a day's worth of Type O blood, which is crucial in emergency room treatment.

Please register online and give blood at one of the following upcoming blood drives:

**Monday, November 6**

Harnwell College House, 11 a.m.-4 p.m.

Harnwell House—Underground  
<http://givesblood.org/go.php?bdc=332856>

**Wednesday, November 8**

G.P.S.P. and Health & Societies Student

Advisory Board, Samson Place East—

Michael Murray Lounge, 2-8 p.m.

<http://givesblood.org/go.php?bdc=447890>

**Monday, November 13**

Quad, McClelland Hall—North Lounge,

10 a.m.-4 p.m.

<http://givesblood.org/go.php?bdc=505695>

**Tuesday, November 14**

Dental School, Schattner Hall Lobby—

Register in lobby/donate on bus, 10 a.m.-4 p.m.

<http://givesblood.org/go.php?bdc=463305>

**Thursday, November 30**

Stouffer/Gregory College Houses

Class of 25-Basement, 1-7 p.m.

<http://givesblood.org/go.php?bdc=921812>

For information contact me at [cantafioj@usa.red-cross.org](mailto:cantafioj@usa.red-cross.org) or (215) 687-8405. Thank you for caring!

—Jennifer Cantafio, American Red Cross

## Deaths

### Dr. Clelland, Emeritus Professor and Deputy Provost



Richard Clelland

Dr. Richard C. Clelland, professor emeritus of statistics and operations research and deputy provost emeritus, died October 8 at the age of 85.

Born in Camden, New York, Dr. Clelland attended Hamilton College where he earned his A.B. in 1944. During his senior year he taught mathematics in an Air Force Pre-Meteorology program and then

served two years in the Army Signal Corps. After discharge with the rank of Master Sergeant, he earned a master's degree from Columbia University in 1949. Before earning his Ph.D. from Penn in 1956, he taught at both Hamilton College and Syracuse University.

Dr. Clelland began his career at Penn in the Wharton School in 1953 as a research investigator. He was promoted to assistant professor of statistics three years later. After service in operations analysis with the Alaskan Air Command in the late 'fifties, Dr. Clelland became associate professor in 1961 and was named full professor and chair of his department in 1966. He chaired the graduate group in operations research in 1969-70; served as acting dean of the Wharton School in 1971-72, and was its associate dean from 1975 to 1981. He also held faculty appointments in SAS, SEAS, and the School of Nursing, and was a trustee of the Presbyterian Medical Center. He taught numerous courses including mathematics, mathematical statistics, applied

statistics and operations research. Dr. Clelland also administered and taught in the Ford Foundation summer program for the mathematics education of business school faculty members at the Wharton School. After serving as acting associate provost in 1981, Dr. Clelland was appointed the University's first deputy provost in 1982. Dr. Clelland retired from the University in 1992 after serving Penn for nearly 40 years.

Dr. Clelland's other activities included serving as a consultant for various business and governmental activities, and serving as chairman and member of numerous university and school committees. He was also a Fellow of the American Statistical Association.

His extensive publications include major articles on planning and decision-making as well as studies in ecology and health. While serving as the associate editor of *The American Statistician* from 1963 to 1970, Dr. Clelland published widely in health journals here and abroad (including *Lancet*, and the *Journal of Indian Medical Profession*) as well in journals of mathematics and statistics such as *American Mathematical Monthly*, *Behavioral Science*, and the *Journal of Accounting*.

Dr. Clelland is survived by his wife, Anne; son, Richard; daughter, Susan; and grandchildren, Kevin and Valerie.

Contributions can be sent to Hamilton College Endowment Fund, Clinton, NY 13323 for scholarship endowment.

### To Report A Death

*Almanac* appreciates being informed of the deaths of current and former faculty and staff members, students and other members of the University community.

However, notices of alumni deaths should be directed to the Alumni Records Office at Room 545, Franklin Building, (215) 898-8136 or send via e-mail [record@ben.dev.upenn.edu](mailto:record@ben.dev.upenn.edu).

## Ideas in Action: November 23

The Office of the Provost announces that applications are available for *Ideas in Action*, a program that provides undergraduates with research opportunities grounded in real-world, policy problems. The Fels Institute of Government will coordinate the program, providing assistance to faculty members interested in developing proposals. Applications are available from the Associate Provost, Andy Binns. To request an application form, send an e-mail to [assocprv@pobox.upenn.edu](mailto:assocprv@pobox.upenn.edu) with *Ideas in Action* in the subject line. The deadline for the Fall 2006 application cycle is Wednesday, *November 23, 2006*. Applications will be accepted for courses to be offered in any of the upcoming three terms: Spring 2007, Fall 2007, or Spring 2008.

*Ideas in Action* funds problem-based courses in any academic discipline, but courses should be concerned with policy issues or questions and must be offered at the undergraduate level. Already existing courses that have been re-worked to take advantage of *Ideas in Action* are eligible for funding, as are entirely new courses. The key element of an *Ideas in Action* course is that students conduct research and analysis under the supervision of a Penn faculty member around a project brought to the class by a leading public official or distinguished policymaker from outside the University. The policymaker meets with the class at its outset to present them with a real-world problem and returns at the end of the semester for an in-depth briefing on students' research findings concerning that problem. If circumstances allow, the policymaker may visit the class periodically over the course of the semester. The policymaker may be identified by the faculty member running the course or, if so requested, the Fels Institute will assist in identifying an appropriate person.

Each *Ideas in Action* course will be listed in the instructor's home school, and will be cross-listed in Fels under a Fels 400 course number to provide one-stop course listing and administrative support for the courses. Fels will also support these courses with a project manager, to work with the distinguished policymaker, faculty member and students on the project and its logistics. Fels will publish students' final reports describing the outcomes of their research on the Institute's website and make the findings available to policy makers across the nation and around the world.

Interested faculty members who wish to discuss a possible *Ideas in Action* course or would like assistance in preparing a proposal should contact Dr. Donald Kettl, Director of the Fels Institute of Government at [dkettl@sas.upenn.edu](mailto:dkettl@sas.upenn.edu). Additional information is available by contacting the Associate Provost's office at (215) 898-7225 or [assocprv@pobox.upenn.edu](mailto:assocprv@pobox.upenn.edu).

## Center for Nursing and Midwifery Leadership Re-designated by the World Health Organization

The School of Nursing's Pan American Health Organization/World Health Organization (PAHO/WHO) Collaborating Center for Nursing and Midwifery Leadership has been re-designated for four years (2006-2010) as of June 30, 2006. There are 36 collaborating centers across the globe and 16 in the Americas. The Center's mission is optimizing nursing and midwifery's contributions to advancing health in partnership with WHO and other health promotion groups.

"We have a global commitment to the internationalization of nursing collaborations," said Director of the Collaborating Center and the Margaret Bond Simon Dean of the School of Nursing Afaf I. Meleis. "This re-designation makes it possible for us to continue our efforts in advancing health where so many have no access to it."

The new terms of reference for re-designation include:

- Promoting the growth and stability of nursing human resources to improve the quality of care and delivery of nursing health services management
- Leading the development and implementation of essential nursing and midwifery competencies to reduce maternal/neonatal mortality and morbidity and promoting the health and well-being of women
- Building capacity of health care workers and community leaders to design, train, modify, translate, and implement culturally relevant, developmentally appropriate, evidence-based HIV risk reduction and health promotion programs

"We feel that these terms of reference capture the expertise and interest of the greatest number of our faculty who are excited to continue making strides in improving health globally," said Dr. Meleis. "We look forward to the activities and involvement of all in our international mission."

## Lindback and Provost's Awards for Distinguished Teaching 2006-2007: December 1

Nominations for Lindback Awards for members of the standing faculty and for Provost's Awards for associated faculty and academic support staff are now being accepted by the Office of the Provost. The deadline is Friday, *December 1, 2006*. Please send to Andy Binns, 122 College Hall/6303 or [assocprv@pobox.upenn.edu](mailto:assocprv@pobox.upenn.edu).

The Lindback Awards are presented annually to eight members of the Penn faculty—four in the non-health areas (SAS, Wharton, Engineering, Law, Education, Social Policy and Practice, Design and the Annenberg School for Communication) and four in the health areas (Dental Medicine, Medicine, Nursing and Veterinary Medicine.)

The Provost's Awards are given to two associated faculty and academic support staff, one in the health area and one in the non-health area. Those nominated may be full-time teachers or full-time Penn administrative staff who also hold a teaching position.

The criteria and guidelines for the selection of award recipients are the same for both awards as is the deadline date. Nominations can be submitted by letter or e-mail and should include the nominee's full name, department and rank as well as the name, address (including e-mail address) and phone number of the nominator.

### Criteria and Guidelines

1. The Lindback and Provost's Awards are given in recognition of distinguished teaching. "Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates that discipline to other disciplines and to the worldview of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance in his/her arena of specialization: skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulations, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more should enter into the identification and assessment of distinguished teaching.

4. The Lindback and Provost's Distinguished Teaching Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback and Provost's Awards may be given to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. The awards should recognize excellence in either undergraduate or graduate teaching, or both. The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

7. The recipient of a Lindback Award should be a teacher/scholar. While a long bibliography is not necessarily the mark of a fine mind, or the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

8. No faculty member may be considered for the Lindback Award in a year in which the member is considered for tenure or in the terminal year. All nominees for the Lindback should be members of the standing faculty.

9. The Provost's Award is for a non-standing faculty member in the associated faculty or academic support staff. Those nominated may be full-time teachers or full-time Penn administrative staff who also hold a teaching position. Each year two Provost's awards are given.

# COUNCIL State of the University: Report of the President

In keeping with Penn tradition, the October 18 University Council meeting was primarily devoted to the presentations of the President, Provost and other administrators on the State of the University. President Amy Gutmann's report—including portions presented by Craig Carnaroli, John Zeller and Nancy Streim—as well as Provost Ron Daniels's report are below and on the following pages, through page 8.

## President Amy Gutmann

I am pleased to report that we are making great strides toward realizing Penn's potential as we prepare to launch two momentous initiatives: *Penn Connects*, our award-winning eastern campus development plan, and a major fundraising campaign to secure Penn's future.

### Penn Connects

Today I will briefly update you on each of these initiatives.

Let me begin with *Penn Connects*. Our vision, inspired by the *Penn Compact*, positions Penn for global leadership by boosting our teaching, research, and clinical practice capacity. The plan strengthens community by fostering more connections within our campus. It creates a neighborhood that connects Penn strategically, aesthetically, and economically to Philadelphia.

*Penn Connects* will transform our campus and surroundings. Picture:

- More green spaces and athletic facilities.
- More undergraduate and graduate student housing.
- New research buildings for nanotech, medicine, and neuroscience.
- More shops, restaurants, theaters, and underground parking.
- More jobs and economic opportunity for our neighbors in West Philadelphia.
- A beautiful gateway to Penn and easier access to and from Center City.
- Seamless links between the rest of campus and the museum and medical precincts.
- Spectacular views of the river.

Here is the pivotal point: Penn will remain one contiguous campus—but bigger, more vibrant, and much better connected.

Moreover, the eastern part of campus will not be an outpost. Walking from here to the river will take less time than trekking up to 40th Street—or waiting for the elevator in the Franklin Building.

Small wonder that *Penn Connects* has drawn raves from all quarters, and even an award from the Boston Society of Architects. The award citation calls the plan a “piece of work that says ‘Penn’ while also saying ‘Philadelphia.’”

The “Penn” in that citation refers to our entire Penn community. Input from all our stakeholders, including many in this room, enabled *Penn Connects* to truly “have it all.”

We will launch the first phase of the plan next spring when we take over 24 industrial acres along the Schuylkill River. We will begin converting parking lots into green spaces and recreational fields. We also will begin planning for the Walnut Street gateway.

In February we will present a complete update on *Penn Connects* to this group.

Other priorities for the coming year include completing the first phase of our high rise renovations. Work also will begin to convert the 3900 block of Walnut into a new housing complex that will include student apartments and retail space.

The Hill Pavilion at our School of Veterinary Medicine will be dedicated in a few weeks. This much-needed research and teaching building follows on the heels of the magnificent Skirkanich Hall, the bioengineering building.

We are delighted that the *Philadelphia Inquirer's* architecture critic recently called Skirkanich “the city's best new building in years.”

### Fundraising Campaign

Now let me turn briefly to our plans for a fundraising campaign.

Penn today is one of the nation's leading academic powers ... with the vast potential to create new knowledge, connect it across all divides, and use it for the progress of humankind.

We have the potential to become an academic superpower: the great urban teaching and research university with the most far-reaching impact on our students, the city, country, and world.

*Penn Connects* will boost our physical strength. A great global university requires two other strengths: faculty and students. We must be able to attract and support the best and the brightest.

## Financial Aid, Faculty Support, and Facilities

The fundraising campaign we are preparing to launch will make Penn a leader in combining intellect and impact, as our *Penn Compact* envisions.

In a moment I will ask Vice President of Development John Zeller to provide an update. Executive Vice President Craig Carnaroli will present an overview of our finances. Dr. Nancy Streim, associate dean of the Graduate School of Education, will give a brief status report on how we are helping support better public schools for Philadelphia.

First, however, I would like to say a few words about our admission policy in light of the current debate around early decision.

As I told our freshmen at Convocation, at Penn we look for students with “passionate intensity” students who are passionate about academic achievement, about public service, and about Penn. Early decision helps us enroll a high-achieving, talented class who are passionate about being here. This enthusiasm enriches the Penn experience for all.

We therefore stand by and will stick with our early decision policy.

At the same time, I have been calling for the national discussion to focus on the urgent need to increase need-based financial aid. Higher education as a whole in this country has been moving in precisely the wrong direction. In 2004, \$7.3 billion were directed to merit aid—which is not based on need and therefore goes overwhelmingly to the well-off—16% of all financial aid. This was up from 6%—\$1.2 billion—in 1994.

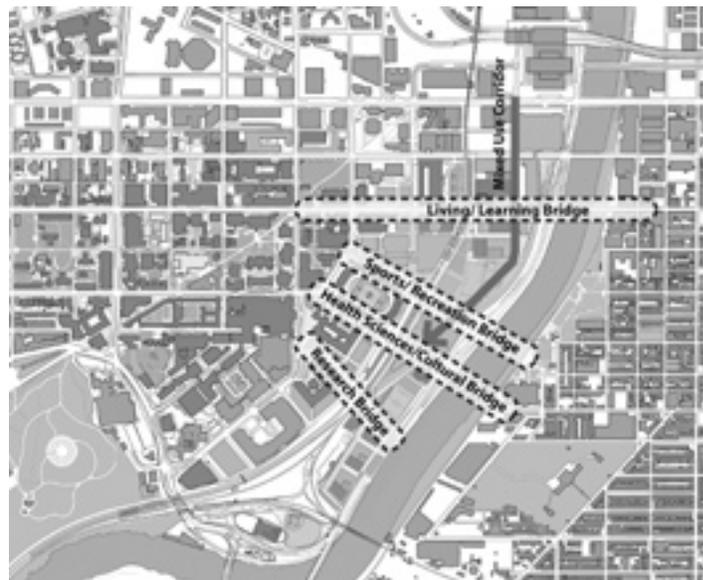
We at Penn are committed to being national leaders in the growing movement for financial aid based on need, which is essential to improving access for all middle- and low-income students.

In a democracy and at great universities, diversity and excellence go together. Equalizing opportunity enriches the experience of all students. We must focus on removing the economic constraints that prevent so many talented students from receiving a quality education.

Increasing financial aid is therefore one of the highest priorities in our upcoming fund raising campaign.

I would now like to call on Executive Vice President Craig Carnaroli, Vice President John Zeller, and Associate Dean Nancy Streim to complete my report.

Thank you.



Activity Bridges: Connecting Campus and City, new gateways.

## Executive Vice President Craig R. Carnaroli

Thank you, President Gutmann. Good afternoon. I intend to provide you with a brief overview of the University's financial status as well as a review of the major investments that our current positive financial status has facilitated.

### Financial Perspective

I am pleased to share with you that fiscal year 2006 was a success by nearly every financial measure. The consolidated University's total revenue increased \$386 million, or 9.5%, to \$4.43 billion. The Health System constituted 65% or \$249 million of this overall growth in revenue, reflecting an increase in higher net patient service revenue.

On an internal basis, we evaluate our performance using our internal budget system, Responsibility Center Management (RCM). The news is equally encouraging. The FY06 actual results outperformed the approved budget, with operating revenues exceeding operating expenses by over \$53 million. These results represent the third year in a row of positive RCM performance.

Contributions also grew significantly during FY06. Operating contributions increased by 7.6% and non-operating contributions—gifts for endowment and capital—grew by 23.6%. Total cash receipts from contributions exceeded \$408 million in FY06.

The University of Pennsylvania Health System, comprising the health-services component of PENN Medicine, strengthened its financial performance significantly last year. Total UPHS revenues increased by 11.6% during FY06 to \$2.4 billion, up from \$2.15 billion in FY05. This was driven by a 1.5% increase in admissions, a 25% increase in transplant cases, and a 13% increase in hematology and oncology admissions. Both outpatient and inpatient activity increased as well. HUP, Penn Presbyterian and Pennsylvania hospitals showed the largest gains in revenues. In FY06, due to continued strength in operations as well as the decrease in UPHS' debt to unrestricted cash to below 60%, among other favorable comparisons to peer medians, UPHS received ratings upgrades from both Moody's and S&P to A2 positive and A+ stable, respectively.

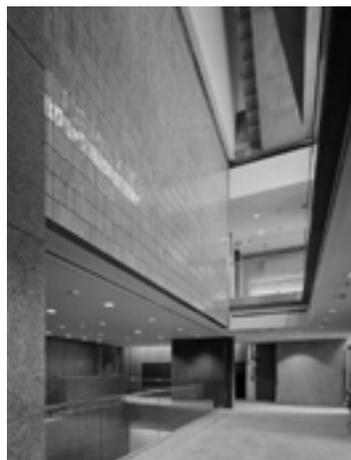
The University's total endowment increased to \$5.3 billion in FY06 as a result of higher investment returns as an increase in contributions. Student aid contributions grew 40%, the largest increase among all gift categories.

### Investments

While the numbers are important and interesting, they don't tell the entire story as to the status of the University. Equally important, is how we are able to use the budget resources to make key investments in our people, facilities and systems. I will now highlight a few examples. The University continues to make significant investment in providing financial aid to our undergraduate, professional and graduate students. In FY06, the University spent \$247.8 million or approximately 10% of the University budget on all forms of financial aid. In addition, the demand for financial aid continues to outpace our growth in total charges. The University also made a substantial investment in its facilities spending \$227 million in several capital projects, including the Hill Pavilion (SVM), Lynch Life Sciences (SAS), Skirkanich Hall (SEAS), and Fisher-Bennett Hall (SAS).

Projects to improve student living that are in progress or have been completed involved renovations to the fire alarm and sprinklers systems in several college houses including Rodin, Hill, English and Sansom Place East and West. All residences have now been sprinklered. Over the summer, significant improvements were made to student housing, including total room renovations and common spaces in the Quad and new windows, entrances, security portals, kitchens and furniture in the High Rises. In addition, with the collaboration of several divisions, 500 wireless access points were installed throughout the College House system.

We have also made a substantial investment in staff development including several new training initiatives such as the successful launch of



*Skirkanich Hall (interior at left and exterior at right) will have its formal opening later this week. The new building provides state-of-the-art laboratory and office space, improves circulation through the engineering school's complex and provides an entrance to SEAS from 33rd Street.*

Leadership@Penn, a Financial Management Development Program, Sponsored Projects Compliance coursework, and interdepartmental cross-training through internal internships.

On the system front, we continue to develop new and innovative information systems to enhance service and overall efficiency of the lives of our students and faculty. Two noteworthy examples include: The new Student Borrowing Management System has improved customer service through reduced processing time, has increased staff efficiency, and resulted in greater revenue opportunities. Following the implementation of our new research reporting system, effort reporting timeliness has improved significantly. Financial status report delinquencies have reduced dramatically.

I am particularly pleased that Penn has been recognized highest among its peers in the category of institutional effectiveness, as measured by an independent organization. This indicator assesses four key factors to determine how efficiently and responsibly an organization functions day to day: fundraising efficiency, fundraising expenses, program expenses, and administrative expenses. We rank in the top tier, scoring a 67 out of a possible 70, which indicates positive financial health and low administrative overhead.

The senior leadership team of the University of Pennsylvania is strongly aware of its stewardship and management responsibilities in the governance of the institution. The divisions that provide the core administrative services to the University work to fulfill their missions effectively while constantly identifying opportunities to increase efficiencies, contain costs, create additional resources, and improve the quality of life on campus. To that end, in FY06, the University achieved operational efficiencies totaling \$110 million. This total is comprised of \$55 million in revenue enhancements, almost \$13 million in cash savings, over \$11 million in productivity improvements and \$30.7 million in liability reductions.

In closing, I would be remiss if I did not reference the positive momentum and progress of the *Penn Compact*. While the numbers are compelling, I am most proud of how the Penn community responded by engaging locally to assist victims and people impacted by Hurricane Katrina. I can recall how when Provost Daniels brought us all together to announce the University's intentions, how positively the Penn community responded to clear the path to make the educational experience possible for over 100 students. While we had an enormously successful year, our collective response to Hurricane Katrina is the outcome of which I am most proud in FY06.

This concludes my report.

## Vice President Development and Alumni Relations John Zeller

Thank you Dr. Gutmann.

As Dr. Gutmann has stated, the University will be embarking on the largest Campaign in our history in the next year. We have just concluded our first year of the quiet phase of the Campaign with recordbreaking support from alumni, corporations, foundations and friends. We will complete the quiet phase of the Campaign with the public launch of our effort in October of next year with the Campaign concluding in June of 2012.

We are delighted with the support we have received to date. The FY06 saw a record set for gifts and pledges to the University in the amount of \$493 million.

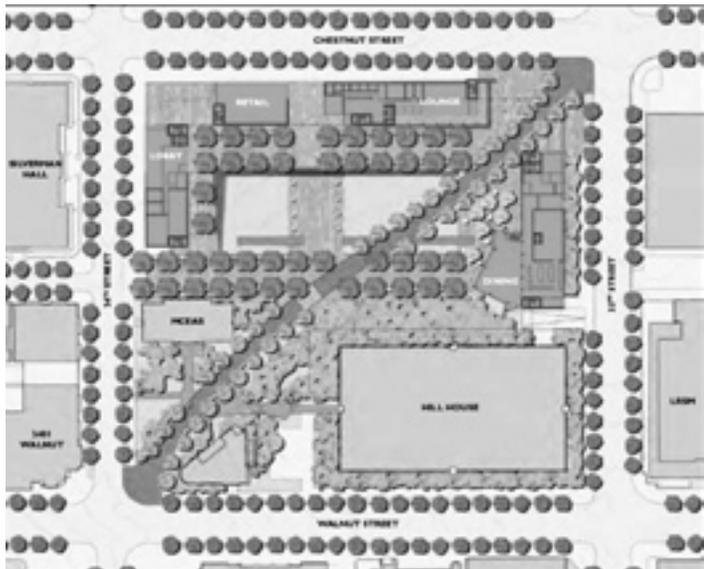
Of this amount, nearly \$150 million was added to the endowment, 187 new scholarships were created, the naming gift for the Center for Advanced Medicine was made by Ray and Ruth Perelman, and nine University interdisciplinary Professorships have been created to mention only a few highlights.

Let me now give you a brief timeline for the planning we have underway for the remainder of this year.

During the quiet phase of the Campaign, it is important that we test messages and the level of support we can anticipate leading up to the public launch next fall. As we receive this feedback, we continue to work with the Schools and Centers to refine their goals and focus on what Dr. Gutmann refers to as the 3 Fs. Financial aid for the undergraduates, as well as graduate and professional students, faculty support in the form of endowed professorships, junior faculty support, fellowships and research funds, and lastly, facilities such as a new College House, nano scale research, life sciences, medical research and clinical space and renovations to buildings such as The ARCH as well as other important projects.

Clearly we have great momentum as we enter one of the most exciting times in the history of the institution, and I look forward to reporting on our success in the coming months and years.

Thank you.



A new College House, with approximately 350 beds in suite-style units, resident assistant units, a housemaster apartment and faculty apartments is proposed for Hill Square. Common facilities include a dining hall, servery and kitchen, a café, lounges, computer rooms, and music rooms. The total gross square footage proposed for the site is 200,000 gsf. The layout for Hill Square maintains the sculptural walk and a central open space defined by new residential structures, which bound the site along 34th, Chestnut Street and 33rd Street. A central lawn is provided as an informal passive recreation space for residents and other members of the campus community.

## GSE Associate Dean Nancy Streim

Dr. Gutmann, I am pleased to provide this update on Penn's School Partnership to you and to the University Council. The University's partnerships in Philadelphia schools continue to increase in both depth and visibility. There are many, many different kinds of projects that Penn faculty, staff and students are engaged in, in local schools, particularly in West Philadelphia. Last year the University—if one were to quantify these contributions to the schools—contributed \$10 million worth of grant-funded projects to the Philadelphia schools and an additional \$1 million in operating funds to the schools, a portion of which includes the subsidy to the Penn Alexander School. There are many more programs than I can feature, so I would like to focus on Penn's formal Partnership Schools.

### Penn Alexander School

The first of course is Penn Alexander. This year is the largest class in the Penn Alexander School, and the school continues to be very diverse. There are 515 students in grades K through 8, and in terms of the demographic diversity, 56% of the students are African American, 23% are Caucasian, 13% Asian and 7% Hispanic. We are often fighting a misperception that the school is primarily serving the children of Penn faculty and staff. In fact, 19% of the students in the school are children of Penn employees, 19% as well are international—they are children of families who are not U.S. citizens and 20% of the students are English language-learners and 49% qualify for free and reduced lunches.

The students' academic performance continues to get stronger and stronger. In 2006, the percentage of students in each grade performing at or above their grade level in reading on standardized tests ranged from 64% to 85%. In four of the six grades tested, Penn Alexander scored among the top ten public schools in Philadelphia in reading. In the third and the eighth grades, 50% of the students actually tested above grade level (advanced). To give you an idea of how the school has grown and matured, over the course of three years the eighth grade students who began as fifth graders improved their skills dramatically. When they entered in the fifth grade, 45% of the students were reading at grade level. When they exited in the eighth grade, 85% were reading at or above grade level. As a result of their strong academic performance, 82% of the graduates of Penn Alexander were admitted into selective high schools in the Philadelphia area, up from 72% the year before.



Photo by Nancy Malack

The Penn Alexander School serves a diverse catchment area in West Philadelphia, where families represent more than 30 countries. Children attend small classes through Penn's financial subsidy of \$1,000 per child per year.

The math scores were equally strong. Over half the students in the third, fifth and seventh grades performed in the advanced category in math, and the Penn Alexander fifth graders' scores placed Penn Alexander in the top ten in the City in reading *and* in math.

Penn has been involved in the Penn Alexander School in many, many ways, and we are so gratified to see the degree to which the Schools, departments and centers have embraced Penn Alexander. Just to give you an example of that level of involvement, we look to ensure that every grade in the school has some Penn presence, and this past year we have seen in the school GSE, Arts and Sciences, Nursing, Engineering and Applied Science, Penn Law, Veterinary Medicine, the Penn Museum, Penn Athletics, Dental Medicine, Annenberg Center and many student organizations and College Houses, so we are very, very pleased.

### **Lea and Wilson Schools: Penn Partnership Schools**

You may also know that Penn has a management relationship with the Henry Lea School and the Alexander Wilson School—two of the schools that were assigned to outside providers when the state took over the Philadelphia schools. We have been working with the Lea and the Wilson schools for almost five years now and are showing really terrific results there as well. The Wilson School achieved 'Adequate Yearly Progress' under the *No Child Left Behind Act* in 2006 for the third time in the last five years. The number of Lea eighth grade students reading at or above grade level has nearly doubled in the three years since the students took the test as fifth graders. The data illustrate the "value added" by Penn's partnership at Lea, nearly doubling the percentage of students reading at grade level. As fifth graders, the Lea students were showing 19% reading at grade level, and when they took the test again, as eighth graders, in our partnership, 35% are reading at grade level. For the first time last

year, 50% of Lea seventh graders performed at or above grade level in math as well.

I don't like to brag about Penn in comparison to other institutions, however, Penn as a management partner to the schools is doing exceedingly well when compared to other provider organizations. Penn Partnership Schools have shown the largest five-year growth in standardized reading scores, 17.7% among the educational management groups as well as schools run by the School District. We have also shown the largest five-year gain in eighth grade reading, 27.5%, and eighth grade math, 23.2%, in the entire City when compared to the managed schools and District schools. We do this work with the tremendous support and help of many offices and centers and Schools throughout the University in much the same way as it occurs in Penn Alexander.

### **International Studies High School**

And then finally just to say a word about the high school. We continue to plan for the opening of an international studies high school. The school design calls for a small school of 500 students with an international studies theme woven throughout the curriculum, exchange programs both virtual and actual with schools around the world and a close relationship to Penn. There has been tremendous support already from University faculty in the design of the social studies curriculum and other such things. We are in the process of solidifying a site with the School District of Philadelphia, and as soon as that is determined, we are hoping to open our doors next September.



*The Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School (above), known as the Penn Alexander School is named in honor of a trail-blazing Penn alumna (Almanac September 3, 2002). The interior atrium (at left) of the school is a central gathering space for the neighborhood public, University-assisted school.*

*The Provost's portion of the State of the University is on the next page.*

## Provost Ron Daniels

Good afternoon. We have had a busy year implementing the *Penn Compact*, and we will continue to build on that progress in the academic year to come. In my report today, I'd like to highlight a few key priorities for my office in 2006-2007. We are looking outward and inward this year, strengthening our efforts in the world even while we improve the education we provide to our students in Philadelphia. To that end, it behooves me to discuss Penn's international initiatives alongside the Penn education. The two agendas are mutually sustaining and mutually illuminating.

### Internationalization

It is no secret that American universities have entered an international phase of expansion. The "flattening" world calls out for global perspectives as our leaders, thinkers, and activists attempt to solve increasingly complex problems. Bastions of knowledge, universities must take the lead in harnessing vital research for the common weal—a weal that rightfully applies to all world citizens.

Penn is already a global academic leader. With the *Penn Compact* goal of global engagement, we are making a concerted effort to expand and strengthen our existing networks and partnerships to advance the values of democracy, participate in the exchange of useful knowledge, and improve the quality of society and life across the globe.

Last fall, President Gutmann and I convened an ad-hoc Task Force on Global Engagement, co-chaired by Susan Fuhrman, former Dean of the Graduate School of Education, and Patrick Harker, Dean of the Wharton School. We charged this committee to develop two to three initiatives that would enhance the University's international mission and that could be implemented within a two-year span. They worked quickly and well, making a series of thoughtful, creative, and coherent recommendations in February of this year.

Thanks to the Task Force, we have expanded the Provost's Global Forum, a speaker series that brings world leaders to campus for a keynote lecture and conversation with students, faculty, staff, and community members. Our first speaker this year was 2004 Nobel Peace Prize winner Wangari Maathai, who spoke to a full house at Irvine Auditorium on Monday, October 16. Her work at the intersection of democracy, environmental conservation, and peace reminds us all of the creative possibilities education and activism afford us in the improvement of our societies. Her lecture, for those of you who missed it, was truly stirring. We were honored to confer upon her the University of Pennsylvania Medal for Distinguished Achievement, presented by President Gutmann.

Next month, we will host Kishore Mahbubani: a 33-year diplomat for Singapore and the author of *Beyond the Age of Innocence: Rebuilding Trust Between America and the World*. Other guests of the Global Forum will include Liberian President Ellen Johnson-Sirleaf; the CEO of CARE, Helene Gayle; and the U.N. High Commissioner for Human Rights, Louise Arbour.

However, the Task Force was not only interested in bringing experts to campus. The committee also cited a need to better support our own scholars. Faculty input revealed a substantial demand for funding to advance programs, research partnerships, and conferences of an international and interdisciplinary nature. With this persuasive input, the Task Force developed a proposal for a Global Initiatives Fund for faculty, a competitive award fund that would support collaborative, international projects that further enhance the University's work as a leader in the production of global and cross-disciplinary knowledge.

We were thrilled to announce the winners of the first two grants in *Almanac* earlier this month. Robert F. Giegengack, the Davidson Kennedy Professor of Earth and Environmental Sciences; Jason Johnston, Professor of Law; John C. Keene, Professor Emeritus of City and Regional Planning; and Eric W. Orts, the Guardsmark Professor of Legal Studies, Business Ethics, and Management, were awarded seed funding to establish an International Environmental Management Initiative (IEMI) at Penn. Graham E. Quinn, Professor of Ophthalmology in the School of Medicine, won the second award for his retinopathy of prematurity (ROP) screening and prevention project in the middle income countries of Brazil and Peru.

Meanwhile, our programs and initiatives abroad continue to thrive. Since 2001, the School of Medicine has sent several faculty members and

more than 60 medical students to Botswana in the past five years. I had the privilege of visiting the Penn team this summer and I can confidently say that they have made real contributions in Botswana, not only to the quality of patient care but also to the culture of the hospitals in which they work. We are now entering into an agreement with the University of Botswana to provide graduate training to the doctors educated at their new medical school.

We are also developing a major Interdisciplinary Center on HIV/AIDS in Botswana, where approximately 30% of the population is infected and the average life expectancy is only 38 years. Jim Hoxie at Penn's Center for AIDS Research, John Jemmott at the Annenberg School, and Loretta Sweet Jemmott in the School of Nursing are developing the NIH grant with the University of Botswana. Our goal here is to enhance our faculty research, engage a number of schools, and establish new internships possibilities for Penn undergraduate students.

Further to that, my office will be working hard this year to increase opportunities for undergraduates to study or obtain work experience abroad.

### Education

Back home in Philadelphia, we are working on a number of projects this year to enhance the breadth and depth of the Penn education.

This summer, we launched a summer mentorship program for local high school students in partnership with the School District Philadelphia. The Law School, the School of Medicine, and the Graduate School of Education all participated, educating these local students about careers in law, medicine, and education, while simultaneously preparing them for the college application process and the experience of college itself. The program was enormously successful, with enthusiastic feedback from organizers and participants alike. We plan to expand next summer's program to include all interested Penn schools.

This fall, we welcomed our first PIK professor, anthropologist and documentary filmmaker, John L. Jackson, Jr. His wife, Deborah Thomas, joins us as well, as an associate professor of anthropology. They welcomed their first baby this summer, and we know that they are thrilled to be here, already energetic forces in Penn's interdisciplinary universe. We are actively recruiting our next several PIK appointees, having focused our efforts in several distinct "clusters": neuroscience, economics, and democracy and constitutionalism.

The much-anticipated undergraduate program in Modern Middle East Studies will be up and running by next fall. This is a multidisciplinary program directed by Political Science professor Robert Vitalis, which will encompass the languages, history, politics, economics, sociology, and archaeology of the region. This program crystallizes Penn's promise of meaningful interdisciplinary study, combining social scientific and humanistic approaches with a diverse faculty committed to both applied and research-oriented study.

Graduate and undergraduate research remains a key priority. This past summer, we funded six graduate research projects as a part of the GAPSA-Provost Award for Interdisciplinary Innovation, and we are working to further eliminate barriers to interdisciplinary study on the graduate level. We have also published a coherent manual of guidelines for graduate students, intended to promote good working relationships between faculty advisors and students as they enter the dissertation phase of their studies.

On the undergraduate side, the President and I are pleased to announce that we are making a significant new investment in the Center for Undergraduate Research and Fellowships (CURF). Currently, students become involved in the Center at the end of their sophomore year, but we are working to extend that pipeline. We want to expose students to a variety of research opportunities earlier in their Penn careers, helping them to build their resumes for future fellowships and degree programs.

### Closing

We made extraordinary strides last year in implementing the Penn Compact and setting the stage for this year's successes. I hope you can see from my outline how well these global and local initiatives work together toward the realization of our larger institutional mission. President Gutmann set an ambitious agenda for us in 2004, and with passion and ingenuity, the Penn community has continued to embrace it. I look forward to another dynamic and productive year.

## Committee on Pluralism

### General Charge

The Committee on Pluralism shall advise the offices of the President, Provost, the Executive Vice President, and the Vice Provost for University Life on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of pluralism among all members of the University community. The Committee will also address specific diversity issues that may arise on campus. The Committee shall consist of eight faculty members, two representatives of the Penn Professional Staff Assembly, three representatives of the Weekly-Paid Professional Staff Assembly, three graduate/professional students, and three undergraduate students, with due regard for appropriate diversity. The Chaplain, directors of the Penn Women's Center, the African-American Resource Center, the Office of Fraternity and Sorority Affairs, the Lesbian Gay Bisexual Transgender Center, the Office of Affirmative Action, and the Greenfield Intercultural Center shall be non-voting ex-officio members of the Committee.

### Academic Year 2005-2006 Specific Charge

1. Evaluate the existing general charge of the committee for appropriateness and feasibility of the Committee, as well as the constituencies represented in its membership, as defined in the Bylaws of the University Council.

2. Investigate the function of the Committee, its utility, competing or complementary overlaps with other bodies in the University, and obstacles to fulfilling the general charge, and make recommendations regarding the future of the committee.

3. Review the report of the Committee for 2004-05 and provide an update on progress (or not) and necessary future actions.

4. Review and comment on the *Minority Equity Report* of April 19, 2005, especially noting issues related to minority retention.

5. Work closely with the Provost's Office on the identification of a plan for sustained ways to improve campus climate regarding diversity, pluralism, and related issues.

6. Monitor the recent SEC and Council resolutions regarding the Proposal for the United States Culture Analysis Requirement (USCAR).

### Actions in 2005-2006

The Committee met five times this year.

Five Subcommittees were established at the first meeting of the year.

A Campus Climate Subcommittee invited the Provost and the Vice President of Public Safety to meet with the Pluralism Committee. It met with the Director of Institutional Research, who joined the Subcommittee in a meeting with campus climate assessment specialist, Susan Rankin. The Subcommittee supported the efforts by its member, Camille Charles to survey undergraduates regarding their experiences on campus. Recommendations regarding the development of annual surveys of the University Community were forwarded to the Provost.

A Subcommittee on the Minority Equity Report was established. This

Subcommittee met three times, once with Dr. Tukufu Zuberi, co-chair of the Minority Equity Committee. The Subcommittee produced an evaluative report with a set of recommendations that is appended to this report (*below*).

A Subcommittee was established to follow up on the USCAR Resolution passed by Council. The Subcommittee met twice. Its work was focused primarily on the design and evaluation of a survey of the Deans of the 12 schools at the University. The report and recommendation from the Subcommittee is appended to this report (*below*).

A Subcommittee on Social Interaction met twice during the year. Its work was focused on the design of a survey of campus organizations and activities that might provide additional models for programs under the auspices of the Vice Provost for University Life. The number and quality of responses received did not support the development of any recommendations.

A Subcommittee on the Future of the Pluralism Committee met once during the year. Its report formed the basis of a report to the Council regarding appropriate charges and responsibilities of the Committee.

Suggested Charges for the next year:

1. Initiate campus discussion on the goals of the USCAR Proposal in advance of next year's survey of the Deans. Produce and distribute an evaluation of progress toward these goals.

2. Participate in the development, evaluation, and implementation of surveys, and initiatives designed to improve campus climate. Monitor efforts made to improve the campus climate relating to pluralism, diversity or multiculturalism.

3. Initiate campus discussion on the issues related to gathering the data and statistics, including those related to the national origin and training of University faculty in order to improve the assessment of minority equity. Advise University Council regarding efforts to increase minority presence and engagement at the University.

4. Continue to respond to issues related to the Committee's General Charge.

### 2005-2006 Committee Members

**Chair:** Oscar Gandy (Communications); **Faculty:** Camille Charles (Sociology), Bernett Johnson (Dermatology), Sampath Kannan (CIS), Rosalyn Watts (Nursing); **Graduate Students:** Lee Humphreys (Annenberg), Uzoma Okorie (SEAS), Lucie Shin (Law); **Undergraduate Students:** Katrina Jurn (COL'06), Andrew Mener (COL'07), Danielle Qi (COL/WH'06); **PPSA:** Grace Colman (Nursing), Sean Vereen (GIC); **WPSA:** Jenine McGill (Programs and Special Events), Mary Parker-Jones (Med.), Linda Satchell, Penn Program for Public Service; **Ex-Officio:** Valerie Allen (dir, African-American Resource Ctr), Jeanne Arnold (exec dir, Affirmative Action and Equal Opportunities), Valerie De Cruz (dir, Greenfield Intercultural Ctr), Elena Dilapi (dir, Penn Women's Ctr), William Gipson (chaplain), Scott Reikofski (dir, Fraternity/Sorority Affrs), Bob Schoenberg (dir, Lesbian Gay Bisexual Transgender Ctr).

## Minority Equity Report

The Subcommittee that was assigned responsibility for preparing an evaluation of the *Minority Equity Report* included, Jeanne Arnold, Sampath Kannan, Lee Humphreys, Uzoma Okorie, Grace Coleman, and Rosalyn Watts, and was chaired by Bernett Johnson. After reviewing the *Report* and discussing its finding within the Committee, the Subcommittee met with Dr. Tukufu Zuberi, one of the Co-chairs of the Minority Equity Committee to review the process, the Committee's findings and recommendations, and the responses of the University. The following represents the views of the Subcommittee:

The Subcommittee views the *Minority Equity Report* as a major undertaking. Although the length of time that has passed between the establishment of the Committee and the publication of the *Report* was longer than we might hope, the quality and scope of the *Report* reflects a high level of commitment to its purpose.

The major strength of the *Report* is the evidence it provides of an increase in numbers of minority faculty (*Almanac* May 3, 2005). The *Report* also shows that these individuals have been successful in obtaining research support, finding opportunities for the presentation of their scholarly work, and in sharing in the appropriate allocation of space for research, and other valuable administrative support from the University.

The *Report* provides four specific recommendations to the President, Provost, deans and department chairs for facilitating minority faculty presence at Penn with emphasis on developing: 1) a new evaluation and search process for minority faculty; 2) a uniform database for monitoring

the status of faculty; 3) opportunities for gaining leadership experience; and 4) enhancing the quality of life for these individuals.

The limitations of the *Report* include the following:

1. Despite the comprehensive breadth of challenges that have been noted and recommendations that have been made, the *Report* does *not explore many strategies designed to resolve* the concerns that have been noted.

2. In particular, the *Report* does *not* adequately address the *issue of the accountability* of deans and department chairs as those with the greatest power and responsibility for making a difference in the lives of their minority faculty.

For example, the qualitative data in the *Report* indicate that minority faculty members are more likely to feel that they function at a disadvantage in comparison with their counterparts. Embedded in the *Report* are a number of key concerns related to perceptions of bias and feelings of exclusion. They perceive their colleagues to question the legitimacy of their status as members of the academy; they report expressions of disrespect on the part of students and colleagues; and they lack evidence of a departmental commitment to minority presence.

The Subcommittee believes that the University should take every opportunity to showcase outstanding minority faculty from Penn and from other institutions as speakers, consultants and mentors.

The Subcommittee believes that deans and department chairs should

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be provided with incentives for demonstrating a commitment to minority presence, as well as for meeting well-articulated goals for successful recruitment and retention of minority faculty.

The Subcommittee also believes that because of their positions of responsibility, deans and department chairs should be asked to provide the Provost on an annual basis with answers to the following questions:

1. *What specific strategies and techniques and interventions will you use to foster a climate of inclusiveness for minority faculty?*

2. *To what extent are Black/African-American faculty unfairly burdened by school- and department-level committee responsibilities? To what extent are Asian/Pacific Island faculty provided assistance in improving their teaching and opportunities for gaining leadership experience?*

3. *To what extent are minority assistant professors provided guidance, direction and mentorship in support of their advancement to the rank of associate professor? What were the reasons for the failure of minorities to be promoted in your school or department?*

4. *What efforts have you and your faculty made to encourage ethnic/minority student scholars to pursue careers within the academy or your professional field?*

3. The *Report* begins with a discussion of the problems that the Minority Equity Committee faced with regard to the distinctions between faculty born and educated in the United States and those born or educated elsewhere. This difficulty is at the heart of an ongoing debate about the meaning of "minority" faculty, and the ability of this, and future committees to assess the status of such faculty at the University. These issues seem unlikely to be resolved by the efforts being planned to standardize and otherwise improve the collection of data about the recruitment, retention, and promotion of minority faculty.

The Subcommittee recommends that the Provost initiate an open, inclusive and informed discussion among faculty and administrators about the problems and prospects for defining, gathering and sharing relevant data about the category of persons to be defined as "minority" at the University of Pennsylvania.

## Report on the USCAR Resolution

### Background

As part of its charge for the 2004-2005 academic year, the Committee on Pluralism was assigned the responsibility to assess and advise University Council concerning the United States Culture Analysis Requirement (USCAR) Proposal that had been developed and circulated by students in spring 2004. The USCAR proposal was an expression of concern that the University would be able "to equip future graduates with the ability to recognize diversity in the American experiences as well as an ability to interpret and evaluate this diversity."

The explicit goals of the Proposal were:

a) To give students a language with which they can discuss these issues during any dialogue.

b) To inspire students to think critically about the role of underrepresented voices in many aspects of society as well as how their own experience fits into this analysis.

c) To attract underrepresented groups that will be drawn to an institution that clearly and proudly displays its commitment to multiculturalism.

d) To reward those professors who already incorporate underrepresented voices when presenting a topic within any discipline.

In support of those goals, the Proposal recommended that "students complete at least one course that uses diversity or culture analysis as an important approach for studying society." A list of courses offered in the College of Arts and Sciences that might meet the requirement was appended to the proposal.

Following a series of meetings between the student authors of the proposal, the Interim Provost, the Chair of the Senate Executive Committee, four undergraduate deans, and the Director of Institutional Research, a recommendation of support was forwarded to the Steering Committee of the University Council. At the March 16 meeting of the Council, a revised recommendation was submitted, discussed, and approved as a resolution by the Council.

The University Council recommended that "each school take all necessary steps to ensure that the goals of the Proposal are addressed in the undergraduate and graduate academic programs through appropriate mechanisms." The Council also recommended that "each school report to the Penn community annually its progress in addressing the goals of the Proposal."

In its charge to the Pluralism Committee for the 2005-2006 academic year, the Steering Committee of the Council asked the Committee to "monitor the recent SEC and Council resolutions regarding the Proposal for the United States Culture Analysis Requirement (USCAR)."

### Assessment of School Responses

A memorandum requesting information about actions taken by the schools to address the USCAR Proposal was addressed to each of the deans of the 12 schools of the University. This memorandum was distributed electronically on February 6. The deans were asked to provide their responses to the Committee by April 6.

The memorandum asked the deans to describe the efforts made by their schools to address the goals of the Proposal. They were specifically

asked to indicate:

1) What efforts have been made to promote and support the development of cultural analysis courses and other programmatic initiatives,

2) What kinds of courses are offered, or are being planned that will help to meet the goals of the Proposal,

3) What is the current or projected annual enrollment for these classes, and

4) What is the nature of any requirements, incentives, or promotional activities that have been implemented to support courses designed to meet the goals of the cultural analysis proposal?

The following schools failed to provide any response to the Committee by April 21: The Annenberg School, The School of Law, The School of Social Policy & Practice, The School of Engineering & Applied Science, Penn Design, The School of Dental Medicine, and The School of Veterinary Medicine.

Our report is therefore based on an analysis of the responses submitted on behalf of the following schools: The School of Arts and Sciences, The Graduate School of Education, The School of Nursing, the School of Medicine, and The Wharton School.

The quality of the responses to our request was uneven. Reports differed greatly in terms of a tendency to emphasize diversity initiatives rather than required coursework. Some schools did provide comprehensive reports with illustrative examples, and associated documentation in support of their responses to specific questions related to courses and outreach activities. The reports from Nursing, Medicine, and Wharton undergraduate were of the highest quality in this regard. The report from the School of Arts and Sciences focused primarily on programs and outreach initiatives and failed to respond to specific questions about course development, and promotion. While the Wharton Graduate Division's report was extensive, it focused primarily on concerns about diversity, noting, for example that 42% of its students were from outside the United States. The Graduate School of Education provided a cursory response to the questions posed by the Committee.

The School of Medicine and The School of Nursing identified an extensive number of courses, seminars, programs and exercises that have been designed to improve the cultural competence of health professionals. In the case of the School of Medicine, courses designed to meet this requirement focus not only on the development of greater understanding of people from diverse cultures and belief systems, but they are also designed to help students to recognize cultural biases in themselves and others. Each of the courses described in the School of Medicine report identified the course content and exercises that were designed to facilitate the development of this competence.

The School of Nursing (SON) report also described the ways in which "concepts related to cultural diversity, cultural analysis and cultural competence have been embedded in required courses throughout the curriculum." The SON also reported on the use of consultants and workshops to facilitate the integration of cultural competence into the curriculum. Their

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(continued from page 10)

comprehensive report also included a description of the initiatives taken to evaluate the success of their efforts to integrate cultural competence at the undergraduate level that included surveys of faculty and students. Like the School of Medicine, the SON also described the courses that they believed to be responsive to USCAR goals in great detail.

The Wharton School was the first to respond to the Committee's request. The report from the Undergraduate Division was quite comprehensive and responded fully to the questions from the Committee. The report identified the courses and activities that the School felt helped to "promote and support the USCAR." Whereas the courses in Medicine and Nursing focused on cultural competence, the Wharton courses focused on social policy, urban development, and other issues in a changing economy. The School reports that there is a continuing increase in the number of courses that are focused on "underrepresented groups," including courses on race and sports.

Compared with the School of Arts and Sciences, which has yet to establish any required courses that respond to the goals of the Proposal, Wharton's Management 100 course appears to be something of an exemplary requirement. The focus of the course is communication in groups, but its project focus has consistently brought students into contact with groups in the surrounding community. The report describes several projects developed within the course that reflect an active engagement with diverse groups in the community. In addition, Wharton undergraduates are expected to complete at least one course from a "bracketed" list that the school believes would meet the goals of the USCAR Proposal.

The report from the Wharton Graduate Division was extensive, but appeared not to appreciate the degree to which the USCAR Proposal was concerned primarily with the analysis of domestic cultures and groups. Although the report listed an extensive number of courses, none appear to be responsive to the USCAR goals as they relate to the United States, and no effort to identify those courses was included in the report.

The School of Arts and Sciences (SAS) described its ongoing process of curriculum reform, noting that it had made a commitment to implementing a cross-cultural analysis requirement. However, the Committee notes that the requirement is specifically defined as being concerned with ensuring "intellectual engagement with cultures outside the U.S." The School explained the current lack of requirements reflecting the USCAR proposal's emphasis on U.S. cultural diversity by suggesting that the "student-initiated proposal" had initially "found no advocates for it" among the faculty. A task force has reportedly been created to develop proposals for courses emphasizing U.S. based cultures.

The SAS report included an analysis of enrollment in courses that had been identified in the USCAR Proposal as meeting its goals. This analysis indicated that 62% of the students graduating took at least one of these courses, but they concluded that if they were to implement a requirement, they would need to either increase the number of courses, or increase enrollments in existing courses.

The Graduate School of Education submitted a single page report with non-specific responses to the questions posed by the Committee. This submission included a list of course numbers, titles, and enrollment figures but no description or assessment of the contributions these courses might make to the goals of the Proposal was provided.

### Recommendation

The Committee believes that the response of the University community to the USCAR Proposal and the Recommendation of the University Council was an embarrassment. That more than half of the schools failed to respond at all is an expression of disrespect and disregard for the efforts of the students, faculty, and staff that treated the Proposal as a timely and appropriate challenge to the University community.

We recommend that the Council initiate a campus-wide discussion of the goals of the USCAR Proposal in order to provide guidance and support for each of the schools to improve and extend their efforts in the coming years.

## University Council Constituencies

University Council is your chance to make a difference at Penn. The Council is a deliberative body of representatives from all constituencies on campus—students, staff and faculty—that discusses and debates current topics of interest on campus, and advises the President, the Provost, and other officers of the University on making Penn a better place to study, to work and to live.

Recent recommendations at Council have resulted in:

- the University Board of Trustees passing a resolution to divest from Sudan;
- gender identity and gender expression being added to the University's non-discrimination clause;
- the adoption of a policy on privacy in the electronic environment.

If you would like to learn more about one of the groups described below and/or to participate in a listserv managed by one of these groups, please contact the organization directly:

### Weekly-Paid Professional Staff Assembly (WPSA)

Contact person: Marcia Dotson  
[mdotson@sas.upenn.edu](mailto:mdotson@sas.upenn.edu)  
Web: [www.upenn.edu/wpsa/](http://www.upenn.edu/wpsa/)

All weekly-paid (non-union) professional employees are welcome to become a member of the WPSA. In addition to representing weekly-paid (non-union) professional employees on University Council and its committees, goals of the WPSA include:

- informing staff about relevant programs and speakers;
- providing opportunities to develop professional skills;
- networking with campus leaders, key organi-

zations and each other.

### Penn Professional Staff Assembly (PPSA)

Contact info: [ppsa@pobox.upenn.edu](mailto:ppsa@pobox.upenn.edu)  
Web: [www.upenn.edu/ppsa/](http://www.upenn.edu/ppsa/)

Comprised of professional (monthly exempt) staff members whose positions serve the teaching, research and business missions of the University of Pennsylvania, PPSA accomplishes its mission in the following ways:

- presents a forum where staff can express their opinions on issues facing the University and higher education;
- offers seminars and programs to broaden and expand staff's background, knowledge and professional development;
- provides representation on major University committees;
- serves as a supportive and informational network to help achieve the University's goals and objectives by enhancing the professional status and well being of staff.

### Graduate and Professional Student Assembly (GAPSA)

Contact person: Antonio Lambino  
[vc-nominations@gapsa.upenn.edu](mailto:vc-nominations@gapsa.upenn.edu)  
Web: [www.gapsa.upenn.edu/](http://www.gapsa.upenn.edu/)

GAPSA is the University-wide governing organization for graduate and professional students. GAPSA elects representatives from all 12 of Penn's schools, and its members interact regularly with the President, Provost, Board of Trustees, and other University officials. GAPSA's major functions include:

- representing graduate and professional student interests in University policy;
- funding student groups and individuals through grants and fellowships;

- organizing a variety of social and cultural events to help students engage with one another and the community at large.

### The Undergraduate Assembly (UA)

Contact person: Jason Karsh  
[jkarsh@sas.upenn.edu](mailto:jkarsh@sas.upenn.edu)  
Web: <http://dolphins.upenn.edu/~ua/>

The Undergraduate Assembly is an elected body that consists of 33 undergraduate students selected by their respective schools. It is charged with representing undergraduate interests to the administration, faculty, and all other constituent groups at Penn. As the umbrella branch of six different student government organizations, the UA is given the fiduciary responsibility for allocating approximately \$1.5 million to the six branches of student government organizations which then distribute these funds to many student organizations on campus.

### Faculty Senate

Contact person: Susan White  
[senate@pobox.upenn.edu](mailto:senate@pobox.upenn.edu)  
Web: [www.upenn.edu/faculty\\_senate/](http://www.upenn.edu/faculty_senate/)

The Faculty Senate is the deliberative assembly of the faculty of the University. All members of the standing faculty and standing faculty-clinician educators who hold the rank of professor, associate professor or assistant professor are members of the Senate and are entitled to attend and participate in Senate meetings, introduce and vote on resolutions, and serve on Senate committees.

—Tram T. Ng,  
University Council Coordinator  
[ucouncil@pobox.upenn.edu](mailto:ucouncil@pobox.upenn.edu)  
[www.upenn.edu/secretary/council/](http://www.upenn.edu/secretary/council/)

## CCTV for Public Spaces



Signs have recently been installed in the vicinity in each of the CCTV cameras.

The Division of Public Safety is committed to enhancing the quality of life for the campus community by integrating the best practices of public and private policing with state-of-the-art technology. A critical component of a comprehensive security plan using state-of-the-art technology is CCTV.

As prescribed by the University Policy "Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes," (*Almanac* April 13, 1999), the locations of all outside CCTV cameras monitored by Public Safety are to be published semi-annually in *Almanac*.

4040 Chestnut Street (Front)  
4040 Sansom Street (Rear)  
41st & Chestnut Sts.  
40th & Locust Walk  
40th & Spruce Sts.  
39th & Spruce Sts.  
39th & Walnut Sts.  
38th & Walnut Sts.  
38th & Spruce Sts.  
Fels Center for Government  
36th & Walnut Sts.  
37th & Spruce Sts.  
36th & Spruce Sts.  
33rd & Smith Walk  
34th & Walnut Sts.  
100 Block of So. 37th Street  
Steve Murray Way & Sansom Sts.  
37th and Walnut Sts.  
Towne Loading Dock  
Steve Murray Way & Chestnut Sts.  
40th & Walnut Sts.  
33rd & Chestnut Sts.  
36th & Sansom Sts. (Franklin Bldg.)  
Bennett Hall (overseeing Levine Bldg.)  
1920 Commons (Garage 14 Rooftop)  
33rd & Walnut Sts.  
36th & Locust Walk  
38th & Hamilton Walk  
31st & Chestnut Sts. (Left Bank)  
31st & Walnut Sts. (Left Bank)  
43rd & Locust Sts.

Shatner Coffee Shop Area  
Bridge Cinema  
4119 Walnut St.  
Franklin Field  
40th & Market Sts.  
Levy Dental Loading Dock  
Left Bank Loading Dock  
34th & Chestnut Sts. (Garage # 37)  
39th & Locust Walk  
38th & Locust Walk  
37th & Locust Walk  
38th & Sansom Sts.  
Penn Tower Hotel (Rooftop)  
Jon M. Huntsman Hall N/E Corner  
34th & Spruce Sts.  
WXPN/World Cafe 31st & Walnut Sts.  
WXPN/World Cafe SW Side Lower Level  
Transitional Research Labs 31st St.  
Transitional Res. Labs 31st St. (Upper L)  
Transitional Res. Labs 30th St. (LL South)  
Transitional Res. Labs 30th St. (LL North)  
Levy Tennis Pavillion  
MOD 7 West  
MOD 7 North  
MOD 7 Southeast  
Hollenback (Lower Level Rear Parking)  
Hollenback (Rooftop)  
40th & Pine Sts.  
42nd & Pine Sts.  
34th & Market Sts.  
36th & Market Sts.

Questions in reference to the CCTV system or policy may be addressed to either of us.

Maureen S. Rush,  
Vice President for Public Safety  
Phone: (215) 898-7515  
Fax: (215) 573-2651  
[mrush@publicsafety.upenn.edu](mailto:mrush@publicsafety.upenn.edu)

Domenic Ceccanecchio,  
Director of Security & Technical Services  
Phone: (215) 898-6269  
Fax: (215) 573-7042  
[dcecc@publicsafety.upenn.edu](mailto:dcecc@publicsafety.upenn.edu)

## Living Fossils: Interactive Art Installation at Morris Arboretum

Visitors to the Morris Arboretum's Madeleine K. Butcher Sculpture Garden can enjoy the fall foliage by using their interactive art installation, *meta Metasequoia*. This sculpture elevates visitors up into the tree canopy by means of an artistic structure with stairs leading to the "basket," an open-air room whose floor is 12 feet above grade. By climbing up into the structure, nicknamed the "Grasshopper," visitors can revisit the childhood feeling of being in a tree house, enjoy the views and relax in unusual intimacy with the dawn redwoods.

The installation is the creation of artists John McQueen and Margo Mensing, who have collaborated previously on projects dealing with local history and ecology. It was designed by Philadelphia-based architect J. Shermeta of KSS Architects, a firm specializing in educational projects.

McQueen and Mensing's *meta Metasequoia* expands Morris Arboretum's mission as an historic public garden and educational institution promoting an understanding of the relationship between plants and people through programs that integrate science, art and the humanities.

From their very first visit to the Arboretum, Ms. Mensing and Mr. McQueen were fascinated by the *Metasequoia glyptostroboides* (dawn redwood) at the Arboretum, especially in the grove along the East Brook in the Sculpture Garden. Deciduous conifers, this group of trees stands as a beacon throughout the garden. The artists wanted to provide an opportunity to witness the beauty of these fast-growing living fossils, which currently stand over 100 feet tall. "The goal is to encourage participation with nature, not merely display an object sitting in the

grass," said Mr. McQueen.

Wooden benches on the perimeter of the basket provide an opportunity for quiet contemplation of one of the most sculptural forms of nature. The basket is made from tangerine painted steel and hardwood. A narrative sound piece is installed on the observation platform with history and botanical insights on *Metasequoia* trees, told through a fanciful dialogue between two characters, a *Metasequoia* tree and a bird. Music and other sounds complement the narrative. Sound projecting units are installed inconspicuously on the viewing platform so that visitors will hear sound amplified at several points on their journey up into the trees.

Displaying art in the garden is a tradition that began with the Arboretum's founders, John and Lydia Morris and continues with the Arboretum's Sculpture Garden, which was established in 1988 and is supported by the Madeleine K. Butcher Fine Arts Endowment. The garden is an outdoor gallery along the banks of the Wissahickon Creek, dedicated to featuring the temporary works of significant regional emerging artists and integrating sculpture and the fine art of garden design.

The Morris Arboretum is located at 100 Northwestern Avenue in the Chestnut Hill. The 92-acre horticulture display garden features a spectacular collection of mature trees in a Victorian landscape. The Arboretum features numerous picturesque spots such as the formal Rose Garden, Japanese Gardens, Swan Pond, meadows, and the elegant Fernery. For more information see the Morris Arboretum's website, [www.morrisarboretum.org](http://www.morrisarboretum.org).



Inside view of the "Grasshopper" art installation, a visually arresting haven in the *Metasequoia* grove. The raised structure is equipped with wooden benches and listening devices for comfort while overlooking dawn redwood trees.



Climb the structure's stairs to get a treehouse view of the gardens below.

## Nothing to Sneeze At—Flu Shots for Penn Faculty & Staff: Winter 2006-2007

Human Resources has arranged for Occupational Medicine to give flu shots on campus to full- and part-time Penn faculty and staff. The details are outlined below. We hope you will take advantage of this health promotion option.

*When can I get a shot?*

Thursday, November 9, 10 a.m.–2 p.m.

Friday, November 10, 10 a.m.–2 p.m.

Monday, November 13, 10 a.m.–2 p.m.

*Where can I get a shot?*

The shots will be administered at three convenient locations: the School of Engineering and Applied Science (SEAS), the Wharton School and the School of Nursing. *Location specifics are offered through the pre-registration process.*

Note that pre-registration is required.

Pre-registration allows us to be prepared for demand. It keeps lines down and reduces wait times to a few minutes. For all these reasons, we ask you to go online to pre-register for an hour time slot.

*How do I pre-register?*

For details on how to pre-register visit [www.hr.upenn.edu/quality/wellness/flushots.asp](http://www.hr.upenn.edu/quality/wellness/flushots.asp). Keep in mind the following:

- You can register up until the day before the date you select,
- Since time slots get full, we encourage you to pre-register as soon as possible.
- The first and last time slots fill up most quickly, so you may want to check out a middle time slot for easier registration.

*Please plan to bring the following to the flu shot site:*

- \$22 cash. (You may be eligible to receive reimbursement from your health care provider. Health insurance and pre-tax account reimbursement information will be available at each flu shot site.)

- Your PennCard
- The Confirmation Sheet from the online registration process

*Please wear clothes with easy access to your upper arm.*

*If you come in the middle of the hour, your wait will be short.*

If you do not have access to a computer to register on-line or you have questions about this program or the pre-registration process, please contact Suzanne Smith in Human Resources at (215) 898-5116 or [suz-smith@hr.upenn.edu](mailto:suz-smith@hr.upenn.edu).

—Division of Human Resources

## Division of Human Resources: Upcoming HR Programs

Further your professional and personal development by taking advantage of upcoming Human Resources programs. *Note that you must pre-register for all programs by visiting the online Course Catalog at [www.hr.upenn.edu](http://www.hr.upenn.edu) (click on Course Catalog at top of page).*

### Professional and Personal Development

Take advantage of the many development opportunities provided by Human Resources! Simply pre-register for programs by visiting the online Course Catalog at [www.hr.upenn.edu](http://www.hr.upenn.edu) (click on Course Catalog at the top of the page), or contact Learning and Education at [www.hr.upenn.edu/learning](http://www.hr.upenn.edu/learning) or (215) 898-3400.

*Professional Development Program—Introduction to the Myers-Briggs Type Indicator*; November 2; 9 a.m.–noon; \$60. Taking the Myers-Briggs Type Indicator (MBTI) inventory and receiving feedback will help you identify your unique gifts. The information enhances understanding of yourself, your motivations, your natural strengths, and your potential areas for growth.

*American Management Association Program—Delegation Boot Camp*; November 3; 9 a.m.–5 p.m.; \$60. This fast-paced, intensive one-day seminar gives you real-world practice in delegation strategies that will reduce your stress level, empower your staff and build morale. Take this opportunity to pinpoint the right task, the right time and the right person to help you maximize productivity for you and your team.

*Professional Development Program—Star Achievement*; begins November 8 (multiple dates); 9 a.m.–4:30 p.m.; \$75. This program for frontline and administrative support staff runs from November 2006 through March 2007, with one session per month. Build the fundamentals to increase your productivity and job satisfaction, and learn to enhance your administrative skills, attitudes, relationships and professionalism.

*Professional Development Program—Tuition Benefit Information Session*; November 9; noon–1 p.m.; free. Learn more about the Tuition Assistance programs, see a demonstration of the new online tuition management system for the Direct Grant Program, and have the opportunity to ask all your questions about tuition benefits.

*Professional Development Program—Words at Work*; November 10, 15, and 17; 9 a.m.–noon; \$60. This participatory writing program is designed to provide you with an updated, practical,

non-nonsense perspective on today's business writing. The program challenges long-held assumptions about the "right" way to communicate, and provides participants with the latest writing tools within a broad context of understanding the dynamics of written communication.

*Brown Bag Matinee—Conflict Resolution: A Win-Win Approach*; November 14; noon–1 p.m.; free. Conflict in the workplace should be addressed in order to maintain productivity, increase retention rates and improve morale. Failure to address conflict often leads to an escalation of the problem and may lead to unproductive behaviors such as resentment, displacement or defensiveness. This video will help you find a win-win solution.

*Career Focus Brown Bag—Success Interviewing*; November 16; noon–1 p.m.; free. This workshop will address elements of effective interviews, how to prepare for interviews, the types of interviews you might encounter, how to present yourself and your skills effectively, and the importance of nonverbal communication.

*Professional Development Program—Unlocking the Secrets of the Penn Library*; November 30; noon–1:30 p.m.; free. Learn about all the Penn Library has to offer, including: over 10,000 electronic journals and reference sources, more than five million print and multi-media titles, personalized research assistance, videos and DVDs, and recent popular fiction and best-sellers. A one-hour information session will be followed by an optional 30-minute walking tour of Van Pelt-Dietrich Library.

### "Breathing Easy" Health Promotion Series

Penn's health trend reports show that our faculty and staff, and their family members, are requiring increased medical care for respiratory illness. To help you and your family avoid the complications of this critical health issue, we've developed a "Breathing Easy" series of free, monthly lunchtime presentations. Join us to view topical videos provided by Independence Blue Cross (IBC) and learn from medical specialists from the University of Pennsylvania Health System.

For more information and/or to pre-register, visit [www.hr.upenn.edu/quality/wellness/workshops.asp](http://www.hr.upenn.edu/quality/wellness/workshops.asp) or contact Human Resources at (215) 573-2471 or [fitzpatl@hr.upenn.edu](mailto:fitzpatl@hr.upenn.edu).

*Winning the Battle with Asthma*; November 8; noon–1 p.m.; free. A good asthma management plan can help improve the quality of your life in

many ways, throughout the seasons and through the many activities you choose to enjoy. Independence Blue Cross has provided us with a very informative half-hour video on this topic. Marie Whitehead, from the Penn Lung Center will be on hand to answer your questions.

### Work-Life Balance Workshops

Dealing with the demands of work and personal life can be challenging. That's why we offer a variety of free workshops led by experts from Penn's Employee Assistance Program and Work & Family Benefit provider, Penn Behavioral Health, to offer information and support for your personal and professional life challenges. Note that each workshop listed below will include an optional Q&A period from 12:30 p.m. to 1 p.m. For more information and/or to pre-register, visit [www.hr.upenn.edu/quality/workshop.asp](http://www.hr.upenn.edu/quality/workshop.asp) or call (215) 573-2471.

*Handling the Difficult and Angry Customer*; November 2; 11:30 a.m.–12:30 p.m.; free. This workshop is designed to provide participants with specific skills and strategies for effecting "Win-Win" solutions for customer relationships, specifically those that are hard to manage. Participants will learn assertiveness techniques with customers, collaboration and partnering to effect results, handling internal reactions, and effective communication with all customers.

*The Sandwich Generation Survival Guide*; November 16; 11:30 a.m.–12:30 p.m.; free. Finding balance in life can be an enormous challenge for anyone. So how do you maintain balance when dealing with the added demands of raising children while simultaneously caring for elders? Participants will learn balance techniques, time management, specific strategies for children and the elderly, new philosophies for the Sandwich Generation, and support network development.

**Note:** For personalized assistance with dependent care issues and personal well-being, contact Penn's Employee Assistance Program (EAP) and Work & Family Services provider, Penn Behavioral Health, at 1-888-321-4433 or [www.hr.upenn.edu/quality/wellness/eap.asp](http://www.hr.upenn.edu/quality/wellness/eap.asp), or go to the EAP website at [www.pennbehavioral-health.org](http://www.pennbehavioral-health.org). For questions on QOWL programs, contact Human Resources at [fitzpatl@hr.upenn.edu](mailto:fitzpatl@hr.upenn.edu) or (215) 573-2471.

—Division of Human Resources

## IME Interdisciplinary Pilot Grants Program in Biomedical Research

We are pleased to announce a fourth round of IME Interdisciplinary Pilot Grant funding. Grants of \$30,000 each will be awarded for support January 1–December 31, 2007. The Pilot Grants Program serves to advance interdisciplinary collaborations between faculty of the schools of medicine and engineering with each other and with other Penn schools in biomedical-related research.

These are one-year grants to support pilot research that initiates or substantiates collaborations between two faculty investigators (designated Co-PIs) at least one of whom must be within SOM or SEAS. Of particular interest is the piloting of innovative approaches (ideas, technologies, devices) directed at basic or clinically relevant biomedical research. The goal of the program is to assist faculty in obtaining preliminary data that may lead to a collaborative interdisciplinary grant application to the NIH or other agencies/foundations. Post-pilot award outcomes will be surveyed.

Applications should meet the following criteria:

- The collaboration of two investigators from different Schools as Co-PIs; one must be in SOM.
- A clear statement of the enhanced impact of the interdisciplinary approach to the proposed project.
- An indication of how the preliminary work may lead to a full peer-reviewed grant proposal subsequent to the termination of the support.
- A brief cover letter stating commitment from each of the Co-PIs.
- A two page biosketch on each Co-PI.
- A list of current and pending research support of the Co-PIs.

The application length is restricted to a total of six pages plus literature citations.

A simple budget section is included in the limit. Sections to be covered are:

- Introduction/Specific Aims
- Background/Significance
- Preliminary Data (optional)—“out-of-the-box” thinking is encouraged
- Research Design and Methods
- Summary of Collaborative Added Value

Faculty salary will not be supported. Studies proposing human or animal studies must comply with university procedures but formal submission to and approval of IACUC and IRB Committees is not required at the time of submission. Grants of \$30,000 each will be funded beginning January 1, 2007. The deadline for applications is 5 p.m. *Friday, December 1, 2006* (Applications handed in after 5 p.m. will not be considered). Awards will be announced by December 15. Funds will be available to awardees January 1.

For additional information, contact Drs. Peter F. Davies at [pfid@pobox.upenn.edu](mailto:pfid@pobox.upenn.edu), or Paul A. Janmey at [janmey@mail.med.upenn.edu](mailto:janmey@mail.med.upenn.edu), phone: (215) 573-7380 or Scott L. Diamond at [sld@seas.upenn.edu](mailto:sld@seas.upenn.edu), phone: (215) 573-5704. Applications should be submitted to: IME Interdisciplinary Pilot Grants Program, Attn. Marvin Jackson, 1010 Vagelos Building, 3340 Smith Walk/6383.



### Penn's Way 2007

In order to be considered for the weekly raffles, pledges must be made electronically before 5 p.m. or paper pledges by noon on *Friday, October 27*.

The drawing will be on October 23 and continues every Monday through November 13.

#### Week Four Raffle: October 30–November 3

Così lunch for two: beverage and salad/sandwich certificates

\$5 Metropolitan Bakery gift certificate  
Book of 5 passes to the Class of 1923 Ice Rink  
Photographic Book from Creative Communications

(2) \$10 Houston Market gift certificates  
\$50 Abbraccio Restaurant gift certificate  
2 tickets to the Vienna Boys Choir December 2 performance from the Kimmel Center

Buffet lunch for two at the University Club  
Dinner and a Movie Pack—\$25 gift certificate to the Bridge and \$25 to the Marathon Grill  
Pair of Penn Relays tickets, 4/26/07 from Athletics

Pair of Penn Relays tickets, 4/27/07 from Athletics

Sports Pack 6—Men's Basketball, a pair of tickets to: *Penn vs. Dartmouth*, 2/9/07; Women's Basketball, a pair of tickets to: *Penn vs. Temple*, 12/29/06 from Athletics

Sports Pack 7—Men's Basketball, a pair of tickets to: *Penn vs. Cornell*, 2/17/07; Women's Basketball, a pair of tickets to: *Penn vs. Yale*, 2/3/07 from Athletics

#### Week Two Raffle Winners

*James R. Cunningham*, IT and Data—\$50 gift card to World Café Live from Trimline Medical

*Gina Kumor*, Presbyterian Medical Center—Così lunch for two: beverage and salad/sandwich certificates

*NyoNyo Seint*, Presbyterian Medical Center—\$25 Copabana gift certificate

*Cheryl Bostic-Athias*, HUP—(2) \$10 Houston Market gift certificates

*Julia Laukys*, HUP—10 Power Yoga Works passes

*Karen Brown*, HUP Payroll—\$50 Pallet Restaurant gift certificate from Sheraton University City

*Roger Guo*, Presbyterian Medical Center—\$100 gift certificate to University Bookstore

*Charlette McRoy*, Presbyterian Medical Center—iPod Nano from Computer Connection

*Jere R. Behrman*, Economics—3 hours of court time at the Levy Tennis Indoor Pavilion from Athletics

*Tanisha Hamiter*, DPS Security and Technology Services—Sports Pack 2: Men's Basketball, a pair of tickets to: *Penn vs. Monmouth*, 11/28/06; Women's Basketball, a pair of tickets to: *Penn vs. Drexel*, 12/21/06 from Athletics

*Mary Czaplá*, CPUP—Sports Pack 3: Men's Basketball, a pair of tickets to: *Penn vs. Fordham*, 12/9/06; Women's Basketball, a pair of tickets to: *Penn vs. Villanova*, 12/3/06 from Athletics

Week Three Winners will be published in next week's issue. Winners will be randomly drawn and posted on the Penn's Way website and in *Almanac*.

Winners should contact Tracey Napolitano at [tnapolitano@publicsafety.upenn.edu](mailto:tnapolitano@publicsafety.upenn.edu) or (215) 573-7857 to arrange for prize pick-up.

## Retiree Annual Selection Period

Penn retirees will have their annual opportunity to make changes to their health benefits during the Retiree Annual Selection Period from Monday, October 30 to Thursday, November 9, 2006. Eligible retirees should have already received personalized information at their homes. Please pay close attention to these materials, as they include details on changes for the upcoming plan year, what you need to do in order to make changes to your coverage, and specifics about the benefits offered. Information sessions will be held on November 1 and 2 from 10 a.m.–2 p.m. in the Ben Franklin Room, Houston Hall.

Retirees must return a Retiree Health Enrollment Form by Thursday, *November 9, 2006* in order to make changes to their health benefits for the 2007 plan year (January 1, 2007–December 31, 2007). If you have any questions, please contact Retiree Assist (Penn's call center for retiree health benefits) at 1-866-789-7366, Monday–Friday, 9 a.m.–5 p.m. ET.

—Division of Human Resources

## One Step Ahead

Security & Privacy  
Made Simple

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

### Keep Your Private Data From Showing Up On Google

If you are careless, Google and similar search engines will index private files on your computer, making them available to the whole world. Here's how you can prevent this from happening:

- Beware of Google Desktop. For details, see a previous One Step Ahead tip: [www.upenn.edu/almanac/volumes/v52/n33/osa.html](http://www.upenn.edu/almanac/volumes/v52/n33/osa.html).

- Ask your web administrator if directory index listings have been disabled. (This has been done for [www.upenn.edu](http://www.upenn.edu).)

- Be careful what folders you store sensitive files in. When you use "Save As ..." it's easy to save a file to the wrong folder. Web publishers have sometimes accidentally saved a sensitive file in the public web folder.

- If you lack experience developing web-based databases, get help from your Local Support Provider.

- Even properly protected web pages with sensitive data should be taken offline when no longer needed. It's too easy, unfortunately, for applications with one wrong setting to end up in the public domain.

- Google doesn't have a PennKey! If only members of the University community should have access to sensitive data, use PennKey authentication to protect those parts of your website. See [www.upenn.edu/computing/web-security/websec/](http://www.upenn.edu/computing/web-security/websec/) for more information.

- If you run a web server, prevent search engines from indexing selected directories using a *robots.txt* file.

If you have questions, please contact Information Security at [security@isc.upenn.edu](mailto:security@isc.upenn.edu).

See next week's tip to find out how to detect if you've been indexed.

For additional tips, see the One Step Ahead link on the Information Security website: [www.upenn.edu/computing/security/](http://www.upenn.edu/computing/security/).

# Update

October AT PENN

## Honoring George Rochberg

Courtesy of Theodore Presser Company



The Arthur Ross Gallery will host a special recital in the gallery *October 27* at 6:30 p.m. honoring the late, award-winning composer and Annenberg Professor Emeritus of the Humanities, George Rochberg (1918-2005). There will be performances of Rochberg's work including: *Caprice Variations*, *Slow Fires of Autumn*, *Pictures of the Floating World* and *Duo Concertante*. This event is free and open to the public.

### CONFERENCE

**28** *Representing History, 1000-1300: Art, Music, History*; 9:30 a.m.; rm. B-6, Süteler Hall; continues *November 29*; register: [bshearn@princeton.edu](mailto:bshearn@princeton.edu) (Medieval Studies).

### FILMS

**25** *Paradise Now*; 9 p.m.; Heyer Sky Lounge, Harrison College House (Cinema Studies).  
**26** *Underground*; 5 p.m.; rm. 201, Fisher-Bennett Hall (Cinema Studies).

### MEETING

**27** *Stated Meeting of the Trustees*; 11:30 a.m.-12:30 p.m.; Woodlands ABCD, Inn at Penn.

### SPECIAL EVENT

**24** *Test Drive GM's New HydroGen3 Fuel Cell Minivan*; 11 a.m.-2 p.m.; Spruce St. outside Houston Hall (Business Services).

### TALK

**25** *Hydrogen-Fuel of the Future?*; Hjalti Pall Ingolfsson, Icelandic New Energy; 7 p.m.; Hall of Flags, Houston Hall (Business Services).

## CLASSIFIEDS—UNIVERSITY

### RESEARCH

Penn's Depression Research Unit is conducting research into **non-hormonal, herbal treatments for peri and post menopausal anxiety symptoms**. Symptoms of menopause may include: nervousness, tension, sleep difficulty, concentration problems, mood changes and hot flashes. Those who qualify will receive an initial evaluation and may take part in a research study with Black Cohosh for up to 3 months. For more information call the DRU at (215) 662-3462.

Penn's Depression Research Unit is conducting research into **alternative, herbal treatments of anxiety**. Symptoms of anxiety may include: nervousness, tension, difficulty relaxing, excessive worrying and sleep problems. Those who qualify will receive an initial evaluation and may take part in a research study with Chamomile for up to 8 weeks. For more information call the DRU at (215) 662-3462.

**Postmenopausal Women Needed for Endocrine Study**. The University of Pennsylvania Health System/Division of Endocrinology seeks non-diabetic women 50 to 79 years old. Eligible volunteers will receive free medical exams and blood test results. Participants will be compensated. Please contact Dr. Patel at (215) 614-0579 for more information.

**Wanted Student Programmer**: Technical software development in biophysics research laboratory Java, LabVIEW, C++, Realtime acquisition, offline analysis, and network support. For information please contact: Jamie Young, Pennsylvania Muscle Institute, (215) 898-4247 or [yojamie@mail.med.upenn.edu](mailto:yojamie@mail.med.upenn.edu).

**We are looking for healthy, normal children and adults** to take part in a research study that will help us better understand the effects of a rare disease called congenital central hypoventilation syndrome on children. The study involves a half day and one night in the sleep lab at The Children's Hospital of Philadelphia. A parent must stay with children. We offer reimbursement for study-related expenses. For further information, please contact: Ruth Bradford, Study Coordinator, Phone: (267) 426-5747.

**Investigation of a Food Supplement to Increase Energy**. Dr. Patrick LaRocca, at the University of Pennsylvania School of Medicine is investigating a food supplement that may increase energy in healthy individuals 45-65 years of age. The study is 9 weeks in duration, requires 3 office visits, weekly phone calls, and answering questions on very short questionnaires. All subjects will receive both active product and placebo at some time or times during the study. There are no charges to the subjects. Subjects who complete the study can elect to receive a two-month supply of the active product free of charge. Subjects must be free of major illnesses and diseases that are associated with fatigue such as cancer, chronic fatigue syndrome, major depression and fibromyalgia. Call (215) 662-8988 for information.

**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.

**60 years of age or more?** Sleeping less than normal lately? Have lots of energy? Feeling really good or really irritable? Distractable? Thoughts racing by? Engaging in lots of activities, even risky ones? You may be interested in learning about participation in a clinical research program that is currently being conducted at the Bipolar Disorders Program of the University of Pennsylvania Medical Center. Study participants receive free consultation, investigational medication and all study-related tests at no cost. Compensation available for time & travel. To learn more about this study, please call Stacy at (215) 746-6414.

**Calling All Bones**. Recruiting males and females ages 21-78 for a research study. You will not be required to take any medications. We will evaluate the health and strength of your bones. You will be compensated for your time. Call (215) 590-0499.

Almanac is not responsible for contents of classified ad material.

Submissions for classified ads are due every Thursday for the following Tuesday's issue. For information call (215) 898-5274 or visit [www.upenn.edu/almanac/faqs.html#ad](http://www.upenn.edu/almanac/faqs.html#ad).

**Deadlines:** The deadline for the weekly Update is every Monday, for the following Tuesday's issue. The deadline for the December AT PENN calendar is *Tuesday, November 7*. The December AT PENN calendar will be published in the November 21 issue. For information see [www.upenn.edu/almanac/calendar/caldead-real.html](http://www.upenn.edu/almanac/calendar/caldead-real.html).

## 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 9-15, 2006**. Also reported were 26 Crimes Against Property (including 21 thefts, 3 acts of fraud, 1 vandalism, and 1 traffic incident). Full reports are available at: [www.upenn.edu/almanac/volumes/v53/n09/creport.html](http://www.upenn.edu/almanac/volumes/v53/n09/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 **October 9-15, 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.

10/11/06	2:45 PM	51 N 39th St	Complainant robbed by three males
10/11/06	7:13 PM	42nd & Pine St	Complainant assaulted by male
10/12/06	8:36 PM	4000 Spruce St	Complainant was robbed by 2 males/2 Arrests
10/12/06	11:34 PM	3600 Spruce St	Complainant harassed by ex-boyfriend
10/15/06	2:24 AM	4038 Spruce St	Complainant assaulted/2 Arrests
10/15/06	1:12 PM	4000 Pine St	Female wanted on warrant/Arrest

### 18th District Report

10 incidents with 2 arrests (including 7 robberies and 3 aggravated assaults) were reported between **October 9-15, 2006** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

10/10/06	10:45 AM	4600 Kingsessing Ave	Aggravated Assault
10/10/06	11:30 PM	4040 Market St	Aggravated Assault
10/12/06	12:30 PM	5200 Spruce St	Robbery
10/12/06	2:23 PM	4000 Spruce St	Robbery/Arrest
10/12/06	10:20 PM	900 48th St	Robbery
10/13/06	2:49 PM	4700 Walnut St	Robbery
10/14/06	7:09 PM	4600 Baltimore Ave	Robbery/Arrest
10/14/06	11:40 PM	4000 Baltimore Ave	Robbery
10/14/06	11:57 PM	4302 Chestnut St	Robbery
10/15/06	2:34 AM	4200 Locust St	Aggravated Assault



## Almanac

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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.

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## Some Tricks for Traveling More Safely



*Remember: Fall back, Spring forward! On Sunday, October 29, Daylight Saving Time comes to an end. This means we can all sleep an extra hour Sunday morning and still have breakfast at the usual time. It also means we lose an hour of daylight just around the time most of us are heading home from work or school. And the professional criminals gain an extra hour of prime-time darkness in which to work. From the Division of Public Safety, here are some safety tips for everyone who uses public transportation.*

—Patricia Brennan, Director of Special Services, Division of Public Safety

### Public Transportation Safety Tips

- Become familiar with the different bus and trolley routes and their schedules. SEPTA schedules and general information are now posted on the web—the URL is [www.septa.com](http://www.septa.com) or call (215) 580-7800.
- When traveling at night it is better to use above-ground transportation systems. Buses, the above-ground stretches of subway/surface lines and elevated lines give less cover for criminal activity.
- If you do travel underground, be aware of the emergency call boxes on the platform. These phones contact SEPTA Police. The phones operate much like the University's Blue Light Phones. To operate the SEPTA Phone, push the button. A SEPTA operator will identify your transit stop and assist you immediately.
- Whenever possible, try to sit near the driver.
- In the subway station stand back from the platform edge.
- Don't fall asleep! Stay Alert!

### LUCY Loop

- Operated by SEPTA, Monday through Friday except major holidays, 6:10 a.m. to 7 p.m.
- LUCY Loop departs 30th Street Station every 10 to 35 minutes and loops through University City.
- For more information call (215) 580-7800.

### Emergency Phones at Subway Stops

**30th & Market Street**—Subway surface SEPTA Emergency Phone located near the middle of the platform on the wall.

**33rd & Market Street**—SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.

**34th & Market Street**—SEPTA Emergency Phone on the (E) platform for east and westbound trains.

- Penn Blue Light Emergency Phone located on the northeast corner next to the subway entrance.

**36th & Sansom Street**—SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.

**37th & Spruce Street**—SEPTA Emergency Phone near the middle of the westbound platform on the wall and near the middle of the eastbound platform.

- Penn Blue Light Emergency Phone located across the street at the entrance to the Quad. In Dietrich Gardens near the eastbound entrance to the subway. Also, outside on the wall to the entrance of the Steinberg-Dietrich cafeteria.

**40th & Market Street**—El subway stop; SEPTA Emergency Phone located on the platform on the wall near the cashier.

**33rd & South Street (University Station)**; SEPTA Emergency Phone located in middle of platform.

- Penn Blue Light Emergency Phone located at northbound and southbound stairwells of platform.

**40th & Baltimore Avenue**—

- Penn Blue Light Emergency Phone located next to SEPTA station.

### Traveling During Non-Peak Times

- If possible use above-ground transportation.
- If you use subways, stand near the SEPTA call box.
- If possible use the Market-Frankford El (elevated lines). In case of an emergency there is a cashier's booth staffed during hours of operation.
- If possible travel with a companion(s).

### During Peak Hours: Watch Out for Pickpockets

*Here are eight things pickpockets don't want you to know:*

1. Never display money in a crowd. (Think this through before you leave the safety of your office, so you aren't fumbling in public with your purse or wallet.)
2. Never wear necklaces, chains or other jewelry in plain view.
3. Handbag: Carry tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on a seat beside you.
4. Wallet: Carry in an inside coat pocket or side trouser pocket.
5. Immediately check your wallet or purse when you are jostled in a crowd. (And then be doubly watchful, because the jostling may have been a ploy to get you to reveal where you carry your money.)
6. If your pocket is picked, call out immediately to let the operator and your fellow passengers know there is a pickpocket on the vehicle.
7. Beware of loud arguments and commotions aboard vehicles or on station platforms. Many times these incidents are staged to distract your attention while your pocket is picked.
8. If you suspect pickpockets at work on a particular transit route or subway station, call SEPTA Police Hotline, (215) 580-4131/4132. It's answered 24 hours a day. You do not have to give your name. Trained personnel will take your information and see to it that something gets done. Also, notify Penn Police at 511 on campus phones, or call (215) 573-3333 from off campus phones or cell phones.

### Halloween Safety, Too

This is also a good weekend to pass some Halloween Safety Tips to any children you know:

- Trick-or-treat in your neighborhood.
- Only call on people you know.
- Never go out alone. Go with friends. Ask your mom or dad, older sister or brother, or a neighbor to go along.
- Stay in well-lighted areas.
- Wear white or reflective clothing.
- Carry a flashlight, glowstick or reflective bag.
- Watch out for cars.
- Have your parents inspect all treats before you eat them.

*In the event of an emergency call:*

Philadelphia Police	911
University of Pennsylvania Police	(215) 573-3333
Children's Hospital of Philadelphia	(215) 590-3480
Philadelphia Poison Control Center	(215) 386-2100
National Poison Control Center	1-800-222-1222

*Please be sure to use Penn's escort services:*

Walking Escort	(215) 898-WALK
Riding Escort	(215) 898-RIDE

For additional safety tips, contact the Detective Unit at (215) 898-4485, 4040 Chestnut Street. The department is staffed from 6 a.m. to 3 a.m., Monday through Friday.

Emergency victim support services and sensitive crimes reporting is available 24 hours at (215) 898-6600.

For emergencies contact the Penn Police by using the Blue Light Phones or call 511 on campus phones, or call (215) 573-3333 from off campus phones or cell phones.